

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

NAGINDER KAUR

UNIVERSITI UTARA MALAYSIA 2001

**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

NAGINDER KAUR

© Naginder Kaur, October 2001. All rights reserved



**Sekolah Siswazah
(Graduate School)
Universiti Utara Malaysia**

**PERAKUAN KERJA KERTAS PROJEK
(Certification of Project Paper)**

Saya, yang bertandatangan, memperakukan bahawa
(I, the undersigned, certify that)

NAGINDER KAUR

calon untuk Ijazah

(candidate for the degree of)

MASTER OF SCIENCE (EDUCATIONAL

MANAGEMENT)

telah mengemukakan kertas projek yang bertajuk

(has presented his/her project paper of the following title)

PERCEPTIONS TOWARDS THE INTRODUCTION AND

IMPLEMENTATION OF THE ENGLISH LITERATURE

COMPONENT IN SCHOOLS IN KELANTAN

seperti yang tercatat di muka surat tajuk dan kulit kertas projek
(as it appears on the title page and front cover of project paper)

bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan,
dan meliputi bidang ilmu dengan memuaskan.

(that the project paper acceptable in form and content, and that a satisfactory
knowledge of the field is covered by the project paper).

Nama Penyelia

(Name of Supervisor)

: DR. NURAHIMAH MOHD. YUSOFF

Tandatangan

(Signature)

: MURR

Tarikh

(Date)

: 1/12/01

TABLE OF CONTENTS

	Page
Table of Contents -----	i
Permission to Use -----	iv
Abstract (Bahasa Melayu) -----	v
Abstract -----	vi
Acknowledgements -----	vii
List of Tables -----	viii
List of Figures -----	ix
CHAPTER ONE INTRODUCTION	
1.0 Introduction -----	1
1.1 Background to the Problem -----	5
1.2 Statement of the Problem -----	13
1.3 Objectives of the Study -----	15
1.4 Research Questions -----	16
1.5 Limitations of the Study -----	17
1.6 Significance Of the Study -----	17
1.7 Definition Of Terms -----	18
CHAPTER TWO LITERATURE REVIEW	
2.0 Introduction -----	23
2.1 What Reading Literature Involves -----	24
2.2 Language Learning & Literature -----	25
2.3 Why Literature Is Essential To Language Learning -----	25
2.3.1 Valuable Authentic Material -----	28
2.3.2 Language Development -----	29
2.3.3 Cultural Enrichment -----	32
2.3.4 Personal Involvement and Growth -----	32
2.3.5 Literature Motivates -----	33
2.3.6 Literature Cultivates Reading Habits -----	34

2.3.7	Literature Is Communicative And Interactive	34
2.3.8	Literature Inculcates Critical and Creative Thinking	34
2.3.9	Social And Moral Development	35
2.3.10	Aesthetic Development	35
2.4	The Place Of Literature in the learning of English as a Second Language In Malaysia	35
2.5	The Integration of Literature and Language	37
2.6	Review of Related Literature	38

CHAPTER THREE METHODOLOGY

3.1	Research Design	41
3.2	Population And Sample	41
3.3	Conceptual Framework	44
3.4	Hypothesis	46
3.5	Instrumentation	46
3.6	Pilot Study	50
3.7	Analysis of Data	51
3.8	Scoring Method	51

CHAPTER FOUR RESULTS AND FINDINGS

4.0	Introduction	53
4.1	Presentation And Discussion of Findings	53
4.2	Socio - Demographic Particulars of Respondents	55
4.3	Respondents Views on the Importance of English	57
4.4	Analysis of Respondents Views on Literature and Language Learning	60
4.5	Analysis of the Success of the CRP	62
4.6	Benefits Of Literature	64
4.7	Integration Of Language And Literature	66

4.8	Selection of Texts	68
4.9	Implementation of the Program at Classroom Level	70
4.10	Management of The Program	72
4.11	Success of the Program	72
4.12	Students Perceptions to the Program	73
4.13	Feedback From Teachers Open Ended Questionnaire	75
4.14	Feedback from Interviews and Observations	77
4.15	Overall Attitude towards Literature	78

