

**PROBLEMS FACED BY TEACHERS AND STUDENTS IN TEACHING AND
LEARNING LITERATURE IN SK. ST. GEORGE PUNAU, KUCHING:
A CASE STUDY**



**Prepared for:
Madam Roselind Wee**

**Prepared by:
Rina Rimbos Regan
2001663492**

**FACULTY OF EDUCATION
Universiti Teknologi MARA**

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Abstract

**Problems Faced by Teachers and Students in Teaching and Learning Literature in
SK. St. George, Puanau: A Case Study**

by

Rina Rimbos Regan

This case study sought to find out the problems faced by the teachers and students of SK. St. George Puanau, Kuching, Sarawak in teaching and learning literature. Two English language teachers and 76 primary four and primary five students were involved in the study. Questionnaires, interviews and classroom observations were used to collect the data concerning the problems faced by the teachers and students in teaching and learning the subject. Findings showed that teachers faced major problems in aspects of materials, trainings and experiences and students' poor command of English language. However, findings also showed that the teachers did not face much problems in the aspect of language used in the texts or their own. The study on students' problems in learning the subject showed that a majority of the students had very poor command of the English language. It was also revealed that most of the students had low motivation in learning the subject. It is, therefore, recommended that all parties involved with the implementation of the subject in schools play their roles actively to ensure its success in all schools throughout the country.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

There has been an increasing awareness of the significance of integrating literature in ESL curricular. Ganakumaran Subramaniam (2003) states that this can be indicated by the use of literary materials as a major feature in English Language Teaching (ELT) curriculum in the second and foreign language context which has been significant over the last two decades.

In Malaysia, the reliance on the use of literary materials in ELT became apparent in the 1980s and 1990s with the appearance of literature-based reading programmes, and literature was formally and officially inducted into the ELT syllabus in Malaysia as a taught and tested component in the year 2000. The move revealed the formal acknowledgement and appreciation of the role of literature in ELT in the country (Gunakumaran Subramaniam, 2003:28).

Besides bringing literature into the ELT syllabus, the education system also offers literature as an area of study and as a subject on its own at secondary and tertiary levels with a variety of English and English-translated texts from around the world being used.

CHAPTER TWO

2.0 LITERATURE REVIEW

In this chapter, several aspects are discussed. The focus is on what literature in English is about, the importance of literature in language classrooms, the historical overview of literature programmes in Malaysian Schools and Contemporary Literature in Malaysian Primary Schools. Besides, the challenges faced by the teachers in teaching literature are also discussed, and finally the review of related studies is presented.

2.1 Literature in English

According to Carter and Long (1991), literature in English can be defined as the use of literary texts as a resource for teaching English Language. They added that literature can be a special resource for personal development and growth, the aim being to encourage greater sensitivity and self-awareness and greater understanding of the world around us. Their study was supported by Saratha Sithamparam (2002) who agreed that Literature is regarded as a very useful resource for language learning.

Wong (2003) said that literature enables us to learn about ourselves, other people, other places and other times. This is in line with what Ronnqvist and Sell (1994) said about reading literature. They said that reading literature encourages students to use their brains in an effort to acquire new knowledge to understand passages which puzzle them. This