

UNIVERSITI TEKNOLOGI MARA

**AN INVESTIGATION ON ESL
UNDERGRADUATES' ATTITUDES TOWARDS
LEARNING ENGLISH LITERATURE ACROSS
LEARNING STYLES**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulation of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have applied with the Academic Rules and Regulation for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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ABSTRACT

The study of literature has gained its momentum in English language teaching. However, literature is regarded as a burden and difficult to learn by the students. Besides that, how the students learn is another aspect that should be considered in learning English literature. This is because students learn differently between one another. Thus, their attitudes towards literature might be influenced by their preferred learning styles. Therefore, this study was conducted to investigate the ESL undergraduates' attitudes towards learning English literature across learning styles. Quantitative research design was chosen and 200 respondents were chosen randomly to participate in this study. The results showed that the respondents have positive attitude towards learning English literature and their preferred learning styles are active, sensing, visual and sequential. However, there is no statistically significant difference between the attitudes of the respondents and the different learning styles.

ABSTRAK

Pembelajaran sastera Bahasa Inggeris telah melonjak naik dalam proses pengajaran Bahasa Inggeris. Walaubagaimanapun, di kalangan pelajar, pembelajaran sastera Bahasa Inggeris ini dianggap sebagai bebanan dan sukar untuk dipelajari. Sehubungan dengan itu, kaedah pembelajaran pelajar juga harus diberi keutamaan dalam proses pembelajaran sastera Bahasa Inggeris. Ini kerana setiap pelajar mempunyai kaedah pembelajaran yang tersendiri. Sehubungan dengan itu, sikap terhadap pembelajaran sastera Bahasa Inggeris mungkin dipengaruhi oleh kaedah pembelajaran mereka. Oleh yang demikian, kajian ini dijalankan dengan tujuan untuk menyiasat sikap pelajar Ijazah Sarjana Muda Pengajian Bahasa Inggeris terhadap pembelajaran sastera Bahasa Inggeris meliputi kaedah pembelajaran mereka. Seramai 200 peserta dipilih secara rawak untuk menyertai kajian ini. Hasil kajian menunjukkan bahawa para peserta mempunyai sikap positif terhadap pembelajaran sastera Bahasa Inggeris. Manakala kaedah pembelajaran yang diminati adalah kaedah pembelajaran secara aktif, secara merasa, melihat dan juga langkah demi langkah. Walaubagaimanapun, tiada statistik kelainan diantara sikap pelajar dengan kaedah pembelajaran sastera Bahasa Inggeris.