

**A STUDY OF THE COMPOSING SKILLS AMONG LEARNERS
IN A CHINESE SCHOOL**

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Abstrak

Penulisan karangan selama ini telah sentiasa menjadi komponen penting dalam kurikulum Bahasa Inggeris di semua sekolah. Meskipun begitu, selepas bertahun-tahun berlatih menulis karangan, sebahagian besar daripada pelajar-pelajar masih lemah dalam kemahiran mengarang.

Kajian ini meninjau masalah-masalah penulisan karangan di kalangan pelajar di sebuah sekolah perpengantar Bahasa Cina. Instrumen-instrumen yang digunakan dalam kajian ini ialah dua set borang soal-selidik dan untuk megukuhkan keputusan tersebut termuraham berstruktur dan analisis karangan-karangan pelajar yang telah ditanda telah digunakan juga. Data tersebut telah dianalisis melalui kaedah triangulasi.

Pendapatan utama menunjukkan bahawa terdapatnya sedikit pengajaran secara langsung tentang proses kemahiran mengarang yang sebenarnya penting dalam usaha untuk menghasilkan karangan yang berkesan. Pedagogi di sekolah dalam kajian ini sungguh bersifat dasar dan lebih mengutamakan hasilan produk dan berorientasikan peperiksaan semata-matanya tanpa memberi peluang kepada para pelajar untuk mengalami pengalaman yang menyeluruh daripada proses penulisan. Maka proses penulisan pelajar-pelajar serinkali terganggu dan secara lumrahnya mereka hanya mampu menghasilkan draf pertama yang tidak begitu bermutu tinggi dan penuh dengan kelemahan untuk penilaian guru-guru mereka. Di samping itu, para guru di sekolah dalam kajian ini didapati tidak terlatih untuk mengajar kemahiran penulisan secara berproses dan terdapatnya ketidakseimbangan antara pengetahuan teori dan amalan praktikal di kalangan guru-guru ini. Tambahan pula telah juga didapati bahawa kurangnya pembacaan lanjutan turut menyumbangkan kepada masalah-masalah pelajar dalam aspek penulisan.

Terdapatnya beberapa implikasi pedagogi daripada kajian ini. Antaranya telah dicadangkan bahawa, sebagai permulaannya penulisan secara perproses diperkenalkan dan diimplemntasikan di sekolah dalam kajian ini dan guru-guru pula diperlukan menjalani latihan dalam kaedah mengajar kemahiran penulisan. Telah juga diutarakan supaya lebih banyak masa perlu diuntukan bagi tujuan kelas karangan dan ditambah dari dua waktu pengajaran kepada minggu penulisan.

Satu lagi cadangan ialah mempromosikan pembacaan lanjutan di sekolah bukan hanya untuk menerapkan tabiat membaca yang baik tetapi juga untuk meningkatkan kesedaran tentang kepentingan dan kebaikan membaca dalam meningkatkan prestasi kemahiran menulis.

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ABSTRACT

Composition writing has always been an integral part of the English Language curriculum in all schools. However, after years of practice in writing composition, many of our students are still weak in their composing skills.

This study looks into the problems of composition writing among learners in a Chinese school. The instruments used in this study were two sets of questionnaires and to supplement and verify data obtained from questionnaire, structured interviews were conducted and sample of students' marked compositions were collected. Data obtained was analyzed via triangulation.

The main findings revealed that there is very little direct teaching of composition skills that are essential for producing effective composition. Pedagogy in the school under study is very simplistic, product-based and examination-orientated that resulted in students not having the opportunity to experience the full process of writing. Thus the writing process of students is truncated and students tend to produce only the first draft, perfunctory writing with all its weaknesses for the teacher's evaluation. Besides that, teachers have not been trained to teach process writing and there is a dichotomy between theory and practice among teachers. Furthermore, it is revealed that a lack of extensive reading in English accounted for students' problems in writing.

There are several pedagogical implications. It is suggested that, firstly, process writing be introduced and implemented in the present school and that the teachers are to undergo training in the teaching of writing.

It has also been suggested that more classroom time for process writing is needed and as such the present two period slot for composition writing be extended to a week.

Another suggestion is that of promoting extensive reading in school not only to inculcate the reading habit through various reading activities, but also to bring about an awareness of the importance and benefit of reading for improving writing skills. Finally, the study recommended that school administrators and teachers work hand in hand to initiate the necessary curriculum change for improving the writing competence of the students.