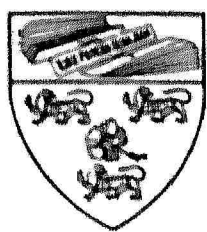


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**A STUDY OF THE TEACHING AND LEARNING OF LITERATURE  
IN TWO FORM 1 CLASSES**

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## ABSTRACT

This study explored the process of the recent implementation of the Literature in English component in the Form 1 English Language Syllabus in an attempt to examine the teaching and learning of literature in actual classroom situations. It sought to examine the nature of input by teachers and the uptake by students of typical Literature in English lessons in two Form 1 classes, to obtain feedback on the hands-on implementation of the component so as to inform future effective practice. To be more specific, this study sought to identify the approaches used to teach the selected literary texts as well as to explore students' responses to those texts. It also attempted to uncover the teachers' and students' perceptions of the literature-based activities.

The study was located in two multi-ethnic Form 1 Literature in English classes in an urban co-ed school. While the teacher participants of this study were two English Language teachers with contrasting level of experiences in the field of literature, the student participants comprised of two classes of Form 1 students from contrasting backgrounds and with contrasting level of proficiencies and abilities.

Throughout the eight-week study, data were collected through means of participant observation, interviews, teacher and student journals, as well as an examination of all relevant documents, including the circulars from the Ministry of Education, the literary texts, the teaching materials and students' work. The data were continuously analysed, compared and contrasted. A formal overall analysis, including

triangulation, was carried out after the fieldwork was over and all the data collected.

Among the major findings in this study was the influence of the lack of information on the teachers' confidence. The lack of knowledge regarding literature as well as regarding the component and how it should be implemented eventually affected the teaching and learning experiences in the two literature classes. The use of a single standardised text to cater for the extensive range of linguistic and intellectual needs of students from contrasting background also seems to work against the components' aim to get students interested in reading literature.

If such findings are confirmed through further research, the implications for ESL language educators are as follows. First and foremost, teachers must be equipped with knowledge on literature itself, as well as on why they should teach literature and on how to teach it. Learners must be given literary texts that match their linguistic proficiencies and intellectual capabilities. The beliefs that anything local is familiar and anything foreign unfamiliar in selecting literary texts should also be negated. Finally, learners of literature must be given the 'space' and 'freedom' to express their imagination and creativity, so their encounter with the literary texts is made more personal and meaningful.

## SATU KAJIAN PENGAJARAN DAN PEMBELAJARAN KESUSASTERAAN DI DUA KELAS TINGKATAN SATU

### ABSTRAK

Kajian ini meninjau proses pelaksanaan terkini komponen Kesusasteraan Dalam Bahasa Inggeris (Literature in English) di dalam Sukatan Pelajaran Bahasa Inggeris Tingkatan Satu sebagai satu usaha untuk mengkaji pengajaran dan pembelajaran kesusasteraan dalam situasi sebenar di bilik darjah. Usaha yang meninjau keadaan input guru dan respons pelajar di dua kelas Tingkatan 1 bagi mata pelajaran Kesusasteraan Dalam Bahasa Inggeris, membolehkan pengumpulan maklumat dan maklumbalas terhadap amalan semasa komponen ini agar usaha ini boleh menjadi petunjuk kepada amalan pengajaran yang lebih berkesan di masa hadapan. Untuk lebih spesifik, kajian ini bertujuan untuk mengenal pasti beberapa pendekatan yang diamalkan oleh guru untuk mengajar teks sastera Bahasa Inggeris pilihan serta meninjau respons pelajar terhadap teks tersebut. Ia juga bertujuan untuk meneroka persepsi guru serta pelajar terhadap aktiviti-aktiviti yang berasaskan kesusasteraan.

Kajian ini dijalankan di dua kelas mata pelajaran Kesusasteraan Dalam Bahasa Inggeris bagi Tingkatan 1 yang terdiri daripada pelajar pelbagai etnik di sebuah sekolah bercampur yang terletak di kawasan bandar. Guru yang terlibat dalam kajian ini terdiri daripada dua guru Bahasa Inggeris yang memiliki tahap pengalaman yang berbeza dalam bidang kesusasteraan. Sementara itu, pelajar yang terlibat pula terdiri daripada pelajar-pelajar di dua kelas tingkatan satu yang datang dari latar belakang yang berbeza serta

mempunyai tahap intelektual dan kefasihan di dalam Bahasa Inggeris yang berbeza.

