

TITLE OF THE THESIS

BY

NAME OF THE AUTHOR

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

YEAR

TITLE OF THE THESIS

BY

NAME OF THE AUTHOR

A dissertation submitted in fulfillment of the requirement for  
the degree of Doctor of Philosophy / Master of (name of the  
program).

Name of the Kulliyyah  
International Islamic University Malaysia

MONTH YEAR

## **ABSTRACT**

The abstract consists of a brief statement of the problem, a brief explanation of the methods or procedures used, a condensed summary of the findings of the study, and significance of the study. The abstract should be between 200 to 500 words. It should be single-spaced and not exceed one page. All theses, regardless of the language in which they have been written, must be preceded by an abstract in English, Arabic and optionally, in Bahasa Melayu. Each version must be on a separate page and have the heading ABSTRACT for English, البحث ملخص for Arabic and ABSTRAK for Malay. Each page is counted and must be numbered. Since the Title Page is counted but not numbered, “ii” is the first number that will be printed and appear on the ABSTRACT page.

## ملخص البحث

يعرض هذا البحث النتائج للأدلة ذات الصلة بـمحتوى وتركيب اختبار مهارات الاستماع للنسخة المنقحة لاختبار اللغة الإنجليزية للجامعات والتي تستخدم كجزء من متطلبات الدخول للجامعة. وقد تمت صياغة عناصر الاستماع اعتماداً على تصنيف بلوم المعرفي وتشمل 81 هدفاً مع 02 وحدة قياسية لقياس مدى التمكن من القدرة في فهم المسموع. حاولت الدراسة تعريف الاستماع نظرياً وعملياً إضافة إلى إعطاء دليل رئيسي حول ولائمة المحتوى، ثمثيل المحتوى ونوعية الوحدات تقنياً من خلال أسلوب التقييم التجريبي. لقد استخدمت هذه الدراسة الوحدات لإجراءات تحديد القيمة مع انضمام خبراء المحتوى في مجال تعليم اللغة الإنجليزية كلغة ثانية. إن القيمة المنخفضة لمعامل سبيرمان راو حول موثوقية التقييم دللت على وجود اختلافات بين المقيمين. تم تحليل البيانات المقيمة باستخدام طريقة تصنيف هدف الوحدة التقليدي وطريقة معادلة الرقم القياسي للوحدة المعدلة حيث أن الوحدات تقيس الأهداف المتعددة. تم تحديد القيمة الخمسة وحدات التي تبين أن تقيس هدفاً صالحاً مفرداً بينما ست وحدات تقيس أهداف متعددة. من هذه الأحدى عشر وحدة تم استخدام تسعة منها لقياس مستوى الإدراك الأدنى بينما الاثنتان الأخرتان المتبقيتان تقيسان الأهداف في إطار التحليل والتركيب.

## APPROVAL PAGE

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## **APPROVAL PAGE**

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Jamal Othman  
Chairman

## **DECLARATION**

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

Ahmad Ismail Haji Sulong

Signature.....

Date.....



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*This thesis is dedicated to my late parents for laying the foundation of what I turned  
out to be in life.*

## ACKNOWLEDGEMENTS

All glory is due to Allah, the Almighty, whose Grace and Mercies have been with me throughout the duration of my programme. Although, it has been tasking, His Mercies and Blessings on me ease the herculean task of completing this thesis.

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*Stanislaus v. State of Madhya Pradesh* AIR 1977 SC 908  
*Sudan Government v. Ibrahim Adam Uthman and Ors.* 1984 SLJ 118

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Courts of Judicature Act 1964 (Act 91) Evidence Act 1950 (Act 56)  
Islamic Family Law (Federal Territories) 1984 (Act 303)  
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Takaful (Prescribed Loan) Regulations 1985 (PU (A) 337/1985)  
Selangor Administration of Muslim Law Enactment 1952  
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Family Enactment 1979 (Kedah Enactment No. 1/1984)  
Syariah Criminal Code 1985 (Kelantan)  
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## LIST OF SYMBOLS

