

UNIVERSITI TEKNOLOGI MARA

**WIKI AS AN INNOVATION IN
IMPLEMENTING STUDENT-
CENTERED LEARNING TO
ENHANCE READING
COMPREHENSION**

JOSEPHINE ANAK THOMAS LAJA

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of UniversitiTeknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not 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, UniversitiTeknologi MARA, regulating the conduct of my study and research.

| | | |
|----------------------|---|---|
| Name of Student | : | Josephine Anak Thomas Laja |
| Student I.D. No. | : | 2011372321 |
| Programme | : | Master of Education in Teaching English As A Second Language (TESL) |
| Faculty | : | Education |
| Dissertation Title | : | Wiki as an Innovation in Implementing Student-Centered Learning to Enhance Reading Comprehension. |
| Signature of Student | : | |
| Date | : | January 2016 |

ABSTRACT

Student-Centered Learning (SCL) in contemporary classroom helps to reinforce ESL students to become independent lifelong learner. Advance technologies at the era of Information and Communication Technology (ICT) help to assist language learners in the quest to understand the written texts. Wikis perceived as one of well-known Web 2.0 tools in assisting language learners to improve their comprehension of English as a second language. The application of wikis as part of leaning toolsin language learning due to its authenticity in allowing students to acquire an active learner role in the learning process especially for English comprehension. However, the language educators tend to choose traditional didactic method in ESL classroom. This research aims to investigate to what extent Wikispaces influences college students' skill in reading comprehension at PTPL Kuching, a private institution in Sarawak. Well-designed wikis-project for college students can generate unique advantages for student-centred learning. In sum, it appears that the usage of wikis-project help ESL learners to get engage and empower students through various innovative teaching and learning activities and lead the students to acquire better score in reading comprehension test.

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CHAPTER ONE

INTRODUCTION

1.1 THE INTRODUCTION

Language classes have been exposed to different kind of learning tools since 1900s available to language academicians through the advancement of multimedia technology. The use of computers in language learning brought a huge impact to the process of language acquisition. The adoption of multimedia technology for second language instruction has spread tremendously due to increasing number of studies related to the use of technologies in English classes as replacement for traditional teaching aids. For example a study on ICT-integrated Language Learning (2004) done by language educators at University College of Engineering and Technology Malaysia (KUKTEM) found that majority of students who took part in the survey admitted that the manipulation of technology tools in English language classes helped develop their language skills through the use of technologies. Hafizaoh Kassim and Zuraina Ali (2007) did a research on the use of technologies in language classes at University Pahang found that their work augers well with the use of technology as an instrument in language learning for the implementation of SCL and the survey strongly support the positive impact of technologies for ESL students at tertiary level.

In conjunction with the implementation of ICT in English language classes, the role of student as individual learner portrays a vital function in directing their own learning process either inside or outside the classroom (Alford and Pachler, 2007; Benson, 2000; Breen, 2001; Conacher and Kelly-Holmes, 2007). In the previous work of Fotos and Browne (2004), it was clearly stated that in 21st century classroom, a student-centred system used extensively compared to teacher-centred classroom system;

...most researchers agree that a major shift is taking place ... in education away from the teacher-centred classroom toward a learner-centred system where the learner is in control of the lesson content and the learning process.(Fotos and Browne, 2004, page 7).

The term of SCL (student-centred learning) concept was highly recommended and inspired ESL modern classroom practice with the application of technology tool