

**THE USE OF AUDIO-VISUAL AIDS IN RECALLING
PLOT AND CHARACTERS IN *STEP BY WICKED STEP***

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KUALA LUMPUR**

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**DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
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LANGUAGE**

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
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ABSTRACT

This research was carried out to identify the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how they address these challenges. This research also looks into the extent audio-visuals aids (AVA) assist in the recalling of the plot and the characters in the novel. This research is also to identify learners' attitude towards the use of AVA in the recalling of the plot and the characters of the said novel. Quantitative analysis was used to measure the difference AVA makes in learners' ability to recall plot and characters. The sample for this study was eighty Form 5 students from a school in a rural area of Melaka. They were assigned into two groups; the controlled group and the experimental group. The experimental group was given the treatment which was the AVA while the controlled group had a traditional-method lesson. Focus-group discussion was also carried out with ten participants from each group. The quantitative findings of the study indicated that AVA do help participants to recall the plot and the characters better though not very significantly. However, participants gave positive response towards the use of AVA in English Literature lessons. The data revealed that participants faced numerous challenges to recall the plot and characters of the novel. One of the main challenges is their inability to remember all the characters in the novel.

ABSTRAK

Kajian ini dijalankan untuk mengenalpasti cabaran yang dihadapi oleh pelajar dalam mengingati kembali plot and watak dalam novel *Step by Wicked Step* dan juga cara mereka mengatasi cabaran tersebut. Kajian ini juga melihat sejauh mana peralatan AV membantu pelajar mengingati kembali plot dan watak novel tersebut. Selain itu, kajian ini juga digunakan untuk mengenalpasti sikap pelajar terhadap penggunaan AV untuk membantu mengingati kembali plot dan watak novel tersebut. Analisis kuantitatif telah digunakan untuk mengukur perbezaan dalam kemahiran pelajar untuk mengingati kembali plot dan watak disebabkan penggunaan peralatan AV. Sampel untuk kajian ini adalah lapan puluh pelajar Tingkatan 5 dari sebuah sekolah di kawasan luar bandar di Melaka. Mereka telah dibahagikan kepada dua kumpulan iaitu kumpulan kawalan dan kumpulan eksperimen. Kumpulan eksperimen diberi rawatan yang merupakan peralatan AV, manakala kumpulan kawalan pula mendapat pengajaran kaedah tradisional. Perbincangan kumpulan fokus juga telah dijalankan dengan sepuluh orang peserta dari setiap kumpulan. Mereka juga melengkapkan borang maklum-balas yang mengandungi soalan tentang sikap mereka terhadap penggunaan peralatan AV semasa pembelajaran tentang plot and watak novel tersebut. Dapatan kuantitatif menunjukkan bahawa peralatan AV membantu peserta untuk mengingati kembali plot dan watak dengan lebih baik tetapi ia tidak membantu dengan begitu ketara. Walau bagaimanapun, mereka mempunyai sikap positif terhadap penggunaan peralatan AV dalam pembelajaran Kesusasteraan Inggeris. Dapatan menunjukkan bahawa peserta menghadapi pelbagai cabaran untuk mengingati plot dan watak novel tersebut. Salah satu cabaran ialah kesukaran untuk mengingati kesemua watak dalam novel tersebut.

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This is for you, Appa.

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LIST OF SYMBOLS AND ABBREVIATIONS

AVA	-AUDIO-VISUAL AIDS
ESL	-ENGLISH AS A SECOND LANGUAGE
ICT	-INFORMATION AND COMMUNICATION TECHNOLOGY
KBSM	-INTEGRATED CURRICULUM FOR SECONDARY SCHOOLS (KURIKULUM BERSEPADU SEKOLAH MENENGAH)
MELTA	-THE MALAYSIAN ENGLISH LANGUAGE TEACHING ASSOCIATION
SPSS	-STATISTICAL PACKAGE FOR THE SOCIAL SCIENCE

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter begins with a brief introduction on the English syllabus of Malaysian secondary schools especially on the inclusion of English literature. This research would be focusing on the use of audio-visual aids in recalling plot and characters of the literature novel titled *Step by Wicked Step* which is used by Form 5 students. This novel is used by the participants in this research as part of their English literature lessons. This will be followed by the aims and objectives of this study, the outline of the approach used for this research and also the structure of the research.

1.2 Background to the Study

Malaysia, being a multicultural country, is rich in various cultures. There are approximately 140 living languages in Malaysia and among these languages, English is taught as a strong second language in all national schools (Melur et al., 2003). English is taught from Primary 1 all the way until a student graduates high school. All four skills, which are listening, speaking, reading and writing in English, are taught to all students in Malaysia as a part of their English syllabus (Sukatan Pelajaran Bahasa Inggeris KBSM, 2000). Although English is not considered a Malaysian language such as Chinese languages and Tamil languages, it still commands a firm position as a second language of great importance (Asmah, 1997). It is because the English language is used in most official matters involving legal documents and international agendas (Asmah, 1997). As Malaysia was once a colony of the British, the English language is

seen as a legacy left by the British from the colonial times. Not only government schools are acknowledging the importance of learning English but also private schools and many commercial institutions like language centres (Vethamani, 2009). Proficiency in English language gives a person a better opportunity to get a job in the corporate world whereby being proficient in English language bestows one the mobility in the society and also in terms of occupation. Vethamani (2009) also claims that Malaysians need to be competent in English for socio-economic status and also to be able to do business globally. It is for these as well as other reasons that the Malaysian government, through the Ministry of Education, are taking great measures to produce a nation which is proficient in English language (Sukatan Pelajaran Bahasa Inggeris KBSM, 2007).

One of the major schemes that the ministry has implemented in the Integrated Curriculum for Secondary Schools (KBSM) is the inclusion of English literature component as part of the high school English syllabus. According to KBSM for Form 4 (2003) the literature component in English syllabus aims to develop the students' ability to read, understand and appreciate literary works through an exploration of universal issues and concerns as shown in the selected literary text. All secondary school students from national schools are made compulsory to study English literature.

The English literature component was first incorporated into the high school syllabus in the year 2000 for the Form and Form 5 students. It was included as a part of the English language syllabus. According to the guidelines by the Ministry of Education, English is taught for at least five periods a week; one period is 40 minutes long. Out of the five periods, one period is allocated for English literature (Sukatan Pelajaran Bahasa Inggeris KBSM, 2000).

The English literature subject consists of poems from both local poets and foreigners, short stories, and a novel (Sukatan Pelajaran Bahasa Inggeris KBSM, 2000).

Both poems and the short stories are introduced to Form 4 students while the novel is introduced to Form 5 students. Since the year 2005, the English literature component has also been included in the syllabus for Forms 1, 2 and 3 students (Sukatan Pelajaran Bahasa Inggeris KBSM, 2005). Students are exposed to a variety of poems, short stories, dramas and novels in the Lower Forms.

According to Kementerian Pelajaran Malaysia (2006), among the reasons the English literature component was incorporated into the syllabus was for it to play a secondary role to help strengthen students' level of proficiency in English language. It is also to expose students to various cultures from other parts of the world in the form of literature.

Students will be exposed to different types of literary devices such as theme, plot and moral values in order to allow them to appreciate the beauty of literary works which would contribute to emotional and spiritual growth (Sukatan Pelajaran Bahasa Inggeris KBSM, 2000). On top of that, one of the ministry's objectives is to improve students' competency level in English through English literature while exposing them to cultures from other parts of the world. (Sukatan Pelajaran Bahasa Inggeris KBSM, 2000). Usually, the novel for literature is chosen from Young Adult Literature category so that it would suit the students' age. It is also believed that novels could improve the students' language skills (Ministry of Education, 1999). However, a number of issues have emerged since the literature has been added to the English syllabus.

1.3 Statement of the Problem

English literature has been incorporated into the English syllabus since 2000 and the government has taken numerous steps to ensure students benefit from it. The

government hopes that by exposing students to literature, the students would develop into holistic beings who can also appreciate literature (KBSM, 2000). Besides that, the government also hopes that English literature would enhance students' proficiency in English. In the National Education Blueprint (2013-2025), it is stated that among the strategies that will be used by the government to improve the proficiency of the students in the English language are sending teachers for more courses on ways to teach literature and also to expose students to more literary work from various writers.

However, over the years, a number of problems arise from the inclusion of English literature. Although the literary texts are chosen by experts appointed by the Ministry of Education, Ganakumaran (2003) states that the texts chosen may not be suitable for every student. Some of the texts chosen may not be easy for every student to handle due to the level of English used in the text. He also shares that students may also find difficulties relating to the texts as they are mostly from Western countries. Although there are local texts in the literature syllabus, they are not as many as the foreign texts. Thus, students, both from rural and urban schools in Malaysia often encounter challenges when it comes to literature component (Ganakumaran, 2003). Besides that, students also often find difficulties when it comes to the short stories, dramas and novels as students are required to concentrate on plot, character and characteristics, theme, moral values and settings for both time and place (Tina Abdullah et al., 2007). This is due to the huge amount of information that students are expected to analyse and recall with their poor language proficiency.

1.4 Objectives of the Study

This research aims to identify:

- a) the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how these challenges are addressed
- b) if students' ability to recall the plot and characters in *Step by Wicked Step* can be enhanced through the use of audio-visual aids
- c) the learners' attitude towards the use of audio-visual clips to aid the recalling of the plot and the characters in *Step by Wicked Step*.

1.5 The Research Questions

Based on the research objectives mentioned above, the following are the research questions (RQ) formulated:

1. What are the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how do they address these challenges?
2. To what extent do audio-visual aids enhance the recalling of the plot and characters in *Step by Wicked Step*?
3. What are the learners' attitude towards the use of audio-visual aids to assist the recalling of the plot and the characters in *Step by Wicked Step*?

For the current study, data from the focus-group discussions and feedback form are used to obtain answers for RQ1 & RQ3, while data from the pre-test and post-test are used to answer RQ2.

1.6 Significance of the Study

The study is important for a number of reasons. This study is conducted to identify the challenges faced by students in learning English literature. By identifying the problems, possible solutions can be carried out in order to overcome the problems they face.

Besides that, this study will also help in identifying if audio-visual aids enhance students' ability to recall information about plot as well as characters found in the literary texts used in schools. Based on the past year PT3 and SPM exam papers, it is found that characters as well as plot are questions that are frequently tested on. Therefore, this study is hoped to contribute in helping students score better in their exams.

On top of that, English literature is not only taught in Form 3 and Form 5. It is taught to all high school students who are in Form 1 until Form 5. This is because it is a compulsory component in English lessons. Thus, this study is expected to benefit all the secondary school students in Malaysia.

1.7 Organisation of the Dissertation

This dissertation consists of five chapters which are:

- Introduction: This chapter briefly describes the background, objectives and also the research questions of this study.
- Literature Review: This chapter discusses relevant studies that have been conducted in the past focussing on how these studies have contributed to the current knowledge of the use of audio-visual aids in class.

- **The Methodology:** This chapter focuses on the research design, participants and instrument used for this study, research procedure and ethical considerations. It also describes the data analysis procedures.
- **Data Analysis:** This chapter presents the results which were obtained so that the research questions can be answered.
- **Discussion, Conclusion and Recommendation:** Based on the findings presented in Chapter 4, conclusions are drawn to answer the three research questions. Recommendations and suggestions for future research are also made in this chapter.

1.8 Summary of Chapter 1

Chapter 1 is an introduction to the research. It consists of the background of the study, the issues high school students face when it comes to English language and literature component. Besides that, it also covers the objectives and the research questions of this study. The significance of the study was also discussed in Chapter One.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The importance of the English language in a country like Malaysia cannot be over-emphasised since English is the second official language in the country according to Article 152 of the Constitution of Malaysia. This fact brings about the need for students to learn English as a second language in secondary schools in Malaysia. The government has included English literature as part of the English syllabus with the hope that it will help students master the English language better (Ganakumaran, 2003). (Melur, Hadi & Dexter, 2003) explain that, English is a second language to Malaysians and therefore it may not be easy for one to learn English literature easily. This is because there are always many language complications and also cultural differences when dealing with literary texts. This chapter will cover the various studies that have been conducted in the past related to English Literature in Malaysian schools and also the use and benefits of audio-visual aids in schools.

2.2 The Importance of English Literature

The Malaysian English Language Teaching Association (MELTA) and The Faculty of Languages and Linguistics, University Malaya have conducted a research to identify the benefits of adding literature into the English curriculum (MELTA, 2012). According to MELTA (2012), literature should be included in the English syllabus so that students can be exposed to situations that provide opportunities for them to engage in issues and themes that are constructive and authentic. Besides that, adding literature

into the English syllabus will give students the chance to experience texts that have rich source for language learning. It also will provide students a platform for the development of critical thinking skills.

The texts chosen for English literature are of both local and foreign origins. When students are exposed to local texts, they would be able to relate to the texts to an extent as the setting and moral values would be similar to those students are familiar with (Ganakumaran, 2003). This would enable them to understand the texts better. Ganakumaran (2003) also stated that it is crucial that students be exposed to foreign texts as well so that students get to enrich their knowledge on foreign cultures and traditions.

Various methods have been implemented to ensure students benefit from the literary texts chosen by the Ministry of Education. Among the common methods is using audio-visual aids as a learning tool.

2.3 Dual Coding Theory

Dual Coding Theory (DCT), which was introduced by Allan Paivio, is a hypothesis on how images help retention of information. It is also about how images improve the ability to retrieve information at any given time (Paivio, 1969).

He claims that one can remember better when an image is present as opposed to only words because of the availability of two mental representations instead of just one. If Individual A is given a list of 50 words to remember while Individual B is given the same list of words along with the pictures that depicts the meaning of the words in the list, it is claimed that Individual B will be able to recall more words as opposed to

Individual A. This clearly shows that images help in retention and recalling of information.

Besides that, according to Paivio and Desrochers (1980), words that are associated with rich visual imagery are more easily learned than abstract words due to what is called the concreteness effect. Words such as 'serenity', 'faithful' and other abstract words are much difficult to be recalled as opposed to concrete words such as 'book' and 'table'.

This theory has been around for almost half a century and despite receiving widespread recognition by various researchers, it has also been disputed over by many more. Many studies were conducted by various researchers from different continents to either contribute to this theory or to disclose results that did not comply well with it.

According to Paivio (1969), images and words are processed in separate parts of our brains. However, they both can be retrieved separately or together according to our needs. It very much depends on what a person would like to retrieve. Paivio (1969) has stated that images can trigger memory better than words can. This current research was carried out to identify if audio-visual aids would help the participants recall better in terms of plot and characteristics of a literary text.

Kyllonen and Christal (1990) have stated that one can remember words better if they were asked to recall it according to sequence. However, when asked to recall images and printed words in any order, participants could recall more images as compared to words. This shows that images are easier to be recalled if it can be recalled randomly but in order to recall information according to the sequence, participants can recall words better. Hence, this research is to investigate if the participants could recall information better by reading the text alone or by watching the audio-visual as well after reading the novel.

Many other researchers who are interested in Paivio's work have conducted various studies to support or to disapprove DCT. According to Chiu (2006), movies help learners expand their vocabulary and also learn new cultures. Besides that, movies also help learners to read body language and intonation of the actors to know the proper intonation to use and body language according to the situation.

Another researcher, Cross (2011) conducted a rather interesting study whereby he identified the role of visual content in L2 listeners' comprehension on news videotext. Based on his research, it was concluded that visual does help in comprehending the news better. Participants of the study were able to contribute more during the focus-group discussion after watching some clips regarding the news as opposed to the group who did not watch the clip along with the news.

However, Langan (2009), conducted a research to identify the role of images, texts and audio in terms of retention and recalling of information. His participants were divided into three groups whereby Group 1 was given only text, Group 2 was given text and images and Group 3 was given text, images and audio. Participants were given a brief MCQ test to evaluate how much they can recall. Based on the findings, it was concluded that the participants who had only text, were able to score the highest marks. This clearly does not comply with Dual Coding Theory.

