Tracing factors that influenced English policy

Studies show that as the importance of the national language grows, the role of English in society decreases from a second language to a foreign language, providing students less opportunity and need to use it.

The problem is further compounded by the shortage of quality English teachers, an exam-oriented curriculum and poor attitude towards the language.

Is it fair to compare the standard of the English language in the Malay medium national schools to that in the English medium schools of the past?

Perhaps what Prof Dr Logo Bashkaran, of Universiti Malaya, commented in a study in 1991 sums up the situation.

"The high standard of English in the past was only confined to those attending English medium schools in towns. Now the standard might have declined but there are more opportunities for students across the country to learn the language in schools."

Malaysian Education at a glance

1815 — The first western-style Chinese medium school was built in Malacca.
1816 — Penang Free School was set up as the first English medium school in Malaya.
1830 — Bilingual English-Tamil school was established in Malacca.
1853 — The first Malay medium school was established in Bayan Lepas, Penang.
1860 - 1950s — All types of schools co-existed peacefully.
1956 — The Razak Report laid the foundation for a system of education which is more national in character to achieve the country's nation building aspirations. It recommended for all the four existing types of primary schools to be accepted into the national system.
1961 — The Educational Act 1961 (clause 21b) stated that the Education Minister had the power to change the language of instruction in primary schools to Malay if the need was seen.

Early 1960s — Growing spirit of nationalism sparked the movement pushing for Malay to be enforced as the official language. This led to the passing of the National Language Act 1963/1967, under which Malay was made the main language for official events in the country.

Mid 1960s — The Education Minister then, Abdul Rahman Ya'kub, initiated the programme to convert the whole education system to the Malay medium of instruction.

1969 — The "May 69" incident gave the implementation of the programme a boost, as schools were asked to conduct their classes in Malay.

1977 — The conversion process affected English medium secondary schools which began using Malay as the medium of instruction.

1983 — Tertiary institutions started using Malay as the medium of instruction.

History of The English Language Teaching System

Post Merdeka (1957 - 1970) — The English language was not taught in schools except in the English medium national-type of primary schools.

1971 — With the conversion of the English medium primary schools into Malay medium ones, English was made compulsory as a subject in secondary education. Students' exposure to the language in school was reduced to 200-300 minutes per week. Exposure in real situations becomes increasingly difficult as its previous role is replaced by the national language. In rural areas, the need or opportunity to use English becomes almost non-existent.

1977 — A communicational syllabus was implemented for upper secondary schools with the conversion, which many teachers complained to be lacking in basic grammatical foundation.

1982 — New curriculum for primary schools was introduced, called New Primary School Curriculum (KBSR), which clearly stated that students should not be streamed according to their levels of ability, making it difficult for language teachers to cater to the different levels of ability.

1988 — KBSM, the Integrated Secondary School Curriculum, was introduced. English stopped being a requirement for admission into local institutions, leaving it to the discretion of the individual institutions to set the level of English required and design English programmes for their students.

1995 — English stopped being a compulsory subject for passing the national public secondary examination SPM. Many students started adopting a lackadaisical attitude towards the language as a subject. — By HARIATI AZIZAN

GOOD OLD DAYS... was English proficiency better in the pre-1970s? — File picture
How bad is our English?

Dr. Mahathir has to be commended for his consistent stand on the importance of English. Over the past decade, he has been the sole leader in this country to remind us of the need to master English — at school, university and work — to keep up with the developed nations.

Unfortunately, the same cannot be said about the others who fear political repercussion. A former Education Minister, for example, at some point, decided it was not politically correct to be aired over TV replying to questions from English papers in English. He would deliberately speak in Bahasa. This same person is said to have "converted" Bahasa Malaysia, as prescribed by the Prime Minister, to Bahasa Melayu. As a result, today’s generation of students and their parents refer to the same language by different names.

Perhaps this is splitting hairs. But the point is, education, and not just English or Bahasa, is often used for political expediency — sometimes at the expense of what is best for schoolchildren and the education system.

While the layman talks about the decline of English language proficiency among Malaysians, the academics say the tag "decline" is incorrect as it is a relative term.

English teachers and teacher trainers who worry about the poor command of English among students and teacher trainees lament that federal policies, strategies and projects are hodgepodge and there is never serious follow up and evaluation of what have been implemented. If the Education Ministry cannot be relied on for a consistent and effective approach, perhaps we have to look closer to home.

