

**THE PRACTICES AND CHALLENGES FACED BY TEACHERS IN
TEACHING LITERATURE COMPONENT – THE NOVELS FOR FORM 5: A
CASE STUDY IN MUKAH DIVISION**

AUGUSTINE BIN DRUIS

This project is submitted in partial fulfilment of the requirements for a
Bachelor of Science with Honours
(English as a Second Language)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
2008

Universiti Malaysia Sarawak
Kota Samarahan

FSKPM

BORANG PENYERAHAN TESIS

Judul: THE PRACTICES AND CHALLENGES FACED TEACHERS IN TEACHING LITERATURE
COMPONENT - THE NOVELS FOR FORM 5: A CASE STUDY IN MUKAH DIVISION

SESI PENGAJIAN: 2005– 2008

Saya AUGUSTINE BIN DRUIS
(HURUF BESAR)

mengakui membenarkan laporan projek ini disimpan di Pusat Khidmat Maklumat Akademik, Universiti Malaysia Sarawak dengan syarat-syarat seperti berikut:

1. Hakmilik kertas projek adalah di bawah nama penulis melainkan penulisan sebagai projek bersama dan dibiayai oleh UNIMAS, hakmiliknya adalah kepunyaan UNIMAS.
2. Naskhah salinan di dalam bentuk kertas atau mikro hanya boleh dibuat dengan kebenaran bertulis daripada penulis.
3. Pusat Khidmat Maklumat Akademik, UNIMAS dibenarkan membuat salinan untuk pengajian mereka.
4. Kertas projek hanya boleh diterbitkan dengan kebenaran penulis. Bayaran royalti adalah mengikut kadar yang dipersetujui kelak.
5. * Saya membenarkan/tidak membenarkan Perpustakaan membuat salinan kertas projek ini sebagai bahan pertukaran di antara institusi pengajian tinggi.
6. ** Sila tandakan (√)

SULIT (Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub di dalam AKTA RAHSIA RASMI 1972).

TERHAD (Mengandungi maklumat TERHAD yang telah ditentukan oleh organisasi/ badan di mana penyelidikan dijalankan).

TIDAK TERHAD

Disahkan oleh

(TANDATANGAN PENULIS)

(TANDATANGAN PENYELIA)

Alamat tetap:
KPG. KEKAN,
96300 DALAT, MUKAH,
SARAWAK.

EN. AHMED SHAMSUL BAHRI MOHAMAD TUAH
(Nama Penyelia)

Tarikh: _____

Tarikh: _____

CATATAN * Potong yang tidak berkenaan.

**** Jika Kertas Projek ini SULIT atau TERHAD, sila lampirkan surat daripada pihak berkuasa/ organisasi berkenaan dengan menyertakan sekali tempoh kertas projek. Ini perlu dikelaskan sebagai SULIT atau TERHAD.**

The project entitled '**The Practices and Challenges Faced by Teachers in Teaching Literature Component – The Novels for Form 5: A Case Study in Mukah Division**' was prepared by Augustine Bin Druis and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Science with Honours (English as a Second Language)

Received for examination by:

(Mr. Ahmed Shamsul Bahri Mohamed Tuah)

Date:

ACKNOWLEDGEMENTS

I wish to express my appreciation to my supervisor, Mr. Ahmed Shamsul Bahri Bin Mohamad Tuah who provided both emotional and intellectual support during the completion of this final year project.

My appreciation and gratitude to my mentor, Tuan Haji Suaidi Bin Otek , all my lecturers and course mates who have supported and encouraged me in one way or another throughout this study.

I am particularly indebted to the principles and all the teachers of the ten secondary schools in Mukah division who have generously given their time and shared their knowledge with me. Their willingness to be interviewed is deeply appreciated.

I am most grateful to my guardian in Kuching, Mr. & Mrs. Teo Jui Hui and family for their generosity in providing me with the shelter, assistance and care throughout my study in UNIMAS.

Last but not least, I thank my beloved parents, Mr. & Mrs. David Druis Lamaday and my family members for their understanding of what it takes to accomplish this study.

