

UNIVERSITI SAINS ISLAM MALAYSIA

**THE ROLE OF INTERTEXTUALITY OF PRINT
TEXT AND VISUAL TEXT TO PROMOTE
CRITICAL THINKING AMONG ESL LEARNERS:
A COMPARATIVE STUDY**

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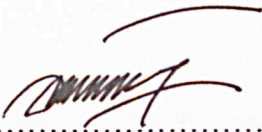
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DECLARATION

We hereby declare that the work in this research is our own except for quotations and summaries which have been duly acknowledged.

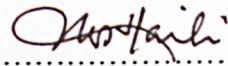


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ABSTRACT

THE ROLE OF INTERTEXTUALITY OF PRINT TEXT AND VISUAL TEXT TO PROMOTE CRITICAL THINKING AMONG ESL LEARNERS: A COMPARATIVE STUDY

One of the major concerns in the ESL classroom is the lack of critical responses of the ESL learners. This brings a gap in the knowledge and language acquisition in the ESL classroom. This study is carried out to see if the use of intertextuality of print (a short story) and visual (a movie) text is able to assist ESL learners in generating Critical Thinking. A study was carried out with 40 ESL students of Universiti Sains Islam Malaysia, where the experimental group was exposed to both the print and visual text, while the control group was exposed to just the print text. The Bloom's Taxonomy of Higher Thinking Model was used to analyze the critical thinking ability of both the experimental and the control group. To triangulate the findings, the experimental group was required to answer a set of questionnaire. This study was able to highlight the potentials of intertextuality to affect the students both at their intellectual and personal levels as to prompt the desired critical responses and to later initiate critical analyses and reflections. The finding also showed that the experimental group has positive perspectives regarding the use of intertextuality in ESL classroom.

Abstrak

**THE ROLE OF INTERTEXTUALITY OF PRINT TEXT AND VISUAL TEXT
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Salah satu kebimbangan didalam kelas pembelajaran bahasa Inggeris sebagai bahasa kedua adalah kekurangan respons yng kritikal daripada pelajar. Ini telah mewujudkan satu jarak antara ilmu pengetahuan dan penguasaan bahasa didalam kelas tersebut. Kajian ini dijalankan untuk mengetahui sama ada penggunaan gabungan antara teks cetak dan teks visual dalam membantu memupuk pemikiran kritikal dikalangan pelajar. Kajian ini dijalankan dengan 40 orang pelajar Universiti Sains Islam Malaysia, dimana kumpulan eksperimental didedahkan kepada penggunaan teks cetak dan teks visual, manakala kumpulan kawalan hanya didedahkan kepada teks cetak. Bloom's Taxonomy of Higher Thinking telah digunakan untuk menganalisa keupayaan pemikiran kritikal pelajar kedua-dua kumpulan. Untuk mengukuhkan dapatan kajian, kumpulan eksperimental dikehendaki menjawab satu set soalan bancian. Kajian ini telah berjaya menunjukkan potensi penggunaan gabungan teks cetak dan teks visual dalam memupuk pemikiran kritikal dikalangan pelajar bahasa Inggeris sebagai bahasa kedua. Kajian juga menunjukkan pelajar mempunyai perspektif positif terhadap penggunaan kaedah pengajaran ini.

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