THE USE OF LITERARY TEXTS TO ENHANCE THINKING SKILLS IN AN ESL CLASSROOM: A CASE STUDY

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PERAKUAN TENTANG HASIL KERJA AKADEMIK

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Yang benar,

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Nama calon: JEYARAJAH KANDIAH

Tarikh: September 2003
Dedicated to my Wife

There can be no substitute for the sacrifice she had made and the love she had so graciously shown to make it possible for me to complete this dissertation.

I owe it to her!
ABSTRAK

Kajian ini bertujuan menyelidiki strategi dan teknik yang digunakan oleh guru dalam kelas sastera Bahasa Inggeris Tingkatan Empat yang memberi peluang kepada pelajar-pelajar untuk meningkatkan respon dan kemahiran berfikir secara kritikal.

Seramai enam puluh pelajar lelaki dan perempuan Tingkatan Empat dari tiga buah Sekolah Menengah terlibat dalam kajian ini. Kaedah yang digunakan dalam pengumpulan maklumat adalah soal selidik dan pemerhatian pengajaran oleh guru.

Hasil kajian ini menunjukkan bahawa pelajar-pelajar yang mempunyai tahap kefasihan bahasa yang lebih tinggi adalah lebih aktif dalam perbincangan yang melibatkan penggunaan kemahiran berfikir. Pada amnya, strategi perbincangan dalam kumpulan dan berpasangan telah menunjukkan bahawa ia memberi peluang kepada pelajar untuk mengembangkan kemahiran berfikir dan bukan hanya penerimaan maklumat yang pasif. Guru didapati menggunakan strategi dan teknik pengajaran yang membantu pelajar-pelajar meningkatkan kemahiran berfikir secara kritikal semasa pembelajaran sastera.
ABSTRACT

This research sets out to investigate the strategies and techniques employed by the teacher in the Form Four literature classroom in providing opportunities for critical responses from the students.

Sixty Form Four students from three schools were involved in the study. The data was collected by using a questionnaire and three classroom lesson observations.

The findings of the study show that the students who have an above average and average level of language proficiency are more active in the participation of discussions which require critical thinking. Generally, group discussion and pair work have proven to be a teaching strategy which gives students the opportunities to develop their critical thinking skills, making them active receivers of information. Teachers have employed teaching strategies and techniques which encourage students in developing their critical thinking skills in a literature classroom.
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