CONTENTS

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
CONTENTS	iv
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER ONE: INTRODUCTION	
1.0 An Overview	1
1.1 Introduction	1
1.2 Background of the Study	2
1.3 The Purpose of Literature Component in Language Learning	3
1.4 The Contexts of literature Component	6
1.5 Statement of the Problem	8
1.6 Research Objectives	9
1.7 Significance of the Study	10
1.8 Definition of Key Terms	11
1.8.1 Practices	11
1.8.2 Challenges	11
1.8.3 Literature Component	12
1.8.4 The Novels	14
1.9 Scope of the Study	15
1.10 Chapter Review	16
CHAPTER TWO: REVIEW OF LITERATURE	
2.0 Preview	17
2.1 The Novel as a Literature Component	17
2.2 The Significance of Literature Teaching	20
2.3 The Practices and Challenges in Teaching the Novels as Literature Component	24
2.4 Teachers as Readers and writers and as Teachers of Reading and Writing	29
2.5 The Incorporation of the Literature Component in the Malaysian ESL Syllabus for Secondary Schools: A Study of Pedagogical Implications	31
2.6 Summary	32

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0	Preview	34
3.1	Research Design	34
3.2	The Participants	38
3.3	Research Instrument	39
3.4	Data Collection Procedures	40
3.5	Data Analysis	42
3.6	Limitation of the Study	42
3.7	Chapter Review	43

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.0	Preview	44
4.1	Socio-Demographic Characteristics	44
4.1.1	Teachers' Experience in Teaching English	46
4.2	The Preparations Taken by the Teachers to Teach the Novels	46
4.2.1	Teachers' Perception towards the Teaching of Novels	46
4.2.2	Selection of the Novels	48
4.2.3	Preparations before Teaching the Novels	48
4.2.4	Activities Prepared to Ensure Students' Participation	48
4.2.5	Modules	50
4.3	The Practices Adopted by the Teachers to Teach the Novels	50
4.3.1	Introduction of the Novel	50
4.3.2	Popular Activities and Students' Reactions	51
4.3.3	Interesting and Meaningful Lessons	53
4.3.4	Exam-Oriented Teaching and Learning	55
4.4	The Challenges Faced by the teachers in Teaching the Novels	57
4.4.1	Catering the Needs of Lower Achiever Students	57
4.4.2	Students' Attitudes	59
4.4.3	Dealing with Students from Poor or Complicated Background	61
4.5	Overall Discussion on Teachers' Preparations, Practices and Challenges	62
4.6	Summary	67

**CHAPTER FIVE: SUMMARY, IMPLICATIONS AND
RECOMMENDATIONS**

5.0	Chapter Overview	69
5.1	Summary	69
5.2	Implications of the Findings	72
5.3	Recommendations for Further Research	75
5.4	Conclusion	77

REFERENCES

APPENDICES

Appendix 1: Interview Questions

Appendix 2: A Sample of Interview Transcription

LIST OF ABBREVIATIONS

ESL	=	English as a Second Language
PMR	=	Penilaian Menengah Rendah
SPM	=	Sijil Pelajaran Malaysia
KBSM	=	Kurikulum Baru Sekolah Menengah
MOE	=	Ministry of Education
CDC	=	Curriculum Development Centre
PPG	=	Pejabat Pelajaran Gabungan
ICT	=	Information and Communication Technology
PPP	=	Presentation, Practice and Production Approach

LIST OF TABLES

Table 1

List of Texts Used in the Literature Component for Secondary Schools 7

Table 2

Distribution of Respondents by Schools 46

Table 3

List of Popular Activities 52

ABSTRAK

AMALAN PENGAJARAN DAN CABARAN YANG DIHADAPI OLEH GURU-GURU DALAM PENGAJARAN KOMPONEN KESUSASTERAAN – NOVEL UNTUK TINGKATAN 5: SEBUAH KAJIAN KES DI BAHAGIAN MUKAH