The panel has come up with several good suggestions on what measures to adopt — from providing schools with relevant reading material and getting PTA involvement to encouraging the private sector to "invest" in their potential employees.

In the meantime, the "rot" has to stop. Low proficiency students have resulted in low proficiency teachers...
Is there a “decline”? Dr Hannah Pillay: To me, when I read about this issue in the papers, I think, ‘What are we comparing (the standard of English) with?’ In Malaysia, I think the problem is that we are comparing it to the level of English people who have completed the highest medium of instruction in English. So, I think, if we are talking about this definitely, no. As a culture that has adopted English as a second language after Bahasa Melayu, then I think that we are talking about relatively well.

Another issue is, ‘Who really needs English at a very high level, at a moderate level, etc. Are we expecting, the total population of Malaysia to have excellent English?’ Or do we realise that only a certain group need a very high level of English? A waiter in a hotel, for example, needs a certain level of proficiency but he need not speak at a high level of proficiency. This needs to be considered because we cannot expect everyone to have the same level of proficiency.

Sabah Ali: I think that we should look at the purpose we use English as a tool for communication. For example, in business, one business may need when we are making a business deal or transactions. I am talking from a commercial perspective. One of the main objectives of the Microsoft Knowledge Gateway is to have the government in the creation of a local software industry and we feel that we need people who openers to embrace a knowledge economy.

From that perspective, English is absolutely vital. We expect students, who are the future leaders, to have a good command of English.

Prof Ong: In the period during the 60s and 70s, where people like us come for the instruction, the instruction was English. Then there was the period of Nationalism where changes were made. It is they had been changed from English into Bahasa Malaysia, rightly so for certain reasons.

But we have to balance between national aspirations and globalisation. It is no vamps at all (to the latter). You see, between the graduates of 50s and those that came out in the last five or 10 years, there is a distinct difference because of the Nationalism that came into place in the 70s. Now we have to bridge that gap of both these extreme. We have to look at English in the context of where we are now and where we want to go.

Siva Subramaniam: I think there is a serious decline in English...not only in schools but in other sectors as well. From professors to the prime minister...imagine, some professors can’t even write proper sentences in English.

Generally, there is a decline of English, not only in schools but also in society. I think we do not have a justifiction for the decline bearing in mind that, firstly, we have had good teachers in the 60s teaching English. But I think that certain policies by the Education Ministry seem to be about this decline. The government itself does not place any value to English.

Dr Tsukau Mohani: I disagree. You don’t want to have a blanket statement that the standard of English has gone down. Because it depends on our needs today...we do not need that standard of English (as in the past), in certain sectors. So we cannot expect the same standard of English. We need proficiency but also, they are very very hard to find.

Dr Pillay: We should stop talking about the ‘level of English’ as we can never agree on a standard of what we expect, we should acknowledge the level we have now and see where we go from here, ways of improving it.

We are talking now about Eng- lish teachers teaching a sub ject in the curriculum which is given five or six periods a week. Given the time (given to the subject in schools), does the competency of our stu dents decide what we want? Different people need different levels of proficiency after all.

Are teachers proficient? Dr Tunku Mohani Tunku Mahazan: A significant majority of the TESL-trained teachers have a good command of English but many of them are unable to teach other subjects as well and many complain that because of the lack of teaching experience when teaching those other subjects, and also the poor level of English of the students, the impact on their proficiency has been affected. But I think many of them are still employing a lot of English.

Dr Pillay: I will disagree with that. I think I am now getting the products and we have already seen the decline. We have graduates now who cannot speak grammatically correct English. And the percentage is getting higher.

Dr Tunku Mohani: Teachers may not be highly proficient or as proficient as the native speakers, but they still fulfils the need of what we want or of what students are required to obtain. There are still quite a very proficient trainees in our universities.

Siva Subramaniam: We have but it may be not selected. Even our postgraduates, at DGI and DG2 level, cannot speak a proper sentence in English. So Government can make decisions at the top but if there is no implementation, then it’s useless. It is shocking in primary schools, how English is taught.

Dr Pillay: I would agree that at primary level we have a problem. The less competent a teacher in English, the less she is going to use it in the classroom. I think a level of competence is important in order to feel confident and carry.

