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.....
IN A FORM FOUR ESL CLASSROOM
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**TEACHING POETRY TO RELUCTANT LEARNERS
IN A FORM FOUR ESL CLASSROOM**

Evelyn Sharminnie Vasuthavan

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ABSTRACT

This study, rooted in the transactional theory of literary reading (Rosenblatt, 1978), was embarked on to investigate issues on student reluctance in reading poetry that could be useful to teachers of poetry. A class of 39 form four students were selected for this study and it was evident throughout the study that the perceptions of reluctant learners when confronting the learning of poetry, stemmed from students' inability to make meaning out of a poem. Initial investigations showed that the choice of texts, pedagogy and teacher personality were the main cause of their negative perceptions towards poetry. To give the students an opportunity to reassess their perceptions of poetry, a six-week student-centred teaching and learning programme using suitable texts and reader-response approaches was carried out. The results yielded encouraging reactions from the students. Students' active, enthusiastic participation in the programme confirmed that appropriate pedagogy, text selection and teacher personality played a significant role in their perceptions of poetry.

ABSTRAK

MENGAJAR PUISI PADA PELAJAR YANG KURANG BERMINAT DALAM TINGKATAN EMPAT KELAS BAHASA INGGERIS SEBAGAI BAHASA KEDUA

Kajian yang bersandarkan teori bacaan sastera transaksional (Rosenblatt, 1978) ini, telah dijalankan untuk mencari sebab keengganan pelajar mempelajari puisi. Dapatan kajian boleh dijadikan panduan kepada guru yang mengajar puisi. Kajian ini telah dijalankan ke atas 39 orang pelajar tingkatan empat. Bukti nyata penyebab keengganan pelajar mempelajari puisi adalah kelemahan mereka dalam memahami maksud puisi tersebut. Siasatan awal menunjukkan bahawa pilihan teks puisi, cara penyampaian pengajaran (pedagogi) dan personaliti guru sebagai penjana persepsi negatif pelajar terhadap puisi. Satu program pengajaran dan pembelajaran yang berteraskan pelajar telah dijalankan selama enam minggu supaya pelajar berpeluang untuk menilai semula persepsi mereka terhadap puisi. Selain itu, pemilihan teks puisi yang sesuai dan kaedah yang berfokus kepada respons pelajar turut digunapakai. Dapatan kajian menunjukkan reaksi yang memberangsangkan daripada para pelajar. Tindakbalas pelajar yang aktif dan bersemangat sepanjang program tersebut membuktikan bahawa cara penyampaian pengajaran, pilihan teks dan personaliti guru memainkan peranan dalam membentuk persepsi mereka terhadap puisi.

DEDICATED WITH LOVE TO

PAPPA

and

AMMA,

*who persistently showered me with love, hope and encouragement to
give my best.*

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