On a different context, Van Der Molen (2009) put a different perspective into Dual Coding Theory by adding games in his research. He divided his participants to three groups. Group 1 was given a text to read. Group 2 was given only visuals to look at. The content of the visual was the same as the text given to Group 1. Group 3, however, was asked to play a game to get the content of text. All three groups were exposed to the same topic but in different medium. After a week, the researcher found out that the participants in Group 3 were able to recall the most information based on

their memory as opposed to those in Group 1 and Group 2. This clearly shows that interactive activities like games play a role in recalling of information.

Yavuz (2008), conducted a research that not only complimented Dual Coding Theory, but also gave another insight to this theory. Based on the findings from his research, it can be concluded that images do help in recalling information. However, in this study, the researcher made it a point to select a few texts/images that had something to do with the participants' interest or experience. Based on the test results, the researcher found out that participants were able to recall more information on texts/images that were on topics of their interests or prior knowledge. Hence, interest and prior knowledge too can contribute to the Dual Coding Theory.

In a research carried out by Farley (2012), the participants were divided into three groups. Group 1 had pictures that depict abstract words along with the word itself. Group 2 had pictures of concrete nouns along with the words. The participants in Group 1 were able to recall more information as opposed to Group 2. This clearly shows that it is easier to recall abstract words with the help of pictures. This coincides well with Dual Coding Theory whereby pictures do help in recalling of information.

Dual Coding Theory has been utilised by various researchers to identify to what extent images can contribute in recalling information. This current research is to demonstrate if audio and visual can be combined to assist one to recall information better. This research would focus on information related to plot and characters found in a novel called *Step by Wicked Step*.

2.4 The Benefits Audio-Visual Aids bring to Language Learning

As far back as the 1970s, teachers and lecturers have been using films as a teaching aid as they can represent abstract theories and concepts. Such films will most likely assist students who are inexperienced in a particular theory or concept. This is because films can offer a great sense of realism. Champoux (2007) explains that the scenes in movies help students to see a better image of the setting of place in one glance. For example, a setting of a busy city in a movie would not only be accompanied by many cars and people but also with noises that are often related to big cities. This would enable the students to not only see but also 'hear' the setting of the scene.

According to Champoux (2007), the special features that movies offer make movies a remarkable teaching tool. Early film theorist, Kracauer (1973), stated that foreign movies have special ability to make a person see the world in a different perspective. The different languages used in a foreign movie would enable a person to experience language learning in a different light. Without a doubt this review of film theory and film studies literature further highlights why and how film has a unique ability to portray language learning in an uncommonly powerful way.

Balogum (1976) mentioned that well-chosen audio-visual materials will promote better understanding; create emotional balance by making students feel both excited and attentive towards the lesson at the same time. The 21st century has brought about a special connection between children and the media particularly audio-visual aids. Muller (2006) reiterates that students can always use films to help them understand complex literary theories as students are familiar with multimedia texts. Muller (2006) further explains that, due to the changing nature of media and society, students have been placed in a position where they have grown up surrounded by film and various other types of media.

It is well understood that audio-visual aid serves as an addition (complimentary) to text in literature. Karlsson (2010) claims that schools have always been using written texts but society is slowly changing and accepting new media forms. Schools are also more open to revising their old practices and do not mind using various media as teaching material. Media, electronic media in particular, has carved its presence in our lives and our educational system. Karlsson (2010) iterates that the new media have become increasingly important in our daily communication, the concept of literacy has been further complicated. According to Kress (2003), audio-visual aids enable students to travel and have in-depth understanding of culture and language by watching relevant foreign movies and theatre art materials.

Audio-visual aids serve as a source for information to many students and it reemphasizes the importance of technology in the educational system. According to Marshall (2002), all kinds and levels of audio-visual aids such as filmstrips and even the internet are vital in the educational technology equation. It is fair to say that both teachers and students benefit from using audio-visual aid. Mathew and Alidmat (2013) are with the impression that when teachers use only textbooks to conduct lessons, the lessons will be monotonous. In their research which was conducted with EFL students in Saudi Arabia, they discovered that students prefer having audio-visual aids as part of their lessons as it increases retention of information. The participants of the study, who were university students, shared that they were able to remember and recall better after being exposed to audio-visual aids. This was reflected in the tests that they sat for.

Moreover, (Muneer, Joubish, & Khurram, 2010), thinks that, audio-visual aids are capable of making learning more meaningful and also interesting. These aids are best used in completing the triangular process which is motivation, clarification and also

stimulation. These aids can help in interpretation of complex themes and situations in a text.

Natoli (2011) stated that it is crucial to have audio-visual materials in learning sessions as they help in remembering information better. This is because when someone has seen a visual representation of something, the image will always pop in their minds when they think about it. Therefore, they can remember it better. Ashaver and Igyuve (2013) further explain that audio-visual resources can contribute to the clarity of information presented by allowing students to visualise what is learned. One of the objectives of their research was to identify how audio-visual aids benefit students. They found that most of the participants prefer the use of audio-visual aids during lessons because they can understand the lessons better when they are used. The researchers also found that when audio-visual aids are used, students tend to participate more actively during focus-group discussion as opposed to when there are no audio-visual aids.

Furthermore, Iheanacho (1997) explains that when it comes to the development of the four language skills which are writing, reading, speaking and listening, vocabulary plays a vital role. As iterated by Mansourzadeh (2014), audio-visual aid does help develop the four language skills mentioned. The different aspects and views makes audio-visual aid in English literature all the more enticing.

Chandler and Cypher (1948) came up with a list of values for audio-visual aids when they are used in the right way. They stated that audio-visual aids are helpful in lessening major weakness of verbalism and also provide an exciting approach to new topics. They also shared that when a topic is being introduced for the first time, it is best to use audio-visual aids as they give the correct first impression of the topic. It also puts students in a happy learning environment and increases the ability of retention. Audio-visual aids also can stimulate creative responses in students and stimulate their interests

in self-expression. Talib et al. (2015) pointed out that a world class education consists of every aspect of education such as pedagogy, syllabus, presentation, audio-visual aids, physical aspects of teaching and learning and other optimal conditions which are integrated with information and communication technology (ICT).

The utilisation of audio-visual aids can be further enhanced in this day and age through the inclusion of social media platform to amplify its utilisation. Audio-visual aids can be used to help students interpret cultural information more in detail. They also shared that since young students are active in using social media platforms, it would be best for the audio-visual aids to be uploaded there for easy accessibility and viewing.

In a research paper written by Fjallstrom (2010) titled “Film and Streaming Media as Resources in English Teaching” with the aim of understanding why film streaming media can be seen as resources in teaching and also to find out how teachers use and regard film and streaming media in education, the result of the interviews revealed that it is possible to say that there are several didactic potentials of film and streaming media in English teaching and that is up to the teacher to make something more out of the material that is available. “Film is no magic” as one teacher expressed it. Film and streaming media can be complements and alternatives to written texts in the teaching of English since it is important to emphasise variation in teaching, whatever the subject might be.

The 21st century has brought about a better understanding that audio-visual aids are a form of communication. Yang et al., (2009) explains that many researchers are now very keen in finding out how using audio-visual aids motivated more students and teachers alike to use them to improve their learning and teaching skills.

Wood (1999) iterates that there are many audio-visual aids that have meaningful content that can be used to develop one’s language skills because the contents are often

memorable and very close to reality. Therefore, one can relate to the audio-visual aids better as they are familiar with the context presented in the audio-visual aid. Furthermore, Wood (1999) points out that an audio-visual aid can be paused, and re-watched numerous times until one understands the content.

There has been explicit research conducted on the use of audio-visual aids in language classes. The research and surveys address the subject matter and give account of what was achieved in other settings, as attempted in this current study. Sherin (2004) expresses the use of audio-visual aids in learning has changed over time as technology becomes more and more advanced. Furthermore, Goldman et al. (2007), explains that there are many high quality audio-visual aids which are easily available. Due to the easy accessibility, more students are turning to audio-visual aids to improve their learning experience.

According to Rasul, Bukhsh and Batool (2011), audio-visual aids are useful materials for students who would like to know more about the past with a realistic background. Audio-visual aids offer students a much more genuine experience which grabs their attention and at the same time assist them in understanding historical events. They also state that these aids stimulate the auditory senses and also their thinking and understanding. In addition to that, there are many actions which cannot be explained through speech only because of their complexity which might cause misunderstanding to the students. This is especially useful when students want to master a language.

Besides that, based on a research conducted by Woottipong (2014) at Thaksin University, it can be said that audio-visual aids can contribute to language learning. This is because these aids assist students to improve their listening skills as they are exposed to new lexical terms when they watch audio-visual clips. Woottipong (2014) also claims

that students can also improve their language by watching news commentaries and also documentaries.

A more in-depth analysis performed by Locke (1965) suggests that audio-visual aids are a more effective medium than tape for modelling a foreign language and the accompanying behaviour patterns'. Macwan (2015) reaffirms that clips from YouTube and other platform can be used to enrich ones vocabulary and also to gradually learn to construct complex sentences.

2.5 The Importance of Audio-Visual Aids in English Literature

In recent years, film and literature go hand in hand and many teachers have learned to use audio-visual aid to enhance and improve the understanding of students. Philips (2007) thinks that, despite audio-visual aids being used in various schools all over the world, nothing has been published so far to study the relationship between film adaptations and also the text printout.

Learning a language takes time and in the case whereby students have basic understanding of a language such as the English language, literature further enhances their understanding (McKay, 1982). Nevertheless many literature books and novels can be rather difficult to be understood in detail for non-native speakers. Rivers (1981) claims that in order to reach the goal of teaching a foreign language through the use of literature, any forms of media can be utilised to make the whole process of teaching and learning easier and quicker. He also stated that language teachers have always been keen to utilise recording equipment, both audio and visual.

Besides that, Lee and Coppen (1970) point out that audio-visual aid helps to make classrooms livelier and bring diversity and interest into language classes. Not only

that, they also claimed that visual aids, especially, can strengthen the meaning of the utterances used in particular context. Audio and visual aids can both encourage students to not only converse in the language but also to write and read. On top of that, audio and visual aids also provide assistance about the background of literature and also about the lives and cultures in the foreign country found in the literary texts.

The use of audio-visual aids in schools primarily to aid the language barrier and the complexity of the English language for non-native speakers cannot be over emphasised. In English literature, contextualisation is crucial when it comes to providing clues and meanings to written expressions. One of the best ways to bring this to life is through audio-visual aid; film to be precise. Marshall (2002) states that no matter what form of audio-visual aid is used, when information is presented with a purpose, a student can accept the information much easily and add it to his or her existing knowledge on the same matter. Besides that, using audio-visual aids in teaching also encourage student participation.

On top of that, audio-visual aids help spark the interest of students and it gives them better understanding of the subject matter, Ode (2014) believes that, utilising audio-visual aids that work alongside pieces of literature creates an interest factor that can benefit student motivation and learning in the classroom. Regardless of the lenses we use in looking at this, audio-visual resources have its benefit and a place in English literature. In the research conducted by Ode (2014), the findings showed that when students are exposed to lessons involving audio-visual aids, the lesson is much more impactful and powerful as students are more interested in the lesson and are keen to learn more. Dike (1989) opines that not only do audio-visual aids make lessons more interesting, they also make lessons much focused and with high clarity. Vethamani

(2009) sums it up by pointing out that, audio-visual aids have enabled authentic communication to take place between learners and the literary texts.

2.6 The Use of Audio-Visual Aids in Schools in Malaysia

Audio-visual aids, especially films, have always been used in local schools to educate students. This can be traced back to the 1940s whereby strip and loop films were utilised in Malaysian schools (Rosnaini & Mohd. Arif, 2003). Chan (1977) believes that there is no harm in using any forms of audio-visual aids such as films as long as they are exploited systematically so that students can benefit from them. Although there are a number of studies that show the benefits of using audio-visual aids in language classes, in a research conducted by Naim (1995), it was found that many teachers and educators were reluctant to bring in audio-visual aids into classrooms. He claims that they are still sceptical of the educational values that audio-visual aids may offer. This claim was further tested by Rosnaini & Mohd. Arif (2003) whereby they interviewed a number of teachers to find out their perceptions towards the use of audio-visual aids in classrooms. It was found that 66% of the teachers use audio-visual aids in school. However, they did not use it frequently as the frequency was low (sometimes/once in a while). Another 28% of the teachers shared that they were not able to use audio-visual aids in classrooms as the schools lacked the necessary facilities needed. Besides that, they also claimed that they did not have the time or the materials to carry out the lessons involving audio-visual aids.

Recently, Malaysian schools are also adopting the use of audio-visual aids in the educational system particularly in the study of English literature. There has been an increase in the use of multimedia and other technology to enhance learning. According to Thusa (2015), who has done a research on the advantages of incorporating graphic

novels into Malaysian education system, many Malaysian students are now exposed to making use of other multimodal texts such as magazines and comic books.

Ashinida, Afendi & Mohd. Shabri (2004) have stated that although students have been exposed to the use of technology in classrooms for many years now, according to her research, teachers are still not utilising the existing facility in their schools fully. Many teachers are still not very keen to use the computer labs, computers or even the overhead projectors. To further increase the quality of education and increase the assimilation of literature by students, Seman and Ahmad (2012), believe that teachers must use creativity in designing fun activities so that the lesson would be more exciting.

The primary reason for the inclusion of audio-visual aids in teaching literature to secondary school students in a country like Malaysia is to ease the understanding of English literature and to bridge the student's thoughts with the actual literary expressions. The audio-visual aid used for this research is locally made by Malaysian students as there are no audio-visual aids made on Chapter 6 of *Step by Wicked Step* from the western countries.

Malaysian students also gain significant benefits from the use of audio-visual aids in teaching English literature. Based on the research conducted by Melur et al. (2013) on seven national secondary schools in Kapit, Sarawak, they discovered that when one uses visual aids to teach English literature, students form a strong engagement with the texts. Most of the 52 English teachers who were requested to answer questionnaires and interview questions responded positively towards the use of audio-visual aids in English literature class. Besides that, the teachers also shared that visual aids and audio-visual aids inspire students to approach the texts with interest and they also tend to understand the abstract ideas in the texts better.

Malaysian schools are also adopting the use of audio-visual aids in the educational system particularly in the study of English literature. There has been an increase in the use of multimedia and other technology to enhance learning. According to Thusa (2015), who did a research on the advantages of incorporating graphic novels into Malaysian education system, many Malaysian students are now exposed to making use of other multimodal texts such as magazines and comic books.

Audio-visual aids also extend students' experience when studying literature. In a research conducted by Gopal (2010), he stresses that audio-visual aids help students to understand certain literary expressions. Ashaver and Igyuve (2013), explained that through the use of audio-visual aids, foreign cultures and also climatic conditions of different parts of the world can be brought to class without much hassle. It cannot be denied that multimedia is widely used by students. Learning to read films would be an interesting way for students to understand literary theories better. Students get to look for literary devices such as plot and setting using the existing audio-visual aids. Students can also use audio-visual aids to find the difference between those and printed text. This will enable students to benefit from both texts and audio-visual media.

2.7 The Importance of using Subtitled Audio-Visual Aids in Language Learning

Danan (2004) explains that to enrich the listening and reading comprehension of a second language, one should watch audio-visual aids which come with subtitles. The subtitles will act as a medium to reaffirm the visuals. In other words, the subtitles provide more information on the auditory information that is being shown by the visuals.

Rania (2013) conducted a research in a university in Texas to address the role of subtitled audio-visual aids in the development of students' grammatical accuracy. Nine students were selected for this research and were asked to watch an audio-visual aid with subtitles and answer questions on past perfect tense. Students' attention was drawn to the grammatical structure to some degree when the audio-visual aid was accompanied by subtitles. They were able to score better in a test on past perfect tense after being exposed to the subtitled audio-visual.

