



FIM

COMMUNICATION

VOL. 2, NO. 2, 2015

ISSN 2289-9103

PERCEPTION

VS

REALITY

Knowledge Is Wisdom

This project consumed huge amount of work, research and dedication. Still, implementation would not have been possible if we did not have a support of many individuals and organizations. Therefore i would like to extend my sincere gratitude to all of them.

First and foremost, I would like to thanks to Allah, for giving me the strength to complete this publication project. This magazine will not be able to be complete without the blessing that has been given by Allah to us.

We are also grateful to Encik Azmi Bin Ab Rahman for provision of expertise, technical support and providing necessary guidance concerning projects implementation. .Without his superior knowledge and experience, the project wouldn't be able to complete on time.

Next, I would like to express our sincere thanks towards some of the lecturers who devoted their time and knowledge in the process of making and providing us with their article.

Nevertheless, I would like to express my gratitude towards my colleagues for their kind co-operation and encouragement which working together as one team in the completion of this project. Without them, I believe that this project will not succeed as it was shown today.

Thank you.



Perception Vs Reality



"Librarian are the secret masters of world, they control all of the information"

"Google can bring you back 100,000 answers. A librarian can bring you back the right one."

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THE EFFECTIVENESS OF THE LANGUAGE EXPERIENCE APPROACH AND EXTENSIVE READING APPROACH IN IMPROVING THE NARRATIVE WRITING SKILLS OF UPPER PRIMARY SCHOOL STUDENTS

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ABSTRACT

Writing is a means of extending and deepening students' knowledge and it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001). The skill of writing is taught to enable learners to express their ideas clearly on paper in legible handwriting. In this component, the focus is on developing learners' writing ability beginning at the word and phrase levels and progress to the sentence and paragraph levels. This study sets out to investigate the effectiveness of using Language Experience Approach and Extensive Reading Approach as approaches to improve writing ability among the pupils. Quantitative analysis was utilized following the data gathered from both experimental and treatment groups. The findings suggest that the incorporation of these approaches in language classroom is highly recommended based on the significantly positive effect that they have towards improving language learners' skills.

Keywords: *Language Experience Approach, Extensive Reading Approach, Writing Skills*

INTRODUCTION

LEA (Language Experience Approach) was used based on the concept that children are better in reading materials that exist from their own experience and oral language. Miles, S (2006) has shown that shared reading and writing of the text using frameworks as guides demonstrated one's own thinking and planning of how to write a narrative which led on to a lot of useful discussion and writing. According to Krashen & Biber (1988), students in classes employ such strategies and techniques which are acquired in impressive amounts of English and learn content matter. According to Genishi and Dyson, for children, "becoming able to use written language for different social purposes is part of becoming communicatively competent" (1989, p. 235).

Following that, the Extensive Reading Approach (ERA) was used. Extensive Reading (ER) means reading widely, with pleasure and in high quantities. It is an effective component for language learning when ER conjoined with writing activities. The purpose of ER is "to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable"

(Gebhard, 2006). Marusic (2000) also supports ER by stating that it "can help improve reading skills in native and foreign languages and can also have a beneficial effect on the development of other language skills such as writing and speaking".

The research is based on pupils in a vernacular (Tamil) school, where one of the researchers has been teaching for the last nine years. It is situated 5 km away from the nearest town. These pupils' second language is English and the national language is Bahasa Malaysia. Tamil Language is the medium of language used widely in school and also their mother tongue.

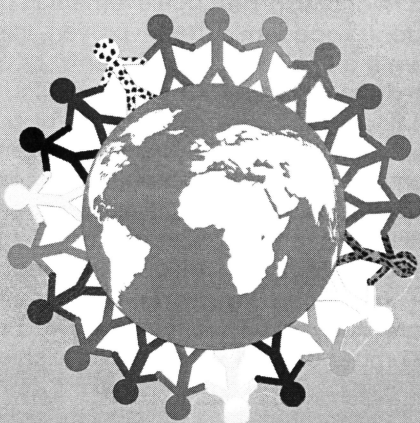
Background of the Study

Proficient writing in English Language is important to complete many vital tasks in and out of school. In primary schools, students must use writing skills to achieve success across the curricula. The Ministry of Education has introduced ETeMS which is a pilot program where the medium of instruction has been switched from Bahasa Malaysia to English but pupils still weak in writing whereby they could not show effective comprehensible output in their writing. Previous studies on proficient writing states that written language demands increase of grade level (Christenson, Thurlow, Ysseldyke, & McVicar, 1989; Pol-loway, Patton, & Cohen, 1981), making it important for young learners to master foundation skills whereas older learners to build on those skills.

Therefore as Bello (1997) states that, as in the LEA learners should be taught the various steps involved in writing such as talking, reading, and writing about a shared experience.

In the process, they are also taught to use correct grammar and appropriate vocabulary to get their meaning clearly across. The amount of control is relaxed for learners who are able and proficient in the language, although much of the writing at this level is guided. All learners are encouraged to write for different purposes and audiences.

Furthermore, this study would like to support that ER is about combining reading-writing to help students improve their language abilities, especially reading as input and writing as output. In particular, ER and writing together is more effective in improving students' language skills compared to by having reading activity and writing task separately. An excellent way to improve students' language proficiency is by making connections between ER and writing as it offers students the opportunity to think critically, organize their thoughts, and share their knowledge.

