Throwing Down A Tree

A Poem

The purpose of this topic is to introduce a poem that deals with the theme deforestation.

By the end of this topic, you should be able to:

- interpret a poem;
- add graphics;
- sequence pictures;
- sequence sentences;
- write a dialogue, a short story or/and a poem.
THROWING DOWN A TREE

Like two executioners,
they walked towards the trees.
They carried two axes,
shinning bright and a two-handled saw.
And so they approached the tree,
ready to begin their task.

Jackets off,
they swung their axes with all their might.
Chips flew about
and landed on the fallen leaves on the ground.
They hacked until a deep like wound was visible
all the way round the tree.

One, took a rope, tried hooking the tree upwards and succeeded.
They sawed, till the top of the giant tree shivered,
The shivers increased with every might.

and landed on the fallen leaves on the ground.
They hacked until a deep like wound was visible
all the way round the tree.

One, took a rope, tried hooking the tree upwards and succeeded.
They sawed, till the top of the giant tree shivered.
The shivers increased with every might.
They stopped, tugged but the tree only quivered.
They knelt and sawed again.
They stepped back and pulled once more.

The tree began swaying, swayed further.
Both Job and Hacks stepped aside.
With a bang, the 'giant' landed.
Once again there was stillness.
Two hundred years of growth
had ended in less than two hours!!!
Poem: Glossary

approached
axes
chips
executioners
hacked
might
quivered
saw
shivered
swaying
tugged
task
visible

to cut or chop roughly.

Now that you have read the poem, what would you like to do? Select and click for your option.

- Interpret the poem;
- Add graphics to make the poem more interesting;
- Sequence pictures;
- Do more poem activities;
- Create writing activities.
Interprete the poem

Owri
Guide

Click for your options.

Screen 7

Interprete the poem on *Throwing Down a Tree* in your own words.

Type in your answer by clicking on the MsWord.

You may save, print or even e-mail it. Click on the word 'poem' and double-click on it when you have completed reading it.
Guided

The next screen is an incomplete guided interpretation of the poem, *Throwing Down a Tree*. In this incomplete guided interpretation there are 25 blank spaces provided.

On the screen is a word list which consists of 25 words.

Click and drag the correct word from the word list to complete the interpretation of the poem.

---

This poem talks about the destruction of the forest by human beings. The two __________ are described as __________ because they have come to __________ a tree. They have come with their __________ and a two __________.

These __________ are used to complete their __________. They started by removing their __________. They used their __________ and with all their __________ they began cutting. Small pieces of cut wood or __________ fell on the __________ as they chopped. They fell on the fallen __________. They continued __________ until a 'wound' was __________. The men tied the tree with a __________. Next, they used their __________. The tree __________. They __________ and __________ harder. Finally, the tree __________ and it __________ to the ground. The __________ was completed in two __________.

They had cut down a two hundred __________ old tree.

---

leaves seen task axes sawed pulled hours ground chips One jackets
axes saw 'kill' rope shook tools handled saw executioners swayed loggers
fell chopping strength year job

Correct answers Poem
This poem talks about the destruction of the forest by human beings. The two
are described as __________ because they have come to
________ with their __________ and a two __________.

Correct Answer.

1. loggers
2. executioners
3. 'kill'
4. axes
5. handled-saw
6. tools
7. task
8. jackets
9. might
10. chips
11. ground
12. leaves
13. chopping
14. seen
15. one
16. rope
17. saw
18. shook
19. sawed
20. pulled
21. swayed
22. fell
23. job
24. hours
25. year

A poem \ activity \ interpret the poem \ guided

Screen 13

You may make the poem interesting by adding graphics.

In the next screen, on its left side you will read the poem, *Throwing Down a Tree*. Some of the words of phrases are numbered, coloured and italicised.

On the right side of the screen, there are columns with rows. Each column is numbered. There are 17 numbered columns to match the 17 numbered graphics.

Click on these numbered highlighted items, one at a time to get the graphics. Drag the numbered graphic into the relevant column.
Like 1. two exceptions, they walked towards the 2. trees. They carried two 3. axes, shining bright and a two-handled 4.