CHAPTER FIVE DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Discussion	80
5.1.1	Socio Demographic Particulars of Teachers	81
5.1.2	The Importance of English	81
5.1.3	Views on Literature and Language Learning	82
5.1.4	The Benefits of Literature	83
5.1.5	Integration of Literature and Language Learning	84
5.1.6	Selection of Texts	85
5.1.7	Implementation of The Program	85
5.2	Summary	86
5.3	Conclusion	87
	QUESTIONNAIRE SET A FOR TEACHERS	93
	STUDENTS POLL	99
	TEACHER INTERVIEW QUESTIONS	100
	BIBLIOGRAPHY	101
	APPENDIX	102

Permission To Use

In presenting this thesis in partial fulfillment of the requirements for a post graduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or, in their absence, by the Dean of The Graduate School. It is understood that any copying, publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any of the materials from my thesis.

Requests for permission to copy or to make use of the materials in this thesis, in whole or in part, should be addressed to:

Dean of Graduate School
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

Abstrak

Kemerosotan prestasi Bahasa Inggeris di kalangan pelajar telah memberangsangkan pengenalan cara-cara baru dalam bidang pengajaran dan pembelajaran Bahasa Inggeris. Dalam konteks ini, komponen Sastera Bahasa Inggeris telah diperkenalkan dalam sukatan pelajarannya. Objektif pengajaran Sastera Bahasa Inggeris adalah sejajar dengan Falsafah Pendidikan Negara yang menitikberatkan konsep pendidikan seumur hidup dan pendidikan yang membina insan yang seimbang dari segi jasmani, emosi, rohani dan intelek. Komponen ini juga bertujuan untuk memupuk minat pelajar terhadap pembelajaran Bahasa Inggeris. Responden kajian ini terdiri daripada guru dan pelajar dari negeri Kelantan yang terlibat secara langsung dalam pengendalian program ini. Dapatan kajian menunjukkan bahawa majoriti responden mempunyai sikap yang positif terhadap integrasi bahasa dan sastera. Mereka menganggap sastera sebagai elemen yang penting dalam pengajaran dan pembelajaran Bahasa Inggeris. Walau bagaimanapun, implementasi dan pengurusan program ini di sekolah-sekolah di negeri Kelantan adalah jauh daripada yang diharapkan. Ini kerana terdapat faktor-faktor yang menghalang pelaksanaan program seperti kekurangan guru yang berkelayakan dan berpengalaman, teks yang agak susah dan kelemahan dalam pengurusan di peringkat negeri mahupun di sekolah. Kajian ini mencadangkan bahawa usaha-usaha perlu diambil untuk meningkatkan latihan bagi guru untuk mengajar sastera Bahasa Inggeris. Di samping itu, teks yang dipilih haruslah sesuai dengan tahap penguasaan bahasa dan kematangan pelajar. Komitmen daripada pihak sekolah dan Jabatan juga penting bagi pemantauan program ini. Adalah diharapkan bahawa kajian ini akan dapat memberi sedikit sebanyak maklumat bagi menjalankan kajian dalam usaha meningkatkan prestasi Bahasa Inggeris di Kelantan dan Malaysia secara amnya.

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.

Acknowledgements

I would like to put on record my appreciation and gratitude to the following who have in one way or another contributed to my educational endeavors.

First of all I would like to extend my thanks to my supervisor Dr Nurahimah Bt Mohd Yusoff for her guidance in the execution and completion of my project. My thanks also go to all my lecturers who made my last two years doing this course a meaningful and enriching experience.

I am indebted to my husband, Dr Joginder Singh Rakhra whose love, guidance, support and encouragement have seen me to the completion of this program. I would like to recognize my two lovely children, Manraj Singh and Simren Kaur who have been a source of strength and motivation in my pursuit of knowledge.

