



UNIVERSITI PUTRA MALAYSIA

**USE OF COMPUTER FACILITIES TO DEVELOP STUDENTS
ENGLISH IN PETALING AND HULU LANGAT SECONDARY
SCHOOLS**

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USE OF COMPUTER FACILITIES TO DEVELOP STUDENTS' ENGLISH IN
PETALING AND HULU LANGAT SECONDARY SCHOOLS

by
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LIST OF ABBREVIATIONS

BASIC	Beginner's All-Purpose Symbolic Instruction Code
CAI	Computer-Assisted Instruction
CALT	Computer-Assisted Language Teaching
CALL	Computer-Assisted Language Learning
CIE	Computers in Education
EPRD	Educational Planning and Research Division, Ministry of Education
IBM	International Business Machines
IPPN	Institut Pengurusan Pendidikan Negara, Ministry of Education
MAMPU	Malaysian Administrative Modernisation and Management Planning Unit, Prime Minister's Department
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
UPM	Universiti Pertanian Malaysia



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by

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November 1988

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Malaysian schools are encouraged to acquire computers, and use them to teach English. However, most teachers have not been trained to do this, so computer-assisted instruction may not be taking place.

The interview and questionnaire techniques were used to survey the computer hardware and software available in computer clubs in government secondary schools in the Petaling and Hulu Langat districts of Selangor Darul Ehsan, and investigate how these facilities were used to develop students' English. Frequency counts were made, and the median was used to measure central tendency.



Ninety percent of the target schools had computer clubs, with a median of 9.5 computers per club. Most computers were Apple or IBM compatible. Few schools used software specifically written to teach English. However, several programs with language-teaching potential, such as content-free packages, and packages using English on the screen, were used.

Computing was a co-curricular activity so access to computers was gained through subscription to computer clubs. An average of about ten percent of Form One and Two pupils, and three teachers, per school, belonged to these. The most common computer club activities were programming and word-processing. Common problems included lack of money, hardware, and space, and breakdown of equipment; and lack of information about software.

Students were interested in using the computer to learn English, and felt it could be an effective teaching aid. However, little deliberate attempt was made to use the computer to teach English. The writer concludes that school computer clubs will need to be reorganised, if computers are to be used to teach English and other subjects. Suggestions are made for a course to train teachers in using computers to teach English.



Abstrak tesis yang dimajukan kepada Senat Universiti Pertanian Malaysia bagi memenuhi sebahagian keperluan sebahagian daripada keperluan untuk Ijazah Master Sains.

PENGGUNAAN KOMPUTER UNTUK MENINGKATKAN PENGUASAAN
BAHASA INGGERIS MURID-MURID DI SEKOLAH-SEKOLAH MENENGAH DI
DAERAH PETALING DAN HULU LANGAT

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Sekolah-sekolah di Malaysia digalakkan memperolehi komputer dan menggunakannya dalam pengajaran bahasa Inggeris.

Walau bagaimanapun, kebanyakan guru belum lagi dilatih untuk menggunakannya. Oleh itu pengajaran dengan bantuan komputer tidak dilaksanakan.

Teknik secara temuduga dan soalselidik telah digunakan untuk membanci bilangan perkakasan dan perisian komputer yang terdapat di kelab-kelab komputer di sekolah-sekolah menengah kerajaan di daerah Petaling dan Hulu Langat, Selangor Darul Ehsan, dan mengkaji bagaimana komputer digunakan untuk memperbaiki bahasa Inggeris para pelajar. Kiraan kekerapan telah dibuat dan nilai median telah digunakan untuk mengukur kecenderungan memusat.



Sembilan puluh peratus daripada sekolah sasaran telah menubuhkan kelab komputer dengan purata pertengahannya 9.5 komputer bagi setiap kelab. Kebanyakannya adalah jenis Apple atau IBM "compatible". Sebilangan kecil sekolah sahaja menggunakan perisian bertulis untuk mengajarkan bahasa Inggeris. Walaubagaimanapun, kebanyakan program yang mempunyai potensi mengajar bahasa seperti jenis 'content-free' dan yang menggunakan bahasa Inggeris di paparan komputer digunakan.