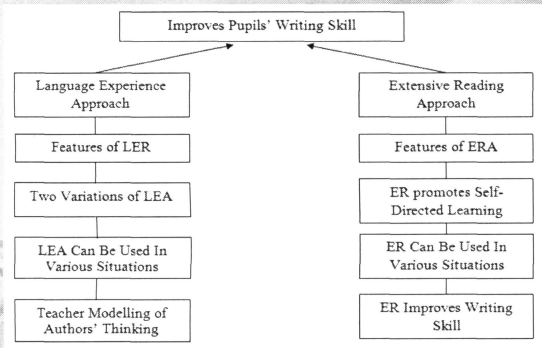


Statement of Problem

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It is challenging to do so as English is the pupils' second language and they have limited time and exposure to it. The English Language learnt is actually less used by the L2 pupils to communicate in the real life experience. Thus, with insufficient language to express ideas, pupils are lack confidence to interact in groups without teacher intervention.

Besides, students are also face difficulty in buying reading materials to enhance their language. Some students face financial problem to do so meanwhile others might feel they better spend time to work on their revision books rather than spending time reading as they do not know the use of the input that they will gain by reading. On the other hand, parents as well as the school authorities expect these students to master the syllabus as the education system is still examination orientated. Teachers are in dilemma in rushing to complete the school syllabus and to help the pupils improve in their writing.

Conceptual Framework



Research Objectives

The purpose of the study is first to emphasize the teaching of the skills of writing to enable pupils to become independent writers. In this study, pupils will be taught the various steps involved in narrative writing such as discussing, reading, and writing about a shared experience and time to time, evaluate how much each of them have achieved in completing the tasks given. By adopting the Language Experience Approach writing method which is more pupil-centred, this study is to investigate whether pupils can attain literacy skills to enable them to write meaningful and interesting sentences.

Secondly, ERA was used as another approach to improve not only pupils reading skill but writing skill as well. As Grabe (2009) says that the purpose of reading is to learn, critique, evaluate, integrate, and use general information in writing and speaking. Although there are many forms of reading and purposes for reading, this paper will focus on extensive reading for academic purpose and for narrative writing.

The research objectives are:

- (a) to investigate if the Language Experience Approach is effective in improving the narrative skills of the upper primary school pupils
- (b) to investigate if extensive reading is effective in improving the narrative writing skills
- (c) to investigate among the two approaches, which one improves the pupils' narrative writing skill

Research Questions

- a) Does the Language Experience Approach is effective in improving the narrative skills of the upper primary school pupils?
- b) Does extensive reading is effective in improving the narrative writing skill?
- c) Which approach improves the pupils' narrative writing skill?

Definition of Terms

Learning Experience Approach (LEA)

The output of the writing should be from the students' experiences and expressions though the teacher writes, models how written language works. Ashton-Warner (1965) introduced Language Experience Approach (LEA). In the view of Taylor, M (1992, June) LEA can be used effectively to widen listening, speaking, and writing skills though initially it was developed as a reading development tool.

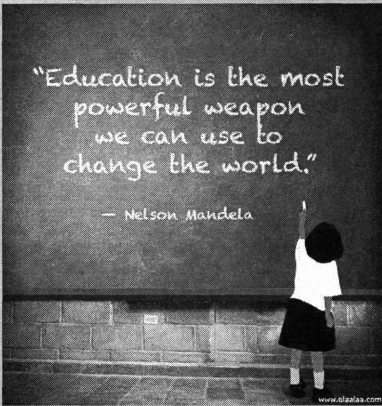
Extensive Reading Approach

ER means language teaching and learning procedure which involves reading (a) for global or general understanding; (b) of large quantities of material or long texts; (c) with the intention of obtaining pleasure from the text. Further, because (d) the books are not discussed in class, (e) reading is individualized, with students choosing the books they want to read (Based on Bamford, 1984; Bamford, 1987; Barnett, 1989; Brumfit, 1984; Dawes, 1979; Dubin & Olshtain, 1977; Eskey, 1973; Grellet, 1981; Hedge, 1985; Krashen, 1982, Krashen & Terrell, 1983; Thompson, 1984). Since, reading can be a source of comprehensible input and may contribute significantly to language acquisition especially to writing and speaking (Krashen, 1993). So, this adopted ER as on of the approach.

LITERATURE REVIEW

Introduction

Writing is a powerful tool that enables students to learn, reflect, and respond to stimulus introduced in the process of writing (Grega, 1997). It provides opportunities for the pupils to interact with the text. Utilizing relevant and meaningful material allows pupils to relate their own experiences to what they are reading. The Language Experience Approach (LEA) is often used with beginning literacy learners by providing opportunities through personal experiences and oral language for reading and writing (Taylor, 1992). As for ER programs, it has several names such as Drop Everything and Read (DEAR), Book Flood Program, Uninterrupted Silent Reading for Fun (USRF), and the Uninterrupted Sustained Silent Reading (USSR). There is a common goal for all ER approaches which are readers come in contact with a huge amount of books or materials to improve their reading skill and fluency (Renandya, 2007).



