UNIVERSITI MALAYA

ORIGINAL LITERARY WORK DECLARATION

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Registration/Metric No: TGB070001
Name of Degree: MASTER OF ENGLISH AS A SECOND LANGUAGE
Title of Project/Paper/Research/Report/Dissertation/Thesis ("this Work"): THE EFFECTIVENESS OF CONTENT-BASED INSTRUCTION IN LITERATURE-BASED ESL READING CLASSES

Field of Study: Second Language Acquisition

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Name: Dr Mahmud Hasan Khan
Designation: Supervisor
The study investigates the effectiveness of CBI in Literature-based ESL Reading Classes in an urban Primary School in Kuala Lumpur, Malaysia. The researcher used quantitative method to collect the data, which were analysed using SPSS (Statistical Packages for Social Sciences), version 16. Sixty students were the subjects for this study. The data for this study was gathered via three questionnaires and 3 tests. Findings revealed that the students, who had medium and low proficiency levels in English, had a positive attitude towards the use of CBI in the teaching and learning process in the reading classes. The CBI approach was in a way found to be effective in enhancing the students’ performance and understanding of the content of the prescribed literary text ‘Clever Katya’. It was found that there was a lack of knowledge among English Language teachers who needed concrete exposure in the use of CBI and its effectiveness in ESL classes with ‘proper’ instructional materials. More studies on the use of CBI in reading programmes at the upper primary level need to be encouraged. The success of CBI should be recognised and its effectiveness shared in relation to its importance in second language acquisition especially in the reading classes. This study shows the effectiveness of CBI which can be a useful approach in contributing to the teaching of language and also in promoting reading towards creating a reading society in the country.
ABSTRAK

Penyelidikan ini bertujuan untuk meninjau keberkesanan process pengajaran dan pembelajaraan di kelas bacaan Bahasa Inggeris berbantuan di sebuah sekolah rendah di Kuala Lumpur. Kajian kuantitatif di guna oleh penyelidik. Seramai 60 pelajar adalah subjek bersama 2 orang guru yang terlibat dalam kajian ini. Data di kumpul melalui 3 soal selidik pelajar dan 3 ujian. Dapatan menunjukkan bahawa pelajar yang mempunyai prestasi kebolehan yang sederhana dan lemah dalam Bahasa Inggeris, mempunyai sikap yang positif terhadap penggunaan ‘Content-based Instruction’ (CBI) dalam process pembelajaran dan pengajaran dalam kelas bacaan Bahasa Inggeris sebagai bahasa kedua. ‘CBI’ boleh di anggap efektif dalam meningkatkan prestasi pencapaian pelajar dalam kefahaman, aspek sastera dan bahasa bertumpukan pengisian sebuah teks sastera yang dibaca, ‘Clever Katya’ Walaubagaimanapun, terdapat beberapa kelemahan dalam perlaksanaan program ini yang boleh di beri perhatian. Guru-guru Bahasa Inggeris perlu pengetahuan dan pendedahan yang konkrit dalam penggunaan CBI dan keberkesanannya di kelas bahasa kedua serta pengandalian bahan CBI yang sesuai. Lebih banyak dorongan untuk penyelidikan diperlukan bagi program bacaan di peringkat atasan sekolah rendah. Keberkesanan CBI boleh di kongsi akan kejayaan dan kepentingannya dalam perolehan Bahasa Inggeris sebagai bahasa kedua di dalam kelas bacaan. Kejayaan CBI dalam penyelidikan ini sangat dihargai sebagai satu eset yang dapat membawa kebaikan bukan sahaja kepada pelajar dan
guru-guru tetapi untuk mempromosikan sikap membaca ke arah membina masyarakat yang suka membaca.

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To my dearest, beloved daughter, Syntheeya, who departed from me during this study, on 27 September 2007, I dedicate this valuable piece of my work, to her.