



KEPERLUAN PENGAJARAN GURU NOVIS

“pendidikan ke-arah perkembangan keintelektualan”



SuHADA SMAR
9/1/06

Penyunting

Mohd Yusof Abdullah
Salleh Abd Rashid (Ph.D)
Zulkifli Mohamed (Ph.D)
Raja Ismail Raja Lope Ahmad

Cetakan Pertama:

Siri Monograf SPPS 1/2006

Hak Milik:

Sekolah Pendidikan dan Pembangunan Sosial
Universiti Malaysia Sabah
88999 Kota Kinabalu

Semua Hak Terpelihara:

Tiada bahagian daripada penerbitan ini boleh diterbitkan semula, disimpan untuk pengeluaran atau ditukarkan ke dalam sebarang bentuk atau dengan sebarang alat jua pun, sama ada dengan cara elektronik, gambar serta rakaman dan sebagainya tanpa kebenaran bertulis daripada Penerbit terlebih dahulu.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieval system without permission in writing from the Publisher.

Perpustakaan Negara Malaysia. Data Pengkatalogan Dalam Penerbitan.

Keperluan Pengajaran Guru Novis. 2006

Dicetak oleh:

Capital Associates Printing Press (S) Sdn. Bhd.
Kota Kinabalu, Sabah.

ISBN 983-2641-17-9
Saiz Teks Tahoma 10/9 poin

1. *Persediaan Latihan Mengajar (Praktikum).* 2. *Penyeliaan dan Pencerapan Klinikal.*
3. *Kaedah Pengajaran dan Pembelajaran.* 4. *Profesionalisme Keguruan dan Wawasan Pendidikan.*

Penyunting:

Mohd Yusof Abdullah
Salleh Abd Rashid (Ph.D)
Zulkifli Mohamed (Ph.D)
Raja Ismail Raja Lope Ahmad
Sekolah Pendidikan dan Pembangunan Sosial
Universiti Malaysia Sabah
88999 Kota Kinabalu
Tel :088-320351
Faks :088-320268
E-mel :http://www.ums.edu.my/spps

Prakata	v
Preface	vi

Bahagian A Persediaan dan Penyeliaan Program Praktikum

1	Program Praktikum, Peranan Penyelia dan Tanggungjawab Guru Pelatih <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	1
2	Panduan Menggunakan Borang Pemerhatian Praktikum <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	23
3	Guru Pelatih dan Pemikiran Reflektif <i>Nai'mah Yusoff, Sabariah Shariff & Abdul Said Ambotang</i>	39
4	Keperluan Amalan Refleksi Ke arah Keberkesanan Pengajaran Guru <i>Mohd Yusof Abdullah, Salleh Abd Rashid & Raja Ismail Raja Lope Ahmad</i>	44
5	Peranan Guru Pendamping Terhadap Guru Pelatih <i>Hamzah Md Omar</i>	55
6	Satu Analisis Pemikiran Berkaitan Pelaksanaan Pencerapan Klinikal <i>Baharudin Yaacob & Mohd Yusof Abdullah</i>	64
7	Menterjemahkan Kurikulum Bersepadu Sekolah Menengah (KBSM) dalam Pengajaran Guru <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	72

Bahagian B Metodologi Pengajaran dan Pembelajaran

8	Teacher's Planning and the Importance of Instructional Design <i>Sabariah Shariff, Nai'mah Yusoff & Abdul Said Ambotang</i>	82
9	The Teaching of English Literature in Secondary Schools <i>Suhaida Omar, Hamzah Md Omar & Kamsilawati Kamlun</i>	89
10	Pendekatan Model Pembelajaran Konstruktivisme <i>Abdul Said Ambotang, Sabariah Shariff & Nai'mah Yusoff</i>	97
11	Exploratory ELT School Based Teaching: UMS (TESL) Experience <i>Hamzah Md Omar, Suhaida Omar, Kamsilawati Kamlun & Latifah Solehodin</i>	106
12	Pengajaran Gaya Latihan dan Gaya Bergandingan dalam Pendidikan Jasmani <i>Raja Ismail Raja Lope Ahmad, Salleh Abd Rashid & Mohd Yusof Abdullah</i>	128

THE TEACHING OF ENGLISH LITERATURE IN SECONDARY SCHOOLS

Suhaida Omar
Hamzah Md Omar
Kamsilawati Kamlun
Universiti Malaysia Sabah

Introduction

The teaching of English subject has been a massive issue over the years in Malaysia. On top of that, a recent development that has infiltrated our schools is the introduction of English literature. Therefore, English teachers are bound with the responsibility of educating students to excel in both English subject as well as the English literature.

