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PENILAIAN HASIL PEMBELAJARAN PROGRAM KEJURUTERAAN ELEKTRIK MENGGUNAKAN *EXIT SURVEY* DI POLITEKNIK SULTAN

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ABSTRAK

Penilaian *exit survey* merupakan satu amalan baik untuk mendapatkan maklumbalas secara tidak formal berkenaan keberkesanan program dalam menentukan pencapaian hasil pembelajaran. Selain itu, langkah penambahbaikan secara berkala (CQI) juga dapat dilaksanakan bagi memastikan keperluan program seiring keperluan dan kehendak industri dalam memastikan pemberian perkhidmatan yang berkualiti kepada pelajar. Kajian ini dilaksanakan bertujuan untuk menilai hasil pembelajaran program yang ditawarkan di Politeknik Sultan Idris Shah bagi program Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP). Kajian dilaksanakan bagi dua kohort untuk kedua-dua program, iaitu pelajar yang telah tamat pengajian pada sesi Disember 2018 dan sesi Jun 2019. Seramai 175 orang responden mengambil bahagian dalam kajian ini. Data bagi kajian ini diperolehi melalui instrumen soal selidik yang diedarkan kepada pelajar melalui platform *google form* dan dianalisis menggunakan kaedah deskriptif. Soalan kajian meliputi 11 aspek hasil pembelajaran program yang telah dibangunkan yang terdiri daripada empat elemen utama iaitu pengetahuan, kemahiran teknikal, kemahiran insaniah dan keusahawanan. Kajian ini membentangkan dapatan penilaian hasil pembelajaran program kejuruteraan elektrik secara amnya, Program Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP) secara khasnya. Dapatan kajian membuktikan bahawa pencapaian hasil pembelajaran kedua-dua program berada pada tahap yang baik, kualiti dan kesediaan pendidikan di Politeknik Sultan Idris Shah bagi kedua-dua program juga baik dengan beberapa cadangan penambahbaikan. Secara keseluruhan, kajian ini dapat dijadikan sebagai sebahagian daripada usaha untuk menambahbaik kualiti sistem pendidikan dan latihan yang dilaksanakan di politeknik.

Katakunci: Hasil Pembelajaran Program, *Program Learning Outcome* (PLO), *exit survey*, Kejuruteraan Elektrik

ABSTRACT

Exit survey is one of the good practices in obtaining the informal feedback on the effectiveness of a particular programme specifically in determining the attainment of programme learning outcome (PLO). Besides that, continuous quality improvement (CQI) could also be taken as to ensure the programme offered meet the needs and requirements of industry, in providing good education service towards the stakeholder (namely the students). The objective of the study is to assess the programme learning outcome (PLO) attainment of Diploma in Electronic Engineering (Computer) (DTK) and Diploma in Electronic Engineering (Communication) (DEP) in Politeknik Sultan Idris Shah through exit survey as the informal method of assessing the programme learning outcome (PLO) achievement aside from the



formal method which is through Grade Point Average (GPA) and Culmulative Grade Point Average (CGPA). Eleven programme learning outcome (PLO) of the department are developed in the curriculum that comprises of four main elements: knowledge, technical skills, human skills, and entrepreneurship skills. The respondents of the survey are selected from the students whom has completed their studies in Electrical Engineering Department at Politeknik Sultan Idris Shah for two consecutive semester which are in December 2018 and June 2019. A total of 175 respondents took part in the survey. A set of questionnaires is developed as the instrument for the study which consists of three sections, covers the demographic data, eleven programme learning outcome (PLO) attainment and the feedback on the quality of education offered in Electrical Engineering Department at Politeknik Sultan Idris Shah. The survey is distributed through google form to the students, and being analyzed using SPSS as to generate the descriptive analysis. The findings show that the attainment of all eleven programme learning outcome (PLO) of Diploma in Electronic Engineering (Computer) (DTK) and Diploma in Electronic Engineering (Communication) (DEP) are in good level, and Politeknik Sultan Idris Shah offers good quality of education service as to support the attainment of programme learning outcome (PLO) studied. In conclusion, several recommendations may be used to enhance the education service in Electrical Engineering Department in particular, and in Politeknik Sultan Idris Shah in general, as for continuous quality improvement (CQI) .

Keywords: Program Learning Outcome (PLO), Exit Survey, Electrical Engineering

PENGENALAN

Politeknik Sultan Idris Shah menawarkan dua program dalam bidang Kejuruteraan Elektrik iaitu Program Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP). Kurikulum program Kejuruteraan Elektrik di Politeknik Malaysia dibangunkan bertujuan untuk mencapai 11 hasil pembelajaran program (*Programme Learning Outcome – PLO*) bagi melahirkan tenaga kerja berkemahiran dalam bidang Kejuruteraan Elektrik yang memenuhi keperluan dan kehendak industri.

Peningkatan kualiti berterusan (*continuous quality improvement-CQI*) program dilaksanakan secara berkala bagi menjamin pemberian perkhidmatan pendidikan yang berkualiti kepada pelajar. Merujuk kepada Cartwright et al. (2009), penilaian hasil pembelajaran boleh digunakan untuk menambahbaik sistem pendidikan yang ditawarkan. Penilaian hasil pembelajaran juga merupakan satu aspek yang penting, bagi melihat pencapaian keseluruhan kurikulum program dan menjadi keperluan asas dalam pengiktirafan pelbagai badan pertauliah program yang ditawarkan.

Semua program kejuruteraan yang ditawarkan di institusi pengajian tinggi (IPT) di Malaysia perlu untuk membuktikan pencapaian objektif program atau hasil pembelajaran program yang telah ditetapkan (Thigpen, 2007). Kriteria ini dijadikan salah satu syarat dalam mendapatkan akreditasi program pengajian kejuruteraan daripada badan pertauliah di Malaysia seperti *Malaysia Qualification Accreditation (MQA)* dan *Engineering Technology Accreditation Council (ETAC)*.

Penilaian pencapaian hasil dan objektif pembelajaran merupakan satu tugas yang mencabar (Ouda et al., 2014) yang memerlukan penilaian yang berterusan dan maklumat



serta maklumbalas secara terus daripada pihak yang berkepentingan seperti pelajar, industri, alumni, dan staf (Sidi M Ahmed Ghaly, 2019). Proses penilaian pencapaian program meliputi penilaian hasil pembelajaran program yang telah ditetapkan, pembangunan teknik untuk melihat pencapaian program, termasuk kaedah secara langsung dan kaedah secara tidak langsung bagi mengukur hasil pembelajaran (Merhout et al. 2008). Pernyataan ini disokong oleh Alzubaidi (2016) yang menyatakan bahawa dua kaedah penilaian diperlukan bagi menilai hasil pembelajaran dalam pendidikan bidang kejuruteraan, iaitu secara langsung dan tidak langsung.

Penilaian hasil pembelajaran secara langsung dilaksanakan melalui kaedah penilaian akhir, tugasan di dalam bilik kuliah, penilaian- penilaian sumatif dan formatif yang dilaksanakan mengikut kursus-kursus yang ditawarkan dalam program tersebut. Penilaian secara langsung diuji melalui peperiksaan atau pemerhatian ke atas pengetahuan dan kemahiran pelajar secara langsung semasa sesi pengajaran dan pembelajaran melalui ujian, kuiz, dan laporan praktikal (Rogers, 2006).

Program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah menguji secara langsung pencapaian hasil pembelajaran program melalui penilaian formatif di dalam bilik kuliah dan bengkel semasa sesi pengajaran dan pembelajaran berlangsung melalui: kuiz, ujian, kerja amali, *end of chapter*, dan ujian amali. Di samping itu, penilaian hasil pembelajaran secara langsung juga diuji dalam peperiksaan akhir (penilaian sumatif). Nisbah pemberat penilaian kursus bagi Program Kejuruteraan Elektrik ialah 60: 40 iaitu 60 bagi penilaian formatif yang dilaksanakan secara berterusan dalam kelas dan 40 bagi penilaian sumatif dalam peperiksaan akhir.

Manakala, penilaian hasil pembelajaran secara tidak langsung diukur melalui *exit survey*, kumpulan fokus (*focus group*), *survey* alumni, dan sebagainya (Sidi M Ahmed Ghaly, 2019). Taib et al. (2017) juga mempunyai pandangan yang sama, iaitu *survey* industri, *exit survey* oleh pelajar yang akan bergraduasi, dan penilaian oleh panel luar merupakan kaedah secara tidak langsung yang menguji pencapaian hasil pembelajaran program. Borang soal selidik merupakan satu kaedah penilaian yang efektif untuk mengukur kekuatan dan penambahbaikan kurikulum berdasarkan kepada maklumbalas pelajar berhubung pencapaian dan kepuasan pelanggan selepas pelajar tamat pengajian (Nur Tantiyani Ali Othman et al., 2010).

Oleh yang demikian, kajian ini dilaksanakan bertujuan untuk membentangkan laporan penilaian hasil pembelajaran program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah bagi program Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP) menggunakan kaedah *exit survey* kepada pelajar yang telah tamat sesi pengajian pada Disember 2018 dan Jun 2019. Selain itu, kajian ini juga mengkaji kualiti dan kesediaan pendidikan bagi program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah dari aspek kualiti perkhidmatan staf (pensyarah) kepada klien (pelajar); kemudahan dan fasiliti di kampus bagi menyokong keperluan kurikulum; capaian internet di kampus; sumber rujukan; dan perkhidmatan sokongan seperti kaunseling & kerjaya dan kemudahan sukan & rekreasi.

Kajian ini menyumbang kepada pelaporan kurikulum program bagi tujuan pengauditan kerana pembuktian pencapaian pelajar terhadap hasil pembelajaran program (*Programme Learning Outcome - PLO*) merupakan salah satu kriteria bagi mendapatkan akreditasi Badan Pertauliah yang berdaftar. Dapatan kajian juga dapat



digunakan sebagai input dalam menentukan halatuju dan peningkatan kualiti berterusan (*continuous quality improvement-CQI*) kurikulum.

Bagi program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah, sebelas hasil pembelajaran program telah ditetapkan dalam kurikulum Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP). Sebelas hasil pembelajaran ini terdiri daripada empat elemen utama iaitu pengetahuan, kemahiran teknikal, kemahiran insaniah dan keusahawanan. Jadual 1 yang berikut menunjukkan Hasil Pembelajaran Program bagi Diploma Kejuruteraan Elektronik (Komputer) dan Diploma Kejuruteraan Elektronik (Komunikasi).

Jadual 1: Hasil Pembelajaran Program (*Programme Learning Outcome* – PLO) bagi Diploma Kejuruteraan Elektronik (Komputer) dan Diploma Kejuruteraan Elektronik (Komunikasi).

Nombor	Hasil Pembelajaran Program
PLO 1	Aplikasi pengetahuan teknikal terhadap masalah kejuruteraan elektrik dan elektronik
PLO 2	Menyelesaikan masalah bidang kejuruteraan elektrik dan elektronik secara kritis
PLO 3	Analisis dan kenalpasti masalah bidang kejuruteraan elektrik dan elektronik
PLO 4	Merekabentuk penyelesaian dalam bidang kejuruteraan elektrik dan elektronik
PLO 5	Mempamerkan kemahiran teknikal dalam menggunakan peralatan bidang kejuruteraan elektrik dan elektronik
PLO 6	Berkomunikasi dengan berkesan
PLO 7	Melaksanakan tanggungjawab sosial terhadap masyarakat
PLO 8	Pembangunan sendiri dengan mencari sumber maklumat untuk mendapatkan pengetahuan dan kemahiran baru
PLO 9	Menunjukkan ciri-ciri keusahawanan
PLO 10	Menunjukkan sikap dan etika profesional
PLO 11	Menunjukkan ciri pemimpin dan boleh bekerja dalam kumpulan

METODOLOGI KAJIAN

Kajian ini dilaksanakan menggunakan borang soal selidik yang telah dibangunkan di *google form* bagi menilai pencapaian hasil pembelajaran program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah. Borang soal selidik terdiri daripada tiga bahagian; bahagian pertama mengumpul maklumat asas bagi data demografik, bahagian kedua mengumpul data berkenaan sebelas pencapaian hasil pembelajaran program yang diuji, manakala bahagian ketiga melihat kepada kualiti dan kesediaan pendidikan di Politeknik Sultan Idris Shah dalam menawarkan program Kejuruteraan Elektrik.

Skala likert digunakan dalam bahagian dua dan tiga dalam soal selidik, yang menggunakan skala 1 (Sangat rendah) hingga 5 (Sangat baik). Seramai 175 orang responden mengambil bahagian dalam kajian ini. Responden dipilih daripada pelajar yang telah tamat pengajian di Politeknik Sultan Idris Shah dalam program Kejuruteraan Elektrik. Dua kohort pengajian pelajar dipilih sebagai sampel, iaitu bagi pelajar yang telah tamat pengajian pada Disember 2018 dan Jun 2019. Data dianalisis menggunakan *Statistical Package for the Social Sciences* (SPSS version 20) dengan kaedah analisis deskriptif.



KEPUTUSAN DAN PERBINCANGAN

Jumlah responden ialah seramai 175 orang pelajar program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah, iaitu terdiri daripada seramai 72 orang pelajar lepasan Program Diploma Kejuruteraan Elektronik (Komputer) (DTK) dan 103 orang pelajar lepasan Diploma Kejuruteraan Elektronik (Komunikasi) (DEP). Demografik data menunjukkan keseluruhan responden terdiri daripada 93 orang pelajar lelaki dan 82 orang pelajar perempuan.

Setiap item dalam borang kaji selidik telah dibangunkan dan disemak oleh Ketua Program dan Ketua Jabatan program Kejuruteraan Elektrik bagi kesahan soalan. Ujian kebolehpercayaan item juga dilaksanakan, dan memperoleh bacaan Alpha Cronbach 0.945, iaitu melebihi nilai 0.7. Oleh itu, item borang soal selidik mempunyai kebolehpercayaan yang tinggi. Pencapaian hasil pembelajaran program (*Programme Learning Outcome* – PLO) bagi program Kejuruteraan Elektrik melalui kaedah secara tidak langsung iaitu menggunakan *exit survey* yang telah dilaksanakan ditunjukkan dalam Jadual 2 yang berikut.

Jadual 2: Pencapaian Hasil Pembelajaran Program (*Programme Learning Outcome* – PLO)

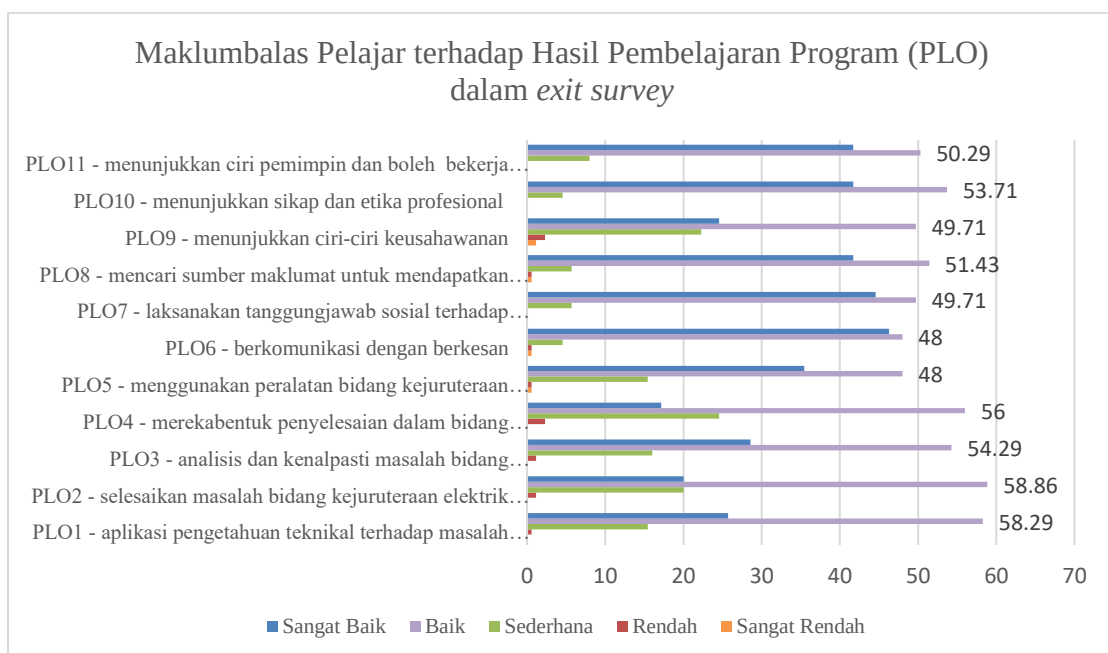
Program Pengajian [Di akhir program pengajian ini, saya boleh....]	DEP (N=103)		DTK (N=72)		KESELURUHAN (N=175)	
	Min	Sisihan piawai	Min	Sisihan piawai	Min	Sisihan piawai
PLO1 - Aplikasi pengetahuan teknikal terhadap masalah kejuruteraan elektrik dan elektronik	4.13	.621	4.04	.701	4.09	.655
PLO 2 - Menyelesaikan masalah bidang kejuruteraan elektrik dan elektronik secara kritis	4.02	.700	3.92	.622	3.98	.669
PLO3 - Analisis dan kenalpasti masalah bidang kejuruteraan elektrik dan elektronik	4.17	.678	4.00	.712	4.10	.695
PLO4 - Merekabentuk penyelesaian dalam bidang kejuruteraan elektrik dan elektronik	3.93	.731	3.81	.664	3.88	.705
PLO 5 - Mempamerkan kemahiran teknikal dalam menggunakan peralatan bidang kejuruteraan elektrik dan elektronik	4.28	.759	4.01	.702	4.17	.746
PLO 6 - Berkomunikasi dengan berkesan	4.45	.696	4.31	.597	4.39	.659
PLO7 - Melaksanakan tanggungjawab sosial terhadap masyarakat	4.47	.574	4.28	.610	4.39	.595
PLO8 - Pembangunan sendiri dengan mencari sumber maklumat untuk mendapatkan pengetahuan dan kemahiran baru	4.42	.650	4.21	.670	4.33	.664
PLO9 - Menunjukkan ciri-ciri keusahawanan	4.01	.822	3.85	.799	3.94	.814



PLO10 - Menunjukkan sikap dan etika profesional	4.47	.557	4.24	.569	4.37	.572
Menunjukkan ciri pemimpin dan boleh bekerja dalam kumpulan						
PLO11 - Aplikasi pengetahuan teknikal terhadap masalah kejuruteraan elektrik dan elektronik	4.44	.605	4.19	.620	4.34	.621

Berdasarkan kepada Jadual 2, dapat dilihat bahawa min bagi keseluruhan hasil pembelajaran program (*Programme Learning Outcome* – PLO) berada pada skala 4.0 dan ke atas kecuali bagi PLO2 (Menyelesaikan masalah bidang kejuruteraan elektrik dan elektronik secara kritis), PLO4 (merekabentuk penyelesaian dalam bidang kejuruteraan elektrik dan elektronik) dan PLO9 (menunjukkan ciri-ciri keusahawanan) yang masing-masing hanya mencatatkan min 3.98, 3.88 dan 3.94. Nilai min ini dikategorikan berada pada skala sederhana (skala 3).

Skala 4 menyatakan bahawa pencapaian keseluruhan hasil pembelajaran program (*Programme Learning Outcome* – PLO) berada pada tahap yang baik. PLO7 (melaksanakan tanggungjawab sosial terhadap masyarakat) mencatatkan nilai min yang tertinggi bagi kedua-dua program yang ditawarkan di Jabatan Kejuruteraan Elektrik iaitu dengan nilai min 4.47 (DEP) dan 4.28 (DTK). Sementara PLO4 mencatatkan min yang terendah bagi kedua-dua program iaitu dengan nilai min 3.93 (DEP) dan 3.81 (DTK). Merujuk kepada jadual yang sama, nilai sisihan piawai bagi semua item yang diuji berada antara nilai 0.557 dan 0.822. Ini membuktikan bahawa data bertabur sekitar min dalam julat di bawah nilai 0.822. Oleh itu, skor adalah diklasifikasikan sebagai homogen. Dapatkan terperinci bagi setiap hasil pembelajaran program (*Programme Learning Outcome* – PLO) di Jabatan Kejuruteraan ditunjukkan dalam carta bar yang berikut (Rajah 1), yang dibentangkan dalam nilai peratusan bagi setiap maklumbalas responden.



Rajah 1: Carta bar keseluruhan Pencapaian Hasil Pembelajaran Program (*Programme Learning Outcome* – PLO)



Merujuk kepada Rajah 1, respon pelajar bagi sebelas PLO berada pada tahap yang baik (yang diwakili oleh petunjuk kuning di dalam Rajah 1), iaitu majoriti responden memilih skala baik bagi semua PLO yang ditetapkan. Nilai skala ini dinyatakan di dalam rajah tersebut. Beralih kepada bahagian tiga dalam borang soal selidik, yang melihat kepada persepsi dan pandangan responden terhadap kebolehsediaan dan kualiti pemberian pendidikan program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah, dapatan kajian ditunjukkan dalam Jadual 3 yang berikut.

Jadual 3: Kualiti dan kesediaan pendidikan di Politeknik Sultan Idris Shah

	Min	SP
1. Kualiti dan kebaikan sistem penasihat akademik	4.28	.755
2. Kesediaan pensyarah menjawab soalan di dalam kelas	4.29	.685
3. Pensyarah membantu pelajar memahami isi kandungan kursus	4.36	.645
4. Berpeluang berjumpa dengan pensyarah di luar waktu kelas untuk sesi berbincangan	4.25	.712
5. Kualiti hubungan antara pensyarah-pelajar secara keseluruhan	4.34	.666
6. Kualiti hubungan antara pengurusan JKE (Ketua Jabatan & Ketua Program)-pelajar secara keseluruhan	4.32	.670
7. Capaian WIFI Internet	3.17	1.101
8. Kualiti makmal komputer	3.73	.867
9. Kualiti makmal/bengkel	3.84	.836
10. Kualiti bilik kuliah	3.67	.893
11. Perisian yang disediakan di makmal komputer	3.78	.864
12. Kualiti peralatan di makmal/bengkel	3.79	.924
13. Kualiti tahap keselamatan di makmal/bengkel	3.92	.805
14. Kualiti kemudahan sukan dan rekreasi	3.77	.908
15. Kualiti kemudahan perpustakaan	4.14	.771
16. Kualiti kemudahan/perkhidmatan kaunseling	3.93	.799

Kebolehsediaan dan kualiti pemberian pendidikan program diuji dalam beberapa aspek iaitu; kualiti perkhidmatan staf (pensyarah) kepada klien (pelajar); kemudahan dan fasiliti di kampus bagi menyokong keperluan kurikulum; capaian internet di kampus; sumber rujukan; dan perkhidmatan sokongan seperti kaunseling & kerjaya dan kemudahan sukan & rekreasi. Berdasarkan kepada Jadual 3, min bagi kualiti perkhidmatan staf (pensyarah) kepada klien (pelajar) dan perkhidmatan perpustakaan berada pada skala yang baik iaitu melebihi nilai 4 (Baik). Kedua-dua elemen ini menjadi kekuatan kepada Jabatan Kejuruteraan Elektrik di Politeknik Sultan Idris Shah bagi penawaran program DEP dan DTK.

