TABLE OF CONTENTS

CONTENT

ABSTRACT i - ii
ABSTRAK iii - iv
ACKNOWLEDGEMENTS v
TABLE OF CONTENTS vi - x

CHAPTER 1 - INTRODUCTION

Introduction 1
Background of the Study 2
Literary Texts in the Malaysian English Language Classroom 2 - 4
The Literature in English Component in the ESL Curriculum 4 - 5
Statement of the Problem 5 - 8
Research Questions 9
Definition of Terms 10
Significance of the Study 10 - 11
Limitations of the Study 11

CHAPTER 2 : REVIEW OF RELEVANT LITERATURE

Introduction 12
Literary Texts and Genres 12 - 13
Reasons for Using Literary Texts in the ESL Classroom 14
Language Development 14 - 15
Cultural Awareness and Appreciation 15 - 16
Personal Growth and Development 16 - 17
The Reading of Literary Texts 17 - 18
Reader-Response Approach to Literary Texts 18 - 19
Reader's Aesthetic Response to Literary Texts 19 - 22
Developing Responses Through Writing 22 - 23
Journal-Writing 24 - 26
Guided Journal-Writing 26 - 28

CHAPTER 3 : METHODOLOGY
Introduction 29
The Case Study Approach 29 - 30
The Research Site 30 - 31
The Participants 31 - 32
The Key Participants 32 - 34
Literary Texts Used 34 - 35
Duration of the Study 35
Data Collection Procedures 35
Questionnaire . 36
Student Journal 36 - 37
Teacher-Researcher's Journal 37
Interviews 37 - 38
Data Analysis 38 - 39
Conclusion 39
CHAPTER 4 : FINDINGS AND DISCUSSIONS

Introduction 40

Students' Response to Literary Texts 40 - 41

Physical Attributes of Journal Entries 41

Length of Journal Entries 42 - 44

Students' Discourse in Journal Entries 44 - 46

The Dimensions of Response Towards Literary Texts 46

Affective Response 46 - 51

Connective Response 51 - 57

Reflective Response 57 - 61

Student Perception Towards Journal Writing 61

Improving Understanding of Literary Texts 62

Enhancing In-depth Response to Literary Texts 63 - 64

Promoting Critical Thinking Skills 65 - 66

Conclusion 66

CHAPTER 5 : CONCLUSION

Introduction . 67

Summary of Key Findings 67

Development of Students' Written Responses 68 - 69

Guided Journal-Writing as a Technique in Developing In-Depth Responses 69 - 70

Perceptions about the Use of Journal Writing 70 - 71

Implications of the Study 71 - 72

Recommendations for Future Research 72

Conclusion 73
REFERENCES

APPENDICES

Appendix A  Student Questionnaire  79
Appendix B  Non-Guided Journal-Writing  80
Appendix C  Guided Journal-Writing Question Frame  81
Appendix D  Interview Schedule  82 - 83
Appendix E  Thomson's Reader-Response Developmental Model  84
Appendix F  Guided and Non-guided Responses by High-Proficiency Student - Angeline  85 - 88
Appendix G  Guided and Non-guided Responses by High-Proficiency Student - Savitha  89 - 92
Appendix H  Guided and Non-guided Responses by High-Proficiency Student - Ann  93 - 98
Appendix I  Guided and Non-guided Responses by Low-Proficiency Student - Zaiful  99 - 102
Appendix J  Guided and Non-guided Responses by Low-Proficiency Student - Mira  103 - 106
Appendix K  Guided and Non-guided Responses by Low-Proficiency Student - Alex  107 - 110
Appendix L  Interview Transcripts of High-Proficiency Students  111 - 119
Appendix M  Interview Transcripts of Low-Proficiency Students  120 - 127