

**EXPLOITATION OF A TEXT IN STRUCTURED AND CONSTRUCTIVE  
LEARNING APPROACH FOR WRITING SKILL AND  
READING & COMPREHENSION SKILLS**

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**Disertasi Yang Dikemukakan ini Untuk Memenuhi Sebahagian Syarat Memperolehi  
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**NORFAH HAYATI @ NOORPAHKHAYATI BT. MOHD. ISA**

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Tajuk Disertasi : EXPLOITATION OF A TEXT IN STRUCTURED AND  
CONSTRUCTIVE LEARNING APPROACH FOR WRITING  
SKILL AND READING & COMPREHENSION SKILLS

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## Penghargaan

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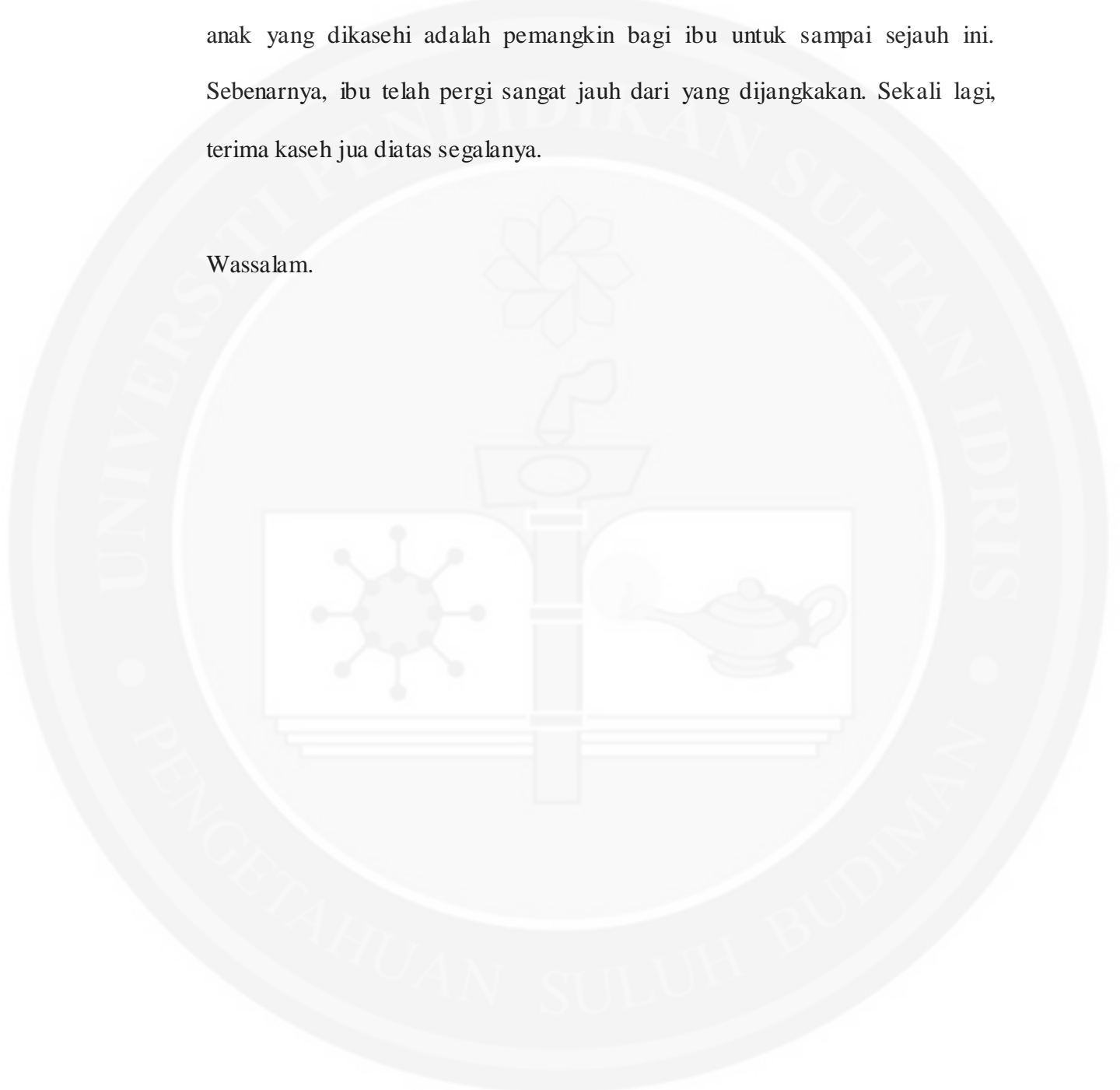
Kami, sebenarnya dari dua bidang yang jauh berbeza. Saya dibidang Pendidikan tetapi anak-anak lebih berbakat di Bidang Perubatan. Namun begitu, mereka terlalu hormat dan menghargai bidang yang diceburi oleh ibunya.