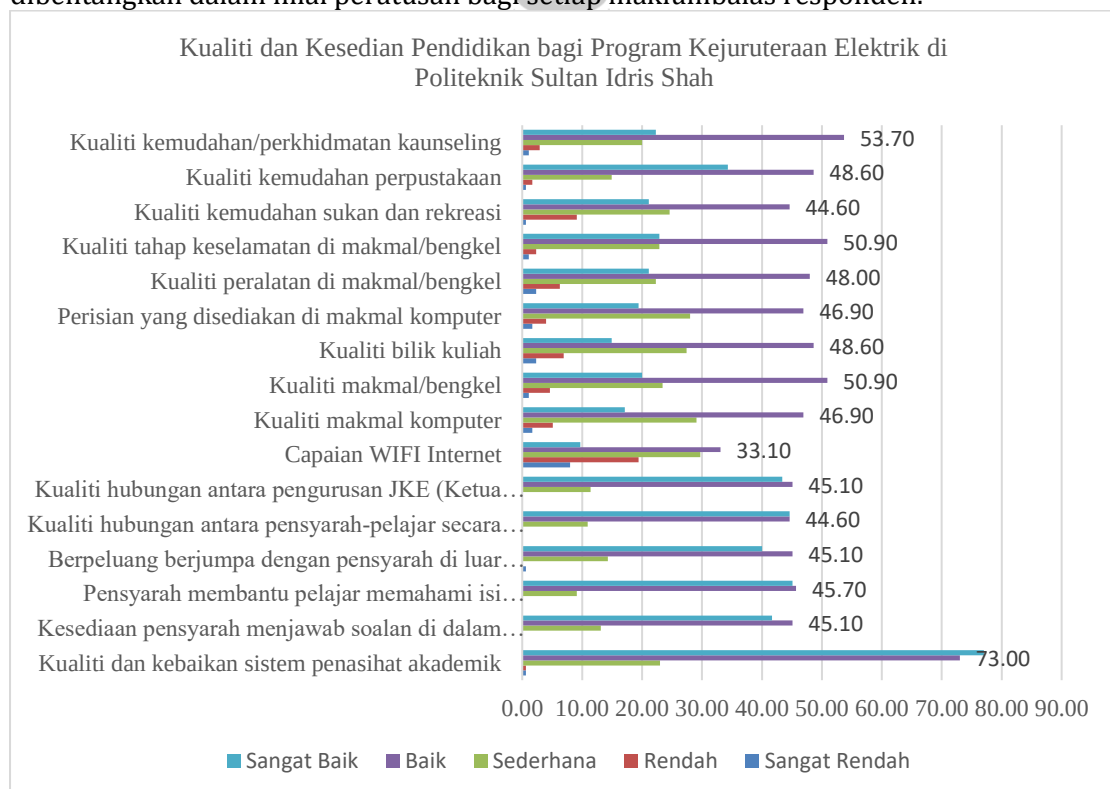
Kualiti perkhidmatan staf (pensyarah) kepada klien (pelajar) diwakili oleh item 1 hingga 6 di dalam Jadual 3. Manakala, capaian internet di Jabatan Kejuruteraan Elektrik mencatatkan nilai yang terendah iaitu 3.17 dengan nilai sisihan piawai yang tertinggi dicatatkan iaitu 1.101. Ini adalah kerana data bagi kemudahan capaian internet terserak lebih jauh daripada min berbanding bagi item yang lain (daripada skala 1 hingga 5). Responden mempunyai respon yang berbeza bergantung kepada kebergantungan pelajar kepada capaian internet yang disediakan secara percuma di jabatan. Bagi responden yang tiada keperluan mendesak bagi capaian internet yang disediakan oleh pihak institusi, iaitu bagi responden yang mempunyai capaian internet sendiri yang stabil, responden berpendapat bahawa capaian internet adalah baik dan mencukupi kerana responden melihat kepada kebolehcapaian internet di lokasi-lokasi wifi tertentu yang disediakan di jabatan.



Namun begitu, beberapa cadangan penambahbaikan yang diutarakan oleh responden bagi meningkatkan capaian internet iaitu dengan menambah kelajuan capaian *wifi*, memperluas capaian kawasan *wifi*, menyediakan kemudahan internet di asrama dan jabatan telah diambil maklum oleh pihak pengurusan Jabatan Kejuruteraan Elektrik bagi meningkatkan kualiti pemberian perkhidmatan pendidikan di jabatan. Selain item capaian internet di jabatan, secara keseluruhannya, kualiti dan kesediaan pendidikan di Politeknik Sultan Idris Shah adalah berada pada tahap yang baik (iaitu pada skala 4) dan memuaskan (iaitu pada skala 3). Cadangan-cadangan penambahbaikan daripada responden boleh diambil cakna bagi meningkatkan kualiti pemberian perkhidmatan bagi program Kejuruteraan Elektrik di politeknik ini. Cadangan-cadangan penambahbaikan dapatan kajian dapat dirumuskan seperti yang berikut:

- Menambah cara pembelajaran secara praktikal di samping pembelajaran teori.
- Memberi lebih pendedahan industri semasa sesi pembelajaran formal.
- Menambahbaik kemudahan dan keadaan di sekitar politeknik
- Menyediakan *wifi* yang lebih berkelajuan tinggi dan menyediakan satu bilik/makmal khas untuk keperluan capaian internet.
- Memperbanyakkan lawatan ilmiah dalam kursus.
- Penambahan komputer dan *wifi*
- Menyediakan sistem penghawa dingin di semua makmal di jabatan dan menambah bilangan komputer di makmal ecad supaya pelajar tidak perlu berkongsi komputer dengan rakan.

Dapatan kualiti dan kesediaan pendidikan di Politeknik Sultan Idris Shah dalam Jadual 3 dibentangkan dengan lebih terperinci dalam Rajah 2 yang berikut, yang dibentangkan dalam nilai peratusan bagi setiap maklumbalas responden.



Rajah 2: Kualiti dan Kesedian Pendidikan bagi Program Kejuruteraan Elektrik di Politeknik Sultan Idris Shah



Merujuk kepada Rajah 2, dapatan kajian memperlihatkan bahawa semua item bagi kualiti dan kesediaan pendidikan bagi program DTK dan DEP berada pada tahap yang baik (yang diwakili oleh jalur kuning yang mendahului bagi setiap item) kecuali bagi item perkhidmatan penasihat akademik yang berada pada skala sangat baik (yang diwakili oleh jalur biru yang mendahului bagi item penasihat akademik). Nilai bagi setiap item pada skala baik ditunjukkan dalam Rajah 2. Perkhidmatan penasihat akademik di jabatan adalah sangat baik, majoriti responden berpuas hati dengan perkhidmatan yang diberikan oleh staf (pensyarah) Program Kejuruteraan Elektrik kepada klien (pelajar), iaitu mencatatkan dapatan tertinggi dengan nilai 77%.

KESIMPULAN

Sebelas pencapaian hasil pembelajaran program telah berjaya dinilai menggunakan *exit survey* sebagai satu kaedah secara tidak langsung bagi menguji pencapaian hasil pembelajaran selain menggunakan kaedah secara langsung iaitu secara formatif dan sumatif yang diukur melalui nilai mata gred pelajar (PNM dan HPNM). Secara keseluruhannya, semua hasil pembelajaran program Kejuruteraan Elektrik berjaya dicapai (berada pada skala baik), yang mana kurikulum yang dibangunkan telah berjaya melahirkan graduan yang kompeten dari segi pengetahuan, kemahiran teknikal, kemahiran insaniah, dan keusahawanan, dengan menawarkan modal insan yang berkebolehan kepada industri. Permintaan modal insan daripada Politeknik Sultan Idris Shah dalam bidang Kejuruteraan Elektrik adalah tinggi iaitu seramai 91 orang responden telah menerima penawaran kerja daripada industri semasa mereka masih berada di semester akhir pengajian (iaitu semasa berlatih industri), yang mana mencatatkan 52% daripada keseluruhan jumlah responden.

Penambahbaikan dan peningkatan kualiti berterusan (*continuous quality improvement-CQI*) boleh dilaksanakan berdasarkan kepada cadangan maklumbalas daripada responden, yang difikirkan bersesuaian bagi meningkatkan pencapaian hasil pembelajaran program. Politeknik Sultan Idris Shah sentiasa memastikan pemberian perkhidmatan yang terbaik kepada pelajar dan memandang serius dapatan maklumbalas pelajar ini dengan sentiasa menambahbaik kemudahan yang ditawarkan di kampus dari semasa ke semasa. Perkhidmatan yang diberikan oleh staf kepada pelajar di Politeknik Sultan Idris Shah menjadi kekuatan utama kepada politeknik dan harus dikekalkan.

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NORMA BAHARU PENILAIAN BERTERUSAN KURSUS STS 3084 – KAEDAH ASAS LUKISAN TERUKUR MENGGUNAKAN MODEL M-ALT

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ABSTRAK

Konsep pembelajaran sendiri di rumah merupakan satu tuntutan dalam menghadapi norma baharu di Malaysia. Pelajar perlu belajar dan membuat eksplorasi dengan bantuan daripada tenaga pengajar secara atas talian. Pelajar Semester 3 Program Sijil Teknologi Senibina (STS) di Kolej Komuniti Arau (KKA) perlu membuat pengukuran bangunan sebagai salah satu aspek penilaian amali di dalam Kursus STS 3084 - Asas Lukisan Terukur. Walau bagaimanapun, kekangan dari segi perlu mengikut *Standard Operating Procedure* (SOP) dan perlu membuat penjarakan sosial untuk membuat lawatan tapak menjadi satu persoalan. Model Asas Lukisan Terukur (M-ALT) dibangunkan supaya pelajar dapat membuat kerja pengukuran bangunan di kediaman masing-masing. Model ini berkonsepkan rupa bentuk binaan sebenar dengan menggunakan skala yang lebih kecil agar lebih mudah dibawa dan dikendalikan. Pelajar telah diberi tugas pengukuran menggunakan M-ALT. Pelajar juga ditemubual bagi mendapatkan tindak balas pelajar. Kajian ini akan mengukur secara kualitatif 1) Persepsi pengalaman individu pelajar terhadap penggunaan M-ALT di kediaman, 2) Persepsi pelajar terhadap persekitaran sosial mereka di kediaman semasa aktiviti pengukuran dijalankan, 3) kesan daripada keadaan fizikal dan sosial kediaman terhadap gaya pembelajaran pelajar dan bagaimana ianya boleh diperbaiki. Hasil daripada proses penganalisan data mendapati bahawa M-ALT memberi kesan positif kepada pelajar dalam lebih memahami pengukuran menggunakan skala melalui eksplorasi model berskala kecil. Data yang diambil daripada hasil pengukuran model tersebut telah berjaya dipindahkan kepada lakaran untuk menghasilkan lukisan berskala sebenar menggunakan perisian AutoCAD.

Kata Kunci: Model Fizikal, Pengukuran, Skala.

ABSTRACT

The concept of self-learning at home is a demand in facing the new norms in Malaysia. Students need to learn and explore with the help of online instructors. Semester 3 Students of the Certificate in Architecture Technology (STS) Programme at Arau Community College (KKA) are required to make building measurements as one of the aspects of practical assessment in STS 3084 Course - Basics of Measured Drawing. However, constraints in terms of having to follow the Standard Operating Procedure (SOP) and having to make social imprisonment to make a site visit become a question. The Basic Model of Measurable Drawing (M-ALT) was developed so that students could do building measurement work in their respective homes. This model has the concept of a real building shape using a smaller scale to make it easier to carry and operate. Students were given measurement tasks using M-ALT. Students are also interviewed for feedbacks. This study will measure qualitatively 1) Perceptions of individual students' experiences of the use of M-ALT in the home, 2) Students' perceptions of their social environment in the home during the measurement activities



carried out, 3) effects of physical and social conditions on the student's learning style and how it can be improved. The results of the data analysis process found that M-ALT had a positive effect on students better in understanding of measurements using scale through the exploration of small-scale models. Data taken from the measurement results of the model has been successfully transferred to sketches to produce actual scale drawings using AutoCAD software.

Keywords: *Physical Model, Measurement, Scale.*

PENDAHULUAN

Kemudahan teknologi komputer yang digunakan pada masa kini menyebabkan pelajar mengelak daripada menggunakan model fizikal. Mereka lebih cenderung memihak kepada perkembangan model 3 dimensi menggunakan perisian seperti Sketch-Up atau Autodesk Revit. Pensyarah yang bermula dari zaman membuat lukisan secara manual tidak menggalakkan amalan ini dan percaya bahawa model fizikal masih membenarkan penerokaan terbaik dalam proses memahami suatu rekabentuk. Kursus STS 3084 - Asas Lukisan Terukur sememangnya memerlukan pelajar Semester 3 Sijil Teknologi Senibina (STS), Kolej Komuniti Arau (KKA) mempunyai kebolehan untuk menghasilkan lukisan terukur melalui visualisasi pengukuran bangunan sebenar. Namun begitu, kekurangan kebolehan memindahkan ukuran sebenar melalui kerja-kerja pengukuran kepada lukisan berskala menyebabkan pelajar tidak dapat menghasilkan lukisan terukur dengan tepat.

Lukisan terukur merupakan satu proses menghasilkan lukisan berskala melalui kaedah pengukuran terhadap bangunan sedia ada. Fungsi lukisan terukur adalah sebagai satu dokumen yang memudahkan proses pengubahsuaian bangunan, sebagai sumber maklumat tentang bangunan yang tidak mempunyai pelan bagi tujuan penyelenggaraan fasiliti dan juga untuk mendokumentasi lukisan bangunan lama yang belum mempunyai pelan. Lukisan terukur merupakan salah satu subjek teknikal Semester 3 di dalam Program STS di KKA di bawah Kod Kursus STS 3084 – Asas Lukisan Terukur.

Di dalam Kursus STS 3084 – Asas Lukisan Terukur, penilaian bagi kursus ini menggunakan Penilaian Berterusan (PB) yang telah diselaraskan melalui silibus kurikulum yang telah dibangunkan oleh Jabatan Pendidikan Kolej Komuniti. PB merupakan proses pengumpulan maklumat berkenaan perkembangan dan kemajuan pelajar menggunakan pelbagai kaedah. PB juga merupakan sebahagian daripada proses pengajaran dan pembelajaran secara berterusan. Melalui dokumen Garis Panduan Amalan Baik : Penilaian Pelajar yang dikeluarkan oleh Agensi Kelayakan Malaysia (MQA) yang mengatakan bahawa setiap Pemberi Pendidikan Tinggi (PPT) iaitu pensyarah, mempunyai tanggungjawab yang penting berkaitan penilaian pelajar. Oleh itu, PPT perlu membangun dan melaksanakan proses dan prosedur penilaian sendiri melalui proses pentadbiran PPT.

Gay, (1992) berpendapat bahawa penilaian ialah satu proses yang dianggap sistematik semasa mengumpul dan menganalisis data bagi menentukan sama ada sesuatu objektif yang telah ditetapkan itu telah tercapai. Hal ini seterusnya membolehkan pensyarah dapat membuat pertimbangan yang seterusnya digunakan dalam membuat keputusan. PB bagi kursus ini dinilai melalui pecahan penilaian sumatif yang membawa jumlah peratusan 100% markah seperti berikut:



- a) Amali1 – Pengukuran Bangunan (15%)
- b) Amali 2 – Penghasilan Lukisan Terukur (40%)
- c) Amali 3 – Penghasilan Model Bangunan (20%)
- d) Pembentangan (15%)
- e) Ujian (10%)

Kunci utama penghasilan lukisan terukur yang baik adalah melalui Amali 1 – Pengukuran Bangunan. Meskipun membawa markah yang bukan major secara keseluruhannya, tetapi data pengukuran yang terhasil daripada amali ini merupakan titik tolak ketepatan lukisan yang akan dihasilkan di Amali 2 – Penghasilan Lukisan Terukur dan juga Amali 3 – Penghasilan Model Bangunan.

PERNYATAAN MASALAH

Bagi mendedahkan pelajar kepada kemahiran mengukur sebenar, M-ALT diperkenalkan. Model ringkas ini dibina berdasarkan struktur luaran rumah atau bangunan mengikut rekabentuk asas seperti model bangunan sebenar. Model ini bertujuan untuk menjadi satu bahan eksplorasi kepada pelajar dalam mendapatkan idea serta konsep melalui bukti fizikal dalam skala yang pelbagai (Hermie Voulgarelis, Jolanda Morkel, 2010). Pembinaan model memerlukan kos yang agak tinggi dan membebankan. M-ALT walau bagaimanapun dibina menggunakan konsep model kos rendah seperti yang telah berjaya digunakan dalam subjek kejuruteraan (Kristoph-Dietrich Kinzli et al, 2017). Pembelajaran secara visual ini telah berjaya menarik minat pelajar dalam membuat eksplorasi sesuatu struktur. Walaupun dalam era teknologi digital yang mampu memaparkan imej 3D yang jelas, model konvensional secara fizikal masih diperlukan untuk memberi impak lebih baik dalam pembelajaran senibina (Katarína Kristiánova et al, 2018).

OBJEKTIF KAJIAN

Objektif bagi kajian ini adalah untuk:

1. Mendapatkan persepsi pengalaman pelajar menggunakan M-ALT di kediaman sebagai persekitaran pembelajaran dalam pendidikan senibina.
2. Mengkaji persepsi pelajar terhadap persekitaran sosial mereka di kediaman semasa aktiviti pembelajaran dijalankan.
3. Menguji kesan daripada keadaan fizikal dan sosial kediaman terhadap gaya pembelajaran pelajar dan bagaimana ianya boleh diperbaiki.

METODOLOGI KAJIAN

Kajian ini dijalankan dengan menggunakan pendekatan kualitatif menggunakan kaedah teori dasar (*grounded theory*) dan interpretasi etnografi untuk mengenal pasti dan menghuraikan persepsi pelajar terhadap penggunaan model eksplorasi di dalam pembelajaran mereka. Kelebihan teori dasar dalam hal ini adalah kerana teori ini diambil dari data, ianya cenderung untuk memberikan pandangan dan peningkatan kefahaman, dan memberikan panduan yang berguna untuk tindakan. (Groat & Wang 2002 : 181). Pendekatan etnografi juga digunakan untuk merakam dan memahami pengalaman hidup. (Denzin, 1997).



Dua peringkat kajian digunakan; peringkat pertama melibatkan kajian rintis (*pilot study*) kediaman masing-masing dan kedua adalah temubual bersama pelajar senibina yang terpilih. Kajian rintis ini merangkumi enam soalan yang dibangunkan dan diuji. Kandungan kajian dibuat dengan menggabungkan penemuan-penemuan berbangkit dalam tinjauan literatur persekitaran pembelajaran. Seterusnya satu analisis dibuat berdasarkan penemuan tinjauan. Hasil ini digunakan untuk mewujudkan satu set soalan terbuka yang menjadi asas bagi satu siri temubual separa berstruktur dan perbincangan kumpulan fokus. Pelajar dijemput untuk ditemubual dan kumpulan fokus seramai 21 orang yang terdiri daripada pelajar Sijil Teknologi Senibina Semester 3. Patton (1990) menyatakan bahawa mengambil sampel bilangan responden yang sederhana dapat menyediakan data yang berguna dan berimpak tinggi.

Soalan temu bual dibahagikan kepada tiga bahagian dimana pelajar perlu memberi respon terhadap kediaman masing-masing dalam pelbagai aspek. Bahagian pertama adalah mendapatkan persepsi pengalaman pelajar terhadap kediaman sebagai persekitaran pembelajaran dalam pendidikan senibina. Bahagian kedua mengkaji persepsi pelajar terhadap persekitaran sosial mereka di kediaman masing-masing semasa aktiviti pembelajaran dijalankan dan yang terakhir menguji kesan daripada keadaan fizikal dan sosial kediaman terhadap gaya pembelajaran pelajar dan bagaimana ianya boleh diperbaiki. Faktor jantina dan semester pengajian dimasukkan sebagai pemboleh ubah tidak bersandar bagi menentukan sama ada terdapat kesan yang signifikan kepada pengaruh kediaman terhadap pembelajaran pelajar.



Rajah 1: Kerangka Konseptual Kajian

SKOP KAJIAN

Dalam kajian ini, responden terbatas kepada pelajar Program Teknologi Senibina di Kolej Komuniti Arau sahaja. Kajian yang bersifat tinjauan ilmiah ini melibatkan temubual



bersama pelajar yang pernah menggunakan M-ALT di kediaman sebagai penggantian aktiviti pengukuran. Dapatan kajian ini hanya relevan untuk aspek yang dikaji oleh pengkaji sahaja.

DAPATAN KAJIAN

Persepsi pengalaman pelajar terhadap penggunaan M-ALT di kediaman adalah pelbagai. Sebilangan besar pelajar bersetuju bahawa ia bukan sahaja memudahkan pembelajaran; ia adalah ruang yang fleksibel dan bebas. Ruang yang bebas semestinya mengambil kira dari aspek persekitaran fizikal seperti cahaya, bentuk, perkadaran, skala, warna dan tekstur. Seorang pelajar menyatakan:

"Sudah tentu pada semester 1 anda tidak begitu faham semasa pensyarah menerangkan di dalam kelas, memberi contoh pemindahan ukuran dari pembaris skala kepada lukisan, 3 meter ini panjang atau tingginya begini, pada semester akhir, anda akan tahu bagaimana panjang sebenar di atas lukisan setelah dibuat pemindahan skala, ..."

Terdapat konsistensi dalam maklumbalas terhadap sifat fizikal yang dinyatakan di atas menandakan kepuasan keseluruhan pelajar dari segi cahaya, skala dan warna. Terdapat rasa ketidakpuasan dengan cahaya di dalam ruang kediaman.

"Kadang-kadang saya cuba menumpukan perhatian semasa pensyarah sedang mengajar tetapi saya tidak dapat melihat dengan jelas tulisan atau tayangan yang ditayangkan kerana skrin telefon bimbit atau monitor yang terlalu kecil".

Pelajar juga diminta untuk mempertimbangkan fizikal ruang dari segi sumber pengetahuan, motivasi, dan inspirasi. Seorang pelajar menyatakan:

"Kadang kala ketika saya mempunyai kerja yang banyak, jadi saya baring di katil saya untuk mencari inspirasi tetapi semua yang saya lihat adalah dinding kosong ... saya melihat ke luar dan tiada apa yang menarik. Sekiranya diberi peluang, saya akan mengecat dinding dengan lukisan atau mural yang menarik..."