And so they approached the 5. ready to begin their task. 6. Off, they swung their 7. with their might. Chips flew about and landed on the 8. on the ground. They hacked until a deep like wound was visible round the tree.
One took a 9. rope and tried 10. tree climbing upwards and succeeded. They 11. climbed till the top of the giant tree shivered. The increased with every might. They stopped, 12. but the tree only quivered.

They 13. went and sawed again. They stepped back and 14. pulled once more. The tree 15. began swaying, swayed further.
Both Jobs and Hacks stepped aside. With a bang, the 'giant' 16. loomed. A 17. two hundred years of growth had ended in less than two hours.

In the next screen, you will see jumbled up graphics of the poem entitled *Throwing Down a Tree*. There are altogether 11 graphics.

There are also 11 numbered boxes. Drag the jumbled up graphics, one at a time into the correct sequenced boxes.

If you have dragged the wrong picture into the wrong sequenced box, your graphic will jump back into the jumbled up box.
More Poem Activities

In this section you will answer some questions.

Click on the question to answer.

Q1  Q2  Q3
More Poem Activities [Q1]

What is the word used by the poet to describe the two men?

Type in your answer in the space provided.

Wrong answer! Try reading the poem once more.

Type in your answer in the space provided.
More Poem Activities [Q1]

What is the word used by the poet to describe the two men?

> Execution

Try the glossary.

Type in your answer in the space provided.

More Poem Activities [Q1]

What is the word used by the poet to describe the two men?

executioners

That's correct!!!

Type in your answer in the space provided.
More Poem Activities [Q2].

Select the most appropriate answer from the options column. Then click and drag the answer to the blank line of the sentence.

The two men are probably

a. nature lovers  c. loggers

b. hunters  d. farmers

In the next screen you will see two columns: Column A and column B.

Column A consists of 10 numbered blank spaces.

Column B consists of 10 sentences that do not correspond with the events in the poem.

Sequence the sentences so that they correspond with the events in the poem by clicking and dragging each sentence to the numbered space in column A. Any sentence that does not fit into the blank space will jump back into its original spot in column B.
Column A

1. They came with their axes and saw.
2. They took off their jackets and began to chop down the tree.
3. One of the men tied a rope to the tree.
4. They began to saw.
5. They tugged at the rope.
6. They sawed and pulled again.
7. The tree began swaying.
8. They moved aside.
9. The big tree fell to the ground.
10. They took two hours to cut down the two hundred year old tree.

Column B

They took off their jackets and began to chop down the tree.
They tugged at the rope.
They sawed and pulled again.
They moved aside.
They came with their axes and saw.
They took two hours to cut down the two hundred year old tree.
The big tree fell to the ground.
One of them tied a rope to the tree.
The tree began swaying.
They began to saw.
Create Writing Activities

What would you like to do?

Click for your option:

- To create a dialogue.
- To create a short story.
- To create a poem.

Write a short dialogue based on the pictures below.

Click on the MsWord to write out your dialogue.
Save it, print it or e-mail it.
Study the pictures below. Write an interesting short story based on the pictures.

Click to MsWord to write your short story.

Study the pictures above. Write a poem based on the above pictures.
Click to MsWord to do your activity. Save your work, print it or e-mail it.
PRODUCTION CREW

Content Expert / Instructional Designer
Siew Hau Gursil Singh
Master in Education Student, Faculty of Education
University of Malaya, 1998

Supervisor
Rashid Abdul
Faculty of Education, University of Malaya

Authoring
Mohd. Bujang

A Project Paper submitted as a partial requirement to fulfill for a degree in Master in Education, 1998.
Throwing A Tree

The two executioners stalk along over the knolls,
Bearing two axes with heavy heads shinning
and wide,
And a long-limp two handled saw toothed for cutting great boles,
And so they approached the proud trees that bears the death-mark on its side.

Jackets doffed they swing axes and chop away just above the ground,
And the chips fly about and lie white on the moss and fallen leaves;
Till a broad deep gash in the bark is hewn all the way round,
And one of them tries to hook upward a rope, which at last he achieves.

The saw then begins, till the top of the giant shivers:
The shivers are seen to grow greater each cut than before:
The edge out the saw, tug the rope; but the tree only quivers,
And kneeling and sawing again, they step back to try pulling once more.
Then lastly, the living mast sways, further sways: with a shout
Job and Ike rush aside. Reached the end of its long staying powers
The trees crashes downward: it shakes all its neighbours throughout, in
less than two hours

Thomas Hardy
Throwing Down A Tree

Like two executioners,
they walked toward the trees.

