UNIVERSITI PUTRA MALAYSIA

COMPARISON BETWEEN COMPETENT AND BASIC ENGLISH LANGUAGE LEARNERS USING COGNITIVE AND AFFECTIVE LEARNING STRATEGIES

AMALI BINTI AHMAD KHAIR

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COMPARISON BETWEEN COMPETENT AND BASIC ENGLISH LANGUAGE LEARNERS USING COGNITIVE AND AFFECTIVE LEARNING STRATEGIES

By

AMALI BINTI AHMAD KHAIR

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

March 2007

DEDICATION

To my late father,
Hj. Ahmad Khair bin Taib,

For his love, understanding and unrelenting support till the end;

To my mother,
Arfah @ Jamaliah bt. Hj. Ahmad,

For her love, everlasting ‘wake up call’ and 100% encouragement;

To my auntie,
Atikah bt. Hj. Ahmad,

For her understanding, support in her own right and constructive criticisms;

To my siblings,
Dik Nie, Shal, Wahdi, Yang and Deena,

For their love, unfailing ‘push’ and support in their own individual way;

To my beloved soulmate and my tower of strength, my husband,
Juwahir bin Kayan,

For his undying love, endless understanding and eternal support;

And

To my three beautiful daughters,
Afif Bazlaa, Afif Nuhaa and Afif Ulfaa,

For their beautiful selves and smiles, joys and laughter, and forever ‘chaos’ and ’noises’ in my life.

All of you mean so much to me and you are all truly and absolutely beautiful in my eyes and in my heart.

Nothing is wasted,
Nothing is forgotten...

Abstract of a thesis presented to the Senate of Universiti Putra Malaysia in partial fulfillment of the requirement for the degree of Master of Science

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AMALI BINTI AHMAD KHAIR

March 2007

Chairman: **Ghazali Mustapha, PhD**

Faculty: **Educational Studies**

This study was carried out mainly to examine the disparity of achievement between the excellent and below the average students in relation to their cognitive and affective application in their learning styles. The study focused on whether or not the application of CCTS (Critical and Creative Thinking Skills) or TS (Thinking skills) in their learning strategies is significant.

Therefore, a two-fold (quantitative and qualitative method) quasi-experimental one group pretest posttest type of study was conducted to investigate the phenomenon. This study consists of three methods of data collection; responses from the

questionnaire, taped recording responses from the interviews and the analysis of the transcribed lessons conducted. A comparative study between two types of respondents are involved in this study; namely the excellent and below the average students using English as a second language thus 129 students of B(Ed.) TESL in UPM were being partially experimented on. The subjects were required to respond to the five section questionnaire of forty nine (49) items which included section A – Student's profile and Habitual Tasks, section B – Parents' or Guardian's Background, section C – What a Good Learner Can Teach Us (a perception of excellent students on how to excel), section D (i) and (ii) – COGAFF and section E – Multiple Intelligence Inventory; for the quantitative part of the study. Analyses of the quantitative data were carried out using SPSS Version 13.0. The qualitative aspect of the study was basically based on the interview on how they learnt English, their experience in the process of learning the language and their strategies on how to excel in learning the target language. The transcriptions of the two lessons were provided in this study to show that the application of CCTS can either be in an 'overt' or direct kind of intervention or in a 'covert' or subtle manner of teaching as well. This was shown in the consolidation section when the researcher added another six (6) excellent students from the Al Bukhary Complex as she found that the initial part of the study proved to be insufficient in providing data of the excellent students. Therefore, the total number of respondents involved in this study was 135 students.

From the descriptive analyses of the data it was discovered that the two groups of students exhibit differences in their habitual tasks and these differences can be narrowed through intervention. From the analyses of paired samples t tests and independent samples t tests of SPSS Version 13.0 it was discovered that the two groups of students also exhibit significant differences in their perception of what good learners can teach them in terms of strategies and learning styles; in their strategies and learning styles based on their cognitive and affective domains; and also in their thinking skills, all of which can be narrowed using intervention.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi sebahagian keperluan untuk ijazah Master Sains

PERBANDINGAN DI ANTARA PELAJAR-PELAJAR KOMPETEN DAN PELAJAR-PELAJAR ASAS BAHASA INGGERIS DENGAN MENGGUNAKAN STRATEGI PEMBELAJARAN KOGNITIF DAN AFEKTIF

Oleh

AMALI BINTI AHMAD KHAIR

March 2007

Pengerusi: **Ghazali Mustapha, PhD**

Fakulti: **Pengajian Pendidikan**

Kajian ini bertujuan untuk mengkaji perbezaan pencapaian di antara pelajar-pelajar cemerlang dan pelajar-pelajar yang lemah berdasarkan kepada aplikasi kognitif dan afektif di dalam stail pembelajaran mereka. Kajian ini menjurus kepada menjawab persoalan samaada aplikasi kemahiran berfikir secara kreatif dan kritikal (CCTS) ataupun kemahiran berfikir (TS) di dalam strategi pembelajaran mereka signifikan. Untuk mencapai tujuan ini satu kajian separuh ekspiremen yang menggunakan kaedah perbandingan pra dan pasca kajian telah dijalankan.