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Wassalam.



Kajian ini juga cuba membuat tinjauan tentang attitude sampel kajian terhadap pendekatan atau module belajar Bahasa Inggeris ini, iaitu 'Exploitation of a text in Structured, Constructive Learning Approach for Writing Skill and Reading dan Comprehension Skills. Bagi tujuan ini satu survey telah dikendalikan terhadap sampel kajian menggunakan dua puluh empat item Survey Questionnaires untuk dijawab oleh sampel kajian.

Seterusnya, kajian ini juga cuba membuat tinjauan tentang korelasi faktor 'Minat' para pelajar ini terhadap Bahasa Inggeris dengan faktor-faktor Environment (Faktor-faktor amalan-amalan Bahasa Inggeris yang diluar bilik-darjah). Untuk ini sepuluh item Survey Questionnaires tentang faktor-faktor Environment digunakan untuk membuat satu survey terhadap para sampel kajian.

Seterusnya lagi, kajian ini juga cuba membuat tinjauan adakah korelasi antara peningkatan Skor Ujian Reading dan Comprehension Skills dan peningkatan Skor Ujian Writing Skill para pelajar ini dengan faktor-faktor Environment (Faktor-Faktor amalan-amalan Bahasa Inggeris yang di luar bilik-darjah). Sepuluh item Survey Questionnaires di atas digunakan dalam satu survey yang dilaksanakan terhadap para sampel kajian.

Seramai 34 pelajar Tingkatan Dua dari Sek. Men. Bagan Serai telah di pilih secara rawak yang terdiri dari 15 lelaki dan 19 perempuan; yang dari berbagai kategori taraf proficiency Bahasa Inggeris dan dari taraf sosio-ekonomi yang berbeza. Pelajar ini juga dari latarbelakang sosio-budaya dan persekitaran yang berlainan. Tetapi, para pelajar tingkatan dua yang dipilih, sebagai sampel kajian ini yang terdiri dari pelajar berbilang kaum iaitu terdiri dari pelajar kaum Cina, kaum Melayu dan kaum India; adalah mereka ini merupakan pelajar luar bandar.



Dari segi pelaksanaan, kajian ini bermula dengan membuat Pre-Test untuk mendapatkan taraf proficiency sampel dari aspek Writing Skill and Reading dan Comprehension Skills sebelum rawatan. Kertas-kertas Ujian PRM 12/1 English Language Paper 1 bagi ujian Reading dan Comprehension Skills dan PMR 12/2 English Language Paper 11 bagi ujian Writing Skill telah digunakan. Kertas-Kertas Ujian PMR 12/1 English Language Paper 1 dan PMR 12/2 English. Language Paper 11 telah digubal dengan teliti dan sulit dengan kerjasama Ahli-ahli Panel B. Inggeris Sekolah Menengah Bagan Serai dan standardnya piawai dengan syarat-syarat Lembaga Peperiksaan Malaysia. Kertas-Kertas Ujian diperiksa bersama dan markah ujian direkodkan. Lepas ini, barulah rawatan dimulakan. Para sampel dijangka menerima lima rawatan menggunakan lima texts yang berbeza yang berpaksi kepada tema-tema 'Nature and Environment', 'People and occupation', 'Values', 'Science and Technology' dan 'Social Issues' seperti yang digalurkan oleh Pusat Perkembangan Kurikulum Malaysia dalam Syllabus Bahasa Inggeris Tingkatan Dua.

