

Table of Contents

	Page
Abstract in Bahasa Melayu	i
Abstract in English	ii
Acknowledgements	iii
Table of Contents	v
List of Tables	ix
 Chapter 1 :	
INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Research Questions	6
1.4 Significance of the Study	6
1.5 Limitations of the Study	7
 Chapter 2 :	
REVIEW OF RELATED LITERATURE	
2.1 Introduction	9
2.2 What is Literature?	9
2.3 Critical Thinking and Critical Reading	11
2.4 Strategies to Teach Critical Thinking	20
2.5 The Literature Class	27

Chapter 3 : RESEARCH DESIGN AND METHODOLOGY

3.1	Introduction	37
3.2	Background and Selection of Subjects	37
3.3	Students' Questionnaire	39
3.4	Lesson Observation	40
3.5	Procedures	42
3.6	Pilot Study	43
3.7	Selection of Literary Texts	44

Chapter 4 : ANALYSIS OF DATA

4.1	Introduction	47
4.2	Analysis of Data obtained from the Students' Questionnaire	47
4.2.1	Views on Poems and Short Stories	48
4.2.2	Reasons for Interest in Literature	49
4.2.3	Students' Expectations of the Teacher During a Literature Lesson	52
4.2.4	Students' Experience in the Literature Class	53
4.2.5	Acceptance of Students' Opinions, Views and Interpretations	54
4.2.6	Students' Preference for Objective or Open-ended Questions	56
4.2.6.1	Reasons for Not Preferring Open-ended Questions	57

	4.2.6.2 Reasons for Preferring Objective-type Questions	60
4.3	Factors that Influence Students in a Literature Class	61
4.3.1	Students' Language Proficiency	61
4.3.2	Students' Previous Knowledge of Literature	62
4.3.3	Students' Familiarity with Literary Texts in the Classroom	63
4.4	Discussion of Findings	64
4.4.1	Students' Perception	64
4.4.2	Self-evaluation Factors that Influence Students Response in a Literature Class	67
4.5	Analysis of Lesson Observations	68
4.5.1	Location One	70
	4.5.1.1 Teaching Strategies, Students' Responses and Critical Thinking Skills	70
4.5.2	Location Two	76
	4.5.2.1 Teaching Strategies, Students' Responses And Critical Thinking Skills	76
4.5.3	Location Three	79
	4.5.3.1 Teaching Strategies, Students' Responses And Critical Thinking Skills	80

4.6	Discussion of Findings on the Lesson Observations	84
4.6.1	Findings On Teaching Strategies and Students' Responses	84
Chapter 5 :	CONCLUSION AND RECOMMENDATIONS	
5.1	Introduction	88
5.1.1	Research Question 1	88
5.1.2	Research Question 2	91
5.1.3	Research Question 3	93
5.2	Summary	94
5.3	Implications and Recommendations for Further Research	95
References		98
Appendices		
	Appendix A	103
	Appendix B	108
	Appendix C	109

List of Tables

Table 1 :	Bloom's Taxonomy	33
Table 2 :	Students' Views on Poems and Short Stories	48
Table 3 :	Reasons for Interest in Literature (Items from Section B 3 (i) - (v)	49
Table 4 :	Students' Expectations of the Teacher During a Literature Lesson. (Items from Section B, No. 4 (a) - (f)	52
Table 5 :	Students' Experience in the Literature Class. (Items from Section B, No. 5 -6)	53
Table 6 :	Acceptance of Students' Opinions, Views and Interpretations. (Item from Section B, No. 7)	54
Table 7 :	Students' Preference for Question Type. (Item from section B, No. 8)	56
Table 8 :	Students' Reasons for Not Preferring Open- ended Questions	57
Table 9 :	Students' Reasons for Preferring Objective- type Questions	60
Table 10 :	Language Proficiency	61
Table 11 :	Literature Background	62
Table 12 :	Familiarity with Literary Texts in the Classroom	63