

**A STUDY ON THE USAGE OF INSTRUCTIONAL TOOLS:
TOWARDS MEANINGFUL TEACHING AND
STUDENTS' APPRECIATION IN
LITERATURE**

NOR AFIZA BT ISMAIL

**UNIVERSITI UTARA MALAYSIA
2010**

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LITERATURE

NOR AFIZA BINTI ISMAIL

THIS MASTERS PROJECT SUBMITTED TO UUM COLLEGE OF ARTS AND SCIENCES,
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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
(INSTRUCTIONAL TECHNOLOGY)

UNIVERSITI UTARA MALAYSIA
MAY 2010

DECLARATION

I hereby declare that the work in this assignment is my own except for quotations and summaries which have been duly acknowledged.

08 May 2010

Date

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I appreciate very much for the guidance and direction given to me by my supervisor, Pn. Fahainis Binti Mohd Yusof from the inception of this dissertation to its conclusion. Her insights, advice, encouragement and approachability have made the process of the study not only precious but also a meaningful lone.

I would like to show my appreciation to CAS staff of educational studies, UUM in giving good cooperation for master students.

I would also to thank all my CAS lecturers for teaching me all the courses that I have taken.

Finally, a word of thanks to my husband and my beautiful daughters, you are the reasons I have meet all the challenges and occasionally to turn what I had perceived as impossible into a possible one.

DEDICATION

SPECIAL FOR:

MY LOVE AND KIND HUSBAND

Helmi Bin Kasim

(You are my inspiration, motivation and success)

MY BEAUTIFUL DAUGHTERS

Nur Muyassarah Binti Helmi

Nur Naurah Syibrah Binti Helmi

Nur Naurah Nasirah Binti Helmi

(Our future Excellence)

MY DEDICATED FATHER AND MOTHER

Ismail Bin Ishak

Halijah@ Khadijah Binti Othman

(Thank you for everything)

MY FATHER AND MOTHER IN LAW

Kasim Bin Din

Harisom Binti Hussin

(Thank you for Supporting Us)

To my brother, sister, brother in law and sister in law, our colleagues and UUM lectures

Alhamdulillah

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There are many persons I would like to thank for their assistance in writing this dissertation. There are a few who I would like to specifically thank here.

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STUDENTS' APPRECIATION
IN LITERATURE**

ABSTRACT

Literature component have been as an essential and popular components of languages courses in the Malaysia English Second Language (ESL) context. Curriculum Development Centre, Ministry of Education (MOE) has implemented the literature component for English Language Subject in secondary schools. The incorporation of literature in the curriculum of English Language Teaching (ELT) also has been noteworthy over the last 20 years. Studying literature educates students to appreciate the literature and enhance their English Language Skills in total. In the new era of information and communications technology, teaching and learning English literature can be more meaningful and attract students to participate well in the lessons. Students' participation is important element in achieving the desire learning outcomes. Therefore, the usage of the instructional tools in teaching literature is an advanced towards in generating students' participation and learning outcomes. Thus, this study is purposely to determine students' learning outcomes and their participation when teacher using these technologies in the classroom. Besides that, the researcher also wanted to determine similarities and differences of the learning outcomes when teacher applying any instructional tools in teaching literature. The findings of the study, obtained via qualitative approach are hopefully can further positive impact towards student appreciation in learning literature.

**SATU PENYELIDIKAN KE ATAS PENGGUNAAN ALATAN PENGAJARAN:
KE ARAH PENGAJARAN BERMAKNA DAN
PENGHARGAAN PELAJAR DALAM
SASTERA INGGERIS**