Setelah menerima tiga rawatan, para sampel kajian akan diberi Ujian Mid-Test bagi Reading dan Comprehension Skills sahaja. Setelah tamat lima rawatan sampel akan diberi Post-Test bagi Reading dan Comprehension Skills dan Post-Test bagi Writing Skill. (Para sampel kajian belum menguasai Writing Skill setelah menerima hanya tiga rawatan, sebab itu Writing Skill hanya ada Pre dan Post-Test sahaja). Diwaktu yang sama, iaitu setelah tamat lima rawatan yang memakan masa selama enam bulan; dua survey dilaksanakan terhadap sampel kajian ini menggunakan soalan soalselidik yang berlainan – survey yang pertama ada 24 item soalselidik dan survey yang kedua ada 10 item soalselidik.

Data untuk kajian ini diperolehi melalui jawapan kepada soalan-soalan dan soalan soalselidik seperti berikut:

- A. PMR 12/1 English Language Paper 1 – 2 set
- B. PMR 12/2 English Language Paper 11
- C. 24 item soalan soalselidik
- D. 10 item soalan soalselidik Faktor-faktor Environment.

Data-data di analisa melalui sistem SPSS, dengan menggunakan peratus Skor Ujian, Skor Ujian Min, T-Test, Frequency dan Korrelasi.

Secara keseluruhan, terdapat perbezaan yang signifikan terhadap Skor Ujian Reading dan Comprehension Skills dan Writing Skill para sampel kajian selepas rawatan berbanding Pre-Test sebelum rawatan. Juga terdapatnya improvement yang signifikan terhadap Skor Ujian Min Reading dan Comprehension Skills dan Writing Skill para sampel kajian selepas rawatan berbanding Pre-Test sebelum rawatan.

Berdasarkan penganalisan Data Survey, adalah di dapati juga adanya persepsi yang positif para sampel kajian terhadap module atau approach pengajaran dan pembelajaran Bahasa Inggeris ini iaitu “Exploitation of a text in Structured, Constructive Learning Approach for Writing Skill and Reading dan Comprehension Skills. Kesemua para pelajar berpendapat approach atau kaedah ini sangat berkesan untuk penguasaan Bahasa Inggeris di kalangan pelajar luarbandar ini.

Berdasarkan penganalisan data juga telah di dapati adanya korelasi antara Faktor ‘Minat’ dengan Faktor-faktor Environment (faktor-faktor amalan-amalan Bahasa Inggeris yang di luar bilik darjah).

Di dapati juga, enam daripada sepuluh item Survey Questionnaires Faktor-faktor Environment menunjukkan adanya korelasi dengan peningkatan (improvement) aspek Reading dan Comprehension Skills. Tetapi, dari segi improvement aspek

Writing Skill hanya satu daripada sepuluh item Survey Questionnaires Faktor-faktor Environment yang menunjukkan adanya korelasi.



## ABSTRAK

Kajian ini terlibat dengan satu cadangan kaedah atau module pengajaran dan pembelajaran Bahasa Inggeris yang bernama 'Exploitation of a text in Structured, Constructive Learning Approach for Writing Skill and Reading dan Comprehension Skills. Strategi pengajaran dan pembelajaran bagi Bahasa Inggeris ini adalah merupakan integrasi Principle Of Mastery Learning (Bloom,1956), Principle of Constructivism (Vygotsky,1962) dan Theory of 2<sup>nd</sup> Language Acquisition (Krashen,1988). Integrasi tiga principal ini telah mewujudkan 'a thinking curriculum' dalam pengajaran dan pembelajaran Bahasa Inggeris.

Oleh yang demikian, Kajian ini cuba membuat tinjauan sekiranya ada peningkatan kompetensi Bahasa Inggeris pelajar tingkatan dua Sek. Men. Bagan Serai setelah belajar Bahasa Inggeris dengan satu kaedah atau pendekatan (approach) yang disebut diatas. Kajian ini cuba membuat tinjauan adakah perbezaan yang signifikan terhadap Skor Ujian Reading dan Comprehension Skills dan Skor Ujian Writing Skill dan adakah peningkatan yang signifikan terhadap Skor Ujian Min Reading dan Comprehension Skills dan Skor Ujian Min Writing Skill selepas rawatan berbanding Pre-Test sebelum rawatan para pelajar ini.