Because we have English teachers who are not that competent. Very few teachers that teach English in another language. If you walk into a primary classroom, you will see (in an English class) that one word is uttered in English and the rest of the explanation in Bahasa Malaysia. That, I think, is a more serious problem...the methodology we are using to teach English is very ques tionable.

Dr Tunku Mohani: But I need methodology so they know how to teach. They should know how to impart knowledge. But I’m not go ing to deny that they need proficiency too.

Star Education: Who is responsible for curriculum at university level? Is it CDC (Curriculum Development Centre) at the ministry or your respective institutions? Dr Tunku Mohani: The institutions.

Siva Subramaniam: Yes, there is no coordination.

Dr Pillay: It has to come from the ministry.

Siva Subramaniam: As far as policies are concerned, you can’t really dictate, you just can’t go down unless there is a directive. It is up to the institutions.

Dr Pillay: We do need concrete policies. In the early 1990s, there was the same mudda about English and there was a 10-point plan. When have we evaluated this plan? Now we’re on the next wave. In 1991, the PSI made a statement about the decline in English and there was a whole series of initiatives.

We have never actually evaluated all these. What are their strengths and weak- nesses? Looking up with the past doesn’t seem to be our strong point.

Siva Subramaniam: You see, the ministry must come up with concrete policies on English.

When the nation is talking about English, there is also a group of people in the ministry who are trying to be more nationalistic in their thinking about converting our Multimedia University and all that into English. That is a sad thing. The implementers at the bottom must have a change of heart. It’s not only one person.

Prof Ong: The whole concept of Malaysia Incorporated and Vision 2020 is a vision at the top but it must pervade all the way down. That includes the mastery of English.

Dr Pillay: I think it was the PSI who said that maintaining English does not mean that you are less nationalistic. In fact does be more nationalistic if you can share the wealth of our globalisation and be able to tackle the challenges.

The causes of the problem Siva Subramaniam: At intake lev- el, the quality of teachers in a big question mark. These parts in fact affect teachers also can hardly speak English.

Dr Tunku Mohani: The teacher trainees seem to be relatively good in terms of their written work because they have been selected based on their examination results. It is very difficult to find out their oral proficiency. Where teaching is concerned is that very important, now it is very time consuming to test this.

Star Education: Don’t they have to go for an interview?

Dr Tunku Mohani: Right now, no. Siva Subramaniam: You do not need a pass (a pass in English) to get into teacher training (for non-graduate teachers). English is alien. You do not need English to get into anything at all. As long as you get five credits you can get into teacher training but basically, you don’t need to pass English to become a qualified teacher. I can take you to schools, there are teachers who cannot even speak and they ask students to help them.

Dr Tunku Mohani: Those are teachers who have been asked to teach English because they are a shortage of English teachers.

Siva Subramaniam: There is no shortage of English teachers. They are just not evenly distributed.

Dr Tunku Mohani: No listen at these schools, rural schools, they do not have teachers who are qualified to teach English. I have been to these schools myself. I met a student of mine who was trained to teach English and he told me that he was not allowed to teach English but was asked to teach something else.

Star Education: Surely this is an implementation problem. We have more than enough English teachers at the school level but they should be made to work there should be many English teachers who don’t want to be posted to rural schools.

Upgrading teachers Dr Pillay: Teacher training has to be revamped.

Dr Tunku Mohani: No, it’s not revamped. Teachers who are at the school level, who are teaching, we let them have refresher courses. So they don’t organise their own.

Star Education: Minister said in his New Year’s message that he hoped to see in service training programme for English teachers. What about refresher curriculum and new ini- tiatives?

Dr Pillay: There are always new ideas in service training, like anything else.

There must be a systematic fol low through of refresher courses.
Looking back to English

Dr M: Government willing to consider move to arrest decline in subject

KUALA LUMPUR, Mon. — Prime Minister Datuk Seri Dr Mahathir Mohamad today said the Government was willing to re-introduce the English medium school system to arrest the decline in the subject.

He said at a press conference after delivering a keynote address at the 30th International Conference on Business and Management at the Mandarin Oriental Hotel.

"If the people want it, of course, as a democratic government, we will have to respond," he said.

He was asked to comment on a proposal in this paper to the Government to re-introduce English as the main medium of instruction in schools.