Tanggapan di atas menunjukkan perbezaan dalam keperluan pelajar. Ruang yang lebih kecil dilihat sebagai keperluan untuk privasi. Sebagai contoh, transkrip berikut di mana pelajar membincangkan masalah ruang fizikal, ukuran ruang dan privasi dari segi ruang peribadi.

A: *"Saya tidak dapat membayangkan kediaman sebagai tempat membuat kerja pengukuran kerana semasa proses pembelajaran, anda mesti berinteraksi dengan rakan sekelas, pensyarah di lokasi sebenar..."*

C: *"Saya tidak setuju begitu kerana saya fikir saya boleh berada di mana sahaja. Tidak semestinya satu tempat ..."*

Berkenaan dengan gaya pembelajaran dan bagaimana ruang kediaman memudahkan kerja, beberapa pelajar menyatakan bahawa interaksi visual antara rakan sebaya, pelajar dan ruang sangat membantu dari segi pembelajaran konsep baharu.

"Kadang-kadang anda hanya memerhatikan apa orang lakukan di sekitar anda dan anda sebenarnya belajar sesuatu. Anda tidak perlu untuk bangun dari tempat duduk anda dan berjalan-jalan kerana anda dapat melihat dengan mudah setiap sudut ruang".



Untuk meningkatkan pembelajaran pelajar, respon para pelajar terarah kepada lebih banyak jam perlu dihabiskan melalui pembelajaran di atas talian dan demonstrasi oleh pensyarah untuk meningkatkan motivasi dan komitmen pelajar. Beberapa pelajar merasakan bahawa cara yang paling berkesan untuk melakukan ini adalah dengan memberi pelbagai jenis model pelbagai saiz sebagai latihan pengukuran dan pemindahan skala untuk dibuat di kediaman.

RUMUSAN

Penggunaan M-ALT bertujuan untuk mengatasi kekangan dalam membuat PB untuk Kursus STS 3084 - Asas Lukisan Terukur. Pelajar boleh menggunakan M-ALT di kediaman masing-masing sebagai gantian aktiviti pengukuran yang memerlukan lawatan tapak. Berdasarkan pemerhatian terhadap hasil kerja pelajar, pelaksanaan kaedah ini membantu pensyarah dalam proses PB. Pelajar dapat membuat eksplorasi dengan lebih mudah menggunakan M-ALT dalam mendapatkan idea serta konsep melalui bukti fizikal dalam skala yang pelbagai (Hermie Voulgarelis, Jolanda Morkel, 2010). Pelaksanaan PB menggunakan M-ALT akan memudahkan proses penilaian dalam apa jua situasi sama ada secara konvensional di dalam kelas atau pembelajaran secara atas talian.

Pelaksanaan PB M-ALT adalah diharapkan dapat menjadi salah satu instrumen yang berguna di masa hadapan untuk mengadaptasi pembelajaran dan penilaian dari setiap perubahan situasi semasa. Templat M-ALT disimpan di dalam bentuk *softcopy* dan boleh digunakan oleh semua pensyarah yang mengajar kursus ini. Penghasilan semula model yang sama boleh dilakukan melalui skala yang pelbagai menggunakan apa jua material yang bersesuaian seperti akrilik, *plywood*, kotak dan lain-lain.

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**PENDEKATAN PENGAJARAN MULTILINGUAL,
MULTIDIMENSIONAL DAN MULTIKULTURAL KE ARAH
MELAHIRKAN PELAJAR YANG BERKOPETENSI DALAM MATA
PELAJARAN PENDIDIKAN SENI SEKOLAH RENDAH DI MALAYSIA**

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ABSTRAK

Kertas kajian ini merangkumi seni multilingual yang bertujuan untuk mengembangkan kemampuan dan kemahiran bagi mengekspresikan diri dengan berbagai cara seperti bahasa rupa, bunyi, gerak atau gabungannya. Seni yang multidimensional bererti seni yang bertujuan untuk mengembangkan potensi pelajar dari segi persepsi, pengetahuan, pemahaman, analisis evaluasi, apresiasi dan produktiviti dalam menyeimbangkan unsur logika dan estetika. Seni yang multikultural bererti seni yang bertujuan untuk mengembangkan kesedaran dan kemampuan berapresiasi terhadap kepelbagaian budaya tempatan dan global. Tiga karakteristik tersebut merupakan kesepaduan komponen kajian literatur yang dilirik oleh pengkaji sebagai perancang pendidikan seni di Malaysia kerana dengan adanya gabungan tersebut keseimbangan perkembangan pelajar yang mencakupi kecerdasan emosional (EQ), kecerdasan intelektual (IQ), kecerdasan adversiti (AQ), kecerdasan kreativiti (CQ), serta kecerdasan spiritual dan moral akan bersepadu. Kertas kajian ini cuba untuk mengungkapkan peranan pendidikan seni terhadap pembentukan keperibadian pelajar dengan menggunakan pendekatan multilingual, multidimensional dan multikultural.

Kata Kunci: Pendidikan, Seni, Keperibadian, Multilingual, Multidimensional, Multikultural, Kemahiran.

ABSTRACT

This research paper covers multilingual art that aims to develop the ability and skills to express themselves in various ways such as appearance, sound, movement or a combination. Multidimensional art means art that aims to develop students' potential in terms of perception, knowledge, understanding, evaluation analysis, appreciation and productivity in balancing the elements of logic and aesthetics. Multicultural art means art that aims to develop awareness and appreciation of local and global cultural diversity. These three characteristics are the integration of the literature review component that is viewed by researchers as art education planners in Malaysia because with the combination of student development balance that includes emotional intelligence (EQ), intellectual intelligence (IQ), adversity intelligence (AQ), creative intelligence (CQ), as well as spiritual and moral intelligence will be integrated. This research paper attempts to express the role of art education in the formation of student personality by using multilingual, multidimensional and multicultural approaches.



Keywords: *Education, Art, Personality, Multilingual, Multidimensional, Multicultural, Skills.*

PENDAHULUAN

Pendidikan sekolah rendah adalah permulaan dari pendidikan formal, ia merupakan tempat yang sangat penting (Eisner, 1997). Dimana kanak-kanak akan diberi asas-asas pengetahuan, kemahiran dan sikap yang akan mewarnai kehidupan serta interaksi sosialnya pada masa yang akan datang, termasuk pada masa ia melanjutkan ke tahap pendidikan yang lebih tinggi (Slamet, 2001). Pelbagai mata pelajaran yang dianggap dasar diharapkan dapat membantu pembentukan keperibadian pelajar perlu diberikan pada peringkat ini, termasuk pengajaran dalam bidang seni (Seni Visual, Seni Muzik dan Seni Persembahan)

Namun pemahaman masyarakat terhadap seni, lebih khusus yang berkaitan dengan pendidikan seni masih sangat kurang. Pemasalahan pendidikan seni merangkumi: (1) kurikulum dan penguasaan pengajaran kesenian. (2) pelajar, merangkumi: kegiatan pembelajaran, kemampuan, apresiasi dan proses kreatif; (3) cara mengajar atau proses belajar mengajar; (4) pendidik berkaitan dengan kompetensi dan peranan sosialnya; (5) sekolah sebagai lembaga atau organisasi sosial; dan (6) lingkungan keluarga, rakan sebaya dan masyarakat (Tjetjep, 2002).

Secara umumnya kurikulum pendidikan di Malaysia berorientasikan pada subjek (Eisner, 1997). Begitu juga dengan kurikulum pendidikan seni, khususnya pendidikan seni sekolah rendah. Proses pembelajaran pendidikan seni di sekolah rendah yang ada kini agak kurang pasti matlamatnya. Kurikulum berorientasikan keseimbangan jasmani, emosi, rohani dan intelek (JERI), atau fungsi kontekstual. Tapi pelaksanaan di sekolah kebanyakannya berorientasikan pada fungsi esensial (pendidikan seni untuk kepentingan seni).

Di sini kita mencari-cari kompetensi apa yang ingin dicapai oleh pendidikan seni sekolah rendah. Pelajar juga tidak jelas apa yang mereka cari dari pembelajaran tersebut. Setelah mereka mengikuti pelajaran yang tidak jelas dan artikulasi isi mata pelajaran menyebabkan berlakunya pembaziran dalam pembelajaran. Pengetahuan yang mereka pelajari tidak di manfaatkan dalam kehidupan mereka (Slamet, 2001). Akhirnya pendidikan Seni kehilangan fleksibiliti untuk disesuaikan dengan lingkungan persekitaran pelajar dan keperluan dalam kehidupan seharian pelajar (Garha, 1995).

Pendidikan seni dengan pendekatan kompetensi sebagai salah satu alternatif penyelesaian di era persaingan global yang kompetitif (Slamet, 2001). Pendidikan berpandukan kompetensi adalah pendidikan yang menitikberatkan pada penguasaan dan kemampuan atau kompetensi untuk melahirkan pelajar yang seimbang dari segi JERI dan juga keterampilan, agar pendidikan yang di lalui boleh di manfaatkan oleh pelajar dalam kehidupan.

Penguasaan pengetahuan, kemahiran dan keperibadian yang diperlukan semasa menjalankan sesuatu aktiviti dalam proses pembelajaran dapat terus di bawa dalam kehidupan (Eng-Hock Chia, 2000). Tapi apa yang berlaku sekarang untuk pandai menari, diperlukan penguasaan kompetensi yang terdiri daripada pengetahuan, kemahiran dan keperibadian terhadap tari atau untuk pandai melukis, diperlukan pengetahuan,



kemahiran dan keperibadian untuk melukis. Sedangkan kalau kita dalam ilmu seni secara menyeluruh terdapat kesamaan dalam ilmu seni walaupun berlainan bahasa seni (Rohidi, 1992). Sebagai contoh aktiviti-aktiviti seni visual, muzik, tari, teater dan sastra memiliki bahasa yang sama, yang merangkumi aspek-aspek kognitif, psikomotor dan afektif. Sebagai contoh, dalam prinsip seni visual ada penegasan, dalam tari ada pusat perhatian dan dalam muzik ada chorus, semuanya memiliki bahasa yang sama dan setiap bidang itu saling memerlukan.

Berkait dengan fungsi kontekstual Pendidikan Seni, atau fungsi pendidikan seni untuk membentuk keperibadian ianya memberikan sumbangan sangat besar dalam pembentukan insan di Malaysia, maka perlu diperjelaskan tujuan pendidikan seni dengan lebih terperinci. Kurikulum pendidikan seni berasaskan kompetensi diperlukan untuk mengetahui sejauh mana kemungkinan pendidikan seni memainkan peranan secara optimum dalam pendidikan sekolah rendah untuk melahirkan insan yang berkompotensi di masa hadapan (Depdiknas, 2001).

Di Indonesia kompetensi yang diharapkan dari pendidikan seni sekolah rendah adalah: (1) Mampu menggabungkan unsur etika, logik dan estetik, meliputi: pengetahuan, pemahaman, persepsi, analisis, evaluasi, apresiasi dan berproduksi melalui bahasa rupa, bunyi, gerak dan peranan; (2) Memiliki kepekaan pancaindera, perasaan estetik dan artistik melalui pengalaman bereksplorasi, luahan dan berkarya secara langsung bidang dalam mendukung kecerdasan emosional, intelektual, moral, spiritual dan adversiti sesuai dengan keperluan dan perkembangan anak; (3) Mampu berkarya dalam bahasa rupa, bunyi, gerak dan peranan dalam mengembangkan kemampuan perseptual, pemahaman, apresiasi, kreativiti dalam berproduksi; (4) Memiliki keterampilan dasar dan mampu berkarya berdasarkan inspirasi yang bersumber pada alam dan lingkungan sekitar anak dalam mengolah medium seni; (5) Mampu menghargai karya sendiri dan karya orang lain serta keragaman seni budaya setempat dan nusantara; (6) Mampu menghasilkan karya seni melalui perancangan, memamerkannya di kelas atau di lingkungan sekolah (Depdiknas, 2001).

Tujuan Pendidikan Seni berasaskan kompetensi adalah satu alternatif untuk (1) mendekatkan pendidikan seni dan dunia kerja seni; (2) menjamin pengetahuan asas Pendidikan Seni; (3) memfokuskan pada hasil dan proses sekaligus; (4) memperkenalkan pembelajaran yang versatile; (5) mengguna pakai pembelajaran sebelumnya; dan (6) menjamin adanya pelbagai input dan output (Slamet, 2001). Dengan demikian Pendidikan Seni di sekolah mencakupi seni visual, seni muzik, tari dan drama, dapat dijadikan sebagai dasar pendidikan seni dalam membentuk jiwa dan keperibadian. Sebagaimana yang dinyatakan oleh Plato (Rohidi, 1992), bahawa Pendidikan Seni dapat dijadikan dasar pendidikan kerana untuk membentuk suatu keperibadian yang baik dilakukan melalui Pendidikan Seni.

Konsep pembelajaran seni secara multilingual adalah terintegrasi dari bidang seni tari, muzik, visual dan drama. Bidang ilmu seni tidak di pisah-pisahkan mengikut disiplin ilmu seni tetapi di kombinasi dalam satu pakej pembelajaran seni untuk mewujudkan kepelbagaian bidang seni di ajar serentak secara bersama. Pendekatan sedemikian boleh melahirkan suasana seronok dan boleh mengurangkan kebosanan semasa belajar. Disamping proses pembelajaran yang pelbagai bidang seni, penmanfaatan persekitaran sekolah adalah satu strategi yang berkesan untuk digunakan, persekitaran akan dapat merangsang dan dapat meningkatkan pemikiran kreatif pelajar semasa proses pembelajaran. Konsep pembelajaran multilingual juga membentuk pembelajaran yang



menyeronokkan serta memfokuskan ke arah kompetensi yang hendak dicapai oleh kanak-kanak (Faisal & Hanafiah, 1981).

Dilihat dari pendidikan kesenian (termasuk seni visual dan seni persembahan) dalam Kurikulum Berasaskan Kompetensi pendidikan seni memiliki ciri-ciri multilingual, multidimensi dan multibudaya. Multilingual bererti seni bertujuan mengembangkan kemampuan mengekspresikan diri dengan pelbagai cara seperti melalui bahasa visual, bunyi, gerak atau gabungan keseluruhannya. Pendidikan seni multi-dimensi bererti seni mampu mengembangkan potensi asas pelajar yang mencakupi: persepsi, pengetahuan, pemahaman, analisis, penilaian, apresiasi dan produktivi dalam menyeimbangkan fungsi otak kanan dan kiri dengan menggabungkan unsur logik, etika dan estetika. Multibudaya bererti seni bertujuan mengembangkan kesedaran dan kemampuan berapresiasi terhadap keragaman budaya tempatan dan global sebagai pembentukan sikap menghargai, toleransi, demokrasi, beradab, dan hidup bermasyarakat dan budaya yang majmuk (Puskur Balitbang Dekdiknas, 2002).

Dari kenyataan di atas jelas pendidikan seni berasaskan kompetensi lebih cenderung kearah fungsi kontekstual. Fungsi Kontekstual dalam pendidikan kesenian memiliki peranan penting dalam pembentukan peribadi pelajar yang harmoni dalam logik, rasa estetik dan artistik serta etika dengan memperhatikan keperluan dan perkembangan kanak-kanak untuk mencapai kecerdasan emosional (EQ), kecerdasan intelektual (IQ), kecerdasan adversity (AQ), dan kecerdasan kreativiti (CQ), serta kecerdasan spiritual dan moral (Sodarso Sp.,1990). Oleh sebab itu seni visual dan seni persembahan merupakan bahagian dari seni yang tak terpisahkan dari kehidupan dan masyarakat untuk itu pelbagai aktiviti seni seperti latihan dapat menimbulkan kepekaan rasa dalam menanggapi seni, sikap percaya diri, kemahiran berkarya serta mengkomunikasikan idea-idea dan kreativitinya.

Pada hakikatnya pengajaran Seni Visual dan Seni Persembahan jika dikendalikan dengan baik akan dapat memberikan banyak sumbangan dalam meningkatkan kreativiti pelajar. Oleh kerana kepentingan pengajaran ini maka dalam pelaksanaannya perlu disediakan keadaan yang memberikan kemungkinan kepada pelajar untuk menyalurkan bakat dan kreativitinya secara optimal. Kemudahan yang mencukupi bukan saja diperlukan malah persediaan pihak-pihak yang bertanggungjawab terhadap pendidikan seni visual dan seni persembahan, termasuk guru sebagai pengelola sistem instruksional. Oleh sebab itu, disamping menguasai strategi-strategi pembelajaran Seni Visual dan Seni Persembahan, guru-guru yang mengajar dituntut untuk mampu menerapkan teori-teori yang berlandaskan Seni Visual dan Seni Persembahan tersebut.

STRATEGI PENGAJARAN PENDIDIKAN SENI KOPETENSI (MULTILINGUAL, MULTIDIMENSIONAL DAN MULTIKULTURAL)

Dalam strategi pengajaran seni berasaskan kompetensi (Multilingual, Multidimensional dan Multicultural) beberapa perkara yang perlu diambil perhatian supaya proses pengajaran lebih berkesan, antaranya adalah;



Kemampuan Guru dalam Mengidentifikasi Isi Kurikulum

Ruang lingkup kurikulum pra sekolah meliputi aspek perkembangan: (1) Moral dan nilai Agama; (2) Sosial, emosional dan kemandirian; (3) Berbahasa; (4) Kognitif; (5) psikomoto dan (6) Seni. Penyederhanaan kurikulum serta untuk menghindari pelbagai masalah dalam mengimplementasinya. Guru perlulah menyusun program pembelajaran mengarah kepada aspek-aspek perkembangan diri pelajar. Aspek-aspek perkembangan sebagaimana yang ada dalam kurikulum harus dipadukan dalam diterjemahkan untuk mengembangkan pengetahuan asas mereka (Depdiknas, 2001).

Bidang pengembangan keperibadian (kontekstual) merupakan kegiatan yang dikerjakan secara terus menerus serta berkesinambungan dalam kehidupan sehari-hari pelajar sehingga menjadi kebiasaan sehingga mempengaruhi keperibadianya. Program keperibadian JERI yang perlu dilakukan ini meliputi: pengembangan moral, pengembangan nilai-nilai agama, pengembangan sosial, pengembangan emosional dan pengembangan sendiri. Pengembangan agama dan moral mengharapkan pelajar mengenali aspek rohani dalam kegiatan seharian untuk meningkatkan tahap kepercayaan pelajar kepada tuhan yang maha mencipta serta menjadi asas agar pelajar menjadi insan yang baik, iaitu mampu mengendalikan emosi secara wajar dan dapat berinteraksi antara mereka (Sodarso Sp.,1990). Akhirnya pelajar dapat menguasai diri sendiri semasa berinteraksi dengan keluarga, rakan-rakan dan msyarakat.

Bidang pengembangan kemahiran (esensial), dipersepsikan oleh guru untuk meningkatkan kemampuan dan kreativiti sesuai dengan tahap perkembangan pelajar. Pengembangan kemampuan asas ini merangkumi: bahasa, pengembangan ini bertujuan agar kanak-kanak mampu mengungkapkan pemikiran melalui bahasa yang sederhana tepat, mampu berkomunikasi secara efektif (Bojonegoro & S.S., 2003). Pengembangan asas yang lain iaitu kognitif, pengembangan ini bertujuan mengembangkan kemampuan berfikir pelajar untuk berkarya semasa mengikuti pembelajaran.

Pengembangan perasaan bertujuan supaya pelajar dapat dan mampu menciptakan sesuatu berdasarkan hasil imajinasinya, kreativiti, sensitiviti dan dapat menghargai hasil karya sendiri mahupun karya orang lain. Pengembangan seni ini diharapkan kanak-kanak menjadi peka, kaya dengan idea, berinovasi dan memiliki rasa estetika, kreatif serta ekspresif.

Interaksi antara Guru dan Pelajar

Yang dimaksudkan dengan Interaksi antara guru dan pelajar adalah berlakunya komunikasi antara pelajar dengan guru pada masa proses pembelajaran berlangsung. Interaksi yang bagus sepatutnya berlaku sebelum pelajar memasuki bilik darjah (Depdiknas, 2001). Contohnya, sebelum masuk bilik darjah pelajar akan berbaris di hadapan bilik darjah. Sebaiknya kegiatan pembelajaran seni berlaku di sini, seperti menyanyikan lagu tertentu bertujuan pengawalan kelas. Pada masa yang sama sebenarnya pelajar diajar untuk berdisiplin, kerapian dan kesabaran. Intraksi antara guru dan pelajar sedemikian sebenarnya dengan tidak di sedari pelajar guru telah mendidik keperibadian pelajar dengan menggunakan seni. Atau dengan kata lain fungsi kontekstual dalam pendidikan seni.



Pengajaran yang Guru Gunakan

Dengan modul multilingual, kurikulum berpandukan kompetensi setiap guru harus berkemampuan untuk memperbaiki diri dalam melakukan kegiatan pengajaran dan pembelajaran yang bersesuaian dengan kurikulum. Guru memberi respon yang positif terhadap modul tersebut supaya berlaku perubahan dalam dunia pendidikan ke arah yang lebih maju dan pembelajaran yang lebih berkesan (Komaruddin, 1985).

Penguasaan modul adalah syarat utama bagi guru si samping persiapan lain seperti tempat, masa, fasiliti pengajaran dan media yang akan digunakan untuk kegiatan pembelajaran. Perlu di sesuaikan dengan kaedah pengajaran. Pemilihan kaedah yang tepat dan bersesuaian sangat efektif bagi pelajar dalam penguasaan modul yang telah dirancang oleh guru. Dengan pembelajaran aktif menekankan keaktifan pelajar untuk mengalami sendiri, melakukan aktiviti, sehingga daya fikir, emosional dan keterampilan pelajar dapat dikeluarkan dengan maksimum (Garha & Oho, 1995). Untuk suasana pengajaran dan pembelajaran yang lebih menyeronokan gabungan beberapa kaedah pengajaran dan pembelajaran perlu digunakan oleh guru kerana ianya saling lengkap melengkapi dan tidak membosankan sehingga tujuan pembelajaran akan tercapai secara efektif dan berkesan.

Pemanfaatan Potensi Persekitaran Sekolah

Biasanya semasa pengajaran jarang guru memanfaatkan potensi persekitaran sekolah. Sebenarnya persekitaran fizikal sekolah dapat diguna dan dimanfaatkan sebagai bahan dan sumber pembelajaran dalam proses pengajaran dan pembelajaran guru. Persekitaran sekolah yang terdiri daripada pelbagai bahan dan sesuai digunakan sebagai sumber untuk proses pengajaran dan pembelajaran kerana ianya berada dalam lingkungan pemikiran pelajar yang boleh merangsang potensi pelajar (Depdiknas, 2001).

