

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF USING CONCEPT
MAP AS A LEARNING TOOL ON STUDENTS'
MOTIVATION TO LEARN ENGLISH
LITERATURE**

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**Dissertation submitted in partial fulfillment of the requirements
for the degree of
Master of Education**

Faculty of Education

March 2011

ABSTRACT

The thought of teaching English literature has been the main concern for many English teachers as they are not trained to teach literature in schools. In relation to this, students are not motivated to learn literature. This study investigated the effect of using concept maps as learning tool on students' motivation to learn English literature. Seventy students from a secondary school in a rural area of Sarawak participated in this study. The research design used was a pre and post-test quasi-experimental design method. Data were gathered on students' learning achievements in both pre-tests and post-tests for two different topics (Characters and Moral Values) in the short stories which were taught as part of the literature component and students' perception on motivation in using concept maps by using Students' Motivation Questionnaire (SMQ) with a reliability coefficient of 0.911. A t-test, descriptive statistics and one-way ANOVA statistical techniques were used to analyze the data. The findings suggested that students taught using concept maps being one of the teaching and learning tools had a higher level of motivation and obtained a significantly higher mean score on pre-test compared to post-test (Characters). The findings further indicated that following the familiarization program, there is no significant difference between male and female students for the first topic (Characters) but showed a significant difference in the second topic, Moral Values ($t = -2.10$; $p < 0.04$). Another indication was that different ethnicities in using concept maps did not show any significant difference for both topics. More than 90% of the students agreed that using concept map really helps and motivates them in learning English literature. Therefore, it can be concluded that student generated concept maps is a motivating learning tool in an English literature classroom. Discussion and implications of these findings on current practice were also mentioned in this study.

Candidate's Declaration

I declare that the work in this thesis 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 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 I

INTRODUCTION

1.0 Introduction

With the advent of globalization due to the Information Age, our society has witnessed the democratization of education for the masses. School teachers have been trained to teach or use their expertise to convey required knowledge to school children regardless of their gender, ethnic, family background or social status. This diversity gives teachers the freedom to integrate all the appropriate teaching skills to suit the learning process within any subject.

However, teachers have to bear in mind that in a classroom, they have to consider many factors like classroom environment, learning styles and learning preferences. With the proper identification of these two types of learning (learning styles and learning preferences), teachers can easily plan a lesson which suits all the students and which achieves the objective(s) of that particular lesson.

Today, issues concerning the decreasing standard of English in school are rising with pressures from all sides definitely show that solutions should be achieved in order to have improvement. Thus, it is also essential for a language teacher to know the necessary skills to engage students with different learning styles and strategies in the classroom to help improve the standard of English. In the past, teaching was standing at the front of the room and having all students looking and “tuning” into you. The brain is not programmed to do that – at least for not very long. Student diversity has forced teachers to explore various strategies to meet individual needs.