Dr Mahathir said it was also the duty of the Government to explain what something failed, like weaknesses, in the current system where Bahasa Malaysia was the main medium of instruction in national schools and Mandarin and Tamil in national-type schools.

With less emphasis given to English in recent years, Dr Mahathir said, the Government found that those who lacked a good command of the language were handicapped in integrating and facing the challenges of the new economy.

"So we have to overcome our weakness in this area. How we overcome this, it depends on us," he said.

On May 3, the Kuala Kangsar division, which is headed by Dr Mahathir, passed several resolutions, including calling for several subjects to be taught in English.

In Sungai Petani, Education Minister Tan Sri Musa Mohamad said his Ministry would gather public opinions before making a decision on the issue.

He said introduction of such schools would involve a major change in the country's education policy.

"We are living in the era of globalisation where we need to communicate with the international community which predominantly uses English. We need to study this from all aspects and the Ministry wants as much public input before making a decision on the matter," he said after launching a national-level "Safe School" concept convention today.

In 1975, all English primary schools were converted to National primary schools, and in 1976, Bahasa Melayu was made the medium language for Form One. The national language was subsequently introduced as the medium language for Form Six (Arts stream) in 1979 and for the Science stream in 1981.

In 1980, Bahasa Malaysia was made the medium of instruction for primary level in all university courses.

In 1982, the national language was used as the medium of instruction at all school levels.

Despite the decision to introduce Bahasa Malaysia as the medium of instruction, the Government was committed to policy of maintaining English as a second language. Consequently, English was taught as a subject from year one of all Malay medium primary schools and year three of Chinese and Tamil schools.

Through the years, the decline in proficiency of English had prompted politicians, educationalists, grade-school principals, community leaders and parents to clamour for improved teaching methods.
LING: ENGLISH TO BE A STRONG SUBJECT

KUALA LUMPUR: While no decision was made by the Cabinet yesterday on the proposal to reintroduce English-medium schools, ministers voted unanimously in favour of strengthening the teaching and learning of English in schools.

Transport Minister Datuk Seri Dr Ling Liong Sik said the Cabinet had decided to "bring back English as a strong subject" as this was necessary for Malaysians to enter the knowledge economy.

"Details will be worked out by the Education Ministry," he told reporters after the weekly Cabinet meeting here yesterday.

He was commenting on Prime Minister Datuk Seri Dr Mahathir Mohamad's statement three days ago that the Government would consider reintroducing English-medium schools if the public felt this was necessary to improve Malaysians' proficiency in English.

At a separate function at Putrajaya yesterday, Prime Minister Datuk Seri Dr Mahathir Mohamad reiterated that the Government wanted to hear the people's views on the proposal to reintroduce English-medium schools in the country.

"Some say the failure to get a job is not because of poor command of English ... we don't know whether this is true or not but we need to know the public's reaction," he told reporters after hosting a luncheon for visiting Lebanese Prime Minister Rafic Hariri at Seri Perdana here.

The Star reports that when asked if the government would conduct a study on the matter, Dr Mahathir said: "Many people have made studies, so we want to hear from the people. If the people say giving priority to the national language over getting jobs, we will abide by their view," he said.

Malacca Chief Minister Datuk Seri Mohd Ali Rustam and the re-introduction of English-medium schools could help the younger generation to be proficient in the language.

He said the Malacca Government supported the proposal and such schools could be set up in every district. "English-medium schools will also attract foreign students to the state and country," he added.

Penang Chief Minister Tun Dr Koh Tsu Koon said the proposal should be studied in depth and suggested science and mathematics be taught in English and the other subjects in Bahasa Malaysia.

"As a former educationist, I feel this approach needs to be done very carefully and in a systematic manner, beginning with the group of science and mathematics teachers," he said.

He added that it was important to master the English language to face challenges from developing nations such as China, Vietnam, Thailand and Indonesia.

Umno Youth, in a press statement, urged the government to reconsider the proposal to introduce English-medium schools which they felt would hamper efforts to foster national integration.

Umno Youth president Datuk Hishammuddin Ton Hussein said encouraging an equal dual-language system at school would be a more suitable move. "We feel that using English as the medium of instruction for a few selected subjects will be a better alternative than the blanket reintroduction of English-medium schools.

