

Types of English Literature Teaching Approaches Preferred by Teachers in Secondary Schools in Miri, Sarawak

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Abstract

This study aimed to investigate the types of literature teaching approaches preferably employed by Form 4 and Form 5 teachers who taught literature in English literature lessons in selected secondary schools in Miri, Sarawak. A mixed-method study was applied with the use of a questionnaire and interview questions. Three hypothesized relationships were tested with a sample of 43 trained teachers serving in seven urban secondary schools in Miri, Sarawak. Findings showed information-based approach was most preferred by teachers, followed by moral-philosophical approach and paraphrastic approach. The results of interview also showed most teachers employed information-based approach. The results from descriptive and inferential statistics of independent t-Test, one-way ANOVA, and Pearson Product-Moment Correlation Coefficient (Pearson r) indicated that employing literature teaching approaches was not influenced by gender, years of teaching experiences, and students' reactions towards the employed approaches. The main reason for employing certain literature teaching approaches was to develop students' understanding towards literary texts and prepare them for Malaysian Certificate of Education (SPM) examination. The results shows that incorporating literature teaching to assist students to acquire and internalize the use of language proficiency for creative writing may not be fully achieved under the national curriculum development. It also necessitates for the revision of curriculum development.

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Keywords: English language proficiency; Literature teaching approach; Secondary schools

INTRODUCTION

When a small literature component is incorporated in the English syllabus of Malaysian Secondary Schools, its initial intention is to help students enjoy reading good written literary texts for self-development and enjoyment. This move aims for students to grow spiritually and emotionally by giving their ideas, thoughts, beliefs and feelings related to other societies, cultures, values and traditions after reading a variety of literary texts. With this, students are able to widen their views on universal values (Curriculum Development Centre, 2000).

It also aims to get the students to listen to, read and respond to literary works. Students are able to understand and tell in one's own words the story and poems heard and read, and give one's opinion of the text. Students are also able to recognize elements in a story such as characters and setting, and explain the message the writer is trying to convey and discuss how this relates to one's life. Students are also able to--

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understand other people’s cultures, traditions, customs, and beliefs; and recite poems with feeling and expression. The next aesthetic learning outcome is to express themselves creatively and imaginatively by dramatizing texts and role-playing. This involves retelling a story from a different point of view, presenting it in another genre and composing simple poems, stories and dialogues. In reality how do English language teachers in secondary schools help their students achieve these aims when teachers need to help students prepare for Malaysian Certificate of Education (SPM) examination since literature component is weighted 20 marks or 13% in SPM 1119 English Paper 2. Thus, it is important to look at how literature is taught in schools.

Previous researchers have discovered that the teaching of literature is very much affected by students’ English proficiency level and examination purposes. The literature lessons have become too teacher-centred as teachers act as dominant figure by spending much time explaining and translating the literary texts. The focus is also on discussing comprehension questions for examination purposes (Divsar, 2014; Hwang &Embi, 2007; Rashid, Vethamani & Rahman, 2010). Teachers give little space for students to give responses as what the syllabus has emphasized. Teachers are less interesting and less creative so students tend to be passive and could not respond critically (Hwang & Embi, 2007). Thus, it is necessary to examine whether literature component taught in English lessons reflects its aesthetic aims of using language to understand and respond to literary works and express oneself creatively and imaginatively or for examination purposes under the national curriculum development. A focus on investigating types of English literature teaching approaches preferred by teachers would be of great value for future teaching improvement.

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Literature Teaching Models

Literature teaching approaches demonstrated in the cultural model, the personal growth model and the language model by Carter and Long (1991) are widely used for second language literature teaching. These models are the roots for literature teaching approaches (Aydin, 2013; Bagherkazemi & Alemi, 2010; Gopala et al., 2012; Hwang &Embi, 2007; Khatib, Rezaei & Derakhshan, 2011; Rashid, Vethamani & Rahman, 2010; Thunnithet, 2011). These three models correlate to each other as a value and resource for literature study purpose, personal response development as well as exposure to language skills (Bottiko, 1999).

