

ABSTRACT

This is a qualitative study on the effectiveness of dialogue journaling pertaining to its use in interpreting literary texts. The principles underlying this study are anchored in constructivism which is exemplified by Rosenblatt's transactional theory that locates meaning within the reader's interpretation rather than in the text.

This study is driven by two research questions; how does the use of dialogue journal writing help learners interpret literary texts and how does it act as a springboard to small group discussion.

Data collection is accomplished through the use of student-teacher dialogue journals, transcripts of group discussions, semi-structured interviews and other supporting materials which include field notes. Data is systematically coded and analyzed to provide a descriptive interpretation of the findings.

The insights from this study indicates that dialogue journal writing between the students and the teacher enables the former to reflect and respond meaningfully to literature by making emotional connections between the texts and their live experiences, examine issues in the texts as well as suggest alternative courses of action that could have been taken by the characters. The students also try to assimilate moral and ethical values from their life worlds with the values depicted in the texts. In group discussions, students explore key issues together and share insights through multiple perspectives. They also make intertextual connections between the stories read. Questions and feedback from the teacher act as scaffolds in helping students grapple with the text in the process of creating active makers of meaning.

ABSTRAK

Penulisan jurnal dialog dalam kelas bahasa Inggeris tingkatan empat.

Tujuan kajian ini adalah untuk mencari keberkesanan penulisan jurnal dialog dalam mengintegrasikan teks kesusasteraan Inggeris. Kajian ini berdasarkan kepada perspektif konstruktivisme dan satu teori yang menggambarkan perspektif ini ialah teori 'transactional' Rosenblatt. Menurut teori ini, pembaca dapat mengintegrasikan sendiri sesebuah teks berpandukan pengalaman hidup sendiri dan secara tidak langsung menghayati kerelevanan pembelajaran dengan kehidupan mereka.

Kajian ini bertujuan menyelidik dua aspek iaitu mencari keberkesanan penulisan jurnal dialog dalam mengintegrasikan teks kesusasteraan Inggeris dan seterusnya menggunakan jurnal tersebut untuk melahirkan idea-idea dalam kumpulan perbincangan.

Data yang dipungut dalam kajian ini adalah melalui penulisan jurnal dialog antara guru dan pelajar, transkrip kumpulan perbincangan, temubual semi-struktur dan bahan-bahan sokongan yang lain termasuk nota kajian. Data telah dikod secara sistematik dan dianalisis untuk memberi satu interpretasi deskriptif.

Dapatan dalam kajian ini menunjukkan penulisan jurnal dialog antara pelajar dan guru dapat merangsangkan pelajar memberi respon yang baik serta membina pemahaman dan pengetahuan baru berdasarkan teks yang dibaca dan pengalaman sedia ada. Soalan dan respon dari guru, ternyata dapat membantu pelajar membina pemahaman sendiri tentang teks dalam proses melahirkan pelajar yang aktif dan pantas membina pemahaman baru.