Selain persekitaran fizikal, lingkungan sosial juga mempengaruhi kegiatan pembelajaran, seperti keluarga, rakan dan guru-guru atau lingkungan sosial sekolah. Bagi guru proses belajar dan mengajar perlu berorientasi pada keperluan pelajar, merangsang pelajar agar berkembang kemampuannya dalam mengemukakan pendapat atau cadangan untuk perkembangan daya inisiatif dan imajinasinya, berkemampuan dalam menyelesaikan masalah secara khusus, serta perkembangan psikomotornya (Komaruddin, 1985).

Dalam hal tersebut peranan sosial dan alam sekitar memainkan peranan yang besar untuk kejayaan dalam kegiatan pembelajaran terutamanya pembelajaran seni. Lingkungan kebudayaan adalah lingkungan yang boleh memberi arahan pada seseorang untuk memiliki nilai-nilai, norma-norma dan pengetahuan (Sodarto Sp.,1990).

Lingkungan alam memberikan arahan kepada pelajar untuk memiliki nilai-nilai, norma-norma dan pengetahuan untuk memahami persoalan kehidupan, dapat mencipta iklim belajar dan mengajar yang mengarahkan proses kreatif kepada pelajar. Oleh yang demikian, perlu diterapkan pembelajaran kreatif agar mereka dapat mengembangkan kreativiti yang dapat digunakan sebagai potensi diri untuk keperluan kehidupan di masa akan datang (Garha & Oho, 1995).



KESIMPULAN

Sebagai sebuah produk budaya, seni seharusnya berkembang selari dengan perkembangan budaya manusia, begitu juga dengan pendidikan seni, pendidikan seni juga perlu berubah mengikut perkembangan budaya kehidupan. Perkembangan pendidikan terkini menuntut pendidik untuk melahirkan pelajar yang serba boleh untuk memenuhi keperluan dunia tanpa sempadan di era globalisasi. Jestru itu dimensi ilmu pendidikan seni memerlukan bentuk dan modul yang baru bersesuaian dengan keperluan semasa.

Pendekatan multilingual, multidimensional dan multikultural adalah bentuk pendekatan pengajaran untuk melahirkan pelajar berkopetensi atau berkemampuan dalam semua bidang seni. Dengan pakej modul pengajaran Pendidikan Seni multilingual yang menyeronokkan diharapkan Pendidikan Seni menjadi salah satu mata pelajaran yang menyeronokkan dan memiliki peluang yang sangat strategi untuk mewujudkan pelajar yang kreatif dan inovatif dan berkopetensi jika dirancang dan dilaksanakan berdasarkan pendekatan akademik yang sesuai, teknik dan kaedah pembelajaran yang fleksibel, memahami bahawa proses pembelajaran seni yang unik, serta aktiviti dan kaedah instruksional yang sesuai.

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THE USE OF PUBLIC SPEAKING PROGRAMS (OUT-OF-CLASS ACTIVITIES) TO IMPROVE POLYTECHNIC STUDENTS' SPEAKING SKILLS

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ABSTRACT

English language nowadays is a global language and is becoming a compulsory subject in every school, polytechnic and other education institutions. In Polytechnic, English subject is a must-pass subject for students to graduate. Honestly, for some students, English is not their favorite subject so it is not strange when some students show a lack of interest in the English language because of their perception that English is difficult to learn and it is not the main language in Malaysia. To help students to master the language, English teachers/lecturers need to be equipped with sufficient knowledge and skills to teach in school. Empowering English is normally related to classroom learning but we do need to remember that learning English is also considered as a process beyond classroom learning. This study aimed to discover the use of public speaking programs would have on Polytechnic students' speaking skills. The quantitative data were collected from the quasi-experimental study (n=100). The data were collected using a set of questionnaires, a pre and post-test. The data from the questionnaires were analyzed using descriptive statistics (percentages and means). This study was conducted on 100 students which 50 students were the experimental group that joined the programs while 50 students are those who did not join the programs. The result of the findings indicated that there was a significant difference in students' speaking performance after joining these programs as it helps the students to use English to speak. In conclusion, some ideas have been made to encourage student's participation to join these programs.

Keyword: Public Speaking, Speaking, English

ABSTRAK

Bahasa Inggeris pada masa kini adalah bahasa global dan menjadi mata pelajaran wajib di setiap sekolah, politeknik dan institusi pendidikan lain. Di Politeknik, subjek Bahasa Inggeris adalah subjek wajib lulus bagi pelajar. Sejujurnya, bagi sebilangan pelajar, Bahasa Inggeris bukanlah mata pelajaran kegemaran mereka, jadi tidak pelik apabila sebilangan pelajar menunjukkan kekurangan minat terhadap bahasa Inggeris kerana persepsi mereka bahawa bahasa Inggeris sukar dipelajari dan bukan bahasa utama di Malaysia. Untuk membantu pelajar menguasai bahasa, guru / pensyarah Bahasa Inggeris perlu dilengkapi dengan pengetahuan dan kemahiran yang mencukupi untuk mengajar di sekolah. Memperkasakan Bahasa Inggeris biasanya berkaitan dengan pembelajaran di kelas tetapi kita perlu ingat bahawa kadang-kadang belajar Bahasa Inggeris juga merupakan proses di luar pembelajaran di kelas. Kajian ini bertujuan untuk mengetahui penggunaan program pengucapan awam terhadap kemahiran bertutur pelajar Politeknik. Data kuantitatif dikumpulkan dari kajian eksperimen kuasi (n = 100). Data dikumpulkan menggunakan satu set soal selidik, ujian pra dan pasca. Data dari soal selidik dianalisis menggunakan statistik deskriptif (peratusan dan



cara). Kajian ini dilakukan terhadap 100 orang pelajar yang mana 50 orang pelajar adalah kumpulan eksperimen yang mengikuti program ini manakala 50 orang pelajar yang tidak mengikuti program tersebut. Hasil dapatan kajian menunjukkan bahawa terdapat perbezaan yang signifikan dalam prestasi bertutur pelajar setelah mengikuti program ini kerana ia membantu pelajar menggunakan bahasa Inggeris untuk bertutur. Sebagai kesimpulan, beberapa idea telah dibuat untuk mendorong penyertaan pelajar untuk mengikuti program ini.

Kata kunci: Pengucapan Awam, Pertuturan, Bahasa Inggeris

INTRODUCTION

The process of learning a language can occur everywhere, any time and in any form, we can say that we can learn anything regardless of the methods and content. In Malaysia, most Malaysians speak Malay or other languages (mother tongue). People's perception of English will remain as an important second language acquisition to be taught at schools. Students were prepared in school English context but sometimes students also being exposed to out-of-class English learning programs or activities in helping them master the language.

Polytechnic students' level of proficiency has not seen much improvement especially in speaking. To create an English-learning environment, the department of Polytechnic and Community College under the Ministry of Education has the initiative to launch several programs that would help students to improve their speaking skills. Besides in-class learning based on the syllabus, there are many programs or activities conducted outside class.

For the recent years, as stated by (Dörnyei & Skehan, 2003; Freeman, 1999) there are so many benefits mentioned in the research of the process of students learn English using self-learning strategies to expose to foreign language outside the classroom and pointed out to be the essential part of being proficient. We can see that, out-of-class learning is stated as very important to create motivation for students to improve and make progress according to (Lamb 2002; Nunan, 1990; Scarcella & Oxford, 1992; Rubin & Thompson, 1994). (Woo 2003) also mentioned that out-of-class learning can be the needed skill that students should have outside of the normal class settings as it will develop learning that is not constrained by time and space so that autonomous learning is useful for students.

There are so many different types of out-of-class activities that a teacher or lecturer can do to promote learning especially in learning English. Activities such as listening to the radio channels, reading newspapers and novels outside of the classroom are the student's favourites learning activities as stated by Pickard (1996). Next, Freeman (1999) suggested that lecturers or teachers should spend some time to make sure that their students' use time wisely, as 88% of the students spent their time listening to the radio channels and chatting to foreigners when learning the language in out-of-class. Other than that, watching television, watch a movie in the cinema, listening to music and communicate with native speakers are the most out-of-class activities that students do, these are based on an observation made by the fellow researchers such as Brooks (1992) and Suh, Wasanasomsithi, Short, and Majid (1999).



On the other hand, most of the students must think that learning only occurs in the classroom and the instruction was insufficient to improve their English proficiency. It is normal for them to believe that they need the extra credit of participation in out-of-class learning environments as stated by Nunan's (1989). Knight (2007) also discovered that the students in her study had participated in both individual and cooperative activities in English outside of the classroom and then it was found that there a correlation between learners' outside classroom activities and their language proficiency.

In another study of students' favourite activities while using the internet when learning English were mostly communicative and entertaining done by Spratt, Humphreys and Chan (2002). Also, Pickard (1996) again concluded that students mostly preferred listening and reading activities involving receptive skills and avoid productive skills when exploring out-of-class activities on EFL students.

Other than that, the study of out-of-class activities done by Yap (1998) to secondary school's students, discovered that the students tend to take part in receptive activities only rather than activities with productive skills and those students were found to have difficulty in creating opportunities for practice of productive skills. Similar findings were found through Littlewood and Lui (1996), and Ibadurrahman's (2012) about out-of-class English speaking activities were found to be the least utilized activities in the EFL context in Turkey.

This research is made to discover how the use of the English language programs (out-of-class activities) held in Nilai Polytechnic in helping students' speaking skills and also to find out what attract students' to learn the English language.



BACKGROUND OF THE STUDY

In recent times, the Malaysian ministry of education has promoted the English language as an important language to be mastered whether at the primary or secondary school level and also at a higher level. Nowadays, the English language also has become a must excel subject for students in continuing study or seeking a job. Reflecting on the Malaysia Education Blueprint (2013-2025) in its drive towards becoming a developed nation by 2020, Malaysia acknowledges that education plays a critical role as the driving force in transforming Malaysia into becoming a knowledge-based nation. Hence, it is expected that our education can train and produce young learners to become competent citizens that are capable of making a beneficial contribution in their capabilities towards achieving this national goal.

To attaining the national transformation, school education has to be transformed with ICT as an enabler to access a much wider source of information, to increase innovation and creativity and encourage critical thinking for problem-solving (Ministry of Education, 2012). There are a total of 11 shifts to transform the education system. Shift 2 aims to ensure every child becomes proficient in Bahasa Malaysia and the English language. The problem may occur when the students do not master the English language, especially in speaking. As stated earlier that the consequences of students are not proficient in speaking English will be a major problem in future as the students are the generation who leads the world. This is important to apply the use of out-of-class activities to build students' confidence to use English to speak so that to help them to improve.



STATEMENT OF THE PROBLEM

For students to be confident and gain self-confidence to speak in English is a hard task for polytechnic students. So for the students to be able to have this confidence, they need to make sure that they are proficient in using language. As we know that, lack of proficiency in English is seen as a major contributor towards the student proficiency level as learning English in the classroom and other sessions. Many factors have been identified as the cause of such an issue to occur among the student. From this, the problems are the students' level of proficiency especially in speaking English as we know that learning English in a classroom is not enough if students want to improve. Besides that, learning English in class is traditional (in class) when the teacher usually needs to follow the syllabus based on the curriculum setting, so that's why other English activities are needed so that the learning process is fun and interesting for the students.

Other than that, the feedback from the industries especially from the companies' polytechnic students or graduates work that most of these students do not even use English and communicate using English. If students do not use English to speak it will affect their future where it will be difficult for them to find a job because nowadays most of the companies require workers to speak English. The problem that occurs as the results in silence from the students during classroom interaction and instruction is because of the students' English proficiency level.

The sample group has differences among them in terms of English proficiency. This means that their level of competency, especially in oral communication skills, differs from one another. Therefore, with this problem, they become more afraid of making mistakes if they speak, thus resort to being silent and avoid any oral communication in the classroom with the senior teacher or lecturer. So, from this study, there will be further action can be taken to solve the problem. Based on the problems mentioned above, this topic suits to research since the lecturer can get benefit from the findings of this research whereby it can be used to overcome any difficulties on this issue for me to improve my teaching and instruction as an English lecturer.

RESEARCH OBJECTIVES

This study aims to meet its main objective which is to explore the. Through this study, the researchers also aim to reach these objectives:

1. To discover the public speaking programs that can improve students' speaking skills.
2. To identify the feedback and experience from public speaking programs received from students.

RESEARCH QUESTIONS

This study is conducted to answer the following research questions:

1. Are all the public speaking programs students can join to improve speaking?
2. What are the feedbacks received and experience gained from public speaking programs to benefit Polytechnic students?



SCOPE AND LIMITATIONS OF THE STUDY

The biggest limitation is this study is for polytechnic context only. The scope of this study is for the outcome of all public speaking programs conducted in Nilai Polytechnic. This study will include all students' perception and how it affects their speaking skills. All the programs will be conduct and plan by lecturers and sometimes the program is not conducted on time. Besides that, not all students interested to join these programs. This is because some of the students may not available on the date and time of the program. The majority maybe has self-confidence issues or very shy to join a program related to speaking. The biggest limitation is the time needed to collect the response as all these programs will be carried out at different time and date and it will take time to collect all the response.

SIGNIFICANCE OF THE STUDY

This study is aimed to help lecturers to see how public speaking programs in helping students to speak English and also bring a big impact on improving students' proficiency especially in speaking. As the study was done by Spratt, Humphreys, and Chan (2002) regarding the list of activities that adult learners involved are watching movies in English and using the internet related to communication and entertainment. On the other hand, Hyland (2004) mentioned that students tend to speak with family members, talking to people in the stores, talking on the phone, speaking with friends and activities related to English activities are listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and magazines, watching TV programs, watching videos, surfing the internet, reading academic books, and writing e-mails. In summary, as for years, there are more researchers have identified factors leading to EFL/ESL students' learning difficulties in the English language (i.e., Chang, Chang, & Kuo, 1995; Chao & Cheng, 2004; Chen, 2002; Underwood, 1994; Yen, 1987).

DEFINITIONS OF TERMS

Out of Class Activities

The definition of out-of-class learning activities are about any activities students do in listening, speaking, reading, writing, vocabulary learning, and grammar learning to improve their English outside of the classroom. Next, according to (Benson 2001; Brooks, 1992; Freeman, 1999; Hyland, 2004; Pickard, 1996; Spratt, Humphreys, & Chan, 2002; Suh, Wasanasomsithi, Short, & Majid, 1999; Yap, 1998) studies on out-of-class learning activities are not plentiful. To research out-of-class learning activities need commitment and time to execute, it is not easy to spend time doing out-of-class activities and in-class activities.

According to Benson (2001), out-of-class learning is classified into three different categories: first, the self-instruction (for students' locating resources to help them improve the target language), second, the naturalistic language learning (for students' learning to communicate and interact with the target language group unintentionally), and third, the self-directed naturalistic language learning (for students' creating or searching out a language learning situation). Benson & Reinders (2011) describe that "well-rounded communicative proficiency, it seems, depends to a large extent the learner's efforts to use and learn the language beyond the walls of the classroom" (p.2). Richards (2015) argues that



second language learning is not only about learning in the classroom but also outside the classroom. These two settings of learning, in and out of the classroom, will determine the success of second language learning. The learning activities out of the classroom can complete the weaknesses of the classroom learning process (Nunan & Richards, 2015).

Speaking

Speaking is very important in someone's life. Speaking is a productive oral skill (Nunan, 2003:64). Oral activity can also give someone pleasure and joys. By speaking, someone will be able to interact with others. It involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006:57). Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflexions in the right order to convey the right meaning (Mackey, 1965) (cited in Bygate, 1987:5).

Meanwhile, according to Oxford (1976:8), Oral communication is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. Moreover, another definition of speaking is the uniquely human achievement to communicate information, ideas to others using oral language. Most learners learn a foreign language to be able to speak the language. They can communicate with the language. Speaking can be practised by the students in the forms of conversation, speech, dialogue, etc.

REVIEW OF LITERATURE

The use of public speaking programs has been an essential and popular component of language enhancing in the Malaysian English Second Language (ESL) context. Teachers and lecturers have come up with plenty of programme with one main motive which is helping students' improving their skills. Teachers and lecturers also realized that in-class learning only is not enough so brainstorming ideas was held to find the right activity for the targeted students' and bringing a big impact on students'. As a result, out of class activities such as Oh My English, Parliamentary debate, Speaker's corner (focus on speaking), being introduced as regular, common or a must activity mostly in every education institution especially in Nilai Polytechnic. The introduction of these activities does create steer among teachers and lecturers especially on the effects or benefits of such activities to the students' in an educational institution. Not much research has been undertaken seriously to investigate the effectiveness of its in Malaysian higher educational institutions.

In general, all related matter about learning occurring outside of the classroom is definitely out of classroom learning. Next, the term Extramural English to refer to "...linguistic activities in English that learners do or are involved in outside the classroom in their spare time" are invented by (Benson, 2001), Sundqvist (2009, p. 190). However, Lightbown and Spada (2003) argued that foreign language is learned naturally in settings other than the classroom. On the other hand, out-of-class language learning increases cooperation and motivation and therefore enhances students' confidence and self-esteem as stated by Stoller (2002). Besides, foreign languages actually can be learned and practised in any place and at any time outside the classroom context according to Hyland (2004). In summary, teachers or lecturers need to create out-of-class activities for students as all the studies mentioned above showed the importance of out-of-class learning activities.



Speaking

As mentioned by Cora and Knight (2000), speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. As a language teacher, teaching speaking skills is very important as we know that speaking is one of the four language skills which demanding the speakers to be productive to produce oral words and phrase into a sentence which finally let people communicate. So, it is our responsibilities as a language teacher to teach speaking for our students to deliver an oral message to others. Students must be able to deliver the oral message without any confusion to a grammar mistake, limitation of vocabulary and be able to observe the social and cultural rules.

In speaking, according to Morley (1994), non-native speakers may experience problems such as a complete breakdown in communication, ineffectual speech performance, and negative judgments about personal qualities, anticipatory-apprehensive listener reactions, and pejorative stereotyping. This shows that these problems are the reasons why students have problems to speak or communicate with others.

In reading, as stated by Lubliner (2004) about proficient reading entails cognitive and linguistic skills, such as vocabulary, topic knowledge, ability to draw inferences, awareness of purpose, memory, fluency, ability to lift words off the page automatically and efficiently, and the ability to decode and comprehend simultaneously while moving through the text. Not only speaking but other skills also equally important as to speak we need to know so with reading, it will students to progress in speaking.

In writing, Chen, Yeh, and Yang (2004) and Chen (1999) all stated that they are agreed students had trouble in vocabulary, grammar, organization, and content while writing. Next, McCarthy (1990, xiii) mentioned that "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way." Besides, Nation (1990) indicated that getting learners to do language tasks when their vocabulary is inadequate for the task is a frustrating experience. This shows how important writing skills are so that students need to be proficient using the English language with not only speaking but all the skills.

Teaching Speaking – Oral Language (Speaking)

Oral language is the ability to listen and speak. Any words that we utter out of our mouth are considered speaking. Speaking is a crucial skill that can improve with age-appropriate instruction and practice. It is a normal scenario for an English teacher to face oral performance students in the class due to several reasons. (Urquijo, 2012) mentioned the syllabus only focused on vocabulary memorization, non-communicative activities, contextual constraints of space, time and resources and as a result, students will have poor participation and interaction during English classes.

Even though the oral language is used in most classrooms, students often become since the teacher do almost all the talking in class. Other than that, teachers that include oral activities into their classroom instruction will not automatically make learners good speakers as stated by Palmer (2014). When teaching second language learners, it is important to encourage students to express their ideas and not to focus solely on language



and correct grammar as well to allow students enough time to practice as stated by Troute (2016).

We need to consider that oral communication is the key and our students should be exposed to face to face interactions with classmates and peers to plan lessons that can improve their oral skills. Based on Goh and Burns (2012) to foster oral performance in a foreign language, these three key factors teachers, materials, and learners must be taken into account. First, (teachers) teacher should help learners to acquire language and skills that they will not be able to achieve on their own. Second, (materials) teacher should facilitate second language speaking development. Materials should fall into three categories: those that provide speaking practice, those that promote language and skill learning and those that facilitate meta-cognitive development. Third, (Learners): students should be encouraged to take responsibility for managing their learning and improving their speaking.

Approaches to Teaching Speaking

Grammar-translation method, cognitive approaches and comprehension approach are the existing theories that have not always considered speaking a primary goal. So, as an educator, the approaches to teach speaking skills are not reflected speaking as the primary goal. Theories of second language acquisition and learning, Thornbury (2005; see also Lightbown & Spada, 2006; Brown 2007) emphasized the three theories of language learning that are relevant to the teaching of speaking: behaviourist, cognitivist and sociocultural theory. The elements of learning, presentation practice and controlled production were used to develop speaking skills and the main aim of the process was to develop automatic habits. We can see that learners were presented a language (listening to a teacher, a taped dialogue) that was practised by drilling, memorization and finally performed in the class.

This is related to a behaviourist view of mind based on Thornbury (2005, p. 39) considered to be a brain that is to be moulded. Next, Cognitivists (Thornbury, 2005, 38; Lightbown & Spada, 2006, pp. 4-39) view language learners' minds as a black box with information processing capacity and a complex skill so speaking is believed can be developed through stages ranging from controlled to automatic. Learning focuses first on awareness-raising of particular stages of a procedure, then it moves on to integrating newly acquired knowledge to the existing one (proceduralization) via practice and ends by autonomy, the stage in which new language is readily available for use (Thornbury, 2005, p. 38; Lightbown & Spada, 2006, pp. 4-39). Also, Sociocultural theory (Thornbury, 2005; Lightbown & Spada, 2006, p. 47) focused on the sociocultural context in learning and believes learning is mediated through social interaction with other learners.

So, learners need the other-regulation, mediation of someone with better knowledge who can provide a supportive framework (scaffold). Students will interact with peers, teachers and others and this interaction allow them to construct new knowledge until they appropriate it then make it their own so at the end that they can function on their own (self-regulation) (Thornbury, 2005:38). Recently, the development of speaking skills as a productive skill is mainly emphasized and communicative language competencies are considered to be key competences in the development of engaged individuals who are actively involved in social life and development of ones' community and society (CEFR, 2001a). The latest advances in discourse analysis, conversational and corpus analysis, as Richards (2008) points out to have a great deal about spoken discourse and the complexity of spoken interaction (2008, p. 19).