ABSTRAK

Komponen sastera adalah perlu dan penting di dalam konteks pembelajaran bahasa Inggeris sebagai bahasa kedua. Pusat Perkembangan Kurikulum, Kementerian Pelajaran Malaysia telah bertanggungjawab memperkenalkan komponen sastera di dalam matapelajaran Bahasa Inggeris di semua sekolah menengah. Penglibatan sastera di dalam kurikulum pengajaran Bahasa Inggeris telah menjadi perhatian melebihi 20 puluh tahun yang lalu. Pembelajaran sastera Inggeris mendidik pelajar menghargai sastera dan meningkatkan kemahiran Bahasa Inggeris mereka secara langsung. Pada era komunikasi dan teknologi maklumat, pengajaran dan pembelajaran sastera Inggeris telah menjadi lebih bermakna dan dapat menarik penyertaan para pelajar di dalam pelajaran. Penglibatan pelajar sangat penting dalam mencapai hasil pembelajaran yang diinginkan. Oleh itu, penggunaan alatan pengajaran di dalam pengajaran sastera dilihat sebagai satu kelebihan terhadap penglibatan pelajar dan hasil pembelajaran. Secara langsungnya penyelidikan ini bertujuan menentukan hasil pembelajaran pelajar dan penyertaan mereka apabila guru menggunakan peralatan teknologi ini di dalam bilik darjah. Selain itu, penyelidik juga mahu menentukan persamaan dan perbezaan hasil pembelajaran apabila mengaplikasikan apa jua alatan pengajaran di dalam pengajaran sastera Inggeris. Hasil daripada kajian ini yang dijalankan melalui kaedah kualitatif, diharapkan dapat meneruskan impak positif terhadap penghargaan pelajar di dalam pembelajaran sastera Inggeris.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Malaysia implemented the first computer system in 1966, and for now the Government has introduced various initiatives to facilitate the greater adoption and diffusion of integrating Information and Communication Technology (ICT) to improve capacities in every field of business, industry, education and life in general (Chan Fong-Mae, 2002). Besides that, the government had supported the lifelong learning by using of Integrating Computer Technology for example for the distance learning. Parallel to the Vision 2020, the application of Multi Media Super Corridor had been extended to the whole country in the Eight Malaysian Plan and the smart school had been extended to be 8,000 schools (Mahathir, 2001). Razlan Sharif (2003) stated that the Government has emphasized Integrating Computer Technology (ICT) in the education sector particularly in setting up computer lab in school, whereby there will be 4,400 computer lab will be built in order to help the student to learn. The unwiring school will bring Malaysian education into the forefront of technology integration, therefore there are ten thousand schools of all shapes and sizes and conditions and in some of the most areas had been provided the information technology and connectivity (Hishamuddin, 2005).

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only

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APPENDIX A

The English Language Learning (ELL) OBSERVATION CHECKLIST was adapted based on the Fresno County Office of Education, English Learner's Page, Resources:

Teacher: _____ Date _____

Grade(s) _____ Proficiency Levels _____

Class Observed: _____

ACCESS TO CURRICULUM

COMPONENTS	EVIDENCE
CONTENT <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	___ Lessons include both subject and language objectives ___ Material is selected, adapted, and organized with language and students' cultural heritage in mind ___ Standards-based lesson objectives are ___clear and ___visible ___ Appropriate instructional materials are used

COMPONENTS	EVIDENCE
CONNECTIONS <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	___ Students' __prior knowledge,__ learning modality is activated and used to connect a new grade/proficiency level __concepts and__ skills to previous learning; ___ Models of __ process and __ product are posted and used in daily instruction ___ Meaningful, hands-on learning activities appropriate to proficiency level are designed to__ achieve content mastery AND to ___develop language skills

COMPONENTS	EVIDENCE
COMPREHENSIBILITY <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<p><i>Lessons include varied scaffolding strategies such as:</i></p> <p>___ Visuals ___ Contextualization/Clarification ___ Modeling ___ Increased wait time ___ Frequent comprehension checks ___ Realia/Manipulatives ___ Graphic organizers ___ Pre-taught vocabulary ___ Feedback on errors ___ Variety of questioning techniques appropriate to proficiency level</p> <p><i>Speech/textbook analysis and modification reflect proficiency level of students such as:</i></p> <p>___ Questioning the author ___ Choral reading ___ Paraphrasing/Summarizing ___ Teaching idioms ___ Language Functions ___ Other _____</p> <p><i>Authentic assessment is designed to test content knowledge</i></p> <p>___ Ongoing ___ Aligned to standards/instruction ___ Anchor papers/exemplars ___ Based on posted scoring rubrics /criterion charts ___ Oral examinations</p>

COMPONENTS	EVIDENCE
INTERACTION <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<p><i>Students have frequent opportunities to</i></p> <p>___ Talk about lesson content ___ Clarify concepts in their home language ___ Re-present learning through a variety of ways</p> <p><i>Varied instructional groupings are presented by</i></p> <p>___ proficiency level ___ Cooperative groups ___ Individual Need</p>

The English Language Learning (ELL) OBSERVATION CHECKLIST was adapted based on the Fresno County Office of Education, English Learner's Page, Resources:

