



UNIVERSITI TEKNOLOGI MARA

**THE STUDY ON THE USE OF LITERATURE  
COMPONENT WORKBOOKS IN TEACHING AND  
LEARNING LITERATURE COMPONENT BY ENGLISH  
LANGUAGE TEACHERS IN THE LOWER SECONDARY  
SCHOOL IN RURAL AREAS.**

NYAUT AK. JUTE  
(2000675497)

GRADUATION PROJECT IN PARTIAL FULFILMENT OF  
THE REQUIREMENT FOR THE DEGREE OF BACHELOR OF  
EDUCATION WITH HONOURS (TESL)  
UNIVERSITY OF TECHNOLOGY MARA (UITM)  
SAMARAHAN CAMPUS  
SARAWAK

March 2004

## TABLE OF CONTENTS

	Page
APPROVAL SHEET	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv - v
LIST OF TABLES	vi
LIST OF ABBREVIATION	vii
ABSTRACT	viii
ABSTRAK	ix
<b>CHAPTER I INTRODUCTION</b>	
1.0 An Overview	1
1.1 Background of the study	1 - 7
1.2 Statement of problem	8 - 9
1.3 Research Objectives	9
1.4 Research Questions	9
1.5 Significant of the Study	10
1.6 Definition of Terms	10 - 11
<b>CHAPTER II LITERATURE REVIEW</b>	
2.0 Introduction	12 - 13
2.1 Instructional Materials in Teaching and Learning	14 - 15
2.2 The Roles of the Instructional Materials	15 - 20
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.0 Introduction	21
3.1 Respondents of the study	21
3.2 Research Instruments	22
3.2.1 Semi-Structured Interview	22 - 24
3.3 Data Collection Procedure	24
3.3.1 Identifying Respondents	24 - 25
3.3.2 Pilot Study	25

## ABSTRACT

**The Study On The Use Of Literature Component Workbooks In Teaching And Learning Literature Component By English Language Teachers In The Lower Secondary School In Rural Areas.**

*Nyaut Jute Aheng*

*Workbooks are commonly used in the Malaysian classroom for the teaching and learning of various academic subjects. The Literature Component workbooks are widely used as well by the teachers and students in the teaching and learning of the Literature in English with the introduction of the Literature Component in the Malaysian Schools Syllabus.*

*This study attempts to find out ways the Literature Component workbooks are used by the Lower Secondary English Language Teachers and the reasons for using them in the teaching and learning of the Literature Component. The study involves 20 experienced Form One – Form Three English Language Teachers teaching the Literature Component. The respondents are from 10 selected rural schools in Kuching and Samarahan Division. Semi Structured interview is used to collect data from the respondents.*

*The findings of the study generally reveals that the Form One – Form Three English Language teachers uses workbooks to supplement the Literature Component textbook on Short Stories and Poems. The respondents seem to indicate that the Literature Component workbooks provide them with variety of exercises that are not available in the Literature Component textbook. The findings also reveal that the respondents use the Literature Component workbooks as a resource in preparing materials for classroom practice and setting examination questions. Apart from that it acts as a reference material for them.*

*The data collected is presented using descriptive statistics in which they are quantified using percentage. The study concludes by providing some recommendations based on the implications of the study. The recommendations for studies have been forwarded in this study.*

# CHAPTER I

## INTRODUCTION

### 1.0 An Overview

This section discusses the overall purpose of the proposed study, the study objectives, study questions, significance of the study, and definition of key terms.

### 1.1 Background of the study

“Teachers are responsible for the successful implementation of the national curriculum in classrooms and hence determine the development of future generation. Teachers are the key curriculum implementers of the standard, quality and the effectiveness of an educational system”. (Sufean Hussien, 1993).

“The use of literary texts in a language class is an important asset to both teacher and student. For the teacher it can provide an additional source for language work. For the learner it can provide interesting language in context” (Compendium, 1989).

Traditionally, literature is defined by genre (novels, plays, short stories, poetry, essays), by modes of discourse (narrative, expository, argumentative, descriptive), by time period (Elizabethan, Restoration, Victorian, Twentieth Century), by nationality (British, Canada, American), by quality (traditional, classics) (Talif, R, 1995). Hall (1961:21) indicates that “like any form of art, literature involves communication of some types of meaning, through a particular medium, in this instance language”. In

## CHAPTER II

### LITERATURE REVIEW

#### 2.0 Introduction

The teaching and learning of literature in English in the Malaysian English Second Language (ESL) context has evolved from being a core part of the English language curriculum to a point of near extinction. It only re-emerges in the 21<sup>st</sup> century in a far stronger form. Of late, the Malaysian government leaders have realised the importance of the English language as it is a language that can link with the rest of the world. The government and the Ministry of Education have been very supportive of English in line with the efforts to promote tourism, to develop the country rapidly towards industrialization, to be ICT literate, and to emerge as a major trading nation. The former Malaysian Prime Minister Tun Dr. Mahathir Mohamad, in his opening speech at one of the conference of heads of Malaysian missions abroad called on diplomats to be proficient in languages particularly English (New Straits Times August 9, 1994). He said, "We are worried because some new recruits in the Foreign Service are not very proficient and seem to lack self-confidence." This statement focuses on the low proficiency of English among the Malaysian in general, but particularly concern with those Malaysian serving in foreign countries.