Bagi mengetahui jika adanya peningkatan (improvement) dari segi Reading and Comprehension dan Writing Skills setelah para pelajar di ajar Bahasa Inggeris dengan kaedah ini, Kertas-ujian PMR 12/1 English Language Paper 1 telah digunakan untuk membuat ujian menguji taraf Reading dan Comprehension Skills sampel dan Kertas Ujian PMR 12/2 English Language Paper 2 digunakan untuk membuat ujian menguji taraf Writing Skill sampel kajian.

## ABSTRACT

This study involves a proposed module of teaching English as a second language called 'Exploitation of a text in structured, constructive learning approach for writing skill and reading and comprehension skills (EXTEXT). This teaching module is the integration of principle of mastery learning (Bloom, 1976) principle of constructivism (Vygotsky, 1962) and theory of second language acquisition (Krashen, 1988). The integration of these three sets of principles form the basis of this approval in developing this proposed module of teaching English language for Form II students.

This study looked into the implementation of this module and to see if there were improvements in the level of English Language proficiencies both in the Writing Skill and Reading and Comprehension Skills of thirty- four form two students of Sekolah Menengah Bagan Serai, after they are taught English Language using this module.

The study intends to view if there are significant different in students' Test Scores in the Writing Skill and Reading and Comprehension Skill and if there are significant improvement in the Mean Test Scores of Writing Skill and Reading and Comprehension Skills after these students learn English Language using the mentioned module ; as compared to Pre-Test before treatments.

To determine if there are significant different in the Test Scores and significant improvement in the Mean Test Scores in the Writing Skill and in the

Reading and Comprehension Skills of these students after treatments; as compared to Pre-Tests before treatments; PMR 12/1 Eng. Language Paper 1 is used to test Reading and Comprehension Skills and PMR 12/2 Eng. Language Paper 11 is used to test Writing Skill. These two types of test papers related to this study, have been cautiously and carefully formulated by the Eng. Language Panels of Sekolah Menengah Bagan Serai thus hereby to maintain the standard of requirements of the Malaysian Syndicate of Examination( Lembaga Peperiksaan Malaysia).

The study also attempts to find out the student's perception about this approach of teaching and learning for English Language learning namely 'Exploitation of a text in Structured, Constructive Learning Approach for Writing Skill and Reading and Comprehension Skills( EXTEXT). For the purpose 24 of twenty-four of item survey questionnaire are used to conduct the survey.

In addition, the study also surveys to find out the correlation of the student's improvements in the writing skill and reading and comprehension skills test-scores with factors of environment (Factors of Eng. Language practices outside classroom). A survey is conducted with the students using ten of item survey questionnaire based-on factors of environment.

And, it is also the concern of this study to find out the correlation of the students' interest in English language with factors of environment (Factors of English Language practices outside classroom) using the same ten items of survey questionnaires.

Thirty-four students of Form Two Kenanga of Sekolah Menengah Bagan Serai are used as the samples in this study. There are fifteen boys and nineteen

girls of mixed Eng. Language ability. They are also of different ethnic groups with different socio-economic status with diversity of socio cultural background. However, all these thirty-four students comprise solely of rural-areas Chinese, Malays and Indians students.

Before treatment commences, these form two students are initially given a pre-test using PMR 12/1 English Language Paper 1 to test reading and comprehension skills and PMR 12/2 English Language Paper 11 is used to test writing skill. The test scores of these two tests are recorded. Then, the students are treated with five treatments where they are taught English Language using the approach 'Exploitation of texts in structured and constructive learning approach for writing and reading comprehension skills (EXTEXT); using five texts formulated from the themes of 'Nature and Environment', 'People and occupation', 'Social Issues', 'Values' and 'Science and Technology', as ruled by Pusat Perkembangan Kurikulum Malaysia for Form Two Syllabus. After receiving three treatments students will be retested in comprehension skill only. After completing all the five treatments, the students are once again tested both in reading and comprehension as well as in writing skills. The five treatments are using five different instruments of treatments and the intervention lasts for six months. Then, two surveys are also conducted with these samples after completing the five treatments. The first survey aims to find out the students' views regarding their experience learning English language through this module. And the second survey aims to find out if there is relationship between factors of English language practices outside classroom and students' interest in English language learning.