Augustine Bin Druis

Kajian ini bertujuan untuk mengenalpasti amalan pengajaran yang digunapakai serta mengenalpasti cabaran-cabaran yang dihadapi oleh guru-guru dalam pengajaran novel sebagai sebahagian daripada komponen kesusasteraan bagi mata pelajaran Bahasa Inggeris untuk tingkatan lima di sekolah-sekolah menengah di bahagian Mukah. Penyelidikan telah dianalisa dalam tiga kategori iaitu; persediaan sebelum mengajar, amalan-amalan pengajaran dan cabaran-cabaran yang dihadapi dalam pengajaran novel oleh guru-guru. Kategori-kategori ini dipilih berdasarkan rangka kerja yang telah dibuat oleh Richardson (1995) dan Lickers (2000) yang telah mengenalpasti bahawa persediaan, amalan dan cabaran merupakan faktor-faktor penting yang harus dipertimbangkan dalam proses pengajaran dan pembelajaran komponen kesusasteraan dalam pengajaran Bahasa Inggeris sebagai bahasa kedua. Dalam usaha untuk mengumpulkan data, kombinasi temuduga berstruktur dan semi-struktur dibina menggunakan tiga-belas buah soalan berdasarkan kepada tiga kategori yang telah dinyatakan tadi. Sejumlah dua puluh orang guru yang mengajar Bahasa Inggeris sebagai bahasa kedua daripada sepuluh buah sekolah di bahagian Mukah telah ditemuduga. Dapatan-dapatan kajian menunjukkan bahawa persediaan-persediaan dan amalan-amalan pengajaran oleh guru-guru dalam sesuatu pengajaran novel adalah berkait rapat dengan persepsi-persepsi positif yang telah ditanggap oleh guru-guru melalui pengenalan pengajaran novel dalam kelas pengajaran bahasa Inggeris sebagai bahasa kedua. Secara asasnya, persediaan guru-guru dan amalan dalam kelas pengajaran novel amat berkait rapat dengan aktiviti-aktiviti pengajaran bahasa yang biasa dan difokuskan untuk memenuhi keperluan bagi menyediakan pelajar-pelajar untuk menghadapi peperiksaan. Majoriti daripada guru-guru menjelaskan cabaran-cabaran dalam pengajaran novel hadir dalam bentuk keperluan untuk memenuhi kehendak pelajar-pelajar yang lemah dalam pencapaian pelajaran, sikap-sikap pelajar yang bermasalah dan berurusan dengan pelajar-pelajar daripada latar belakang budaya yang miskin dan bermasalah.

CHAPTER ONE

INTRODUCTION

1.0 An Overview

This chapter presents an overview, the background of the study on literature component, the contexts of literature component, statement of the problem, research objectives, significance of the study, definitions of key terms and limitations of the study on the practices and difficulties faced by English teachers in the process of teaching and learning the novels to form five students in the secondary schools in Mukah division, Sarawak.

1.1 Introduction

The use of literature component in teaching is no stranger in north American or Australian English as a Second Language (ESL) classes, where for many years literary circles and a rich variety of reading response activities have been used to foster first and second language development. In Malaysian context, language teaching pedagogy reflected a revival towards a literature-enriched curriculum in the 1980s. The infusion of literature component in the English as a Second Language (ESL) classroom provided a new breakthrough in ESL/EFL instruction.

ESL teachers are tasked to make what they teach interesting to their students. Indeed much of their course training is devoted to helping them to achieve this aim. Making a subject interesting could consist just of arranging the features as preparations and practices in the most appealing or attractive way; but, most subjects, including English are constrained by certain necessary logical sequences in its learning and teaching processes.

In teaching the novels, certain concepts and practices have to be learned before others. It is arguable, for instance, whether it is better to start at the background period of the narratives in a natural way, or to start at the end and work backwards from there. These are questions of pedagogic strategy which forms the teachers' perceptions and later on translated into classroom practices, but, at times they become real questions and pose several challenges to the English language cum literature teachers.

1.2 Background of the Study

When the literature component for English language teaching and learning was introduced into Malaysian schools in March 2000, many were caught unaware. Teachers, simply felt at sea as if they were navigating uncharted waters. Some discovered that they were asked to go down a road that was overgrown with shrubs and bushes much like the less-traveled track in Robert Frost's poem.

