## TABLE OF CONTENTS

CONTENT	PAGE
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

REFERENCE	S	74 - 78	
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	