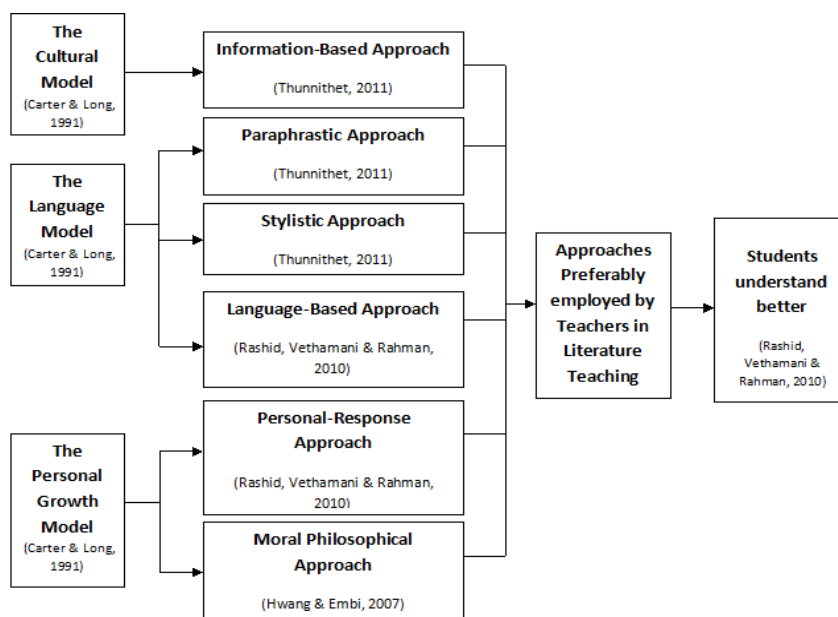


Figure 1. Conceptual framework

As mentioned above, cultural model is related to Information-based approach (Thunnithet, 2011). Language model is related to paraphrastic and stylistic approach (Thunnithet, 2011), and language-based approach (Rashid, Vethamani & Rahman, 2010). Personal-growth model is related to personal-response approach (Rashid, Vethamani & Rahman, 2010), and moral philosophical approach (Hwang & Embi, 2007). Teachers' application or employments of literature teaching approach will enhance students' understanding (Rashid, Vethamani & Rahman, 2010).

2.1.1 Cultural Model

Cultural model is related to information-based approach (Thunnithet, 2011). Literature is a source of facts or information to be put across to students by the teacher (Hwang & Embi, 2007). It stresses the role of literature in condensing values, ideas and wisdom that have accumulated within a culture over historical periods (Aydin, 2013). Students need to understand and search for political, literary, social and historical context from the learned text. It assists students to understand and appreciate the different cultures and ideologies of thoughts and feelings which are beyond their time and space. It is a traditional approach, teacher-centred, and delivers information and facts to students (Rashid, Vethamani & Rahman, 2010).

Information-based approach

Information-based approach gives knowledge and information to students (Thunnithet, 2011). It is teacher-centred and demands a lot of teacher's input in giving students various contents of literary text like on historical, political, cultural and social background. Knowledge of literature is delivered as a source of information to students (Rashid, Vethamani, & Rahman, 2010). It includes reading from the criticism or notes, explanations and lectures given by teacher for examinations sake (Hwang & Embi, 2007).

2.1.2 Language Model

Language Model comprises paraphrastic approach, stylistic approach and language-based approach. It integrates language and literature as a source to improve student's language proficiency while learning the language (Hwang & Embi, 2007). It uses literature in teaching different functions of language like grammar, vocabulary, and language structures from the literary texts to students (Aydin, 2013). It helps to attain literature aesthetic aspect solely via expression and communication quality of literature (Khatib, Rezaei & Derakhshan, 2011).

Paraphrastic Approach

Paraphrastic approach is primarily paraphrasing and rewording the text to simpler language or use other languages to translate it. Teachers use simple words or less complex sentence structure to make the original text easy to understand (Divsar, 2014). It is teacher-centred and does not contribute much interesting activities towards students (Hwang & Embi, 2007).

Stylistic Approach

Stylistic approach implies literary critics and linguistic analysis. It is for students to appreciate and understand in a deeper manner of the literary text. It helps students to interpret the text meaningfully and develops language awareness and knowledge (Thunnithet, 2011). It analyzes the language prior to the elements of literary text (Aydin, 2013).

Language-Based Approach

Language-based approach helps students pay attention to the way the language is used when studying literature. It is student-centred and activity-based for productive use of language. It improves students' language proficiency, and incorporates literature and language skills among the students (Dhillon & Mogan, 2014). It engages students more on experiences and responses (Aydin, 2013). Role play, cloze, poetry recital, discussions, forum and debate, dramatic activities, making prediction, brainstorming, rewriting stories ending and summarizing are practised in this approach (Divsar, 2014).

