UNIVERSITI PUTRA MALAYSIA

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

RAJANDARAN A/L PERUMAL

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By

RAJANDARAN A/L PERUMAL

Thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements 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: \textit{Wuthering Heights} and \textit{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 Dokor Falsafah.

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

Oleh
RAJANDARAN A/L PERUMAL
April 2012

Pengerusi: Roselan b. Baki, PhD
Fakulti: Fakulti Pengajian Pendidikan


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*.

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I also like to take this opportunity to thank my family, relatives and friends who have contributed to my success.
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.

Members of the Examination Committee were as follows:

Jamaliah Abdul Hamid, PhD  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

Wan Roselezam Wan Yahya, PhD  
Associate Professor  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
(Internal Examiner)

Hj. Rosli Talif, PhD  
Associate Professor  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
(Internal Examiner)

Alan Durant, PhD  
Professor  
Middlesex University in London,  
The Burroughs,  
London NW4 4BT  
(External Examiner)

______________________________  
SEOW HENG FONG, PhD  
Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia  

Date:
This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirements for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Roselan bin Baki, PhD**  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Fauziah bt Hassan, PhD**  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Nooreen bt Noordin, PhD**  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Malachi Edwin Vethamani, PhD**  
Professor  
School of Education  
Taylor’s University  
(Member)

__________________________________  
BUJANG BIN KIM HUAT, 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 degree at Universiti Putra Malaysia or any other institution.

______________________________
RAJANDARAN A/L PERUMAL

Date: 5 April 2012
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