Teacher: _____

Date _____

Grade(s) _____ Proficiency Levels _____

Class Observed: _____

LANGUAGE DEVELOPMENT/CLASSROOM ENVIRONMENT

Support provided by: Teacher	
<p>In Transitional Bilingual Education Instruction:</p> <p><input type="checkbox"/> Clear Evidence</p> <p><input type="checkbox"/> Some Evidence</p> <p><input type="checkbox"/> Limited Evidence</p> <p><input type="checkbox"/> No Evidence</p>	<p><input type="checkbox"/> Teacher provides native language literacy and content-area instruction while students learn English with gradual transition to all-English content instruction</p> <p><input type="checkbox"/> Teacher teaches grade-level standards, using native language and English materials for all content areas as appropriate to students' proficiency levels</p>
<p>In Two-Way Bilingual Education Instruction:</p> <p><input type="checkbox"/> Clear Evidence</p> <p><input type="checkbox"/> Some Evidence</p> <p><input type="checkbox"/> Limited Evidence</p> <p><input type="checkbox"/> No Evidence</p>	<p><input type="checkbox"/> Teacher provides native language literacy and content-area instruction while students learn English with gradual transition to all-English content instruction</p>

<p>In ESL Instruction:</p> <p><input type="checkbox"/> Clear Evidence</p> <p><input type="checkbox"/> Some Evidence</p> <p><input type="checkbox"/> Limited Evidence</p> <p><input type="checkbox"/> No Evidence</p>	<p><input type="checkbox"/> Teacher frequently checks for comprehension using strategies such as:</p> <p style="padding-left: 40px;"> <input type="checkbox"/> preview/review key skills, <input type="checkbox"/> graphic organizers <input type="checkbox"/> concepts, processes <input type="checkbox"/> read-alouds <input type="checkbox"/> questioning techniques <input type="checkbox"/> focused discussion <input type="checkbox"/> translation </p> <p><input type="checkbox"/> Teacher uses materials in English and native languages, as appropriate, to develop key grade/proficiency level standards</p> <p><input type="checkbox"/> Teacher collaborates with mainstream/content area teachers in planning for instruction</p> <p><input type="checkbox"/> Teacher uses a variety of techniques to access students' prior knowledge</p> <p><input type="checkbox"/> Teacher incorporates appropriate literature and adapts content-area materials for instructional purposes</p> <p><input type="checkbox"/> Teacher provides appropriate assessment modifications to enable students to demonstrate their understanding of a topic consistent with their level of English proficiency</p>
<p>In All Instructional Programs:</p> <p><input type="checkbox"/> Clear Evidence</p> <p><input type="checkbox"/> Some Evidence</p> <p><input type="checkbox"/> Limited Evidence</p> <p><input type="checkbox"/> No Evidence</p>	<p><input type="checkbox"/> The classroom environment is print-rich and encourages student interaction</p> <p><input type="checkbox"/> Students understand what is expected of them during instruction</p> <p><input type="checkbox"/> There are a variety of instructional modalities and student choice is included in planning lessons</p> <p><input type="checkbox"/> Both summative and formative assessment are used to assess student progress and to determine future decision making</p>

APPENDIX B

INTERVIEW QUESTIONS

SET 1

1. What do you think when the teacher used software animation as the teaching tools?
2. Do you like it?
And why?
3. Do you think that you have better understanding when the teacher used animation software in teaching literature?
4. Do you think that software presentation it will give benefit in motivating you to be involved in discussion?

SET 2

1. Do you think that literature is an interesting subject?
2. Do you like your teacher in teaching literature? And why?
3. Do you think that you had a better understanding when your teacher involved you in the classroom discussion activities?
4. Does the classroom activities like working in group will make your learning become interesting? And why?

APPENDIX E

Video transcriptions: 2S (Teacher 1)

Teacher: Assalamualaikum

Students Good morning class.

Teacher: Today we want to discuss about our lesson on Potato people . Okey ,After the introduction?

Students: Paradise (a few students)

Teacher: I will give you the plots of the story in cards to each group and you have to identify where it should be?

Students: Ok

(Then teachers gave all plots in cards to the students and they had to identified that cards).

Teacher: What is the shape of the plot of the short story?

Students: Triangle

Teacher: Would you please draw on the whiteboard?
(One students stand out and drawn a triangle on the whiteboard)
Could you paste the diagram the plot that I had given to you?

(Students discussed among their friends about the topic and identified where the plots should be pasted, then 6 students stood and pasted on the whiteboard).

Teacher: What is the raising and falling actions?
Who has the description of plot?

(Teacher asked students to come in front of the class and read the plot loudly and one student come in front of the class).