Then, the theory of communicative competence promotes proposals for the development of communicative syllabuses, and new task-based and text-based syllabuses and methodologies' (Thornbury, 2011) that should inform approaches to teaching and learning speaking. (Burns, 1998 in Goh and Burns, 2012 p. 134; Thornbury and Slade, 2006; Brown, 2007; Richards 2008; Straková, 2014). Recently Thornbury (2005, p. 11) support a general approach to teach speaking skills. He proposed (Thornbury, 2005) that the three stages of learning speaking: awareness-raising, during which students familiarize themselves with new knowledge. Students will integrate the new knowledge then transfer it into the existing one and autonomy so it will allow students to use this newly constructed knowledge in real-life situations without any assistance. During the appropriation stage, which he labels (Thornbury, 2005, pp. 63-88) practised control, learners are provided with a supportive framework in which they can practice and control their speaking skills.

All the Activities at this stage are typically used within the direct and indirect approaches. Teaching conversation Thornbury and Slade (2006, p. 295) also support an indirect approach which allows a lot of opportunities for exposure to and encourage participation in authentic conversation and explicit instruction. This view of teaching conversation may be applied to teaching speaking in general and it is also supported by other authors (Pokrivčáková, 2014; Thornbury & Slade, 2006; p. 296). Although it is called an indirect approach that encompasses activities typical for the direct approaches, i.e. the ones' focused on language form. All in all, good practice in teaching speaking promotes the approach that combines features of the direct and indirect approaches. In practice, this is mentioned in coursebooks with the other approach (Goh & Burns, 2012, p.137).

Polytechnics' Public Speaking Programs

There is no secret about the importance of the English language in our society nowadays, it may not be our mother tongue but it is as important as our main language. It is also has been recognized as an international language and one's who able to master it has an advantage over others. This go for Malaysian higher educational institutions where the English language has become one of the core subjects that students' must aces. In Nilai Polytechnic especially diploma student' needs to pass English subjects such as DUE 1012: Communicative English 1, DUE 3012: Communicative English 2 and DUE5012: Communicative English 3 as a requirement for their graduation.

Here, students learn English as a skill before facing 'real life', because of that, the lecturers tried very hard to make sure that they can gather all information and knowledge in classroom learning. However, we tend to forget that there are different types of students' that the lecturer needs to face. As an example, we have active and passive students' and like it or not, the lecturer needs to treat them fairly. More importantly, not everything that being teaches by the lecturer can be digested by students' and honestly the English language is not a famous syllable, especially among technical students'.

The introduction of English out-of-class activities initially is to help student mastering the English language. Out-of-class activities are an activity that used to create a different environment than a classroom environment where the students' can learn other language skills that limited to be taught in the class. An environment where students were encouraged to improve their potential without any burden put on their shoulder or in another word, it is a fun way to learn English. In out-of-class learning, students can learn new skills from activities such as parliamentary debate, public speaking, drama and other English games. Lecturers had introduced and conducted a variety of public speaking



programs that form a path in enriching language learning. A sample of the activities that were held at Nilai Polytechnic included: *Oh My English, Polytechnic Speaker's Corner and Speak Up your Mind*

The programs listed are designed to develop an English-speaking environment to encourage students to speak using the English language with friends and lecturers. It is not only for students but for all, and they are required to speaking 'only' English on the day. With these programs, students were doing impromptu speech where they can practice speaking naturally. So, with these programs, they can also practice with peers and lecturers outside of classroom learning without worrying about making mistakes especially grammatical or pronunciations errors. This program also provided various activities that focus on improving students' English learning skills such as speaking, listening and also vocabulary. Most attractive of all, students also being rewarded when they involved in this program.

Any language lecturers would want their students to be at the centre of communication. "communicative competence is acquired through communication" as stated by (Savignon 1983, p. 65). Recently, Brown (1994, p.15). characterized teaching students to communicate in the second language as "the single greatest challenge in the profession". Sadly, the communicative process of instruction is dominated by the lecturer that become the central role of imparting information and checking comprehension, releasing students into student-centred learning exercises when it is certain that the lesson has been understood. Even with well-planned structured exercises, however, the students will feel that this is a mere practice rather than a situation where the communication of something real is at stake.

Effective out-of-class activities such as public speaking that requires students to speak are proven beneficial. Students that have good speaking skills will have creative thinking and support with critical thinking skills that can help career advancement for them in future. Impromptu speaking will build up their critical thinking skills as they are required to think of a good idea to speak especially in a spontaneous way. Also, we cannot deny that this kind of activity will help students to improve their communication skills as they will think carefully about the best word or strategy to convey the message to others.

Other than that, students that join this public speaking activity will train them to develop their self-confidence. Their confidence levels will grow as they will keep practising speaking from small groups of people and up to large audiences. Students who join this activity also will learn how to build up leadership skills as they will need to speak fluently and people will focus on their skills. We can see students with good speaking skills usually become the leader or representative for certain organizations.

Advantages of Using –Public Speaking Method

Advantage 1: Public Speaking Provides Opportunities to Practice all Four Language Skills.

Gina Iberri –Shea mentioned that presentation and debate tasks can utilize and strengthen all four skills (listening, speaking, reading, and writing). As we know that there is naturally a strong focus on speaking because the spoken language is vital in delivering a clear, coherent speech. With peer evaluation, it can promote careful listening, which becomes especially meaningful during debates if the participants are required to take notes and respond to others' speeches. In addition, students will also develop strong reading and writing skills during task preparation because students must skim and scan a wide variety



of text sources and read key materials in-depth as they search for the information to be used in presentations or debates. Thus, writing practice is highlighted here as learners take notes and try to complete argumentative essays in preparation for oral presentations.

Advantage 2: Public speaking supports the development of critical thinking skills.

Generally, everyone thinks that presentation and debate tasks promote a variety of critical thinking skills in addition to specific language skills and strategies to prepare for a public speaking assignment, students usually are asked to develop a position, explore beliefs and theories, analyse arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Then, students are encouraged to ask a question, develop, and assess solutions to problems, make comparison and contrast, make inferences, recognize contradictions, and explore implications and consequences. The process will help students to gain more during preparation activities allow them to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts.

On the other hand, public speaking tasks require students to do research and develop support for their arguments. Then, once the students have identified a topic of interest, they can carry out an extensive search of materials using books from the library and online search tools. Then when the students skim, scan, or read select articles to gain knowledge of their topic. This will alternatively help students to get local resources for useful information. Activities such as meetings, newspapers, interviews, and narratives are great sources of evidence for both presentations and debates.

This process will promote strong organizational skills and encourages students to discriminate between primary and secondary information. Students will also learn about bias in reporting and the difference between interesting trivia and important facts. Then, as students that bring several sources of information together, they must synthesize their findings into cohesive arguments with logical support and this information will need to be integrated into the students' existing knowledge base so they can make sense out of what they find for them to speak as developing clear presentations.

Advantage 3: Public speaking promotes learning.

In this section, public speaking will promote learning. As we know, presentations are an ideal way for students to display their knowledge. Using presentations, students are allowed to demonstrate what they have prepared and learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a role by explaining their topic to the rest of the class or in front of audiences. This kind of self-explanation has been found to correspond with higher levels of comprehension and conceptual understanding stated by (Chi et al. 1994). Next, students will learn more and having to explain information to others. Also, when students are planning to do presentations (and potential questions from peers) it leads to deeper processing and a more complete understanding of the content.

In summary, these three advantages mentioned above actually accompany both presentation and debate tasks. Other than that, debate tasks require more planning and involvement than presentations but are well worth the effort. In preparing for a debate, students that practice reading and note-taking skills, and construct written arguments shows effort and it will help them to improve. Next, debate preparation also requires extensive collaboration and cooperation among teammates as they collect information and



develop ideas. So, the question here is, whether you can choose to include student presentations or debates in your curriculum, you can definitely help your students and they will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. Of course, students will gain confidence in speaking and will learn to express themselves in clear and articulate ways.

THEORETICAL FRAMEWORK

We can say that most English classroom instruction and activities in Malaysia adopt textbooks or pre-selected materials to be used. All these materials provide valuable information to learners; students seem to have little interest in them because nowadays generations are lacking in reading actual books. So, textbooks often fail to achieve a meaningful level of involvement on the part of the learners; because learning needs not to be confined to the classroom with set textbooks and practice stated by (Griffiths & Keohane, 2000).

Next, students also need to develop their ability to acquire information that is available both inside and outside the classroom context (Field, 2007). So for students to learn a language, they need a sufficiently large body of authentic material which they can understand to work from – material which Krashen (1982) refers to as 'comprehensible input'. Therefore, Suh, Wasanasomsithi, Short, and Majid (1999, p.14) had emphasized that "out-of-class leisure activities will probably never replace the need for in-class second language instruction"; but some leisure activities are useful in the development of students' English speaking skills.

Related Theories

The two following theories will guide the study: (1) Krashen's Input Hypothesis, and (2) Social Constructivism Theory. The researcher recommends using Input Hypothesis as the target involved in this study is secondary level whose students possess the basic of English language with extra input given to them, it is expected that the students will get to improve their English significantly. In association with the digital instruction encouraged for 21st-century classroom learning, the research also relates the theory of social constructivism to assist in making students' learning fun and interactive.

Krashen's Input Hypothesis

Krashen (1985) claims that comprehensible input is important for language acquisition, he explains that the input must be made meaningful before being accepted by the learners. Krashen says learners' progress made along with the natural order by understanding the input that contains structures at our next 'stage' $\frac{3}{4}$ structures that are a bit beyond our current level of competence. According to Krashen (1985, p.2), the unknown structures that are acquired with the help of contextual information and this hypothesis have two claims: first, the speech emerges as a result of acquisition through the comprehensible input with successfully built competence; second, grammar is automatically acquired if there is enough comprehensible input received.

It is undeniable that along with his Monitor Model, Krashen's Input Hypothesis is detected. However, according to Liu (2015) in his critical review of Krashen's Input



Hypothesis, he acknowledges that Input Hypothesis still offers some inspiring insights that can be used by both researchers and teachers can work on although Input Hypothesis along with its Monitor Model defects. Liu agrees that SLA is a complex field that no single theory can explain well. The students' monitor performance will vary based on how they make use of their acquired system. They may use it optimally (monitor optimal user), overly (monitor over-user), or they may not use it at all (monitor under-user). Therefore, students' competence has its role, which is very crucial, within learners' language production, which is not only to produce the language but also to monitor the language production itself.

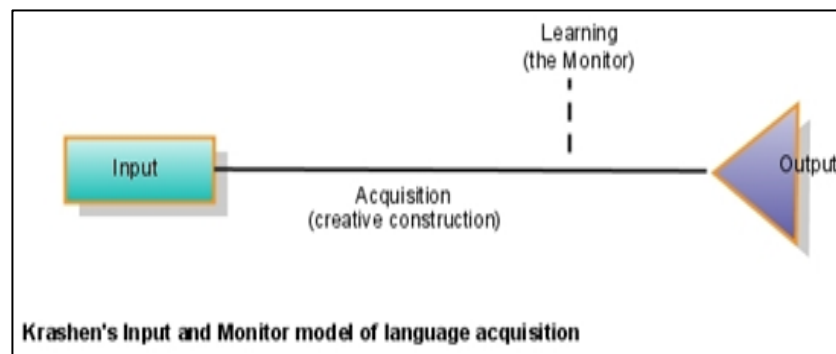


Figure 1: Krashen's Input and Monitor Model of Language Acquisition.

Social Constructivism Theory

In the constructivist theory, the role of learners are changing from passive in the past into active (Piaget, 1977), Vygotsky (1978), states that social constructivism highlights the role of ZPD (Zone of proximal development), assumed that cognitive growth discussed on a social level occurs first and later on the individual level. Thus, teachers who are the facilitators in this social constructivism first provide the support and help for learners and this support is decreased little by little and gradually students are trained to learn independently.

Also, in social constructivist classrooms, students are involved actively by making the learning environment to be more democratic and interactive. Next, the researchers suggest that with the importance given to do collaboration, knowledge, and creativity through both social constructivism and constructivism so the learners can start by learning in pair work, group work, and teamwork, and later make their contributions to the world of knowledge. Ally (2004) relates the theory of constructivism to learning by digital technology where the learning process tends to be more active and meaningful compared to traditional learning.

In the process of constructivist learning, learners attempt to construct their knowledge, not merely accepting knowledge given by the teacher. Apart from that, it also facilitates and encourages collaborative, cooperative and interactive learning to motivate higher-level learning and social presence, besides developing personal meaning. On top of that, learners have full control of the learning process, allocation of time and opportunity to reflect.

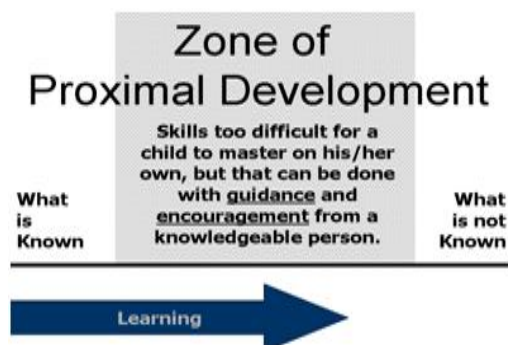


Figure 2: Zone of Proximal Development for Social Constructivism Cognitive Development Theory

Theoretical Summary

Both comprehensive input and social constructivism theories promote cognitive development through active learning based on the accumulated learning experience. As in the current mastery level, the input hypothesis encourages learners to develop and achieve higher in the acquisition of knowledge. Similarly, social constructivism theory promotes proximal development based on what is known and not known to the learners. With the input hypothesis and social constructivism theory in the association, the researcher presumes that learners with their accumulated past and current knowledge and experience will engage naturally to develop their language skills further. Mastery of a language enables learners to explore and acquire more knowledge.

Self-Regulated Learning

According to (Butler & Winne, 1995; Winne & Perry, 2000; Perry, Phillips, & Hutchinson, 2006; Zimmerman, 1989; Boekaerts & Corno, 2005) mentioned that self-regulated learning (SRL) is a learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard) and motivation to learn. In another word, we can say that the learners learn something by taking control of their learning and also evaluating their learning and behaviour (Ormrod, 2000). Other than that, the issue of autonomy and control are emphasized during this progress of self-regulated learning (Paris & Paris, 2001). It also said that emphasizes students' reliance on their internal resources to govern their learning (Zimmerman 1989).

About this topic of self-regulation, there are four phases stated. A self-regulatory learning cycle is proposed by (Zimmerman et al, 1996), as shown in figure 3 below. The four interrelated phases are included in the cycle which will help students to evaluate their performance and according to Zimmerman (1996) about these processes, students will carry out their plans, then manage their learning and voluntarily fulfil it at the same time. Student's that participate in out-of-class activities; they will adapt this self-regulatory learning and learn to improve their speaking skills. As the world rapid development of internet technologies happened, students have been exposed to the world of a tremendous amount of information they can collect, which makes them learn efficiently and achieve remarkable performance. Furthermore, this Self-regulated learning strategy comes with the support of online resources that students can easily search for information and determine when and where to learn (Allyson & Winne, 2001; Dabbagh & Kitsantas, 2004).



Figure 3: A Cyclic Model of Self-regulatory Learning

Little (2009) emphasized that if learners want to become more autonomous in language learning, their language use will improve but if students are not motivated and do not take the initiative for self-learning, the lecturer suppose can facilitate the learning process by setting up a task with directions that will enable them to attain targeted learning goals. In activity-based learning, the roles and responsibilities of the lecturers and students are different from traditional instruction-based learning (Mathews-Aydinli, 2007). Next, the lecturer will act as a facilitator rather than an information deliverer, and students have to take a more active role when they cannot turn to immediate aid from the teacher. However, the lecturer is not free of responsibility while students are engaged in out-of-class work. Instead, the teacher needs to provide students with enough assistance in acquiring the necessary materials and approaches to accomplish the task goal.

CONCEPTUAL FRAMEWORK OF THE STUDY

In this study, the research model integrates three main theories used in the study of Language Acquisition: Krashen's Input Hypothesis, Social Constructivism Theory and Self-Regulatory Learning. This combined model is felt to offer a superior framework by which the drivers of using out-of-class activities can be identified. In Figure (4), an overview of the already discussed theories in a condensed form to make it easy for the readers to get an overall idea about the theories behind this study.

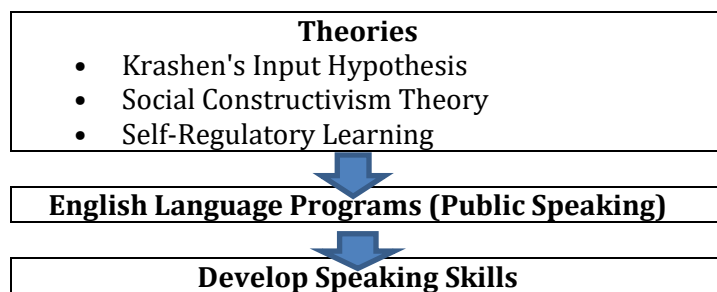


Figure 4: Research Conceptual Framework

METHODOLOGY

The present study intends to discover how public speaking programs on students' language awareness in an English language learning environment. It incorporates students' voices



because students' feedback is perceived as an important source in determining how an activity or a program is to be run (Hsieh & Chu, 2006).

Research Design

This descriptive study is using quantitative data collection methods, to gather data. The primary data collection methods will be used to describe the characteristics of the sample group (Sekaran, 2003). According to Hair (2006), the questionnaire more practical and effective tool that use because it can improve the accuracy and truth responses given by the participants and is also not affected by gestures researchers. The participants are free to express their own opinion to answer any item submitted in the questionnaire. In addition to getting a lot of information in a short time, (Nadelson, 2012) argued that the data collected is used to ensure the quality of the data obtained is easily controlled and data processed by computer help.

According to Braxton (2013), a Quantitative study provided a descriptive solution and description of the existing situation. The research design of this study was descriptive because of its suitability for collecting information on the variables studied, information and particulars required (Loke 2013; Root 2013; Yin, 2013). This descriptive research aims to discover some new approach which not has been reviewed or investigate that could be a new idea to the reader or scholars. The total respondents of 100 polytechnic students were given the responsibility of this study. The reason why this specific group was chosen as a respondent for this study because they have experience in joining public speaking programs. In-class surveys can serve as a base for instruction decisions and provide feedback to lecturers for improvement (Davies, 2006).

Location of study

For the study, 100 students studied in polytechnic in Negeri Sembilan are selected at random. Students will get the questionnaires regarding public speaking programs that being held at Nilai polytechnic.

Population and Sampling Procedure

A sample of 100 Nilai Polytechnic students was chosen as respondents for this survey. The proficiency of language among these students varies. The respondent population is primarily Malay and Indian. The students of the sample should have joined the public speaking programs and the sampling procedure that is very suitable to use is purposive sampling which this sampling fits the purpose of this study as the students were selected because they had joined the programs conducted.

Research Instrument

To investigate the use of public speaking programs in improving Nilai Polytechnic students' speaking skills, a nine-item questionnaire was administered to gather the information needed. Three questions probed the degree of the use of the program in improving students' speaking skills, three more questions on students' feedback of the programs and another three questions examined students' overall experience toward participation in the programs. The questionnaire focus on the use of the public speaking program and the items of the questionnaire were distributed in such a way so that information can be obtained. These areas are:



- 1) Students' opinion on the program
- 2) Students' feedback in participating in that program
- 3) Students' overall experience of the program.

For this study, I will use the quasi-experimental method and will assign a group of 50 students and this experimental group is the group that joins the programs conducted and another control group of 50 who did not join the program. This group is exposed to changes in the independent variable being tested. The values of the independent variable and the result of the dependent variable are recorded. An experiment may include multiple experimental groups at one time. However, there will a control group is a group separated from the rest of the experiment such that the independent variable being tested cannot influence the results. This isolates the independent variable's effects on the experiment and can help rule out alternative explanations of the experimental results.

Validity of Instrument

To ensure the validity of the instrument used and what is supposed to measure, it examined and validated by lecturers who had more than 10 years of teaching expertise in the TESL field. Survey questionnaire conducted is more flexibly carried out to give room for the respondents to respond freely. Since the respondents involved are students who will join the activity.

Reliability of Instrument

Reliability is described as the consistency of a measure. In purpose to increase the appropriateness of the instrument, the revised version of the questionnaire was piloted on 50 students to check comprehension and clarity of the items. The entire respondents managed to give good cooperation in completing this pilot test. The same set of instruments will be used to predict the reliability of the possible outcomes. This helps to increase the reliability of the instruments as the questionnaire will be given by the researcher.

Procedure for Data Collection

In this study, after all the out of class activity/ program conducted, all the volunteering participants will answer the questionnaire given students received a survey with three open-ended questions. The first is dealing with their demographic information, next, the activity's description (What was the name of the activity/program?), the activities feedback and the overall experience. All the questions were answered individually. In the next part of the study, a summary of the activities is listed. Then, following a summary of the points brought up by the participants about their opinions of those activities, the responses of each student are presented. Participants' responses were not edited to retain their authenticity.

Data Analysis

The statistical analysis of the quantitative survey results, the screening of the data will be conducted. Descriptive statistics for the survey items will be summarized in the text and reported in tabular form. Frequencies analysis will be conducted to identify valid per cent for responses to all the questions in the survey. This study will use pre and post-tests to obtain data. Researchers examined the student response based on the survey feedback. Feedbacks that were obtained from students in the pre and post-test are used to analyse the



data. All statistical analysis of the quantitative results will be conducted with the help of the Statistical Package for Social Sciences software (SPSS), version 25.

RESULTS AND DISCUSSION

This section of the chapter discusses the findings of the study based on data acquired through pre-test and post-group testing of treatments and control groups. The aspects discussed are related to how the use of out-of-class activities can helping student's developing speaking skills. Data findings were analysed using the Statistical Package for Social Science (SPSS) version 23.0. The discussions made are based on the results of the analysis and testing of the hypothesis.

Demographic Information

A sample profile of the students is obtained from the list of students that answered the survey. There is no age difference in the sample of the study. In the control group, there are 28 male students and 22 female students. With regards to race distribution, the majorities are Indian 30 students, 10 Malay students and 1 other race. According to the table, there are three proficiency levels, 15 are poor, 33 intermediate and 2 advanced.

Table 1: Control Group Demographic

	Variables	Description	Total
Control Group	Gender	Male	28
		Female	22
	Race	Malay	19
		Chinese	0
		Indian	30
		Others	1
	Proficiency Level	Poor	15
		Intermediate	33
		Advanced	2

For the experimental group, there are 22 male students and 28 female students. With regards to race distribution, the majorities are Malay 22 students, 15 Indian students, 1 Chinese student and 2 other races. According to the table, there are three proficiency levels, no poor, and 46 intermediate with 34 Advanced students.