Language Experience Approach (LEA)

The most basic, and in fact the original, form of the LEA is the simple transcription of an individual learner's personal experience. The learner could see what is being written by the teacher when the teacher sits with the learner. To start the conversation session, a picture might be used, a reading text, an event the learner has participated in or a topic the learner is interested in. The learner describes an oral account of a personal experience related to the topic, once the topic is evolved. The learner could be helped by the transcriber to focus or expand the description by asking questions to do the writing (Taylor, 2000).

Features of LEA

The LEA is as diverse in practice as its practitioners. Nonetheless, some characteristics remain consistent (Hall, 1970):

1. All communication skills--reading, writing, listening, and speaking are integrated.
2. Materials are learner-generated.
3. Learning and teaching are personalized, communicative and creative.
4. Difficulty of vocabulary and grammar are determined by the learners own language use.

Krashen and Terrell (1983) recommend two criteria for determining whether reading materials are appropriate for ESL learners: The reading must be (1) interesting to the reader and (2) at a comprehensible level of complexity.

Reading texts originating from learners' experiences meet these two criteria because (1) the texts relate to the learner's personal interests and (2) the degree of complexity is determined by the learner's own language.

Two Variations of LEA

There are two types of transcriptions on is based on the personal experience and another one is the group experience. LEA is the simple transcription of an individual learner's personal experience and that is the most original and basic form. This technique provides concrete evidence of the learner's language growth over time as well as keeps the focus on the content rather than the form of what is written (Heald-Taylor, 1989).

Whereas in the group, stories can grow out of experiences and stimuli from any part of the learners' work, personal, or classroom lives or an experience can be set up and carried out by the group. There are different proficiency levels of learners in a class therefore, the teacher can employ more basic activities with the learners at lower levels while more advanced activities individually or in groups to write, with less teacher's help with the more proficient learners to work on (Taylor, 2000).

LEA Can Be Used In Various Situations

In a remedial setting, Sharp (1989) used the Language Experience Approach to help six middle school students. He started with "a regular language experience story based on something that happened over summer vacation" (Sharp, 1989, p. 109). In addition, in the regular classroom, Perez (2000) adapted the LEA to assist second language learners and he noted this could help second language learners to understand basic information about text such as directionality and spaces between words. Perez found that as students participated in the LEA began to understand the planning, drafting, and revision stages of writing. Besides, LEA was adapted by Hoffner (2004) to help secondary school students to master the content area material and improve their reading skills. This approach is suitable for students who can understand the content but to read grade level materials independently, vocabulary and word recognition skills are lack the sight. He argued that this approach has been effective for secondary students including the general education classroom.

Teacher Modelling of Authors' Thinking

For learning theorists such as Vygotsky and Bandura, modelling the thinking process that an author uses to create a piece of work is the most important aspect of teaching students

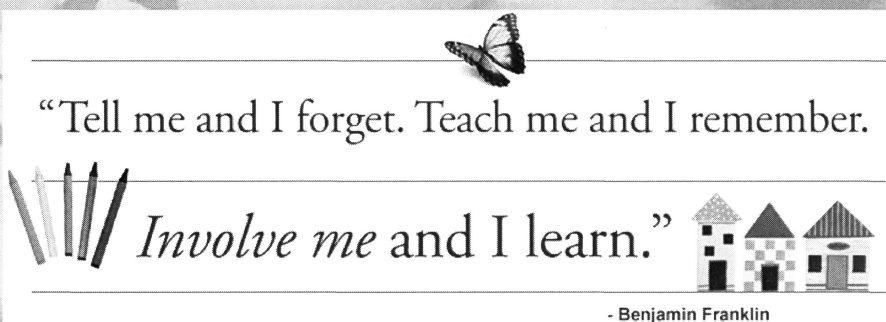
is to write effectively (Phillips & Soltis, 2003; Tudge & Winterhoff, 1993; Freedman, 1994).

This advocates that students can learn to write by imitating sentences. In addition, several studies (e.g. Faigley, et. al., 1985; Hood & Bloom, 1979; Dale,

1994, Graves, 1994) have shown that students are moved from novice to capable writers by modelling the teacher's writing by actively showing them how writers vary their writing depending on purpose, develop their ideas, communicate effectively, use process flexibly, and self-monitor.

Extensive Reading Approach

ERA is a language teaching procedure where learners are supposed to read long texts for global understanding or large quantities of material. However, the main goal is to obtain pleasure from reading the text (Day & Bamford, 1997). The students choose books they want to read, read it independently and they are not required to do any tasks after reading (Day & Bamford, 1997). Moreover, if the material is not interesting or too difficult to read, the students are encouraged to stop reading (Greaney, 1996). This view is supported with much evidence. For instance, the book flood project in Fiji shown significant improvements in reading comprehension and word recognition after the first year. After two years, there were wider gains in both writing and oral skills. The studies cited by Elley and Manghubai (1983) indicated "a spread of effect from reading competence to other language skills writing, speaking, and control over syntax."



Features of ER

Day & Bamford (1997) states that besides improve their reading, writing, listening and speaking abilities and their vocabularies will get richer, the students will become better and more confident readers. They even praises the motivation aspect of Extensive reading, seeing its primal benefit in developing positive attitudes toward the foreign language and increased motivation to study English language.