Wong Soak Koon (2003) opines this is so because for many decades literature in English has been given scant attention in Malay-medium schools. Unlike the usual understanding of the notion of "English as a second language" in countries like Australia or the United States, English as a second language (ESL) in Malaysia means English is second important to Bahasa Malaysia (Asmah, 1995; Thiyaga Rajah, 1990). Malaysia is not an English-speaking country. As such Malaysia does not have the supportive English-speaking environment that countries like Australia and the United States have for their ESL learners.

In addition, English is second to Bahasa Malaysia which means it is taught as a compulsory second language in government schools. In the school timetable English appears as a single subject. However, recent changes have increased students' exposure to the language by using English as the medium of instruction for Science and Mathematics. This has been implemented in stages since 2003.

Hardy (1978) recognises novel with its primarily narrative form, responds to the universal human need for narrative. The sustained human interest in a story over centuries, even millennia, is clear from the rich evidence of the epics, myths, legends and folk tales that have been thrilled, inspired and entertained people since the beginning of human civilization. The excitement created by a good novel is likely to generate much more 'student talk' than the other rather artificial language texts. This sort of enthusiastic talk will also result in more opportunities for receiving feedback and for negotiating meaning, both of which are associated with ESL learning and teaching.

1.3 The Purpose of Literature Component in Language Learning

Literature is full of examples of real-life language in different situations and offers a variety of models for communication. Thus, it is easy to understand, bearing in mind that literature is not only interesting to students, but also facilitates integration of the language skills. As Bassnett and Grundy (1993:7) point out:

Literature is a high point of language usage; arguably it marks the greatest skills a language user can demonstrate. Anyone who wants to acquire a profound knowledge of language that goes beyond the utilitarian will read literary texts in that language.

Literature offers a bountiful and extremely varied body of written material which is important in the sense that it defines something about fundamental human issues. Literature is absolutely an authentic material. Most works of literature are not designed for the specific purpose of teaching a language. By reading literary texts, students have to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode which

includes irony, exposition, argument, narration and so on. These processes in turn will eventually shape them to become well-versed in peculiarities of narrative conventions and language.

It is true that the 'world' of a novel, play or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can discover their thoughts, feelings, customs, possessions, beliefs, fears, enjoyments and reactions behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society.

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students will gain familiarity with many features of the written language which include the formation of function and sentences, the variety of possible structures and the different ways of connecting ideas. This in turn will broaden and enrich their writing skills.

The extensive reading required in tackling a novel or play develops the students' ability to make inferences from linguistic clues and to deduce meaning from context, both are useful in reading other sorts of material as well. At a productive level, students of literature will become more creative and adventurous as they begin to appreciate the richness and variety of language they are trying to master and begin to use some of that potential themselves through their writing productions.

Imaginative engagement with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to 'dwell' in the text. He or she is drawn into the book and feels close to certain characters and shares his or her emotional responses naturally.

The reader is eager to find out what happens as events unfold. This personal involvement will transmit various beneficial effects upon the whole language learning process, as long as the reader is well motivated and as long as the experience of engaging with literature is kept sufficiently interesting, varied and non-threatening.

1.4 The Contexts of Literature Component

In 1999 the Ministry of Education announced a significant change in English Language Teaching (ELT) policy. The change was directed at the teaching of literature to all students in secondary schools in where literature is to be incorporated as part of the secondary school English language syllabus. The implementation schedule involved three stages. In March 2000 it was scheduled to be included in forms one and four syllabuses.

This was followed by forms two and five syllabuses in 2001 and the final stage was in 2002 which involved the inclusion of literature in form three syllabus. The ministry has prescribed that one of the five existing English periods in secondary schools to be used for the teaching of the literature component. The inclusion of literature in the language classroom was also reflected in the Kurikulum Baru Sekolah Menengah (KBSM) English Language Syllabus (2000) where the infusion of literature was clearly spelled out in its objectives.

