UNIVERSITI TEKNOLOGI MARA

USING PICTURES IN TEACHING SHORT STORY TO NON-PROFICIENT STUDENTS

NAJIHAH BINTI TALAHA

Dissertation submitted in partial fulfillment of the requirements
for the degree of
M.Ed TESL

Faculty of Education

February 2014

AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results 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 degree or qualification.

In the event that my dissertation 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.

Name of Candidate   :   Najihah binti Talaha

Candidate I.D. No.   :   2009561089

Programme   :   M.Ed TESL

Faculty   :   Education

Thesis Tittle   :   Using Pictures in Teaching Short Story to Non-proficient
                                        Students

Signature of Candidate:

Date   :   12 February 2014

ABSTRACT

The standardized literary texts that are used by all students in schools regardless of their different English language abilities can cause a burden to non-proficient students. There are still not many suitable techniques and approaches used by teachers to teach literature even though the Literature Component has been introduced more than a decade ago. Although there are not many studies done particularly on the effects of using pictures to teach literature, several researchers suggested that the presence of visuals does improve comprehension. However, there are still many teachers who prefer to use written texts over pictures because pictures bear the stigma of being entertaining only to children and not appropriate for serious academic works. Therefore, the main purpose of this study was to suggest a suitable and interesting teaching method that can be used by teachers to teach short story to non-proficient students. It was carried out by investigating to what extent the presence of pictures help non-proficient students to understand short story. It also investigated the roles of pictures in learning the literature component, specifically short story, as well as examined students and teachers' perceptions of using pictures in the teaching and learning process. Sixty Form 4 non-proficient students from one of the secondary schools in Kemaman, Terengganu participated in this study. The experimental group (n=30) was exposed to the research treatments; while, the control group (n=30) went through the learning without pictures. This study found that there is a significant difference between the non-proficient students learning by using pictures and those learning without pictures in understanding the short story. Besides, the participants were satisfied to be exposed to learning activities that incorporate the pictures in the teaching and learning process. Therefore, the stigma that pictures are entertaining only to children is not visible in this study. It is found that pictures have several roles in the non-proficient students' teaching and learning short story, just like how pictures have improved students' comprehension. This study also found that among the challenges in integrating pictures in the teaching and learning process is limited time available to prepare picture materials. In conclusion, it is suggested that pictures must be used to teach non-proficient students to learn short story due to many benefits they bring. It is also recommended that teachers should set up a group that shares the same interest to coordinate the production of picture materials.

ABSTRAK

Teks-teks sastera Inggeris yang seragamdigunakan untuk semua pelajar tanpa mengira keupayaan berbahasa boleh menjadibeban kepada pelajar-pelajar yang tidak mahir berbahasa Inggeris. Masih tiada teknik yang sesuaidigunakan oleh guru untuk mengajar komponen sastera kepada pelajar yang tidak mahir berbahasa Inggeris. Walaupun tidak terdapat banyak kajian yang dijalankan terhadapkesan-kesan penggunaan gambar untuk mengajar komponen sastera, namun beberapakajian menyimpulkan bahawa bahan berbentuk visual dapat meningkatkan kefahaman. Walaubagaimanapun, kebanyakan guru masih memilih untuk menggunakan teks bertulisberbanding bahan bergambar kerana bahan bergambar mempunyai stigma bahawa ianya hanya sesuai digunakan untuk hiburan kepada kanak-kanak dan tidak sesuai untuk kerja akademik yang serius. Oleh yang demikian, tujuan utama kajian ini adalah untuk mencadangkan kaedah pengajaran yang sesuai dan menarik yang boleh digunakan oleh para guru untuk mengajar komponen sastera iaitu cerpen bagi pelajar-pelajar yang tidak mahir berbahasa Inggeris. Kajian ini dijalankan dengan mengkaji sejauh mana bahan bergambardapat membantu kefahaman pelajar yang tidak mahir berbahasa Inggeris. Selain itu, kajian ini bertujuan untuk mengkaji peranan bahan bergambar dalam pembelajaran cerpen serta meninjau pandangan para pelajar dan guru tentang penggunaan bahan bergambar dalam proses pengajaran dan pembelajaran. Enam puluh pelajar Tingkatan 4 yang tidak mahir berbahasa Inggeris dari sebuah sekolah menengah di daerah Kemaman, telah menyertai kajian ini. Kumpulan eksperimental ini (n = 30 telah didedahkan dengan kaedah penyelidikan, manakala kumpulan kawalan (n = 30) telah melalui pembelajaran tanpa menggunakan bahan bergambar. Kajian ini mendapati bahawa terdapat perbezaan yang ketara dari aspek pemahaman pelajar-pelajar yang tidak mahir berbahasa Inggeris dalam pembelajaran dengan menggunakan bahan bergambar dan pembelajaran tanpa bahan bergambar. Selain itu, para responden berasa gembira apabila didedahkan dengan bahan bergambar dalam pengajaran dan pembelajaran. Justeru, stigma tentang penggunaan bahan bergambar yang hanya boleh digunakan untuk kanak-kanak dapat diubah dalam kajian ini. Didapati gambar mempunyai beberapa peranan dalam pengajaran dan pembelajaran cerpen. Antara peranan bahan bergambar adalah dapat meningkatkan kefahaman para pelajar. Kajian ini juga mendapati bahawa antara cabaran yang mungkin dihadapi para guru untuk mengintegrasikan bahan bergambar dalam proses pembelajaran dalam pengajaran dan pembelajaranadalah masa yang terhad untuk menyediakan bahan-bahan bergambar. Kesimpulannya, dicadangkan gambar mesti digunakan untuk mengajar cerpen kepada pelajar yang tidak mahir berbahasa Inggeris kerana penggunaannya terdapatbanyak manfaat. Kajian ini juga menggalakkan guru-guru untuk menubuhkan kumpulan yang berkongsi minat yang sama untuk menghasilkan bahan pengajaran bergambar.

ACKNOWLEDGEMENT

In the name of Allah, the Most Merciful and the Most Gracious. Thank you Allah for giving me the courage, ability and strength to complete this study.

I am especially grateful to my supervisor, Dr Jamiah Baba for her guidance and supervision. Her advice, encouragement, and ideas help me to improve and complete this thesis.

My special thanks go to my parents, Tuan Haji Talaha Ali and Puan Hajjah Rakiah Tengah. I owe a lot to my parents who continuously pray for my success, encourage and help me at every stage of my life, and long to see this achievement to come true. They have set a good example and I am forever thankful for that.

I would also like to thank my husband, Lukmanulhakim Ngah, who has supported me in every possible way to see the completion of this study. He is always there and stands by me through the good and bad times. No words can express the appreciation and love I have for him.

This special dedication also goes to my son, Muhammad Ikhwan. I hope this thesis can inspire him to be a good and successful person. My prayer will always be with him.

Last but not least, a very special thank you also goes to my siblings, M.Ed TESL classmates, colleagues, friends and students for their understanding and endless support. Thank you very much for everything.