

## THESIS ABSTRACTS

### *Abstrak Tesis*

***Pura Taman: Antara Dalang dan Dagang.*** Mohamad Luthfi bin Abdul Rahman, Ph.D. Universiti Kebangsaan Malaysia, 2008, 365 pp.

Kajian ini membicarakan sastera lisan masyarakat Orang Asli dari suku kaum Jakun dengan tumpuan khusus kepada peranan penceritaan. Kajian ini telah dilakukan terhadap seorang tokoh penglipur lara di Kampung Sungai Mok di daerah Rompin, Pahang, yang bernama Pura bin Taman. Bahan yang diteliti dan kemudiannya didokumentasikan ialah sastera lisan (sastera rakyat) berbentuk prosa. Kajian yang menggunakan pendekatan folklor dan dianalisis berdasarkan teori peranan penceritaan (dalang dan dagang) yang diutarakan Koster ini, telah dijalankan di lapangan sepanjang Julai hingga Disember 2004. Bagi penelitian peranan penceritaan ini, hanya empat buah cerita sahaja yang digunakan sebagai sandaran data kajian, iaitu "Cerita Mamak Batin" yang diklasifikasikan sebagai genre mitos, dan tiga cerita dari genre lipur lara "Cerita Kambing Buta," "Cerita Awang Miskin" dan "Cerita Siti Munjadi". Penemuan kajian menunjukkan bahawa pencerita bukan sahaja bertindak sebagai penutur cerita atau penghibur semata-mata tetapi juga sebagai penasihat. Peranan penghibur dikonsepsikan sebagai "dalang" dan penasihat sebagai "dagang." Sebagai dalang, Pura Taman bertindak memberikan hiburan dan keseronokan menerusi karya yang dipenuhi dengan unsur keindahan. Unsur keindahan, sama ada dari segi bunyi mahupun isi, mampu menimbulkan kelekakan, kelalaian dan keghairahan ketika cerita itu dipersembahkan untuk dinikmati oleh khalayak. Sebaliknya, sebagai dagang, beliau bukan sahaja memberikan hiburan tetapi faedah bermanfaat yang bersifat kudus dan sekular kepada khalayaknya. Cerita dagang yang dianggap suci dan kudus bertindak memperkukuhkan pegangan kepercayaan animisme seperti mempercayai "kuasa ghaib" dan "semangat" yang mempengaruhi kehidupan mereka. Oleh itu, cerita ini dijadikan sandaran, pedoman dan panduan hidup yang harus sentiasa diyakini dan diperingati, dalam memandu khalayak ke arah kesejahteraan dalam kehidupan. Pada waktu yang sama, cerita dagang juga dijadikan wadah pernyataan pengalaman silam, serta impian dan harapan hidup suku kaum Jakun secara khusus dan masyarakat Orang Asli secara umumnya. Ini membuktikan bahawa Pura Taman dalam penceritaannya sebagai penglipur lara suku kaum Jakun telah melaksanakan dwiperanan penceritaan, sama ada sebagai dalang mahupun dagang. Kajian ini penting kerana ia memperlihatkan masih wujud penglipur lara yang masih cekap bercerita, walaupun peranan penglipur lara kian dilupai.