It is hoped that at the end of secondary education, students will be able to ‘read and understand prose and poetry for information and enjoyment’, ‘write true and imaginary stories and write poems and plays. On top of that, the literature component will form 20% of the Peperiksaan Menengah Rendah (PMR) and Sijil Pelajaran Malaysia (SPM) English language paper. The texts used in the literature component are:

Form	Genre	Text
One	Poetry	“Life’s Brief Candle” – William Shakespeare “The Dead Crow” – A. Samad Said “The Lake Isle of Innisfree” – W.B. Yates
	Short Story	“The Pencil” – Ali Majod “How Dalat Got its Name” – Heidi Munan “Of Bunga Telur and Bally Shoes” – Che Husna Azhari
Two	Novel	Potato People – Angela Wright Robinson Crusoe – Daniel Defoe Phantom of the Opera – Gaston Leroux
Three	Novel	The Prisoner of Zenda – Anthony Hope Hawkins Dr. Jekyll and Mr. Hyde – R.L. Stevenson
Four	Poetry	“If” – Rudyard Kipling “Sonnet 18” – William Shakespeare “Si Tenggang’s Homecoming” – Muhammad Haji Salleh “The Road Not Taken” – Robert Frost “There’s been a Death in the House Opposite” – Emily Dickinson
	Short Story	“The Lotus Eater” – Somerset Mougham “The Necklace” – Guy de Moupasant “The Drover’s Wife” – Henry Lawson “The Sound Machine” – Roald Dahl “Looking for a Rain God” – Bessie Head
Five	Novel	Jungle of Hope – Keris Mas (translation) The Return – K.S. Maniam (student edition) The Pearl – John Steinback

Table 1: List of Texts Used in the Literature Component for Secondary Schools

Although the texts have been prescribed under respective forms in secondary education, students do not study or read all the texts listed. Form one students are only required to read three poems and three short stories. Form two students only read one of the three novels. Form three students also read only one of the two novels. Form four students are required to read all five short stories and six poems. And form five students are required to read only one of the three novels. In the PMR examination, students are assessed only on the text read in form three whereas in the SPM examinations, students have to answer questions based on any number of texts read in form four and five.

1.5 Statement of the Problem

My research title is, “The Practices and Challenges Faced by Teachers in Teaching Literature Component – The Novels for Form 5: A Case Study in Mukah Division.” A study of novels habitually involves themes, characters and events that address complex situations and dilemmas which engage learners intellectually, emotionally and linguistically.

The researcher views such a move demands the teachers to think creatively and critically in order to provide their students with valuable insights regarding the intricacies of human relationships and experiences through the discussion of fundamental human issues and universal values. All this would lead to self-reflection and the education of the whole person which positions learners on their own journey to self-discovery.

The whole process of the education of the whole person and in-depth understanding of the world could be aptly described as ‘begins in delight, ends with wisdom’. It was on this basis that the Ministry of Education went forward to display her commitment towards a literature-enriched curriculum in 1999. It is aspired to expose students to materials in English, to motivate them to read and inculcate the reading habit. It also hoped to help students develop their language proficiency through the use of teachings of materials that can enrich and consolidate learning.

My study aims to find out the practices and difficulties faced by teachers in teaching literature component, with the focus of novels teaching for form five in the secondary schools in Mukah division.

1.6 Research Objectives

This study aims to find out the practices and difficulties faced by form five teachers in ten (10) schools in Mukah division in teaching the novel as the literature component.

The objectives of the study are:

- to find out the preparations taken by teachers to teach the novels;
- to identify the practices adopted by the teachers in teaching the novels; and,
- to understand the challenges faced by the teachers in teaching the novels.

The objectives will be addressed in the following research questions:

- What are the ESL teachers' perceptions towards incorporating the teaching of novel as part of the ESL syllabus?
- What are the preparations taken by ESL teachers to teach novels?
- What practices are adopted by ESL teachers to teach novels?
- What are the challenges faced by ESL teachers in teaching the novels?

