



UNIVERSITI PUTRA MALAYSIA

**EVALUATION OF TEACHING OF THINKING SKILLS AMONG
ESL LEARNERS AT SELECTED PUBLIC INSTITUTIONS
OF HIGHER LEARNING**

SHARIFAH SHEHA BINTI SYED AZIZ BAFTIM

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THINKING SKILLS AMONG ESL LEARNERS
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By

SHARIFAH SHEHA BINTI SYED AZIZ BAFTIM

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in Fulfilment of the Requirements for the Degree of
Doctor of Philosophy**

September 2012

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in fulfilment of the requirement for the degree of Doctor of Philosophy

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Chair : Ghazali Mustapha, PhD

Faculty: Faculty of Educational Studies

Thinking skills have been implemented in the curriculum of higher learning, however, there is a dearth of studies on the extent to which these skills are infused in the teaching and learning context. Thus, this research is aimed at carrying out an investigation on the infusion of thinking skills among ESL learners of the Pre-diploma and Diploma in Science program in a selected institution of higher learning. The objectives of this study is to evaluate the presence of thinking skills and the progression of the use of the thinking skills in the English language courses at the planning, implementation and assessment stages from lower order to higher order thinking from the pre-diploma level to the diploma level in the program.

This was a descriptive exploratory study which employed mixed method strategies to collect data, namely interview with the selected

lecturers, classroom audio recording and content analysis on related documents for each of the three instructional development stages, namely planning, implementation and assessment stages.

The findings show that thinking skills are present in the English language program at all three stages of the Pre-diploma and Diploma in Science program in a selected institution of higher learning. However, more emphasis is given to the inclusion of lower order thinking elements, even though elements of higher order thinking skills are visible. There is a progression in the inclusion of the higher order thinking skills across the subject codes, with some inconsistencies found in relation to the frequency of higher order thinking skills calculated in each of the three stages, especially between the curriculum at the planning stage and other constructs. The incompatibility shows that there is a definite loss in translation to the syllabus that is specifically designed for the teachers to use as a guide and plan for action. Therefore, it is recommended that the infusion of higher order thinking skills in the subjects at the tertiary level is highlighted not only in the curriculum, but also in the actual teaching process and in the assessment of the subject. This will ensure continuous improvement on the curriculum development and guarantee the effectiveness of the programs that are implemented at the tertiary level.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra
Malaysia
sebagai memenuhi keperluan untuk ijazah Falsafah Kedoktoran

**PENERAPAN KEMAHIRAN BERFIKIR DALAM PENGAJARAN
BAHASA INGERIS DI INSTITUSI TERPILIH DI PERINGKAT
PENGAJIAN TINGGI**

Oleh

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Sejak beberapa tahun yang lalu, kemahiran berfikir telah diperkenalkan dalam kurikulum di peringkat pengajian tinggi, demi untuk memenuhi visi kerajaan Malaysia dalam menghasilkan individu yang berpotensi penuh supaya dapat menangani sebarang cabaran di era globalisasi ini. Memandangkan penilaian dan penyelidikan ke atas keberkesanan pengajaran kemahiran berfikir di peringkat pengajian tinggi amat berkurangan, kajian ini dijalankan untuk memastikan penambahbaikan yang berterusan dan kelancaran proses pengajaran dan pembelajaran.

Kajian ini bertujuan untuk menilai penerapan kemahiran berfikir yang dilaksanakan dalam subjek Bahasa Inggeris di peringkat program Pra-diploma dan Diploma Sains di institusi yang terpilih di peringkat pengajian tinggi. Objektif kajian ini adalah untuk

menentukan kewujudan kemahiran berfikir dalam pengajaran Bahasa Inggeris di peringkat perancangan, implementasi dan penilaian subjek tersebut di institusi tersebut. Di samping itu, objektif kajian ini juga bertujuan untuk melihat tahap peningkatan pengaplikasian kemahiran berfikir dari aras rendah ke aras tinggi dalam subjek Bahasa Inggeris di keseluruhan program bermula dari peringkat pra-diploma ke peringkat diploma sains.

