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THE EFFECTIVENESS OF DOUBLE-ENTRY IN COMPREHENDING LITERARY TEXTS

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DECLARATION

I hereby declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.

16.10.2009

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ABSTRACT

This project is done in Sekolah Menengah Kebangsaan Seri Bera, a target school in Bera District. About 28 students were involved, they are among the selected students in Bera. This study is to measure the effectiveness of Double-Entry in learning literature. The objectives of Double-Entry is to enhance students on reading literary texts such as the novel of Potato People, a form two literature component and to enable them to answer questions in their examination (*Penilaian Menengah Rendah*) Paper 2 English Language. The used of table in Double-Entry is divided into two sections, on the left side of the table is to be written the original text from the novel and the second column is the students' own response. . By that students will read in order to take part in the activity. Students were free to give response but they need to support them with textual evidences. Students were guided by teachers and friends. Students practiced using the tables in preparing drafts for the answers. Students present their work by writing the answer in paragraphs.



ABSTRAK

Projek ini dijalankan di Sekolah Menengah Kebangsaan Seri Bera, sebuah Sekolah Rancangan Khas di daerah Bera. Pelajar yang terlibat adalah pelajar Tingkatan Dua seramai 28 orang. Pelajar-pelajar ini adalah pelajar-pelajar yang terpilih di Daerah Bera. Projek ini dijalankan untuk mengkaji keberkesanan pembelajaran komponen sastera menggunakan kaedah 'Double-Entry'. Objektif penggunaan Double-Entry adalah untuk merangsang pelajar agar membaca teks komponen sastera, 'Potato People', sebuah teks tingkatan Dua. Adalah diharapkan agar pelajar akan dapat menjawab soalan yang terdapat dalam Penilaian Menengah Rendah (PMR), Bahasa Inggeris Kertas 2. Jadual di pecahkan kepada dua bahagian, sebelah kiri mencatat teks asal daripada buku sastera dan di sebelah kanan mencatatkan respon pelajar. Pelajar perlu membaca untuk mengambil bahagian dalam aktiviti ini. Pelajar bebas memberi respon, tetapi mesti disertakan bahan sokongan dari novel yang dibaca. Pelajar mendapat bimbingan dan panduan dari guru dan rakan-rakan. Pelajar membuat latihan menyediakan draf jawapan untuk menulis jawapan. Jawapan kemudian ditulis dalam bentuk karangan.





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LIST OF ABBREVIATIONS

PMR	<i>Penilaian Menengah Rendah</i>
UPSR	<i>Ujian Pencapaian Sekolah Rendah</i>



Chapter One

INTRODUCTION



1.1 Background of the study

English Language is like the scent of rose, it tends linger on long after you have smelt it. Perhaps that is why it is the most widely used language in the world. If only you realize the gift that lies within you, you will be very shocked to know that getting through the English paper is quite “breezy”. English is extremely important and you will soon find out that is actually within your reach. All you have to do is reach out and grab it.





As for writing is one of the components in the English Language Syllabus. It is very important to teach writing as it is one of the components tested in the *Penilaian Menengah Rendah (PMR)* for form 3 students. Paper 2 of the English

Language Paper was divided into 3 sections, Section A tested on Directed Writing and carries 30 marks, Section B is tested on summary and carries 10 marks and Section C is tested on Literature Component, it carries 10 marks. The English Language, Paper 2 English is evaluated by following these criteria:

The following assessment objectives have been derived from the subject objectives.

AO1: Ability to establish and maintain relationships and to collaborate with people for different purposes

AO2: Ability to understand and process information from various sources

AO3: Ability to use and present the information in spoken and written form

AO4: Ability to understand and give response to different texts

AO5: Ability to express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form

AO6: Ability to demonstrate an awareness and appreciation of moral values and love towards the nation

AO7: Ability to understand and use grammar correctly and effectively





1.2 Statement of the problems

This action research was to examine the effectiveness of a technique required on double-entry in comprehending literary texts. The study on the novel is on a literary text book, *Potato People*. The pilot test was done in SMK Seri Bera, a school in Bandar Bera, 32 kilometres from Temerloh. The subjects were 28 students who were high achievers; most of them scored an 'A' and 'B' for

English Language during their UPSR examination when they were in year Six. The researcher asked the students to write an answer to a question based on the character that they like. Based on the research, the researcher found that many students were not able to answer properly. Their answers were very short and they had only the points without elaborations. They only managed to get around satisfactory marks of about 3-5 marks. The researcher's aim was that the students would get full marks that is 10 marks in section C of paper 2. So the researcher made a few amendments. The researcher introduced an alternative activity to make the target of the project a reality.

1.3 Purpose of the study

The study was done to get the participants into the literary texts that they read. Participants were found not into reading, they do not know how to relate their reading into writing. Participants need to include the textual evidences while





answering the question. So, this study was done to get the participants to read the texts, Potato People. By that they would be able to answer questions correctly.

1.4 Research Objectives

As been mentioned earlier, it was important for the subjects to be able to answer the section C of paper 2 (*Penilaian Menengah Rendah*). The section carried out 10 marks of the marks in paper 2. Even though it was not as much as 30 marks in section A, of the same paper, but still it would helped the subjects a lot. In doing so the researcher came up with a method- double entry in helping students to comprehend the literature text and able to answer the question regarding the novel.

Students were able to comprehend more of the novel. They showed them by answering the questions according to the textual evidences. Students were able to write the answer to a question by referring to the guide they did in the double-entry. Students were able to practice using the method and including the example to the answer.

This Cooperative Learning Strategy helped to motivate students where students constructed their own knowledge. Students would be able to develop social and group work skills necessary in life. It promoted positive interaction among students. Students learnt through active involvement rather than sitting, listening and watching.





