

LEARNING GENRE, LEARNING ABOUT GENRE, LEARNING THROUGH GENRE:
A CASE STUDY OF FOUR YOUNG LEARNERS
READING AND WRITING FABLES

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ABSTRACT

Not every child that leaves school after eleven years has become a successful reader and writer. They often leave school with limited confidence in writing. They do not have ideas or language proficiency and knowledge of how to produce a coherent text. This perhaps stems from the fact that reading and writing have been too often separated in our classroom work. Besides that, the reading done in schools has also been very decontextualised where the needs of the learners within and beyond the classrooms are not bridged.

The use of genre approach to reading and writing to address these imbalances was investigated in this study. Four primary school learners were exposed to the genre approach to reading and writing which is basically an intervention plan to reveal to them the 'how' of reading and writing. This study hopes to identify and articulate the transitions that occur as my learners become more competent readers and writers using the genre approach. This study also seeks to gain insights regarding the reading-writing connections; how reading of fables helped learners write better fables. The fables were also used as springboards to encourage and develop learners' critical thinking. Thus the learners not only read within the fables but also read beyond the fables as they make connections with issues outside the classroom.

The learners were immersed in fables where they 'heard' fables, read fables and reviewed fables. Then the learners wrote their own fables and reviewed each others written fables. They were then exposed to models of fables as they reviewed and revised their written fables after peer conferencing. The data was collected in the form of learners' written products, peer discussion as well as through participant observation.

The findings indicate that the learners were successful in learning to write better fables after they were immersed in and exposed to models of fables. Reading fables also

enriched their resources, which they drew upon in writing their own fables. This increased their confidence in writing. Learning through the fable genre helped to support and extend learners' critical thinking as they went through the fables and made connections with issues in their lifeworlds.

The findings suggest that the genre approach to reading and writing scaffolds the learners' writing process. This is especially helpful for assisting problem readers and writers. The findings also suggest that 'learning through the genre' links the reading done in the classroom and the reading that needs to be done beyond the classrooms. Hence the genre approach to reading and writing can be seen as a plan or even a tool for empowering learners.

**BELAJAR GENRE, BELAJAR TENTANG GENRE, BELAJAR MELALUI
GENRE: SATU KAJIAN KES EMPAT PELAJAR SEKOLAH RENDAH
MEMBACA DAN MENGARANG CERITA DONGENG**

ABSTRAK

Bukan semua pelajar yang meninggalkan bangku sekolah selepas sebelas tahun boleh membaca dan menulis dalam Bahasa Inggeris. Mereka tidak mempunyai idea atau kefasihan dalam Bahasa Inggeris serta pengetahuan tentang bagaimana menghasilkan suatu karya yang berkesinambungan dan sesuai. Ini mungkin disebabkan oleh cara pengajaran dan pembelajaran Bahasa Inggeris dilaksanakan di sekolah dimana bacaan yang dilakukan tidak membantu pelajar dalam menghasilkan penulisan yang baik. Selain daripada itu, kemahiran bacaan yang diberi penekanan di kelas tidak selaras dengan kemahiran membaca yang diperlukan di luar sekolah kelak.

Dalam kajian ini, penggunaan pendekatan genre untuk membaca dan menulis bagi mengatasi kelemahan telah dikaji. Empat pelajar sekolah rendah telah didedahkan kepada pengajaran-pembelajaran berasaskan pendekatan genre. Pendekatan ini adalah sebenarnya satu rancangan bagi mendedahkan pelajar kepada selok-belok menulis. Oleh yang demikian, kajian ini bertujuan mengenalpasti kemahiran dan penguasaan serta proses pengajaran-pembelajaran yang berlaku semasa pelajar menjadi lebih mahir dalam pembacaan dan penulisan cerita dongeng. Kajian ini juga bertujuan mendapatkan pengetahuan mendalam tentang perkaitan antara membaca cerita dongeng dan menulis cerita dongeng serta bagaimana pembacaan cerita dongeng dapat membantu dalam penulisan cerita dongeng. Cerita dongeng ini juga telah digunakan sebagai agen bagi menggalak dan memperkembang kemahiran berfikir secara kritis. Kajian ini juga telah meneliti penggunaan cerita dongeng sebagai tapak perbincangan isu-isu sosial. Maka,

pelajar bukan sahaja membaca apa yang tersurat tetapi juga yang tersirat serta dapat menghubungkan pembelajaran di dalam dan di luar bilik darjah.

Pelajar-pelajar telah mendengar, membaca dan meneliti cerita dongeng. Selepas itu mereka menulis cerita dongeng. Mereka, kemudiannya memberi maklum balas sesama sendiri. Mereka seterusnya diberi contoh cerita dongeng sebagai panduan dan menulis semula cerita dongeng mereka. Data dikumpulkan dalam bentuk karangan pelajar, diskusi antara pelajar dan pemerhatian penyerta.

Hasil kajian menunjukkan pelajar berjaya belajar menulis cerita dongeng yang lebih baik selepas didedahkan kepada cerita dongeng. Pembacaan cerita dongeng telah memperkayakan sumber pengetahuan mereka yang membantu mereka dalam proses penulisan. Ini secara tidak langsung telah mempertingkatkan keyakinan mereka dalam menulis. Pembelajaran melalui genre juga telah membantu memperkembangkan kemahiran pemikiran kritis di kalangan empat pelajar ini.

Hasil kajian ini juga berpendapat bahawa pendekatan genre dalam membaca dan menulis harus diberi penekanan dalam pengajaran pengajaran dalam Bahasa Inggeris di bilik darjah kita. Pendekatan genre ini membantu pelajar-pelajar khususnya yang menghadapi masalah menulis dalam Bahasa Inggeris menguasai kemahiran membaca dan menulis. Hasil kajian ini juga berpendapat bahawa pengajaran-pembelajaran berasaskan pendekatan genre mampu memberi 'kuasa' kepada pelajar.

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