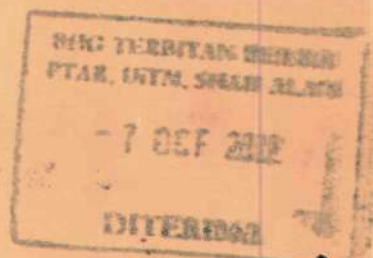


# Wahana AKADEMIK



JURNAL ■ UNIVERSITI TEKNOLOGI MARA ■ CAWANGAN KEDAH ■ KAMPUS SUNGAI PETANI

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*Hadiah  
Maj. 1*

- Analisis Fungsi Permintaan Wang di Malaysia  
Kaedah Pembolehubah Bertanggung Pelarasan Separa (Tahun 1960-Tahun 2000)
- Capital Budgeting in Investment and Project Appraisal
- Gambaran Sektor Pertanian Padi di Malaysia dan Kepenggunaan Tenaga Buruh di Sektor Tersebut
- How to Analyse Time Series Data Using Cointegration Techniques
- Key Success Factors of TQM Organizations : A Review of the Literature
- Language Enrichment Activities for Preparatory English
- Learning Styles Useful in Improving Students' Learning
- Malaysian Accounting Standards Overload?
- Motivational Styles and Instructional Designs of Second Language Learning :  
A Brief Insight into Students' Language Learning Preferences
- Pengaruh Bahasa Inggeris Terhadap Kecemerlangan Pelajar :  
Kajian di Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kampus Sungai Petani
- Perbankan Islam: Bank Islam Malaysia Berhad
- Pengaplikasian Kerajaan Elektronik oleh Jabatan Kerajaan :  
Dari Perspektif Pengurusan Rekod
- Self Assessment : An Opportunity to Reduce Tax
- The Admissibility of DNA Profiling under Islamic Law of Evidence

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## **KATA-KATA ALUAN PENAUUNG**

Assalamualaikum Warahmatullahi Wabarakatuh

Tahniah diucapkan kepada Jawatankuasa Jurnal Akademik UiTM Cawangan Kedah khasnya dan warga akademik UiTM Cawangan Kedah amnya kerana telah berjaya menerbitkan penerbitan pertama WAHANA AKADEMIK iaitu Jurnal Akademik UiTM Cawangan Kedah. Usaha ini adalah sejajar dengan cabaran era globalisasi yang memerlukan keupayaan penguasaan dalam pelbagai bidang ilmu. Masyarakat yang tidak mempunyai ilmu akan terus ketinggalan dan terkebelakang dalam segala segi. Sebagai sebuah universiti, para pensyarah dapat memainkan peranan yang penting dalam menghadapi cabaran ini kerana ilmu yang diturunkan dalam bentuk penulisan dapat mengubah nasib sesebuah masyarakat. Oleh itu para pensyarah perlulah berusaha untuk melengkapkan diri dengan meningkatkan pengetahuan tentang bidang masing-masing serta komited dengan penulisan dan penerbitan.

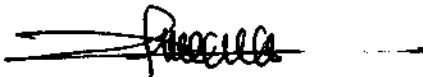
Saya amat berharap kewujudan jurnal WAHANA AKADEMIK akan menjadi pemacu kepada percambahan dan pertumbuhan ilmu serta menjadi saluran utama kepada penerbitan pensyarah UiTM khasnya UiTM Cawangan Kedah.

Saya juga berharap penerbitan jurnal ini dapat dimanfaatkan oleh semua warga kampus UiTM khasnya dan masyarakat amnya dalam usaha untuk memperbanyakkan lagi khazanah ilmu.

Akhir kata, saya sekali lagi mengucapkan setinggi-tinggi penghargaan dan syabas di atas kejayaan menerbitkan WAHANA AKADEMIK.

Sekian. Terima kasih.

Wassalam.



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## **KATA-KATA ALUAN PENASIHAT**

Assalamualaikum Warahmatullahi Wabarakatuh

Saya mengambil kesempatan ini untuk merakamkan ucapan terima kasih kepada Jawatankuasa Jurnal Akademik Universiti Teknologi MARA Cawangan Kedah di atas usaha menerbitkan WAHANA AKADEMIK. Penerbitan jurnal ini adalah selaras dengan aspirasi negara yang mahukan setiap rakyatnya mempunyai ilmu pengetahuan.

Kegiatan penulisan dalam pembentukan profesyen seorang pensyarah di institusi pengajian tinggi adalah sangat penting. Ini adalah kerana dengan melibatkan diri di dalam penulisan akademik, pensyarah dapat menunjukkan bahawa ia sentiasa berusaha untuk melengkapkan diri dan berkemampuan untuk meningkatkan ilmu pengetahuan sesuai dengan tarafnya sebagai seorang ahli akademik. Walau pun sibuk dengan beban pengajaran yang banyak, tetapi pensyarah tidak wajar menjadikannya sebagai alasan untuk tidak terlibat dalam bidang penulisan. Oleh itu, saya menyeru agar pensyarah sekalian berusaha menjadikan penulisan sebagai satu budaya serta memainkan peranan dengan sebaik-baiknya bagi menyempurnakan kegiatan yang berfaedah ini.