(Students read slowly, and teacher ask students to read will full impression about character Patrick)

Teacher: Ok, that's good and thank you.
Next the climax?

(Students answer the questions all together)

Students: Happy

Teacher: Next, we came to the next chapter, actually what is the theme, Patrick dream? Happy or sadness?

Students: Happy

Teacher: Short happiness in his live. He was so happy in one moment in his life because he was not hungry and can stay alive for another week. Teacher continue: actually Patrick realized he was dreaming but he continue to dream until he was about to fell from the tree.
What is Lord Eghem doing?

Students: He brought two dogs to punished Patrick because entering the house

Teacher: Is Lord Egham Kindness, sympathy or what?

(Students felt quiet and talk among themselves so that teacher write on blackboard giving the clue of the letter C)

Students: Cruel (most of the students gave the answers)

(Teacher explained when he work up, Patrick only in frustration, and teacher write on the whiteboard "despair" and teacher said "hampa")

Teacher: Had you got the materials that you have to prepared?

Students: Yes.

Teacher: Any group that had prepared would you like to display in class? The earlier chapter first.

(Students brought their materials in cards and pasted on the board, they present about the story confidently and explain the story about for example the moral value, is helpful, brave and the teacher corrected certain word for the past tense of stay will be stayed, teacher explain that you should decide whether you will be presented in past tense or using the present tense)

Teacher: Do you think that Patrick is loyal?

Students 1: Actually he is not loyal enough? (answering in humor)

Teacher: Why?

Students: Emm, (they not answering the questions)

Teacher: Because he was only 16 years old. (Teacher said in stress sound) and asking again is he a responsible person whereby if you are given duty, you will carry out the duty).

Thank you (clapping hand for the group that had presented and calling another group to continue the presentation)

(Students presented about the moral value which can be identified in the chapter for example courage and determination).

(When the presentation by the students stopped, the student raise their hand to ask the presentation group)

Student 2: What can you find about metaphor in this chapter?

Teacher: Do you know metaphor, what is metaphor? And answer that metaphor is you are comparing something without using subject and this chapter was referred to the?

Students: Villagers, they are hungry

Teacher: Because there were no potatoes , so they are looking like ghosts. “But nowadays Malaysian are having too much food”

Ok class, we stop the lesson here and continue in the next class.

APPENDIX F

The video transcriptions: 2 SF. The Teacher 2 was using the Software animation as the instructional tools in teaching literature. Teacher started with the presentation slide which consisted of the picture of book covered.

Teacher: What is the topic about?

Students: Potato people (all together)

(Teacher used show the slide presentation)

Teacher: Look at the animation here and listen carefully what is all about?

Student 3: Teacher, please loud the speaker.

(teacher try to loud out the speaker)

Teacher: The conversation is between.....

Students: Jayjay and Zack

Teacher: Listen what they are talking about (the animation in showed in 1 minutes)
What is the theme in the Potato People? (students not answer the question)
How do you find a theme in a novel? Aida...

Aida: According to the story or the novel.

Teacher: The theme in the novel of Potato People is in two types, the theme and the minor themes. The minor theme actually is not important enough . Ok students, you can copy in your book about the theme and minor theme.

Teacher: Next, (continue to show the slide and students read together: Read the story carefully; look for the ideas of the themes)

And you have to understand , what the story tell you about.

(Teacher continue to show the slide and students read loudly) Main characters?

Students: Patrick, Sean.....

Teacher: You have to consider, the next situations and statements about what they are doing , and the last one is actions. What do you mean by actions?

Students: “Tindakan” in Bahasa Malaysia. (a few students answer)

Teacher: Ok, “tindakan yang dilakukan oleh watak” (explaining in Bahasa Malaysia) and you have to copy class.

Student: Yes (the session was given about 2 minutes for students to take their notes)

Teacher: Finish?

Students: Yes.

Teacher: Next

(Teacher continue to show the slide and a minutes passed by, and the teacher play again the Slide on the writing paragraph and explain on Topic, Body and Conclusion.)

Teacher: Remember to make in one paragraph if you make in points, you will not follow the correct format.
Next(teacher continue and ask students to copy the element).
Can one of you, related what the sentences?

(Students read the paragraph and teacher played the animation again in two minutes)

Teacher: Teacher explain this is the writing about Potato people that Jayjay and Zack discuss before and I want to you copy this on your book
(students take one minute for copying)

Teacher: Next, the word perseverance , I mean that “ketabahan”

Student: Yes

Teacher: Try to complete the task on board and try to answer, you copy the first sentence here, copy in you book. (students answer in their own book).
Ok finished?