2.1.3 *Personal Growth Model*

Personal growth model comprises personal-response approach and moral philosophical approach. It enables students to develop their language, character and emotions by connecting and responding the issues and themes to their lives (Hwang & Embi, 2007). It encourages students to love and enjoy reading literature for personal development as well as to relate their relationships to the environment (Aydin, 2013).

Personal-Response Approach

Personal-response approach encourages students to make sense of their experiences and personal lives with text themes. It also promotes students to associate the subject matters of the reading texts with personal life experiences (Rashid, Vethamani & Rahman, 2010). It engages individual in literary text reading as personal fulfilment and pleasure can be met while developing the language and literary competency (Divsar, 2014). Brainstorming, small group discussions, journal writing, interpreting opinions, and generating views from a text are practised in this approach (Hwang & Embi, 2007).

Moral-Philosophical Approach

Learners seek moral values from a particular literary text while reading it. It helps students to be aware of values of moral and philosophical and identify them that lies in their reading (Rashid, Vethamani & Rahman, 2010). Students need to go beyond the text for moral and philosophical inference (Divsar, 2014). With this approach, teachers are able to direct students to achieve self-realization as well as self-understanding while interpreting literary works (Lim & Omar, 2007). This approach is very much in line with the aim of Malaysian Secondary English Language Syllabus to instil values for good citizenships.

2.2 **Factors Affecting the Choice of Literature Teaching Approach**

Exam-Oriented

Literature learning has become exam-oriented in secondary schools in Malaysia (Gopala et al., 2012) Students are required to learn the literature component which weighs 20 marks in the 1119 English paper in SPM examination. When it is aimed for examination, it kills the students' interest in learning literature. Students are not keen to read but learn to pass examination (Awang, Kasuma & Akma, 2010). Teachers preferred paraphrastic and information-based approaches for the sake of students in gaining intellectual knowledge and assisting them to perform well in the examinations. As teachers continue with these approaches by giving students necessary information, this has brought up the concern of difficulty in achieving higher-order of thinking skills from students (Hwang & Embi, 2007; Rashid, Vethamani & Rahman, 2010; Divsar, 2014).

Time Constraint

Time constraint is another factor that can prevent teachers from using certain approaches. Teachers are apprehensive to use language-based approach in teaching literature as they are facing with the constraint of time and effort especially in preparing drama-based activities (Divsar, 2014). Teachers have to rush through the syllabus in preparing students for examinations.

Large Class Size

Big number of students in a classroom makes teachers employ language-based approach especially for debate and dramatic activities (Divsar, 2014). Rashid, Vethamani and Rahman (2010) reveal the problem of big number of students in a classroom. This brings up the issue of employing language-based approach especially for debate and drama activities. For instance, teachers have difficulty to organize debate as it only requires a small amount of students to participate one at a time. As a result, language-based approach is less used by teachers in teaching literature.

Students' Passive Attitude

When students show no interest in learning, they will not learn. Students behave passively to respond to teacher's questions and they will just merely copy of what teachers ask them to write (Rashid, Vethamani & Rahman, 2010). The students' level of participation is low because it lacks enjoyable activities. It is difficult for teachers to implement challenging cognitive activities when students are passive in receiving input from teachers (Awang, Kasuma & Akma, 2010).

Low English Proficiency

Students' low English proficiency hampers teachers to conduct higher level of language activity in class. Reading literary work for enjoyment is unachievable as students face difficulties in understanding the texts. It prevents students from being vocal to express their ideas and opinions. Students need paraphrastic approach for a better understanding of the text.

2.3 Teachers' Role in Teaching Literature

Teachers' role in teaching literature has become important in English lessons (Asha, 2012). Teachers decide the aim of the language to be taught according to the needs and desires of the students, choose the suitable teaching method, techniques, activities, literary texts according to students' proficiency level. Teachers' teaching styles affect students' passion towards English literature (Gopala et al., 2012). English, being the second language for Malaysian students and the aim to improve the level of English proficiency level among students, makes teaching English literature becomes significant.

Students show positive attitude towards learning literature (Awang, Kasuma & Akma, 2010). Students displayed their enthusiasm and active participation in activities planned during literature lessons (Rashid, Vethamani & Rahman, 2010). Students tend to rely on chosen texts and teacher's teaching styles to show their interest in learning literature (Gopala et al., 2012).