Saya juga berharap agar pensyarah menggunakan peluang untuk mendalami ilmu, mengemukakan pendapat dan seterusnya menyebarkan pengetahuan melalui ruang yang disediakan oleh WAHANA AKADEMIK ini dengan sebaik mungkin. Sesungguhnya penerbitan jurnal ini merupakan satu mekanisme yang dapat mempertingkatkan status akademik pensyarah UiTM Cawangan Kedah di mata masyarakat.

Sekian. Semoga segala usaha dan sumbangan bakti Jawatankuasa tuan/puan semua diberkati Allah S.W.T.

Wassalam.



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## **DARI KETUA PENYUNTING**

Assalamualaikum Warahmatullahi Wabarakatuh

Syukur kepada Allah kerana penerbitan pertama 'WAHANA AKADEMIK,' iaitu jurnal akademik pertama Universiti Teknologi MARA Cawangan Kedah akhirnya dapat diterbitkan. Usaha untuk menerbitkan jurnal ini lahir daripada kesedaran bahawa budaya penulisan perlu dipupuk di kalangan ahli akademik. 'Wahana' yang bermakna alat untuk melahirkan atau menyampaikan fikiran atau pendapat diharap akan dapat dimanfaatkan oleh ahli akademik dalam usaha untuk menyalur dan berkongsi maklumat mengenai perkembangan pelbagai bidang akademik kepada pembaca.

Semua pihak dialu-alukan untuk mengemukakan karya penulisan dan penyelidikan yang belum pernah diterbitkan untuk dimuatkan di dalam jurnal ini. Penulisan boleh dibuat dalam bentuk karya asal penyelidikan, kajian kes, ulasan artikel, pendapat dan lain-lain bentuk penulisan akademik daripada berbagai disiplin pengajian.

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***Wan Faizah bt. Wan Abdullah***

# LANGUAGE ENRICHMENT ACTIVITIES FOR PREPARATORY ENGLISH

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## ABSTRACT

*This article deals with the use of language enrichment activities for students taking the Preparatory English course in Universiti Teknologi MARA. The author shares her ideas to make the teaching and learning of this course a more pleasant and appealing process.*

**Key words:**        **Language    Enrichment    Activities,    Vocabulary,  
Grammar**

The Preparatory English course is a one-semester programme offered by Pusat Bahasa, Universiti Teknologi MARA. It is specially designed to improve students' mastery of basic English grammar and the four language skills i.e. reading, writing, listening, and speaking. Students taking this course attend six hours of lectures per week. Besides lectures, other pedagogical methods include discussions, role-play, and language games.

Feedback from students confirm that using language games is one of the many ways to make the teaching and learning of this course a more enjoyable and effective process especially when dealing with the grammar component. Students will definitely tune out if lecturers constantly employ the marker pen and talk method.

Here, I would like to share some of the language activities that I have devised for my students. I tried out the games with them in class and they gave these enrichment activities the thumbs up. My students found these activities interesting as well as challenging to work on. To make the activities even more fun, I sometimes give small, inexpensive prizes to the winners.

Language games are especially useful in improving students' vocabulary. The weak students have commented that working on the crossword puzzles, anagrams and other word games help them tremendously to improve their vocabulary. Examples of such language activities are shown in Worksheets 1 to 3.

Mastering the basic tenses in English can be quite an uphill task for a large number of students. This task can be made more manageable if word mazes

such as the one in Worksheet 4 are employed. Thus, remembering the Simple Past Tense form of irregular verbs becomes much easier and fun.

In addition to word mazes, decks of cards can also be used to practise using the past, present and future tenses. Three decks of cards are used. The first deck contains nouns and pronouns, the second has base form of verbs and the third, time expressions. Students are divided into groups of three. Student A picks a card from each stack and forms a suitable sentence in the affirmative. Student B then changes the sentence into the negative form and Student C gives the interrogative form. It does not take long to prepare these cards and best of all, they can be reused time and again.

Cards once more come into play when students practise forming nouns and adjectives. Students work in pairs. One person selects a card from the deck and has to give the correct noun, adjective or adverb form of that word. The other person then makes a phrase using the word. For instance, if they are focussing on adjectives and the card picked by Student A contains the word *break*, he has to give the adjective form i.e. *broken*. Student B could form a phrase such as a *broken vase* or a *broken heart*.

Learning to use prepositions correctly is made more palatable when students work in pairs. Student A is given the freedom to perform several actions, for example, he picks up his friend's hand phone from the desk and puts it under his armpit before taking it out and balancing it on his head. His partner describes the actions as they are being performed. My students certainly had much fun and laughter working on this particular activity.