ER promotes Self- Directed Learning

The classroom certainly focuses on shorter texts and extensive reading provides learners with the opportunity of reading longer texts on their own and in their own way (Gibson, Eleanor & Levin, 1975). An important aspect of extensive reading is the opportunity to develop their autonomous learning where the students do need to be liberated from dependence on the teacher and reading gives them. Besides developing other skills like speaking and writing, Extensive reading can give them the confidence and competence to cope with longer texts (Nuttall, 1982).

ER Can Be Used In Various Situations

ERA can be introduced to any category of EFL class whatever the intensity, age and students' language level, content, and the only condition is that students already have a basic knowledge of foreign language (Day & Bamford, 1997). ERA is helpful to test the pupils comprehensible out since they could receive many comprehensible input through their reading.

ER Improves Writing Skill

To support this view, Krashen (1982) reviews a number of studies in an L1 learning environment. In Japanese high school, the extensive reading improves learners' writing skills. Robb and Susser (1990) and Hafiz and Tudor (1989) reached similar conclusions in studies carried out in the UK and Pakistan. Studies by Hafiz and Tudor (1989), Lai (1993), Janopoulos (1986) and Tsang (1996) showed that extensive reading result in gains in the quality of writing among the students. Tsang (1996) maintained that the reading programme 'improved general knowledge and thus helped develop content in writing.

RESEARCH METHODOLOGY

Introduction

This section discusses the research design which includes the sampling, the research procedure, the instruments, the research procedures and the method of data analysis in detail. The data collected for this study is in the form of the subjects' written documents and it was analyzed quantitatively by using SPSS.

Participants of the study

Thirty upper primary pupils (Year V) were chosen as the subjects for this research. Fifteen students participated in the LEA approach whereas another 15 students participated in the ER approach. The sessions of narrative writing using both

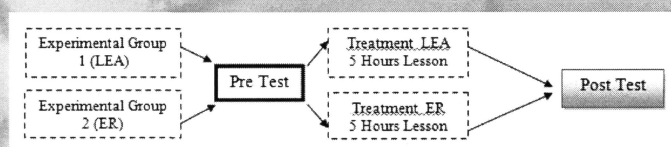
approaches are conducted during school hours on five periods of English lessons. These pupils who form a heterogeneous group can be accepted in this case study as this writing approach can be used in classroom or tutorial settings with heterogeneous or homogeneous groups of learners (Taylor, 1992). Their written scripts were marked according the School Based Marking Scheme for Writing (Appendix 3).

Research Instrument

The research instruments which were used in this study are pre-Test (Appendix 1) and post-Test examination papers (Appendix 2) and Marking Scheme for Writing (Appendix 3) that decided by the school English Panel. These papers were the same for both groups to test the level of proficiency that they could achieve after the treatment of LEA and ERA.

Research Procedure

The LEA involves sharing of personal experiences and group experiences and the ERA involves great reading which both of the approaches to promote reading and writing.



Research Procedure for This Study

Language Experience Approach (LEA)

At the treatment stage, they were given stimulus based on a particular topic as a prompt. These stimulus were in the form of a set of picture series or stories. These stimulus were used as prompt in the personal and group discussions. During these discussions, candidates shared and contributed their ideas based on their previous experience and the content of the stimulus. Their responses during the group discussion and personal experiences were recorded and transcribed. During the discussions, candidates also made a list of their contribution of words and phrases and also that of their friends' in a form.

Transcriptions during the discussions were then used as the basis for reading and writing activities. Candidates written scripts were marked according to the School Based Marking Scheme for Writing. Beyond rereading, pupils also participated in language and literacy activities based on the written text. For example:

- Using the texts to review a grammar point;
- Dictating the story for learners to write;
- Writing the sentences in scrambled order and have students rewrite them,
- Scrambling key words and have students unscramble them.

Marcia Taylor, JobLink 2000 (June 1992) the most basic, and in fact the original, form of the LEA is the simple transcription of an individual learner's personal experience. But since the homogeneous group is only a small number of 15, most of the activities are in a group. Activity of sharing experiences on one's personal experience will be carried out to form a variety of activities in order to instil the interest in writing among the candidates.

Extensive Reading Approach (ERA)

During the ERA treatment, teacher selected some series of topics for the students to read as the LEA did on the topics. Pupils started reading very simple texts, much easier than their current English level. Then, the teacher added more texts on the topics focused weekly. Gradually, the level of the texts increased. In addition, the variety and number of texts based on the topics that the teacher brought into the classroom increased weekly. At the same time, to make sure everyone is reading, pupils were required to keep a record of their reading throughout the treatment. They had to write down the book title and a short comment in English.

Also, they had to reflect on their feelings toward reading a journal or their reading attitude and they had to write down the titles of their favourite texts too. The students were also required to keep a record of the number of words and texts that they had read in each class or lesson. In addition, the students were strongly encouraged to read outside the classroom besides reading extensively in class. The teacher complimented pupils who read books at the library by using stickers and smiley on pupils' journals to encourage them to read more and more. After 5 lessons, pupils were tested on the respected topic via writing a simple composition as in the post test.

