

SUMBANGAN

PERCEPTION OF STUDENTS AND TEACHERS

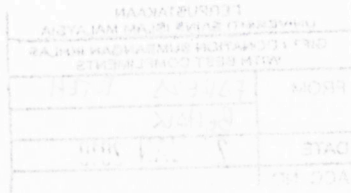
IN THE USE OF PRINT, AUDIO AND VISUAL LITERARY TEXTS

IN THE TEACHING AND LEARNING OF

ENGLISH AND ARABIC:

A CASE-STUDY AT SELECTED RELIGIOUS SECONDARY

SCHOOLS IN SELANGOR



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ABSTRACT

PERCEPTION OF STUDENTS AND TEACHERS IN THE USE OF PRINT, AUDIO AND VISUAL LITERARY TEXTS IN THE TEACHING OF ENGLISH AND ARABIC: A CASE-STUDY AT SELECTED RELIGIOUS SCHOOLS IN SELANGOR

Many researchers have revealed the advantages of using literary texts in the language classroom, predominantly as it contributes to language, cultural and personal growth. USIM students reported that when they were learning English and Arabic in their secondary schools, they were more focused on the textbooks and hardly any literary texts were in use in the teaching and learning of both languages. This study intended to investigate whether literary texts were used in the teaching and learning (T&L) of English (ELC) and Arabic (ALC). Specifically, this study aimed to investigate the different types of print, audio and visual literary texts that have been used in the ELC and ALC as perceived by the teachers and students. It also intended to find out the perceptions of teachers and students regarding the use of literary texts in the T&L of ELC and ALC. This study focused on the perceptions of 167 Form Four students and the 16 English and Arabic language teachers teaching them, in the use of audio, print and visual literary texts in the teaching and learning (T&L) of English (ELC) and Arabic (ALC) at two religious secondary schools via questionnaires. The findings revealed that literary texts were used and perceived positively by teachers and students of ELC and ALC in general. This may provide a groundwork for further research investigations, for example; the use of literary texts with students' motivation or development of specific language skills such as vocabulary or critical thinking skills. The findings also show that the use of audio visual texts, particularly the use of non canonical texts or contemporary literary texts such as songs, video clips, comics and films are more popular in the T&L of ELC and ALC as compared to the print texts. Thus, researchers and practitioners could explore further on this phenomenon and how some of these materials can be incorporated more effectively in the English and Arabic language classroom. This study was unique as it provided the perceptions of students and teachers from the Malaysian experience, particularly of religious secondary schools in Selangor (as among future candidates to USIM), specifically in the use of print, audio and visual literary texts in the teaching and learning of English and Arabic.

ABSTRAK

PERCEPTION OF STUDENTS AND TEACHERS IN THE USE OF PRINT, AUDIO AND VISUAL LITERARY TEXTS IN THE TEACHING OF ENGLISH AND ARABIC: A CASE-STUDY AT SELECTED RELIGIOUS SCHOOLS IN SELANGOR

Ramai penyelidik yang mengetengahkan kebaikan penggunaan bahan sastera dalam pengajaran bahasa kerana ia menyumbang kepada perkembangan bahasa, budaya dan individu. Para pelajar USIM mengatakan bahawa pembelajaran bahasa Inggeris dan Arab mereka sewaktu di sekolah menengah lebih memfokus kepada buku teks yang mana penggunaan bahan sastera dalam pengajaran dan pembelajaran kedua-dua bahasa tersebut adalah agak kurang. Tujuan penyelidikan ini dijalankan adalah untuk mengkaji penggunaan serta jenis teks sastera yang digunakan (bercetak, audio & visual) di dalam pengajaran dan pembelajaran bahasa Inggeris dan Arab serta pandangan pelajar dan guru terhadap penggunaan tersebut. Responden terdiri daripada 167 pelajar Tingkatan Empat serta 16 guru bahasa Inggeris dan Arab dari dua sekolah menengah agama. Pandangan mereka direkodkan melalui kajian soal-selidik. Penemuan kajian meunjukkan bahawa bahan sastera ada digunakan serta dianggap positif oleh para pelajar dan guru dalam peranannya dalam P&P bahasa Inggeris dan Arab. Ini akan dapat membuka ruang kepada penyelidikan baru, contohnya, yang menjurus kepada kaitan penggunaan bahan sastera dengan motivasi pelajar serta perkembangan kemahiran bahasa spesifik seperti peningkatan perbendaharaan kata dan pemikiran kritis. Penemuan juga menunjukkan bahawa penggunaan teks berbentuk audio-visual, terutamanya bahan sastera bukan klasik dan moden seperti lagu, klip video, buku komik dan filem adalah lebih popular untuk P&P kedua-dua bahasa tersebut jika dibandingkan dengan teks berbentuk cetak. Sehubungan dengan itu, fenomena ini boleh dijadikan bahan kajian seterusnya, terutamanya bagaimana bahan-bahan ini boleh digunakan dengan lebih efektif dalam P&P bahasa Inggeris dan Arab. Kajian ini adalah unik kerana ia memberikan pandangan pelajar serta tenaga pengajar dari perspektif pendidikan di sekolah menengah agama, di Selangor, khasnya, (sebagai antara bakal pelajar USIM), khususnya mengenai penggunaan bahan sastera bercetak, audio dan visual di dalam pengajaran dan pembelajaran bahasa Inggeris dan Arab.

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