Background of English Literature in Malaysia

In the past, there were twofold purposes of Literature:

- i) the literary texts were used as teaching and learning materials in the English language classes (which varied from Form One to Form Five).
- ii) as an elective subject for Form Four students who would sit for the SPM in the following year
 - texts used include Little Women, Macbeth, Merchant of Venice, My Fair Lady, Oliver Twist, Wuthering Heights, Jane Eyre etc

However, as a result of the change in the medium of instruction in schools from English to Malay, the standard of English had declined and the number of students choosing literature as an examination subject had also decreased.

The English Literature into the English curriculum was re-introduced in 2000 and this time around, it was included in public examinations such as PMR and SPM. Among the *arguments* related to this scenario were that it was a good move since literature can motivate students to be more interested in the language and *to develop* their personal growth (Ministry of Education, 2003; Siew Bek, 2001).

The Challenges

According to many researchers, teachers must know things that are worth teaching by considering what is important and find ways to help student acquire understanding in order to promote learning (Feiman-Nemser & Buchman, 1987; Freeman, 1989; Richards, 1997). Moreover, as teachers, they are the professionals in the subject area. They must have the initiative to improve their teaching skills and use different methodologies and approaches for their teaching processes.

Not only that, teachers should also be able to sustain students' motivation in the subject matter. Harmer (2006) has identified four factors of maintaining students' concentration as in

"Firstly, students need to enjoy the lessons, insofar as this is possible. Secondly, they need to feel involved, rather than just sitting there as passive recipients of fullfrontal teaching. Thirdly, they need to be able to discern both the short- and long-term outcomes of what they are doing; this means that they should be able to see some kind of end to the activities we involve them in and should have an idea of what the destination is for a lesson, a week, a semester or a year. But lastly, [and this is the factor I wish to concentrate on here, I believe] students' motivation is far more likely to endure if they are given some kind of agency."

The term "agency" refers to responsibility for oneself. In other words, if the students are aware of accountability in the teaching/learning process, they will be more motivated and interested, and thus, give more focus on the lesson.

The scenario stated above may pose a problem to our novice teachers. In Malaysian context, for example, the roles of teachers have become more important because teachers have to act as informant, teacher and curriculum implementer (Mohd. Salleh, 1996).

Moreover, there are other problems waiting on the verge of the teaching of English literature in any ESL classrooms, locally. Based on the research conducted by Ganakumaran, Shahizah and Yiew Lie (2003:81-84), among other things, teaching literature provides the "holistic education, participant readiness, readability, cultural accessibility, societal empathy and postcolonial" challenges. This statement indicates that a teacher has to be aware and prepared both mentally and physically, in which *might seem* to be daunting.

In the first place, these student teachers have had their formal introduction to English literature in the Literature in which they are exposed to different genres of literary texts from both local and foreign contexts. In addition, they learn to analyse the texts critically in the Comparative Literature class and finally, to teach all types of literary texts in the Methodology of English Literature classes. They even have a *handful of teaching aids* by their sides for the Teaching Practice Programme in their final semester. In addition, all of them have had micro teaching practice for literature lessons. All of these seemed to indicate that these student teachers are fully equipped with content and pedagogical knowledge in English literature. Nevertheless, conducting the teaching of literature in front of their peers posing as students is not even close to practicing it in the real classroom situation.

Literary Approaches

Generally literary approaches could be divided into two:

i) Extrinsic Approach

This refers to the interdisciplinary approach in which the literary text is analysed through historical, sociological and political, mortal and religious, biographical, archetypal, feminist views and other disciplines.

ii) Intrinsic Approach

Instead of analysing the literary text against other discipline, this approach refers to the fundamental side of literature that is to look at the literary discourse in- depth. It includes, for example, the analysis of its language elements.

On the other hand, there are several approaches that could be the basis to the teaching of English literature such as:

- i) the Language-based approach
- ii) the Stylistic approach
- iii) the Content approach
- iv) the Personal growth approach
- v) the Integrated approach

All of these approaches are not exclusive from one another and could be applied in any ESL classroom. Nevertheless, the teacher should be aware of the most suitable teaching approach for his/her students.

Teaching English Literature: Where To Start?

As you enter the class, there might be some questions in your mind:

- Should you start with poem or short story or novel?
- Should you ask your students what they have learnt in the previous literature lesson?
- Should you ask them to read the text quietly first and then start asking comprehension questions?