Table 2: Experimental Group Demographic

	Variables	Description	Total
Experimental Group	Gender	Male	22
		Female	28
	Race	Malay	22
		Chinese	1
		Indian	15
		Others	2
	Proficiency Level	Poor	0
		Intermediate	46
		Advanced	4



Data Analysis of Research Question

Factor analysis

Factor analysis is one statistical technique that can be used to provide a relatively simple description through reduction of the number of variables called factors. Factor analysis is a procedure for identifying items or variables based on similarity. The similarity is indicated by the high correlation value. Items that have a high correlation factor would form a crowd. The basic principle in the factor analysis is to simplify the description of the data by reducing the number of variables/dimensions. In this study, exploratory factor analysis was used to analyse the weight of each question. The researcher uses the exploratory factor analysis to identify what factors exist in the set of the item. Meanwhile, confirmatory factor analysis is indicating the researchers designed a measuring instrument to seek and determines whether the measurement tool made explain the fifth dimension (four-point Likert scale).

Table 3: Factor Analysis Result for Items of Public Speaking Programs Polytechnic Students' Speaking Skills

	Code	Items/ Question	Loading Value
No 1	i)	The program stimulated my interest in learning English	0.646
	ii)	The program encourage discussions and respond to questions	0.678
	iii)	The activity helps me to communicate with others	0.988
No 2	i)	Feedback was provided within the stated timeframe	0.916
	ii)	Feedback showed how to improve my speaking skills	0.907
	iii)	This activity is good and beneficial	0.942
No 3	i)	I like and enjoy the activity so much	0.988
	ii)	I volunteer to join this program	0.916
	iii)	I will join another program organised by my English lecturer	0.988

From Table 3 above it can be found that a total of 9 questions which proposed to collect the respondent opinion about the use of public speaking Programs for their speaking skills indicates that all questions receive the loading value of above 0.6 which above than minimum value of 0.5 were recommended by Hair (1998). The result of factor analysis above indicates that loading value in a range of 0.646 and 0.988 which indicate that there is no problem of cross loading problem. Thus, it can be concluding that all questions in the questionnaire have no community's problem thus all question was receiving a sufficient response rate.

Correlation

Correlation analysis is included in one of the measuring technique association/ relationship (measures of association). Measurement of the association is an umbrella term that refers to a group of techniques in bivariate statistics was used to measure the strength of association between two variables. Among the many techniques of measurement of the association, there are two techniques correlated highly popular until now, the Pearson Product Moment Correlation and Spearman Rank Correlation. Measurement of association imposes numerical values to determine the level of association or the strength of the relationship between variables. Two variables are said to be associated if one variable that influences the behavior of other variables. If there is no effect, then the second is called the independent variable.



Table 4: Correlation Analysis

Descriptive Statistics			
	Mean	Std. Deviation	N
Q1	1.6600	.91742	50
Q2	1.7959	1.39910	50
Q3	1.8600	1.01035	50
Q4	2.1600	1.07590	50
Q5	2.0600	.95640	50
Q6	1.9000	.90914	50
Q7	1.8600	1.01035	50
Q8	2.1600	1.07590	50
Q9	1.8600	1.01035	50

Table 4 indicates the correlation analysis of the use of public speaking programs for student's speaking skills. The result indicates the standard deviation value for all questions was above 0.9 value meanwhile the Mean score is above 1.0 and the N value was at 50 thus it indicates there is no multicollinearity problem in the distributed questionnaire. Tabachnick & Fidell, (2007) stated that multicollinearity has the potential to recognize if there is a high correlation between the variables. All correlation values given above are above the threshold of 0.9, thus the researcher assumed that there is no problem of multicollinearity.

Inferential Data Analysis

Independent Samples T-Test is used to determine whether there is a difference in the feedback collected between-group control and treatment groups.

Analysis of pre-study test Data

Table 5 shows the mean data of the pre-test scores for the treatment group and the control group. Both results were from items collected from a survey similar before the programs were implemented to determine the validity of the research study. Based on the data obtained in table 5, the means and standard deviation of the result collected in both groups: the experimental group (with the use of public speaking programs) and the control group (which was subjected to not joining and only traditional classroom learning). Comparison of pre-test scores between the experimental and control group are discussed below.

Table 5: Result of Pre-Study Test Data

Experimental			Control		
N	Mean	Std. Deviation	N	Mean	Std. Deviation
50	60.1600	5.62560	50	60.8800	6.73595

This can be deduced that both sample groups have an existing knowledge that is similar to. Therefore, both groups are equal as they have no significant difference. Then the random selection of treatment groups and control groups are students with similar achievements and abilities.



Data Analysis of Post-test data

Table 6 below shows data for min. post Experimental group and control group after answering the survey of the program implemented. The results displayed in Table 6 indicate that the mean of the Experimental pool (mean = 85.0800 =) is higher than the mean of the control group (mean = 62.3800). The results showed that there was a significant difference between the pre-test and the post-test scores of the experimental group compared to the control group. From table 6, there is a post-test result obtained from the experimental group that is better than the mean score of the post-group testing result. The public speaking programs can help the students to speak English. The outcome of the study shows that lecturers would like to increase students' skills in speaking, lecturers can use public speaking programs. This can encourage students to use English to speak as in table 6.

Table 6: Results of Post-test FData

Experimental			Control		
N	Mean	Std. Deviation	N	Mean	Std. Deviation
50	85.0800	3.61877	50	62.32800	8.38826

Data analysis of the standard deviation of the post-test among the group sample the value of the standard deviation in Table 7 of the experimental group's samples of lower treatment of 3.61877 as compared to the control group of 8.38826. Therefore, the achievement of the treatment group was better compared to the control group after they joined the public speaking programs.

Table 7: Standard deviation of post-test between sample group

Group	Standard Deviation
Experimental	3.61877
Control	8.38826

CONCLUSION

From this study, the researcher was trying to identify whether the participants have the intention to participate in the public speaking programs in future. The reason why this question was raised to the respondent was because the researcher wants to clarify the feedback and intention of the students on the benefits of joining the program. In the analysis result, the researcher found that the majority of the respondent which was 98 % (98 students) said they will participate in the program in future. Meanwhile, 2 students or (2%) stated that they had no intention to participate in the program in future. Almost 84% (84 students) stated that they volunteer to join the program meanwhile only 16 students or (16%) stated that they only the program because the lecturer assigns them to join.

Overall the researcher found that however, the program conducted only once a semester, but the students are still motivated to learn the English language effectively. The reason behind this improvement is because they felt that they are improving their English through the program or activity. Thus it can be assumed that the impact of the public speaking programs on student's interest was effectively helping students to improve speaking skills. As a whole, it was turned out that this research study could increase the students' ability to use English to speak. The study was also supported by previous studies as discussed in chapter two on the benefits of all the speaking programs.



DISCUSSION, RECOMMENDATION AND CONCLUSION

This chapter contains discussions, recommendations and solutions. Out-of-class activities are the extra effort that a lecturer can do to help students to learn and improve the quality of learning and teaching systems in Malaysia. Through this study, researchers can conclude that using public speaking programs can increase the students' ability to speak as compared to traditional learning in the classroom. Pre-Test tests and post-test tests indicate that there are significant differences.

Discussions of the Result

Research Question 1

The following discussion is presented to address the first research question in the study.

Are all the public speaking programs students can join to improve speaking?

The objective of the study was to discover public speaking programs that can improve students' speaking skills. All of the public speaking programs conducted was all the programs initiated under Malaysian Polytechnic English Enhancements programs (EnEP). The result of the first question revealed that these programs for example Speaker's Corner can help students to improve their ability to use English to speak. Besides that, it also stimulated their interest in learning English. Richards (2015) stated that all out-of-class language learning resources in his recent paper such as chat rooms, self-access centres, language villages, e-mediated tandem learning, listening logs, digital media, digital games and television series. Then, he also emphasizes that such out-of-class learning activities are designed in today's world, and thus should be used for language learning purposes.

So, with the programs conducted, students mentioned that the programs encourage them to use English to speak. For example, oral presentations represent an opportunity for developing real-world communications as well as leadership skills. Among the many advantages of designing free oral presentations for students are: bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing teamwork; helping students become active and autonomous learners. To conclude, an oral presentation is another way of communication skill.

If it is well prepared, structured, and organized, it will be a beneficial and enjoyable activity for students. This practice is one of the speaking activities that aim to develop the students' proficiency level in English and to help them to build self-confidence in their ability to speak in public. The oral presentation can be a beneficial way to deal with students' difficulties in speaking skill. An oral presentation is one type of communication, which aims to develop the students' ability to perform in English. Similarly, this study aims to enhance students' proficiency in speaking skill by applying guided and free oral presentations. Activities such as role-play revealed in the study showed good benefits to the students in enhancing their ESL oral communication skills. The role-play and simulation activity actually will help learners to build their creativity. This finding supported by the study conducted by Altuan (2015) which stated that role-play is a strategy in which students are required to act specific roles through saying, doing, and sharing. Furthermore, using fun speaking activities,



such as role-play and simulation approach encourage the students to speak, and thus, this could lower their anxiety levels.

As for the out-of-class English activities such as listening to English songs and watching movies were the most popular among students' choices. It was shown that students like out-of-class English learning that focused more on entertainment-related activities. The speaking activities such as public speaking, presentations were helpful in terms of practising unprepared speaking, solving problems, practising English in a fun way, acting skills, vocabulary and pronunciation development, as well as critical thinking skills. Regarding Storytelling, it is good to make an impact on their speaking skills, as students agreed that the activity contributed to their creativity, fluency and vocabulary development.

As far as the activities related to listening is concerned, the activity helps gain confidence and have natural talks. Finally, on broadcasting related to video chat or roleplay, participants claimed that the activity allowed them to practice their English with people online and learn new vocabulary. Next, Kumaravadivelu, 2003 mentioned that extracurricular activities that incorporate learners' interests are significant for increasing learning opportunities beyond regular in-class settings. Enjoyable learning activities based on learners' interests can help maintain and increase learners' motivation (Dörnyei, 2001). Eventually, this type of motivation would help improve students' learning outcomes.

Also, students mentioned that the activity helps them to communicate with others. This is a good platform for them to use English to communicate with their friends, classmates and lecturers. According to Fung and Min (2016), the lack of communication skills is one of the reasons why employers are reluctant to hire students that just graduated. This approach of conducting out-of-class activity can become an extra technique that encourages students to learn the English language creatively and effectively. This technique allows students to react and communicate spontaneously and it shows that it builds up their confidence level.

In summary, the result of the first question above also revealed that the public speaking programs have a positive effect on enhancing ESL oral communication skills and help them in future. The outcomes of this study match up with the findings as one of the earlier researchers, (Shankar et al., 2012) stated that this technique can expose students to a different situation they are likely to face in their future career. From this approach, the students are having a chance to explore different situations of real-life that enable them to speak English confidently and fluently.

Research Question 2

The following discussion is presented to address the first research question in the study.

What are the feedbacks received and experience gained from public speaking programs to benefit Polytechnic students?

One of the objectives of this study was to identify the feedback and experience public speaking programs from students. All the students stated that all the programs (public speaking) are good and beneficial as they feel it will help them to improve their speaking skills. As we know, students rarely speak English outside of the classroom but when they these public speaking programs, they will eventually use English to speak and communicate with others. Next, majorities of them stated that they received feedback within the timeframe as this feedback is crucial for them. As stated by " (Fornaciari & Dean, 2014,



p.703), students can feel a sense of power, responsibility and motivation to the learner which can be considered as a way to empower the students and help them become independent learners.

As recommended by Bell (2011), students who are involved in out-of-class learning activities can be rewarded to encourage other students to continue the language learning process outside the classroom. This is very important because other students that did not join the activities before will have the interest to join other activities after seeing the students who joined received such reward. It is also argued that English teachers should enable learners to develop autonomous out-of-class English learning habits by leading them to the materials and activities which appeal to their interests (Cheng, 2015).

Other than that, in response to the question about the benefit of the activities, most of the students' reactions were found to be positive as most of them chose the activity is good and beneficial. All the out of class activities were accepted to be beneficial as it allows them to practice their English, to be more confident while speaking English. From the students' responses, the out-of-class foreign language learning opportunities will offer so many benefits to the language learner. All the previous relevant works of literature also provide supportive evidence to show the benefits of out-of-class foreign language learning (Pickard, 1996; Pegrum, 2000; Guo, 2011; Hyland, 2004; Godwin-Jones, 2005; Sundqvist, 2009; Webb & Rogers, 2009; Uuskoski, 2011; Richards, 2015; Nunan & Richards, 2015).

We cannot deny the evidence of the benefits of out-of-class learning activities to students learning and if it is related to playing computer games (Uuskoski, 2011), then technologies such as using Skype podcasting in English (Godwin-Jones, 2005) as well as watching TV programs and films (Webb & Rogers, 2009) positively improve students English proficiency level. Then, the activities such as reading material like books, newspapers, or magazines, surfing the internet, online chatting, and listening to English music with lyrics (Sundqvist, 2009) are listed as the benefits of out-of-class learning activities. To support this study, there will be a list of recent and comprehensive studies from a wide range of language learning contexts about the evidence of out-of-class learning benefits.

There are supportive shreds of evidence about the benefits of learning a language outside of the classroom as mentioned by Nunan and Richards (2015). Many studies focusing on out-of-class foreign language learning from around the world as one studied done by Elley and Mangubhai (1983) discussed the influence of extensive reading on children in an experimental study with a control and an experimental group. The result showed that children that did extensive reading showed better progress in receptive skills (i.e., reading and listening) compare to the control group. Next, Piirainen-Marsh and Tainio (2009) studied teenagers that play video games.

The result showed that the effects of playing video games on their process of learning the language and as a conclusion that the games allowed the students to use English to speak as well as listen to many different accents of English. Also, a study done by (Pickard, 1996; Yap, 1998; Hyland, 2004; Ibadurrahman, 2012) about the benefits of out-of-class speaking activities practised for six weeks by first-year university students that aim to improve their speaking skills. As the result by the end of the activities, from the survey collected regarding the reason for choosing these activities, and the perceived benefits of their participation. Next, Suh, Wasanasomsithi, Short, and Majid (1999, p.14) stated that "Out-of-class leisure activities will probably never replace the need for in-class second language instruction";



however, there should be some leisure activities organize are useful in the development of students' English conversation skills.

The application of these out-of-class activities in teaching speaking had impactful learning among students. Firstly, oral presentation activities are authentic and relevant to learners' interest, they may overcome their fear of speaking. Secondly, it can promote speaking skill too. From these, students will receive benefits from practising oral presentations. The guided oral presentation can help learners to promote all four skills of learning a foreign language. It is worth mentioning that applying this instruction is fruitful for both teachers and learners in teaching and learning EFL.

RECOMMENDATION

The results from the surveys clearly show that the usage of public speaking programs program brings a positive effect to the students. It believes that the entire English Language program (out-of-class activities) could be a good supplement for students in improving their language ability because of the various activity offer. Overall, students showed interest to learn the English language with the interesting method and especially out of class learning. It is recommended that not only focus on speaking activities but to organize out-of-class activities that involve another three skills (listening, reading and writing).

As we know that proficiency level is not only through speaking but with all four skills that make a student's proficient. There are several recommendations for out-of-class activities according to each skill:

1. Speaking – Public Speaking workshop and competition, debate training and competition, job hunting skills seminar and interview, musical drama competition and singing competition.
2. Reading – Newspaper in English, Reading Corner, 'A book for a Week' etc
3. Writing – Diary, Poster Competition, best proposal competition, etc
4. Listening – language quizzes, educational games (What Say You) and online games competition, etc

As discussed in Chapter 2, there are so many benefits of out-of-class activities, so with organizing out-of-class activities, we can help the students to learn English better and also improve their skills to be more proficient. Therefore, it is recommended that polytechnics and lecturers encourage or practice this English language program because it not only improving student's English language ability such as listening, speaking and also vocabulary but it also providing a fun and enjoyable way to learning the English language which sometimes difficult to apply in classroom learning. As an educator, the responsibility in teaching doesn't end in the classroom but it beyond that.

So, multiple activities can improve multiple skills that probably the lecturer or even students didn't know they have. According (Alton, 2006; Covill, 2011) as an educator, we have an impact on students' learning. So, teachers or lecturers can act as coordinators, facilitators and promoters to help students develop autonomous learning in out-of-class contexts, so the long term learning outcomes can be reached. Besides that, we can train our students to be the one who organizes the out-of-class activities so that they can learn the skills to be a facilitator, promoters and coordinators.



I believe students need all these skills to survive in the job in future and we can train the students to different situations they are likely to face in their future career. From this method, the students have a chance to explore many different situations of real-life that enable them to speak English confidently and fluently. It is hoped that this study will shed some light on the several issues that can lead the way for new research projects that aims to help those low-achievers students to find more appropriate and personalized ways to learn English.

The following suggestions and insights are based on the present study to apply the use of out-of-class activities for future research studies. Researchers are highly wanted to consider them before carrying out any research. As the study was only conducted in the context of Polytechnic, more research is needed in similar situations to support the findings and to find more about the benefits of out-of-class activities to polytechnic students. It can also be applied at schools or universities for a different range of ages and levels. This study was conducted to measure the improvement of speaking proficiency ability. Future research studies can be done regarding the use of out-of-class activities on other skills such as listening, writing and reading.

The present study was carried out at the pre-intermediate level. Succeeding studies had better evaluate the benefits of using out-of-class activities on enhancing the speaking at the intermediate and advanced levels. Psychological, biological, pedagogical, and geographical factors play important roles in the use of out-of-class activities and learning to speak. This study did not consider them. Since learning a second/foreign language could be much influenced by these factors, researchers are recommended to give heed to them. Last but not least, further research is needed to find out if a certain activity can be applying in current classroom learning because the positive impact of this activity will make English learning interesting.

CONCLUSION

The English language program organized is intended to help students to realize that even though they are not learning the English language in the classroom, they can still improve their language outside of the classroom. Then, this study demonstrates that this activity encourages the students to expand their experience learning the language outside the classroom by making them realize that the interesting way of learning the English language. Instead of learning English from textbooks, this out-of-class activity can increase students' exposure to learning English in interesting ways.

This study also shows how the potential of incorporating out-of-class activities for enriched learning outside of the classroom and for autonomous learning. Need to bear in mind; each student is different from one another other so their language ability or proficiency is also different. It is difficult to measure student's competence in the classroom other than identifying a group of students such as active and passive students. A certain method is needed to make sure that English language ability can be share equally for both groups of students. Lecturers need to play important roles, not just teaching in the classroom but also out of the class by planning activities that targeting students' English language ability.

This English language program maybe not is the perfect way of improving students' English language ability but it brings more good than harm. So lecturers should do whatever



it takes in fulfilling their responsibility as an educator. It is recommended that polytechnics and lecturers encourage or practice this English language program because it not only improving student's English language ability such as listening, speaking and also vocabulary but it also providing a fun and enjoyable way in learning the English language which sometimes difficult to apply in classroom learning. As an educator, the responsibility in teaching doesn't end in the classroom but beyond that. So, multiple activities can improve multiple skills that probably the lecturer or even students didn't know they have. It is suggested that another further research is needed to find out if a certain activity can be applied in current classroom learning because the positive impact of this activity will make English learning interesting.

As an educator, there are selective actions that can be used to teach students to learn English outside the classroom. Next, students can be exposed to learn incidentally outside the classroom and with the well-planned training of all the out-of-class activities, students will also be aware that language is not a set of rules to know by heart stated by Benson (2001). Other than that, students who are involved in the out-of-class learning activities can be rewarded to encourage other students to join or continue the language learning process outside the classroom as recommended by Bell (2011). The out-of-class activity conducted for example students that joined Speaker's Corner are rewarded with prizes and certificates to develop their interest to join another activity next time and as well to encourage other students to participate in future activity.

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PENDEKATAN PERMAINAN *EKSPLORACE* TERHADAP PENGUASAAN BAHASA ARAB DI KALANGAN PELAJAR POLITEKNIK IBRAHIM SULTAN JOHOR MALAYSIA.

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti tahap penguasaan kemahiran Bahasa Arab dari aspek pertuturan dan penulisan dalam kalangan pelajar kokurikulum melalui permainan *esplorace*. Kajian kuantitatif ini menggunakan reka bentuk kajian tinjauan yang melibatkan 90 orang pelajar kokurikulum Bahasa Arab Politeknik Ibrahim Sultan Johor. Data kajian ini telah di analisis secara deskriptif menggunakan min, kekerapan dan peratusan. Hasil dapatan kajian menunjukkan tahap interpretasi bagi penguasaan kemahiran Bahasa Arab dalam kalangan pelajar kokurikulum Bahasa Arab Politeknik Ibrahim Sultan Johor berada pada tahap tinggi iaitu ($\text{min}=3.26$). Dapatan kajian telah menunjukkan kaedah pembelajaran melalui permainan *esplorace* membantu meningkatkan kemahiran pelajar terhadap asas dalam Bahasa Arab seperti kemahiran bertutur dan kemahiran menulis. Dapatan kajian ini diharap dapat membantu Unit Kokurikulum Politeknik Ibrahim Sultan dan Politeknik-politeknik Malaysia yang menawarkan subjek bahasa dalam kokurikulum agar menyusun kembali perancangan yang lebih berkesan terhadap kepelbagaian aktiviti pembelajaran khususnya yang melibatkan bahasa.

Kata Kunci: Belajar melalui Permainan *Eskplorace*, Kemahiran Menulis, Kemahiran Bertutur.

ABSTRACT

This study is intended to identify the Arabic Language proficiency level in terms of speaking and writing aspects among co-curriculum students through the Explorace game. This quantitative research used a survey design that involved 90 students from Politeknik Ibrahim Sultan Johor who took Arabic Language co-curriculum course. The research data has been analyzed descriptively using mean, frequency, and percentage. Research findings shows that the interpretation level for Arabic language skills proficiency among students who took Arabic Language cocurricular course in Politeknik Ibrahim Sultan was at a high level in which ($\text{mean}=3.26$). The research findings have shown that the learning approach through Explorace helped students to increase their skills in the basics of Arabic Language such as speaking and writing skills. Hopefully, the findings of this research can assist the Co-curriculum Unit of Politeknik Ibrahim Sultan and other Malaysian polytechnics that offer language course as part of co-curricular activities to rearrange a more effective plan on diversifying learning activities especially ones that involve language.

Keywords: Learning through Explorace Method, Writing Skill, Speaking Skill.



PENGENALAN

Antara isi kandung transformasi national 2050 (TN50) ialah mewujudkan rangka pendidikan yang bercirikan holistik dan inklusif terdiri dari aspek kecemerlangan akademik, sahsiah, dan akhlak pelajar yang positif. Sehubungan dengan itu dalam konteks pendidikan khususnya terhadap ilmu Bahasa Arab berperanan sebagai medium komunikasi untuk merealisasikan transformasi national 2050 (TN50). Bahasa Arab kini telah menjadi sebagai salah satu bahasa antarabangsa yang sangat penting untuk dikuasai.