The Data for the purpose of the study is derived from the following questions of item survey questionnaires:

- A. PMR 12/1 English Language Paper 1 – two different sets
- B. PMR 12/2 English Language Paper II
- C. Twenty-four of Item of Survey Questionnaires
- D. Ten of Item Survey Questionnaires on Factors of Environment

All the Data's are analyzed using the SPSS System, using percentage of Test Scores, Mean Test Scores, t-test, Frequency and Correlation.

In its entirety, there are significant different in the students' writing and reading and comprehension skills test scores and there are also significant improvement in the students' writing and reading and comprehension skills mean test scores after 'EXTREXT' treatments; as compared to pre-test before treatments.

Fundamentally based-on the Data, there seems to be a positive perception among the thirty - four students about this approach of teaching and learning for English language namely 'Exploitation of a text in structured, constructive learning approach for writing skill and reading and comprehension kills( EXTEXT).

It is also found that Factor of Student's Interest of English language learning has shown relationship with Factors of Environment (English language practices outside classroom).

Based-on the Data Analysis too, it is realized that the improvement in the student's reading and comprehension skills has shown relationship with six of the ten factors of environment (Factors of English Language practices Outside classroom). Conversely, improvement in the student's writing skill has shown relationship only with one of the ten factors of environment.



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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background to the problem

Over the years we have witnessed a significant difference in the level of English language proficiency between the urban and rural students. In this era of globalization, there is a need to urgently reduce the differences. The pronounced differences in the English language abilities of these two groups are economically and politically unhealthy for the nation at large.

Hereby, there is an urgent need to redress the present situation to help the rural students to become bilingual through increase use of the language and through improved teaching module. Language abilities and thinking competencies shape each other (Block, 1993). Both are of equal intensity in fostering learning. Through language use, therefore, students' quality and quantity of thinking can be improved. Through listening, speaking, reading and writing transitory thought can be transformed into lasting principles because there is a fundamental correspondence between thought and language, in term one provides a resource to the other. Language

is essential in forming thought and in determining personality features (Vygotsky, 1962).

Furthermore, there are other reasons why educators should not only build students' language abilities but also improve and ignite their thinking skills. It is pivotal that a thinking curriculum is practiced in language learning processes because creative and critical thinking abilities do not develop automatically (Gardner & Hatch, 1989). In a global learning society, demands for higher-order thinking are increasing and learners need to think critically and rationally about issues, to approach problem creatively and to make decision on sound judgment (Rajendran, 2000). It is a myth that as people mature their thinking and reasoning naturally escalate. Critical and creative thinking abilities do not develop automatically (Rajendran, 2000). Adults who were not taught to think critically and creatively exhibit cognitive abilities that are no more advanced than the thinking process they used when they were in the sixth grade (Gardner & Hatch, 1998). Hereby, it is important, therefore, to teach thinking skills because learners need to know more about to think; and not just how to read and how to reproduce facts. We can no longer shortchange their brains and impoverish their spirits. Furthermore, when educators fail to ignite students' thinking their wisdom is definitely limited (Collins, 1992). In addition, educators should build students' language abilities and their thinking skills because teaching strategies which strengthen thinking competencies increase language achievement (Collins, 1993).