2.8 The Possible Negative Concerns of Using Audio-Visual Aids in Teaching Literature

As mentioned earlier, there are concerns among parents and educators regarding the issue behind using audio-visual aids in teaching. According to Fjallstrom (2010), although there are many who support the use of audio-visual aids as learning material, there are also some who are against it. Watching audio-visual aids in school is seen as a passive and destructive behaviour as most young people are already watching so much television in their spare time.

Fjallstrom (2010) also expressed how television is seen as one of the factors that cause children and teenagers to be more violent, vulgar and to begin consume alcohol illegally. Besides that, television is also believed to spread negative moral values such as sexism and racism. Young people who watch television excessively are deemed mentally passive and lazy. Overindulgence with television can cause many problems.

When audio-visual aid is discussed on a literary level under the subject of literature, the mind-sets of students need to be aligned with the subject matter.

Buckingham (2003) is with the impression that before students are shown the audio-visual aid in the classroom, they must first change their mind-sets that audio-visual aids are not less valuable than books. Students must refrain from thinking that it is a time for napping. He believes that students must be given clear instructions first on what they are required to do before they are shown the audio-visual aid.

As stated earlier, film is part of our daily lives and we cannot just ignore or avoid it. The way forward is to capitalise and maximise its use. Buckingham (2003) explains how nowadays children get almost all their information from online sources. Therefore, it is wise for the teachers to stimulate the growth of critical thinking skills by using audio-visual aids and texts to be cross-examined and evaluated.

In a country like Malaysia where the culture is very different from that of the West, it is important to pay more attention to the content of the audio-visual aids before presenting it to students. This is to prevent culture shock and also to familiarise students with cultures from other countries or continents. Lonergan (1995) further explains that, teachers should not utilise audio-visual aids simply to as filler or to waste time. He stated that audio-visual aids should only aid a teacher to teach better and not to replace him or her.

Although there are disadvantages of using audio-visual aids in classroom, the current research would like to identify if audio-visual aids can benefit those who are taking English literature, especially novel, in Malaysia.

2.9 Summary of Chapter 2

This chapter discusses the role of audio-visual in schools around the world and also in Malaysia and research which has been conducted in this area. The next chapter covers the methodology used for this research.

University of Malaya

CHAPTER 3

THE METHODOLOGY

3.1 Introduction

This chapter describes the research design, participants and instrument used for this study, research procedure, ethical consideration and also data analysis procedures.

3.2 Research Design

The methodology adapted for this study is mixed methods. According to Creswell (2009), a mixed method is used when a researcher would like to confirm the findings from different data sources. This method ensures that the data from both sides are analysed in depth to give a more triangulated findings. For the current study, qualitative method was used to collect data for the first and third research questions. The data was collected through focus-group discussions and also feedback forms. On the other hand, a quantitative method was employed to obtain data for the second research question whereby participants were asked to complete a pre-test and a post-test. The marks from both the tests were analysed using Statistical Package for the Social Science (SPSS).

According to Campbell and Stanley (1966), to measure the implication an independent variable brings to a dependent variable, one must incorporate Experimental Design. This design is also sometimes known as Pretest-Posttest control group. An Experimental Design requires homogeneity in the sample. They also mentioned that the dependent variable, which is the sample/participants in this research, should be

homogenous that the researcher should be able to interchange them between groups without causing any effect.

For the current research, two classes of students were selected. These students are teenage boys and girls aged 17. They are in Form 5 (Arts Stream). As there are two groups in this research (Class A and Class B), the researcher should be able to interchange the participants from one group to another. The participants in this research are homogenous in terms of English proficiency as all of them belong to low proficiency level according to their marks for their English monthly tests. Only students who obtained grade C and below (55% and below) in English for their Monthly Test 1 and also Monthly Test 2 as well as their mid-term examination for the year were selected for this research. Based on the grade descriptor for Sijil Pelajaran Malaysia (SPM), Grade C means that the language used is largely accurate. It also means that simple structures are used without errors though mistakes may occur when more sophisticated structures are attempted. Besides that, grade C also indicates that the students' vocabulary is wide enough to convey the intended meaning but may lack precision.

Besides that, both the groups are using the same novel for literature and have stopped at Chapter 5. However, the participants were not allowed to interchange classes as they had to comply with their school timetable. This issue will be further discussed in 5.3 Limitations of the Study.

For the quantitative method, a pre-test and post-test on plot and characters of a novel was administered. SPSS was used to analyse the marks participants obtained from the pre-test and post-test. The results revealed the participants' ability to recall information on plot and characters. According to Cooper and Schindler (2006), the

quantitative method is known to be utilised when a researcher would like to assess the attitude, knowledge or behaviour of a particular group of people.

A qualitative approach is carried out to gather certain information to identify why a certain phenomenon happens (Creswell, 2009). Focus-group discussion is a method that is used commonly to obtain qualitative data. According to Swartling (2006), a focus-group discussion is a group of individuals selected and assembled by researcher to comment. Their comments may come from their personal experience or from their knowledge. Therefore, focus-group discussions were carried out to elicit data for the first and third research questions.

According to Morgan (1988), there are a number of varieties of focus-group discussion. However, the main objective of them all is to collect qualitative data through wisely structured conversation with the resolution of attaining insights of participants in a permissive or non-threatening environment. Besides that, it is also to increase the number of perspectives and experiences on the topic discussed.

As advised by Morgan (1988), the number of participants for the focus-group discussions in the current research was kept at ten to allow a discussion of a better quality. A focus-group discussion with more than ten persons may cause the researcher to not be able to moderate the focus-group discussion well. On the other hand, if the group is too small, it is less likely to generate a discussion which is rich in quality. The perceptions and experiences discussed would be limited. Therefore, it is best if the number of participants for a focus-group discussion is within the range of seven to ten participants.

The researcher's duty, as the moderator of the focus-group discussion, is to guide the focus-group discussion by asking relevant questions. Sometimes, when participants dominate the conversation, the researcher mildly intervened to encourage

other group members to share their views. It is essential for the researcher to create a friendly and permissive atmosphere so that it bears a fruitful group interaction.

In order to validate the findings from the focus-group discussion, feedback forms (Appendix F) were also distributed among the participants who took part in the focus-group discussion. This is to obtain relevant information that participants may have omitted during the focus-group discussion. It is also to give the participants a chance to add information they may have been embarrassed to give during the focus-group discussion.

3.3 Research Instrument

A number of instruments were used for this research.

3.3.1 *Step by Wicked Step* by Anne Fine – Chapter 6

The text used for this study is a novel with the title, *Step by Wicked Step*, written by Anne Fine. Anne Fine is an English writer who has won numerous awards such as the Children's Author of the Year. This novel was first published in 1995 in the United Kingdom. This is the novel chosen by the Ministry of Education, Malaysia for Form 5 students in the southern region of Peninsular Malaysia. This novel deals with issues on broken homes and the impact of it on young children. Chapter 6 was chosen for this research as the participants' English teacher has taught from Chapter 1 up to Chapter 5. Hence, the study was conducted on Chapter 6 – Pixie's Story so that it does not disrupt the existing flow of lessons that they have been having with their English teacher. This instrument was used to answer the second research question.

3.3.2 Audio-Visual Aid

The treatment in this study was an audio-visual clip which was uploaded by a person with the username rizal sadiman. He was the narrator and editor of this clip. This clip was uploaded on 9th May 2013 at <https://www.youtube.com/watch?v=vsc91iyPFpE>. The length of this clip is 7 minutes and 39 seconds. This clip is titled Step by Wicked Step – Chapter 6, Pixie’s Story: The Pains in My Life. This clip is a short adaptation or a re-enactment of the chapter by students from a local school. According to the description of the clip on YouTube, it can be said that this audio-visual clip was made by a group of Malaysian national high school students for an assignment. The students who acted in this clip were of Malay and Chinese race who used Standard English for their dialogues. English subtitles were provided for the clip although the dialogues were in English. This clip covers the sixth chapter of the literary text, *Step by Wicked Step*. This audio-visual clip was selected among several others which were available in platforms like YouTube and Vimeo as the quality of this clip was better. The sound quality of this clip was clearer compared to other clips found. On top of that, this clip has followed the storyline much more closely with the novel as compared to the other clips. This instrument was used to answer the second research question.

3.3.3 Pre-Test and Post-Test

As this is an experimental design, a pre-test (Appendix C) and a post-test (Appendix D) were required in this research (Cooper & Schindler, 2006). The pre-test and post-test were used to help determine the effects of the treatment. The treatment in this study was an audio-visual aid.

The pre-test has two parts, Parts One and Two. Part One tests participants on characters while Part Two tests them on plot. Part One is further sub-divided into two sections, Sections A and B. Section A (20 marks) is a matching exercise, requiring participants to match a characteristic to a character in Chapter 6 in the correct column of a table while Section B (20 marks) consists of 20 multiple choice questions, requiring them to select the characteristics that match the characters in Chapter 6. Participants were asked to either circle or tick the correct answers. Part Two of the pre-test (15 marks) requires participants to rearrange the plot according to the sequence in Chapter 6. All the questions in this pre-test were derived from workbooks that were published by local publishers. The workbooks were obtained from the Head of English Department (HoD) of the school. These workbooks were published by Sasbadi and Oxford Fajar. According to the HoD, these workbooks are also used by most of the English teachers in the school and also other schools as they contain questions which are very similar to questions asked in SPM examination.

The post-test that has been designed for this study was a duplicate of the pre-test in terms of questions. However, the questions were not of the same format and were not arranged in the same sequence. This was done so that the participants do not realise that they are doing the same test again and they would not answer based on memory (Baddeley, 1966). The questions on characters in the post-test were in the format of True/False and multiple choice questions. The questions for plot remained the same format as the pre-test but the sequence of the questions was changed. The marks allocated for each question in both Parts One and Part Two were the same as in the pre-test. This instrument was used to answer the second research question.

3.3.4 Interview Schedule - Voice Recorder

This instrument was used in the focus-group discussion for both groups to record the focus-group discussion that took place with both the groups. Participants were requested to get their parents'/guardians' permission to take part in the study. They were given a consent form about eleven days prior to the focus-group discussion so that they could get the approval from their parents/ guardians. Their English teacher collected the forms a few days before the research began. Before the focus-group discussion commenced, participants were reminded that their conversation during the focus-group discussion would be recorded. Two smartphones with voice recording function was used for this purpose. As the participants were seated in a circle, the smartphones were placed on a chair in the middle of the circle. The second smartphone was used as a backup to record the focus-group discussion in case the main smartphone did not work well. A few questions were asked by the researcher, who was also sitting in the circle, during the focus-group discussion to ensure the discussions stays within the topic. The focus-group discussion was then transcribed for further analysis. The questions were also asked in Bahasa Malaysia when requested by the participants. The translated questions were prepared by the researcher about two months before the focus-group discussion took place. They were translated by a Bahasa Malaysia teacher who teaches in another government high school in Melaka. This instrument was used to answer the first and the third research questions.

3.3.5 Feedback Form

Feedback form was used to complement the focus-group discussion for both groups (Appendix F for controlled group and Appendix G for experimental group). It contained the same questions as the ones used in the focus-group discussion. The

questions were in both English and Bahasa Malaysia so that participants could answer the questions correctly without misinterpreting the question. They were also informed that they are allowed to complete the feedback form using either English language or Bahasa Malaysia. The Bahasa Malaysia translation was provided by a teacher who teaches Bahasa Malaysia in another government high school in Melaka. This feedback form was distributed to every member of the focus- group discussions about five minutes after the focus-group discussion. They were requested to remain seated and were requested to complete the feedback form anonymously. They were advised to not discuss their answers so that they do not get influenced to by their friends' answers. They were requested to complete the feedback fully. They were also encouraged to write their feelings and opinions honestly without having to worry about the consequences of their replies. Another reason for this feedback form is that according to their English teacher, the participants are known for being passive when asked to converse in English. Hence, the medium for the participants to communicate in written form instead of verbal was created. The participants were asked to fold and drop their feedback forms into a box so that they remain anonymous. This instrument was used to answer the first and the third research questions.

3.4 Sampling Techniques and Samples

The participants chosen for this research were based on convenience sampling. According to Marshall (1963), the main objective of quantitative sampling is so that the results can be generalised back to the population. As this research has employed experimental design, the samples selected for both groups (controlled group and experimental group) must have equal chance of being in the opposite group (Marshall, 1963). All the participants chosen for this study were selected from a co-education

secondary school in the district of Alor Gajah in Melaka. The participants were seventeen year old students who were preparing to sit for SPM examination. They were selected from two of the arts stream classes that the researcher had access to.

As the researcher had to take into consideration the accessibility of participants, cost and time constraint, convenience sampling was the best sampling method she could apply. However, it was not possible for the participants to switch groups as the researcher had to comply with the existing school timetable which did not enable that to take place. Participants from Class A were chosen to be in controlled group while participants from Class B were chosen to be in experimental group. Although all the Form 5 classes in the research site use *Step by Wicked Step* for their literature class, only Class A and Class B were chosen for this study as permitted by the school Principal. This is also partly due to the fact that both Class A and Class B have the same English teacher and so both the classes have stopped at Chapter 5 of *Step by Wicked Step* as the English teacher uses the same lesson plans for both the classes.

3.5 Research Procedures

The principal of the school that has been chosen as the research site was approached to obtain permission to conduct the research. She was given a letter (Appendix A) stating the research objectives. The consent forms were passed to the English teacher so that she could distribute them to the eighty students (40 students for Controlled Group and 40 students for Experimental Group) who were chosen randomly to be participants of the research. They were requested to gain the parents' or guardians' approval to participate in the research. The English teacher was requested to collect the consent forms from the students after a few days.

The principal gave her permission to the researcher as she believed the students and the school would benefit from the research. The English teacher managed to collect all the consent forms from the students. All eighty students had positive response from parents/guardians. Diagram 1 below shows the flow of the whole process for both the controlled group and also the experimental group.