They carried two axes,
shining bright and a two-handled saw.

And so they approached the tree,
Ready to begin their task.

Jackets off,
They swung their axes with all their might.

Chips flew about
and landed on the fallen leaves on the ground.

They hacked until a deep like wound was visible
All the way round the tree.

One, took a rope,
Tried hooking the tree upwards and succeeded.

They sawed, till the top of the giant tree shivered.

The shivers increased with every might.
They stopped, tugged but tree only quivered.

They stepped back and pulled once more.

The tree began swaying, and swayed further.

Both Job and Hacks stepped aside.

With a bang, the "giant" landed.

Once again there was stillness.

Two hundred years of growth had ended in less than two hours!
BORANG PENILAIAN PELAJAR

(LEARNER EVALUATION QUESTIONNAIRE)

Nama Pelajar : 
Tarikh Penilaian : 

CD-ROM yang anda akan menilai adalah berdasarkan module pengajaran bertajuk: A Poem.

A Poem mengandungi sebuah “poem” yang bertajuk Throwing Down A Tree. Semua aktiviti dalam module ini adalah berdasarkan atas Throwing Down A Tree. Icon-icon dan panduan butang yang digunakan dalam module ini akan membantu anda untuk memilih dan meneruskan aktiviti-aktiviti yang disenaraikan.

Penilaian ini bukanlah satu ujian, maka anda diminta memberi komen terhadap kebaikan dan kelemahan module sebagai bahan pembelajaran. Oleh yang demikian, tujuan penilaian ini adalah untuk mendapat maklumat daripada anda untuk memperbaiki module pengajaran saya. Segala pendapat dan komen anda adalah penting. Sila jawab secara terus terang.

Semua jawapan adalah sulit.
BORANG PENILAIAN PELAJAR

(LEARNER EVALUATION QUESTIONNAIRE)

ARAHAN

1. Borang ini mengandungi DUA bahagian:
   Bahagian A mengandungi 36 kenyataan berdasarkan "Gagne's
   Nine Events of Instruction.
   Bahagian B mengandungi 11 kenyataan mengenai sikap terhadap
   A Poem.

2. Bagi setiap kenyataan, sila nyatakan samada anda bersetuju atau
   tidak bersetuju dengan menandakan (✓) dalam petak yang
   disediakan.
   Contoh:
   Tayangan gambar yang saya menonton malam tadi sungguh
   menarik.
   Setuju ☐ Tidak Setuju ☐