METHODOLOGY

A mixed-method research design was employed and three hypothesized relationships were tested using a sample of 43 trained teachers in seven urban government secondary schools in Miri, Sarawak. Miri contained sufficient samples in terms of trained teachers whose qualification, certification, job confirmation, service category and promotion were similar in the Ministry of Education in Malaysia.

3.1 Participants

The participants were the chosen forty three trained English language teachers from seven urban government secondary schools in Miri, Sarawak for quantitative survey, and three trained English teachers volunteered for the interview. A convenient sampling was employed since the researcher believed this would yield the most accurate assessment of their perception in literature teaching approaches employed in literature lessons. Gathering data from teachers working under a principal on a daily basis was determined to be the best source of this specific research design (Amoroso, 2002). Three trained English teachers from three different urban secondary schools were selected as the interviewees. Each interview was grouped, coded and recorded verbatim.

3.2 Research Instruments

Two research instruments were used for the study; 1) quantitative questionnaires and 2) interview questions. For quantitative study, the questions on teacher's profile were in nominal scale, and the other sections dictated the responses on a 'yes' and 'no' dichotomous question, and open-ended questions while qualitative interview questions were all of open-ended. Creswell (2008) cited that a researcher could use questionnaire and interview to collect data for a survey research.

A qualitative interview of selected respondents from this group of sample was conducted for clearer and detailed information on the types of teaching used (teacher-centred or student-centred), teacher's views on teaching literature, reasons of employing certain literature teaching approaches, and students' reaction towards the literature teaching approaches during literature lessons.

3.3 Research Procedures

To adhere to all ethical considerations and guidelines for conducting research with human subjects, the researcher submitted an official written application along with all necessary documentation regarding the nature and purposes of this study to the 'Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia' (National Planning and Education Research Department) prior to the 'Sektor Khidmat Pengurusan dan Pembangunan Negeri Sarawak' (State Service and Development Sector) seeking their approval to conduct this research.

The researcher travelled to each school to administer the questionnaires and conduct the interview with the secondary schools trained teachers. The questionnaires and interview questions contained a cover letter that describes the nature of the study and its intended purpose. It was also attached with an approved letter from National Planning and Education Research Department, and State Service and Development Sector. Teachers' perceptions were voluntary, and their identity kept anonymous.

Data were gathered via an adapted questionnaires and one-to-one interview on teachers' perception in employing English Literature Approaches in secondary schools (Divsar, 2014; Hwang & Embi, 2007; Rashid, Vethamani & Rahman, 2010; Thunnithet, 2011). The variables were information-based approach, personal-response approach, language-based approach, paraphrastic approach, moral-philosophical approach and stylistics approach.

To ensure the reliability of the instrument, a pilot study on ten trained English teachers was conducted in Miri, Sarawak. Cronbach's Alpha values which stood at 0.837 were taken as many researchers reported that anything above 0.6 was acceptable. It was for validity and reliability purpose and to estimate the time frame for the respondents to answer the questionnaire and improve the instrument (Cresswell, 2008).

3.3.1 Inter-rater Reliability

Two professional trained English teachers from two different urban secondary schools were chosen as inter-raters. Each inter-rater audited, rated and commented on the diagrammatic outline drawn by researcher. It contained four themes, eleven categories, twenty codes and forty data samples and responses for results reliability. This corresponded with what Creswell (2008) who highlighted the importance of getting outsiders to review the work of the researcher to validate the findings for accuracy or credibility of the results found.

3.4 Data Analysis

The response rate stood at 78.18 percent from a total of 40 samples. To ensure the reliability of the instrument, a pilot study on ten trained English teachers was conducted in Miri, Sarawak. Cronbach's Alpha values which stood at 0.837 were taken as many researchers reported that anything above 0.6 was acceptable. It was for validity and reliability purpose and to estimate the time frame for the respondents to answer the questionnaire and improve the instrument (Cresswell, 2008).

The data were analyzed using the Statistical Package for the Social Science (SPSS) Version 21 for descriptive statistics. Descriptive analysis (frequency, mean and standard deviation) was used to examine the strength between two variables (Pallant, 2007). A frequency count on the demographic profile of the respondents, approaches and strategies used when teaching literature to students, reasons of using the approaches, teachers' opinions on the literature lessons, teachers' views on teaching of literature, and students' reactions towards the approaches employed by teachers were recorded. Inferential statistics (t-

Test, One-way ANOVA and Pearson r) were used to analyze the differences between male and female teachers; teachers’ teaching experiences; and students’ reaction towards literature lessons and the approaches employed by English teachers. Three interview transcripts were grouped, coded and verbatim to consolidate the basis argument.