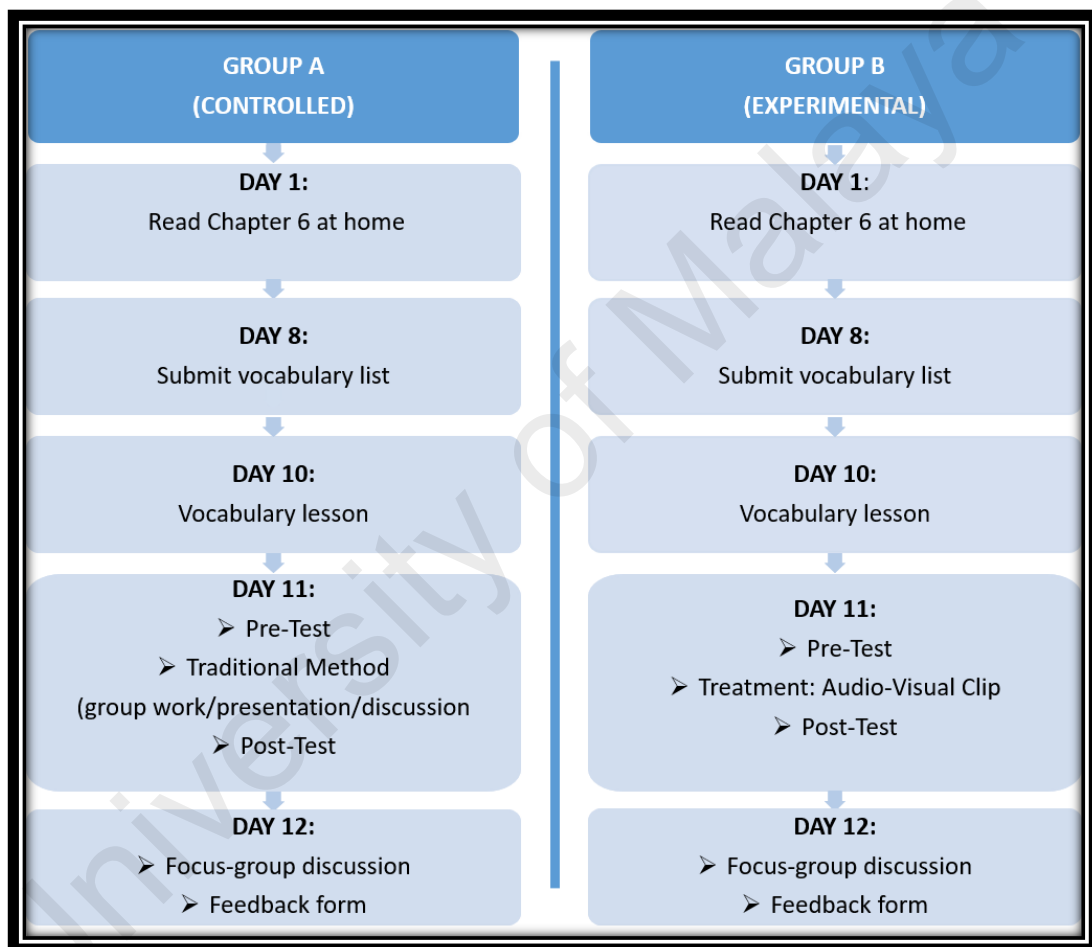


Diagram 1: The Flowchart

Controlled Group: Participants from controlled group were instructed to read Chapter 6 of the novel, *Step by Wicked Step* on their own (Day 1). This had to be done prior to the treatment because Chapter 6 consists of 22 pages and would have taken

approximately four to five periods to complete the reading in class. The participants were requested to refrain from reading any other alternative versions or watch any audio-visual clips on it. Although it is impossible to totally ensure the participants refrain from extra reading, based on the discussion with the English teacher and also from the focus-group discussion with the participants, the researcher is confident that the participants complied with the request. Participants were given seven days to read the chapter on their own. Chapter 6 was chosen to fit in with the existing class schedule where Chapters 1 through 5 had been taught by their English teacher. The participants were asked to list down words they did not understand and to look up the meaning in the dictionary. They must then submit the list of unknown words to the researcher after reading Chapter 6 on their own (Day 8). Based on the word list given by the participants, 15 of the most frequent words in the list were selected and a lesson was conducted (Day 10) to explain the meaning of the words to the participants. They were asked to read Chapter 6 again on their own after the vocabulary lesson.

On the next day (Day 11) a pre-test was administered to the controlled group. The participants were given forty minutes to complete the pre-test. The test papers were then collected. The participants were asked to write their table numbers so that they remain anonymous.

After the pre-test, a lesson using the traditional approach was conducted for the controlled group. This approach consists of the regular methodology that the participants' English teacher had used to teach the first five chapters of *Step by Wicked Step* novel. The traditional approach included group discussions, worksheet completion and presentations.

For the traditional approach, worksheets that dealt with words from the chapter were used. The vocabulary exercise which they had done was discussed and a lesson on

characters was carried out. The participants were divided into groups of five and each group was assigned a character from the novel. Each group must list down the characteristics of the assigned character. After twenty minutes, each group presented their work to the class.

Then, a traditional method lesson on plot was conducted. Portions of the Chapter 6 plot were written on strips of paper. The strips were put into an envelope. There were 10 similar envelopes with similar contents. The participants remained in their groups. Each group was given the envelope and a manila card. Participants were given about 20 minutes to paste the strips of paper onto the manila card correctly according to the chronology of the story. A few groups were randomly selected to present their work.

After a ten-minute break, the post-test was administered. The participants were given 40 minutes to attempt the questions on their own. They were again reminded to just write their table numbers on the corner of the post-test papers.

Both the pre-test and the post-test were administered to the controlled group. They were done on the same day because the researcher was given a time frame to be on the research site. The time frame was given by the school principal so that the research does not cause a major disruption to the participants' timetable.

A 25-minute focus-group discussion was held the following day (Day 12) with ten randomly selected participants. They were selected at random on Day 12 by the researcher during their English period. They were requested to be at the audio-visual lab as the researcher was given permission to utilise only the audio-visual lab on that day. Their English teacher was requested to be present as the participants requested her presence as they were more comfortable having her around. Besides that, it was the principal's condition that the English teacher must be present at all times during the research.

Before the focus-group discussion, the English teacher advised the participants to be honest with their answers. She assured them that they were allowed to express their thoughts freely without having to worry about any consequences. The participants were allowed to use Malay words during the focus-group discussion. A few questions were prepared to ensure the focus-group discussion stays within the topic. The participants were also given a feedback form with the same questions asked during the focus-group discussion so that they can express their thoughts freely without feeling self-conscious. The feedback form was used as a tool to complement the focus-group discussion. The feedback form was added to the research after the English teacher shared with the researcher that most of her students (the participants) are rather reserved and shy. The feedback form was expected to give the participants a chance to share their views and thoughts freely. Participants from this group were given about 15 minutes to complete the six questions. They were requested to remain seated until the time was up. All the participants completed the forms within 15 minutes.

Experimental Group: Once the researcher was done with the controlled group, the site was then revisited by the researcher to conduct the research on the experimental group. This group too were asked to read Chapter 6 of the novel (Day 1) and list down words that they did not understand. The lists were collected (Day 8) and again the same lesson on vocabulary based on the word list given by the participants from this group was conducted (Day 10). The participants were then requested to reread the chapter once more. The next day (Day 11), the participants sat for the pre-test. The pre-test is the same pre-test that the controlled group had sat for. The participants were briefed about the rules and were given forty minutes to complete the pre-test. The participants were asked to write their table numbers on the pre-test question paper instead of their

name so that they can remain anonymous. The test papers were collected after forty minutes.

The participants were then given the treatment at the audio-visual lab which was located in another building in the research site. An audio-visual clip of Chapter 6 which was downloaded from YouTube was shown to the participants. After watching the audio-visual clip, post-tests were distributed to the participants. This post-test was exactly the same post-test as the one given to the controlled group. They were given the same instructions as the ones given for the pre-test. Participants were asked to write the same table numbers as the one written on the pre-test so that they can remain anonymous. The table numbers are crucial though as the researcher has to keep track of their marks for both the tests. Again, this group too had to complete both the tests on the same day as the researcher was only given permission to be in the research site for a limited time.

On Day 12, a focus-group discussion was also conducted for the experimental group in a similar manner with the controlled group. Ten participants were randomly selected from the 40 for a focus-group discussion session. The ten participants were asked to gather at the audio-visual lab. They were asked to sit in a circle along with the researcher and recording devices were placed in the middle of the circle. Their English teacher was present as well as ordered by the school principal. Again, for this group too, the English teacher advised the participants about being honest with their answers. About 20 minutes was spent with this group. A few questions were prepared to ensure the focus-group discussion stays within the topic. The participants were allowed to use Malay words during the focus-group discussion. The participants were informed that they can request the questions to be translated into Malay. Although the experimental group had three extra questions to answer, the focus-group discussion took about the

same time as the controlled group as there were not many silent moments during focus-group discussion. About ten minutes after the focus-group discussion, they were also given a feedback form to fill in. The questions in the feedback form were the same as the questions asked during the focus-group discussion. They were given about 25 minutes to answer the nine questions in the feedback form. This group was given extra ten minutes to complete the feedback form as they had extra three questions to answer. Most of the participants completed the feedback forms within 15 minutes. However, the researcher advised them to remain seated until the time was up so that they do not disrupt the flow of thoughts of other participants who were still writing.

3.6 Ethical Considerations

Before commencing on this study, permission to conduct the research was obtained from the principal of the school. This is crucial as the participants of this study are in Form 5 thus will be sitting for the Malaysian Education Certificate examination. The principal allowed the researcher to conduct the study there with the hope that it would benefit the participants in some ways.

Upon receiving permission from the principal, Letters of Consent (Appendix B) were distributed to the participants to obtain written consent from their parents/guardians. The participants were assured that their identity would not be identifiable from the data. All the parents/guardians signed the letter of consent and gave their permission to allow their children to participate in this study. Parents/guardians were informed that some of the students will be requested to participate in a focus- group discussion which would be recorded with a voice recorder.

3.7 Data Analysis

In this section, the method adapted to analyse the data obtained is discussed. The results are provided in Chapter 4.

3.7.1 Pre-Test and Post-Test

To answer the second research question, “To what extent do audio-visual aids enhance the recalling of the plot and characters in *Step by Wicked Step*?” the marks from the pre and post tests were analysed using SPSS. Averages and frequency counts were used for this descriptive analysis. This tool was used to obtain answers for the second research question.

3.7.2 Focus-Group Discussions and Feedback Form

According to Braun and Clarke (2006), a theme identifies something crucial in the qualitative data that can be utilised to answer the research questions. It is the researchers’ duty to recognise the patterns that lie in the responses of the participants. A theme is not always quantifiable but it often relates to the research questions in hand. Thematic analysis approach is useful for finding the common themes mentioned during the discussion. According to Braun and Clarke (2006), thematic analysis does not need to be connected to any theoretical framework as it can be done with any forms of framework. Willig (1999) also shared that this analysis is best used to illicit details which reflects on realities, events and experiences in life and society. This method is suitable for the current research as it allows the researcher to look into the participants’ experiences during literature lessons and acknowledge the challenges they face. The data from the discussion was transcribed then analysed according to themes which

emerged from the discussions. The data from feedback forms was also analysed in similar method to find the common themes. This approach is important as it allows the researcher to interpret the discussion and answers from the feedback forms according to the themes so that the first and third research questions can be answered.

3.8 Summary of Chapter 3

Chapter 3 contains detailed explanation on the research design employed by the researcher. Besides that, this chapter also has the details on how the data would be analysed.

University of Malaya

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter reports the results derived from the data analysed to answer the three research questions of this study. The results are analysed in this chapter while the discussion of the results are in the following chapter.

The analysis starts with the findings from the pre-test and post-test of the controlled group for characters and then the plot. It then continues with the data analysis of the data gathered from the experimental group for characters and then plot.

4.2 Quantitative Data Analysis of the Pre-Tests and Post-Tests

Using Statistical Package for the Social Science (SPSS), the marks for pre and post-tests for both groups -controlled and experimental were analysed. Descriptive analysis was used to find the frequency counts and averages of the marks. Besides that, the p-value of the scores is also calculated to identify if the difference in marks after the treatment is statistically significant. If the p-value is lesser than 0.05 then it means that the result is statistically significant. The findings of both tests are elaborated in the following sub-sections:

Findings from the Pre-Test and Post-Test of the Controlled Group and Experimental Group are arranged in this order.

- Pre-Test and Post-Test Results for Plot
- Pre-Test Frequency for Plot
- Post-Test Frequency for Plot
- t-Test: Paired Two Sample for Means (Controlled Group - Plot)

Pre-Test and Post-Test for Controlled Group – Plot (15 marks)

Table 4.1: Controlled Group's Pre-Test and Post-Test Results for Plot

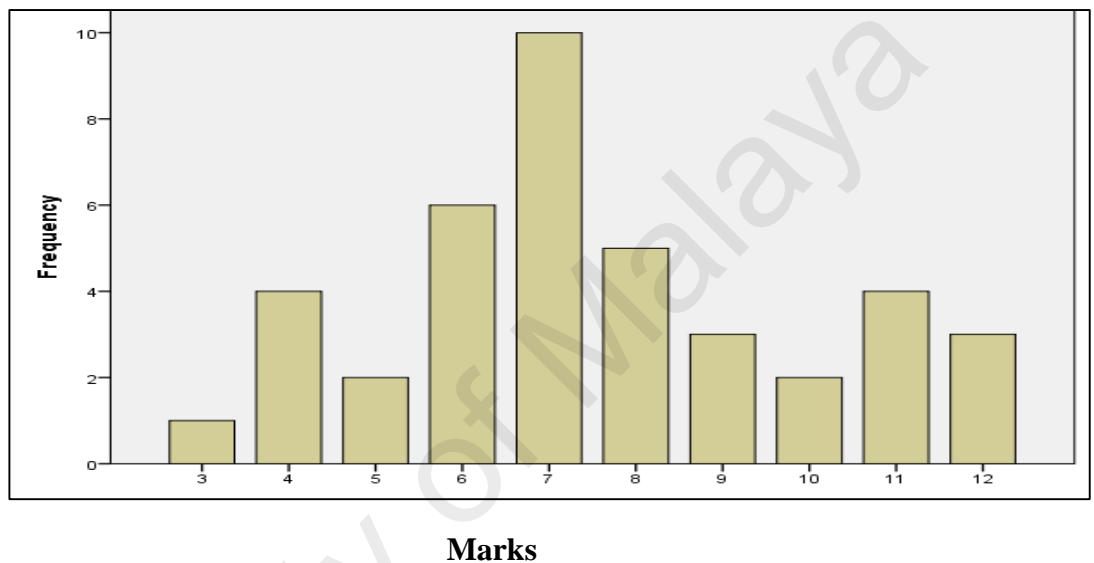
ITEMS		PRE-TEST	POST-TEST
N	Valid	40	40
	Missing	0	0
Mean		7.55	12.15
Std. Error of Mean		.382	.294
Median		7.00	12.00
Mode		7	12
Std. Deviation		2.417	1.861
Variance		5.844	3.464
Skewness		.262	-.129
Std. Error of Skewness		.374	.374
Kurtosis		-.607	-.812
Std. Error of Kurtosis		.733	.733
Range		9	7
Minimum		3	8
Maximum		12	15

Based on Table 4.1, the number of participants for this pre-test on plot for controlled group is 40 with allocation mark of 15. The mean is 7.55 with a standard deviation of 2.417. The average mark obtained by the participants is very close to mean, thus, it means that the data is quite symmetrical. Additionally, the data is positively skewed with 0.262. Moreover, the kurtosis value is -0.607 which is close to zero, hence, the data distribution is mesokurtic.

Similar to the pre-test on plot for controlled group, the number of participants for the post-test is 40. The allocated mark for plot was 15. The mean is 12.15 which is

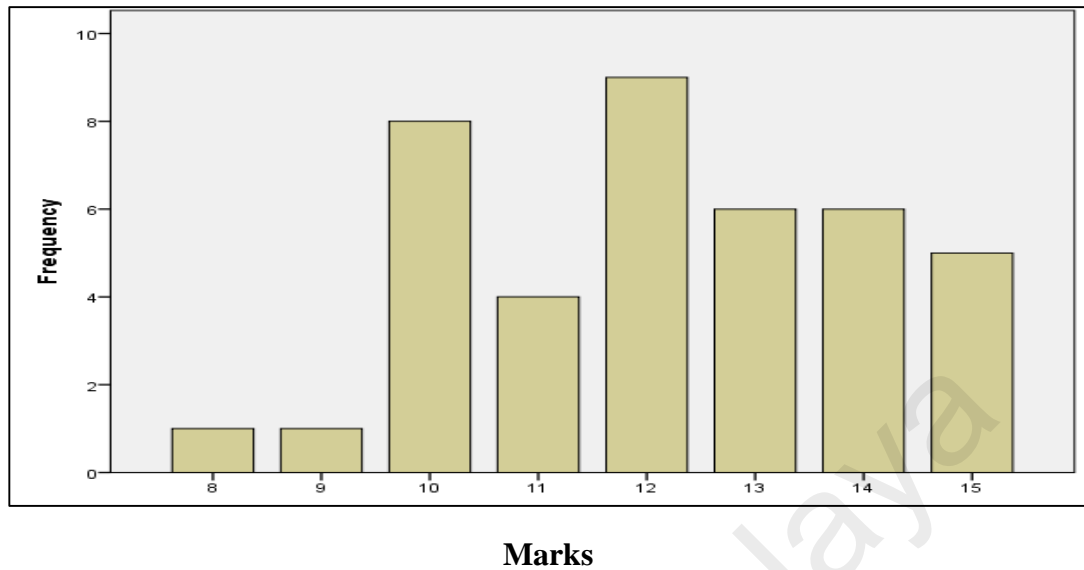
higher than the pre-test with a standard deviation of 1.861. The average mark obtained by the participants is very close to mean which is 12. This means that the data is symmetrical. However, the data is negatively skewed with -0.129 unlike the pre-test. Additionally, the kurtosis value is 0.733 which is close to zero; hence, the data distribution is mesokurtic.