Penggunaan komputer merupakan suatu aktiviti ko-kurikulum. Dengan demikian kemudahan menggunakan komputer diperolehi dengan cara menjadi ahli kelab komputer. Sepuluh peratus daripada murid Tingkatan Satu dan Dua, dan tiga orang guru, setiap sekolah, didapati termasuk dalam golongan ini. Kebanyakan aktiviti yang dijalankan oleh kelab komputer ialah pengaturcaraan dan pemprosesan perkataan. Masalah biasa yang dihadapi oleh kelab-kelab komputer ialah kekurangan kewangan, perkakasan, ruang tempat, kerosakan alatan, serta kekurangan maklumat tentang perisian.

Kebanyakan murid berminat belajar bahasa Inggeris dengan menggunakan komputer dan mereka merasakan bahawa komputer dapat dijadikan alat bantu mengajar yang berkesan. Walau bagaimanapun, sedikit sahaja usaha yang dibuat untuk menggunakan komputer dalam pengajaran bahasa Inggeris. Penulis berpendapat bahawa kelab komputer sekolah hendaklah disusun semula jika komputer hendak digunakan untuk mengajarkan bahasa Inggeris dan mata-mata



pelajaran lain. Dengan itu, cadangan dibuat supaya suatu kursus bagi melatih guru-guru menggunakan komputer dalam pengajaran bahasa Inggeris dapat diadakan.



CHAPTER 1

INTRODUCTION

Introduction

Over the past few years, computer hardware and software has become both cheaper and more sophisticated. This has made it more accessible, and at the same time more useful, to more and more people. As if to confirm the increasing role of the computer in modern life, it is becoming quite common to find computers in schools, in countries all over the world.

Different countries use computers in schools in different ways. In the United States of America "most schools have begun using computers in their instructional programs" (Becker, 1987, p. 149). For instance, at the grade equivalent to the Malaysian Forms One and Two, "there is substantial use in math and language arts (48%)" (Becker, 1987, p. 152). In the United States, most computer-assisted instruction (CAI) is done "with drill-and-practice or tutorial programs . . . (which) involves the computer . . . as an instructional medium" (Becker, 1987, p. 150). In a way, then, the computer substitutes for the teacher to teach selected items in the syllabus.



In the United Kingdom, on the other hand, the trend is towards using computers: "as educational tools, aiding in the teaching and learning process" (E, 1986, p. 12). The computer does not replace the teacher, it is simply a tool for the teacher to use, to stimulate groupwork and subsequent class discussion.

In Malaysia, computers were only introduced into schools in 1985. This was done in the absence of a clear policy, and so the patterns of computer usage are not generally known.

Statement of Problem

On the 17th September, 1985, the New Straits Times quoted Encik Ibrahim Mohamad Nor, the Ministry of Education's Assistant Director for Science and Mathematics, as saying that: "the Ministry of Education plans to provide at least five computers each in all secondary schools . . . next year". He then went on to say that: "initially the use of computers in schools will be limited to only English and Mathematics" (p. 2).

Following this announcement, many schools in Malaysia began to acquire computers. The number of schools with computer clubs increased very quickly: "from a quiet infancy - just 130 clubs as at November 1985 - computer clubs have grown to noisy puberty, numbering 500 in January this year" (Ranee, 1987, p. 12).

However, the sudden increase in the number of computers in schools does not reflect their use for specific educational purposes, thus illustrating the point made by Harvey and Wilson (1985):

the micro-computer bandwagon has not evolved from the field of education itself, but is the result of highly successful mass-marketing strategies employed by the manufacturers of hardware and software (p. 183-4).

Computers were introduced before teachers had been trained to use computer-assisted instruction (CAI). If teachers are not trained in CAI this could impede its successful implementation. As a result, it was decided to investigate how computers could be used to teach English in Malaysian schools.

Rubin says, "the language arts may well prove to be the area of the school curriculum in which computers can have the most dramatic impact" (quoted by Johnston, 1985, p. 198). This is because much computer software with educational potential uses English to communicate with the user. Other software with language teaching potential is content-free. Both of these types of software could be used to develop a range of language skills, including reading and writing. However, the extent to which such software is being used has yet to be determined.