

ABSTRACT

Performance includes the overt articulation and expression of the literary texts before an audience. In performing, students read, understand and interpret these texts and express this meaning collaboratively in a public form using features of voice, facial expressions, action, props, music, and other theatre-related resources to convey the meaning(s) of the text to the audience. Performance could facilitate students' reading, understanding and appreciation of literary texts as they make meaning of texts and are actively engaged in these processes through their assigned roles. The ideas that they draw on including previous experiences, talk with other students and teachers will also shape their meaning-making process.

The study therefore sought to explore the literature-based experiences of a class of Form Four students as they articulated their responses to texts through different forms of performance. The performance-based activities in class focused on dramatisation of a short story, a poem and a play. The out-of-class performances highlighted the dramatisation of a short story and choral speaking. The accompanying performance in-class included the reading of texts, group discussion and students' written responses. The study was driven by four research questions which focused on teacher and student perceptions of literature, how in-class performances shaped student responses to literature, how out-of-class performances shaped student responses to literature and teacher and student perceptions regarding the use of performance in developing student responses to literature.

Data collection in this qualitative case study included participant observation of activities in and out of the classroom, student and teacher

interviews, the use of student journals and an examination of the teaching-learning materials over a period of two months. Data were analysed qualitatively and emerging themes were coded and noted. The key findings revealed that through performance passive students were transformed into highly motivated and interested students. The students also displayed learner autonomy and took ownership of the texts. The whole class was fully involved in the lessons. The learners were also able to extend their oral and written responses to texts confidently. They were also motivated to explore other literary texts on their own.

The study is significant as insights from the study suggest that the main stakeholders namely curriculum designers, teacher educators and teachers could incorporate new strategies involving the use of performance in the literature class so that learners will be empowered to respond critically and creatively to literary texts.

ABSTRAK

**PENGGUNAAN PERSEMBAHAN UNTUK MEMBOLEHKAN
PELAJAR PELAJAR ESL (BAHASA INGGERIS SEBAGAI BAHASA
KEDUA) MEMBERI RESPONS KEPADA
MATAPELAJARAN KESUSASTERAAN
DALAM BAHASA INGGERIS**

Persembahan dalam konteks kajian ini meliputi pementasan hasil interpretasi teks oleh para pelajar. Mereka perlu membaca teks secara teliti, memahaminya serta mementaskan interpretasi teks secara berkumpulan di hadapan para penonton. Persembahan juga merangkumi unsur-unsur, seperti suara, kebolehan menunjukkan emosi, bakat berlakon, muzik serta unsur-unsur pementasan yang lain. Pelajar boleh mempersembahkan hasil kreativiti mereka dengan pelbagai cara. Mereka boleh melakukan sedemikian melalui peranan masing-masing mereka untuk menunjukkan pemahaman serta penghayatan mereka terhadap teks sastera. Pelajar juga boleh menggunakan ide-ide hasil daripada pengalaman peribadi, pemerhatian dan perbincangan dengan rakan-rakan serta guru mereka.

Kajian ini bertujuan untuk meninjau respons pelajar Tingkatan Empat di sebuah sekolah menengah perempuan apabila mereka mempersembahkan respons mereka terhadap teks sastera. Persembahan dalam kelas bertumpu kepada lakonan berdasarkan cerpen, puisi, dan drama. Persembahan di-luar kelas pula berfokus kepada pementasan cerpen yang diadaptasi serta percakapan berirama (choral speaking). Kajian ini juga berfokus kepada empat soalan penyelidikan yang berkaitan dengan persepsi guru dan pelajar terhadap faedah mempelajari

kesusasteraan dalam Bahasa Inggeris, bagaimana persembahan di dalam kelas dapat membantu pelajar menyumbang respons kepada kesusasteraan, bagaimana pementasan di luar darjah membantu penuntut memberi respons kepada teks sastera dan persepsi guru dan pelajar terhadap penggunaan persembahan untuk membantu pelajar memberi respons kepada teks kesusasteraan.

Kajian kes kualitatif ini menggunakan beberapa teknik pengumpulan data termasuk temu duga dengan pelajar dan guru, pemerhatian, analisis bahan pengajaran dan pembelajaran, dan journal pelajar. Data dianalisis dan tema tema yang muncul di-kodkan. Dapatan kajian yang dijalankam selama dua bulan menunjukkan bahawa para pelajar amat minat melibatkan diri secara aktif dalam persembahan di dalam dan di luar kelas. Mereka berganding bahu untuk mementaskan teks dan berusaha menginterpretasikan teks bersama sama tanpa berharap pada penjelasan guru. Mereka juga dapat memberi respons yang terperinci secara lisan dan bertulis terhadap teks sastera. Dapatan kajian ini boleh membantu guru guru sastera, perancang kurikulum dan pensyarah maktab perguruan untuk menumpukan perhatian serta menggunakan persembahan supaya para pelajar berminat serta dapat meluahkan respons mereka secara lisan dan bertulis kepada teks- teks kesusasteraan. Mereka juga boleh memberi respons yang kritis dan kreatif serta membaca lebih banyak buku kesusasteraan untuk kemajuan diri.