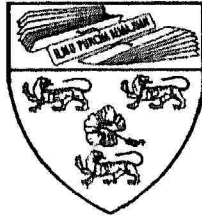


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STRATEGIES IN A LITERATURE-BASED FORM 4 ESL CLASS

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**THE USE OF SOCIAL LANGUAGE LEARNING STRATEGIES IN A
LITERATURE-BASED FORM 4 ESL CLASS**

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ABSTRACT

This study was carried out in an all girls secondary school in urban Kuala Lumpur called Sekolah Menengah Kebangsaan Puteri Anggerik. The purpose of the study was to explore and compare the social language learning strategies used in group work between two groups of learners with varying levels of proficiency in a literature-based Form 4 ESL Class. Three dimensions of social language learning strategies which is asking questions, cooperating with others and empathising with others were examined in this study.

Ten focal informants were selected for this study. Five were fairly proficient students and another five of low proficiency. A student questionnaire was administered to gather data from the focal informants. Four focal informants were also interviewed. Classroom observations were conducted while group work sessions were observed and audio taped. Samples of students' work were also collected and analysed.

This study examined the social language learning strategies students used in group work, their perceptions of the use of these strategies and the outcomes of using these strategies in group work. The findings indicated that students used two main strategies that is asking questions and cooperating with others during group work. However the findings did not indicate the use of the strategy of empathising with others. Students also perceived that peer teaching and learning and the exchange of ideas and opinions were enhanced through the use of these strategies. The outcomes indicated higher level of confidence, motivation and better quality of work after using these strategies over a period of time.

PENGGUNAAN STRATEGI PEMBELAJARAN BAHASA SECARA SOSIAL DI DALAM KELAS SASTERA BAHASA INGGERIS TINGKATAN EMPAT

ABSTRAK

Kajian ini telah dijalankan di Sekolah Menengah Kebangsaan Puteri Anggerik di Kuala Lumpur. Tujuan kajian ini ialah untuk mengkaji dan membanding penggunaan strategi pembelajaran bahasa secara sosial dalam kerja kumpulan antara dua kumpulan pelajar yang mempunyai tahap kebolehan berbahasa Inggeris yang berbeza dalam kelas Sastera Bahasa Inggeris Tingkatan Empat.

Sepuluh pelajar telah dipilih sebagai responden. Lima pelajar yang agak fasih berbahasa Inggeris dan lima pelajar yang agak lemah berbahasa Inggeris. Sebuah soal selidik telah digunakan untuk mengumpul maklumat daripada sepuluh orang pelajar. Teknik temubual telah digunakan untuk mengumpul maklumat daripada empat orang pelajar. Pemerhatian kelas telah dijalankan dan aktiviti kerja kumpulan telah dirakamkan. Analisis kerja sekolah pelajar juga telah dijalankan.

Kajian ini telah mengkaji tiga aspek iaitu strategi pembelajaran bahasa secara sosial yang digunakan oleh pelajar, persepsi pelajar tentang penggunaan strategi ini dan kesan penggunaan strategi ini dalam kerja kumpulan. Data menunjukkan bahawa pelajar menggunakan strategi bertanya soalan dan bekerjasama antara satu sama lain. Pelajar mempunyai persepsi bahawa penggunaan strategi ini membolehkan mereka mengajar dan belajar dari rakan sebaya dan menukar idea serta pendapat. Pelajar juga lebih hermotivasi, yakin dan menghasilkan kualiti kerja yang lebih baik kesan daripada penggunaan strategi ini.