"By establishing two main mediums of instruction, it will not only improve proficiency in English among students but also advance national integration," he added, adding that the importance of English could not be denied and Malays especially should improve their command of the language.

Member of Parliament for Tampin Datuk Husni Hanadzah said Malaysians would have to first accept that English was the universal lingua franca to understand the importance of mastering the language.

He said it was imperative for Malaysians to master the language "as globalization is already knocking on our door." He pointed out that globalization covered not only economy, technology and trade but also politics.
APPENDIX F

QUESTIONNAIRE

Tick the appropriate boxes.

1. Name
2. Sex
3. Father’s / Guardian’s Occupation
4. Mother’s Occupation
5. Parents’ total monthly income:

- [ ] below RM 400
- [ ] RM 401 – RM 800
- [ ] RM 801 – RM 1600
- [ ] RM 1601 – RM 2000
- [ ] RM 2001 and above

6. What result did you get for English in the Penilaian Menengah Rendah (PMR) examination?

- [ ] A
- [ ] B
- [ ] C
- [ ] D
- [ ] E

7. Which language do you use to communicate with your family members?

- [ ] Malay
- [ ] English
- [ ] Others, please state: __________________________
8. Which language do you use to communicate with your friends (in school)?

☐ Malay
☐ English
☐ Others, please state: ________________________________

9. How often do you use English?

☐ Seldom
☐ Sometimes
☐ Frequently

10. When do you use English? (You may tick more than one answer)

☐ In class
☐ While shopping
☐ With friends
☐ Others, please state: ________________________________

11. How often do you read English newspaper(s)?

☐ Never
☐ Seldom
☐ 2 to 3 times a week
☐ Everyday
12. How often do you read English books (excluding textbook) or English magazines?

- Never
- Seldom
- 2 to 3 times a week
- Everyday

13. How much time do you spend on average listening to English radio programmes or watching English programmes daily?

- less than 1 hour
- 2 to 3 hours
- 3 to 4 hours
- more than 5 hours

Thank You.
APPENDIX G

Writing Task

Write a composition of about 350 words on one of the following topics.

a. Write a story ending with,

   "......it was the most frightening experience of my life."

b. Describe your first day of school.
My first day at school is the most unhappy day in my life. I was just 8 and small. I had to wake earlier because in standard one, you in morning. My father was lazy and I still remember my mom and between me and my sister, I the one who more easily to wake up although we did not use andy ringing which I still remember that I have wake up at 6:30 am because my father work as a driver and he have to (pushed) at 6:30. He left me just for a minute school. I very done but I didn't feel any worry at all. The teacher come at 8:30 am there is a tall man talking in front of us and told us to be seated in the hall. Ms. and the other children were in hall. My pupils followed our teacher into the hall.

Ms. and my father sit beside the Chinese man with his son. Both of them are so fat. I remember the boy name is Wong gum back. He my class friend. We never separated class until 8. He like to eat pork. He knows that's why I know him. The fat old man that is our headmaster said please visit each class to show if our name where there. My classroom besides school and I can smell the taste of that food out it is bad. It doesn't seem to be same as my mom cooked. I sit besides Izy Izwana in the class. She so shout and wepy-sun glasses. She's friendly and like to talk with me and we are in same class until 8. I because there is a lady that I didn't like how my friend away from me. I sure hate him.

My father said he had to go the council tiny long. Mother will pick me up after school and ask me to wait in the class so my mom can easily find me. It's cindy for me.
because I knew I'm a young brave kid but there a few pupils that I saw crying 'Mama don't go, Papa don't go', what a baby! We didn't learn anything that day because my teacher just gave me a slip, that shows me and other pupils what we need to buy. I didn't remember her name but she's so lovely but she change to a vampire after our school transformed to Sekolah Dini Bahasa. She so bad at us all I don't know why but what I know, she's the vampire that look in the Evil Dungeon.

