



**A STUDY OF STUDENT-CENTERED VS TEACHER-CENTERED IN
TEACHING LITERATURE TO STUDENTS WITH INTERMEDIATE
ENGLISH LANGUAGE PROFICIENCY**

NAZIMA BINTI ISMAIL

2006103303

BACHELOR OF EDUCATION (TESL) (HONS)

FACULTY OF EDUCATION

UNIVERSITI TEKNOLOGI MARA

TERENGGANU

APRIL 2011

ACKNOWLEDGEMENT

First and foremost, I would like to extend my deepest gratitude and praise to Allah S.W.T for the strength, patience and confidence that He has bestowed upon me in completing this academic project.

I would like to convey my deepest thanks and appreciation to my respectable advisor, Miss Chittra Muthusamy for her guidance, encouragement, understanding, comments and suggestions that are very precious for the completion of this research paper from the beginning until the end. Without her help this research cannot be successfully done.

I would also like to extend my sincerest appreciation to the Principal of Sekolah Menengah Padang Pulut, the teachers especially the English teachers and all the students who were directly or indirectly involved in completing this research.

Last but not least, I would like to express my thanks to my family members and my friends because of their cooperation in helping me to complete my academic project. Thank you.

ABSTRACT

In Malaysian education, the English Language is considered as a second language after Bahasa Melayu. English Language is taught at all Malaysian schools and it is one of the core subjects in school. In Bahasa Melayu, Malaysian students need to learn 'kesusasteraan' component in order to enhance the language the same as English Language where students also need to learn the language through literature component. Effective approaches used in teaching and learning literature in this language will help students successfully acquire the language. Teacher-centred approach and student-centred approach are popular approaches in teaching and learning this language. Some teachers prefer to use teacher-centred approach or student-centred approach without considering about students' English proficiency level and due to this problem, students are unable to acquire the language as well as what has been targeted in the teaching and learning objective. This study investigated the most effective approach that should be used in literature class for students with intermediate level of English proficiency. In order to obtain the data, 33 set of questionnaire were distributed to the respondents from Sekolah Menengah Padang Pulut Dungun, Terengganu. The result revealed that teacher prefers to use teacher-centred to students with intermediate level of English proficiency and students prefer to have student-centred approach in learning literature. The study offers additional reflection to the reflection to the teachers in providing education to students with intermediate level of English proficiency with interview results.

TABLE OF CONTENTS

TITLE PAGE	PAGE
DECLARATION OF ORIGINAL WORK.....	i
LETTER OF SUBMISSION.....	ii
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENT.....	iv
APPENDICES.....	vii
LIST OF TABLES.....	ix
ABSTRACT.....	x

CHAPTER 1 : INTRODUCTION

1.0	Introduction.....	1
1.1	Background of the Study.....	3
1.2	Statement of the Problem.....	4
1.3	Purpose of the Study.....	5
1.4	Research Questions.....	6
1.5	Significance of the Study.....	6
	1.5.1 The Students.....	6
	1.5.2 The Teachers.....	6
1.6	Limitations of the Study.....	7
1.7	Operational Definitions.....	8
1.8	Conclusion.....	9

CHAPTER 2 : LITERATURE REVIEW

2.0	Introduction.....	10
2.1	General Definitions of Teacher-Centred Approach and Student-Centred Approach.....	10
2.2	Definition of Teacher-Centred Approach.....	13
2.3	Definition of Student-Centred Approach.....	14
2.4	Teacher-Centred Practices.....	15
2.5	Student-Centred Practices.....	15
2.6	The Comparison between Teacher-Centred Approach and Student-Centred Approach.....	16
2.7	Challenges of Applying Teacher-Centred Approach and Student-Centred Approach.....	17
2.7.1	Challenges in Teacher-Centred Approach.....	17
2.7.2	Challenges in Student-Centred Approach.....	18
2.7.3	Approaches in Teaching and Learning Literature.....	19
2.8	Conclusion.....	21

CHAPTER 3 : METHODOLOGY

3.0	Introduction.....	22
3.1	Mixed Design.....	22
3.1.1	Definition of Mixed Design.....	22
3.1.2	The Reason for Using Mixed Design in Research.....	23
3.2	Participants and Sampling.....	23
3.3	Instruments.....	24
3.3.1	Questionnaire.....	24
3.3.2	Interview.....	25
3.4	Procedure.....	26