

ABSTRACT

Based on Kellogg's model of writing, this study investigated the effects of planning on fluency, complexity and accuracy in the narrative writings of average proficiency undergraduates. 30 Malaysian students undertook the task of writing a narrative with the aid of a set of pictures and writing prompt, under three different conditions. No planning (NP) participants were instructed to write without planning time but with limited writing time. Pre-task planning (PTP) participants were given limited planning and writing time. Within-task planning (WTP) participants had unlimited writing time but no planning time.

Results indicated that pre-task planning was beneficial in increasing fluency and those who performed within-task planning evidenced better complexity in the form of the most number of verb forms. Complexity in the form of modals was highest in pre-task planning. Planning had little effect on accuracy, with NP learners generating more clauses than pre-task planners, yet having the least errors among the three groups. They also produced the least verb form errors. It was found that the perception of the NP participants on their written performance concurred somewhat with the quality of their text in terms of accuracy and fluency. PTP and WTP participants' perceptions corresponded somewhat only in terms of fluency.

The study concludes that planning is advantageous to average proficiency learners in terms of fluency and complexity. However, writing time seemed to be more important than planning time for them to attain good written performance. The researcher proposes that more but limited writing time given to them would enhance the quality of the written text, as unlimited time may result in more errors produced. The difference in the learners' perception of the task and the quality of their performance suggests that instructors need to be sensitive to the learners' perception and expectations of writing assignments given to them.

ABSTRAK

Berdasarkan model penulisan Kellogg, kajian ini menyiasatkan kesan perancangan pada kelancaran, kekompleksan, dan ketepatan penulisan cerita di kalangan siswazah kemahiran biasa. 30 siswazah Malaysia menyertai kajian untuk menulis cerita dengan panduan gambar dan bantuan “writing prompt” dalam tiga keadaan. Peserta tanpa perancangan (NP) disuruh menulis dalam masa terhad tanpa masa perancangan. Peserta perancangan “pre-task” (PTP) diberikan masa perancangan dan masa penulisan yang terhad. Masa penulisan peserta perancangan “within-task” (WTP) tidak terhad tetapi mereka tidak diberikan masa perancangan.

Keputusan menunjukkan bahawa perancangan “pre-task” bermanfaat untuk meninggikan kelancaran. Selain itu, peserta WTP mencapai lebih kekompleksan dengan memperolehi bilangan kata kerja yang tertinggi. Malah kekompleksan dalam bentuk kata modal mencapai bilangan tertinggi di kalangan peserta PTP. Walau bagaimanapun, perancangan kurang berkesan pada ketepatan. Peserta NP menulis lebih klausa berbanding dengan peserta PTP. Namun demikian, kesilapan peserta NP terkurang di antara ketiga-tiga kumpulan. Peserta NP juga membuat kesilapan tersedikit dalam bentuk kata kerja. Tanggapan peserta NP terhadap penulisan mereka agak bersetuju dengan mutu penulisan mereka dalam aspek ketepatan dan kelancaran. Tanggapan peserta PTP and WTP agak bersetuju hanya dalam aspek kelancaran.

Kajian ini menyimpulkan bahawa perancangan berfaedah pada pelajar kemahiran biasa untuk membaiki kelancaran dan kekompleksan. Namun demikian, masa penulisan seolah-olah lebih penting daripada masa perancangan dalam menghasilkan penulisan yang baik. Pengkaji mencadangkan agar pelajar diberikan lebih masa yang terhad untuk meninggikan mutu penulisan, kerana masa penulisan tanpa had boleh mengakibatkan lebih kesilapan penulisan. Perbezaan tanggapan peserta terhadap penulisan mereka dengan mutu penulisan yang dihasilkan mencadangkan agar pengajar

perlu peka terhadap tanggapan dan jankaan pelajar dalam kerja penulisan yang diberikan.

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