PERCEPTIONS TOWARDS THE INTRODUCTION AND IMPLEMENTATION OF THE ENGLISH LITERATURE COMPONENT IN SCHOOLS IN KELANTAN

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PERCEPTIONS TOWARDS THE INTRODUCTION AND
IMPLEMENTATION OF THE ENGLISH LITERATURE COMPONENT
IN SCHOOLS IN KELANTAN

A project submitted to the Graduate School in partial fulfillment of the
requirements for the degree of Masters of Science (Educational Management)
Universiti Utara Malaysia

By

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Abstrak

Abstract

The declining standards of English among students has prompted and initiated the introduction and of novel methods of language teaching and learning. In this context, the English Literature component was introduced. The objective of teaching literature is in line with The National Education Philosophy which upholds the concept of lifelong education geared towards the development of a morally upright person who is intellectually, emotionally and physically integrated. Literature was introduced into the Malaysian curriculum to enrich language learning and to provide interesting language content. This study seeks to review the perceptions towards this component in schools in Kelantan. The respondents comprise of English teachers and students who are directly involved in the implementation of this program. The results of the findings reveal that the respondents view literature as an important element in language learning. They have a positive attitude towards the literature component. Although the case for literature is strong, various factors impede its smooth implementation. This study recommends that no compromise be made on the quality of teachers who play a very important role in moulding and sustaining students interests. Teachers must be adequately trained in both the language and literary studies. Texts selected need to be scrutinized to ensure that they are within the proficiency and maturity level of the students. The management of the program at school, district, state and national level needs to be reviewed and upgraded. The literature program needs to be continually supervised if it is not to befall the same fate as earlier programs. It is also recommended that literature be introduced to students at primary level. There is also the need for more commitment on the part of the authorities on the position of the English language. It is hoped that the recommendations of this study will be pivotal in the review and upgrading of the English literature program in not only Kelantan but Malaysia in general.
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CHAPTER 1

BACKGROUND

1.0 Introduction

Recent developments and interest in the introduction of the literature component in the English language syllabus has brought about many challenges. The English language has for more than a century played a significant role in the lives of Malaysians. Prior to the 1970's, English was not only the medium of instruction in small elite schools, but also the undisputed key to academic, social and economic mobility for schools leavers. Today, it no longer enjoys such pre-eminence in the education system. It is now described as a strong "second language", but in reality is a compulsory foreign language in all primary schools and secondary schools.

This change in the status of English in the system, has brought with it attendant problems for both learners and teachers. Owing to a combination of factors it is not uncommon to find a wide range in proficiency in English among students of a particular age group in different schools or within the same school. Successive
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