This proposed learning module namely 'Exploitation of a text in structured and constructive learning approach for writing skill and reading and comprehension skills'(EXTEXT) is aimed at improving students' English language abilities as well as their thinking competencies. This learning module is fundamentally an integration of three governing theories: module of mastery learning (Bloom, 1976), principle of

constructivism (Vygotsky, 1962) and theory of second language acquisition (Krashen, 1988) to realize a thinking curriculum in English language learning. As such, 'EXTEXT' views language not only as a medium of thought but also as a vehicle for developing it. Language abilities and thinking competencies shape each other (Block, 1993). Both are of equal intensity in fostering learning. Through the power of language use, the quality of students' thinking can be improved (Block, 1993). Through listening, reading, writing, speaking and thinking transitory thought can be transformed to lasting principles. This transformation occurs because single idea enters the mind as cognitive entries capable of bonding with collective categories of former thought. These categorical thought are then stored in the brain as dense cognitive structures called schemata (Block, 1993). Each schema is a collection of learning, emotion, experience and values one has about a topic. Nerve endings in the brain expand in length and breadth when learners reason, interpret, explore, justify and understand a concept. The length and breadth eventually turned a wisdom when more and more dendrites are forced to intertwine. When educators fail to activate learners' thinking skills their wisdom is definitely limited (Rosenblatt, 1978: Smith, 1978).

As a structured and constructive module, 'EXTEXT' is an approach where knowledge is used generatively. The repetitive processes make the biochemical resistance to a particular thought to become reduced. In repeating a thought pattern, learners more clearly define the map of that thought in their minds. Repetition of a thought reduces biochemical resistance to that particular thought (Tony Buzan, 2005).

The fundamental principle of cognition states that learning requires knowledge. Yet all cognitive researchers confirmed that knowledge cannot be given directly to learners. Simply telling students key concepts or main ideas will not

provide usable, generative knowledge later on. Furthermore, to be able to operate effectively as mindful thinkers there must be mastery of information and process of thinking. Thinking becomes more enhanced and more advanced only when learners work on mature knowledge, concrete information and comprehensive data and facts. And to precipitate critical, creative and breakthrough thinking, working on mature knowledge and process of thinking must happen simultaneously ( Ibrahim Ahmad Bajunid, 1999). Herewith, as a module of a thinking curriculum, this module teaches using knowledge generatively. It is to teach, where key concepts, main ideas, key principles and organizing language structures are repetitively, consecutively called upon over and over again continually at work in contexts of reasoning, justifying, problem solving, decision making, solution finding and alternative seeking as ways to link, to interpret and to build new knowledge structures in new situation later on (Resnick, 1989). Nerve endings in the brain expand in length and breadth as learners read about, justify, analyze, interpret, reason and discuss a concept. The length and breadth eventually turn a wisdom as more and more dendrites are forced to intertwine (Rosenblatt, 1978;Smith, 1978).There is a big difference between knowing and searching out the implication and the significance of knowledge. Turning mere facts into meaning is where learners' eight intelligences come into play (Gardner & Hatch 1993). Each is resource upon which learners can draw as they explore and interpret the facts. Knowing that the date of French Revolution is 1789 is factual. But understanding why the French Revolution was important and how it influenced European History requires interpretation (Rose& Nicholl, 1997). The distinction between facts memorization and construction of meanings is what distinguishes surface from deep learning.

Nevertheless, when we talk about a thinking curriculum is it a curriculum which is different from what we have already practiced so far? Do we really need to teach students to think whereas thinking is a natural consequence of teaching and learning in general. Do not people think spontaneously without being thought? These are among the main questions which baffle our mind when we discuss a thinking curriculum. A thinking curriculum fulfills a dual agenda by integrating contents and process of thinking. Within this agenda students develop habits of mind in relation to learning that serve them well both in school and in the real world (Fennimore, 1990). While traditional curriculum tends to teach contents and process of thinking separately; a thinking curriculum welds contents and process of thinking; a union of contents teaching and skills of thinking at the same time. As such thinking suffuses the curriculum.

The search for a module of teaching and learning using a thinking curriculum in English language learning has been an issue in many countries particularly Malaysia. The low English language proficiency in rural areas has initiated the researcher to undertake the study.

The present conventional module for English language learning fails to exercise higher-order thinking skills due to the too low English language proficiency among these rural students. The students cannot freely and fully express themselves in the language to attempt higher-order questions. Therefore, through this proposed strategy it is not only, ably helping students to acquire the language both in writing skill and reading and comprehension skills; but it is also to ignite their thinking competencies.