Figure 4.1: Controlled Group's Pre-Test Frequency for Plot



The bar chart above shows the minimum and maximum marks obtained by the participants out of 15. The minimum mark obtained was three (3) with frequency of one (1) while the maximum mark was 12 with frequency of three (3). Meanwhile, the mode for marks attained for plot was seven (7) with frequency of ten (10). 7.5% of the participants scored the highest marks which is 12 marks.

Figure 4.2: Controlled Group's Post-Test Frequency for Plot



Referring to Figure 4.2, the minimum and maximum marks obtained by the participants out of 15 were eight (8) with frequency of one (1) and 15 with frequency of five (5) respectively. Additionally, the mode for plots mark was twelve (12) with frequency of nine (9). This means that 22.5% of participants scored 12 marks (mode) for this post-test on plot.

Table 4.2: t-Test: Paired Two Sample for Means (Controlled Group - Plot)

<i>ITEMS</i>	<i>POST</i>	<i>PRE</i>
Mean	7.923076923	7.666666667
Variance	5.651821862	6.596491228
Observations	39	39
Pearson Correlation	0.840427564	
Hypothesised Mean Difference	0	
Df	38	
t Stat	1.13650268	
P(T<=t) one-tail	0.131431401	
t Critical one-tail	1.68595446	
P(T<=t) two-tail	0.262862802	
t Critical two-tail	2.024394164	

From Table 4.2, it can be seen that the mean difference of the score for plot is 0.26 marks. Although there is an increment, based on the table above, it can be seen that the participants' scores for the post-test on plot are not significantly greater after they had the traditional method of lessons.

4.2.1 Findings from the Pre-Test and Post-Test of the Controlled Group

Table 4.3: Controlled Group's Pre-Test and Post-Test Results for Characters

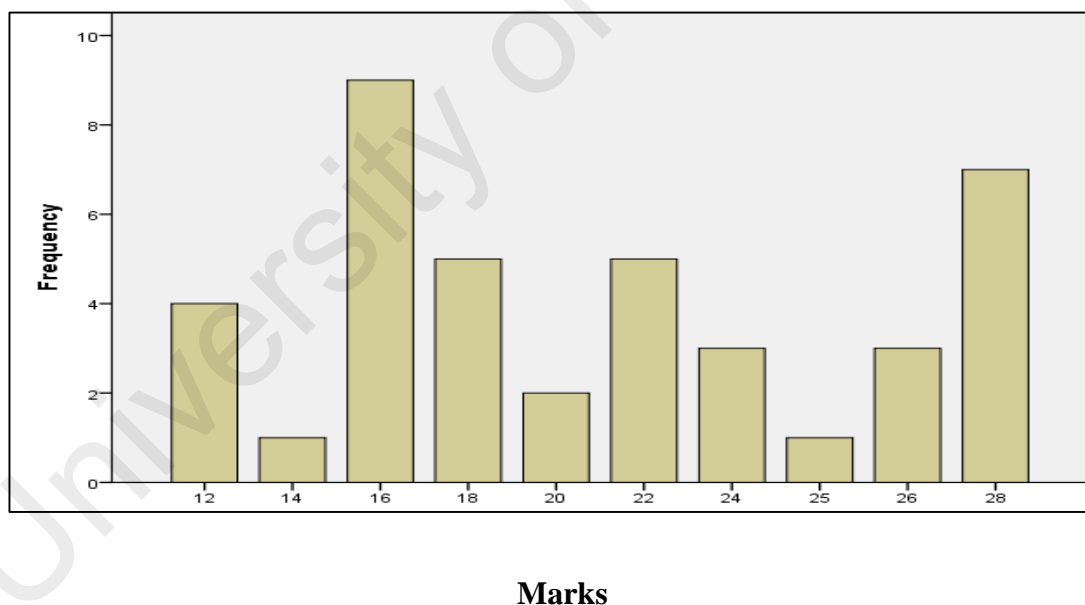
ITEMS		PRE-TEST	POST-TEST
N	Valid	40	40
	Missing	0	0
Mean		20.43	29.58
Std. Error of Mean		.839	.667
Median		20.00	30.00
Mode		16	30
Std. Deviation		5.305	4.218
Variance		28.148	17.789
Skewness		.055	-.496
Std. Error of Skewness		.374	.374
Kurtosis		-1.268	-.139
Std. Error of Kurtosis		.733	.733
Range		16	18
Minimum		12	20
Maximum		28	38

Table 4.3 shows the number of participants in the controlled group for this pre-test on characters is 40. The allocation mark for characters is 40. The mean is 20.43 (n = 40) with a standard deviation of 5.305. The median obtained by the participants is 20

and it is very close to mean, thus, it means that the data is quite symmetrical. Although the data is positively skewed (0.055), it is still within ± 1 . Additionally, the kurtosis value is -1.268 which is close to zero. Hence, the data distribution is mesokurtic.

For the post-test, the number of participants and allocation mark for controlled group on characters is the same as the one for the pre-test. However, the mean value is 29.58 which is higher than the pre-test with a standard deviation of 4.218. The median obtained by the participants is very close to mean, meaning that the data is quite symmetrical. Nonetheless, this data is negatively skewed with -0.496 and the kurtosis value is -0.139 which is close to zero. Hence, the data distribution is mesokurtic.

Figure 4.3: Controlled Group's Pre-Test Frequency for Characters



Based on the bar chart above, the minimum and maximum marks obtained by the participants out of 40 were 12 ($n=4$) and 28 ($n=7$) respectively. This means that seven participants scored the highest mark which was 28 and four participants scored the lowest mark which was 12. Meanwhile, the mode for marks for characters was 16 with a frequency of nine. This means that 22.5% of the participants scored 16 marks.

Figure 4.4: Controlled Group's Post-Test Frequency for Characters

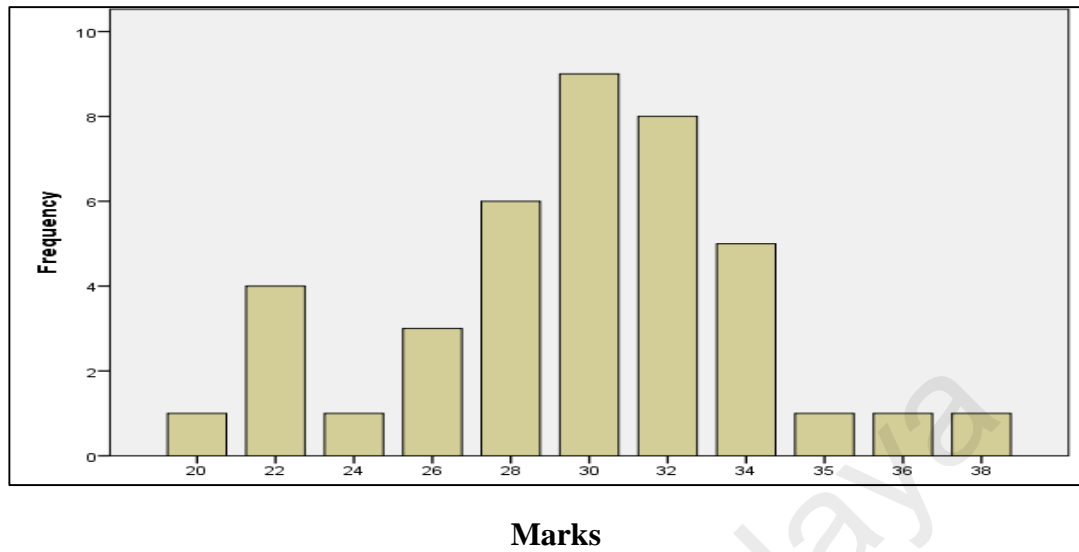


Figure 4.4 shows the minimum and maximum marks obtained by the participants out of 40 whereby 20 marks is the minimum marks with frequency of one (1) and 38 marks is the maximum marks with frequency of one (1). These marks are higher compared to the pre-test. Meanwhile, the mode for characters mark was 30 with frequency of nine (9). 22.5% of the participants scored 30 marks.

Table 4.4: t-Test: Paired Two Sample for Means (Controlled Group – Characters)

<i>ITEMS</i>	<i>POST</i>	<i>PRE</i>
Mean	28.6	20.85
Variance	36.14358974	40.59230769
Observations	40	40
Pearson Correlation	0.596853768	
Hypothesised Mean Difference	0	
df	39	
t Stat	8.801588605	
P(T<=t) one-tail	4.17526E-11	
t Critical one-tail	1.684875122	
P(T<=t) two-tail	8.35053E-11	
t Critical two-tail	2.02269092	

Based on the table above, it can be seen that the mean difference of the marks for characters in the controlled group is 7.75 marks. Although there is an increment of 7.75 marks, the scores for the post-test on characters are not significantly greater ($p = <0.05$) than the scores for the pre-test after they had the traditional method of lessons as the p-value is 8.35. .

4.2.2 Findings from the Pre-Test and Post-Test of the Experimental Group

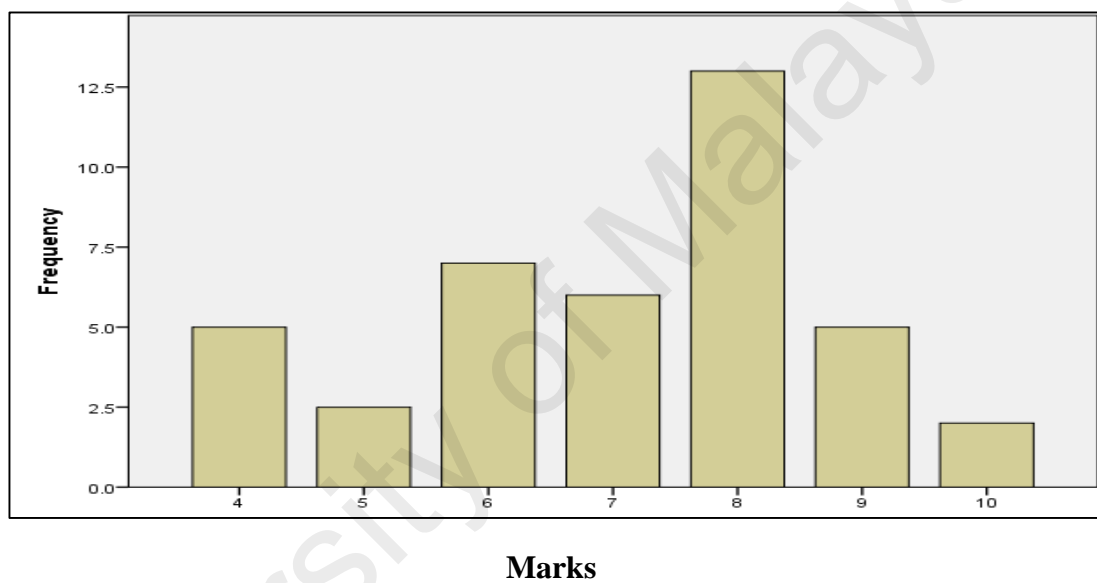
Table 4.5: Experimental Group's Pre-Test and Post-Test Results for Plot

ITEMS		PRE-TEST	POST-TEST
N	Valid	40	40
	Missing	0	0
Mean		7.08	12.78
Std. Error of Mean		.266	.313
Median		7.50	13.00
Mode		8	12
Std. Deviation		1.985	1.681
Variance		2.840	3.922
Skewness		-.428	-2.172
Std. Error of Skewness		.374	.374
Kurtosis		-.583	8.888
Std. Error of Kurtosis		.733	.733
Range		6	11
Minimum		4	4
Maximum		10	15

Table 4.5 shows the number of participants for this pre-test for experimental group in term of plots is 40 with allocation mark of 15. The mean is 7.08 with a standard deviation of 1.985. The median mark obtained by the participants is 7.50, thus, indicating that the data is quite symmetrical as the value is very close to mean. Besides, the data is negatively skewed with -0.428. Additionally, the kurtosis value is -0.583, illustrating that the data distribution is mesokurtic because the value is close to zero.

Same as the pre-test on plot, the number of participants for experimental group is 40. The test had an allocation of marks of 15. Compared to the pre-test, the mean is higher with 12.78 and the standard deviation is 1.681. The data is quite symmetrical as the value for median mark obtained by the participants is very close to mean. Besides, the data is negatively skewed with -2.172 . Hence, the data distribution is said to be mesokurtic.

Figure 4.5: Experimental Group's Pre-Test Frequency for Plot



The bar chart in Figure 4.5 demonstrates the minimum and maximum marks obtained by the participants out of 15. The minimum mark obtained was four (4) with a frequency of five (5) while the maximum mark was 10 with frequency of 2.5. Meanwhile, the mode for plots mark was eight (8) with frequency of 12.5.

Figure 4.6: Experimental Group's Post-Test Frequency for Plot

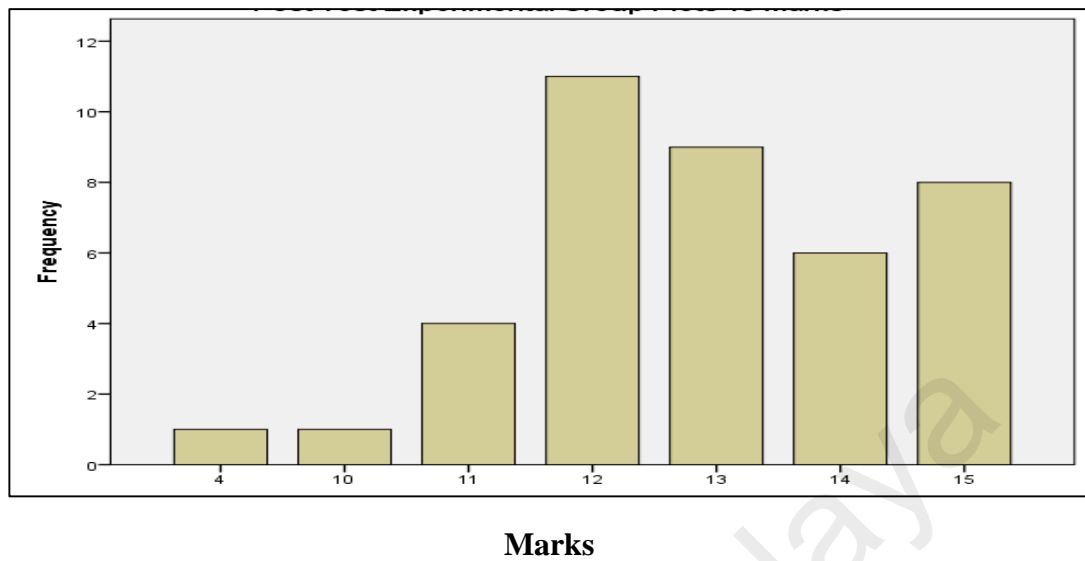


Figure 4.6 demonstrates the minimum and maximum marks obtained for the post-test for plot by the 15 participants. The minimum mark obtained was four (4) with frequency of one (1) while the maximum mark was fifteen with frequency of eight (8). These marks were higher than the pre-test and there were eight participants who managed to get full marks. Meanwhile, the mode for the plot is 12 marks whereby 11 participants scored that out of 15.

Table 4.6: t-Test: Paired Two Sample for Means (Experimental Group - Plot)

<i>ITEMS</i>	<i>POST</i>	<i>PRE</i>
Mean	10.9	6.8
Variance	6.861538462	5.805128205
Observations	40	40
Pearson Correlation	0.18769846	
Hypothesised Mean Difference	0	
df	39	
t Stat	8.080705957	
P(T<=t) one-tail	3.69449E-10	
t Critical one-tail	1.684875122	
P(T<=t) two-tail	7.3889751E-10	
t Critical two-tail	2.02269092	

Based on Table 4.6, the mean difference for plot is 4.1 marks. Although there is an increment in the participants' scores on plot after the treatment, it can be seen that it is not significantly greater. The marks for pre-test is not significantly different ($p < 0.05$) when the participants sat for the post-test on plot after the treatment as the p-value was higher than 0.05 ($p = 7.39$).