1.7 Significance of the Study

Teachers are key personnel in realizing the national goal of a knowledgeable society in Malaysia. They are the invaluable human resources that can bring transformation of attitudes to bring forth a critical and creative thinking culture among the students. A study into the practices and challenges faced by the teachers in teaching the novels to form five is meant to gather information regarding the practices adopted by teachers in teaching and learning of the novels; its challenges and recommendations to improve students' literary competence.

The information is useful for TESL undergraduates and English language teachers trainee at university and teacher's training institute level as a preparation to prepare them to

teach novels effectively for upper secondary students (forms 4, 5 and 6). On the other hand, the information gathered through this particular study will be a useful document for academicians in various sphere: teacher trainers, teachers and teacher-trainees, so that they will be aware of the current practices, difficulties and related recommendations from in-service teachers in improving the effectiveness of teaching and learning of novels.

This research presents findings that dwell on both theoretical and practical issues in relation to teaching and learning literature in English. With this in mind, English language curriculum designers could use the findings from this study as a feedback to improve the effectiveness of the prescribed English language curriculum/syllabus to cater for more specified needs of the learners.

1.8 Definition of Key Terms

The variables of the study are: practices, challenges, literature component and the novels.

1.8.1 Practices

Richardson (1995) defined practices as the structure and content of mental states that are thought to drive a person's actions. Teacher's practices are influenced by his or her attitudes (mental and neural state of readiness, organized experience, exerting directive or dynamic influence upon individual's response to all objects and situations with which is related) and beliefs (psychological held understandings, premises, or propositions about the world that are felt to be true). This subset of a group of constructs are translated into thought processes, change and learning to teach and finally build up teacher's classroom practices.

1.8.2 Challenges

Challenges faced by the teachers who teach literature component have many origins including demographic shifts, economic changes, technological improvements in education, increased demand for reform in curriculum and classroom management, teacher shortages, low educational attainment, financial support and federal or state education policies. The teaching and learning of literature would remain a challenge even

with the availability of the best teachers of English. Other variables such as students, syllabus, philosophies and policies are ever changing and therefore it may seem to be a myth to be able to find a perfect literature teaching-learning classroom.

The definition of challenges also can be viewed from categories stated by Lickers (2000) which put them in three distinct environments namely personal difficulties (perception, the stigma of literacy, motivation, well-being), social-cultural difficulties (gaps between the regional culture and mainstream culture) and material difficulties (personnel resources in terms of additional teachers, stress management, the need for training and teaching tools).

In this particular research, teachers' difficulties are defined as something that obstructs passage or retards progress in teaching the novels to form five students from any variables or perspectives which are contributable to the teaching and learning process of the novels.

1.8.3 Literature Component

In 1999 the Ministry of Education (MOE) announced a significant change in ELT policy (KPN/JPNS 2000). The change in policy was directed at the teaching of literature to all students in secondary schools as literature is now to be incorporated as part of the secondary school language syllabus. The literature component forms 20% of the total marks in the PMR and SPM English language examination scores. As such the ministry has prescribed that one of the five English periods in secondary schools to be allotted to the teaching of this component.

The aims of the component highlights the intentions to enhance students; proficiency in English language through the study of prescribed literary texts, contribute to personal development and character building, and broaden students outlook through reading about other cultures and world views. The syllabus outlines an intention to enable and empower students to do the following:

- give personal response to texts;
- show an awareness of how language is used to achieve a particular purpose;
- reflect upon and draw valuable moral lessons from issues and concerns of life as portrayed in the literary works and relate them to one's life; and

- understand and appreciate other cultures.

Spiro (1993) defined literature component as a working model contains five skills which can be used selectively to fit the goals of any individual group or learner. The five skills in the perspective of this particular literature component working model are made of:

- understanding plain sense which include general gist and specific meaning;
- understanding context which include author's life, social background, historical background, geographical and cultural;
- learning to empathise with the feelings, characters, events, scenes and settings;
- learning to appreciate the text through elements and devices such as character, setting, genre, plot, mood, themes, language and imagery; and finally,
- learning to be creative by expressing, describing and experimenting through the use of feelings, moods, characters, settings, events, sounds, imagery and role play.