$\mathbf{a}$	Length of a square plate (m, in.)
$E_1$	Young's Modulus in 1-direction (GPa,psi)
$E_2$	Young's Modulus in 2-direction (GPa, psi)
$F_i$	Strength tensors of the second rank
$F_{ij}$	Strength tensors of the fourth rank
$G_{12}$	Shear Modulus in 12-plane (GPa, psi)
$G_{13}$	Shear Modulus in 13-plane (GPa, psi)
$G_{23}$	Shear Modulus in 23-plane (GPa, psi)
$Q_{ij}$	Reduced Stiffness (N/m <sup>2</sup> , psi)
$R$	Shear strength in 23-plane (Mpa, psi)
$S$	Shear strength in 13-plane (Mpa, psi)
$S_{ij}$	Compliance matrix components
$T$	Shear strength in 12-plane (Mpa, psi)
$t_i$	Thickness of each lamina
$u_0$	Displacement of the mid-plane in $x$ -direction (m, in.)
$v_0$	Displacement of the mid-plane $y$ -direction (m, in.)
$w_0$	Displacement of the mid-plane $z$ -direction (m, in.)

Ph.D	All doctoral programmes
MCL	Master of Comparative Laws
MEC	Master of Economics
MSACC	Master of Science (Accounting)
MSFIN	Master of Science (Finance)
MAIRK (FQ)	Master of Islamic Revealed Knowledge and Heritage (Fiqh and Usul al-Fiqh)
MAIRK (QS)	Master of Islamic Revealed Knowledge and Heritage (Qur'an and Sunnah Studies)
MAIRK (UD)	Master of Islamic Revealed Knowledge and Heritage (Usul al-Din and Comparative Religion)
MAASL	Master of Human Sciences (Arabic as a Second Language)
MALT	Master of Human Sciences (Arabic Literary Studies)
MAL	Master of Human Sciences (Arabic Linguistic Studies)
MHSLG	Master of Human Sciences (English Language Studies)
MAESL	Master of Human Sciences (Teaching of English as a Second Language)
MHSL	Master of Human Sciences (English Literary Studies)
MHSPSY	Master of Human Sciences (Psychology)
MHSCM	Master of Human Sciences (Communication)
MHSPS	Master of Human Sciences (Political Science)
MHSHC	Master of Human Sciences (History and Civilization)
MHSSA	Master of Human Sciences (Sociology and Anthropology)
MSCIE	Master of Science (Computer and Information Engineering)
MSMFG	Master of Science (Manufacturing Engineering)
MSMCT	Master of Science (Mechatronic Engineering)
MSMAT	Master of Science (Materials Engineering)
MSCE	Master of Science (Communication Engineering)
MSEE	Master of Science (Electronics Engineering)

app.	appendix	n.p.	no place: no publisher
art./arts.	article/articles	no./no.s	number/numbers
b.	born	n. s.	new series
bk./bks.	book/books	o. s.	old series
C. P. C.	Criminal Procedure Code	P. B. U. H.	Peace Be Upon Him
c.	copyright	P. L. D.	All Pakistan Legal Decisions
ca.	(circa): about, approximately	P. P. C.	Pakistan Penal Code
cf.	compare	p./pars.	paragraph/paragraphs
ch.	chapter (in legal <i>firms</i> )	passim	here and there
chap./chaps.	chapter/chapters	pt./pts.	part/parts
col./cols.	column/columns	q. v.	( <i>quode vide</i> ): which see
comp./comps.	compiler/compiler; compiled by	Q. Sh	Qanun – E Shahadat
dept./depts.	department/departments	S. L. J.	The Sudan, Law, Journal
d	died	S. W. T.	Subhanahu Wa Ta'ala (Praise be to Allah and the Most High)
div./divs.	division/divisions		
e. g	( <i>exempligratia</i> ); for example	sc.	scene
ed./eds.	edition/editions; editor, edited by	sec./secs.	section/sections
et al.	( <i>et alia</i> ): and others	sic.	so, thus
et seq	( <i>et sequers</i> ): and the following	s. l.	( <i>sinoloco</i> ): no place of publication
etc	( <i>et cetera</i> ): and so forth pages that follow	s. n.	( <i>sine nomine</i> ): no publisher
fig./figs.	figure/figures	s. v.	( <i>sub-verbo, sub-voce</i> ) <i>under the word of heading</i>
ibid.	( <i>ibidem</i> ): in the same place	trans.	translator/translated by
id	( <i>idem</i> ): the same below	v./vv.	verse/verses
L. E.	Law of Evidence	viz.	( <i>videlicet</i> ): namely
l. v.	( <i>locus variis</i> ): various places (of publication)	vol./vols.	volume/volumes
ms./mss.	manuscript/manuscripts		
n. d.	no date		

**Some Notes on Abbreviations / Acronyms** (adapted from the Publication Manual of the American Psychological Association. (1995). Fourth Edition. Washington D.C.)