3. Sekiranya anda mempunyai sebarang komen dan cadangan, sila
   catatkan dalam ruangan KOMEN/CADANGAN yang disediakan.

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BAHAGIAN A

BORANG PENILAIAN PELAJAR

<table>
<thead>
<tr>
<th>Kenyataan</th>
<th>Komen / Cadangan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Memperolehi Perhatian (Gaining Attention)</strong></td>
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<tr>
<td>1.1. Sejak dari mula, pelajaran ini menarik perhatian saya.</td>
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<tr>
<td>Setuju [ ] Tidak Setuju [ ]</td>
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<tr>
<td>1.2. Bunyi burung membantu mencipta suasana relistik.</td>
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<tr>
<td>Setuju [ ] Tidak Setuju [ ]</td>
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<tr>
<td>1.3 Latarbelakang tidak sesuai dengan isi kandungan <em>Throwing Down A Tree.</em></td>
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<tr>
<td>Setuju [ ] Tidak Setuju [ ]</td>
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<tr>
<td>1.4 Grafik yang digunakan dalam pekej ini memberi motivasi untuk meneruskan pelajaran.</td>
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<tr>
<td>Setuju [ ] Tidak Setuju [ ]</td>
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<tr>
<td><strong>2. Pernyataan Objektif (Presenting Objectives)</strong></td>
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<tr>
<td>2.1. Objektif pelajaran dinyatakan dengan jelas.</td>
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<tr>
<td>Setuju [ ] Tidak Setuju [ ]</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Kenyataan</th>
<th>Komen /Cadangan</th>
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</thead>
<tbody>
<tr>
<td>2.2. Objektif pelajaran ini membimbing saya untuk menyelesaikan aktiviti-aktiviti.</td>
<td></td>
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<tr>
<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td>2.3. Saya tidak tahu apa yang saya harus melakukan.</td>
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<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td>2.4 Objektif pelajaran mudah untuk difahami.</td>
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<tr>
<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td>3. Input Semula Pengetahuan Sedia Ada (Recall of Prior Knowledge)</td>
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<tr>
<td>3.1 Saya tidak pernah melakukan aktiviti-aktiviti berkaitan dengan &quot;poem&quot; sebelum ini.</td>
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<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td>3.2. Ini adalah kali pertama saya membaca sebuah &quot;poem&quot; dalam Bahasa Inggeris melalui komputer.</td>
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<td>Setuju ☐ Tidak Setuju ☐</td>
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<td>Kenyataan</td>
<td>Komen / Cadangan</td>
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<tr>
<td><strong>3.3 Topik bertajuk “Pekerjaan” (Occupation) yang sebuah “poem” dalam Bahasa Inggeris melalui komputer.</strong></td>
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<tr>
<td>Setuju □ Tidak Setuju □</td>
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<td><strong>3.4 Pengetahuan Geografi juga membantu saya memahami akibat kemusnahan alam sekitar.</strong></td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td><strong>4. Menyampaikan Maklumat (Presenting Information)</strong></td>
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<td><strong>4.1. Poem bertajuk, <em>Throwing Down A Tree</em> mudah untuk difahami.</strong></td>
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<td>Setuju □ Tidak Setuju □</td>
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<td><strong>4.2. Saya dapat bahawa, <em>Throwing Down A Tree</em> terlalu panjang.</strong></td>
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<td>Setuju □ Tidak Setuju □</td>
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<td><strong>4.3 Bilangan nombor aktiviti adalah mencukupi.</strong></td>
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<td>Setuju □ Tidak Setuju □</td>
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<td>Kenyataan</td>
<td>Komen / Cadangan</td>
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<tr>
<td>4.4 Saya lebih suka melakukan pelajaran ini dengan menggunakan buku kerja.</td>
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<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
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<tr>
<td>5. Bimbingan Pelajaran (Providing Learning Guidance)</td>
<td></td>
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<tr>
<td>5.1 Icon di bawah setiap frame tidak membantu saya meneruskan pelajaran.</td>
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<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
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<tr>
<td>5.2 Arahan untuk setiap aktiviti tidak jelas.</td>
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<td>Setuju ☐</td>
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<td>5.3 Saiz huruf sesuai untuk dibaca.</td>
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<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
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<td>5.4 Penggunaan warna adalah sesuai dengan aktiviti.</td>
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<td>Setuju ☐</td>
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<td>Kenyataan</td>
<td>Komen / Cadangan</td>
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<tr>
<td><strong>6. Mencungkil Pencapaian</strong>&lt;br&gt;(Elicit Performance)</td>
<td></td>
</tr>
<tr>
<td>6.1 Saya mendapati bahawa aktiviti pelajaran adalah sesuai dengan tahap Bahasa Inggeris saya.</td>
<td>Setuju ☐ Tidak Setuju ☐</td>
</tr>
<tr>
<td>6.2 Saya dapat memahami <em>Throwing Down A Tree</em> kerana aktiviti-aktiviti mencukupi.</td>
<td>Setuju ☐ Tidak Setuju ☐</td>
</tr>
<tr>
<td>6.3 Saya suka melakukan aktiviti dengan menggunakan Microsoft word.</td>
<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td>6.4 Terdapat pelbagai aktiviti dalam pelajaran ini.</td>
<td>Setuju ☐ Tidak Setuju ☐</td>
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<tr>
<td><strong>7. Memberi Maklumbalas</strong>&lt;br&gt;(Providing Feedback)</td>
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<tr>
<td>7.1 Maklumbalas yang diberi adalah menggalakkan.</td>
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<td>Kenyataan</td>
<td>Komen / Cadangan</td>
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<tr>
<td>7.2 Apabila saya memberi jawapan yang salah, maklumbalas membantu saya</td>
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<td>untuk mendapatkan jawapan yang betul.</td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>7.3 Maklumbalas yang diberi kurang tepat.</td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>7.4 Maklumbalas adalah sama dan membosankan</td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>8. Menilai Pencapaian (Assessing Performance)</td>
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<tr>
<td>8.1 Latihan diberi dengan cukup melalui aktiviti</td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>8.2 Latihan tidak sesuai dengan isi kandungan</td>
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<td>Kenyataan</td>
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<tr>
<td>8.3 Terdapat pelbagai jenis latihan</td>
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<td>Setuju □ Tidak Setuju □</td>
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<td>8.4 Saya dapat menjawab semua soalan dengan betul.</td>
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<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>9. Menggalakan Ingatan dan Pemindahan (Promote Retention and Transfer)</td>
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<tr>
<td>9.1 <em>Throwing Down A Tree</em> mudah untuk diingati.</td>
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<tr>
<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>9.2 Semasa melakukan latihan saya terpaksa ingat susunan aktiviti dalam “poem”</td>
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<tr>
<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>9.3 Saya dapat menunjukkan kreativiti saya apabila melakukan aktiviti “Do More Writing Activities”.</td>
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<tr>
<td>Setuju □ Tidak Setuju □</td>
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<tr>
<td>9.4 Susunan aktiviti dalam 'poem' tidak dapat membantu saya melakukan aktiviti-aktiviti.</td>
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<td>Setuju ☐ Tidak Setuju ☐</td>
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</tbody>
</table>
# ATTITUDES TOWARD USING CBI LESSON
(SIKAP TERHADAP MENGGUNA PELAJARAN CBI)