I like to go around the school, walking with Zeta and Elina. Elina listen didn't sing long. She moved out with his parents because his father was a police. My best friend in school was some journey I stayed in class by class just to speak. There are a lot of friends I see have just in one day. There are so many and some of them are still study in the same school with me now. After time out, we sat back in our place and my teacher gave each of us a card name. The card made from Manila card and my name on it. It so big like a giant handwriting. We have to stick it to our shirt. I'm wearing it but not boju hurting. After our teacher began to speak, this work we began to knowing each other. My teacher call one by one in front and speak up. Some of us doesn't know what my father said if the teacher asked about our address. Just said JKR Quality. That's it, that's all I know.
In the end of time, it
we came to the end of seasons. I can see my mother outside
the classroom smiling at me and buy me a pop ice-cream.
And the bell is ringing. Victory at last! But I am still happy when
I was in standard 1. I had a lot of friends and a great
community and ice-cream. My first day at school in the best
part of my life! I learn that friends are important. We don't have
to follow our parents every day. We have to stay at our own
place.

20 3 D
1 7 15 2 8 17 471

5 3 8 2

0 5
Section C

Story ending with

"It was the most frightening experience in my life."

My family and I were moving into a new house. It was a big house. From my information, it was no people liked to live in this house before this except my family. I didn't know why.

One night, my family was not at home. They had dinner with an old friend, so it was just me in the house. It was 12:00 in the midnight. After reading a history book, I went to sleep. I switched off the lights and closed the door. It's good to be saved in that house alone.

After a minute, I felt like something burning in the kitchen. I quickly ran into the kitchen, but it was amazing—nothing happened! I came back to my bedroom and then I heard like someone was taking a bath in the bathroom. I felt nervous. I tried to be brave. Slowly, I went to the bathroom and opened it again. It was nothing happened only the tap was opening. Tell then I remember, before I went to sleep, I had closed the tap. But why how... I felt most amazed and scared. After that, I heard sound of the phone. At that time, I only hope that my parents come back early. I tried to call my parents but it was no lines on the phones. What a mysterious! I pray and wish that I was saved in that house. I want to cries...
quickly opened the door and asked my parents, "What was happening? They didn’t believe me! I was the most frightening experience for me. It was the most frightening experience in my life!"

We discussed about this problem and then we knew that we have to move from that house. I felt relieved. I thought they might be a ghost in that house. I don’t know but I don’t know!

The day after tomorrow, it happened again. Now it was happened in me! I what can I do?"
SECTION C

"Uhhh!! What's a boring day?" My head now are full with chemistry problems. The subject that I hate most. It's better if I talked about poem. But, with whom?! Mak Pah? Well, what the hell she know about the poem? Mom? She died in the car accident seven years ago. Dad? Go to hell with him. He only care about his international business. He even never care about me. He only knew th about business, business and business. He think that he can eat with business.

I don't have any other siblings. I'm the only child. I live alone in this luxurious house. Nobody. Empty. I just felt that I'm living in the hell. This I just want to get out from this hell. I can't stand anymore.

By the way, I shouldn't destroy this beautiful day with a nonsense things. Why don't I take a walk? Maybe, I will get an inspiration for my poems. So, I dressed up with DKNY t-shirts and jeans.

"Ling, where are you going?"

"Well, I think that I want to take a walk. Furthermore, it's too boring to stay home."

"You don't want to breakfast?"

"Nope. Bye, Mak Pah."

I went to town by bus. When I arrived, there are a lot of teenagers who gather on the wall.
saw a lover couples. They hug and kiss without feel ashamed.

"What a world? They don't have anything to do else other than that." Then, I felt thirsty.

Then, I decided to go cinema. Watch my favourite actors, Leonardo de Caprio's film. While I take a walk through the silent path while walking, I sang my favourite songs, 'My Heart Will Go On.' Then, suddenly, I felt that someone grabbed my back and I painted. I did not know what happened after that.

When I wake up, I was in the dark room. No windows. No air. I felt can smell dead croaches and urine.

I felt want to vomit. Then, the door. My eyes and my hands were tied up with rope. Then, the door opened.

A woman with long hair, green nail-polish came in. Beside her, a flabby man with scars on face. She opened my tied. and I felt frightened. I hope my father was here.

"Here, call your father." Then, I don't want to call him. She slapped me.

I called phoned my father, and told him not to listen to her. She grabbed the phone from me.

"Hello, Datuk. If you want your daughter back, just gave me a million. And, do to Kuala Lumpur Tower.

And, don't call the police. If not, you will never see your lovely daughter forever."

Meanwhile, my father was too worried. He ignored the woman and phone my cousin. Luckily, she is a police.

When the time arrived, we went to Kuala Lumpur Tower. We waited patiently. Then, I saw my father.