Last but not least I would also like to duly recognize my colleagues of this course who have stood together to make the last two years a fruitful, memorable and meaningful experience. Special mention must be made of Mr Choo Kheng Phin for his untiring efforts in assisting me with the quantitative aspects of my project.

List Of Tables

		Page
Table 1	Analysis of PMR Results	3
Table 2	Analysis of SPM Results	4
Table 3	Selection Of Respondents	42
Table 4	Selection of students for the poll	43
Table 5	Classification of Scores	52
Table 6	Socio Demographic Particulars of Respondents	55
Table 7	Respondents View on the Role of English	58
Table 8	Respondents View on Literature and Language Learning	60
Table 9	Success of the CRP	62
Table 10	Benefits of Teaching Literature	64
Table 11	Integration of Literature and Language	66
Table 12	Selection of Texts	68
Table 13	Implementation of the Program at Classroom Level	70
Table 14	Management of the Program	72
Table 15	Success of the Program	72
Table 16	Students perception towards Literature	73

List of Figures	page
Figure 1: Literature as Input in the Classroom	28
Figure 2: Students Interaction In Language Based tasks	31
Figure 3: Conceptual Model of Variables and Relationships	45
Figure 4: Graph Showing Overall Attitude	79

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

The contents of
the thesis is for
internal user
only

Bibliography

- Brumfit, Christopher and Carter, Ronald (eds 1986) Literature and Language Teaching. Oxford University Press.
- Carter, Ronald and Long, Michael N. (1991) Teaching Literature. Harlow; Longman.
- Collie, Joanne and Slater, Steven (1987) Literature In The Language Classroom Cambridge : Cambridge University Press.
- Custodio, Brenda and Sutton, Marilyn Jean. (1998) Literature Based ESI. for Secondary School Students : TESOL Journal 7 (5):19-20)
- Darkin, Julian.(1973) The Language Laboratory and Language Learning, London Longman Group Ltd.
- Gray, martin (1984) A Dictionary of Literary terms. Singapore Longman. Singapore Publishers Pte Ltd.
- Hill, Jennifer (1986) Teaching Literature In The Language Classroom. London. Macmillan Publishers Ltd.
- Kachru, Braj B (1980) The Non Native Literatures As A Resource For Language Learning : RELC Journal 11 (2): 1-9
- Kementerian Pendidikan Malaysia. (1989) Huraian Sukatan Pelajaran Bahasa Inggeris. Kuala Lumpur . Pusat Perkembangan Kurikulum.
- Krathwohl, D.R. (1998). Method Of Educational And Social Science Research, New York: Addison Wesley Longman

- Malcy, Alan. (1989) Down From The Pedestal: Literature As A Resource :
Literature
And The Language Learner: Methodological Approaches . Hong Kong.
Modern English Publications and The British Council.
- Marwan M. Obaidat, FORUM: Language Vs Literature Teaching in English
Departments In The Arab world .
<http://exchange.state.gov/forum/vol35/no1/p30.htm>.
- Mohd Najib Bin Tun Razak (1999), May 24; English language Teaching In
challenging Times. (Opening address at the Fifth MELTA Biennial
International Conference , Petaling Jaya.
- Rosli Talif (1995) Teaching Literature In ESL- The Malaysian Context. Serdang
Penerbit Universiti Pertanian.
- Sarjit Kaur and Josic Thiarajah. Reading habits of Pre- University Students : Sixth
International Literary and Education and research National Conference.
- Sekaran U. (1992). Research Methods For Business. New York: John Wiley &
Sons
Inc.
- The Readers Digest great Encyclopedia Dictionary. (1975) New York. Funk &
Wagnals Publishing Company Inc.
- Vethamani, Malachi Edwin. (1994) English Across Cultures : GRETA 2(2): 2, 25-
28. Granada.
- Walter , R. Borg. (1989) Educational Research: An Introduction. New York.
Longman