Student must decide whether to (1) spell out a given expression every time it is used in an article or (2) spell it out initially and abbreviate it thereafter (do not switch between the abbreviated and written-out forms of a term).

Use an abbreviation only if it is conventional and if the reader is more familiar with the abbreviation than with the complete form. Authors must explain acronyms and abbreviations not familiar to the readers. Do not over-abbreviate as in the following example, even if the abbreviations have been explained previously:

The ESP class for ESL students is more suitable for L1 speakers than L2.

Some abbreviations are acceptable and are already listed out in the dictionary, such as: IQ, AIDS, ESP.

Latin abbreviations: Use the following standard Latin abbreviations only in parenthetical material; in nonparenthetical material, use the English translation of the Latin terms:

cf	compare	i.e.,	that is
e.g.,	for example	viz.,	namely
etc.	and so forth	vs.	versus, against

But:

Use the abbreviation v. (for versus) in references and text citations to court cases, whether parenthetical or not.

et al., which means others, should be used in nonparenthetical as well as parenthetical material.

### Scientific abbreviations

Use abbreviations and symbols for metric and nonmetric units of measurement that are accompanied by numeric values. No dots necessary following the abbreviations (except for in. for inch, a.m. and p.m.).

4 cm   30 s   12 min   18 hr   5 lb   6 kg

Do not abbreviate the following words: day week month year

Do not abbreviate for metric and nonmetric units that are not accompanied by numeric values: (i) several pounds, (2) measured in kilometers

Do not abbreviate chemical compounds to their formula; use either the common name of the chemical name: Aspirin or salicylic acid (not  $C_9H_8O_4$ ).

# **CHAPTER ONE**

## **FIRST LEVEL HEADING (CHAPTER HEADING)**

### **1.1 SECOND LEVEL HEADING**

Text should begin at the left margin, i.e., the first line of the first paragraph in a section is not indented. The body of the text must be fully justified. The line spacing of the basic text should be set at 1.5. This includes line-to-line, paragraph-to-paragraph, text-to-numbered list, sentences within numbered lists, and subheading to text.

The first paragraph of a section need not be indented. However, the first sentence of all proceeding paragraphs should be indented. Use the tab key for consistency. However, between the last paragraph of a section and a next level subsequent subheading, there should be two spaces with a line spacing 1.5.

#### **1.1.1 Third Level Subheading**

The first line of the first paragraph in a section is not indented. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In cases where headings fall in the next page, the bottom margin will be wider than the required specification.



However, text of the subsequent paragraphs should be indented and continue to the end of the left margin. The line spacing of paragraph-to-paragraph should be set at 1.5, same as the basic text. For the basic text, the 12-point font size is to be used. Use only “Times New Roman” font style. In the case of transliteration, “AHT Times New Roman” font style is acceptable. Students may use any word processor they are familiar with to write their thesis. However, the specification mention in the Manual should be strictly followed. The choice of using numbers along with the level headings is left to the student and supervisor.

#### ***1.1.1.1 Fourth Level Subheading***

The first paragraph of a section need not be indented. However, the first sentence of subsequent paragraphs should be indented.

Headings are of five types, ranging from the Level 1 (the chapter heading) to Level 5 (the fourth level subheading). Chapter headings (level one) are to be centered and written in bold capital letters. The font size for chapter headings is 14 points. Subheadings are up to four levels: levels two to five.

#### **1.1.1.1.1 Fifth Level Subheading**

Subheadings are up to four levels: levels two to five. The font size for chapter headings is 14 point and it is considered as level 1. The font size for level 2 headings is 12 points, but in upper case bold letters. For level 3 headings: Bold, Title Case (capitalize each word) of

12 points are used. For level 4, heading is typed in bold italics Title Case of 12 points. In rare cases, when students need to use another subheading level, level 5, the format is 12 points italics Title Case underlined.

A heading that appears as a last line on a page will not be accepted. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In such cases, the bottom margin will be wider than the required specification.

