UNIVERSITI PUTRA MALAYSIA

STUDENT RESPONSES TO INSTRUCTIONAL ACTIVITIES IN THE LITERATURE IN ENGLISH CLASSROOM

IRENE WAN YOKE QUIN

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By

IRENE WAN YOKE QUIN

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirement for the Degree of Master of Science

April 2011
DEDICATION

For mum and dad, and those who are with me.
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

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April 2011

Chairman: Professor Malachi Edwin Vethamani, PhD

Faculty: Educational Studies

The main purpose of the study was to examine students’ responses to instructional activities in the literature in English component classroom. The study was carried out through a detailed investigation of four research questions: 1) What are students’ responses to the literature in English component? 2) What are the types of instructional activities carried out during the literature in English component lessons? 3) How do students respond to the types of instructional activities carried out during the literature in English component lessons? 4) What are students’ preferences to the types of instructional activities used in the literature in English component lessons? These questions were continuously addressed throughout the study with the specific concern of investigating students’ responses to activities used in the literature in English component
classroom and linking students’ responses to actual classroom practices in the literature in English component classroom in secondary schools in Malaysia.

A mixed method research methodology was selected for the present study. Data was gathered and generated from Form 4 students from four government secondary schools. The participants were selected based on the criterion of purposive sampling. The data collection method to achieve the purpose of this study was questionnaire, structured interview and document review. The questionnaire was administered individually to each participant in each respected school. This is followed by a random sampling of participants in each school for the structured interview in which further questions which required a more discursive approach were raised by the researcher. The interviews were recorded using digital audio recorder. In addition, documents in the form of teachers’ lesson plans, syllabus and students’ products were also analysed.

The credibility of the study were ensured through member checks, triangulation of data source and audit trail. The findings were further conceptualized to portray students’ preferences and practices. Findings showed students’ interest to the literature in English component and reasons students like and dislike the component. Findings also showed that students’ interest to different types of instructional activities used in the component depended on how much the activity helps them understand the texts that they are reading, as well as, the frequency of the activities conducted in the component’s classroom. Instructional activities that were too often conducted in the component’s
classroom tend to make students lose interest in completing them. Students’ practices while learning the literature in English component is obtained based on their interest on the types of instructional activities according to different multiple intelligences and focus in relation to the literature teaching models.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Sains Sarjana Muda

RESPON PELAJAR TERHADAP AKTIVITI-AKTIVITI PENGAJARAN DALAM KOMPONEN KESUSASTERAAAN DALAM BAHASA INGGERIS

Oleh

IRENE WAN YOKE QUIN

April 2011

Pengerusi: Profesor Malachi Edwin Vethamani, PhD

Fakulti: Pengajian Pendidikan

pengajaran dengan cara pembelajaran yang dipraktikkan oleh pelajar-pelajar semasa pembelajaran komponen ini di sekolah-sekolah menengah kebangsaan di Malaysia.


Kredibiliti kajian ini diperkuat melalui semakan berulang kali oleh pelbagai pihak, proses ‘triangulation’ serta ‘audit trail’. Dapatan kajian menunjukkan respon pelajar terhadap komponen kesusasteraan dalam Bahasa Inggeris dan sebab-sebab pelajar meminati atau tidak meminati komponen tersebut. Dapatan kajian juga menunjukkan minat pelajar terhadap sesuatu aktiviti pengajaran yang digunakan dalam komponen tersebut adalah bergantung kepada keberkesamaan sesuatu aktiviti itu dalam membantu pelajar memahami teks-teks yang digunakan dalam komponen tersebut serta kekerapan
sesuatu activiti itu digunakan dalam pengajaran komponen tersebut. Aktiviti-aktiviti pengajaran yang terlalu kerap digunakan dalam pengajaran komponen tersebut menyebabkan pelajar-pelajar tidak berminat menyiapkan aktiliviti-aktiviti tersebut. Amalan pelajar dalam pembelajaran komponen kesusasteraan Bahasa Inggeris diperolehi melalui minat pelajar terhadap jenis-jenis aktiviti pengajaran yang digunakan dalam komponen tersebut berdasarkan ‘multiple intelligences’ dan fokus aktiviti-aktiviti pengajaran tersebut berdasarkan model-model dalam pengajaran kesusasteraan Bahasa Inggeris.
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Praise to God, for at times in need He has always heard me and has provided me with what I needed to complete this thesis. It has been a strenuous and emotional journey for me. I have come to this stage with guidance, support and encouragement from many people. Naming all would be quite impossible. Nevertheless, I would like to extend words of appreciation to those who have supported me emotionally and mentally throughout this journey as a graduate student and the completion of this thesis.

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I would also like to thank the teachers and students that had participated in the study. Their willingness to share their experiences and their classes as a part of the study is truly appreciated. Thank you all, although I am not in liberty to disclose the identity but they know who they were and for that I am grateful.

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I certify that a Thesis Examination Committee has met on 14 April 2011 to conduct the final examination of Irene Wan Yoke Quin on her thesis entitled "Student Responses To Instructional Activities in the Literature in English Classroom" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

Members of the Thesis Examination Committee were as follows:

**Arshad Abd. Samad, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Roselan Baki, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Rosl Talif, PhD**  
Associate Professor  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
(Internal Examiner)

**Ruzy Suliza Hashim, PhD**  
Associate Professor  
Faculty of Social Sciences and Humanities  
Universiti Kebangsaan Malaysia  
(External Examiner)

__________________________________________________________________________

**NORITAH OMAR, PhD**  
Associate Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 23 August 2011
This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Masters of Science. The members of the Supervisory Committee were as follows:

**Malachi Edwin Vethamani, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Fadzilah Abdul Rahman, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**HASANAH MOHD. GHAZALI, PhD**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia  

Date:
DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or other institutions.

IRENE WAN YOKE QUIN

Date: 14 April 2011
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### CHAPTER

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