



**LEARNER'S VIEW TOWARDS STUDYING LITERATURE IN UPPER PRIMARY
ESL CLASSROOM – A CASE STUDY IN SK SUNGAI MAONG HILIR,
KUCHING**

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**Graduation Project Submitted in Partial Fulfilment of the Requirements for the
Degree of Bachelor of Education with Honours (TESL)**

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May 2006

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Abstract

Learners' views towards studying Literature in upper primary ESL classroom – A case study.

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This case study is to determine learners' views towards studying Literature in upper primary ESL classroom. The study was conducted at SK Sungai Maong Hilir, a public school located in Kuching, Sarawak involving fifty (50) Year 5 and 6 students. To gather the data for the study, questionnaire and semi structure interviews were used as the research instruments.

The findings revealed that majority of the respondents had given positive responses on their attitudes towards learning Literature in classroom. Most of the respondents believed that Literature could enhance their reading capability and improve their English. It was also revealed that learning literature would be more interesting if the teacher provided more 'action' activities and not just chalk and talk. The majority of the respondents revealed that their reluctance in learning literature was due to the fact that they felt bored learning Literature via the same activities and texts which were difficult to understand.

CHAPTER I

INTRODUCTION

1.0 Background of the study

The teaching of literature has recently been revived as a critical component of English language teaching. Literature has been a subject of study in many countries at a secondary and primary level. The Oxford Dictionary of Current English gives the following definition:

Literature/noun (p.517)

1. written works, esp. those valued for form and style. 2. writings of a country or period or on a particular subject. 3. literary production. 4. *collog.* Printed matter, leaflet, etc.

The process of creativity and the entire body of literature were given an honoured and elevated status that sustained the elitist nature which the study of literature had already acquired. (O'Sullivan,R. 1991)

There are many good reasons for using literature in English as a second language classroom. Here are a few:

- It helps students understand and appreciate cultures and beliefs different from their own. "By constructing with the literary text a reality different from that of texts of information, students are given access to a world of

CHAPTER II

REVIEW OF THE LITERATURE

Literature Review

2.0 Introduction

The addition of literature in the language classroom is reflected in the Malaysian KBSR English Language Syllabus (2004) where the combination of literature is clearly spelled out in its objectives.

In Malaysian ESL classroom, teaching of literature takes various form based, which includes differences in syllabus aims, expected learning outcomes and the level of learner proficiency in the English language. Malaysian KBSR English Language Syllabus (2004) for Primary Four outlines the syllabus content into three main sections in which one of them is the Learning Outcomes specifies the skills to be achieved by learners through the areas of language use. For example, language for aesthetic use, as stated in the Curriculum Specification (2004) enables learners to enjoy literary texts at a level suited to their language proficiency and develops within them the ability to express themselves creatively.

Presently, the upper primary school curriculum in Malaysian schools includes teaching of literature as a resource (small "l") and the elective Literature