Data Analysis

The data were analysed after the pre and post test using the t-test since it is the most commonly used Statistical Data Analysis procedure for hypothesis testing. Further more the two sample t-test simply tests whether or not two independent populations have different mean values on some measure. The statistics t-test allows us to determine a p-value that indicates how likely we could have gotten these results by chance. By convention, if there is less than 5% chance of getting the observed differences by chance, we reject the null hypothesis and say we found a statistically significant difference between the two groups.

FINDINGS AND DISCUSSION

Analysis of Findings

The analysis done for this study used the t-test to compare the performance of the pupils in their narrative writing after being exposed by the two approaches; Language Experience Approach and Extensive Reading Approach. The following tables are the results of the analysis:

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	ERPRT - ERPST	-8.00	2.07	.53	-9.15	-6.85	-14.96	14	.000

From the findings, the mean value of score difference between the pre test and post test is -8.00 (SD: 2.07); which shows significant improvement in the narrative writing skills among the pupils. The approach also has significant effect on the pupils' skills, as it is less than 0.05.

Discussion

Based on the findings from the statistical analysis done for both approaches, the two important findings are compared as stated in the table below;

Approach	Mean of Score Difference (MD)	Sig. (2-tailed)
LEA	-12.87	.000
ERA	-8.00	.000

Comparison based on the Mean of Score Difference and Significance

Based on the t-test results, both Language Experience Approach (LEA, sig. 000) and Extensive Reading Approach (ER, sig. 000) have significance value of less than 5% (0.05). It indicates that both approaches have significant effects on the narrative skills of the upper primary school pupils. However, based on the mean of score difference which is calculated based on the pupils' writing score for pre-test and post test, LEA (MD: -12.87) has higher value of difference to be compared to ERA (MD: -8.00). Therefore, it suggests that LEA improves pupils' narrative writing skills significantly better than ERA.

One possible explanation for this would be the nature of implementation regarding the approaches. LEA is more integrative in its application, and it is also communicative in nature. Plus, it promotes own experience among the pupils in the process of writing. These characteristics, in addition to the active role of teacher in the whole process are the strength that LEA possesses, as compared to ERA which is geared more towards independent learning among the pupils without much supports and guidance from the teacher. Thus, the stated plus points for LEA are the possible justifications for the better effect that it has over ERA in improving the quality of narrative writing among the upper primary school pupils.

CONCLUSION

Summary of Findings

Since, several studies have concluded that a more effective way for the students' English abilities to improve is by reading and writing together so this study adopted the LEA and ERA to help pupils in both reading and writing skills. According to Grabe (2001), in academic, reading and writing relationship is important. Reading for academic purposes is usually linked to certain types of writing activities such as note taking, synthesizing information from texts, analyzing, and paraphrasing.

This study is implemented to investigate the effectiveness of using Language Experience Approach and Extensive Reading Approach as approaches to improve writing ability among the upper primary school pupils. The two approaches were utilized as treatments to two groups of pupils and the results of their performance were recorded and analyzed. Based on the analysis of findings, it was found that;

- a) Language Experience Approach (LEA) is effective in improving the narrative skills of the upper primary school pupils.
- b) Extensive Reading Approach (ERA) is effective in improving the narrative skills of the upper primary school pupils.
- c) Language Experience Approach (LEA) improves pupils' narrative writing skills significantly better than Extensive Reading Approach (ERA).

The results suggested that both approaches have significant effects towards narrative writing skills. It is consistent with the findings from the previous studies, which also proposed positive effects following the implementation of the approaches in improving the quality of writing skills (Janopoulos, 1986; Tsang, 1996; Dale, 1994; Hood and Bloom, 1979) as well as the acquisition of the language (Krashen and Biber, 1988).

Pedagogical Implications

The implication from this study is that LEA and ERA are significantly beneficial approaches, and it is highly recommended for the approaches to be implemented in English language teaching and learning. The nature of LEA as a skill-integrated and communicative approach (Hall, 1970) is one of the strengths that it possesses, thus being beneficial towards the improvement and performance of the language learners. Furthermore, the role of teacher in modelling the strategies needed in writing, as proposed by Faigley, et. al., 1985; Hood & Bloom, 1979; Dale, 1994, Graves, 1994; also benefit the learners in improving their capabilities and performance in the assessment. Thus, teachers could make use of this approach in the teaching of writing, while at the same time integrating the other language skills. In-group discussion among the pupils with experience sharing session about selected topics followed by brainstorming for the writing process could be one good example of the implication of this approach in language classroom.

In the other hand, as suggested by Gibson, Eleanor and Levin (1975); ER provides the opportunities for the learners to be more independent in their process of learning. Thus, this approach could benefit learners, especially those with good proficiency to venture into more challenging way in discovering and learning things hence the inculcation of self-interests and motivation among them. As the application in language classroom is concerned, teachers could apply this approach in writing class, perhaps to the learners with good proficiency level; where independent learning is not a major problem for them. Self-discovery learning, paired with ample supplies of reading materials will benefit the learners to be more creative and critical in their learning process.



Recommendations for Future Research

The present study is limited to a relatively small number of samples. For future studies, bigger samples could be beneficial in providing findings which are more generalized, as it will involve more learners with more diverse possible variance; which will later contribute to richer findings. Another aspect to be considered is the period of study, which apparently is short for the present study. Longer period of study will provide more chance and opportunities for the implementation of the approach in teaching writing. Therefore, it will contribute to better impact for the learners in their writing skills and quality. In conclusion, bigger number of samples and longer period of research will consequently lead to richer input of data, as well as more wide-ranging and significant findings for this particular topic of study.