Well, there are a lot of "should" that you can ask but they will not get the lesson started because these are the questions that you must ask before you enter the classroom. In other words, plan your lesson well and it will flow smoothly.

How to Plan an English Literature Lesson?

It would be easy to identify the starting point of any literature lesson once you have decided on the genre, which could either be poem or short story or novel. Then, you can start writing your literature lesson plans based on the outline of the lesson, which is provided either by your lecturer or the English department in your school.

Next, make sure that you have the needs analysis of your students so that you can identify their level of proficiency, interest and any relevant information. This will help you to prepare appropriate teaching activities for them.

In planning an English literature lesson, you can employ any of the literature teaching approach as mentioned earlier. For instance, if you found out that your students are of advanced level, the Personal growth approach may suit them best.

However, in accordance with the English Curriculum Specification; the Aesthetic Purpose, which is, "to enable learners to enjoy literary texts at a level suited to their language proficiency and develops in them the ability to express themselves

creatively" (2003: 2), teachers are recommended to employ the Integrated approach. Within this approach, "knowledge, skills and values should be enhanced and developed in context, and not in isolation" (Aslam Khan, 2003: 52).

English Literature Lesson Plan

Refer to Appendix 1

English Literature Teaching: The Strategies

First and foremost, do not resort to only one method throughout the whole lesson as you might bore your students (and yourself) to death! There are various teaching strategies that could be carried out in your English literature classes, which depends on the type of literary text that you use. Some of them are "experiential learning, collaborative learning and self-directed learning" (Aslam Khan, 2003:52).

Secondly, teachers must be creative and not to depend solely on workbooks available in the bookstores. Too many worksheets will spoil the learning process. Everything will be mechanical and boring (Gurnam, 2003). On the contrary, interesting and invigorating activities could stimulate students' interests in learning the English literature profoundly.

In the teaching of literature, one does not need to depend totally on the literary texts provided by the Ministry of Education. *In contrast*, teachers should include other literary texts so that the students are exposed to different perspectives, cultures and subjects (Shakila, 2001).

Next are the examples of some thought-provoking activities that could be carried out in your Literature lessons:

Teaching Strategies	Procedures
1. Prediction	<ul style="list-style-type: none">• teacher elicits predictions from students at crucial points in the text.• teacher asks questions that could provide interesting feedback from students.• answers are accompanied by evidence and support• class may be divided in several groups.• promote class oral work and discussion.• aim: to accentuate students' awareness.
2. Summary	<ul style="list-style-type: none">• teacher asks students to produce a literal accounts of events in the story.• mainly on theme and plot.• teacher sets the word limit.• aim: to familiarize the students with the next process on text interpretation, and it serves as a form of feedback showing students' understanding of the text.
3. Translation	<ul style="list-style-type: none">• teacher translates important points in the text from English into the native language.• students answer a series of questions (verbally/ written) (English/native language) based on their understanding of the text translation.• aim: to measure students' understanding of selected points only.

4. Re-translation	<ul style="list-style-type: none"> teacher translates a passage from English into the native language. teacher may asks students to rewrite his version in English. final product is compared with the original passage in English. aim: to gauge students.
5. Forum or Debate	<ul style="list-style-type: none"> involves small groups of students proposing or opposing a particular stand related to the text. members are to discuss and later, select a spokesperson to present the agreed points. aim: to stimulate language practice by encouraging interaction and exchange of ideas.
6. Opinionnaire	<ul style="list-style-type: none"> teacher prepares a series of statements related to the difficulties students are likely to face in the text. statements related to inferences and generalizations suggested by the text. students respond to statement individually, followed by class discussion. students must be prepared to defend own views. aim: to stimulate students' thinking skills as well as their ability to argue rationally.
7. Role-play	<ul style="list-style-type: none"> write a play based on the story. describe event/character/setting, etc. how are these elements different from one another e.g. why did the poet/character make that decision? the task given may take the form of dramatizing, having a different character narrate the story, changing the end of the story, etc. aim: to compare and contrast characters within the story and between the stories.
8. Film Script	<ul style="list-style-type: none"> the events in the story are recounted with its original dialogue. the students are given the task of writing a screenplay for an imagined movie production. aim: to get a firm grasp of details of characters, events, dialogues, etc.
9. Language Game	<ul style="list-style-type: none"> teacher instructs students to give their definition of "life" (<i>Life's Brief Candle</i>). e.g. Give one that says 'life is good and happy' and one that says 'life is sad and full of suffering.' aim: to encourage students' creativity.