Translation: *Pura Taman: Between a Dalang and Dagang*

This study examines the oral literature of the Jakun, a sub-ethnic group of Malaysia's Orang Asli society, with specific reference to its narratorial roles. It was administered on a storyteller (i.e., *penglipur lara* or soother of care), residing in Sungai Mok in the district of Rompin, Pahang, by the name of Pura bin Taman. The materials examined and later documented are prose form of oral literature (folk literature). This study which employs the folkloristic approach and utilizes the theory of narratorial roles (*dalang* and *dagang*), proposed by Koster, was conducted in the field from July to December 2004. However, for the purpose of examining the narratorial roles, only four stories were used as data. They were "The Tale of the Chieftain" (*Cerita Mamak Batin*), which by classification is a myth, and three romances (*lipur lara*): "The Tale of the Blind Goat" (*Cerita Kambing Buta*), "The Tale of Awang the Pauper" (*Cerita Awang Miskin*) and "The Tale of Siti Munjadi" (*Cerita Siti Munjadi*). This study discovers that the narrator is not a mere storyteller and/or exclusively an entertainer, but is also a counselor. The two roles, entertainer and counselor, are conceptualized in the form of *dalang* and in the form of *dagang* respectively. As a *dalang*, Pura Taman provides amusement and excitement through his storytelling that is full of charm and beauty. Such aestheticism, be it in phonation and/or content, is adept in kindling oblivion, loss of consciousness and passion among the audience during such storytelling sessions. In contrast, as a *dagang*, Pura Taman not only provides entertainment to the audience, but also edifies values, which are either spiritual or worldly in nature. Spiritual "*dagang* stories" also serve to boost Jakun animistic beliefs, such as the notions of spirits and supernatural powers which are very much alive in the community. As such, these stories act as Jakun faith, guidance, and daily living principles that ought to be relied on and observed for the prosperity of everyday being. At the same time, *dagang* stories also represent past experiences, aspirations, and wishes of the Jakun group in particular, and the Orang Asli society in general. This study also demonstrates that Pura Taman in narrating stories as a Jakun *penglipur lara*, is actually performing two narratorial tasks: one as a *dalang*, and the other as a *dagang*. This study is significant as it ascertains that there are still storytellers who are competent in this oral craft, although their role has long been forgotten.

***Exploring Literature Anxiety among Students Studying Literature in English at Universiti Sains Malaysia.*** Agnes Wei Lin Liau, Ph.D. University of Cambridge, United Kingdom, 2008, 323 pp.

Although there have been efforts to research on anxiety and students' performance in the learning situations, there has not been any recorded research to date on literature anxiety. This study explores the existence of literature anxiety as a new construct in the English Language and Literature Studies section at the School of Humanities, Universiti Sains Malaysia. This study employed both quantitative and qualitative approaches. In Phase One, 101 students selected using a purposive sampling completed a Literature Anxiety survey questionnaire comprising 48 items. This Literature Anxiety Scale was designed by the researcher to measure the literature anxiety scores of the students. In Phase Two, 21 students were selected based on their literature anxiety scores in Phase One. The main aim of Phase Two was to obtain qualitative data using in-depth interviews and diaries with 21 students who were categorised as being in the High Anxiety group, Medium Anxiety group and the Low Anxiety group to explore the role of literature anxiety on their Literature in English learning.

In Phase One, exploratory factor analysis carried out showed that literature anxiety was a multidimensional construct. The quantitative results of Phase One illustrated that the ELLS students' literature anxiety was significantly related to their marital status, occupation and state of origin. The relationship between literature anxiety and the ELLS students' achievement for Literature in English is an inverse one depicting the higher their literature anxiety, the lower their score for Literature in English. In Phase Two the interview data procured provided empirical evidence concerning the ELLS students' literature anxiety and the students' perceived factors regarding factors inducing literature anxiety within them. These factors were the Situational, Dispositional and Environmental factors they perceived were inducing literature anxiety. In addition, the coping strategies that the students chose to utilise in order to alleviate their literature anxiety were highlighted. A detailed examination of six cases in relation to their demographic background of marital status, occupation and ethnicity illuminated how these students' literature anxiety affected them in the ELLS context. Bearing in mind the limitations of this study, the empirical evidence obtained showed that students' literature anxiety does play a debilitating role in their Literature in English study. Thus, the recognition and awareness of the existence of literature anxiety amongst the ELLS students marks the first step in assisting these students to overcome their anxiety. Implementation of intervention programmes could assist the students in facing the challenges inducing anxiety which they encounter as Literature in English learners at USM.

***The Effects of the Process-Genre Approach to Writing Instruction on the Essays of Form Six ESL Students in a Malaysian Secondary School.*** Thomas Chow Voon Foo, Ph.D. Universiti Sains Malaysia, 2007, 328 pp.