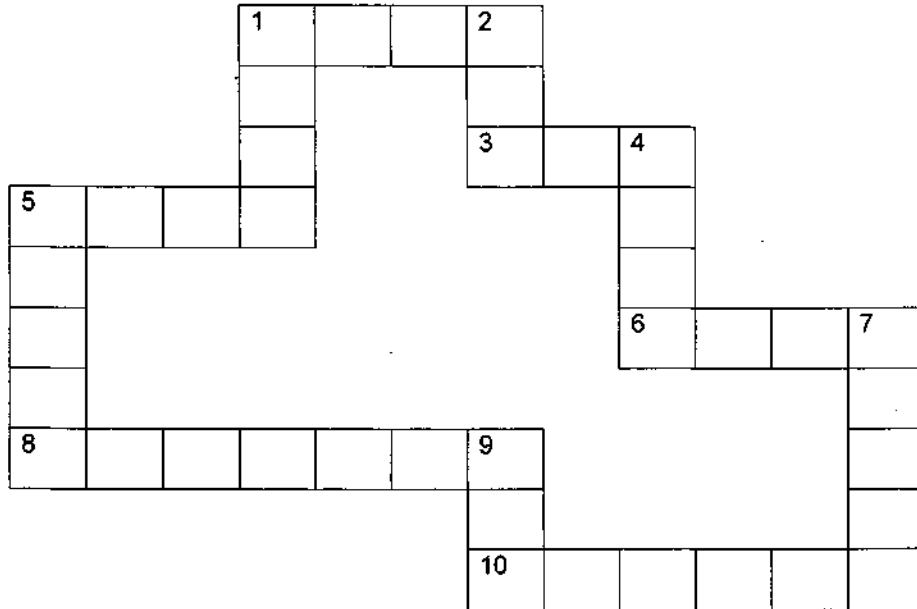
Although some of the above activities do require quite a lot of preparation, all the effort is worthwhile when I see the class becoming a hive of activity, filled with smiling faces. Everyone is talking, sharing, and learning at the same time. The weaker students find the activities beneficial while the better ones enjoy the challenge. In fact, many are surprised to discover that learning English can be fun, after all!

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## WORKSHEET 1: CROSSWORD PUZZLE



### Across

1. flesh of a cow
3. used to catch fish
5. seven days
6. skin of an orange
8. man to whom a woman is  
married
10. a fruit with yellow flesh

### Down

5. timepiece
1. edge of a river
2. instrument for moving air
9. barrier to prevent flooding
4. short journey
7. plural of louse

## WORKSHEET 2: ANAGRAMS

Here are the names of twelve different animals. Rearrange the letters and discover them. Then, from each word, form another word.

Example: jugara - jaguar - jar

	Animal	New Word
1. koyden	-----	d _ _
2. gelea	-----	_ l _
3. rehso	-----	_ o _ _
4. telarcapil	-----	_ _ t _ _
5. someu	-----	_ _ s _
6. mecla	-----	_ _ m _
7. toga	-----	_ a _
8. peseh	-----	_ _ e _
9. lifgoman	-----	f _ _ _ _
10. knase	-----	_ a _ _
11. reba	-----	b _ _
12. nilo	-----	_ o _

### WORKSHEET 3: WORD GAME

Fill in the missing letters with the help of the given clues.

1. it makes life easier for someone	A] _ oo _
2. a stupid person	B] _ oo _
3. an unavoidable terrible future state or event	C] _ oo _
4. stolen money and goods	D] _ oo _
5. middle of the day	E] _ oo _
6. propose	F] _ oo _
7. curved piece of metal for fishing	G] _ oo _
8. black powder in smoke	H] _ oo _
9. go very quickly	I] _ oo _
10. small area of water	J] _ oo _
11. chess piece which is also called a castle	K] _ oo _
12. a cage where chickens are kept	L] _ oo _
13. soft hair of sheep	M] _ oo _
14. horny part of the foot of a horse	N] _ oo _
15. below the bark of a tree	O] _ oo _

### WORKSHEET 4: WORD MAZE

Find the **Simple Past** tense of the following *irregular verbs* in the maze. You can go across, up, down, backwards or diagonally to locate the words. The first one has been done for you.

1. fight	7. get	13. lose	19. read
2. bite	8. go	14. meet	20. see
3. choose	9. hide	15. make	21. spit
4. eat	10. hit	16. pay	22. take
5. feed	11. have	17. rid	23. think
6. break	12. win	18. run	24. tear

B	D	C	H	O	S	E	F
R	I	D	R	E	A	D	E
O	H	I	N	E	W	A	D
K	D	A	I	T	E	M	I
E	R	I	L	E	E	T	A
R	T	O	O	K	I	G	P
O	S	P	A	T	N	E	W
T	H	O	U	G	H	T	I