

UNIVERSITI TEKNOLOGI MARA

**A CASE STUDY: READING POETRY AMONG
FORM ONE STUDENTS IN A SECONDARY
SCHOOL IN SARAWAK**

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for the degree of
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ABSTRACT

Reading poetry for Form One students

This study aims at identifying how Form One students feel about reading poetry; whether they like to read poetry and also if they find it easy or difficult to read poetry. It also identifies the factors of the difficulties as well as the strategies employed by these students. Data for this study were collected through the administration of group interviews over a period of two weeks by using both questionnaire interview and open-ended interview questions. The interview sessions are audio- taped, transcribed, analyzed and reported in percentages and described qualitatively. There were one hundred and thirty five Form One students in one of the school in Sarawak involved in this study.


The findings indicate that a majority of the students dislike reading poetry. Besides that, a majority of them also have difficulties in understanding some archaic, unfamiliar words, to interpret the message of the poems as well as the meaning of the poems as they claimed that the poems were linguistically difficult. Most students prefer consulting the dictionary, teacher, family members or friends when they faced difficulties in understanding the poems in order to address the difficulties faced in reading poetry.

Candidate's Declaration

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

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of University Teknologi MARA.

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TABLE OF CONTENTS

Contents	Page
Abstract	ii
Candidate's declaration	
Acknowledgement	iii
Table of contents	iv-vi
List of Tables	v
List of Figures	vi
List of abbreviation	vii
1. CHAPTER 1 INTRODUCTION	
1.1 Background of the study	1-5
1.2 Statement of the problem	5-6
1.3 Objectives of the study	6
1.4 Research questions	6
1.5 Definitions of terms	7
1.5.1 Literature component	7
1.5.2 Poem	8
1.5.3 Difficulties in reading poetry	8
1.6 Significance of the study	8
1.7 Scope of the study	9
1.8 Limitation of the study	9
1.9 Conclusion	10
2. CHAPTER 2 LITERATURE REVIEW	
2.1 Introduction	11
2.2 What is Literature	11
2.3 Literature in ESL classroom	12-14
2.4 Understanding Literature	14-15
2.5 Understanding poetry	15-17
2.6 Poetry as genre	17
2.6.1 Voice: Speaker and Tone	17
2.6.2 Diction	18
2.6.3 Imagery	18
2.6.4 Figures of speech: Simile and Metaphor	19
2.6.5 Symbolism and Allegory	20
2.6.6 Syntax	20

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Over the last two decades, the use of literature materials as a major feature in English Language Teaching (ELT) curriculum especially in the second and foreign language context has become more apparent and significant. Literature plays an important role in the study of language because in literature, language is manipulated and used creatively in order to convey meaning (Lazar, 1993). Therefore, it suggests a rich resource for language learning. Being aware of the benefits that literature has to offer, the Ministry of Education of Malaysia has added the literature component to the curriculum which aims to engage learners in wider reading good works for enjoyment and for self-development besides developing their understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth.

Literature is a compulsory part in the Malaysian secondary schools' English Language Teaching (ELT) syllabus. The dependence on the use of literary materials has become more obvious in the 1980s and 1990s with the emergence of literature-based reading programmes. The use of literature in schools as early as 1976 was through English Language Reading Programmes (ELRP). This programme emerged when the English Language Reading Programme was piloted in residential schools and by 1983, it was extended to all Malaysian secondary schools. Its main aim was to encourage learners to read extensively and independently by providing them as much reading materials as possible. This programme also targeted that all learners would read a total of 100 books in three years (Ganakumaran, 2003). However, after few years, it was felt that the ELRP lacked the structure to improve English language among students. Therefore, in 1990, the Ministry of Education developed the Class Reader Programme (CRP) as a replacement of the ELRP. The