He looked very sad. I know he worried about me.
The woman told my father to put the money at the nearest dustbin. He put it and walked away from that.

Then, the flabby man walked towards it and took it.

Then, I heard 'shoot'. The police came and the situation are uncontrolled. I used this chance to run away. I saw my father standing near the window.

I ran towards him without thinking any risk.

Suddenly, I felt hurt at my chest. There are red liquid flowing without stop. I saw my father face and the people surrounding. I felt very hurt and I knew that I will die. I felt fainted.

When I wake up, I heard a burst of tears. It's Mak Pah, Dad and my cousin. They all here. Me, I'm still alive now. I'm now I saw my father blood-shot eyes. I know he try cried.

Since then, my father have time to spend with me. I was lucky to alive now. Thanks to God for giving me another chance. Whatever it is, I still felt that it was the most frightening experience in my life!
I am so happy because I have get good result in my SPM. I have get grade A and aggregate 10. I inform my excellence to my parents first, my called them; Mother was so happy and asking to me went I would come home. I say it would be soon. After put down the telephone, I realize that I had not packing my things, so I returned to my room. I am now in boarding school. My parents send me to this school, after I get excellence in my PMR.

After packed up my things, I goes to bus station to take a bus to my village. I am so happy and want to reach early, but what can I do, because not me drive the bus. I ask the tickets seller about the times, the bus would leaving. I am so disappointed because the seller inform me that the bus would leave at 5.00 'clock in the evening, but now is 11.00 'clock in the evening. I am not sure where I want to goes to pass the time. After think and think I got a idea to goes shopping centre.

I goes to shopping centre, just looked all the material that are selling there but do not buy it. After walking for two hour, I felt tired and also hungry. I decided to find a shop for eat but I don't like the food which are selling there. At last, I decided to eat Mc Donald's. After have a lunch, I took at my watch to knew what is the time exactly. I felt bored because the watch are shows the time 2.00 'clock. I do not know what to do? I makes decision to walk to bus station and take a rest at there. After arrive at bus
bus station I took a phone to make a call. I called first my father and then my close friend. After talking with them, I went to the toilet. Then I came from the toilet, I heard somebody talking about murder. I made a decision to go near the voice which I heard. I am so shocked when one man (shouted) a man with gun. I cannot make myself controlled my self, so I scream. My scream had made the men heard it and run at me to catch me, but I ran. I sat in front of a store because I had fall down because I had wear ladies shoes which are make my legs so pain, and I cannot control and at last I fall down. The man came near at me and asked me to shut up, if not he would shoot me.

The man which I called criminal, which I don't know how many crime that he had done, kidnapped me and bought me to a strange house. When I been taken they my eye was been tight with a scarf. At they I was so lonely. I felt sorrow, scary, and missing mother, father, house, and friends. All the night I cry because of missing all my life. I'm scared if the felon do not give me goes home-back. The criminal or felon had told me about their mission to me and say why he kill the men. He say if his mission is done he would like me. Then, he laugh, and laugh and me cry and cry.

I know mother and father would report to police about my I am missing. I had told them that I would arrive at home at 8:00 clock because I am traveling the bus at 5:00 clock. I looked at my watch and it show me that is now is 10:00 clock, in the night. I felt asleep. At morning I woke up at 8:00 clock because so tiring I am hungry. Because last night I had not given food. I asked with nervous and scared with the felon for food. At first he say he would not want to give me food and at last he say ok but you remember if
go out to buy food and when came back and see you are
not here, he would automatically shoot me wherever he find me. I say agree.

After he go out I try to open my right hand and right leg. I am successful and take a opportuntiy to run and make a called to mother and father first and tell them about the criminal and all about his attitude. Mother and father say that they are so worried about me. I tell them to called the police and tell about the place she being hiding. I also say that I am not have to many times talk because must go back goes back to the house. After reach the house I tight back my hand and leg. After 5 minutes, the criminal had arrive and open my hand and invite me to eat and say good girl because do not run. I am quite and still.

One hours later policeman had come and take caught the criminal with their tactics. I am so happy and greatly because now I can go back to my village with glory. After arrive at home, mother and father hugged me, and also my close friends Rina. I had told them whole the story and they advised me do not walk a strange place (lonely). I say mum, dad, Rina. I'm promise. The kidnapping moment was the most frightening experience in my life.