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THE EFFECT OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) INTERVENTION ON KNOWLEDGE OF PARTS OF SPEECH OF SECONDARY SCHOOL STUDENTS

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AUTHOR'S DECLARATION

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

I hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

Grammar is the foundation of language and mastering grammar might help learners to enhance their proficiency level in language. However, there are some conflicts in terms of attitudes and difficulty in mastering grammar. Thus, this study aims to investigate the effect of Computer Assisted Language Learning (CALL) intervention on knowledge of parts of speech of secondary school students. 60 secondary school students were selected to participate in this investigation. The researcher adopts a quasi-experimental design which includes a grammar pre-test followed by a period of CALL intervention. Grammar post-test and questionnaires were administered after the intervention programme. The pre-test and post-test scores and questionnaires were analyzed using descriptive and inferential statistics. The findings of this study indicate that the implementation of Computer Assisted Language Learning in teaching and learning grammar is beneficial to teachers and students. In general, Computer Assisted Language Learning improves students' knowledge of parts of speech and promotes positive attitude in learning grammar. It also contributes to a different learning experience and allows learners to learn grammar at their own pace.

ABSTRAK

Tatabahasa adalah asas bahasa dan menguasai tatabahasa mungkin dapat membantu pelajar untuk meningkatkan tahap penguasaan mereka dalam bahasa. Walau bagaimanapun, terdapat beberapa konflik dari segi sikap dan kesukaran dalam menguasai tatabahasa. Oleh itu, kajian ini bertujuan untuk menyiasat tentang kesan Bantuan Komputer di dalam Pembelajaran Bahasa terhadap kecekapan tatabahasa pelajar sekolah menengah. 60 pelajar sekolah menengah telah dipilih untuk mengambil bahagian dalam penyiasatan ini. Pengkaji menggunakan kaedah penyelidikan quasi eksperimen yang melibatkan pra ujian tatabahasa, diikuti dengan satu jangka masa intervensi Bantuan Komputer di dalam Pembelajaran Bahasa. Pasca ujian tatabahasa dan soal selidik diedarkan selepas program intervensi. Keputusan ujian pra dan pasca tatabahasa beserta soal selidik telah dianalisis dengan menggunakan statistik deskriptif dan inferensi. Dapatan kajian ini menunjukkan bahawa pelaksanaan Bantuan Komputer di dalam Pembelajaran Bahasa dalam pengajaran dan pembelajaran tatabahasa memberi manfaat kepada guru-guru dan para pelajar. Secara umum, Bantuan Komputer di dalam Pembelajaran Bahasa dapat meningkatkan kecekapan tatabahasa pelajar dan menggalakkan sikap positif dalam pembelajaran tatabahasa. Ia juga menyumbang kepada pengalaman pembelajaran yang baru dan membenarkan pelajar untuk mempelajari tatabahasa mengikut kemampuan pelajar.

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