



UNIVERSITI PUTRA MALAYSIA

**STUDENT RESPONSES TO INSTRUCTIONAL ACTIVITIES
IN THE LITERATURE IN ENGLISH CLASSROOM**

IRENE WAN YOKE QUIN

FPP 2011 38

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IRENE WAN YOKE QUIN

**MASTER OF SCIENCE
UNIVERSITI PUTRA MALAYSIA**

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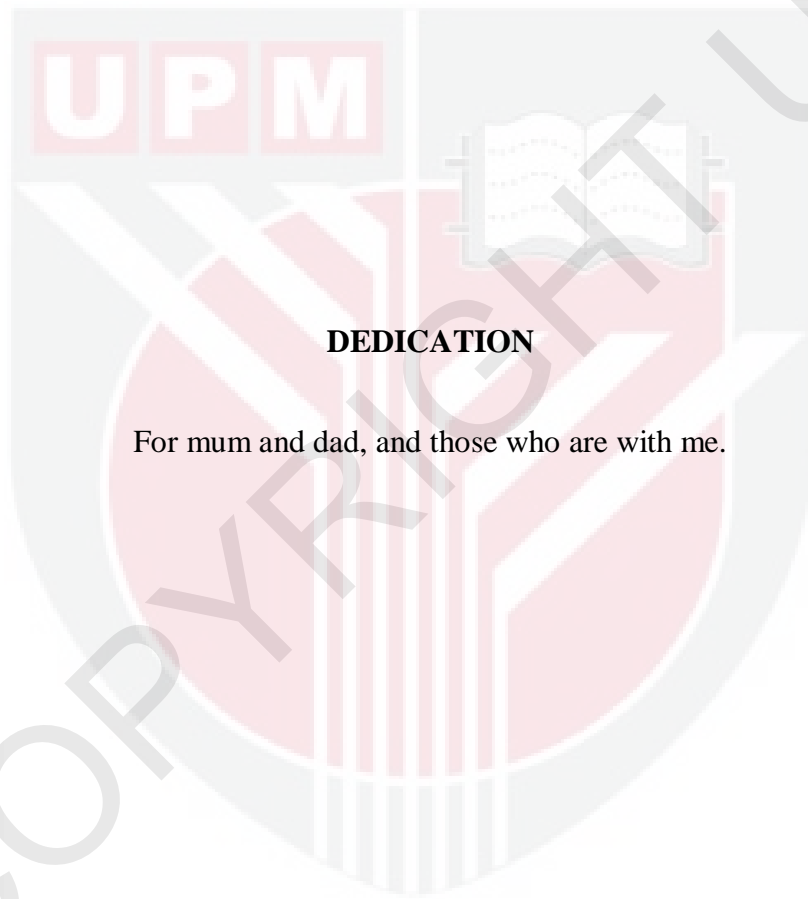
**STUDENT RESPONSES TO INSTRUCTIONAL ACTIVITIES IN THE
LITERATURE IN ENGLISH CLASSROOM**

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

STUDENT RESPONSES TO INSTRUCTIONAL ACTIVITIES IN THE LITERATURE IN ENGLISH CLASSROOM

By

IRENE WAN YOKE QUIN

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 discussive 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 KESUSASTERAAN DALAM BAHASA INGGERIS**

Oleh

IRENE WAN YOKE QUIN

April 2011

Pengerusi: Profesor Malachi Edwin Vethamani, PhD

Fakulti: Pengajian Pendidikan

Kajian ini bertujuan untuk mengkaji respon pelajar terhadap aktiviti-aktiviti pengajaran dalam komponen kesusasteraan dalam Bahasa Inggeris. Kajian menyeluruh ini dijalankan berpandukan empat persoalan kajian: 1) Apakah respon pelajar terhadap komponen kesusasteraan dalam Bahasa Inggeris? 2) Apakah jenis-jenis aktiviti pengajaran yang sering dijalankan semasa pengajaran komponen kesusasteraan dalam Bahasa Inggeris? 3) Apakah respon pelajar terhadap jenis-jenis aktiviti pengajaran yang digunakan di dalam pengajaran komponen kesusasteraan dalam Bahasa Inggeris? 4) Apakah jenis-jenis aktiviti pengajaran yang digemari oleh pelajar di dalam pengajaran komponen kesusasteraan dalam Bahasa Inggeris? Persoalan-persoalan ini dijadikan panduan di sepanjang penyelidikan bagi mengkaji respon pelajar terhadap aktiviti-aktiviti yang digunakan di dalam komponen kesusasteraan dalam Bahasa Inggeris, seterusnya kesinambungan dicari di antara respon pelajar terhadap aktiviti-aktiviti