1.8.4 The Novels

According to Gurr (2000) novel is the late developer among literary genres since it requires literate readers. On the other hand, poetry and drama could be enjoyed by an illiterate population. The emergence of the novel in the late eighteenth century accompanied the spread of education, and its popularity in the nineteenth century owes much to the development of cheap printing. During that period, novels were usually "three-deckers" (three volumes) or serialized in monthly magazines due to their lengthy plots. They were concerned with realistic depictions of the humble particulars of "ordinary" people's lives.

Who tells the story, and from what point of view? This question is of prime importance in the novel, where the story can be told by an omniscient narrator who stands outside the narrative, God-like in his or her knowledge of all that is going in the minds of the created characters. A novel can also be a composite of many voices, each telling the story from his or her own limited viewpoint, and not necessarily reliable. How well do characters within a novel know each other? In the case of unreliable narrator, the readers have to be on their guard against a limited viewpoint which may all too easily to mislead them.

The readers learn about characters and settings through concretely observed details. In most of the novels, time is causal in where the past informs the present. Although the links are sometimes concealed until late in the plot, events are seen to interrelate in a chain of cause and effect. Narrative time and the linked causality of events persuade the reader to agree with the moral rightness of closed endings. These forms ending closed in the sense that the text imposes a single point of view on the reader, in contrast to open endings, which offer the reader the possibility of different interpretations.

Novel, which should be central to a first language program, is therefore equally justified in an ESL program. Literature component program recognises reading novel as the way the child learns to understand the world and himself or herself. In the context of learning the novels for form five, the students are required to read only one of the three novels namely *Jungle of Hope* by Keris Mas, *The Return* by K.S. Maniam and *The Pearl* by John Steinback.

1.9 Scope of the Study

The study is conducted to form five English teachers in all the secondary schools in Mukah division in the state of Sarawak only. The Mukah division is chosen for this study because the researcher find out this scope of location will ensure a more focused generalization to the research questions. On a personal note, the researcher drawn to do a research on this topic because based on the researcher's experiences in teaching the novel for primary students in the year 2004 and 2005 there was no much difference between the teaching of literature and the language itself. On the other hand, a number of researcher's friends who taught the novels for upper secondary schools also related the same situation.

The experiences and observation gathered prior to embarking on this study projected an absurd position of the novel teaching as a part of literature component in the ESL instructions. The teaching of novels seemed to occur at a very superficial level and required a deeper investigation on its actual situation. The teaching of literature should invoke students' emotion to make the learning meaningful. It should not be taught in the same manner of teaching a language. A number of ten secondary schools in the Mukah division will be able to generate

favourable and credible results as intended in the aims of the study. Having said that, the participants selected for the study may not be the sole nor typical representation and hence the generalization will not be valid. Therefore, the findings gathered cannot be generalised to all Malaysian schools. The researcher would like to caution that the practices and difficulties found in this particular study may differ from one school with another or one district/division to another and this period of time to another period of time.

1.9 Chapter Review

This chapter discusses the transformation of research problem from a broad perspective to a more specific to accommodate the objectives of the intended study. It explains the significance and relevance of the findings in the light of the practices and challenges arise from literature teaching and learning which has entered its sixth year by the time this study is conducted. In the following chapter, the researcher will review the studies done in relation to the teaching and learning of the novels as literature component.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Preview

This chapter reviews some of the studies done on teaching of literature component – the novels. The aspects reviewed in this study are: the novel as a literature component, the significance of literature teaching and the common practices and challenges faced by teachers in teaching the literature component in the ESL classroom.

2.1 The novel as a Literature Component

The emergence of modernism style at the beginning of the twentieth century rejected the realism style of nineteenth-century fiction and sought for ways of expressing the “reality” of the world as it was experienced in the minds of human beings. The influence of Sigmund Freud and the development of psychoanalysis affected writers’ ways of looking at the world. The modernist novel is less concerned with describing the external, concrete world rather than in showing how this is perceived in the consciousness of the main characters. This led to new styles of writing, such as interior monologue and stream of consciousness, which attempted to replicate the mental processes by which we assimilate our sense impressions.