



UNIVERSITI PUTRA MALAYSIA

***TEACHERS' AND STUDENTS' PERCEPTIONS OF
LITERATURE IN ESL LEARNING ACTIVITIES***

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TEACHERS' AND STUDENTS' PERCEPTIONS OF LITERATURE IN ESL LEARNING ACTIVITIES

By

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Do students enjoy the activities that are carried out by their teachers in Literature in ESL (LIT in ESL) classes? There is a lot of focus from the teacher's point of view, but the same cannot be said for the students. This purpose of this study is to investigate the Teachers' and Students' Perceptions of Literature in ESL Learning Activities. The participants of this survey were 525 Form Four ESL students and 26 ESL teachers from four different schools in the state of Kelantan. The instruments used were questionnaires developed for teachers and students to gauge their preferences in teaching and learning related to Lit in ESL activities. The data was analysed using descriptive statistics of frequency and percentage. The findings of this study indicate that the choice of activities identified by students did not match their teachers' choices. Students found the activities carried out as uninteresting and repetitive. The students prefer activities like drama, watching a movie and predicting a new ending to the text, while teachers, gave more reading comprehension, in class discussion and inferring. Most teachers were unaware of these students' preference of the activities they

wanted. Thus, by the matching of activities, the students would be able to not only like Literature in English, but also be more participative in class due to their interest. The disparity of preference is further discussed in terms of its pedagogical implications.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sains

**PERSEPSI GURU DAN PELAJAR BERKAITAN AKTIVITI
PEMBELAJARAN KOMPONEN SASTERA BAHASA INGGERIS**

Oleh

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Adakah pelajar meminati aktiviti-aktiviti yang dilakukan oleh guru mereka di dalam kelas Pengajaran Bahasa Inggeris sebagai Bahasa Kedua? Dalam kajian-kajian terdahulu, banyak tumpuan diberikan ke atas pandangan guru-guru terhadap aktiviti yang dilakukan di dalam kelas Pengajaran Kesusasteraan Bahasa Inggeris sebagai Bahasa Kedua, yang nyata berbeza daripada sudut pandangan pelajar. Oleh yang demikian, objektif kajian ini adalah untuk mengkaji persepsi guru-guru dan para pelajar Tingkatan Empat terhadap aktiviti-aktiviti yang dijalankan di dalam kelas Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Sampel dalam kajian ini terdiri daripada 525 pelajar Tingkatan Empat dan 26 guru kelas Pengajaran Kesusasteraan Bahasa Inggeris sebagai Bahasa Kedua, yang dipilih daripada pelbagai sekolah yang berlainan di negeri Kelantan. Instrumen yang digunakan dalam kajian ini ialah borang kaji selidik yang dirangka untuk mengetahui pilihan aktiviti-aktiviti yang diminati oleh para pelajar dan guru-guru di dalam kelas

Pengajaran Kesusasteraan Bahasa Inggeris sebagai Bahasa Kedua. Data yang diperolehi telah dianalisis menggunakan kaedah statistik perihalan dengan memberi penilaian kepada frekuensi dan peratusan data. Hasil kajian secara umumnya merumuskan bahawa wujud perbezaan di dalam pilihan aktiviti-aktiviti di antara para pelajar dan guru-guru di dalam kelas Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Kajian juga turut mendapati para pelajar tidak berminat dengan aktiviti-aktiviti yang telah dijalankan oleh guru mereka serta menyifatkannya sebagai berulang. Para pelajar didapati lebih menggemari aktiviti-aktiviti seperti sketsa, menonton filem serta meramalkan penutup atau kesimpulan yang baru di dalam teks. Bagi guru-guru pula, mereka lebih cenderung melakukan aktiviti pembacaan komprehensif, diskusi dan membuat kesimpulan. Selain itu, majoriti guru tidak menyedari kehendak serta pilihan aktiviti-aktiviti yang diinginkan oleh para pelajar. Kesimpulannya, dengan menilai dan mengkaji perbandingan di antara kehendak pelajar dan guru terhadap aktiviti-aktiviti yang dijalankan, adalah diharapkan para pelajar akan lebih berminat dan bergiat aktif di dalam kelas Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Perbezaan di antara dua pilihan ini akan dibincangkan dengan lebih lanjut berdasarkan implikasi pedagogikalnya.

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I certify that an Examination Committee has met on 16th March 2012 to conduct the final examination of Sujatha Krishnan on her Masters of Science thesis entitled "Teachers' And Students' Perceptions of Literature in ESL Learning Activities" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the degree of Masters of Science.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at University Putra Malaysia or at any other institution.

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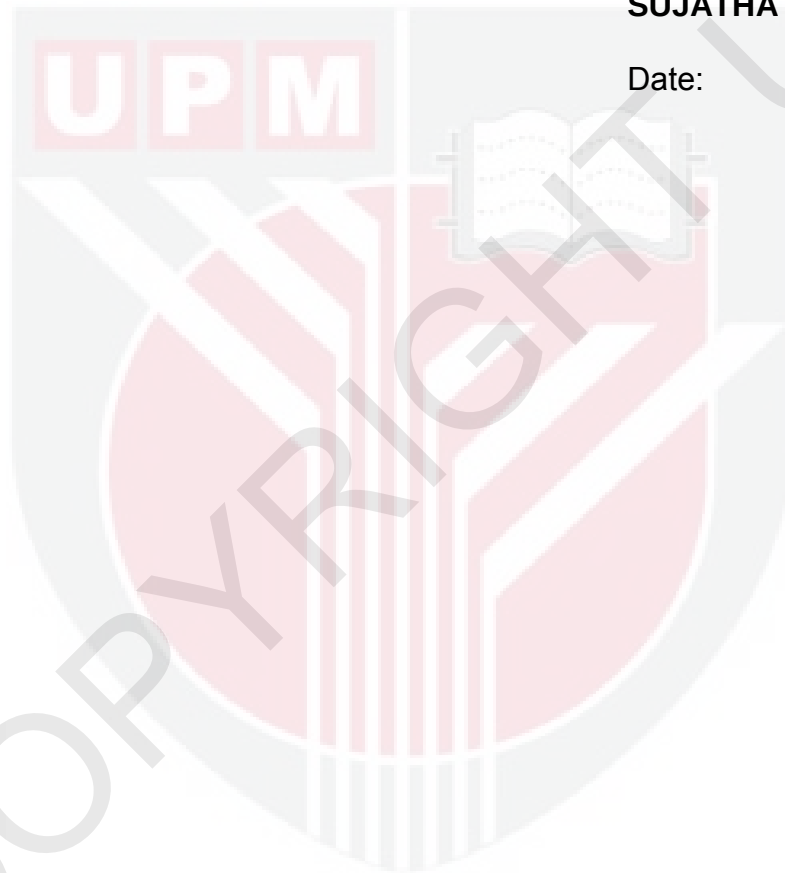


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