

**THE UiTM PRE-SERVICE ENGLISH TEACHERS'
PERCEPTIONS TOWARDS THE EFFECTIVENESS OF
LITERATURE COURSES TO PERSONAL
DEVELOPMENT**

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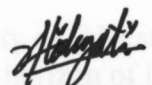
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DECLARATION

I hereby declare that the work in this thesis is my own except for the quotation and summaries which have been duly acknowledged

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PENGAKUAN

Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang tiap satunya telah saya nyatakan sumbernya

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TARIKH



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ABSTRACT

Literature has been a fundamental element of language course in the Malaysian context of English as Second Language (ESL). The introduction of the literature enhanced curriculum in the Malaysian ESL context has triggered much discussion to the significance of teaching and learning literature in English language syllabus in primary, secondary and tertiary educational institutions. However, there has not been much research done to investigate the effectiveness of the incorporation of literature learning in Malaysian higher educational institutions. Therefore, a survey is conducted amongst UiTM pre-service teachers who take literature as their minor in the attempts to investigate the perceptions of the effectiveness of literature courses to young adult learners. The focus of this research is on the perceptions of the effectiveness of literature towards students' language proficiency, personal development and the overall perception of the literature courses. This research also specifically finds out the least and most effective literature courses among all that the samples have learned. Using quantitative approach, the research design is a descriptive research and the data is obtained via questionnaires. The findings of the study show that students have positive perception in acknowledging the effectiveness of literature. Thus, the findings of the study provide useful insights that will help policy makers and educators in designing more appropriate literature courses in ESL programmes to become an effective educational tool for students' personal development.

ABSTRAK

Sastera telah lama menjadi elemen penting untuk kursus bahasa dalam konteks Bahasa Inggeris sebagai bahasa kedua di Malaysia. Pengenalan kepada kurikulum yang ditambahbaik dengan sastera dalam konteks Bahasa Inggeris sebagai bahasa kedua di Malaysia telah mencetuskan banyak perbincangan. Mutakhir ini, pengajaran dan pembelajaran sastera dalam silibus Bahasa Inggeris, baik di institusi pelajaran peringkat rendah, menengah mahupun tinggi adalah sangat penting. Walau bagaimanapun, tidak banyak kajian yang dijalankan untuk mengkaji keberkesanan penambahan pembelajaran sastera di institusi pengajian tinggi di Malaysia amnya. Oleh hal yang demikian, satu tinjauan telah dilakukan dalam kalangan guru-guru pelatih Bahasa Inggeris di UiTM yang mengambil jurusan sastera sebagai minor untuk mengkaji persepsi mereka terhadap keberkesanan kursus sastera ke atas pelajar dewasa. Fokus kajian ini adalah persepsi pelajar terhadap keberkesanan sastera ke atas kemahiran bahasa, pembangunan peribadi dan pandangan terhadap kursus sastera secara keseluruhannya. Kajian ini juga dijalankan khusus untuk melihat kursus sastera yang paling berkesan dan paling kurang berkesan antara semua kursus yang telah dipelajari oleh sampel kajian. Dengan menggunakan pendekatan kuantitatif, rekabentuk kajian adalah penyelidikan deskriptif yang mana data diperoleh melalui soal selidik. Kajian mendapati pelajar memberikan tanggapan yang positif mengenai keberkesanan sastera. Oleh itu, hasil kajian telah memberikan pandangan yang berguna kepada para penggubal polisi dan ahli akademik untuk merancang kursus sastera yang lebih mantap dalam program Bahasa Inggeris sebagai bahasa kedua seterusnya menjadi satu alat pembelajaran yang berkesan kepada pembangunan peribadi pelajar.