Double- entry is a part of cooperative learning where it involves a small group interactive instructional strategy that allows students to collaboratively work on meaningful tasks. The students are to help themselves and others in the group to learn. In other hand, it is also an academic engagement through social interaction. These activities were structured so that students need each other to accomplish tasks.

(Johnson,1991:35)

As the researcher was teaching the form 2 class, she discovered that many of the subjects did not read the literary texts book that they are supposed to read. So, the researcher went through the textbook together with them, chapter by chapter. Many of the students read without having any idea what the texts says. They looked at all the words, and even understand what most of them mean, and thought that they had done the reading. Yet, when asked what the text was about, they only had vague idea. As a teacher, the researcher struggled with this, trying to figure out how to make reading more meaningful and to use it in answering essay question. The researcher thought of how to overcome this problems, how to get subjects involved in the text by asking them to do role- play.

1.5 Significance of the study

The study the was focusing on the role-play at first, not many of the participant really focus on doing it, the researcher did tell the participants their role play was





counted as their oral presentation and marks are given to them. Many of the students did take part seriously in the role play, role playing the chapter in the novel or interesting event that they could find in the novel *Potato People*. They tend to look at papers to refer to the dialogue, so the presentation is not up to the standard.

The researcher felt that she needs to do something in order to get them involved in the reading and to get into the story. The researcher came up by asking them to do double- entry journals in order to create student ownership of a text.

An effective technique for fostering students' active engagement with a literary text is the reader response activity of double-entry journaling. In this strategy, students divide a notebook page into two columns. They write a quotation from the text they are reading on one side and their response to that quotation on the other. As the students become comfortable with the method, the two columns will record a "conversation" between the text and the reader.

Bruchac and Jimenez (1991: 20)

1.6 Definition of terms

Effectiveness according to Oxford Advanced Learner's Dictionary (1990) means in an effective ways, for practical purposes, producing the intended result. As for the purpose of the study it means the application of Double-Entry journal does was used to help participants to answer questions related to a novel *Potato People*.





Double-Entry helps students read between and beyond the lines of a text. The Double Entry Journal allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. One side of the entry encourages students to record details from the text. The other side of the entry invites students to interact with ideas in the text.

(Cooperative Learning Example Double Entry Journals Retrieved by January 02, 2009
From :<http://www.sdcoe.k12.ca.us/SCORE/actbank/journal.htm>)

Comprehend according to Oxford Advanced Learner's Dictionary (1990) means to understand something fully. For the purpose of the study, the use of Double-Entry would help the participants to comprehend the novel better.

Literary according to Oxford Advanced Learner's Dictionary (1990) means of or concerned with literature. And Text refers to a literary text in context refers to Potato People by Angela Wright. A form 2 literature text book that was learned by the form two students.

To recuperate, the purpose of the study is to find an effective method or ways to make the participants comprehend the text better. So in context it means the students should be able to understand the novel well and good at telling the story themselves orally and in writing after doing practice in class and





individually. Students should be able to answer any questions to see the easy way of learning literature in English. Although Potato People is the first novel formally learnt and to be read by the form two in English Language. It was not really easy for the participants to get them to read if they are not a good user of English to understand the novel in their first attempt reading the novel. By this method participants were called to read and to get involved in the reading in order to participate in the activity.

1.7 Limitation of the study

The study is referring to only a literary text that is Potato People by Angela Wright, it is a novel of form two taken from the form two texts book. A novel is chosen among other genres. It was a case study, the participants is among the 28 students of form two from a school in Bera District. They were the only class participated and were involved in this study. By that it would be unfair to make a generalisation about the study. Only when the study was done within few schools then the study can be said to be affective. It will be done in future.

1.8 Outline of the project

Role play was carried out in the first attempt of the process of learning, it dealt with students to act out the scene in the chapter of the novel. The students were to present their sketch in group. The time given for them was about two weeks.





The first step was to introduce the students on role plays. At this point the students thought that role play was just reading out the dialogues. The researcher explained to them that role play is not just reading out dialogues but also acting out according to the dialogue. The researcher showed sample by acted out the dialogue that was taken from the chapter. The researcher called out other students to help to become a participant in the story. Other students observed the play.

For the second step, the researcher asked the students to try out the role play in group. They will have to take turn to role play the characters. The students acted out the roles; other students gave comment or marks.

For the third step, the researcher asked the students to role play in group in front of the class. The researcher also told the students that it would be part of their school based oral test.

From the observation, many problems occurred; the students did not act accordingly. In other words they were not in the novel, but just pretending to be in the novel. This happened because they did not prepare well and did not read the novel. From the observation they also appeared to be a very passive reader and also weak in writing. They could not write long and support with evidences. Due to that, the researcher came out with a method that called Double-Entry and applied the method in teaching the participants.

In hoping that by practising this, students would be able to write using the guide line prepared themselves. Participants hoped to do it individually and then to be discussed in class and checked by teacher.





From this activity, participants were targeted to get at least 9 out of 10 marks. They used to get only 7 marks as the most and 3 marks as the least. The researcher would measure the students' achievement by observing their performance during examination as pre test and post test.

1.9 Summary

In Chapter two of the study, literature reviews were collected as to support the study. Many point of views were collected from books, journals and also from websites. They really helped the researcher to understand more about Double-Entry and the used of it in helping to promote the comprehension of the participants in their reading.



Chapter three is about the research methodology, what are the method used to measures the effectiveness of learning literature? Who are the participants and the sample? What are the instruments used or carried out? This chapter will help to answer all the questions.

Chapter four would discuss about the results and the effectiveness of applying the Double-Entry method.

Chapter five of the study would make conclusions, recommendations and suggestions. Ways of handling the Double-Entry will be given and also suggestions on practising them.