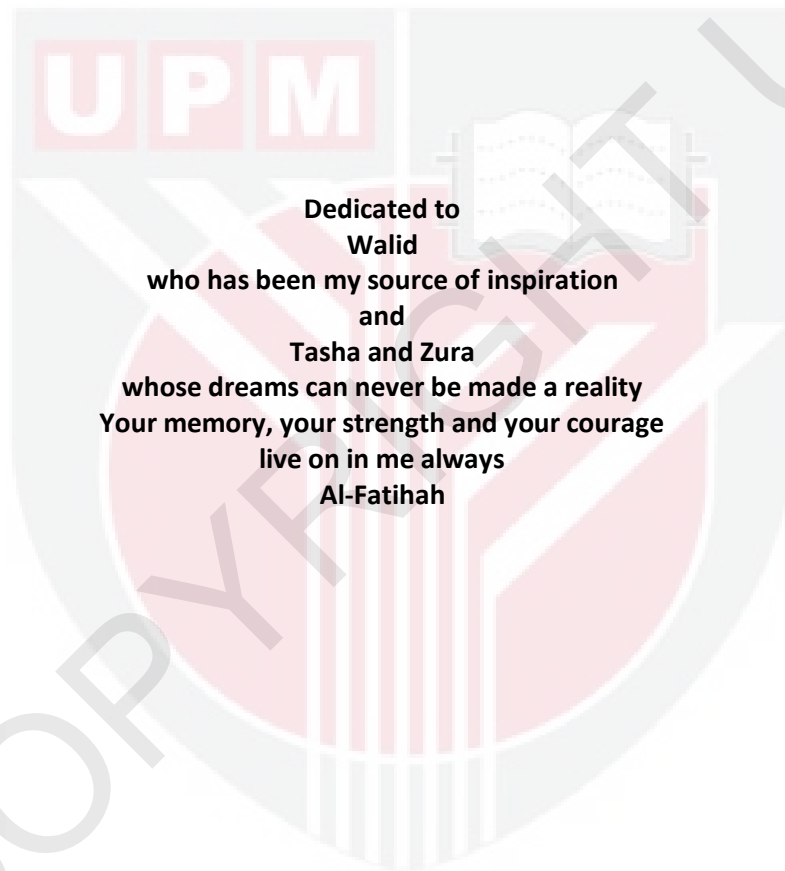
Kajian ini berbentuk deskriptif dan eksploratori, dan dijalankan secara kualitatif dengan penggunaan kaedah kepelbagaian untuk mengumpul data iaitu temuramah, rakaman audio dalam kelas, dan analisis kandungan (content analysis) bagi dokumen-dokumen yang berkaitan dalam ketiga-tiga peringkat pengajaran iaitu perancangan, implementasi dan penilaian subjek.

Kajian ini telah membuktikan kewujudan kemahiran berfikir dalam subjek Bahasa Inggeris di ketiga-tiga peringkat pengajaran iaitu perancangan, implementasi dan penilaian subjek dalam program Pra-diploma dan Diploma Sains di institusi yang terpilih di peringkat pengajian tinggi. Secara keseluruhannya, lebih penekanan diberi kepada pengajaran yang berunsurkan kemahiran berfikir aras rendah dalam subjek ini. Namun begitu, elemen-elemen kemahiran berfikir aras tinggi masih dapat dikenalpasti, dan secara amnya, terdapat peningkatan tahap pengaplikasian kemahiran

berfikir dari aras rendah ke aras tinggi dalam kod-kod subjek Bahasa Inggeris dari peringkat pra-diploma ke peringkat diploma.

Hasil kajian juga mendapati bahawa pengiraan frekuensi kemahiran berfikir aras tinggi tidak konsisten dalam setiap peringkat pengajaran Bahasa Inggeris itu. Ketidakselarian ini menunjukkan bahawa pengajaran kemahiran berfikir yang termaktub di dalam kurikulum yang bertindak sebagai pelan pengajaran dan penilaian, tidak sampai sepenuhnya ke semua peringkat pengajaran.

Dalam program Pra-diploma dan Diploma Sains, penyebatian kemahiran berfikir di dalam ketiga-tiga peringkat pengajaran Bahasa Inggeris perlu seimbang agar proses pengajaran lebih efektif. Oleh yang sedemikian, dicadangkan agar pengajaran kemahiran berfikir diberi lebih penekanan bukan sahaja di dalam kurikulum di peringkat perancangan, tetapi juga diberi penekanan di peringkat implementasi dan juga di peringkat penilaian, di mana terdapatnya proses pengajaran yang sebenar, di semua institusi-institusi pendidikan tinggi. Ini akan memastikan aspirasi kerajaan Malaysia yang termaktub di dalam Pelan Malaysia Ke Sepuluh dipenuhi dan dicapai.



**Dedicated to
Walid
who has been my source of inspiration
and
Tasha and Zura
whose dreams can never be made a reality
Your memory, your strength and your courage
live on in me always
Al-Fatihah**

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Last but not least, to all my family members, thank you for believing in me.

I certify that a Thesis Examination Committee has met on 21 September 2012 to conduct the final examination of Sharifah Sheha Binti Syed Aziz Baftim on her thesis entitled "The infusion of thinking skills among ESL learners in a selected public institution of higher learning" in accordance with the Universities and University College 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 degree of Doctor of Philosophy.

