



**The use of Authentic Materials to Enhance Writing Skill:
Focus on Subject Verb Agreement in Year Six Classes at
S.K. Gita, Kuching.**

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ABSTRACT

This project attempts to propose the use of authentic materials to enhance writing skill focusing on subject verb agreement to Year Six students of Sekolah Kebangsaan Gita, Petra Jaya, Kuching. The introductory chapter gives a brief account on the teaching of writing in Sekolah Kebangsaan Gita. Chapter 2 reviews the Literature available concerning writing and authentic materials. Chapter 3 describes the methods used in the collection of data. Chapter 4 describes the analysis and interpretation of data. Chapter 5 proposes guidelines and also suggests on how to use authentic materials to enhance writing skill especially the use of subject verbs agreement in a sentence. Factors such as the use of authentic materials eg. radios, video tapes, pictures etc... and motivation that contribute to effective teaching of subject-verb agreement are also identified and discussed. Demographical information such as ethnicity, parents' occupations and language used to write proper subject-verb agreement are also studied and analyzed. Motivation is another important domain that needs to be considered when teaching writing skills to the students. Therefore, it can be concluded that motivation and authentic materials are fairly significant factors in helping to improve the skills of writing especially on subject verb agreement.

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INTRODUCTION

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Chapter One

Introduction

1.0 Introduction:

Generally speaking, good writing is the result of effective word choice, skilful sentence building, paragraph organization and finally meaningful and coherent arrangement of all parts. A good piece of writing also depends on the skilful usage of subject verb agreement in a sentence. Giving out a topic and letting the students to write based on the clue words and graphics is too simplistic a way to handle a writing lesson especially on the subject verb agreement.

Raimes(1983) is of the opinion that in order to explain letters and to argue better, students need some food for thought which includes materials that can serve as a background against which they can start their analytic work. They should be provided with something that would trigger off their imagination and thinking. The use of authentic materials is a natural way to achieve this purpose. Therefore, in this academic project I propose the use of authentic materials and motivation to enhance writing skills focusing in the area of subject-verb agreement in a sentence. The samplings consist of 20 students for the respondents. They were picked at random from Year 6 Bijak Class of Sekolah Kebangsaan Gita, Petra Jaya, Kuching. Besides the 20 students, 5 English teachers and 5 students chosen at random were also interviewed orally to elicit information on the use of

Chapter 2

Literature Review

2.0 Introduction

This chapter examines some of the research and investigation done on subject verb agreement in a sentence, the use of authentic materials in teaching subject verb agreement and motivation. It looks at how the research and investigation had contributed to change the students' knowledge of using the correct subject verb agreement in a sentence in learning the second language. The chapter deals with the following:

- a. What is writing?
- b. What is subject verb agreement?
- c. What are authentic materials?
- d. Why do we use authentic materials in a classroom?
- e. What is motivation?
- f. What should be done to motivate students?

2.1 Writing in general.

Writing is found on signs, notices, advertising boards, timetables, shop windows and television screens as well as in books and newspapers. This list is endless. No one can fail to notice that writing is a significant component of life in the world. The definition of writing is variable. Byrne (1979:1) defines writing as an act of forming graphic symbols. For Raimes (1983:4) writing means writing a connected text and not just a single sentence. Mackay (1984:4) has a more elaborate definition as she suggests that writing is