

8.0 THE STUDY

8.1 SCHOOL

The modules were tested in Treacher Methodist Girls School in Taiping. The school comprised Malay, Chinese and Indian students. The school is situated in an urban society.

8.2 THE SAMPLE

The subjects for this study were from four selected classes in the school. The classes were 400, 401, 406 and 407. Altogether 160 students participated in the study.

Apart from the subjects, the class English teachers were also asked to respond to the questionnaire, as respondent for the study.

8.3 THE INSTRUMENT

The procedure for data collection was the survey method, employing a set of questionnaires for the subjects, which was best suited for the purpose of the study.

The writer used the questionnaire for several reasons. Firstly, questionnaires are easy to be constructed. Secondly, the questions can be designed according to the kind of information needed for the study. Finally, the format of questionnaire is familiar to the respondents. For sample of questionnaire please refer to Appendix A.

3.3.1 The Subjects' Questionnaire

The questions were formulated in English. The questionnaire comprised a total of 9 questions, which were divided into 3 sections:

Section A: Listening and Speaking

Section B: Reading

Section C: Writing

The main purpose of the questions was to get some feedback on the interest; difficulty level and content of the activities/tasks given to students.

On the whole, these sections gave the writer an insight into the overall effectiveness of the two modules.

8.4 DATA COLLECTION

The questionnaire was given to the subjects. The selected subjects were only allowed to answer the questionnaire upon completion of the two modules by their respective English teachers. The selected subjects were asked to answer the questionnaire in class and were collected after that.

8.5 ANALYSIS OF DATA

The statistical procedure using percentage was employed in this study. A frequency count of each item of the sections was done and the corresponding percentage was obtained.

No statistical correlation was undertaken because this study was primarily intended to be exploratory in nature.

8.6 ANALYSIS OF RESULTS

The results of the study were analyzed; mostly according to the sections in the questionnaires for the students.

8.7 SUBJECTS FEEDBACK ON THE MODULES

8.7.1 Section A

Section A of the questionnaire investigated the subjects' feedback on lesson 1, which was based on Listening and Speaking skills.

Question 1 gauged the interest level of the activities on the subjects.

Table 1: The Interest level of the activities for Listening and Speaking skills

Interest level	1	2	3	4	Total
No. of students	96	47	12	5	160
Percentage	60	29	8	3	100

Note: 1. Very Interesting 2. Interesting 3. Not interesting 4. Not interesting at all

Table 1 shows that about 89% of the subjects found the activities/tasks interesting. Only about 12% of the subjects found them to be not interesting. The subjects who were not interested seem to come from the arts classes and who generally showed lack of interest in all academic subjects.

Question 2, was formulated to gauge the difficulty level of the activities.

Table 2: The difficulty level of the Listening and Speaking activities

Difficulty level	1	2	3	4	Total
No. of students	7	10	76	67	160
Percentage	4	6	48	42	100

Note: 1. Very Difficult 2. Difficult 3. Fairly Easy 4. Easy

Table 2, shows that about 90% of the subjects found the activities easy to understand. This implies that the activities were within their comprehension. However, 10% of them found the activities difficult to understand. This was due to their weakness in the language and the lack of interest in English.

It was obvious that the activities were within the difficulty range of most of the subjects. One of the tasks undertaken by the writer was to write the modules to suit the difficulty level of the students and it was found that the objective was achieved.

Table 3: Familiarity level of the language used in the Listening and Speaking activities

Familiarity level	1	2	3	4	Total
No. of students	82	61	11	6	160
Percentage	51	38	7	4	100

Note: 1. Very familiar 2. Familiar 3. Fairly Familiar 4. Not familiar

From Table 3 above, it is obvious that 89% of the subjects found the language used to be either very familiar or familiar. This was because the language used in the modules was carefully edited to suit the KBSM syllabus.

Only about, 11% of the subjects found the language in the modules either not familiar or fairly familiar. This was expected from the same group of students who showed the lack of interest in English and totally out of touch with English.

8.7.2 Section B

Section B of the questionnaire was formulated to get some feedback on lessons, based on the reading skill.

Question 4, gauged the interest level of reading activities on the subjects.

Table 4: The interest level of the activities for the reading skill.