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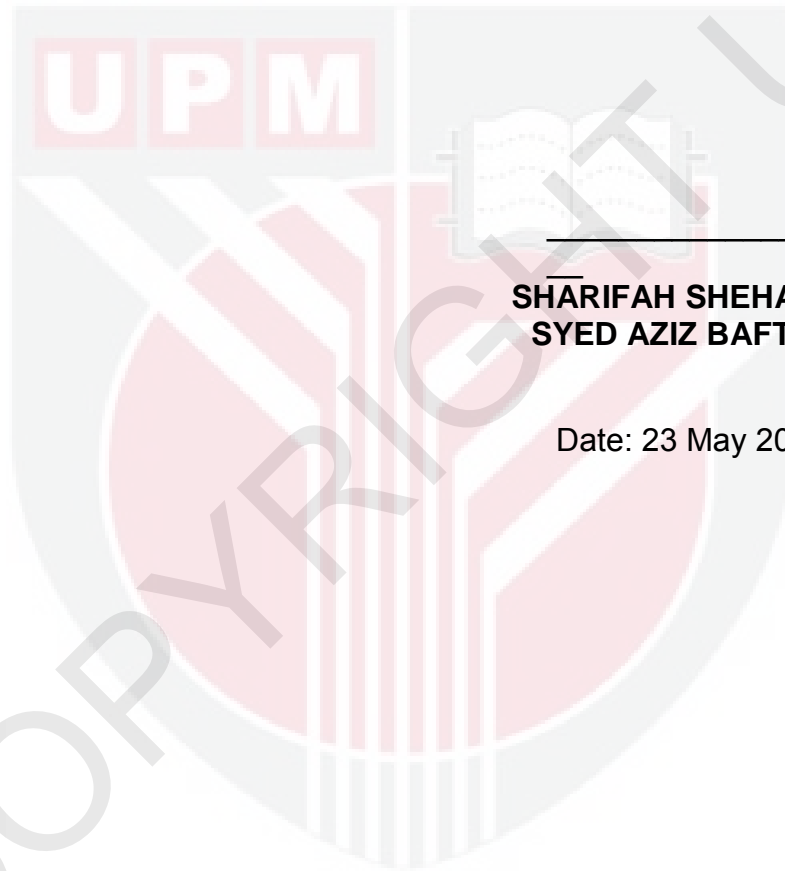
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PhD**

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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 at any other institution.



**SHARIFAH SHEHA BINTI
SYED AZIZ BAFTIM**

Date: 23 May 2013



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LIST OF ABBREVIATIONS

CT	-	COGAFF Taxonomy
LOTS	-	Lower order thinking skills
HOTS	-	Higher order thinking skills
MOQ	-	Mental operation questions
SPM	-	Sijil Peperiksaan Malaysia (Certificate of Malaysian Examination)
UO	-	A selected university

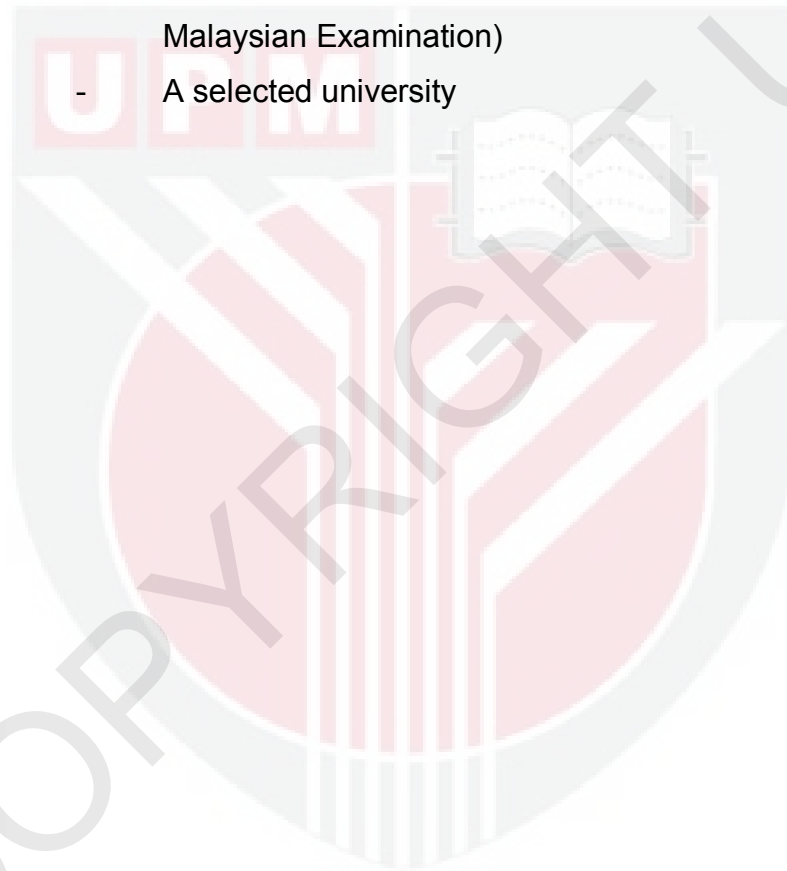


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