

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
TITLE PAGE	
TABLE OF CONTENTS	v
LIST OF APPENDICES	x
ACKNOWLEDGEMENTS	xi
CHAPTER 1	1
1.1 Introduction	1
1.2 The Background of the Study	2
1.2.1 Literature in the Language Classroom	3
1.2.2 Literature in English Elective	4
1.2.3 Literature-based Co-curricular Activities	6
1.3 Statement of Problem	7
1.4 Research Questions	8
1.5 Significance of the Study	8
Conclusion	10
CHAPTER 2	11
REVIEW OF RELEVANT LITERATURE	11
2.1 Literature in the Curriculum	11
2.1.1 The Cultural Dimension	12

2.1.2	The Language Dimension	13
2.1.3	The Values Dimension	15
2.1.4	The Aesthetic Dimension	16
2.1.5	The Personal Growth Dimension	17
2.1.6	The Lifelong Reader Dimension	17
2.2	Theories of Language Learning	18
2.2.1	Vygotsky's Learning Theory	19
2.2.2	Krashen's Theory of Second Language Acquisition	20
2.2.3	Krashen's Input Hypothesis	20
2.2.4	Krashen's Affective Filter Hypothesis	21
2.3	The Teaching and Learning of Literature	21
2.3.1	Learner-Centred Pedagogy	22
2.3.2	Rosenblatt's Reader Response Theory	23
2.4	Performance and Literature Teaching and Learning	26
2.4.1	Performance and the Literature Classroom	26
2.4.2	Using Performance To Teach Literature	27
2.4.2.1	Drama	27
2.4.2.2	Choral Speaking	29
2.4.2.3	Group Discussion	30
	Conclusion	31
	CHAPTER 3	32
	METHODOLOGY	32
3.1	The Research Design	32
3.2	The Research Site	33
3.2.1	The Community	33

3.2.2	The School	34
3.2.3	The Selected Class	35
3.3	The Selected Participants	36
3.3.1	The Teacher Participant	37
3.3.2	The Student Participants	37
3.3.3	Duration of the Study	39
3.4	Researcher Stances and Roles	40
3.4.1	Researcher Roles	40
3.5	Data Collection	41
3.5.1	Participant Observation	42
3.5.2	Teaching and Learning Materials	42
3.5.3	Interviews	42
3.6	Data Analysis	43
	Conclusion	44
	CHAPTER 4	45
	FINDINGS AND DISCUSSION	45
4.1	Perceptions Regarding Literature in the Classroom	45
4.1.1	Teacher Perceptions	46
4.1.2	Student Perceptions	48
4.2	The Teaching of Literature in the Classroom	53
4.2.1	Teacher-Centred Pedagogy	53
4.2.2	Learner-Centred Pedagogy	56
	Conclusion	59
4.3	Developing Student Responses through In-Class Performance	60
4.3.1	What is Performance?	60

4.3.2	Performance as a Teaching and Learning Strategy	60
4.3.3	Student Roles in Class Performances	61
	Script writers	Performers
	Supporting Crew	Audience
4.3.4	Developing Student Responses Through Dramatisation	63
	Performing a Play	63
	Performing a Short Story	66
	Performing a Poem	70
4.4	Developing Student Responses in Out-Of-Class Performance	73
4.4.1	Student Roles in Performances out-of-class	74
	Script Writers	Actors
	Production Crew	Audience
	Director-Team Leader	77
4.4.2	Developing Student Responses through Dramatisation	78
	Performing a play	78
4.4.3	Developing student's responses through Choral Speaking	81
	Performing a choral recitation of a Poem	83
4.5	Perceptions Regarding the Use of Performance	87
4.5.1	Teacher's Perceptions on Performance	88
4.5.2	Students Perceptions on Performance	90
	Conclusion	94

CHAPTER 5	
CONCLUSION	
5.1 Summary of Key Findings	95
5.1.1 Teacher and Student Perceptions of Literature in the Curriculum	95
5.1.2 Student Responses to Literature through Performance In-Class	96
5.1.3 Student Responses to Literature through Performance Out-of-Class	96
5.1.4 Teacher and Student Perceptions Regarding the Use of Performance	97
5.2 Recommendations	97
5.2.1 Implications of Study for Curriculum Developers	98
5.2.2 Implications of Study for Teacher Educators	99
5.2.3 Implications of Study for Literature Teachers	100
5.3 Conclusion	101
REFERENCES	102
APPENDICES	108