THE EFFECTIVENESS OF A DIRECT INSTRUCTION PARADIGM FOR TEACHING INFERENCING

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ABSTRACT

This study investigated the effectiveness of direct instruction in inference making based on narrative texts in the context of an ESL classroom. The study adopted a Pretest-Posttest Design using an intact Form One class of 38 boys for the Treatment.

Treatment was in the form of direct instruction in inference making. The Comparison class received no instruction in inference making but participated in the pretesting and posttesting. The study addressed the following research questions: (1) Does direct instruction result in improved performance in inference making in the Treatment group as a whole? (2) Do high and low proficiency subjects in the Treatment group benefit equally from direct instruction in inference making? and (3) Are High Proficiency and Low Proficiency subjects equally successful in mastering the four categories of inferences?

The findings indicated that the provision of direct instruction resulted in a significant improvement in the inference making ability of the Treatment class as compared to the Comparison class on the Posttest. The findings also indicated that the High as well as the Low Proficiency subjects of the Treatment class showed a significant improvement in their inference-making ability after the provision of direct instruction in inference making. The findings also indicated that the High Proficiency subjects made larger gains in their inference making ability as compared to their Low Proficiency counterparts.
ABSTRAK

Kajian ini telah meninjau keberkesanan pengajaran langsung bagi membolehkan subjek kajian membuat inferens berdasarkan petikan naratif dalam konteks pengajaran Bahasa Inggeris sebagai bahasa kedua.


Kajian ini bertujuan untuk menjawab soalan kajian berikut: (1) Adakah pengajaran langsung membawa peningkatan dalam kemahiran membuat inferens di kalangan subjek kajian ini? (2) Sama ada subjek kajian yang berkefasihan tinggi dan rendah mengalami kemanafaatan yang sama setelah mengikuti pengajaran langsung dalam membuat inferens? dan, (3) Sama ada subjek kajian yang berkefasihan tinggi dan rendah menguasai kemahiran membuat empat jenis inferens pada tahap yang sama?

Dapatan kajian menunjukkan bahawa peruntukan pengajaran langsung telah membawa peningkatan signifikan dalam kebolehan membuat inferens di kalangan subjek kajian yang telah diberi pengajaran langsung berbanding dengan kumpulan yang tidak diberi pengajaran langsung. Tambahan pula, didapati bahawa subjek berkefasihan tinggi dan rendah telah menunjukkan peningkatan yang signifikan dalam kebolehan mereka membuat inferens. Namun begitu, didapati bahawa subjek berkefasihan tinggi telah menunjukkan peningkatan yang lebih ketara dalam kebolehan membuat inferens berbanding dengan subjek berkefasihan rendah.
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