

**STUDENTS' PERCEPTION TOWARDS LEARNING AND TEACHING OF
THE KBSM ENGLISH LITERATURE COMPONENT: A CASE STUDY**

HAMIZAH HASBULLAH

2010222532

**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILMENT
FOR BACHELOR DEGREE OF EDUCATION (TESL)**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA**

SHAH ALAM

2014

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
SHAH ALAM

2014

STUDENTS' PERCEPTION TOWARDS LEARNING AND TEACHING OF
THE KBSM ENGLISH LITERATURE COMPONENT: A CASE STUDY

HAMIZAH HASBULLAH

4010220530

LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJIAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN



.....

MDM. SYAHREENA MOHD SHAHROM

SUPERVISOR

10/7/2014
.....

TARIKH


.....

PROF. DR. MOHD MUSTAFA BIN MOHD GHAZALI

DEAN

10/7/2014
.....

TARIKH

DECLARATION

“I hereby declare that the work in this thesis is my own except for the quotations and summaries, which have been duly acknowledged.”

10/7/2014

DATE



HAMIZAH HASBULLAH

2010222532

PENGAKUAN

“Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan luar yang setiap satunya telah dinyatakan sumbernya.”

10/7/2014

DATE



HAMIZAH HASBULLAH

2010222532

ABSTRACT

This research aimed to investigate Form 4 students' perception towards the KBSM English Literature Component as well as the challenges that they face in learning the literature component. It also looked into the teachers' strategies in teaching the literature component and the problems that they face in teaching the KBSM English Literature Components.

This research involved sixty Form 4 students and six English teachers from SMK Abu Bakar, Temerloh, Pahang. The data was collected through two questionnaires; questionnaire for students and questionnaire for teachers. Results showed that the Form 4 students had positive perception towards the KBSM English Literature Component. They were aware of the benefits of learning literature and literature has helped them in improving their language proficiency. Even though the students were in favour of learning literature component, it was shown in the data that the students face three main challenges which were lack of proficiency in English Language, lack of background knowledge and lack of time. Findings from the teachers' responses revealed that the teachers' teaching strategies and methods were inclined towards teacher centred. Based on the results, teachers faced two major problems in teaching the KBSM English Literature Component which were insufficient teaching time and students' lack of reading habit. It is hoped that this study will motivate teachers to improve their teaching of the literature component and to ensure that the students gain more benefits from learning literature.

ABSTRAK

Kajian ini dijalankan bagi mengkaji persepsi pelajar terhadap pembelajaran dan pengajaran komponen sastera di dalam KBSM Bahasa Inggeris dan cabaran-cabaran yang pelajar hadapi di dalam pembelajaran komponen sastera. Kajian ini juga dijalankan untuk mengetahui strategi yang guru laksanakan di dalam pengajaran komponen sastera Bahasa Inggeris serta cabaran-cabaran yang guru hadapi.

Ini merupakan kajian yang membabitkan responden seramai 60 orang pelajar Tingkatan 4 dan 6 orang guru Bahasa Inggeris di SMK Abu Bakar , Temerloh, Pahang. Kajian mendapati pelajar-pelajar menunjukkan persepsi yang positif terhadap pembelajaran dan pengajaran komponen sastera di dalam KBSM Bahasa Inggeris. Walaupun pelajar telah memihak kepada pembelajaran komponen sastera, mereka menghadapi tiga cabaran utama iaitu kekurangan penguasaan Bahasa Inggeris, kekurangan pengetahuan latar belakang dan kekurangan masa. Penemuan juga mendedahkan bahawa strategi dan kaedah pengajaran guru cenderung ke arah 'teacher centred'. Berdasarkan kepada keputusan, guru menghadapi dua masalah utama dalam pengajaran komponen sastera iaitu masa pengajaran yang tidak mencukupi dan kekurangan pelajar tabiat membaca. Adalah diharapkan kajian ini akan memberi motivasi kepada guru-guru untuk meningkatkan pengajaran komponen sastera dan memastikan bahawa pelajar mendapat lebih banyak faedah daripada mempelajari kesusasteraan.