3.5 Research Limitation

The size of the state and its accessibility rate limit this study to the secondary schools in Miri, Sarawak. It consists of ten divisions and twenty-one districts which are sparsely distributed, and thus, it makes random sampling to cover the ten divisions. This study limits to the trained graduate teachers who teach English as an option subject and seven urban secondary schools in Miri, Sarawak. The research stratifies the sample which resembles all the trained graduate teachers teaching English in Sarawak as a trained English teacher’s recruitment, qualification or certification, service confirmation, years of service, and salary scale are similar in Malaysia.

This study faces difficulty in gauging the perceptions of the secondary school English teachers that do respond as they could possibly have different interpretations of the term ‘English Literature Approaches’. There are a number of other external factors like teacher efficacy, reflective dialogue and job satisfaction which are the possible variables to the choice of teaching approaches used during English lessons. However, this study only explores the teachers’ perceptions in employing English literature approaches in secondary schools.

This study limits to the validity and reliability of the instruments used. It also limits to the accuracy of the participants who have completed the instruments. Moreover, participants were told that the questionnaires were collected mainly for research purposes, which is likely to result in less self-enhancement than when data are collected for administrative purposes (Farh & Werbel, 1986).

QUANTITATIVE FINDINGS AND DISCUSSION

4.1 Teachers’ Preferred Literature Teaching Approaches

Table 1 shows the number, mean and standard deviation on approaches preferably employed by teachers. The findings indicated that information-based approach was the most preferably used, followed by moral-philosophical approach, paraphrastic approach, personal-response approach, language-based approach, and stylistics approach.

Table 1. Descriptive statistics of approaches employed by teachers.

	Information	Personal	Language	Paraphrastic	Moral	Stylistics
N	40	40	40	40	40	40
Mean	7.8000	7.3750	7.3500	7.5250	7.7000	7.1750
Median	8.0000	8.0000	8.0000	8.0000	8.0000	8.0000
Mode	8.00	8.00	8.00	8.00	8.00	8.00
Std. Deviation	.51640	.92508	1.05125	.64001	.56387	1.19588
Skewness	-2.634	-1.454	-1.602	-1.024	-1.770	-1.302
Std. Error of Skewness	.374	.374	.374	.374	.374	.374
Minimum	6.00	5.00	4.00	6.00	6.00	4.00
Maximum	8.00	8.00	8.00	8.00	8.00	8.00

4.2 Reasons for Teachers to Use Particular Approach

Most teachers (65%) perceived their lessons as student-centred as to involve students to participate actively in some group discussions and sharing, learn independently by looking for information, exercise higher-order thinking skills by expressing opinions, and relate the lessons to students' life experiences for personal development. 35% of teachers viewed their lessons as teacher-centred to achieve lesson objectives and prepare students for SPM examination.

Most teachers (62.5%) viewed that teaching literature is interesting to cultivate reading habits, instill language awareness, build culture awareness, and relate what is learnt to personal life experiences among students. However, 32.5% of teachers viewed teaching as burdensome as teachers faced insufficient time to prepare students for examination, and time-consuming teaching low proficiency students compare to 2% of teachers that perceived teaching literature as boring as language use in literary texts was too simple.

Forty percent (40%) of teachers preferred information-based approach as to help students to relate to real life experiences than to enhance understanding (30%), to make lessons more interesting (12.5%), to prepare for examination (10%), to cater for low proficiency students (5%), and to deliver information easily (2.5%). Students' positive responses such as being receptive, interested, happy and active participation in literature lessons influenced thirty-four teachers' (85%) choice of teaching approach compare to 15% of teachers that viewed students' negative response affects their teaching (refer Table 2).

Table 2. Percentage of reasons of teachers using a particular approach.