Students: Yes

Teacher: The first sentence is
(the students had answered the questions)

Teacher: Good...

And lastly at the end of the class :

Teacher: Do you understand, how to create and write down the theme?

Students: Yes (all together)

Teacher: That's all for today, we will proceed on the next lesson and are you enjoy when using these materials?

Students: Yes.. (all together)

APPENDIX G

Video transcriptions: 2SA class. (Teacher 1).

(Teacher greet Good morning to the class, and explain that today we a going to learn literature, teacher write down the poem on the blackboard and asked students to take note on it, she said “ we will make a game” then teacher gave students a plastic of puzzle”

Teacher: Game time and one minute is over. You will be in a group and then after you finish the puzzle we will do the choral speaking.

Students: Haaa..! (most of the students)

(teacher smile and read the poem, “A river of wanderer”

Teacher: Ask students to repeat (Students follow the teacher recite the poem)

Students: To built.....

Teacher: To built up his camp.

(Students followed the teacher recite the poem until the word....)

Teacher: Is the river stopped? (in acting of stopping) or twist and turn (in acting of twist and turn) and continue again.

The river are harder.. and buries down(teacher show the action).
Homophone bunyi sama ‘keep” what is it?

Student 4: Sleep! Sheep!.....

Teacher: You will be in two or three in a group.

(Students a likely to show their excitement to be in group)

Teacher: Ok, you can solve the puzzle now

(Students in group discuss and done their task and worked within themselves)

Teacher: Three more minutes.

Students: Ha...! (a few students)

Teacher: Because you have five minutes only

(Teacher hanging around group by group to see their progress)

Teacher: The group of four should be finished first because they had four head to discuss and some of you only done in a pair work, teacher help certain group to indentify the puzzle. Ok for the last minute. Thirty seconds....

Students: Sudah (in pair work)

Teacher: Two head better than four. We had already had a winner, bring your puzzle in front here.

(Students in pair work smiles as they gave the puzzle to the teacher in front of the classroom)

Teacher: Ok, you can go back to your place. Our picture is ...(Teacher showed the picture and said that' it should come like this'. I just label the picture and poem is about the river.

Ok, now , we try to fill up what is the sentences.

Student: The river (students are copying in their book without directed by the teacher)

Teacher: Wait! Wait! Don't write. We interpret first. Farah could you recite the first stanza, please?

Farah: Wonder nomad has no home.

Teacher: No home, it means staying here, in Langkawi, Tambun Tulang (with the body expression). Tramp means..... has nothing to do.

He does'nt

Student 5: Stay

Student 6: Find

Teacher: From the letter C (teacher giving the clue)

Student 7: Cooperate

Teacher: Takkan cooperate, to built up his camp. The river can stop?

Students : No (a few students)

Teacher: Ok, we go the letter C for the missing blank

Students 8: Choose

Teacher: Next, Aufa

Aufa: The students are wanderer too.....

Teacher: To valley and.....
The rivers came from.....

Students: Waterfall (a few students answered)

Teacher: The waterfall came from?

Students: Hill (a few students)

Teacher: You said here, the sound of homophone, ill

Students: Still; still (all together)

Teacher: Sometimes the end of the poem rhyme. (Teacher make action base on word twists and turns)

Next, Hidatul

Hidatul: Rivers are harden and he buries down....

Teacher: Where you keep your gold? If your father gave you 'geran tanah' we describe as...

Student 9: Things,

Teacher: Very valuable, you love it very much

Ain: Treasures

Teacher: Pandai pun Ain. Ok the river is so (acting of deep), students?

Shahira: Deep

Teacher: Ok , good. Now we are going to do the Choral speaking. Who is the conductor?
Ok, you will be ready for stanza 1 and stanza 2.

(Afterwards the two group of students had to come in front of class to recite the poem in terms of choral speaking , the second group presented their choral speaking as the first group done before but with better presentation. Students in that class showed their excitement)

Teacher: Ok, you can copy from the blackboard now and draw a small river in your book. The river ' I love most' , draw a small picture. (a few minutes passed by).

Are you finished?

Kg Salang, Aida! Santan, Nur! Kuala Perlis! Sungai Kechor, what people do there? Are you finished?

Students: Yes

Teacher; And now your task is

- i. Draw your dream river, what type of river you like.
- ii. Write a short description about your dream river, don't' forget, name the river and when is it.

Can you do it?

Students: Yes (all together).