Menurut laporan dari Konsul Tourism Malaysia di Arab Saudi menyatakan bahawa bermula mac 2017 terdapat sebanyak lima peratus kenaikan kehadiran pelancong khususnya dari Arab Saudi akan bertambah mengunjungi Malaysia. Laporan ini dikukuhkan lagi dengan rekod kedatangan pelancong Arab Saudi pada tahun sebelumnya iaitu pada 2016, seramai 123,878 orang pelancong Arab Saudi berkunjung ke Malaysia berbanding 99,754 orang pada tahun sebelumnya (Astro Awani 12 Mac 2017). Bahasa Arab juga merupakan salah satu bahasa yang digunakan secara meluas dalam segala aspek kehidupan terutama bagi umat Islam.

Di Politeknik Ibrahim Sultan kursus Bahasa Arab ini di tawarkan kepada pelajar sebagai kursus Kokurikulum yang wajib diambil di semester tiga serta wajib lulus untuk memenuhi keperluan kelayakan dianugerahkan Diploma dalam bidang masing-masing. Menyedari hakikat kepentingan Bahasa Arab ini maka pembelajaran Bahasa Arab ini perlu diperkemas dan di olah untuk memudahkan para pelajar untuk menguasainya.

Oleh itu untuk mencapai hasrat demi merealisasikan TN50 dan melakukan penambahbaikan terhadap Bahasa Arab, strategi pembelajaran yang berkesan wajar di inovasikan untuk memastikan para pelajar bergerak aktif dan cemerlang dalam akademik terutama dalam ilmu Bahasa Arab. Oleh itu satu kaedah telah diperkenalkan dalam proses meningkatkan kemahiran Bahasa ini ialah melalui permainan bahasa iaitu dikenali dengan *eksplorace* Bahasa Arab atau nama permainan asalnya ialah *al Mughamarah*. Menurut Moyles (2005) melalui kaedah permainan membolehkan pesertanya mempunyai pengalaman pembelajaran yang berguna. Malahan kaedah ini sangat menjadi keutamaan dalam dunia pendidikan masa kini.

Pemmainan *eksplorace* ini digunakan dalam P&P Bahasa Arab bertujuan untuk menjadikan pembelajaran Bahasa Arab akan disukai oleh pelajar. Selain itu, pelajar tidak merasakan takut atau bimbang di ketawakan rakan sekiranya berlaku kesalahan dalam sebutan seperti yang telah di laporkan dalam kajian (Hamzah Hassan, 1997, Ismail Muda, 1999) iaitu antara faktor pelajar tidak menguasai Bahasa Arab terutamanya dalam aspek pertuturan adalah kerana tidak menguasai banyak perbendaharaan kata. Selain itu, pelajar tidak mampu mempraktikkan dalam percakapan seharian sesama mereka kerana kekurangan idea dan takut diketawakan. Terdapat juga faktor yang lain seperti persekitaran pelajar yang tidak menggalakkan untuk pengamalan pertuturan dalam Bahasa Arab. Dan pendekatan guru dalam pengajaran juga perlu diubahsuai untuk menarik minat pelajar.

PERNYATAAN MASALAH

Bahasa Arab atau dikenali dengan bahasa syurga merupakan bahasa yang paling tua di dunia. Dalam konteks seseorang itu mampu berbahasa arab, empat perkara utama perlu



dikuasai, iaitu kemampuan menulis, membaca, bertutur dan mendengar. Rahimi et al. (2008) pengalaman dan kebolehan terhadap penguasaan sesuatu bahasa saling berkait rapat dengan kemahiran menulis. Ini kerana kemahiran menulis berkembang seiring dengan perkembangan otak.

Walaubagimapun, tahap penulisan Bahasa Arab di Politeknik Ibrahim Sultan menunjukkan berada pada tahap yang membimbangkan. Begitu juga tahap kemahiran pertuturan atau komunikasi masih pada tahap yang lemah (Mohd Khairul Naim et.al,2017). Menurut Madiah Muhammad Yusuf (2009) dalam kajiannya menunjukkan 10 % sahaja pelajar mempunyai pengetahuan dalam membina frasa. Hal ini dikuatkan dapatan kajian yang dilakukan oleh Muhammad Hanan (2011) iaitu 60% pelajar begitu takut dalam bertutur kerana di kebimbangan kesalahan ayat.

Berdasarkan kajian-kajian yang lepas, terbukti kemahiran menulis dan bertutur berada pada tahap yang membimbangkan iaitu tahap lemah. Oleh itu, suatu pendekatan pengajaran dan pembelajaran Bahasa Arab dalam konteks kemahiran menulis dan bertutur perlu di beri perhatian yang serius melalui penambahbaikan dalam usaha untuk membantu pelajar. Oleh itu penyelidik merasakan satu kajian perlu dijalankan untuk melakukan perubahan dalam konteks pengajaran dan pembelajaran. Oleh itu, kajian ini menerapkan satu kaedah pengajaran dan pembelajaran melalui pendekatan permainan *eksplorace*, agar pelajar tidak dibelengu dengan ketakutan dalam melakukan kesalahan semasa menggunakan Bahasa arab ini. Menurut Fathul Mujib dan Nailur (2011) melalui aktiviti permainan seseorang memperoleh situasi ketenangan. Manakala menurut Moyles (2005) dalam konteks pendidikan pengamalan belajar melalui permainan merupakan pendidikan yang terbaik dan menjadi keutamaan di masa sekarang.

SEJARAH BAHASA ARAB DI POLITEKNIK

Kursus Bahasa Arab di Politeknik Ibrahim Sultan Pasir Gudang Johor (PIS) antara kursus yang telah di tawarkan kepada pelajar semester tiga di Jabatan Perlancongan Dan Hospitaliti (JPH), kursus ini merupakan subjek wajib yang mesti diambil oleh semua pelajar semester tiga di Jabatan ini. Disamping itu juga Politeknik Ibrahim Sultan turut menawarkan kepada pelajar Kelab Bahasa Arab bagi subjek Kokurikulum yang mesti diambil oleh pelajar khususnya kepada pelajar semester tiga. Pelajar yang memilih kursus ini sebagai subjek Kokurikulum diwajibkan untuk melalui tempoh pembelajaran selama 4 jam kredit dalam seminggu bagi memenuhi keperluan dan tuntutan subjek ini.

METODE PEMBELAJARAN BAHASA ARAB

Metode adalah pendekatan yang diamalkan oleh para guru untuk mencapai objektif sesuatu pendidikan (Rushdie, 1986). Peranan guru dan pelajar adalah sama untuk menjamin sesuatu pendidikan itu tercapai. Menurut Mook Soon Sang (2003) guru berperanan dalam aktiviti pengajaran, guru juga adalah pembimbing untuk memastikan objektif pengajaran dapat disampaikan dengan sempurna. Manakala pelajar merupakan penrima daripada apa yang telah diajarkan oleh guru kepadanya.

Oleh itu, antara objektif pengajaran dan pembelajaran Bahasa Arab adalah bertujuan untuk memastikan pelajar dapat menerima elemen-elemen penguasaan bahasa



seperti kemahiran membaca, kemahiran menulis, kemahiran bertutur dan kemahiran mendengar dapat dikuasai dengan sebaiknya. Di samping itu, dalam pendekatan penguasaan Bahasa Arab memerlukan beberapa tahap yang perlu dilaksanakan seperti pembelajaran tidak terhenti kepada proses penyampaiannya sahaja, malah guru Bahasa Arab turut berusaha untuk mengamalkan penggunaan Bahasa Arab bersama pelajar sehingga pelajar mampu menguasainya. Maka proses pembelajaran Bahasa Arab tidak sekadar teorinya sahaja malah sehingga kejayaan bahasa tersebut dapat di praktikkan dalam kehidupan seharian pelajar.

METODOLOGI KAJIAN

Kaedah atau metodologi merupakan alat yang penting dan berperanan untuk mencapai tujuan pengajaran. Jack (1985) memberi pengertian berkaitan metode adalah asas kepada sesuatu bentuk perantaraan antara teori dan praktikal. Kajian ini adalah menggunakan kaedah kuantitatif berdasarkan acuan Kurt Lewin (1946). Kemmis (1988) telah mengubahsuai model Kurt Lewin kepada tujuh langkah. Pertama mengenal pasti idea, kedua pencarian fakta, ketiga perancangan pelan tindakan, keempat pelaksanaan pelan tindakan, kelima penilaian tindakan yang di ambil, keenam mengulangi pelan tindakan berdasarkan apa yang telah dipelajari dari langkah kelima dan ketujuh mengambil langkah tindakan dan seterusnya sehingga beberapa kitaran.

Model Kurt Lewin (1946)
Mengenal Pasti Idea
Pencarian Fakta
Perancangan Pelan Tindakan
Perlaksanaan Tindakan
Penilaian Tindakan yang Diambil
Ulang Pelan Tindakan Berdasarkan Apa yang Telah Dipelajari dari Langkah 5
Mengambil Langkah Tindakan Seterusnya dan Begitu Berikutnya melalui Beberapa Kitaran

Kajian ini sepenuhnya menggunakan kaedah kuantitatif. Oleh itu, soal selidik digunakan bagi tujuan untuk mendapatkan data maklum balas pelajar terhadap permainan *eksplorace* ini. Data ini seterusnya dianalisis menggunakan aplikasi Program SPSS "Statistical Package For Social Sciences" (versi 21.0). Kajian ini melibatkan 90 orang pelajar semester tiga Kokurikulum Bahasa Arab Politeknik Ibrahim Sultan. Soal selidik bagi kajian ini menggunakan data tiga mata (Rosnaini, et al, 2011) yang diubahsuai dari Mohd Najib (1999) iaitu; min=1.00 hingga min=1.99 berada pada tahap rendah, min=2.00 hingga min=2.99 berada pada tahap sederhana dan min=3.00 hingga min=4.00 berada pada tahap tinggi.

Jadual 1: Perubahan Skala Likert lima Mata Kepada Tiga Mata

Maklum Balas	Skala				
	Sangat Lemah	Lemah	Sederhana	Baik	Sangat Baik
	Rendah		Sederhana	Tinggi	

Sumber: Ubahsuai dari Mohd Majid (1990), Mohd Najib (1999) dan Rosnaini (2011)



MODEL PENGAJARAN DAN PEMBELAJARAN BAHASA MELALUI EKSPLORACE

Kaedah pembelajaran Bahasa Arab melalui permainan *eksplorace* berdasarkan Model Pengajaran Sim. Dalam pengajaran dan pembelajaran bahasa aktiviti merupakan aspek yang penting untuk memastikan pelajar tidak mengalami kebosanan dan perasaan jemu ketika belajar. Christie dan Roskos (2009) menyatakan dalam kemahiran literasi, sesuatu aktiviti yang dilakukan saling berkaitan rapat dengan persekitaran permainan. Berdasarkan model pengajaran Sim, sesuatu proses pengajaran mesti melalui beberapa interaksi dan unsur seperti guru, pelajar, dan isi pelajaran serta objektif.

Bersesuaian dengan model ini diadaptasikan dalam permainan *eksplorace* iaitu guru menyediakan bahan pengajaran iaitu bahan aktiviti bahasa yang di olah dalam bentuk permainan. Manakala murid berinteraksi dengan bahan bantu mengajar sebagai bahan interaksi. Isi pelajarannya ialah murid menggunakan persekitaran atau lokasi permainan. Manakala penyelesaian aktiviti sebagai objektif yang harus diselesaikan oleh pelajar. Sebagai contoh dalam permainan *eksplorace* terdapat beberapa lokasi utama yang harus di lalui oleh pelajar sebagai melengkapi aktiviti ini, guru telah menyediakan bahan pengajaran di sekitar lokasi seperti kawasan zoo atau tapak permainan dengan menyediakan sampul yang telah dilengkapi arahan permainan bahasa. Sebagai contoh sampul pertama pelajar akan diberikan gambar seekor binatang dan pelajar perlu mencari maksud binatang tersebut dalam Bahasa Arab.

Model kedua yang terdapat dalam permainan *eksplorace* ini ialah Model Pengajaran Taba. Model ini aspek terpenting adalah untuk meningkatkan kemahiran berfikir pelajar melalui penekanan dari bahan pengajaran yang telah disusun dalam suatu sistem dan disesuaikan dengan aktiviti kemahiran pelajar. Selain itu, domain kognitif diaplikasikan dalam model ini melalui beberapa peringkat. Pertama peringkat penyelarasan data untuk disesuaikan dengan ciri-ciri persamaan dan perbezaan yang terdapat dalam aktiviti yang telah disusun. Kedua mengketegorkan fakta-fakta sebagai kategori tertentu dan menamakan kepadanya. Ketiga menggeneralisasikan hasil kesimpulan dan keempat mengaplikasikan hasil generalisasi yang diperolehi.

Implimentasi Model Pengajaran Taba dalam permainan *eksplorace* Bahasa Arab ini ialah pelajar akan mengikuti proses penterjemahan dari lokasi utama hingga ke lokasi terakhir Kamarul Azmi Jasmi, (2012). Setelah semua lokasi di lalui oleh pelajar, pelajar akan diberi arahan berdasarkan permainan tersebut untuk menggabungkan perkataan-perkataan yang telah di terjemah menjadi satu jumlah ayat yang lengkap. Dan proses pembelajaran terakhir pelajar akan di minta untuk membuat pembentangan dari hasil terjemahan dengan menggunakan Bahasa Arab tanpa di nilai tata bahasa yang tepat. Penilaian tanpa tata bahasa yang tepat adalah bagi tujuan untuk melatih pelajar supaya tidak berasa takut, malu atau tidak ada keyakinan diri semasa menggunakan Bahasa Arab. Selain dari itu, proses pembelajaran dengan model ini juga dapat menggerakkan kemampuan pelajar dari aspek menulis, membaca, mendengar dan bertutur dalam Bahasa Arab.

Permainan bahasa ini tidak bermatlamatkan kepantasan atau untuk memperoleh kemenangan semata-mata, malah ianya lebih daripada itu. Antaranya untuk melatih pelajar dalam keterampilan berbahasa, sebagai contoh dari sudut membuat semakan, bertutur, membaca, dan menulis. Aktiviti permainan digunakan sebagai alat untuk



mencapai tujuan utama pembelajaran dengan cara yang mudah. Menurut Dewey interaksi antara permainan dalam pendidikan akan memberi impak yang positif yang sangat baik, Selain itu pengalaman pembelajaran melalui permainan dapat menarik minat untuk belajar Pollit, (1994).

DAPATAN KAJIAN

Jadual 2 menunjukkan data keseluruhan tahap pencapaian penguasaan bahasa Arab pelajar Kokurikulum Politeknik Ibrahim Sultan Pasir Gudang Johor. Dari 90 orang pelajar hanya seorang pelajar berada pada tahap sangat baik, 11 orang pelajar berada pada tahap baik, 49 orang pelajar berada pada tahap sederhana, 26 pelajar berada pada tahap lemah dan 3 orang pelajar berada pada tahap sangat lemah.

Jadual 2: Tahap Pencapaian Penguasaan Bahasa Arab Pelajar

Tahap	Kekerapan	Peratusan
Sangat Baik	1	1.1
Baik	11	12.2
Sederhana	49	54.4
Lemah	26	28.9
Sangat Lemah	3	3.3

Secara keseluruhannya jadual 3 menunjukkan dapatan min bagi keempat-empat item tahap pencapaian penguasaan Bahasa Arab dalam kalangan pelajar. Hasil dapatan menunjukkan permainan *eskplorace* membantu pelajar terhadap kemahiran menulis dengan skor min berada pada tahap yang tinggi iaitu min=3.24. Bagi kemahiran strategi menulis pula, kaedah permainan *eskplorace* membantu pelajar dalam strategi penulisan dengan skor min=3.37. Kemahiran bertutur dengan menggunakan tatabahasa yang betul dengan skor min=3.22. Manakala kemahiran pertuturan Bahasa Arab dengan baik turut mendapat skor min yang tinggi dengan min=3.20. Hasil dapatan kajian menunjukkan tahap interpretasi bagi penguasaan kemahiran Bahasa Arab dalam kalangan pelajar kokurikulum Bahasa Arab Politeknik Ibrahim Sultan Johor berada pada tahap tinggi iaitu (min=3.26).

Jadual 3: Item Penilaian Pelajar terhadap Permainan *Eskplorace*

Item	Min	Interpretasi
Kaedah permainan <i>eskplorace</i> membantu pelajar terhadap kemahiran menulis dalam bahasa Arab	3.24	Tinggi
Kaedah permainan <i>eskplorace</i> membantu pelajar dalam strategi penulisan bahasa Arab	3.37	Tinggi
Kaedah permainan <i>eskplorace</i> membantu pelajar bertutur dengan menggunakan tatabahasa yang betul	3.22	Tinggi
Saya mampu bertutur dalam bahasa Arab dengan menggunakan kaedah permainan <i>eskplorace</i> .	3.20	Tinggi
Skor keseluruhan item penilaian	3.26	Tinggi

PERBINCANGAN

Secara keseluruhannya hasil dapatan kajian menunjukkan tahap interpretasi bagi penguasaan Bahasa Arab dari aspek kemahiran pertuturan dan penulisan dalam kalangan pelajar kokurikulum Politeknik Ibrahim Sultan Johor berada pada tahap tinggi iaitu



(min=3.26). Dapatan kajian telah menunjukkan kaedah pembelajaran melalui permainan *esplorace* membantu meningkatkan kemahiran pelajar terhadap asas dalam Bahasa Arab seperti kemahiran bertutur dan kemahiran menulis dalam kalangan pelajar. Dapatan kajian ini selari dengan kajian yang dijalankan oleh Fathul Mujib (2011)) melalui aktiviti permainan seseorang memperoleh situasi ketenangan. Manakala menurut Moyles (2005) dalam konteks pendidikan pengamalan belajar melalui permainan merupakan pendidikan yang terbaik dan menjadi keutamaan di masa sekarang.. Seterusnya begitu juga kajian yang di lakukan oleh Christie dan Roskos (2009) menyatakan aktiviti sesuatu permainan saling berkait rapat dengan persekitaran, malahan hubungan perkaitan ini mampu menghasilkan kemahiran literasi.

KESIMPULAN

Berdasarkan dapatan kajian, dapat disimpulkan bahawa kaedah permainan *esplorace* adalah kaedah pengajaran alternatif yang menarik serta dapat memudahkan urusan pelajar dalam konteks mengemaskini kemahiran penulisan dan pertuturan dalam Bahasa Arab. Kaedah ini merupakan antara usaha pengkaji dalam mempelbagaikan kaedah pengajaran dan pembelajaran terhadap kemahiran menulis dan pertuturan dalam Bahasa Arab. Secara kesimpulannya, proses pengajaran dan pembelajaran Bahasa Arab yang dilaksanakan kini amatlah berbeza jika dibandingkan dengan (P&P) Bahasa Arab sejak permulaan ianya dilaksanakan. Semoga kajian ini dapat membantu tenaga pengajar dari kalangan pensyarah Politeknik Ibrahim sultan khususnya terutama terhadap pengajaran Bahasa Arab ,untuk menginovasi dan mempelbagaikan kualiti teknik pengajaran (P&P) khususnya dalam kemahiran menulis dan bertutur.

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DESIGN AND DEVELOPMENT OF INDUSTRIAL SPRING LIFTER

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ABSTRACT

The spring weight lifter is for loading weight which can be used mainly at ware house. It is also an innovation of the previous version which is supported by hydraulic system. Most of the hydraulic weight lifters cost a lot of money. As a cost effective measure is invented a weight lifter which uses spring which is found most suitable to replace the common hydraulic system. After research for this project, we realized that the spring system can be easily used and is long lasting compared to hydraulic system. Other than that, our invention is light weight. Our project can be used at warehouse or loading bay. Our intention to invent this project is for the foreign labor workers who doesn't usually comply the industrial safety regulations and requirements at workplace. We hope that our project can be beneficial for the.

Keywords: Spring, Weight Lifter, Light weight



Pengangkat berat menggunakan pegas digunakan untuk mengangkat beban di gudang penyimpanan tertutamanya. Ia juga merupakan inovasi dari versi terdahulu yang disokong oleh sistem hidraulik. Kebanyakan pengangkat berat yang menggunakan bantuan sistem hidraulik memerlukan kos yang tinggi. Oleh itu, penciptaan pengangkat berat dengan menggunakan pegas paling sesuai untuk menggantikan sistem hidraulik. Selepas penyelidikan untuk projek ini, didapati rekaan baru ini lebih mudah digunakan dan ketahanan lebih lama berbanding pengangkat beban sistem hidraulik. Selain itu, rekaan yang lebih ringan menjadikan produk ini lebih sesuai digunakan di gudang penyimpanan barang. Dalam masa yang sama, rekabentuk produk ini mengambil kira aspek keselamatan serta faktor ergonomik ditempat kerja.

Kata Kunci: Pegas, Pengangkat Berat, Berat ringan

INTRODUCTION

Lifting heavy items is one of the causes of injury in the workplace. Bending, followed by twisting and turning, prone to cause back injuries. Strains and sprains from lifting loads improperly or from carrying loads that are either too large or too heavy are common hazards associated with manually moving materials. Lifting an object from the ground is more stressful than lifting the same object from several inches off the ground.



So, rotatable spring trolley is proposed as a device that employs spring mechanism to lift or lower goods. Typically, it is used to raise large, heavy loads through relatively small distances. Common applications include vehicle loading, lifting loads at ware house and work positioning. This kind of trolley is recommended as a way to help reduce incidents of human factors, which is musculature disorders or ergonomic factor by correctly re-positioning work at a suitable height for operators.

This rotatable spring trolley works as an object or weight are lifted on the trolleys table, the trolley's table will drop below. In this matter, spring mechanism function as the spring in the trolley will compressed down and the operator don't need to bend his bodies. As the load has been moved to the store, the load has lifted back from the trolley. At this point, spring mechanism works again as the spring will extend back and elastic deformation happens. Compared to the previous trolley, which is hydraulic jack trolley we have modified to a spring mechanism. Which is cheaper compared to the market value and easy to operate.

PROBLEM STATEMENT

Based on at ware house usage, many of them use a fordable lifting trolley or a wood plank with four tires and rope to pull the weights. Actually, there are more disadvantage compare to their advantages. Exerting excessive force to lift heavy load from the ground level. More forces or energy are required to lift a 16kg to 18kg boxes from a higher position. Injury or simply known as ergonomics factors such as muscle bone fatigue. Lifting an object from the ground is more stressful than lifting the same object from several inches off the ground. Strains and sprains from lifting loads improperly or from carrying loads that are either too large or too heavy are common hazards associated with manually moving loads. Large number of worker needed to lift the heavy load because an ordinary man can lift around 20kg of weight once. This may decrease the productivity of the company and takes a long time to lift the weights and also more workers needed.

OBJECTIVE

The main purpose of this project is to produce an easier and comfortable working service during lifting an object:

1. To reduce the amount of energy used to lift the weights with the assistance of spring mechanism.
2. To reduce occurrence of ergonomic problems
3. To reduce number of workers from current practice while increase productivity.