## **THINKING SKILLS**

Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives. Thus, the task of a teacher in this century is to help students make sense of their world, and to open up new worlds of knowledge and experience. In doing this the teacher needs to bridge the larger world of ideas and public knowledge with the students' private world. Information and experience offered to the students remain meaningless if they do not connect and become a part of the students' world. To do this the teacher must do more than impart information, and more than leaving students to find out for themselves.

According to Fisher (1995), philosophy, in the Socratic tradition of discussion, questioning and experimenting with ideas to see which one makes sense, has much to offer. Socrates, founder of the philosophical tradition brought the notion that nothing ought to be taken for granted and has to be questioned. For him an unexamined life is not worth living for. Therefore, through philosophy, students can be encouraged to think for themselves and be given the means to be critical and creative thinkers. By so doing, teaching thinking enhances the chances of individual and eventually, societal survival in this rapidly changing world.

It is also hoped that good thinking taught to students will help them to develop the capacity to be reasonable within the context of moral development. Perhaps if this is achieved juvenile delinquency and social problems might decrease if not cease to exist. understand how. Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives.

For bulleted materials, students should place the bullets/numbers indented 1.2cm from the left margin. The space between the bullet/number and the text should also adjusted to 0.8cm. This standard should be kept throughout the thesis and in sub- bullets/numbers and the proceeding texts. A 1.5 line spacing is still maintained between lines. Press Tab before start numbering. Let the second level bullet and numbering align with the wording of the first level bullet and numbering. For consistency adjust Bullets and Numbering under Format pullout menu in Microsoft Word., for example:

- i. The title of the thesis at the top in full.
- ii. The name of the students as registered in the IIUM.
- iii. The submission formula, as follows:
  - a. For programmes with coursework and research, the phrase “dissertation submitted in fulfilment.....”
  - b. For programmes with research only, the phrase “thesis submitted in fulfilment.....”
- iv. The name of the Kulliyyah in full.
- v. The name of the University in single spacing.

...studied were not exposed to opportunities for the output to be “pushed.” Swain (1985) argued that there is an important role to be played by learner’s comprehensible output, as evidenced in the following excerpt:

“While most language classes pay attention only to comprehensible input its impact on grammatical development has been overstated in previous research, and the role that interactional exchanges play in second language acquisition may have as much to do with the learner’s production of comprehensive output as it has to do with the learner’s access to comprehensive input. The role of output is vital in generating not only comprehensive input, but it also provides an opportunity for learners to use their linguistic resources meaningfully”

Swain’s position was based on her research on the language achievement of students in immersion classrooms, where greater emphasis was placed on students’ comprehension of input than to the comprehensibility of their output. Test results indicated that learners’ spoken second language (L2) production lagged behind their other language skills. She also examined features of communicative competence- grammatical, discourse, and sociolinguistics (Canale and Swain, 1980)-found in French L2 students and found that these students failed to achieve NS grammatical competence in their L2 expected of learners in an immersion program. Many factors could have contributed to this, and one is that the learners were not given the opportunities to speak up in the classroom; therefore, there were not comprehensible output with which the teacher can gauge to improve on her methods in improving the students’ second language.

## **Instrumentation**

In addition, this would allow for a better illustration of the differences in responses towards the items. Items for the instrument were self-constructed after taking into consideration what previous studies have investigated and the responses received in informal interviews conducted by the researcher with some members of the sample.

Table 3.1 Breakdown of Items according to themes measured.

Item Numbers	Themes measured
1-5	Contextual clues
6-10	Goals for taking notes
11-17	Activities involved in note taking
18-23	Review activities
24-30	English Language proficiency

The breakdown of items according to factors extracted, factor loadings, standard deviations and means are shown in Table 3.2.