Teacher: A small picture Anis, why you draw so big? Mmm... you can't draw any river! Because Malaysian don't care about rivers.....

Ok, now keep the puzzle in the plastic. Oh the winner who had finished the puzzle will get the prize of sweet next week. (a few students laugh).

Student 10: Teacher Choral speaking prize?.

Teacher: No, I will not decide the winner (smiling at the students)

And lastly thank you for your cooperative and very glamour for the presentation today. (Students laugh altogether and showed their delighted)

APPENDIX H

Video transcriptions: 2 SK (Teacher 2)

Teacher: Good morning class and we recite the “doa” first. Ok class, we start with,
Who is the main character in that novel?

Students: Patrick, Marie .(a few students answered).

Teacher: Do you bring the workbook?

Student 11: No, sebab teacher tak pesan.

Teacher: We will repeat summarize of the chapter in general. The starvation
happened in what country?

Students: Skullgoraph

Teacher: Skullgoraph. Ok what chapter in Paradise?

Student 12: Dia mimpi

Teacher: Ok, Patrick mimpi tentang makan banyak-banyak dan bila habis mimpi,
mimpi rupanya.

Student 13: Hampir jatuh tetapi tidak lagi

Teacher: What happened in Chapter 3?

Students: Patrick jadi spy, duduk atas pokok , looking for MR Greystone and his
army. (a few students)

Student 14: Army tu apa teacher?

Teacher: Army tu askar which come to their village. What happened in Chapter 4.
Army of ghost, their village skullgoraph attack by the....

Students: Army (all together)

Teacher: Britain soldier, and who is the leader?

Students: Mr Greystone, orang kuat dalam army tu.

Teacher: Siapa perwatakan yang garang?

Students : Big FinMcDonald (a few students)

Teacher: Chapter 5. Stone Heart, Who had stone heart?

Students: Mr Greystone

Teacher: The village was destroy and burnt....

Students: By the army..

(The teacher explain and discuss the chapter, 26 minutes passed by)

Teacher: Today , we will proceed to the moral value, moral value ok. What is moral value (Teacher pointed to student 15)

Student 15: Nilai-nilai murni

Teacher: Can you explain in complete sentence? (teacher smile)

Farah what is moral value, yes.. moral value in general

(Students not answering clearly)

Teacher: Moral value . Action or good behavior accepted . Ok take out your exercises book.

(Students opened their exercises book)

Teacher: I want you to look at in front

(a few students are laughing, they said that”teacher ada orang bawa buku Bahasa Melayu)

Teacher: Understanding value

Student 16: Teacher tak Nampak, teacher tutup lampu.

Teacher: Can you hear the sound?

Students: No (a few students)

Teacher: Nisa , can you see clearly?

Nisa: No (teacher switch off the light in front)

(Teacher playing the animation and students are likely seem to concentrate to the animation but they had laugh a little bit when teacher press the wrong button, after that the students watch the animation quietly and a few of them taking notes).

Teacher: What is values

Student 17: Nilai

Teacher: Standard and principles in our lives. You can copy values from the screen . Some example, some example (repeat again). Some example of value such as honesty, courage. Mmm... courage, what does it mean?

Student 18: Gagah...

Teacher: Okey, we continue..independence, good citizenship, love for the environment, diligence, determination, loyalty. You can copy this on your book now.

(Student copy the notes about 2 minutes, then teacher showed the slide again and students gave attention)

Teacher: Some moral value that contained in novels are...

Students: Perseverance, Diligence, Sharing, caring (students read together)

Teacher: I give you two minutes to copy these moral values (students copy in their book)

Can you identify the two boys that discuss about the moral value in this slide? Ok read perseverance is.....

Student 19: Tak putus asa

Teacher: Trying to accomplished something. Diligence means hardworking. Open Mindedness. Caring?

Student 20: Mengambil berat

Teacher: Honesty?Never telling lies. Ya jujur? Before you answer the questions that I will give it to you, can you understand the story?

(Teacher continue to read the slide)

Teacher: Below this is the Box that indicates Patrick is perseverance or not. We will discuss together. Ok , look at number one

Students: No wrong..

(teacher show the slide again and read the second sentences)

Teacher; What is the answer?

Students: No, (only a few students answering)

Teacher: Yes , the answer is correct.

(The session for the answering the question passed for 4 minutes and most of the students identified the answers corrected , and when the teacher showed the answers slide, one student said “Yeah”)

Teacher: I think we do not have enough time, and we will go for activity 2 and 3 for the next session.