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Perpustakaan Universiti Malaya



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**DEVELOPING STUDENTS' RESPONSE TOWARDS LITERARY TEXTS  
USING JOURNAL WRITING**

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## ABSTRACT

The purpose of this qualitative study was to explore how students' responses to literary texts can be developed in an ESL classroom, through the use of guided journal writing. The theoretical perspectives used in guiding this research were taken from Rosenblatt's reader-response theory and Vygotsky's social development theory of learning. This study was driven by three research questions:

- (1) How is the development of students' responses towards literary texts helped by the use of journal writing?
- (2) How does the use of guided questions help students in giving in-depth responses in their journals?
- (3) What are the students' perceptions regarding the use of journal writing in helping them develop in-depth responses towards literary texts?

Students' were required to respond to two literary texts with and without guided questions and their responses were compared and analysed. The findings proved that both high and low proficiency students would be able to progress to higher levels of responses with the help of the guided questions. They were also able to write more in-depth responses as the questions helped them connect the texts to their personal life and reflect on the issues and concerns raised in the texts. Most importantly, the students' were very positive towards guided journal-writing as they unanimously agreed that it would greatly aid understanding of the texts, enhance their responses and promote critical thinking skills. The significance and implication of this study is that in order for learning to be meaningful, both high and low proficiency students need to be guided towards understanding and appreciation of the literary texts. Teachers need to encourage and guide learners towards engaging with the texts aesthetically and guided journal writing would be a good technique in order to do so.

## ABSTRAK

### MENINGKATKAN RESPON PELAJAR TERHADAP TEKS KESUSASTERAAN MELALUI AKTIVITI PENULISAN JURNAL

Tujuan utama kajian kualitatif ini adalah untuk menganalisa bagaimana respon pelajar-pelajar terhadap teks kesusasteraan boleh di pertingkatkan dalam sebuah kelas ESL melalui penggunaan aktiviti penulisan jurnal. Kajian ini berdasarkan teori Respon-Bacaan Rosenblatt dan teori peningkatan sosial dalam pembelajaran oleh Vygotsky. Kajian ini bertujuan menjawab tiga soalan utama;

- (1) Bagaimanakah peningkatan respon pelajar terhadap teks kesusasteraan dengan aktiviti penulisan jurnal?
- (2) Bagaimanakah penggunaan soalan panduan membantu pelajar memberi respon yang lebih mendalam dalam jurnal mereka?
- (3) Apakah persepsi pelajar terhadap aktiviti penulisan jurnal dalam membantu mereka memberi respon yang lebih mendalam terhadap teks kesusasteraan?

Hasil kajian membuktikan bahawa pelajar-pelajar yang fasih dan lemah dalam Bahasa Inggeris dapat meningkat ke tahap respon yang lebih tinggi jika diberi panduan. Mereka dapat menulis respon yang lebih mendalam kerana dengan bantuan soalan-soalan dalam panduan, mereka dapat mengaitkan teks kepada kehidupan mereka dan menganalisa isu-isu penting dalam teks tersebut. Juga, pelajar-pelajar sangat positif terhadap aktiviti penulisan jurnal dan bersetuju sebulat suara bahawa aktiviti ini dapat membantu mereka memahami teks, menulis respon yang lebih mendalam dan membuat mereka berfikir secara kritikal. Implikasi utama kajian ini adalah bahawa guru harus memberi panduan kepada pelajar supaya mereka dapat memahami dan menulis respon yang lebih mendalam terhadap teks kesusasteraan dan ini dapat dijalankan melalui aktiviti penulisan jurnal dengan panduan.

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