Di sepanjang lapan minggu kajian, data dikumpulkan melalui kaedah pemerhatian, temuduga, jurnal guru dan murid, dan juga pemeriksaan semua dokumen yang relevan, termasuk pekeliling Kementerian Pendidikan, teks Kesusasteraan dalam Bahasa Inggeris, bahan pengajaran dan hasil kerja pelajar. Data dianalisis secara berterusan melalui kaedah perbezaan perbandingan. Analisis keseluruhan secara formal termasuk penyegitigaan juga dijalankan selepas kerja luar selesai dan semua data dikumpulkan.

Di antara dapatan utama kajian ini adalah kurangnya pengetahuan di kalangan guru dalam bidang kesusasteraan serta kurangnya maklumat berhubung dengan komponen kesusasteraan termasuk bagaimana ia seharusnya dilaksanakan. Justeru, ia mempengaruhi keyakinan guru dan seterusnya juga mempengaruhi proses pengajaran dan pembelajaran di dua kelas kesusasteraan di dalam kajian ini. Penggunaan hanya satu teks yang 'standard' bagi menampung keperluan linguistik dan intelek yang meluas di kalangan pelajar-pelajar dari latar belakang yang berbeza-beza menunjukkan amalan ini bertentangan dengan tujuan komponen yang berhasrat untuk menggerakkan minat pelajar membaca bahan kesusasteraan.

Jika dapatan ini dapat diperakukan melalui penyelidikan selanjutnya, implikasi untuk guru-guru Bahasa Inggeris sebagai Bahasa Kedua (ESL) adalah seperti berikut. Pertama, guru-guru mestilah dilengkapi dengan pengetahuan dalam bidang kesusasteraan dan mengapa mereka perlu mengajar kesusasteraan serta bagaimana ianya seharusnya

diajar. Kedua, pelajar-pelajar mesti disediakan teks kesusasteraan yang sepadan dengan kefasihan bahasa dan kebolehan intelektual mereka. Seterusnya, keyakinan bahawa sesuatu yang berunsur tempatan adalah lebih biasa dan sebaliknya apa jua yang datang dari luar adalah sesuatu yang asing tidak seharusnya menjadi pegangan apabila memilih teks kesusasteraan di dalam Bahasa Inggeris. Akhirnya, pembelajar kesusasteraan mestilah diberikan 'ruang' dan 'kebebasan' untuk melahirkan dan mengekspresikan imaginasi serta kreativiti mereka supaya penglibatan mereka dengan bahan-bahan kesusasteraan bersifat lebih peribadi dan bermakna.

## ACKNOWLEDGEMENTS

“ . . . I don't think I can do it, I don't think I can cope !!!”, I cried to my supervisor over the phone, while trying to feed my four month old son who lay sprawling on my lap and while trying to compete with the screams of my five year old daughter and her *Rugrats*'s characters on T.V. My husband was on a trade mission to Baghdad, Iraq, my parents were in Terengganu for a week, and . . . well, I was a total wreck !

Somehow that seems only like yesterday. As the lines I wrote flowed into paragraphs, the paragraphs unfolded into pages and the pages turned into chapters, the great feelings of satisfaction and total accomplishment I felt are just indescribable. *Syukur* and Praise be to Allah, I've finally managed to complete this project report...at long last !

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To the teachers and students who had so willingly agreed to take part in this study, here's my special thanks and gratitude. *“I believe... and I've believed for some time now...that we can be friends..!”* (Honey Thacker to Anna Scott in 'Notting Hill').

To my dearest husband, Zul, thanks for putting up with the mess, the PC breakdowns, the “Mama breakdowns” and most of all, the “ta-pau” meals. Thank you for being so understanding when I couldn't be there for you and the kids as much as I'd have loved to. Zul, for your patience, for letting me do what I had to do, and for seeing me through, I'm just so thankful that you're mine...



To my lovely Harisah Qistina, thank you for understanding why “Mama must do university work” in peace, and why Mama was sometimes unable to “colour-colour” or “play cook-cook” with you. You’ve grown up to be quite an exceptional young lady in these two years, and I promise I’ll try to make up for the lost time, sayang.

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To my little one, thanks for not giving Mama too much nausea...stay with the crave (and the craze) for raw salmon, Papa can take it ! I can’t wait to see you and hold you in my arms, *InsyaAllah*, hopefully waaay before the convocation...and not during ...!!

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And Tok, if only you could see me now...

*Only passions, great passions,  
can elevate the soul to  
great things.*

-Denis Diderot

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