<table>
<thead>
<tr>
<th>Kenyataan</th>
<th>Komen / Cadangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saya berasa seronok mempelajari <em>A Poem</em> melalui komputer.</td>
<td></td>
</tr>
<tr>
<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
</tr>
<tr>
<td>2. Saya boleh meneruskan pelajaran secara persendirian.</td>
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<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
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<td>Komen / Cadangan</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5. Saya lebih suka menggunakan buku kerja daripada komputer untuk mempelajari 'poem' <em>Throwing Down A Tree.</em></td>
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<td>Setuju ☐</td>
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<td>Setuju ☐</td>
<td>Tidak Setuju ☐</td>
</tr>
<tr>
<td>Kenyataan</td>
<td>Komen / Cadangan</td>
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<td>Setuju ☐ Tidak Setuju ☐</td>
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<td>10. Melalui komputer, saya banyak membuang masa untuk menghabiskan latihan <em>A Poem</em>.</td>
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INTERVIEW QUESTIONS

Complimenting the questionnaire and the researcher's own observations of the learners' non-verbal responses, are some interview questions. These questions were asked, in an informal setting, to obtain further information from the learners regarding their opinion on the multimedia courseware.

The interview questions are as follows:

1. What do you think of the colour scheme for the background?
   Apakah pendapat anda tentang warna latarbelakang?

2. Were the objectives of the lesson clear enough for you to complete the activities successfully?
   Adakah objektif pelajaran jelas untuk anda melakukan aktiviti dengan berjaya?

3. In what ways did your prior knowledge enabled you to understand the poem better?
Bagaimanakah pengetahuan sedia ada anda membolehkan anda memahami puisi ini dengan lebih jelas?

4. Did you encounter difficulties in understanding the poem? If yes, why? and if no, why?
Adakah anda menghadapi masalah dalam memahami puisi ini?
Jika 'ya' apakah sebabnya. Jika 'tidak' berikan sebabnya.

5. Do you prefer this lesson via the workbook or the computer?
Adakah anda suka melakukan pelajaran ini melalui buku kerja atau komputer? Jika buku kerja, kenapa? Jika komputer, kenapa?

6. What are your comments on the directions for the activities?
Apakah komen anda tentang arahan yang diberikan untuk melakukan aktiviti-aktiviti?

7. What do you think of the exercises in this lesson?
Apakah pendapat anda tentang latihan yang diberikan?

8. Have you changed your positive attitudes or feelings toward computers?

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Apakah perasaan and tentang mempelajari dengan menggunakan komputer berubah?

9. Could you give at least one reason why you had positive attitude towards this multimedia courseware?

Bolehkah anda memberi satu sebab kenapa anda mempunyai sikap positif terhadap perisian multimedia ini?