Conclusion

Mastery of all skills is the basis to the general objectives in learning a language. Skills and strategies in all skills as the additions to the knowledge of the language property will contribute to the practice of integrated language learning. Upon focusing on one highlighted skill, the other skills should not be treated separately, and ideally inculcated in the lesson. With regard to Language Experience Approach and Extensive Reading Approach, the incorporation of these approaches in language classroom is highly recommended based on the significantly positive effect that they have towards improving language learners' skills; specifically in writing and consequently language learning itself. Thus, integrative and independent learning can be promoted in producing better language learners in the future.

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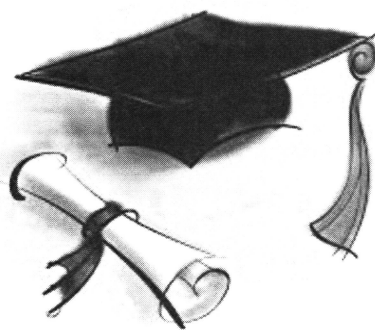
Happy No Worries

By : biraindrops

That happy look when I reach out my hand from a moving car,
The winds are being loyal to accept the handshake,
All I can think of is myself who never get tired of being me,
All I can think of are my beloved people who reach for me when I am
down,
Why pleading for others when you have hearts to be taken care of?
Why being sorry for those who are responsible for your broken
heart?
Such a waste of clock ticking when you ignore the smiling faces and
longing for those crying nights,
The moon is smiling at you, The sun is shining for you,
Welcoming the good vibe and let the frown and hatred go,
And you will become the happiest person standing on this world,
Anticipating for tomorrow and have pride on the yesterday,
Wake up for a new thrill and brace yourself for the unforeseen
hurdles,
Embrace the day, Live your life to the fullest,
and you will forget what your worries are all about,
you will never regret the day,
Gratefulness also positivity keeps you alive,
And that's what makes you radiant and sunny towards every bits of
your journey.



Lelah belajar katanya,
jemu menelaah rungutnya,
dunia penuh kebodohan dan kepuraan,
yang jahil membidas tanpa sekat, yang
bijak berdiam tanpa kata.
Tuntutlah ilmu sampai ke liang
lahad,
bertatihlah mengutip permata penge-
tahuan,
Dunia perlukan bijak pandai,
perlukan minda ber-
nas,
hauskan suara tegas.
Wajah Bonda Abah
berlegar di benak,
hadiahkan mereka
tangisan syukur,



syukur melihat cahaya hatinya menjadi
manusia berjaya,
yang tahu beza yang jelek dan yang can-
tik,
yang berbuah hasil dan yang sia-sia,
yang membina dan yang merosakkan.
Pimpin bangsa membina empayar, bantu
agama mendidik bangsa,
Informasi adalah segalanya,
yang menerima tanpa soal membunuh,
yang teliti mengkaji
terselamat,
indahnyanya bila ilmu tersemat.
Melangkah kaki di gedung
ilmu,
kitab beratus warna, berjuta
bentuk, tak terbatas pengetahuan,



Librarians wield unfathomable power, bring
order to chaos, wisdom and culture to the mass-
es, preserve every aspect of human knowledge

Pantun Ilmu

Mekar sejambak bunga gubahan,
Jatuh sekuntum di atas peti,,
Membaca itu suruhan Tuhan,
Al-alaaq diturun menjadi bukti.

Cerana kesumba indah melati,
Cantik tersemat dambaan puteri,
Ilmu ditimba sepenuh hati,
Kekuatan umat minda bestari.

Harum sungguh bunga kemboja,
Bunga karangan cantik tersemat,
Janganlah membaca kulit sahaja,
Telitilah kandungn sehingga tamat.

Mekar angšana pandang tak jemu,
Bunganya luruh ke dalam raga,
Buku laksana lautan ilmu,
Dasarnya penuh mutiara berharga.

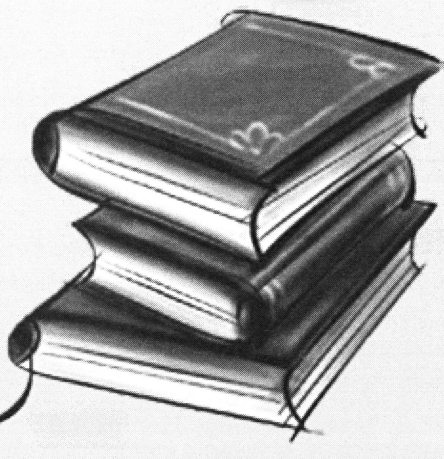
Daun nipah kajangnya rapat,
Hidangan tetamu di Kuala Maran,
Buku menyimpan berjuta maklumat,
Fakta, ilmu, cereka hiburan.