Interest level	1	2	3	4	Total
No. of students	92	56	8	4	160
Percentage	58	35	5	2	100

Note : 1. Very Interesting 2. Interesting 3. Not interesting 4. Not interesting at all

Table 4 shows 93% of the subjects either found the reading activities very interesting or interesting. Only 7% of them found the activities either not interesting or not interesting at all. It was apparent that the varied activities created in the modules had captured the interest of the majority of the subjects. The few subjects, who found the activities not interesting, came from the weak students who did not show enthusiasm in the English Language at all.

Question 5, gauged the difficulty level of the activities based on the reading skill.

Table 5: The difficulty level of the activities on reading skill.

Difficulty level	1	2	3	4	Total
No. of students	8	9	78	65	160
Percentage	5	6	49	40	100

Note: 1. Very Difficult 2. Difficult 3. Fairly Easy 4. Easy

Table 5, shows that 89% of the subjects found the reading skill activities either easy or fairly easy to understand. This indicates that the majority of subjects were able to understand the activities well. Whereas, 11% of them found the activities either difficult or very difficult. The weak subjects were lacking in basic reading skills in the English Language.

Table 6: Familiarity level of the language used in the reading skill activities

Familiarity level	1	2	3	4	Total
No. of students	42	78	28	12	160
Percentage	26	49	18	7	100

Note: 1. Very familiar 2. Familiar 3. Fairly Familiar 4. Not familiar

From Table 6 above, it is clear that 75% of the subjects found the language used in the activities for reading skill either familiar or very familiar. This was because the language used in the activities was carefully chosen to suit the reading ability level of the majority of the students. However, 18% of the subjects found the language fairly familiar because this group of students did not read extensively in the English language. The rest of the subjects found the language used not familiar because they fall into the category of students who lacked interest in English. They were the same subjects who found the interest level of the activities as not interesting as well.

8.7.3 Section C

Section C of the questionnaire investigated the subjects' feedback on lesson 3, on the activities developed for writing skill.

Question 7 gauged the interest level of the subjects on activities for the writing skill.

Table 7: The Interest level of the activities for Writing skills

Interest level	1	2	3	4	Total
No. of students	55	79	10	6	160
Percentage	41	49	6	4	100

Note : 1. Very Interesting 2. Interesting 3. Not interesting 4. Not interesting at all

Table 7 shows that 90% of the subjects found the activities either interesting or very interesting. This was quite prevalent among science students because they were exposed to writing quite extensively. They were also keen on fine tuning their already good writing skills that they possessed. Only about 10% if the subjects either found the activities not interesting or not interesting at all. This group of subjects came from those who lacked the writing skill as well as the other language skills. In fact, the 10% of subjects came from the academically weaker classes.

Question 8 was formulated to check the difficulty level of the activities based on the writing skill.

Table 8: The difficulty level of the activities on writing skill.

Difficulty level	1	2	3	4	Total
No. of students	10	25	97	28	160
Percentage	6	16	61	17	100

Note: 1. Very Difficult 2. Difficult 3. Fairly Easy 4. Easy

Table 8 shows that 78% of the subjects found the activities either fairly easy or easy to understand. This suggested that the activities were within their range of capabilities. This augmented well with the aims of the writer who wanted to produce modules for the majority of the students. The remaining 22% of the subjects either found the activities difficult or very difficult. This was owing to the fact that these students were not exposed to writing extensively or they lacked the interest to write in English.

Question 9 was formulated to gauge the familiarity level of the activities based on writing skill.

Table 9: Familiarity level of the language used in the writing skill activities

Familiarity level	1	2	3	4	Total
No. of students	23	102	27	8	160
Percentage	14	64	17	5	100

Note: 1. Very familiar 2. Familiar 3. Fairly Familiar 4. Not familiar

From Table 9 above, it is obvious that 14% found the activities very familiar because the subjects were gradually brought from pre-writing activities to writing

activities. 64% found the activities familiar as they had done the activities in class regularly. The rest of the subjects, i.e. 22%, found the activities either not familiar or fairly familiar because they were generally asked to write continuous writing activities always with excessive guidance given by teachers. Thus, this activity was not familiar to them.