

UNIVERSITI TEKNOLOGI MARA

**THE USE OF
CD-ROMS IN ESL CLASSROOMS
IN MALAYSIA**

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ABSTRACT

The study is to explore the use of CD-ROM in secondary schools among English teachers. In addition, to determine difference between five independent variables such as gender, years of teaching, type of school, highest academic and computer ownership. It is also to highlight constraints faced by these teachers in using CD-ROM in classrooms. Apart of that, this research is to know the teachers level of computer literacy and perception in using CD-ROM in classrooms. This research is a non-experimental research using survey, which has various types of questions such as open-ended questions, and Likert Scale. The method employed in analyzing this research is descriptive statistics and cross tabulation between the five independent variables.

Findings indicated that there are no significant rate differences between male and female in not using CD-ROMs a period per week. Although, female teachers use CD-ROMs more compared to male for three to six periods a week. Moreover, teachers teaching more than 20 years scored more in not using CD-ROMs a period per week. Teachers from the first and second category, which is about one to ten years, tend to use CD-ROMs about three to six periods per week. Different types of schools such as daily, religious, residential and Chinese medium showed no significant difference. Lastly, computer ownership is also not a significant factor in determining teachers to use CD-ROMs at least once a week. Teachers do face many technical constraints, for example, difficult to get keys, insufficient laptops or CD-ROMs and others.

Although the usage level of CD-ROMs in secondary school is not in its maximum usage, still we could conclude that teachers has a minimum level of computer literacy and occasionally do use the CD-ROMs provided by the Malaysian government. Furthermore, the teachers' perception on CD-ROMs is at a good level but there are many steps need to be taken to encourage teachers to use these CD-ROMs provided by the government.

Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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CHAPTER 1

INTRODUCTION

This chapter provides the background and rationale for the study. It also gives details on issues related to *Computer Assisted Learning* across the world and in Malaysia.

1.0 Computer Assisted Learning

Since the 1960s, the entire world has started to integrate computers in teaching and learning. The whole world was fascinated with the fact that there is another tool that is nearly infinitely flexibility. When we talk about integration of computer in classrooms, we are also talking about CD-ROMs, World Wide Web, Virtual discussion, ILS, video technology and others. At that time, the cost of computers was highly expensive but recently the cost is quite affordable. Therefore, U.S. school districts planned to spend about \$5.2 billion on educational technology in the 2000-2001 school years, 21 percent more than in 1999-2000 (Tomei 2002). This increase was mainly for CD-ROMs to run on the modern multimedia computers used in most schools of which were nearly half were purchased in 1999 and 2000.

According to The Daily (2004), virtually all elementary and secondary schools in Canada had computers and were connected to the Internet during the 2003/2004 school year. It is estimated that a total of more than 1 million computers were available to students and teachers, and about nine out of ten of these computers were connected to the Internet.

In 1984, Turkey's Ministry of National Education (MNE) first introduced computers to secondary schools (Akbaba-Altun 2006). Later, in 1998, MNE received about 600 million US dollars from World Bank to invest in a two-phase National Basic Education Program (BEP). It is to ensure each student and teacher at least literate in ICT.