By M Hadi



*In seeking Knowledge
the first step is
SILENCE
the second,
LISTENING
the third,
REMEMBERING
the fourth,
PRACTICING
the fifth,
TEACHING OTHERS..*

ibn Gabirol



*Our life is like a thorny rose,
Not perfect, but always beautiful...*

HIJAB

MY RIGHT MY CHOICE
MY LIFE

TUTUPLAH AURAT DENGAN SEMPURNA

Tudung mestilah labuh, menutup dada, tidak jarang dan tidak terlampau menarik perhatian orang.

Baju mestilah labuh, tidak jarang, longgar, tidak menampakkan bentuk badan dan tidak menggunakan warna yang terlalu terang.

Perhiasan tidak boleh sehingga tabarruj, jangan kelihatan begitu terserlah dan bukan niat untuk tarik perhatian orang.

Kaki adalah aurat yang wajib ditutup. Pakai sarung kaki. Tidak boleh memakai gelang kaki yang berbunyi.





{ BIBLIOHOLISME }

Sang Pencari, 2015

No matter how old
I can't stop my will
Nevertheless, I will always look for it
As it are uniquely portable magic

The feeling is still there
The vibe is feeling strong
And there is only one word
Yes, I sure about it. Definitely!

Love

Crazy, often
Emptiness was never
Because the bond will never be broke
And the love will never get lost

It had wash away the soul
From the dust of everyday life
Makes me never give up, for the loved ones
And it was all for a book..

SAJAK PERPUSTAKAAN



(Usman Awang, 1988)

Perpustakaan Tercinta Ini

Pelabuhan Kebudayaan Peradaban Zaman

Gedung Akal Laut Bicara Manis Manusia

Mutiara Pendeta Tasik Pujangga

Kota Kebenaran Penaung Kebebasan Ucap Suara

Dari Ruang Ini bersinar Keagungan Pemikiran

Menghayati Teluk Liku Zaman Demi Zaman

Tanpa Prasangka Apa Tanpa Batas Benua

Kekal Bersama Angin Yang Mengusapi

Abadi Bersama Langit Yang Memayungi

Dikeramatkan Untuk Anda Menghirup Di Perpustakaan

Tercinta Ini

Usman, A. (1988). Puisi-puisi pilihan sasterawan negara. Kuala Lumpur: Dewan Bahasa dan Pustaka (DPB), Kementerian Pendidikan Malaysia.

"Melayunya aku"

Tiba-tiba saya teringat lagu si labu terjun dengan labu-labunya, biarkan...biarkan. Mengapa dibiarkan? Saya juga masih teringat kepada puisi Sasterawan Negara Usman Awang yang berjudul "Melayu".

Melayu itu orang yang bijaksana
Nakalnya bersulam jenaka
Budi bahasanya tidak terkira
Kurang ajarnya tetap santun.

Melayu itu kaya falsafahnya
Kias kata bidal pusaka
Akar budi bersulamkan daya
Gedung akal laut bicara.
Berkelahi cara Melayu
Menikam dengan pantun
Menyanggah dengan senyum
Marahnya dengan diam
Merendah bukan menyembah
Meninggi bukan melonjak.

Watak Melayu menolak permusuhan
Setia dan sabar tiada sempadan
Tapi jika marah tak nampak telinga
Musuh dicari ke lubang cacing
Tak dapat tanduk telinga dijinjing
Maruah dan agama dihina jangan
Hebat amuknya tak kenal lawan.

Apakah orang melayu hebat....tiba-tiba saya terbaca seloka ini...

Memang mudah tuding jari kepada DAP
Memang senang tuduh MCA atau MIC
Betul Ke Cina dan India yang menyebabkan Melayu mundur?

Melayu alpa
Melayu merempit
Melayu ambil dadah
Melayu gila hiburan
Melayu asyik berkonsert
Di dewan-konsert, di padang-konsert, di stadium konsert.
Hebat Melayu, dari Bintang Kecil ke Bintang Tua!
Angkara Cina dan India kah semua itu?

Memang banyak cerita Cina diskriminasi Melayu di dunia pekerjaan.
Dalam sektor swasta mereka kuasai.
Sukar anak Melayu nak naik pangkat.
Dunia naik pangkat mereka control.
Payah peniaga Melayu nak mencelah sama.
Kita tidak kata Cina dan India 100% tidak bersalah.
Tetapi Melayu juga ada diskriminasi Cina dan India!!

Kita berkata, dimana Melayu boleh kawal kenapa Melayu tidak kawal.
Kenapa Melayu tak kawal hiburan hingga meleakakan remaja Melayu
Hingga kini bukan saja remaja Melayu,
Mak bapak Melayu pun asyik dengan hiburan.
Barangkali tok dan wan Melayu juga!
Bukan saja anak kecil, datuk dan nenek Melayu pun menyanyi.
Pun bergencok

Jadi kalau ramai pelajar Melayu tak tau solat.
Kalau lagi ramai yang tak tau solat tak tak bersolat la.

Terlalu ramai tak pernah jemaah di masjid

Salah Cina dan India lagi!!!

Siapa perintah Negara setakat ini... Cina dan India?

Siapa kesemua PM setakat ini... Cina dan India?

Siapa majoriti ketua-ketua jabatan setakat ini Cina dan India?

Sekarang ini mari kita pakat memperbaiki diri kita.

Perbaiki bangsa kita.

Perbaiki amalan agama kita.

Perbaiki anak muda kita.

Perbaiki pelajar kita.