Table 4.7: Experimental Group's Pre-Test and Post-Test Results for Characters

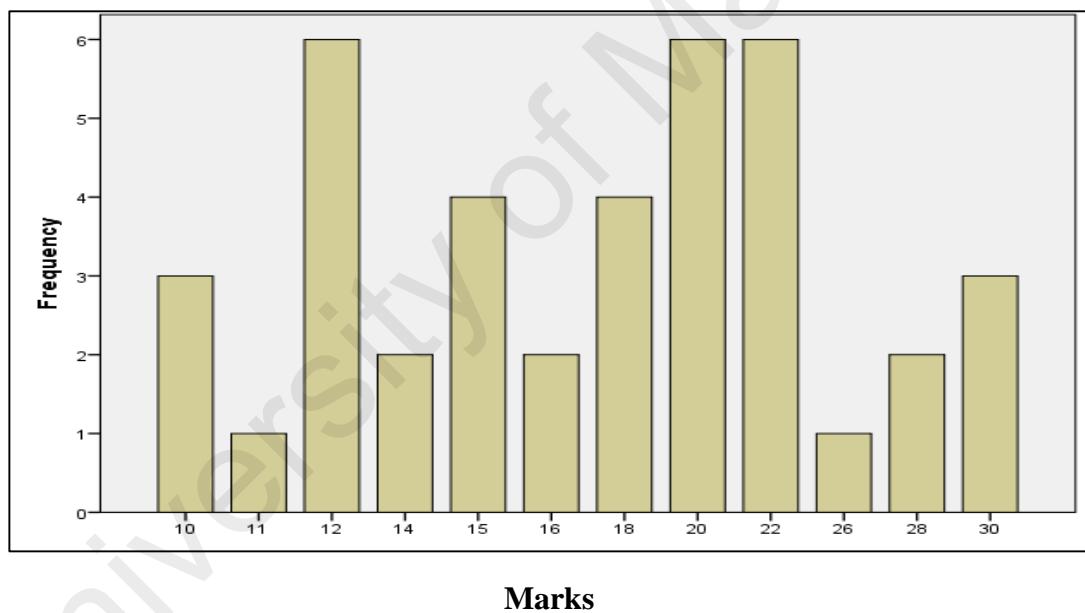
ITEMS		PRE-TEST	POST-TEST
N	Valid	40	40
	Missing	0	0
Mean		18.23	33.28
Std. Error of Mean		.929	.611
Median		18.00	32.00
Mode		12 ^a	32
Std. Deviation		5.877	3.863
Variance		34.538	14.922
Skewness		.504	.361
Std. Error of Skewness		.374	.374
Kurtosis		-.551	-.807
Std. Error of Kurtosis		.733	.733
Range		20	14
Minimum		10	26
Maximum		30	40

a. Multiple modes exist. The smallest value is shown

Table 4.7 above shows the number of participants in the experimental group for this pre-test on characters is 40. The marks allocated for the section on character is 40. The mean is 18.23 with a standard deviation of 5.877. The median mark obtained by the participants is 18 and it is very close to mean, meaning that the data is quite symmetrical. Although the data is positively skewed (0.504), it is still within ± 1 . In addition, the kurtosis value is -0.551 which is close to zero, therefore, the data distribution is mesokurtic

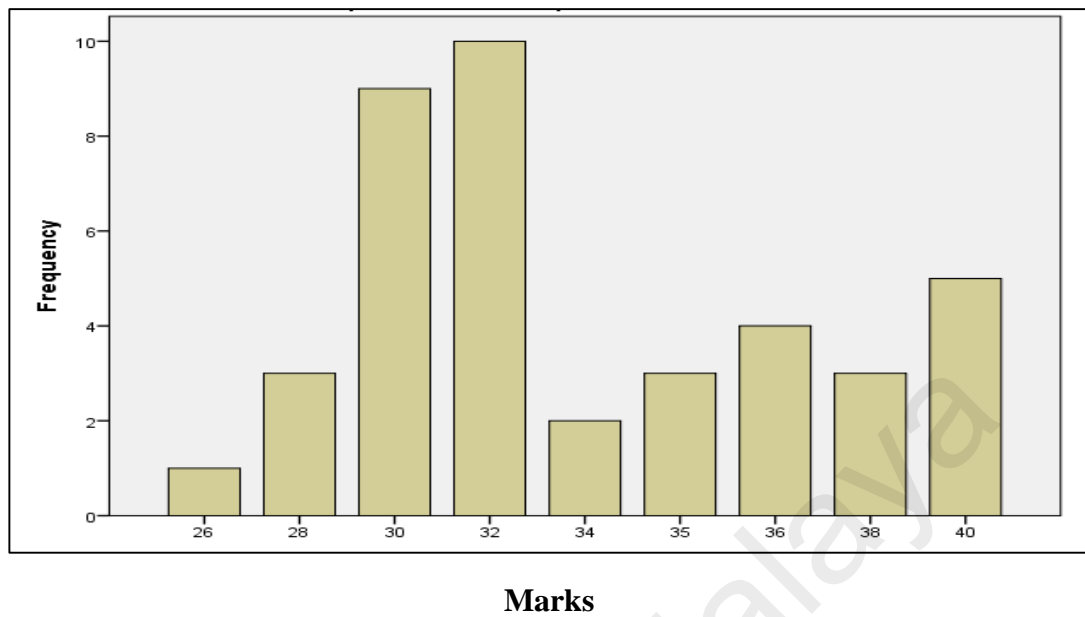
For this post-test, the number of participants and allocation mark for experimental group for characters is the same as the pre-test. However, the mean value is 33.28 which is higher than the pre-test with a standard deviation of 3.863. The median mark obtained by the participants is higher than the pre-test which is 32 and it is close to mean, indicating that the data is quite symmetrical. Even so, this data is positively skewed with 0.361. The data distribution is mesokurtic because the kurtosis value is -0.807 which is close to zero.

Figure 4.7: Experimental Group's Pre-Test Frequency for Characters



The bar chart above, Figure 4.7 shows the minimum and maximum marks obtained by the participants ($n = 40$) for pre-test on characters. The minimum score is 10 with a frequency of 3 while the maximum score is 30 also with a frequency of 3. This test has multiple modes which are 12, 20 and 22. This means that these are the scores that most of the participants scored.

Figure 4.8: Experimental Group's Post-Test Frequency for Characters



As shown in Figure 4.8, the minimum mark obtained by the participants was 26 with frequency of one (1) while the maximum mark was 40 with frequency of five (5). This clearly showed that the marks obtained were better and higher compared to the marks obtained for the pre-test. There are five (5) participants who managed to get full marks. Meanwhile, the mode for marks for Characters was 32 with frequency of ten (10) which is higher than the pre-test.

Table 4.8: t-Test: Paired Two Sample for Means (Experimental Group - Characters)

<i>ITEMS</i>	<i>POST</i>	<i>PRE</i>
Mean	28.8	20.1
Variance	59.65128205	47.78461538
Observations	40	40
Pearson Correlation	0.778414438	
Hypothesised Mean Difference	0	
df	39	
t Stat	11.15798515	
P(T<=t) one-tail	5.2558E-14	
t Critical one-tail	1.684875122	
P(T<=t) two-tail	1.05116E-13	
t Critical two-tail	2.02269092	

Based on Table 4.8, the mean difference is 8.7 marks. The marks for pre-test is not significantly different ($p = < 0.05$) when the participants sat for the post-test on characters after the treatment. It can be seen in the table above that the p-value is 1.05 which means that it is not significant.

4.2.3 Difference in Mean and Standard Deviation for Plot

The mean would show if the average marks for the particular group have increased or decreased. If the mean has increased from the pre-test to the post-test, it means that on average, the participants did better after the traditional method of teaching (controlled group) or the treatment (experimental group). The standard deviation would show if the difference in mean is significant or not. If the difference in standard deviation is above 0.05, it means that the difference in mean is significant. This

would ultimately mean that the traditional method or the treatment brought a big change in the results of the participants in post-test.

Table 4.9: Difference in Mean and Standard Deviation for Plot

		PRE-TEST	POST-TEST	DIFFERENCE
CONTROLLED	MEAN	7.55	12.15	4.6
	STANDARD DEVIATION	2.417	1.861	-0.556
EXPERIMENTAL	MEAN	7.08	12.78	5.7
	STANDARD DEVIATION	1.985	1.681	-0.304

The table above shows that the mean of the controlled group for plot has increased from 7.55 marks to 12.15 marks. This shows that on average the participants did better in the post-test after the traditional method of lesson was conducted. The mean marks increased by 4.6. Although their mean shows an increment of 4.6 marks, it is not a significant increment because the standard deviation for this group has dropped from 2.417 in pre-test to 1.861 in post-test which shows a difference of -0.556. As this is below 0.05, it can be said that though the post-test marks show that the participants did better after the traditional method of lesson, it was not significantly better.

As for the experimental group, the mean marks for plot increased from 7.08 in pre-test to 12.78 in post-test. This shows that the average marks increased by 5.7 marks after participants were exposed to the treatment which was an audio-visual aid. The standard deviation increased from 1.985 for pre-test to 1.681 for post-test. This shows a difference of -0.304 which is below 0.05. This means that although the participants did better in the post-test after the treatment was administered, they did not do significantly better.

4.2.4 Difference in Mean and Standard Deviation for Characters

Table 4.10: Difference in Mean and Standard Deviation for Characters

		PRE-TEST	POST-TEST	DIFFERENCE
CONTROLLED	MEAN	20.43	29.58	9.15
	STANDARD DEVIATION	5.305	4.218	-1.087
EXPERIMENTAL	MEAN	18.23	33.38	15.15
	STANDARD DEVIATION	5.877	3.863	-2.014

The table above shows that the mean of the controlled group for characters has increased from 20.43 marks to 29.58 marks. This shows that on average the participants did better on characters in the post-test after the traditional method of lesson was conducted. The mean shows an increment of 9.15 marks. This shows that the participants were able to answer the post-test questions on characters better after the traditional method of lesson was carried out. Although the mean shows an increment of 9.15 marks, it is not a significant increment because the standard deviation for this group has dropped from 5.305 in pre-test to 4.218 in post-test which shows a difference of -1.087. As this is below 0.05, it can be said that though the post-test marks show that the participants did better after the traditional method of lesson, it was not significantly better.

As for the experimental group, the mean marks for characters increased from 18.23 in pre-test to 33.38 in post-test. This shows that the average marks increased by 15.15 marks after participants were exposed to the treatment which was an audio-visual aid. The standard deviation decreased from 5.877 for pre-test to 3.863 for post-test. This shows a difference of -2.014 which is below 0.05. This means that although the

participants did better in the post-test after the treatment was administered, they did not do significantly better.

4.3 Summary of Quantitative Data Analysis of the Pre- Tests and Post-Tests

As this is an experimental study, the results could show either the use of audio-visual aids brings significant change to the results or insignificant result. Based on Table 4.9 and Table 4.10, it can be concluded that although the average marks for both groups increased after the traditional method lesson and also the audio-visual aid treatment, the increment was not very significant. The treatment administered did not help the participants recall plot and characters significantly better than the group who did not get the treatment. This shows that audio-visual aid did not significantly make a difference in the participants' results.

4.4 Qualitative Data Analysis of Focus-Group Discussion

Based on the focus-group discussion conducted with the controlled group and experimental group, the researcher has extracted the main themes to answer the first and third research questions which are:

Research Question 1: What are the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how do they address these challenges?

Research Question 3: What are the learners' attitude towards the use of audio-visual aids to assist the recalling of the plot and the characters in *Step by Wicked Step*?

The findings from both the focus- group discussions are elaborated further below.

4.4.1 Focus-Group Discussion - Controlled Group

The participants responded well to the focus-group discussions without feeling shy or intimidated as they were laughing and making jokes. They also had eye contact with the researcher and their voices were loud and clear. Participants used some Malay words such as '*pelakon*', '*kamus*' and '*malu*' during the focus-group discussion. However, most of the discussion was carried out in English.

The English teacher was present as well as the school principal required her to be with the researcher at all time in the research site. The English teacher was seated outside the circle and did not participate in the focus-group discussion. However, before the focus-group discussion started, she reminded the participants to be honest when they share their opinions. The letter 'P' found in the paragraphs below stands for 'Participant'.

CONTROLLED GROUP

Question 1: Do you like English lessons?

According to P1, he likes English lessons only at times. He prefers lessons on drama and plays computer games although he does not understand the gameplay at times. P2 also agrees that he likes English lessons only at times as it is hard for him to follow the lesson. He also stated his preference towards lessons involving games. P3 was positive towards English language as he mentioned that high proficiency in English would enable him to have a higher opportunity to get a job. P4 added that he likes English because it helps him to play his computer games such as CoD which stands for Call of Duty. CoD is a first-person shooter video game which requires the players (soldiers) to shoot and kill the enemies. P5 mentioned that he learned words like 'ambush' and

'ammunition' from computer games. P6, who looked bored throughout the focus-group discussion, mentioned that he dislikes English especially essays and grammar. He prefers poems although he may not necessarily understand them. He prefers poems as they are very short and he does not have to read too much.

Question 2: Do you like Literature Component? Why?

P7 claimed that he does not like literature as he thinks it is very boring. In fact he often sleeps during the lesson. P8 agreed with P7 and mentioned that he likes the teacher though. P9 agreed that he although he likes the teacher as she is 'very nice' and 'funny', he just simply could not pay attention during lesson as he dislikes reading. P10 shared that the novel is very long and many of his classmates could not remember the characters' names as there are too many of them to remember. P3 shared that he finds the names to be very similar sounding such as Flora and Stella and Claudia; and Pixie and Lucy. On top of that, he finds it hard to relate the names to the gender. For example, he does not know if Colin is a male name or a female name.

Question 3: What are the difficulties that you face during literature component lessons especially novel?

P2 stated that he dislikes poems as it is difficult to be comprehended. However, he still prefers poems to short stories and novels as it is shorter in comparison. P5 agreed with P2 and also added that he often forgets the plot by the time the teacher continues the literature lesson the following week and that he is too lazy to revise. This shows that one of the reasons participants have difficulties with literature lessons is their own attitude towards the lessons. P7 shared that he likes to read both Malay novels as well as English novels. He too agrees that the names are confusing him although he likes the

story. P1 shared that there are too many character in the story and it is difficult for him to remember every one of them. P6 confessed that he does not complete his homework for literature classes as he is too lazy to read the novel. P3 also confessed that he does not even own the novel and he has never read the book as it is thick and he finds it boring. This also reveals participants' negative attitude towards the novel. P4 and P7 both agreed that although they use the dictionary to understand the vocabulary in the text, they still find it difficult to understand the novel. This indicates that although participants took the initiative to understand the novel, they still could not improve much as they lack the proficiency in English language.

Question 4: How do you overcome the difficulties?

P1 mentioned that he often clarifies his doubts by consulting his teacher although sometimes he still does not understand. The teacher teaches him numerous times until he understands at least a little. P3 also agreed although his teacher teaches him many times, he still finds it difficult to follow the lesson as he forgets them the following week as there are too many characters to remember. P5, however, prefers asking his friends for help. P7 then interrupted by saying that sometimes his friends does not know the answers neither and he is too shy to approach the teacher. P4 mentioned that he goes for tuition classes. However, it does not help him much as he still is asked to read the novel again and again and he finds it boring to read the same thing in school and in tuition classes.

Question 5: Are you able to remember the information from the text regarding plot and characters?

