



UNIVERSITI PUTRA MALAYSIA

***STUDENTS' MEANING-MAKING STRATEGIES IN THEIR READING OF
CANONICAL TEXTS AND YOUNG ADULT LITERATURE***

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By

RAJANDARAN A/L PERUMAL

**This thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of
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April 2012

Abstract of thesis presented to the Senate of Universiti Putra Malaysia
in fulfilment of the requirement for the degree of Doctor of Philosophy

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Chair: Roselan b. Baki, PhD

Faculty: Faculty of Educational Studies

The objectives of this study were to record and discuss students' meaning-making strategies in reading canonical texts and young adult literary texts (YAL). The researcher wanted to study students' meaning-making strategies to study if these strategies can provide evidence to what would be pedagogically appropriate literary texts in the classroom. The data was collected using three methods. First, the participants read two novels and kept an online journal. The participants wrote journal responses for both the canonical text and YAL. Second, the participants responded to prompts in an online forum. Third, the participants were interviewed.

The study indicated that the most frequent meaning-making strategies used by the participants were synthesizing, determining importance, making connections, predictions, visualizing, questioning, monitoring, use of intertextuality and using the Internet and on-line applications. One major finding was that the participants used more meaning-making strategies when the literary text that they were reading presented more reading challenges. One difference in the use of meaning-making strategies was that

on-line applications were used only in reading the canonical texts: *Wuthering Heights* and *Great Expectations*.

The implications discussed include the use of YAL as a classroom text. It discussed using young adult literary text as a 'bridge' to read and understand canonical texts. Participants' effortless use of technology in searching for ways to help in their meaning-making strategy was also discussed as an implication of bringing and using technology, for example, movies based on novels, in the reading of literature. Text selection is important in drawing students' interest in reading literary texts. Providing opportunities for students to make connections with literature in the classroom and outside the classroom should be the objective of all teachers who use any category of literary texts in the teaching and learning of literature.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
Sebagai memenuhi keperluan untuk ijazah Doktor Falsafah.

**STRATEGI PEMBENTUKAN MAKNA PELAJAR DALAM MEMBACA
TEKS KARYA AGUNG DAN SASTERA REMAJA**

Oleh

RAJANDARAN A/L PERUMAL

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Objektif kajian ini adalah untuk merekodkan dan membincangkan strategi pembentukan makna pelajar dalam membaca teks karya agung dan teks sastera remaja. Pengkaji ingin mengkaji strategi pembentukan makna pelajar-pelajar untuk melihat samada strategi-strategi ini boleh memberikan bukti tentang apakah yang boleh secara pedagogi menjadi teks sastera yang sesuai di dalam bilik darjah. Data telah dikumpulkan dengan menggunakan tiga kaedah. Pertama, peserta-peserta membaca novel dan menyimpan jurnal dalam talian. Peserta-peserta telah menulis gerak balas mereka di dalam jurnal tersebut untuk kedua-dua teks karya agung dan teks sastera remaja. Kedua, peserta-peserta telah memberikan respon atau gerak balas kepada bantu ingat di dalam sebuah forum dalam talian. Ketiga, peserta-peserta juga telah ditemuduga.

Kajian ini menunjukkan bahawa strategi pembentukan makna yang paling kerap digunakan oleh peserta-peserta adalah pensintesisan, menentukan kepentingan, membuat kaitan, ramalan, pemvisualan, penyoalan, pemantauan, penggunaan antara-

tekstualiti, dan juga penggunaan Internet dan aplikasi dalam talian. Satu penemuan penting adalah peserta-peserta menggunakan lebih banyak strategi pembentukan makna apabila teks sastera yang dibaca memberikan lebih banyak cabaran membaca. Satu perbezaan di dalam penggunaan strategi pembentukan makna adalah aplikasi dalam talian hanya digunakan untuk membaca teks karya agung: *Wuthering Heights* dan *Great Expectations*.

Implikasi yang dibincangkan adalah penggunaan teks sastera remaja sebagai teks di dalam bilik darjah. Ia membincangkan penggunaan teks sastera remaja sebagai satu 'jambatan' untuk membaca dan memahami teks karya agung. Penggunaan teknologi yang lancar oleh peserta dalam mencari cara yang dapat membantu mereka di dalam strategi pembentukan makna turut dibincangkan sebagai satu implikasi untuk membawa dan menggunakan teknologi, sebagai contoh filem berdasarkan novel, di dalam pembacaan kesusasteraan. Pemilihan teks adalah penting dalam menarik minat pelajar untuk membaca teks sastera. Menyediakan peluang kepada pelajar untuk membuat kaitan dengan kesusasteraan di dalam dan di luar bilik darjah haruslah menjadi objektif kesemua guru yang menggunakan mana-mana kategori teks sastera di dalam pengajaran dan pembelajaran kesusasteraan.

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I certify that an Examination Committee has met on the 5th April 2012 to conduct the final examination of Rajandaran a/l Perumal on his Doctor of Philosophy thesis entitled “Students’ Meaning-Making Strategies in their Reading of Canonical Texts and Young Adult Literature” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the student be awarded the degree of Doctor of Philosophy.

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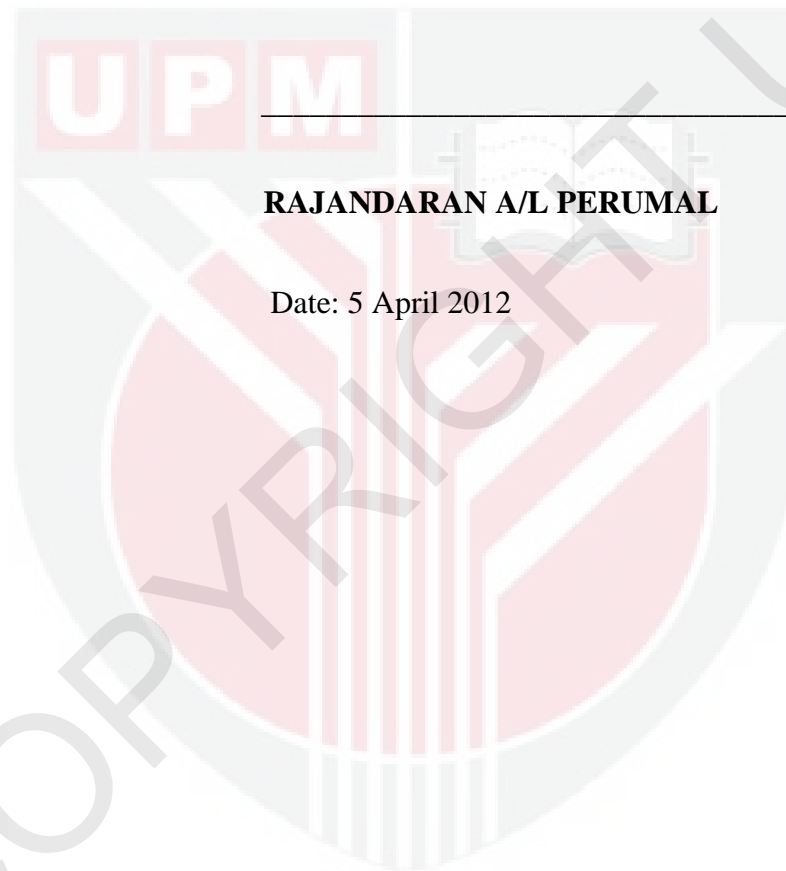
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DECLARATION

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 degree at Universiti Putra Malaysia or any other institution.



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Date: 5 April 2012



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