Dengan menoleh ke dalam diri kita

Dengan muhasabah kesilapan kita.

Dengan ikhlas dengan kekurangan kita.

Dengan usaha perhebatkan bangsa kita.

Hanya Melayu yang Islam boleh maju kedepan.

Melayu yang Melayu sukar, lambat dan tak nampak jalan!

Lihat dalam Islam...

Kita diajak hanya 15 kali sehari, 450 kali sebulan,

5400 kali setahun.

Kan berkemundang "Haiyya alal Falah"

Dua kali dalam azan, sekali dalam iqamah...

5 kali sehari.

Mari Berjaya.

Come to success.

Tetapi "Hanyya Alal Falah: didahului dengan "Hanyya Alal Solah"

Maksudnya Berjaya mengikut acuan Islam.

Mari bersolat, mari Berjaya.

Come to solat, come to success.

Rumusan

Renung bangsa sendiri

Tengok amalan agama bangsa sendiri.

Teliti kesilapan kealpaan bangsa sendiri.

Apabila kita asyik tuduh Cina dan India.

Kita tambah dengan Kedazan dan Iban.

Kita Melayu, kita Muslim lupa perbaiki diri kita.

Itu salah kita selama ini.

Usah beralasan lagi.

Mari kita sama-sama cari jalan keluar.

Ayuh Melayu... sama-sama fikir, sama-sama renung.

Sama-sama bertindak dengan bijaksana.

Bukan emosi tak tentu hala!..

Terima kasih.

By: Abdul Rahim bin Rahman

OBSES DENGAN BUKU? MINAT AKAN NOVEL?



DAPATKAN YANG TERBAIK DARIPADA



grupbuku
karangkraf



buku.prima



KARYA
BESTARI

layari laman web
www.alaf21.com.my
www.bukuprima.com.my
www.karyabestari.blogspot.com

SAMSUNG

SAMSUNG GALAXY S6 EDGE



Inspired by the works of Glass blowers and artisan metalsmiths, the Samsung Galaxy S6 edge represents a seamless fusion of glass and metal. Make a breathtaking design statement with the world's first dual-edge display, beautiful curves and radiant glass surfaces that reflect a wide spectrum of dazzling colours.

Both the Samsung Galaxy S6 Edge's front and rear cameras feature higher resolution and F1.9 aperture, allowing you to take clearer images wherever you are.

With super-fast boot up and app launching, the Samsung Galaxy S6 edge gives you unbeatable results and improved energy efficiency. Its 64-bit architecture, LPDDR4 and advanced GPU delivers truly powerful performance, letting you take multitasking and multimedia functions to the next level.

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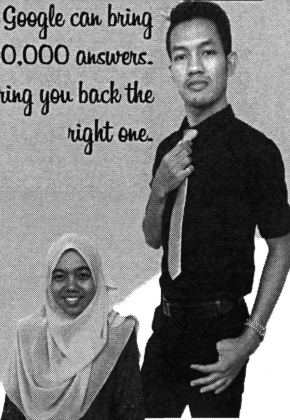


Nur Syafiqah Binti Wahid

Editorial Board 14/15

**ASLAM BIN
KAMARUDIN, 22**

Google can bring
you back 100,000 answers.
A librarian can bring you back the
right one.



**NAQUIDDIN BIN
ABD HARIS, 22**

Engineers can build high buildings.
doctors can treat patients.
Teachers can teach
students, but the
librarian can rule the worlds



**NUR SARAH
SYAFIQAH BINTI
ISMAIL, 22**

Say no to libraries without librarians, say
no to knowledge without books



**QURRATUL SYAHEERA
BINTI AHMAD
TERMIZI, 22**

Membaca tidak semestinya di perpustakaan,
di rumah pun memadai



**AFIQAH SYAHIRAH
BINTI MOHD RAZIB, 22**

A room without books is like a body
without a soul



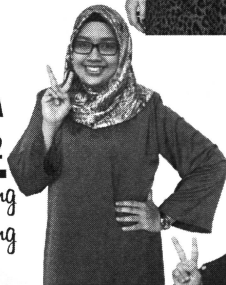
**WAN NURUL SYAHIDA BINTI
WAN KAMARUDDIN
MUKRI, 22**

Today a reader, tomorrow a leader



**NURUL NADIA
BINTI KARIM, 22**

To read without reflecting is like eating
without digesting



**NURSYAFIQAH
BINTI WAHID, 22**

We lose ourselves in books, we find
ourselves there too



**NURUL SHAZWANI
BINTI ABD
AZIZ, 22**

A library is a hospital for the mind



**NUR ATHIRAH HANANI
BINTI JAILANI, 22**

Library is like living organism, its growth
and always expand that make a great
people will recognize it



**NURUL AISHAH
BINTI SAMIN, 22**

Life is like a good book, the
further you get into it, the more it begins to
make sense



**NOR ASHIKIN
BINTI NGADIRON, 22**

Life isn't always about YOU,
it's about US



**NUR ALIAH
BINTI ZAINAL, 22**

Knowledge is food. We'll starve
without it. Yummyyyy!



**NOOR FARAHAIN
BINTI ABDUL RAZAK, 22**

A book is like a key to unknown chamber
within the castle of one's own self

