



Faculty of Cognitive Sciences and Human Development

**Processes of Collaborative Construction of Ideas in Primary Five Story
Writing using Online Learning**

Ng Siaw Hai

**Doctor of Philosophy
2021**

Processes of Collaborative Construction of Ideas in Primary Five Story
Writing Using Online Learning

Ng Siaw Hai

A thesis submitted

In fulfillment of the requirements for the degree of Doctor of Philosophy

(Learning Science)

Faculty of Cognitive Science and Human Development

UNIVERSITI MALAYSIA SARAWAK

2021

DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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Signature

Name: Ng Siaw Hai

Matric No.: 15010070

Faculty of Cognitive Science and Human Development

Universiti Malaysia Sarawak

Date: 5 November 2021

ACKNOWLEDGEMENT

First, I would like to thank Associate Professor Dr. Philip Nuli Anding, a dedicated advisor for my thesis. His guidance out of his rich experiences always gave me insight into completing this thesis. Also, his kind support and encouragement kept me going through this work. I learned a lot from him as an experienced academic role model. Finally, I want to thank my parents, who have continuously supported my decision to become a doctorate. I'm lucky to have such wonderful parents.

ABSTRACT

This main objective of this study was to investigate the collaborative idea construction processes in primary five English story writing using an online learning platform called Frog VLE. The specific research objectives were to (1) identify the steps in collaborative idea construction, (2) identify the sub-processes and processes in collaborative idea construction, (3) identify the cycles in collaborative idea construction, (4) determine the types and roles of pupils in collaborative idea construction, and (5) construct a collaborative idea construction model. To fill the two theoretical gaps found in the existing knowledge construction literatures, this study was specifically conducted in four rural area primary schools Bau, Sarawak involving sixty-three eleven-year-old pupils to seek for new insight. This study adopted the research strategy grounded theory and three techniques non-participant observation, task assignment, and interviews to collect data. Findings revealed that there were seventy-six steps, thirty-five subprocesses, and twenty-three processes in collaborative idea construction. Furthermore, the results showed there were a pre-cycle Task Distribution and four cycles Information Gathering, Idea Formation, Idea Revision, and Idea Finalisation in collaborative idea construction. Finally, the findings showed there were three types of pupils More Knowledgeable Peer, Peer Assistant, and Dependent Pupil and they took different roles in collaborative idea construction. Even though they went through the same cycles in collaborative idea construction, yet their idea construction processes were different. This study is crucial for language teachers, ministry of education, researchers, and Frog VLE developers for pedagogy, curriculum development, future research, and learning platform enhancement.

Keywords: Collaborative idea construction, primary five, story writing, Frog VLE

Proses Pembentukan Idea Secara Kolaboratif dalam Penulisan Cerita Tahun Lima Menggunakan Pembelajaran Atas Talian

ABSTRAK

Objektif utama kajian ini adalah untuk menyiasat proses pembentukan idea kolaboratif dalam penulisan karangan berbentuk cerita darjah lima menggunakan pelantar pembelajaran atas talian dipanggil Frog VLE. Objektif khusus kajian adalah (1) mengenalpasti langkah-langkah pembinaan idea kolaboratif, (2) mengenalpasti sub proses dan proses pembentukan idea kolaboratif, (3) mengenalpasti kitaran dalam pembentukan idea kolaboratif, (4) menentukan jenis murid dan peranan mereka dalam pembentukan idea kolaboratif, (5) membina model Pembinaan Idea Kolaboratif. Bagi mengisi dua jurang teoretikal dalam literatur pembentukan pengetahuan sedia ada, kajian ini khas dijalankan di empat buah sekolah rendah luar bandar di daerah Bau, Sarawak yang melibatkan sebanyak 63 murid berumur sebelas tahun untuk mendapatkan dapatan baharu. Kajian ini menggunakan strategi kajian teori grounded dan tiga kaedah pengutipan data: pemerhatian, pemberian tugas, dan temu bual digunakan untuk mengumpul maklumat. Dapatan kajian menunjukkan terdapat 76 langkah, 35 sub proses dan 23 proses dalam pembinaan idea kolaboratif. Tambahan, dapatan kajian menunjukkan terdapat satu kitaran awal Pengagihan Tugas dan empat kitaran Pengumpulan Maklumat, Pembentukan Idea, Penyemakan Idea, dan Pemuktamadan Idea dalam pembentukan idea kolaboratif. Akhirnya, dapatan kajian menunjukkan terdapat tiga jenis murid: Rakan Lebih Berpengetahuan, Rakan Pembantu, dan Murid Bersandar dan mereka mengambil peranan berbeza dalam pembentukan idea kolaboratif. Walaupun mereka melalui kitaran pembentukan idea kolaboratif sama, tetapi proses pembentukan idea mereka berbeza. Kajian ini penting untuk guru Bahasa, kementerian pendidikan, pengkaji, dan pembangun Frog VLE dalam pedagogi, pembangunan kurikulum, kajian masa depan dan penambahbaikan platform pembelajaran.

Kata kunci: *Kolaboratif, pembinaan idea, darjah lima, penulisan cerita, Frog VLE*

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