UNIVERSITI TEKNOLOGI MARA

THE TEACHING OF LITERATURE TO LESS PROFICIENT STUDENTS IN RURAL SECONDARY SCHOOLS IN KELANTAN

RADZUWAN BIN AB RASHID

Thesis submitted in fulfillment

of the requirements for the degree of

Master of Education

Faculty of Education

October 2012

ABSTRACT

This study aims to identify the approaches and strategies employed by teachers in teaching the literature component to less proficient students in selected secondary schools in Kelantan, Malaysia. A total of 120 teachers and 240 students from 20 rural schools participated in this research. The approaches and strategies used by teachers in the literature lessons were identified while the reasons to why the teachers employed the approaches and strategies were explicated. Students' feedback on the approaches and strategies employed were also acknowledged. Data from questionnaires, classroom observations and semi-structured interviews were triangulated to form the findings for this study. Findings showed that the information-based approach (24%) is the most frequently employed by teachers, followed by moral-philosophical approach (23%) and paraphrastic approach (20%). This seems to reflect the findings of classroom observations whereby all the teachers exhibited the use of similar teaching approaches. The findings indicate that the tendency of using teaching approach is influenced by the students' low level of language proficiency which results in teachers providing answers and'facts to them. Apart from that, teachers were frequently observed to be using Bahasa Malaysia as a medium of instruction. The implication is that literature teaching with the aims of developing students' language and thinking skills and generating students' personal response and appreciation may not be successfully achieved.

ACKNOWLEDGMENT

My deepest gratitude to The Almighty Allah S.W.T for giving me the strength to complete this thesis. I would also like to thank a host of other individuals, namely my supervisor, parents and friends.

First and foremost, I would like to thank my supervisor, Dr. Shireena Basree for her continual support and guidance. Dr. Shireena has been both a mentor and a friend. I also want to thank Professor Malachi Edwin Vethamani who is my former lecturer for his great contribution to this study especially during the earlier phases in which his professional guidance helped me tremendously in preparing for this research.

Lastly, my greatest gratitude goes to my late father and my mom for whom this thesis is dedicated to, for their prayers, support and understanding. Not forgetting my best friend Fazry Rahman for his moral support and technical help given. Thank you for your good deeds!

TABLE OF CONTENTS

		Page
AUTHOR'S DECLARATION		ii
ABSTRACT		iii
ACKNOWLEDGEMENTS		**iv**
TABLE OF CONTENTS		**v**
LIST OF TABLES		**ix**
LIST OF FIGURES		**x**
LIST OF ABBREVIATIONS		**xi**

CHAPTER ONE : INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	1-2
1.3	Statement of Problem	2-4
1.4	Objective of the Study	4
1.5	Research Questions	4
1.6	Definition of Terms	5
	1.6.1 Approach	5
	1.6.2 Strategy	5
	1.6.3 Less Proficient Student	5-6
1.7	Scope of the Study	6
1.8	Limitation of the Study	6-7
1.9	Significance of the Study	7-8
1.10	Conclusion	8

CHAPTER TWO : LITERATURE REVIEW

2.1	Introduction	9
2.2	Historical Overview of the Teaching of Literature in Malaysia	9-11
2.3	General Aims of Teaching Literature	12
	2.3.1 Inculcating Reading Habit among Pupils	12-13
	2.3.2 Enriching Pupils'Vocabulary and Language Content	13

2.3.3 Enhancing Pupils'Thinking Skills 13
2.3.4 Promoting Cultural Understanding 14
2.3.5 Improving English Language Proficiency 15
2.3.6 Providing Lively, Enjoyable, High-Interest Reading 15
2.4 Models of Teaching Literature 16
2.4.1 The Cultural Model 16
2.4.2 The Language Model 17
2.4.3 The Personal Growth Model 17
2.5 Approaches and Strategies in Teaching Literature 18
2.5.1 Language-Based Approach 18
2.5.2 Paraphrastic Approach 20
2.5.3 Information-Based Approach 20
2.5.4 Personal-Response approach 21
2.5.5 Moral Philosophical Approach 21
2.6 Teacher-Centered Literature Class 22
2.7 Student-Centered Literature Class 24
2.8 Problems in Teaching Literature 25
2.9 Research on Teachers' Perceptions and Attitudes towards the Teaching of Literature 27
2.10 Research on Students' Perceptions and Attitudes towards the Learning of Literature 30
2.11 Theoretical Model Framing the Research 31
2.11.1 Teacher-Action Domain 32
2.11.2 Teacher-Thought Domain 32
2.11.3 Constraints and Opportunities 33
2.12 Conceptual Mapping 35
2.13 Conclusion 36

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Introduction 37
3.2 Research Design: Mixed-Method 37
3.3 Quantitative Methodology 38
3.4 Qualitative Methodology 39