P4 clearly stated he cannot remember much. P1 and P4 added that they cannot remember much as well as they tend to forget a lot before the next lesson is carried out the following week. P8, P10 and P3, however mentioned that they remember the plot better than they remember the characters as there are too many characters for them to remember.

Question 6: How do you overcome this problem?

P1, P4 and P8 mentioned that they usually would ask help from their teacher or friends. P10 shared that he often tries to reread the novel. He also mentioned that the teacher often distributes mind-maps to help them remember the plot and characters. P3 agreed that the mind-map helps them a lot to remember.

4.4.2 Focus-Group Discussion – Experimental Group

A group of ten students were randomly selected from the experimental group for this focus-group discussion. The researcher was there to ensure the focus-group discussion remains within the topic and the participants' English teacher was present as well. The letter 'P' found in the paragraphs below stands for 'Participant'.

Question 1: Do you like English?

P1 stated that he does like English a little although he frequently fails the English tests. P2 agreed with P1 saying he has never passed any of the English tests held in school and also PMR. P3 however gave a positive answer saying he likes English as there are

many fun activities during the lesson. Besides that, he also likes presentations and also watching movies. P4 agreed with P3. P5 and P6 agreed with P3 and P4 and added that they hardly converse in English. P7, P8 and P9 stated that they often fail English exams and they often score better in Bahasa Melayu.

Question 2: Do you like Literature Component? Why?

P1 and P2 stated that they do not like Literature Component lessons as it is very boring. They said 'same story every day. Same book. So long reading still no finish'. P4 added that there are too many stories in that one novel. P5 mentioned that there were times he liked the stories but mainly he just sleeps. P9 and P10 both claimed that Literature Component is very similar to Komsas (Malay Literature) but slightly harder. This is most likely due to the participants' proficiency in Bahasa Malaysia. As the novel chosen for Komsas is in Malay language, participants do not have much trouble understanding the major parts of the novel such as plot and characters.

Question 3: What are the difficulties you face during Literature Component lessons?

P1 mentioned that the novel is too thick. He stated 'One time this boy. Next time that boy. Today this girl. Tomorrow that girl. I confuse always'. Participants have trouble remembering all the characters found in the different chapters. P2 supported P1's claim. P5 and P6 mentioned that they have difficulties in remembering the names and could not relate the names to the stories. They often confuse the names and the stories. P8 shared that the story is very long and that the teacher can hardly complete one chapter in a week and students would be asked to complete the reading at home. However P8 does not usually finishes it as he finds the plot hard to be understood.

Question 4: How do you overcome the difficulties?

P6, P4 and P5 mentioned that they often seek the help of their teacher and friends. P4 asks his tuition teacher. However, all three of them tend to forget what they learn from their teachers. P9 mentioned that teacher does give homework to improve their understanding of the novel. He tries to complete the homework but often gives up and copies answers from his friends as he does not understand the novel to be able to complete the homework. P3 and P1 also copy answers from each other. P7 shared that he read the book and drew a family tree to understand better.

Question 5: Were you able to remember the information from the text regarding plot and characters?

P9 shared that the main plot is easy to remember as it is separate short stories in one big story. However, he finds the characters difficult to be remembered as there are too many. P8 disagreed with P9 as he thinks the plot is difficult. He confuses the sequence of stories. P7 mentioned that he remembers the story on Robo as the teacher made the students stage a drama based on Robo's story. He cannot remember other stories that well. P5 mentioned that the plot is much easier compared to the characters. He reads the novel again to understand the plot and characters better but in vain. P4, P7 and P1 mentioned that both the plot and characters are difficult for them to remember and even if they do, they forget them easily.

Question 6: How do you overcome this problem?

P7 shared that he does not do anything much. P5 sometimes asks help from the teacher or friends. P2 shared that he often asks his teacher and sister for help. His friends help him too. P10 mentioned that their English teacher often has no time to answer everybody's questions as there are too many of them.

Question 7: Did you enjoy watching the short audio-visual clip?

P1, P2, P5 answered yes to this question. P4 and P7 expressed their love for movies during lessons. P5 mentioned that although the clip was very short, it was enough to make him understand the story better. P7 agreed with P5. P6 stated that the clip was too short. He also mentioned that the sound system was not that good so he was not able to hear it well. Although the sound quality of the audio-visual clip itself is good, P6 was not able to listen to it clearly due to the faulty speakers in the lab. However, the English subtitles in the audio-visual clip allowed him to follow the dialogues. P9 also mentioned that the volume was not loud enough for him to hear clearly. This is also because of the noise contributed by other students who were having sports in a field nearby. He also states his preference towards clips as opposed to thick novels. He said 'book so long. Video only five minute'. P8 agreed and mentioned that the teacher takes one week to finish one chapter but this clip did the same thing in less than ten minutes. And he can remember the characters better as he can see them. P1 agreed with P8 that he too can remember the characters better.

Question 8: Did the clip help you remember better?

P1 and P5 shared that the clip enabled them to remember the plot and the characters better. P7 shared the same opinion and added that the clip should be longer and not this short. P8 named the characters clearly and was able to differentiate them. P2 shared that the clip made him be interested in the novel. He requested the teacher to give him the audio-visual aids for other chapters. P4 gave his opinion that the actors and actresses need to practice more and the sound effect should be better. P10 and P2 clearly stated their preference towards audio-visual clip and said that the novel is too long and bores them.

Question 9: Which lesson do you prefer? The regular lessons (traditional method) or the lesson with audio-visual? Why?

P7 clearly stated that he likes lessons with movies thus he prefers the lesson with audio-visual. P8 supported P7 and also added that the traditional method includes a lot of reading which he dislikes. P3 said that lesson with audio-visual was more fun and dreads reading the same novel week after week. P9 wishes the teacher does not ask them to bring the novel to school again. He said that he will surely fall asleep if the teacher uses the novel again as he is not keen in reading it. P1 said 'teacher daily show movie also can. I sure no sleep!' which clearly shows students being enthusiastic.

4.5 Qualitative Data Analysis for Feedback Forms

Participants from the focus-group discussions were given feedback forms to fill. Each participant from both controlled and experimental group was given about 15 minutes to complete the feedback forms. The feedback forms contained the same questions asked during the focus-group discussion.

4.5.1 Feedback Forms – Controlled Group

Question 1: Do you like English lessons?

P1, P2, P3, P4, P6, P7, P8 and P9 mentioned that they do like English lessons. Among the reasons given were they like the way their teachers treats them during lessons (funny and kind), fun games during lessons, quizzes and games. P5 wrote that although he does like English lessons, he tends to fail his exams. Due to this, he is demotivated during lessons. P10 wrote that he dislike English lessons because he does not like to write essays.

Question 2: Do you like Literature Component? Why?

P1, P2, P3, P4 P6, P8 stated that they do like Literature Component. It was stated that they prefer literature over grammar. P8 mentioned that he likes it because it involves a lot of group activities. P5, P7, P9 and P10 stated that they do not like Literature Component as it requires them to read a lot. They also stated that it is 'boring' and 'long'.

Question 3: What are the difficulties that you face during Literature Component lessons especially novel?

All the participants stated that they think the novel is very long. P4 mentioned that it is boring to be reading the same novel week after week. P7 stated that he could not follow the plot as he tends to forget the storyline from the previous lessons. P5 also stated that there are too many characters in the novel. He finds it difficult to remember them all.

Question 4: How do you overcome the difficulties?

All the participants stated that usually seek help from their English teacher, tuition teacher or classmates. P7 stated that he gets help from his sister.

Question 5: Are you able to remember the information from the text regarding plot and characters?

Plot: Seven out of ten participants stated that they could not remember the plot. The other three participants stated that they could not remember every detail of the plot.

Characters: All the participants stated that they can only remember a few of the characters.

Question 6: How do you overcome this problem?

All the participants stated that usually seek help from their English teacher, tuition teacher or classmates. P6 stated that he usually draws mind-maps to remember the plot and characters better.

4.5.2 Feedback Forms – Experimental Group

Question 1: Do you like English?

All the participants gave a positive answer. Among the reasons given were ‘fun’, ‘many activities’ and ‘teacher is good’.

Question 2: Do you like Literature Component? Why?

Six participants stated that they do like Literature Component. P3 stated that he likes it because the lesson often involves group activities which allow him to move around. P5 and P7 stated that they prefer it because they get to present in class. P2 stated that he likes it because the teacher gives worksheets with many pictures in them.

Question 3: What are the difficulties that you face during Literature Component lessons?

All the participants stated that they have difficulties following the plot as there are many short stories within the main plot. Besides that, all of them also stated that they find it difficult to remember the names and the characteristics of all the characters in the novel. P3 stated that although he loves the Literature Component lessons, he often gives up when he could not recall the plot from the previous lesson. P6 stated that he does not like Literature Component lessons as it usually means presenting something to the whole class. He often struggles to present in front of the class as he is a shy person. P7

stated that he finds poems challenging as the language used in them are not always modern English. He prefers short stories over poems. P8 stated that he finds it difficult to identify the genders the characters in the novel as he is not familiar with the names of the characters.

Question 4: How do you overcome the difficulties?

All the participants stated that they often seek help from either their English teacher or their tuition teacher. Besides that, four of the participants also added that sometimes they get help from their classmates.

Question 5: Were you able to remember the information from the text regarding plot and characters?

Plot: All the participants stated that they could not remember the information on plot. P1 stated that as he could remember the stories in the first two or three chapters but not the others. P2 stated that he could not remember every detail of the plot as there are many sub-stories in the whole novel. P4 stated that although he can remember the plot well, he tends to mix the characters from different sub-stories. For example, he thinks that the characters from Chapter 5 are the characters in Chapter 4.

Characters: Seven participants stated that they cannot remember all the characters well. Three participants stated that they can only remember the main character / a few of the characters. Each chapter of the novel consists of at least three different characters. Three participants stated that they can only remember the main character of each chapter.

Question 6: How do you overcome this problem?

All the participants stated that they either seek help from their English teacher or their tuition teacher. Besides that, they also stated that they sometimes ask one another. P4

stated that he uses the notes from his tuition teacher to remember the characters better. P10 stated that he tries to reread the novel at home so that he could understand it better.

Question 7: Did you enjoy watching the short audio-visual clip?

All the participants stated that they enjoyed watching it. On top of that, P1 stated that he prefers the clip as it takes shorter time to watch it than to read the whole chapter. P2 stated that he loves it when the teacher shows any kinds of audio-visual aids. P3 indicated that he loves having classes in the computer lab as it is air-conditioned. P4 stated that he liked the clip as it has subtitles. P7 stated that he would like to watch similar clips on all the chapters so that he does not have to read the novel. P10 wrote that he did not like the clip as he could not see the screen (He sat behind a taller participant who blocked his view).

Question 8: Did the clip help you remember better?

All the participants except P10 gave a positive answer. Among the phrases used were “*Easy to remember the face*”, “*I better understand the story now*”, “*now I can know how many people in the story*”. P1, P2, P3, P4, P8 and P9 stated that they can now remember the names of the characters better. P5 stated that the clip made him identify the genders of the characters. P6 and P7 stated that they can remember the plot better now.

Question 9: Which lesson do you prefer? The regular lessons (traditional method) or the lesson with the audio-visual? Why?

All the participants chose the lesson with the audio-visual aid. Among the reasons given by the participants were that the audio-visual clip has enabled them to remember the plot and also the characters better. Besides that, they also stated they prefer the audio-

visual clip as they do not have to read the whole chapter. P10 wrote that although he could not see the clip well, he would rather be in the computer lab than in the classroom.

4.6 Summary of the Focus-Group Discussion and Feedback Forms from Both Groups

Based on the data collected from both the groups, it can be said that although none of the twenty participants passed the English monthly tests and the mid-term (previous year) English exam, both the groups have positive attitude towards English lessons in school as it involves fun activities like games and presentations. They are also aware of the importance of English language in getting jobs in the future as Participant 3 from controlled group mentioned *“I think English is important. To get job I want English because important”*

However, they are not that enthusiastic when it comes to literature component. They shared that literature component, especially the novel, bores them a lot as the novel is lengthy. The novel consists of seven chapters and is 131 pages long. Most of the participants mentioned the hardship they faced when it comes to remembering the character in the novel *Step by Wicked Step*. They mentioned that there were too many characters, almost thirty characters, in the novel for them to remember correctly. They also tend to get confused with the gender of the characters as they do not have the knowledge/exposure that can relate the western names to the right genders. For example, participants could not differentiate if Colin is a male name or a female name. It is important for a student to know the gender of the characters as they need to use the right pronoun when he/she writes about the characters. Besides that, they also shared

that some of the names of the characters sounds too similar. For example, the name Lucy and Pixie have the same phoneme whereby they both end with the sound /si/.

They also mentioned that it is difficult for them to remember the plot of the novel as the literature component is only taught once a week for 40 minutes. Participants failed to connect the plot from one lesson to another due to the long gap in between. Participants also claimed that they do not have the motivation to do revision on the previous chapters as they do not understand the content despite using dictionaries for help. Besides that, they also find it hard to remember the plot as there are many sub-stories in *Step by Wicked Step* whereby each sub-story has its own plot which does not relate much to the other sub-stories. For example, Chapter 2 is about Richard and his relationship with his stepfather and his mom whereas Chapter 6 is about Pixie's relationship with her stepmother and her stepsisters.

When the participants from the experimental group were asked about their thoughts of the use of audio-visual aids in class, they responded positively. They mentioned that "*the movie just now very short but make me understand*" They also claimed that they love watching movies/videos in class as they make them "*very happy*". They also shared that they could remember the characters better as they can remember the faces of the actors well and relate it to the characters in the novel. Although they stated that they could remember the characters well, the results of the post-test (experimental group) indicate that the audio-visual clip did not significantly increase their ability to remember the characters better.

4.7 Thematic Analysis of both Focus-Group Discussions and Feedback Forms

Thematic analysis is a method often adopted to identify and analyse common patterns in data that have been gathered qualitatively (Boyatzis, 1998). He also mentioned that this method helps researchers to organise their rich data into different

categories. The data collected from both focus-group discussions and feedback forms in the current research are analysed thematically to answer the first and the third research question.

4.7.1 Research Question 1: What are the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how do they address these challenges?

The challenges faced by the participants have been categorised into three themes which are:

- Inability to remember the plot

Participants have trouble remembering the plot as the novel is quite thick (131 pages). There are seven chapters in this novel and six of them are sub-stories which are barely connected to one another. This is one of the reasons why the participants could not remember the plot well. Some of the participants also shared that they tend to get confused and mix up the sub-plots. The fact that they only have one lesson a week does not help them much. They tend to forget the plot from the previous lesson by the time they have the next lesson.

- Bored of the novel

Participants are expected to study the novel for the whole year (40 minutes per week). Participants find it dreading to be reading the same novel every once a week. Most of them dislike reading any kinds of novels therefore reading this novel is seen as a burden. They also do not have the motivation to read the novel on their own to complete the chapters that the English teacher could not finish in class due to time constraint.

- Complex vocabulary

Some of the poems they have studied contained words that they did not understand. The novel too comprised words that the participants did not understand despite using a dictionary to find the meanings. This demotivates participants to complete their reading assignments. Not understanding the words in the novel eventually lead the participants to have trouble grasping the plot and characters in the novel.

- Inability to remember the characters

They too have difficulties remembering the characters as there are too many of them. Since there are 6 sub-stories in the novel, there are about five characters in each story. This is because each story is about one family which may contain parents, step-parents, siblings and step-siblings. This means that there are almost 30 characters in the novel. Due to the large number of characters in the novel, the participants find it challenging to remember them all.

Of the three challenges the participants faced, the participants were only trying to resolve two of them which are complex vocabulary and remembering the details. The methods employed by the participants to overcome the two challenges are:

- Asking help from peers / family / teacher

Most of them seek help from their peers. Some of them resort to their family members (mostly siblings) or their English teacher. A few also mentioned tuition teacher.