SCOPE OF STUDY

1. The product can lift maximum of 350kg load and it can be portable to anywhere.
2. Does not require more space because this trolley has low handle.
3. The Spring Weight Lifter can be used in retail, transportation or warehouse workplace.



LITERATURE REVIEW

Transport and lifting equipment has the highest relative risk of injuries compared to other sectors, accounts of 69% of the accidents (Abas et al, 2012). The injuries can cause in chronic disabilities or even fatal accident. Thus, workforce involving this activity commonly involved more than one workers. Modifying classic industrial trolley can help to reduce the occurrence of long term injuries and reduce the need of more workers needed in this activity. In an article regarding causes of occupational injuries in Malaysia, there was a reported injury caused by miscommunication among workers resulting in victim being crushed by vehicle. It was also reported, transport and lifting equipment is the second most reported case fatalities accidental agents causes in the construction sector from 2013 to 2015. (Ayob et al, 2018)

Standards for Materials Used TP Build Trolley

a. Swivel Caster



Figure 1: Swivel Caster

A caster is a wheeled device typically mounted to a large and weight object that enables relatively easy rolling movement of the object. Casters are essentially housings that include a wheel and a mounting to install caster to object (Custom Engineered Inc., 2018).

b. Heavy – Duty Spring



Figure 2: Heavy – Duty Spring

A spring is an elastic object that stores mechanical energy. Springs are typically made of spring steel (Quest 4 Alloys, 2020). Compression springs are devices made up of heroically formed coils with pitch in between used to push back on an applied force or load in order to return to its original position when the force or load is released. They are most commonly used type of spring as well as the most economical.

c. Mild Steel (Hollow Bar)



Figure 3: Mild Steel (Hollow Bar)

Stainless steel is a versatile material. The advantageous properties of stainless steels are higher corrosion resistance, higher cryogenic toughness, higher work hardening rate, hot



strength, ductility, strength and hardness, more attractive appearance and lower maintenance (Aalco, 2019).

d. Wooden Plank



Figure 4: Wooden Plank

This material is used as table for the trolley to support load. We choose a heavy-duty type to withstand the load. This wooden plank is most suitable for rotation motion. Basically, wooden plank able to absorb impact force when we put the load on the table. A plank used in a building as a horizontal supporting member that runs between foundations, walls, or beams to support a ceiling or floor is called a joist (Michael, 2020).

HOOK'S Law

Hook's law proposed that the force needed to stretch an elastic object, metal spring for example, is directly proportional to the spring extension, within its given limits. It is commonly written:

$$\{F=-kx\} F=-kx$$

Given F is the force, with x as the length of extension/compression and k , constant of proportionality known as the *spring constant* which is usually given in unit of matter $\{N/m\}$ N/m (Khan Academy, 2020)

Main Component/Apparatus

a. Vernier Calipers

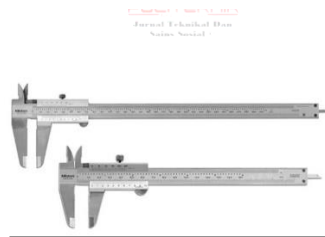


Figure 5: Vernier Caliper

Vernier caliper is a measuring tool, used to precisely measure 2d dimensions. Most commonly used to measure diameter of round object, which is possible to go through without piercing or changing the object structure. It is more precise than standard ruler, with fixed main scale and moving scale. The moving scale will give more precise reading.

b. Hand Drill



Figure 6: Hand Drill



A drilling machine, called a drill press, is used to cut holes into or through metal, wood, or other materials. This cutting tool is held in the drill press by a chuck or Morse taper and is rotated and fed into the work at variable speeds

c. Cutting Machine



Figure 7: Cutting Machine

Cutting tool or cutter is any tool that is used to remove material from the work piece by means of shear deformation. Cutting may be accomplished by single-point or multipurpose tools.

d. Measuring Tape



Figure 8: Measuring Tape

A tape measure is a portable measurement device used to quantify the size of an object or the distance between objects.

e. Personal Protective Equipment

Personal protective equipment refers to protecting clothing, helmet and goggles or other equipment that designed to protect the wearer body from injury or infection



Figure 9: Personal Protective Equipment

METHODOLOGY

This part will show the better design. Each procedure that will be used to construct the project is explained detailed with technically and each designing is shown in sequence. The design process is given as follows;

- i) The design of the project
- ii) Data collection
- iii) Analysis of data



Project Implementation Flow Chart

Refer also to the below flow chart is about how the work flow according to the time management and the steps to be taken for the project start off and the next step appropriately. The flow of the chart is a guideline to make sure all the steps are taken to complete and able to overcome which ever circumstances in between the work flow.

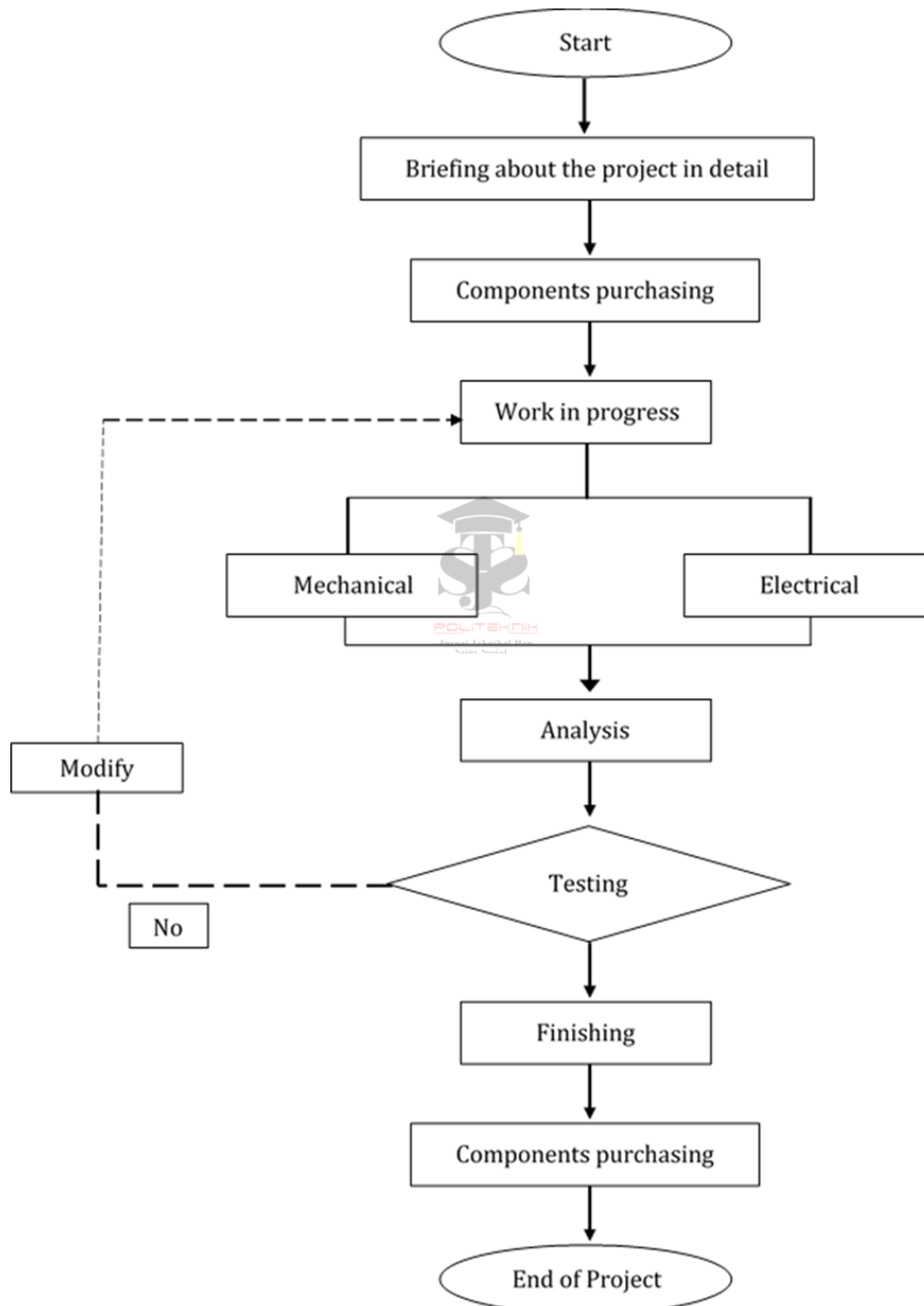


Figure 10: Project Implementation Flow Chart

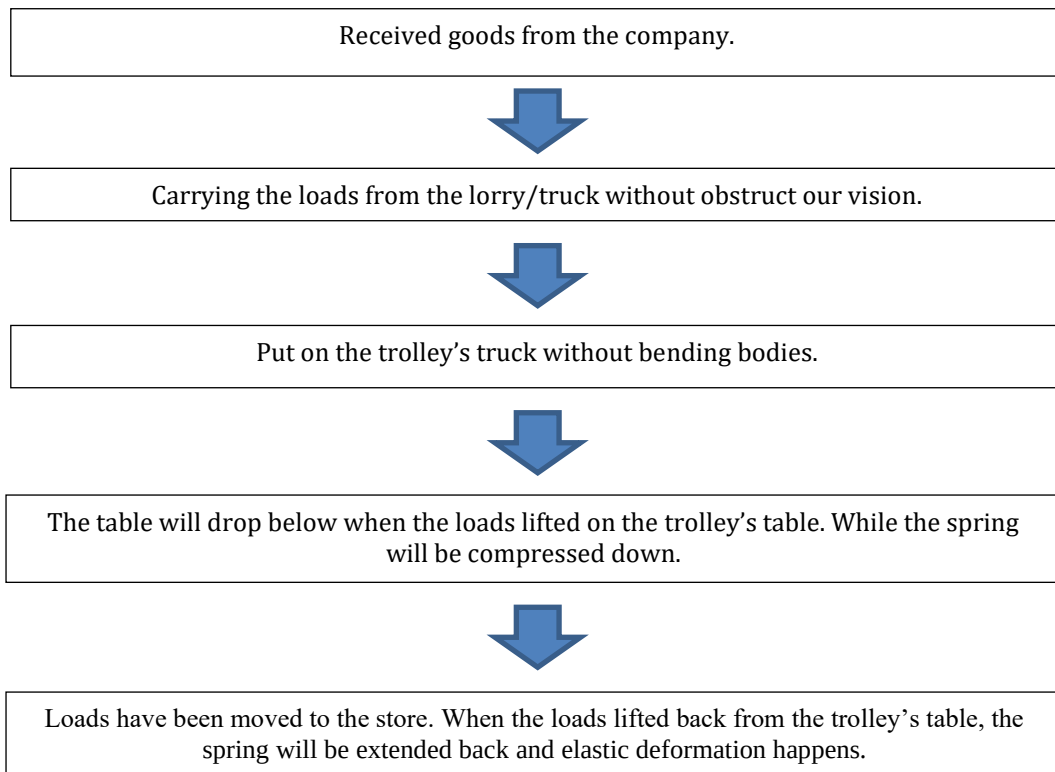


Figure 11: The Flow Proses of Distributing the Loads

Analysis of design First Design



Figure 12: First Design Sketch

In first design, we introduce spring trolley which is a device that employ spring mechanism. The design shows the height of this project is 83 cm (H) x 73 cm (L) x 48 (cm). Our dimension was inspired from second version of the product. The trolley is made of stainless steel and supported by normal springs. It has 4 swivel motion wheels that enable easy relatively easy rolling movement of the object. This trolley can withstand 100 kg of loads.

Second Design



Figure 13: Second Design Sketch



Second design, shows the height of this project is 83 cm (H) x 73 cm (L) x 48 (cm). The trolley is made of stainless steel and supported by heavy duty springs. It has 4 swivel motion wheels that enable easy relatively easy rolling movement of the object. This trolley can withstand 180 kg. This product doesn't support by scissor bar and it is unstable

Third Design



Figure 14: Third Design Sketch

This design introduces a rotatable spring trolley which is a device that employ spring mechanism. The height is 83 cm (H) x 73 cm (L) x 48 (cm). Its dimension is inspired by first design. The trolley is made of stainless steel, supported by heavy duty springs. It has 4 swivel motion wheels that enable relatively easy rolling movement of the object. This trolley can withstand up to 180 kg of loads. The hydraulic mechanism is replaced by spring mechanism, the cheapest in market with low maintenance cost. We invented a chain lock to prevent hazards during operating our trolley. In third design, we have improved the stability by adding scissors bar on the both sides. It has a rotatable table with 360 degree rotation.

Table 1: Morphology Chart

Design / Function	1	2	3
Design			
Description	Spring trolley which is a device that employ spring mechanism (Mono spring). This trolley can withstand only 100 kg of loads. It has 4 swivel motion wheels and its table cannot be rotate	This design doesn't have scissor bar and the structure is unstable. This can withstand 180kg of load. It has 4 swivel motion wheels. Besides, we have modified a rotatable table (360 degree)	Based on existing products, we have designed a new concept trolley which use of heavy-duty spring. Our product cannot be foldable as we used spring under the table.
Material used for the wheel	Stainless steel	Stainless steel	Stainless steel



Table 2: PUGH Method

Scale	Description
-1	Not Good
0	Medium
1	Good

Function	Design 1	Design 2	Design 3	Datum
STRUCTURE				
Design	0	-1	1	0
Material used for the machine	1	1	1	1
Mechanical Mechanism	0	1	1	1
Cost Maintenance	1	0	1	-1
Safety	0	-1	1	1
Total	3	0	5	2



Figure 17: Measuring and Arranging Hollow Bar for Spring Basement



Figure 18: Welding Spring Basement



Figure 19: Assembling spring on Trolley Basement and Painting the Trolley



DESIGN AND ANALYSIS

Design and analysis is the process of design and selection of appropriate materials to produce products.

Ergonomic Factor

Physical ergonomics is concerned with human anatomy, and some of the anthropometric, physiological and bio mechanical characteristics as they relate to physical activity. Physical ergonomic principles have been widely used in both consumer and industrial products. Risk factors such as localized mechanical pressures, force and posture in a sedentary office environment lead to injuries attributed to an occupational environment.

The ergonomic factor that student use in this spring trolley are:

1. An adjustable handle that can be adjust the handle for their comfortable.
2. A 360 degree rotatable caster wheel is assembled with a brake system to avoid uncontrolled situation happened.
3. With the help of spring mechanism, operators don't need to bend their bodies during lifting the loads from shelve and put on the trolley.

Table 3: Analysis between Normal Trolley and Spring Trolley

Types of trolley	Normal trolley	Spring trolley
Time taken to operate (s)	40 seconds	26 seconds
Potential energy used (J)	1667.7 Joule	833.85 Joule
Numbers of worker to operate (n)	2	1

For the first test run which is to find the time taken to operate by lifting the loads, the normal trolley takes 40 seconds to lift the 85kg loads which is 6 boxes, while the spring just take 26 second to lift. Next, to find the energy used, potential energy formula is used to find it. The amount of the energy is used to lift the loads is 1667.7 Joule for the normal trolley, by the way 833.85 Joule only is used for the invented spring trolley. This is because, for the normal trolley operators need to bend their bodies to lift the load from the ground and bend again to put in the trolley. So, it was clearly concluded that the spring trolley is most comfortable product to use in warehouse and loading bay. It is easier, quick, and less energy is used to operate the trolley.

Table 4: Bill of Materials

Components	Description	Unit
Nut	Diameter (2cm)	16
	Diameter (6.5cm)	6
Bolt	Diameter (2cm)	16
	Diameter (6.5cm)	6
Bearing	360* Lazy Lusan Bearing	1
Caster Wheel	Wheel Width (32mm), Wheel Diameter (120mm) & Overall Height (150mm)	4
3 Heavy Duty Spring	Diameter (15cm), Thickness (2cm), Pitch (8cm) Revolution (7) & Overall Height (58cm)	3
Stainless Steel Plate	Length (73cm X 48cm) & Thickness (3cm)	2
Stainless Steel Bar	Thickness (3.5cm) & Length (68.5cm)	4



Spring Holder	Diameter (16cm)	3 PAIR
Foldable Handle	Height (90cm) & Diameter (2cm)	1
Rubber Bumper	Length (242cm)	1
Wooden Plank	Length (73cm X 48cm) Thickness (4cm)	1
Anchor Chain	Length (50cm)	1

In conclusion, the system that have been produced is a saving budget component approximately with previous product. It is an easy maintenance as it requires less component to assemble this system. The system requires no electricity and not dangerous. Lastly, it does not take much time and it is very portable to install this system. Students were able to find 5 respondents (workers) at Crown Record Management to survey about The Spring Weight Lifter. Below is the analysis from the survey.

Question 1: From the survey conducted, we found 6 wooden plank trolley, 4 hydraulic trolley and 0 spring lifter trolley out of 10 workers use during work.

Final Design

By analysis, morphology and Pugh method, we decided to choose design 3 as a final design for our project because design 3 is the most ideal to be used at warehouse. Besides that, design 3 consists of spring mechanism which are simple and also have multi angle postures during operating it. It is also cheap and reduces ergonomics factors.



Figure 15: Final Design selected for prototype

Work Procedure

The figure below Shows the work procedures carried out to fabricate the prototype.



Figure 16: Cutting hollow bar

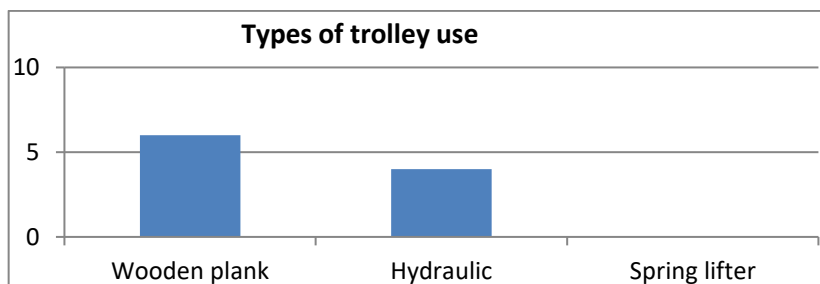


Figure 20: Types of trolley use

Question 2: From the survey conducted, most workers agree that The Spring Weight Lifter Trolley can reduce ergonomic factor.

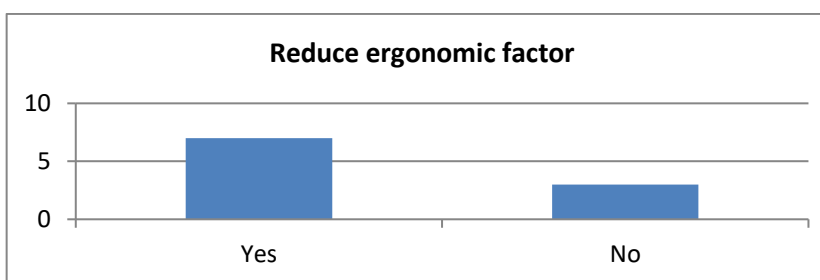


Figure 21: Reduce ergonomic factor

Question 3: From the survey conducted, we found out that the spring weight lifter is functional to use in warehouse.

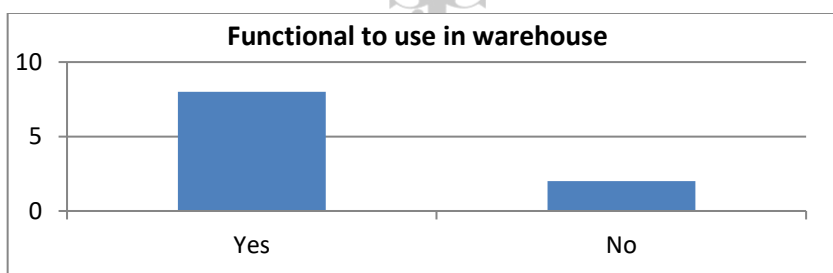


Figure 22: Functional to use in warehouse

Question 4: From the survey, we can see that most of the workers agree with perfect size and the least of workers choose need to be smaller of the spring weight lifter trolley.

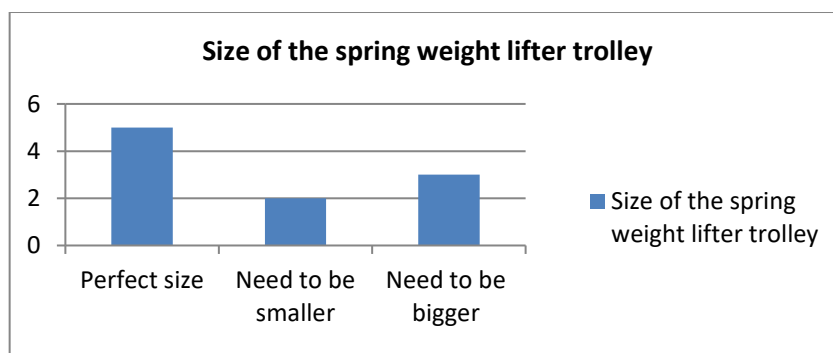


Figure 23: Size of the spring weight lifter trolley



Question 5: From the survey conducted, we know the opinion from workers about the spring weight lifter trolley. Most of the workers support for this project and their opinion is good idea.

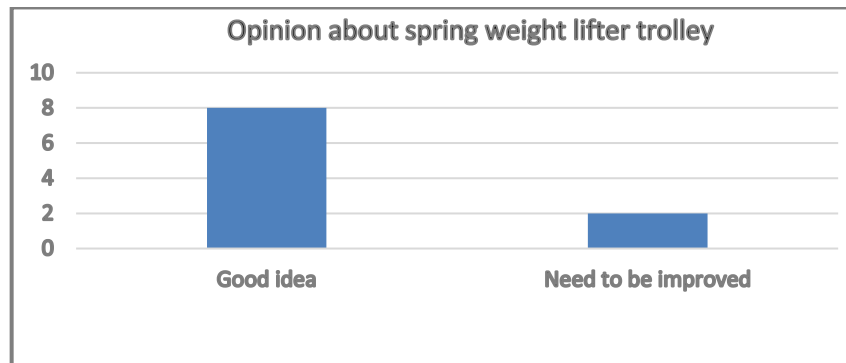


Figure 24: Opinion about spring weight lifter trolley

CONCLUSION AND RECOMMENDATION

Based on our survey, we have concluded that ergonomics factor plays an important role at work place, especially in weight lifting. A proper body posture and angle of weight lifting can ease the work and avoid injury. The recommendation is to focus on the components of the body part. Since, we only used wooden plank, it is better to be upgrade by adding bearing so that the table will be able to be rotated 360 degree. The system must be comfortable and easy to handle. The system can be upgraded by making it suitable to use in any lifting work environment. It means adding brake control system at the system to ensure safe operation of the device.

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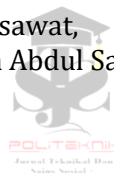
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