The writing component of the Malaysian University English Test syllabus was developed with the main aim of equipping students with the relevant writing skills for tertiary education. This is necessary because assessment in tertiary education, whether of coursework assignments or examinations inevitably take the form of the essay. Students who lack the necessary written communication skills will find it difficult to produce clear and convincing arguments that will allow them to demonstrate their understanding of their subjects. The writing component appears to adopt a product oriented approach to instruction based on the development of form based and linguistic aspects of writing.

Several Malaysian studies have indicated that the traditional product centred approach to writing instruction is still the approach of choice in many Malaysian ESL classrooms. There has been much research and a proliferation of literature that highlights the disadvantages and weaknesses of such an approach. It has been demonstrated that its focus on the product fails to promote either an awareness of the writing process or genre knowledge that is so crucial to the development of effective writing skills. The efficacy of instructional approaches that integrate the three aspects of product, process and genre knowledge of writing have been reported in a number of recent studies. It is believed that all three aspects are necessary for the development of writing proficiency.

The study reported in this thesis investigated the effects of training Malaysian ESL students to apply process genre writing knowledge and strategies in writing expository essays. Specifically, the study aimed to assess the effectiveness of a process genre oriented writing instruction in helping students to develop the strategies that will help them to write better essays.

Sixty students from four lower form six classes in a secondary school in Penang were selected for the study. The subjects were assigned to two treatment groups: (1) an experimental group that received process genre writing instruction and (2) a control group that received product centred writing instruction. Each group was given sixteen eighty-minute sessions of treatment time. The subjects were tested before treatment, immediately after treatment and three months after the treatment period.

Analyses of the subjects' essay scores revealed that the students who received process genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received

product centred instruction. Instruction in process genre strategies neither promoted better ability in the way they organized their ideas nor their control of language. Nevertheless, it enhanced their overall writing proficiency. Analyses of the students' self-report in questionnaires revealed that instruction in process genre strategies promoted the students' awareness of conceptual writing strategies and willingness to apply practical writing strategies to compose. The effects of the writing instruction were sustainable over a period of time without further instruction.

It is suggested that process genre oriented writing instruction be incorporated into the Malaysian University English Test syllabus. The implications for the teaching of writing and recommendations for curriculum planners, textbook writers and ESL teachers are discussed in the final chapter.

***The Effects of Time Constraints and Proficiency on ESL Essay Writing Performance.*** Chan Weng Fatt, Ph.D. Universiti Sains Malaysia, 2008, 265 pp.

This study investigated the effects of time and proficiency on ESL writing performance. The subjects of the study were two groups of undergraduates, namely proficient and less proficient speakers of English. To test the effects of time and English proficiency on their writing performance, the subjects each wrote a 45-minute essay and a 30-minute essay. These essays and the prewriting drafts form the basic corpus of the study. To complement the data from the essays, the study also employed structured questionnaires that tapped relevant information from subjects concerning their writing with regard to their English proficiency and time constraints.

The study employed a two by two factorial design in its methodology to determine the interaction effects of time and proficiency, and its main effects on essay scores, component scores and prewriting drafts. The factorial design was used because it was appropriate and effective in multi-factored studies such as this which involved the interaction of time and proficiency with essay writing and essay components.

The analyses reveal that the total essay scores and three of the five component scores of essays written in 45 minutes were significantly better than those written in 30 minutes. The analyses of the questionnaire responses suggest that the subjects view the adequacy of time due to the extra 15 minutes, as the reason for the increase of essay scores and component scores in the 45 minute essays.

The study also found that proficient students fared significantly better than the less proficient students on the composite and component scores of essays. With

regard to this finding, the results show that there is no significant interaction between proficiency and time. The finding that there is no interaction effect of time and proficiency on essay scores and component scores is further supported by the results of the chi-square analyses of the questionnaire responses on proficiency.

The study also found that time and proficiency did not register statistical significances for types of prewriting drafts, suggesting that the subjects were least adept in prewriting. This is reflected in the results of the supplementary tests that show that few types of prewriting are significant to the essay scores and component scores of both 45-minute and 30-minute essays.

The implications of the findings are discussed and suggestions for educators, as well as recommendations for future research are proposed.