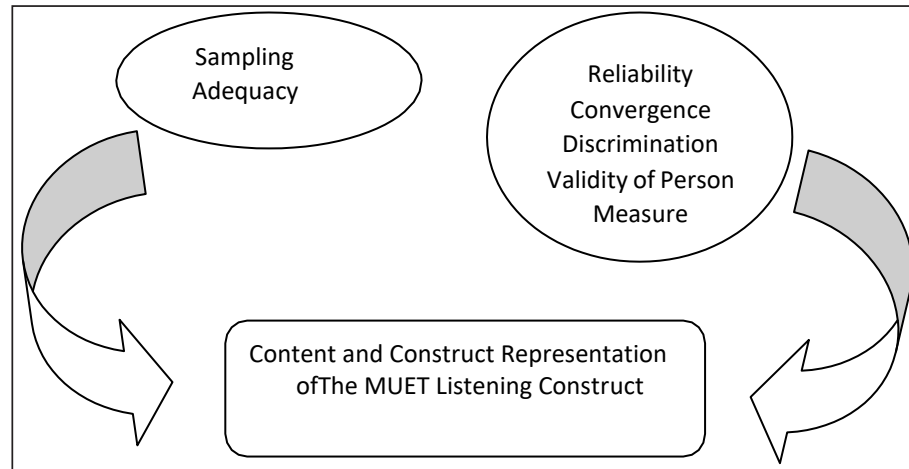


Figure 3.1 The Research Design of the Study

Under logical investigation, the MUET listening ability construct was theoretically defined by conceptualizing the construct

Table 3.2 Factors underlying Students' Perceptions towards Note Taking: Items, Factors, Mean and Standard Deviation

Factor	Items	Factor Loadings	M	SD
English Language Proficiency	I take less complete notes in English.	0.83	3.36	1.63
	I translate my notes from English to Malay Language.	0.78	2.92	1.76
	I find it difficult to understand my notes if it is written in English.	0.77	2.7	1.68
	I find it difficult to take notes since the lecture is in English.	0.72	3.37	1.79
	I must refer to dictionary since my notes is in English	0.57	4.32	1.71
Activities in Note Taking	I copy down all the key words used by my lecturer.	0.75	5.84	1.18
	I use diagrams in my notes.	0.74	4.87	1.4
	I underline the important points.	0.73	5.85	1.36
	I use different colored pens to differentiate the main ideas from the supporting ones.	0.7	4.57	1.86
Review Activities	I have a back-up copy of my notes.	0.71	4.04	1.02
	I use my own words in taking down notes.	0.68	5.03	1.31
	I update my notes regularly.	0.61	4.67	1.3
	I check with my lecturer if my notes are complete or not.	0.6	3.31	1.62
	I summarize all the points mentioned by my lecturer in a short paragraph.	0.58	4.05	1.41
Reasons for Taking Notes	I review my notes to prepare for examinations.	0.83	6.66	0.7
	I feel more confident to examinations after I have studied my notes.	0.81	6.38	0.99
	I understand my topic better if I take notes.	0.52	4.81	0.94
	I read my notes to prepare for classroom discussion.	0.41	5.66	1.14
Contextual Clues	I take down notes when my instructor uses phrases like "pay attention to this", "listen carefully", and "look here" before mentioning the points.	0.84	6.28	1.22
	I copy down the information that my lecturer repeats more than twice.	0.83	5.9	1.36
	I record the information on a topic when asked by my instructor.	0.54	5.04	1.7
	I scribble down the information on topics that my lecturer elaborates in detail.	0.51	5.57	1.14

*Note.* Factors were determined using Principle Component Analysis. M=Median; SD= Significant Difference.



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## GLOSSARY

Artifact. Anything made by man. The term is used here to mean any pieces of stone that has been modified by man.

Axis of detachment. The path of the force that removed the piece from the core. It runs from the point of impact on the platform of the artifact toward the distal end.

Backing. Very steep retouch along a lateral edge, forming a near ninety-degree angle with the dorsal face of the artifact. The retouch is usually obverse, but it may be inverse or a mixture of the two. It has the effect of thickening, blunting, and shaping of a table knife. Backing may be straightened, curve, or shoulder the outline shape of an artifact. Long, narrow perforators are often “double backed” (meaning both lateral edges) to that shape, producing a strengthened point.

Blade. An elongated piece of stone that was detached from a core and is, by oversimplified definition, at least twice as long as it is wide. When detached from the blade core, the removals, one after another, usually produce on the core a series of flake scar ridges, approximately parallel; they in turn become dorsal surface features trending lengthwise of the blades that are subsequently detached. However, the pattern of flake scars on a blade is not limited.

Burin facet. The scar formed by the detachment of a burin spall.

Burin spall. The piece struck off to produce a burin. An occasional burin spall may show subsequent modification, by retouch, into a perforator.

Carinated. Shaped like the keel of a ship.

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