Kajian ini mengandungi tiga kaedah pengumpulan maklumat iaitu; penggunaan borang kaji selidik; jawapan dari temuduga yang dirakamkan; dan dari analisa transkripsi pengajaran yang telah dijalankan. Kajian ini juga melibatkan satu perbandingan di antara pelajar-pelajar cemerlang dan yang lemah dalam aspek penguasaan Bahasa Inggeris sebagai bahasa kedua. Sejumlah 129 pelajar B. (Ed) TESL di Universiti Putra Malaysia telah disoal selidik untuk kajian ini. Responden telah dikehendaki menjawab sebanyak 49 soalan di dalam 5 bahagian melalui borang soal selidik iaitu; Bahagian A – Profail Pelajar dan Tugas Rutin (Habitual Tasks); Bahagian B – Latar Belakang Ibubapa atau Penjaga; Bahagian C – Persepsi Apa Yang Boleh Diajar Oleh Seorang Pelajar Cemerlang (satu persepsi bagaimana pelajar cemerlang beroleh kejayaan); Bahagian D (i) dan (ii) – COGAFF; dan Bahagian E – Inventori Kecerdasan Pelbagai (Multiple Intelligence). Analisa data kuantitatif telah dibuat menggunakan SPSS Versi 13.0 manakala analisa kualitatif melalui temuduga yang menjurus kepada bagaimana responden belajar Bahasa Inggeris, pengalaman mereka di dalam mempelajari bahasa tersebut dan strategi-strategi bagaimana untuk mencapai kecemerlangan di dalam pemguasaan bahasa tersebut. Transkripsi pengajaran-pengajaran telah dibuat di dalam kajian ini untuk menunjukkan aplikasi kemahiran berfikir secara kreatif dan kritikal (CCTS) boleh dilaksanakan melalui kaedah pencelahan yang nyata (overt intervention) ataupun tidak nyata (covert intervention). Bagi mengukuhkan lagi keputusan kajian, pengkaji telah menambah sejumlah enam orang lagi responden yang cemerlang dari Kompleks Pendidikan Al Bukhary, Alor Star di dalam kajian beliau untuk dianalisa

secara kualitatif dan kuantitatif menjadikan jumlah responden seramai 135 orang kesemuanya.

Dari analisa deskriptif yang dijalankan, kajian ini mendapati bahawa kedua-dua kumpulan pelajar terbabit menunjukkan perbezaan dari segi tugas rutin (habitual tasks) yang mana jurang itu dapat dirapatkan melalui pencelahan (intervention). Melalui analisa yang menggunakan *paired samples t test* dan *independent samples t test* SPSS Versi 13.0, kajian ini telah mendapati bahawa kedua-dua kumpulan pelajar menunjukkan perbezaan yang signifikan di dalam persepsi mereka terhadap apa pelajar cemerlang dapat mengajar mereka dari segi strategi dan stail pembelajaran; di dalam strategi dan stail pembelajaran berlandaskan aspek kognitif dan afektif mereka; dan juga di dalam kemahiran berfikir, yang mana kesemua perbezaan ini dapat dikurangkan melalui kaedah pencelahan (intervention/treatment).

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Approval Sheet

Saya mengesahkan bahawa satu Jawatakuasa Pemeriksa telah berjumpa pada 5 Januari 2007 untuk menjalankan peperiksaan akhir bagi Amali binti Ahmad Khair untuk menilai tesis Master Sains beliau yang bertajuk "Comparison between Competent and Basic English Language Learners Using Cognitive and Affective Learning Strategies" mengikut Akta Universiti Pertanian Malaysia (Ijazah Lanjutan) 1980 dan Peraturan Universiti Pertanian Malaysia (Ijazah Lanjutan) 1981. Jawatankuasa Pemeriksa tersebut telah memperakukan bahawa calon ini layak dianugerahi ijazah Master Sains.

Ahli Jawatankuasa Pemeriksa adalah seperti berikut:

Roselan Baki, PhD
Pensyarah
Fakulti Pengajian Pendidikan
Universiti Putra Malaysia
(Pengerusi)

Jayakaran Mukundan, PhD
Pensyarah
Fakulti Pengajian Pendidikan
Universiti Putra Malaysia
(Pemeriksa Dalam)

Noreen Noordin, PhD
Pensyarah
Fakulti Pengajian Pendidikan
Universiti Putra Malaysia
(Pemeriksa Dalam)

_____
HASANAH MOJHD. GHAZALI, PhD
Profesor dan Timbalan Dekan
Sekolah Pengajian Siswazah
Universiti Putra Malaysia

Tarikh:

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LIST OF ABBREVIATIONS/NOTATIONS/GLOSSARY OF TERMS

AS	-	Average students
BAS	-	Below the average students
CCTS	-	Critical and creative thinking skills
COGAFF	-	Cognitive and Affective Taxonomy
EPT	-	English Placement Test
EQ	-	Emotional quotient
ESL	-	English as a Second Language
HOTs	-	Higher Order Thinking skills
KBKK	-	Kemahiran Berfikir secara Kritis dan Kreatif
LOTP	-	Lower Order Thoughts Processes
LOTs	-	Lower Order Thinking skills
MI	-	Multiple Intelligences
MoE	-	Ministry of Education
MUET	-	Malaysian University English Test
PMR	-	Penilaian Menengah Rendah
SPM	-	Sijil Pelajaran Malaysia

STPM	-	Sijil Tinggi Pelajaran Malaysia
TESL	-	Teaching English as a Second Language
TS	-	Thinking skills
TSIA	-	Thinking Skills Inventory of Achievement
TSI	-	Thinking Skills Inventory
UPM	-	Universiti Putra Malaysia
UPSR	-	Ujian Penilaian Sekolah Rendah

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This thesis is submitted to the Senate of Universiti Putra Malaysia and has been accepted as partial fulfillment of the requirement for the degree of Master of Science. The members of the Supervisory Committee are as follows:

Ghazali Mustapha, PhD
Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Turiman Suandi, PhD
Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Samsilah Roslan, PhD
Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

_____

AINI IDERIS, PhD
Professor/Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations, which have been dully acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

_____

AMALI BINTI AHMAD KHAIR

Date: