

ABSTRACT

Due to limited exposure and usage of the English language, many secondary school students in rural areas have difficulty in writing a narrative essay. The main reason given is lack of vocabulary. Hence, this research is to find out the student's performance in narrative essay writing after an intervention in vocabulary acquisition using *The Star* newspaper as an alternative teaching and learning material. Activities using the newspaper are carried out for six weeks, at a frequency of 2 to 3 times a week. The methods applied in this study are pretest, post-test and interviews. The pre-test and post-test design is used to gather the quantitative data and interviews with the teacher and students are used to obtain qualitative data. The tests comprise free writing where the participants write a story that ends with the 'line' given. The participants of this research are 30 Form Four students from a rural secondary school in the district of Gombak, Selangor. After the administration of the pre-test, the students carry out 5 vocabulary worksheets and 3 writing worksheets based on selected articles from *The Star*. During the treatment, their behaviors or attitudes in responding to the questions asked and also their reactions to the teacher's instruction were recorded as field notes. Upon completion of the 8 worksheets, a post-test was administered. The difference between the pre and post-test scores for each student was then analyzed. Out of the 30 participants, 9 students (30%) were selected to be interviewed. The teacher was also interviewed. The result indicated that the activities using the newspaper did help the students to acquire more vocabulary, however, the newly acquired vocabulary helped improve the narrative writing of good and average students only. This is because these students know how to use the words learned correctly in elaborating their ideas. Whereas, for the weak students, they need more time to learn how to apply the words in their essay.

ABSTRAK

MENGGUNAKAN AKHBAR UNTUK MENINGKATKAN PENULISAN KARANGAN NARATIF DALAM KALANGAN PELAJAR SEKOLAH MENENGAH

Disebabkan kurangnya pendedahan dan penggunaan Bahasa Inggeris, kebanyakan pelajar sekolah menengah di kawasan pinggir bandar mengalami kesusahan untuk menulis karangan bentuk naratif. Sebab utama yang diberikan adalah kurangnya kosa kata. Oleh itu, kajian ini diadakan untuk mengetahui pencapaian pelajar dalam penulisan bentuk naratif selepas penglibatan mereka dalam mendapatkan perbendaharaan kata dengan menggunakan akhbar *The Star* sebagai satu bahan alternatif dalam pengajaran dan pembelajaran. Aktiviti adalah melibatkan penggunaan akhbar yang dijalankan selama enam minggu, pada kekerapan 2 hingga 3 kali seminggu. Metod yang digunakan dalam kajian ini adalah pra-ujian, pasca-ujian dan temu bual., Reka bentuk pra-ujian dan pasca-ujian telah digunakan untuk mengumpul data secara kuantitatif, dan temu bual dengan guru dan pelajar bagi data kualitatif. Ujian yang dijalankan terdiri daripada penulisan bebas di mana peserta menulis satu cerita yang berakhir dengan ayat yang diberi. Peserta kajian ini adalah 30 pelajar Tingkatan Empat dari sebuah sekolah menengah luar bandar di daerah Gombak, Selangor. Selepas ujian-pra diadakan, pelajar menjalani 5 lembaran kerja perbendaharaan kata dan 3 lembaran kerja bertulis yang berasaskan rencana/artikel daripada akhbar *The Star*. Sepanjang aktiviti diadakan, kelakuan atau sikap mereka dalam menjawab soalan-soalan yang ditanya dan tindak balas mereka terhadap arahan guru telah dipantau. Setelah semua 8 lembaran kerja siap dijalankan, pos-ujian diadakan. Perbezaan di antara skor pra dan pasca-ujian bagi setiap pelajar telah dianalisis. Daripada 30 peserta, 9 pelajar (30%) telah dipilih untuk ditemu bual. Guru turut ditemu ramah. Keputusan menunjukkan bahawa aktiviti-aktiviti yang menggunakan akhbar itu telah membantu para pelajar untuk memperoleh perbendaharaan kata yang lebih banyak. Walau bagaimanapun,

perbendaharaan kata yang baru diperoleh hanya membantu memperbaiki penulisan naratif pelajar tahap baik dan sederhana sahaja. Ini adalah kerana pelajar-pelajar ini tahu bagaimana untuk menggunakan perkataan yang dipelajari dengan betul dalam menghuraikan idea-idea mereka. Manakala, bagi pelajar yang lemah, mereka memerlukan lebih banyak masa untuk mempelajari bagaimana untuk menggunakan perkataan-perkataan baru tersebut dalam esei mereka.

ACKNOWLEDGEMENTS

Alhamdulillah all praise be to Allah S.W.T. Thank you for giving me strength and courage to complete my Ma studies successfully.

My special appreciation goes to my beloved mother Hajah Rokiah binti Sulaiman who never stopped giving me advice and praying for my success; to my parents in law Haji Ahmad bin Juraimi and Hajah Sakdiah binti Ahmad who were always ready to lend a helping hand when things got a bit more challenging; their love and sacrifices will never be forgotten. Thank you also to all my siblings and in laws.

To my supervisor, Dr Jawakhir Mior Jaafar, thank you for being so helpful, patient and understanding. Also thank you to the lecturers and staff of the Faculty of Language and Linguistics.

Thank you to the Headmistress, school teachers and students who participated and contributed in a big or small way to this study, without their kind cooperation and support, this study would never be.

Last but not least my most sincere gratitude goes to my beloved husband Haji Anzaruddin bin Haji Ahmad for his endless advice, support and love through the years of my MA study. Thank you too to my children ‘Athirah, ‘Aisyah and Aiman who showed so much understanding and tolerance towards my situation and tried their best to help ease my stress and frustrations.

To all these people, thank you so much. May Allah bless you all.

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