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

Pendekatan penyelidikan yang diperlukan untuk menjawab persoalan ini memerlukan satu gambaran yang lebih menyeluruh, yakni, mengenalpasti trend dan generalisasi serta pengetahuan mendalam melalui perspektif peserta. Justeru itu, kaedah penyelidikan ‘mixed method’ dipilih sebagai metodologi penyelidikan bagi kajian ini. Data dikumpul daripada pelajar-pelajar Tingkatan 4, dari empat buah sekolah menengah kebangsaan. Para responden dipilih berdasarkan kriteria ‘purposive sampling’. Data dikumpul melalui borang soal selidik, temubual berstruktur, serta rujukan dokumen. Borang soal selidik dikemukakan kepada setiap responden yang terlibat di sekolah yang terpilih. Ini diikuti dengan pemilihan peserta secara rawak di setiap sekolah untuk menjalani temubual berstruktur, bagi menjawab persoalan yang memerlukan kaedah yang lebih bermiripkan perbincangan. Temubual ini telah dirakam menggunakan perakam suara digital. Sebagai tambahan, dokumen berbentuk rancangan pengajaran pengajar, sukatan pelajaran serta hasil kerja pelajar juga dikaji.

Kredibiliti kajian ini diperkuatkan 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 keberkesanaan sesuatu aktiviti itu dalam membantu pelajar memahami teks-teks yang digunakan dalam komponen tersebut serta kekerapan

sesuatu aktiviti itu digunakan dalam pengajaran komponen tersebut. Aktiviti-aktiviti pengajaran yang terlalu kerap digunakan dalam pengajaran komponen tersebut menyebabkan pelajar-pelajar tidak berminat menyiapkan aktiviti-aktiviti tersebut. Amalan pelajar dalam pembelajaran komponen kesustreraan 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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Committee members, Professor Dr. Malachi Edwin Vethamani and Dr. Fadzilah Abdul Rahman has given invaluable assistance and guidance throughout this journey. My supervisor, Professor Edwin's excellent mentorship and comprehensive feedback guided my study. Dr. Fadzilah inspired me intellectually and spiritually which helped me kept going, not giving up throughout this journey.

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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.

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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

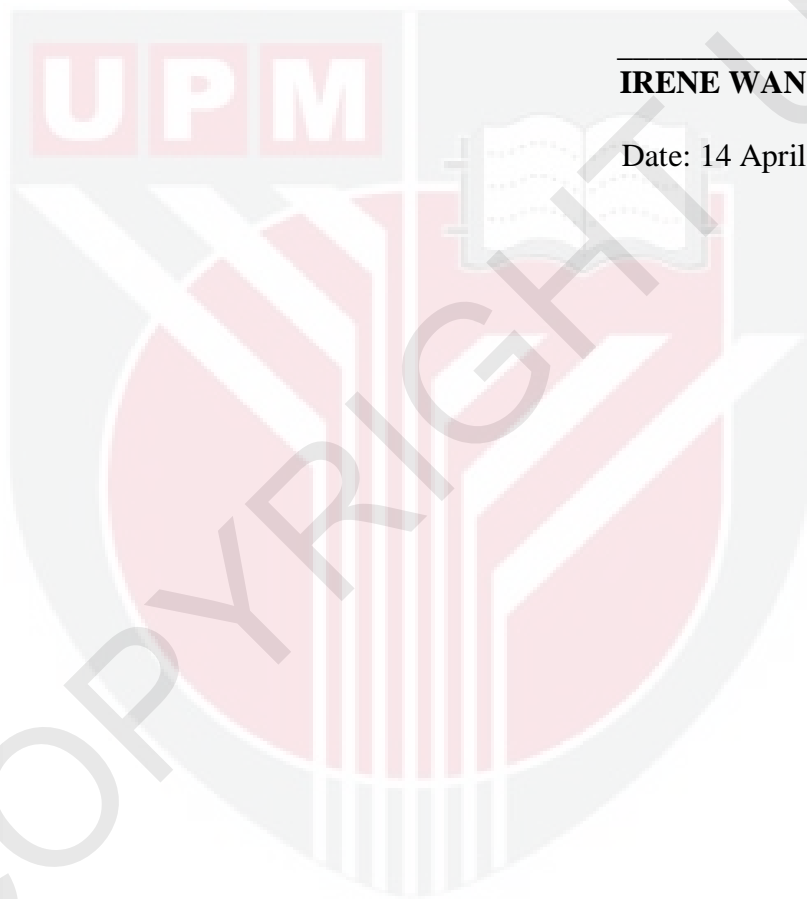


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