- Notes from school teacher / tuition teacher

They shared that they read the worksheets their English teacher give. These worksheets usually contain images such as family trees and charts for them to fill in with the right details. These worksheets contain simplified information (short notes) of the novel. They especially find the mind-maps helpful.

- Referring to dictionary

The participants refer to dictionaries when they come across words they could not comprehend. However, there were times that they still did not understand the meaning despite looking into the dictionary.

4.7.2 Research Question 3: What are the learners' attitude towards the use of audio-visual aids to assist the recalling of the plot and the characters in *Step by Wicked Step*?

The participants' attitude toward the use of audio-visual aid in this research has been categorised into positive and negative attitudes.

Positive attitudes :

- Better understanding of the novel

Participants claimed that they could understand the novel (Chapter 6) better now as they can identify the characters and the characters' genders. Besides that, the short duration of the clip enables the participants to pay attention to the clip better as they did not get bored/distracted. They did not find the audio-visual aid boring and in fact requested for more clips on other chapters.

- Remember the plot and characters

The participants claimed that they could now remember the character and plot better after watching the audio-visual clip. They shared that they could remember the storyline clearly. They also know the characters' names well.

- Looking forward to more lessons on the novel

Participants were excited for the future lessons on *Step by Wicked Step* as they now can understand the story (Chapter 6) better. Besides that, another reason for them to look forward to the next lesson is because they were under the impression that they do not have to read the novel anymore as there are audio-visual clips on each chapter.

Negative attitudes : None

4.8 Summary of Chapter 4

Chapter 4 contains the result of the analysis conducted. SPSS was utilised to analyse the data from the pre-test and post-test. The data from the focus-group discussion and feedback was thematically analysed.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the main findings of this study in relation to the three research questions. These are the research questions:

1. What are the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how do they address these challenges?
2. To what extent do audio-visual aids enhance the recalling of the plot and characters in *Step by Wicked Step*?
3. What are the learners' attitude towards the use of audio-visual aids to assist the recalling of the plot and the characters in *Step by Wicked Step*?

Some conclusions based on the findings will be drawn. Recommendations and suggestions for further research are also included.

5.2 Discussion of Findings

This section comprises the discussion of the findings in Chapter 4 for the research questions.

5.2.1 Research Question 1: What are the challenges faced by learners in recalling plot and characters in *Step by Wicked Step* and how do they address these challenges?

The participants faced numerous challenges in learning English literature. Based on the data collected from the focus-group discussion and the feedback forms, four themes have been identified to answer this research question. The challenges they faced in learning English literature are the inability to recall the plot and characters of the novel. Besides that, participants are also bored of reading the same novel every week, understanding the complex vocabulary found in the novel and remembering important details of the novel such as plot and characters. To cope with these challenges, the participants sought help from peers, family and teachers. They also referred to dictionaries to get the meaning of words they did not understand. Lastly, they also read through the worksheets/notes given by their English teacher from school and also tuition centres.

As stated in earlier chapters, Ganakumaran (2003) shared that Malaysian students are prone to face problems with English literature simply due to the fact that English is not their first language. The low language proficiency will be a barrier for the learners to appreciate the beauty of literary works. Besides that, Ashaver and Igyuve (2013) also stated that it is important for the students to relate to the literary works culturally. The English literature chosen by the Malaysian Ministry of Education has more foreign works than local works. This should be reviewed again so that more local works can be included into the syllabus. This would at least allow students to relate to the texts. Another method could be having two sets of literature texts; one set for those with higher proficiency and another set (simplified texts) for those with lower

proficiency in English. This could help students to understand the vocabulary in the texts and indirectly motivate them to continue reading.

5.2.2 Research Question 2: To what extent do audio-visual aids enhance the recalling of the plot and characters in *Step by Wicked Step*?

Since literature was introduced as a part of English syllabus, many kinds of materials such as posters and flashcards have been utilised to make the learning more meaningful and effective. Most importantly, these materials are used to enable students to recall information correctly (Thusha, 2015). One of the objectives of this research is to identify the effects of using audio-visual aids for recalling plot and characters in *Step by Wicked Step* and the extent of the effect.

Based on the findings from the scores of the pre- and post-tests on the controlled group, it can be concluded that even without the audio-visual aid to recall plot and character of the novel, participants were able to score better in the post-test. The mean for characters for both pre-test and post-test were analysed to get the mean difference. Both the groups showed that the average marks (mean) have increased after the traditional method of lesson was conducted for the controlled group and also after the treatment was administered to the experimental group. This shows that there is an increase in the marks of post-test with or without the treatment.

However, it is important to identify the difference of increment in both groups. For plot, although both groups did better in the post-test, the experimental group had higher increment compared to the controlled group. The mean difference for controlled group was 4.6 marks whereas it was 5.7 for the experimental group. Although the experimental group did better in the post-test, the difference is only by 1.1 marks.

As for characters, the mean difference for controlled group was 9.15 mark and 15.15 marks for the experimental group. This shows that both groups have improved after the traditional method lesson (controlled group) and also the audio-visual aid treatment (experimental group). However, it can be seen that the experimental group outdid the controlled group by six marks.

Hence, it can be concluded that the treatment did increase the mean marks for both plot and characters. Although it only increased by 1.1 mark and 6 marks respectively. Although the audio-visual aid has increased the participants' ability to recall plot and characters better, it did not increase greatly. Statistically, the difference in marks for both plot and characters is not significant for the experimental group as they are not more than 0.05 ($p < 0.05$).

Therefore, with the very small positive mean difference and statistically insignificant difference, it can be concluded that audio-visual does not play a crucial role in aiding participants to recall the characters and plot.

The participants in this research shared that they enjoyed the lesson with the audio-visual aid. According to their English teacher, they were also more participative during the following lessons on the same chapter. However, their results in the post-test did not reflect a significant increase from the results from the pre-test although they enjoyed the lesson.

Based on the research carried out by Woottipong (2014), it was found that the use of audio-visual aids to develop listening comprehension is effective as it was shown by the scores of the post-test carried out by him. He also stated that the participants found it easier to understand the vocabulary after they were exposed to the audio-visual aid. The audio-visual aids used in Woottipong's (2014) research contained subtitles. The result from Woottipong's research is different than the results derived from the current

research as the difference in scores for both pre-test and post-test for the experimental group was not significant. This could be due to the proficiency of the participants selected for Woottipong's research. All the participants selected were of university students therefore, their proficiency in English might have been better than the proficiency of the participants selected for this research.

The current research was carried out by the researcher as she believed that audio-visual aids would help in enabling students to recall information better. She strongly believed that the use of audio-visual aids in class to teacher literature would bring significant increase in the results of the students. Based on the data collected through focus-group discussion and feedback forms, the researcher assumed that the participants would have done remarkably well in their post-test after the treatment. However, that did not happen.

5.2.3 Research Question 3: What are the learners' attitude towards the use of audio-visual to aid the recalling of the plot and the characters in *Step by Wicked Step*?

To answer this research question, two methods were implemented to retrieve the required data; focus-group discussions and feedback forms. Based on the data retrieved from the focus-group discussions and feedback forms, it shows that participants/learners enjoyed the audio-visual aid very much as the comments were generally positive. However, there were negative comments regarding the sound system in the school audio-visual. There were four speakers mounted on the four corners of the lab. One of the speakers in the back was not functioning. Therefore, two of the students who were sitting right at the back were not able to listen to the audio clearly. Besides that, another factor that could have contributed to the negative comment was the noise

from the field next to the audio-visual lab where students were playing sports (Physical Education). However, they managed to follow the content of the audio-visual aid as it was accompanied by English subtitles.

In a study conducted by Matthew and Alidmat (2013), it was found that audio-visual aids help a lot when new topics are being introduced in the classroom. It should not be used as the only material for a lesson but should be used as a supplementary teaching aid. This is because they claimed it would bore the students when audio-visual aids are used too frequently as it can lead to monotony and dullness. This means that after the participants were exposed to the audio-visual aid to introduce the topic, more activities should be conducted without the aid of audio-visual materials. In a research conducted by Matthew and Alidmat (2013), the participants claimed that they did not enjoy the use of audio-visual aid during lesson. It must be noted that the participants who took part in the research were university students. Perhaps the younger students would enjoy audio-visual aids.

The participants from the current research shared that they enjoyed the lesson with audio-visual aid very much and would prefer if the English teacher uses them for every lesson/chapter of the novel.

From the data collected from the focus-group discussion and also the feedback forms, it can be deduced that some of the participants dislike the novel simply because it is thick. They shared that they are bored of reading the same novel week after week. Not only in school, but participants also have to read the same novel in their tuition classes. Hence, the participants welcomed the use of audio-visual in class. This is mainly because they only had to watch the clip on Chapter 6 for less than ten minutes whereas reading the chapter would have taken more than two weeks' worth of lessons.

Not only that, the participants' attitude towards the novel could also have contributed to their poor performance in the tests. Most of the participants have a negative attitude towards the novel. Therefore, some of them stated that they are just simply too lazy to do revision although they are aware that it could improve their ability to recall information on plot and characters. Thus, it cannot be concluded that the traditional methods are not helping the students to recall information well. The same can be said for audio-visual aids. Participants' negative attitude towards the novel could be a contributing factor to the low marks in pre-test. Therefore, it can be said that the participants are more welcoming towards the use of audio-visual aid in class as it means they could avoid reading the novel thoroughly to understand the chapter.

However, a few participants did share that they do take the initiative to work on comprehending the novel better. They do consult their teachers, friends and family members. Besides that, they also refer to their dictionaries to look up the meanings of some words in the novel that they do not understand. This shows that the participants are initiative and they do try to take steps to grasp the novel better. Hence, the audio-visual aid was accepted positively as the dialogues used in the clip were of simple English that the participants could comprehend.

Some of the participants claimed that they are too shy to approach their English teacher to clarify their doubts on the novel. They usually seek help from their classmates and when their classmates could not give the correct answer, they simply ignore their doubts and move on. This also shows that the participants are not highly motivated to gain more knowledge on the novel. A week after the research was over, their English teacher conducted a lesson on Chapter 6. According to her observation, the participants were more attentive during the lesson and they had more than usual number of questions to ask her regarding Chapter 6. The class was relatively more interactive

and participative. Thus, it can be said that the audio-visual aid did motivate the participants to be more interested in the novel.

According to the information gained through the focus-group discussion with the experimental group and also the feedback forms, it is clear that the participants are more receptive towards the audio-visual clip. They generally had no negative feedback to share on the use of audio-visual clips during lessons. They in fact had expressed their desire that they would like to have the opportunity to watch more audio-visual clips in the future. It is also undeniable that in general most of the participants have a certain degree of dislike towards the novel. This is mostly due to the thickness of the novel and also due to their inability to comprehend the text well. Besides that, they also dislike the novel due to the many characters found in each chapter. Thus, audio-visual clips that portray each chapter are much welcomed by the participants.

Learners enjoyed the audio-visual very much and had a positive attitude towards the use of audio-visual materials to aid the recalling of the plot and the characters as they claimed it made them remember the characters and plot better. Although this did not reflect very much in their marks, it at least showed that learners were excited and appreciated the audio-visual. It also has motivated learners to learn further as they also requested for audio-visual aids on other chapters of the novel.

Thus, it can be concluded that learners have a positive attitude toward the use of audio-visual in the recalling of the plot and the characters. Audio-visual aids can always be used as a way to motivate learners to be attentive in class and enjoy the lessons at the same time.

Based on the focus-group discussion of controlled group, it can be reiterated that participants' attitude towards literature lessons is toward the negative as they are not very keen to read the novel. Participants are not motivated to do revision in order to

improve their understanding of the novel. Not only that, participants sounded hampered as they shared their troubles pertaining to the different cultures portrayed in the novel. Some mentioned that they are bored as they had to read the same novel many times for different classes. Participants also shared that they tend to feel shy when they have questions to ask their teachers regarding the novel as they do not want to show their ignorance.

A number of studies were carried out in the past to identify the effects audio-visual aids have on students. The results vary due to a number of factors. The results found by Addison (2012), is quite similar with the results found in this study in terms of students' receptivity towards audio-visual aids. In his research, the participants were also exposed to both textbook and audio-visual aids. He discovered that although the participants were more participative during the lessons involving audio-visual aids, their results were not very different from the results of the tests involving textbooks. He concludes that although audio-visual may increase the participants' level of interest, teachers should not diminish the use of textbooks completely. He claims that textbooks should still be used in classrooms as they have their own benefits. In fact, it was found in his study that students scored better for vocabulary test when he used the textbook instead of audio-visual aid.

5.3 Limitations of the Study

The findings of this study cannot be generalised to students of all ages in Malaysia for a number of reasons. Firstly, the number of participants was only 80 because of limited access to more participants and from only one location which is Alor Gajah, Melaka. Secondly, the participants are all aged 17 years old. Thirdly, although participation was from both genders, the numbers were not equal as 66 of them were

males while only 14 were females. As gender was not included in this study, the ratio of gender was irrelevant.

Besides that, this research studied only two elements in literature; plot and characters. The other literary components such as settings, themes and moral values were not given attention to. Thus, this study could not portray the overall competency of the participants' ability to recall information in novels.

Lastly, the scenes in the audio-visual differ slightly from what is written in the text although the dialogues are almost the same. The dialogues in the audio-visual clip were simplified and were also shorter than the dialogues in the novel. Despite being simplified and shorter, the dialogues were grammatically correct. Some of the scenes in the text are not in the audio-visual. Nonetheless, it did not affect the plot or the characters of the novel. Of all the audio-visual aids available online, the one used for this research is better than the rest as it has a better sound quality and the plot was very similar to the novel.

5.4 Weaknesses in the Implementation of the Audio-Visual Aids

One of the weaknesses in the implementation of the audio-visual aids are non-availability of the necessary equipment. One needs a computer to play the audio-visual aid and a projector to display it to the class. Some of the schools in Malaysia have a computer and a projector in every classroom while some schools do not have this facility due to financial constraints. In the research site, the students had to go to the computer lab to watch the audio-visual clip as that was the only place with the needed facility. Due to this, it may be difficult for all the classes to utilise to lab as frequently as they want or need as there might be clash in timetable.

Besides that, the English teacher also shared that some teacher do not like to use the computer lab as it located in another building which requires students to walk for at least five minutes to reach the lab. The teachers are also required to dismiss the class five minutes earlier so that students can be on time for the next period/lesson. This means that the teacher will be left with only 30 minutes to conduct her lesson.

The faulty speakers in the lab are also a hindrance for a quality lesson. Not only that, a projector can also break down in the middle of a lesson. Sometimes, projectors are damaged due to wear and tear. This can result in a blurry low quality projection

5.5 Recommendations

The following are the recommendations by the researcher for future research:

5.5.1 Recalling other Literary Devices

This research only focused on the ability of participants to recall plot and characters of the novel. Further research may be done to identify if audio-visual aids can help in recalling information on other literary features such as settings of places and time. Although this research has shown that audio-visual aid does not make much difference in the participants' ability to recall plot and characters, audio-visual aids may help students in recalling settings of places and time in a novel as they are best shown visually instead of in written form.

5.5.2 Participants of Advanced Proficiency in English

The participants selected for this research were from the low proficiency category. All the participants did not pass their English papers for the first and second monthly test and also mid-term examination. Another research may be carried out to determine if audio-visual aids would help highly proficient students to recall plot and characters even better with the help of audio-visual aids.

5.5.3 Lower Secondary Participants

As all the participants chosen for this research were from higher secondary level, a research may be conducted to identify if younger participants could benefit from audio-visual materials to aid in recalling plot and characters of a novel. The lower secondary students are also required to study one literature novel which would be tested in their national exam. A research could also be conducted on this group of students so that it can be identified if audio-visual aids would bring any positive changes to their results in literature.

5.6 Summary of Chapter 5

Chapter 5 contains the discussion on the findings for research questions. Besides that, it also contains the limitations of the study and also the weaknesses of using audio-visual aids in class. The chapter ends with recommendations for future studies.

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