Apart from the strategies presented in the table above, there are a lot of teaching methods that a teacher could utilise in his/her literature classes as listed below.

Suggested List

- Producing brochure to advertise "The Isle of Innisfree" as a tourist spot.
- Presenting a role-play, creating a conversation between the personas in "Life's Brief Candle", "The Dead Crow and "The Isle of Innisfree".

- Creating visual pictures of characters, settings and so forth.
- Retelling the episodes from different perspectives.
- Cutting out pictures from magazines/ newspapers that depict the characters.
- Writing a new end to the poem/ story.
- Telling stories of local superstitions as opposed to "Looking for a Rain God".
- Debating on choices in life (clothes/ university etc)
- Comparing lyrics of songs to the text (eg: Boulevard of Broken Dreams - Life's Brief Candle; Colours of the Wind – The Dead Crow; Bring Me to Life-Sonnet 18 etc)
- Rewriting the stories/ chapters into lyrics of songs.
- Adding characters or settings to the original story.
- Building a replica of Robinson Crusoe's small island.

This list is, of course, the tip of an iceberg. There is a range of teaching activities that could make your literature lessons exciting and refreshing, apart from the piles of worksheets in the workbooks.

Conclusion

As a conclusion, teaching English literature is not as difficult as one might imagine. Teachers should take the first steps in ensuring that their teaching strategies are appropriate, interesting and challenging. Practice makes perfect. Subsequently, it will be a rewarding experience for both the teacher and students.

Appendix 1

Form : _____
 Duration : _____
 Topic : English Literature
 Subtopic : _____
 Skills : 3.0 Language for Aesthetic Use
 Learning Outcomes : _____

General objective : At the end of the lesson, students will be able to _____
 Specific objectives : As the lesson progresses, students are able to _____
 CCTS objectives : _____
 Moral values : _____
 Teaching materials : _____

Phases Time	Content	Teacher's Activity	Students' Activity	Generic Skills	Expected Outcomes
Pre-activity					
Factual analysis/ Explicit meaning					
Deep/ Implicit meaning					
Creativity/ Follow- up					
Closure					

Reflection : _____

References

- Aslam Khan Samahs Khan. 2003. The Teaching and Learning of Literature in the Post-Graduate Teaching Programme (KPLI): A Malaysian Teacher Training College Perspective. In Ganakumaran Subramaniam (Ed) (2003) *Teaching of Literature in ESL/EFL Contexts*. (49-61) Petaling Jaya: Sasabadi Sdn Bhd.
- Chan Swee Heng & Ain Nadzimah Abdullah. 2005. *English Language Test-Taking Experience in the Malaysian Context*. MICOLLAC 23-25 April 2005. *English Literature Component for Secondary English Language Programme*. CDC: April 2000.
- Feiman-Nemser, S. & Buchmann, M. 1987. *When is Student Teaching Teacher Education?* Teaching and Teacher Education. **3**: 255-273.
- Freeman, D. 1989. *Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Teacher Education*. TESOL Quarterly. **23**(1): 27-46.
- Ganakumaran Subramaniam (Ed). 2003. *Teaching of Literature in ESL/EFL Contexts*. Petaling Jaya: Sasabadi Sdn Bhd.
- Gurnam Kaur Sidhu. 2003. Literature in the Language Classroom: Seeing Through the Eyes of Learners. In Ganakumaran Subramaniam (Ed) (2003) *Teaching of Literature in ESL/EFL Contexts*. (88-110) Petaling Jaya: Sasabadi Sdn Bhd.
- Harmer, J. 2006. *Engaging Students as Learners*. ETP. **42** January 2006
- Mohd Salleh Lebar. 1996. *Perkembangan dan Halatuju Kurikulum Pendidikan di Malaysia*. Kuala Lumpur: Eddison Wesley Longman Malaysia Sdn Bhd.
- Richards, J.C. 1997. *Preparing Language Teachers for Tomorrow's Language Classrooms*. In Jacobs, G.M. (Ed.) *Language Classrooms of Tomorrow*, (195-229) Singapore: Regional English Language Centre.
- Rosli Talif. 1995. *Literature In English*. Serdang: UPM
- Shakila Manan. 2001. *Developing Critical Skills: Using Stylistics in the ESL Literature Classroom* FIFTH MELTA Biennial International Conference Petaling Jaya, Malaysia. 20-22 May 2001.
- Sunny Tan Siew Bek. 2001. *Reading and Analysing Literary Texts: Selected Essays*. Petaling Jaya: Prentice Hall.