Reasons	Remarks	Percent
Teachers' view on literature lessons	Student-Centred (Better understanding, active participation, relate life, promote HOTS, learning independently, fulfill teaching)	65
	Teacher-centred (achieve lesson objective, SPM exam, low proficiency, give input, guide for understanding)	35
Teachers' view on teaching literature	Interesting (cultivate reading habits, language and culture awareness, give responses)	62.5
	Burdensome (insufficient time, prepare for exam, low proficiency, time-consuming)	32.5
	Boring (language used too simple)	5
Reasons of teachers' choice	Enhance understanding	30
	Prepare for examination	10
	Relate to life experiences	40
	Make lessons interesting	12.5
	Cater low proficiency students	5
Students' reactions	Deliver information easily	2.5
	Students' positive response (enjoy, interested, receptive, happy, active)	85
	Students' negative response (rely heavily on teachers, scare to answer)	15

The findings indicate that personal-response approach, language-based approach and stylistics approach were not fully employed by teachers. It is important to make teachers become more aware of using personal-response approach, language-based approach and stylistics approach as they were of student-centred to promote personal life experiences (Rashid, Vethamani & Rahman, 2010) and develop language awareness and knowledge in students (Hwang & Embi, 2007) whereby the students were very much needed in improving to master the language well. Teachers' role was important to mold the desire

of mastering language proficiency among the students in the teaching method, techniques and activities that they employed (Asha, 2012).

4.3 Teachers' Choice of Literature Teaching Approaches based on Demographic Factors

4.3.1 Gender

Table 3 shows the mean values on variable for male and females in relation to choice of teaching. It indicates that there was no real difference between female and male teachers in employing literature teaching approaches. The mean score and standard deviation of the females and males was 45.00 and 3.47, and 44.57 and 2.51 respectively. It can be concluded that there is no difference between male and female teachers in terms of teaching approach preference. The findings indicated that gender is not the main concern or reason for teachers to choose and employ particular literature teaching approaches.

Table 3. Descriptive statistics of teaching approach preference based on gender.

Gender	N	Mean	Std. Deviation
Male	7	44.57	2.51
Female	33	45.00	3.47

4.3.2 Teaching Experiences

Table 4 shows the mean and standard deviation for category on years of teaching experience. It showed that there were no significant differences in mean scores among years of teaching experience and approaches employed by teachers. The mean values and standard deviations for category (less than 5 years teaching experience) were 46.14 and 1.95, followed by category (more than 10 years) which recorded 44.87 and 3.42, and category (5-9 years) which recorded 44.20 and 3.80 respectively (refer Table 4). The p-value was 0.498 which was greater than the alpha level of 0.05, thus the null hypothesis could not be rejected (refer Table 5). The findings are similar to the study conducted by Klassen and Chiu (2010) that years of experience had no relationships with self-efficacy in terms of instructional strategies, classroom management and student engagement.

Table 4. Descriptive statistics of teaching approach preference based on teaching experience.

Teaching Experience	N	Mean	Std. Deviation
< 5 years	7	46.14	1.95
5-9 years	10	44.20	3.79
> 10 years	23	44.87	3.42

Table 5. ANOVA for teaching approach preference based on teaching experience.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.709	2	7.855	.710	.498
Within Groups	409.066	37	11.056		
Total	424.775	39			

4.4 Students’ Reactions towards Teachers’ Employed Literature Teaching Approaches

Table 6 displays correlation coefficient of literature teaching approaches and students’ reactions. It showed that there was no significant relationship between students’ reaction towards teachers’ employed literature teaching approaches. The correlation coefficient between students’ reaction towards teachers’ employed approaches was 0.18. It showed a poor linear relationship between students’ reactions and teacher’s approaches. The p-value of 0.47 was greater than alpha level of 0.01. It concluded that a student’s reaction was not associated with teachers’ employed approaches (refer Table 6).

Table 6. Correlation coefficient of literature teaching approaches and students’ reactions.

		Approaches	Student Reaction
Approaches	Pearson Correlation	1	.117
	Sig. (2-tailed)		.472
Student Reaction	Pearson Correlation	.117	1
	Sig. (2-tailed)	.472	

The findings indicate that students showed positive reactions towards the approaches that teachers employed. However, it showed a poor relationship between them. It concluded that teachers’ choice of literature approaches depends greatly on the aim and intention of the teachers as well as the current condition of the students’ reactions.

QUALITATIVE FINDINGS AND DISCUSSION

5.1 Data Presentation for Interview Data

Three trained English teachers from three different urban secondary schools were selected as the interviewees. Each interview was recorded verbatim and coded. Figure 2 displays teachers’ perceptions in employing English Literature approaches in secondary schools in Miri, Sarawak. The following data were categorized after conducting inter-rater reliability.

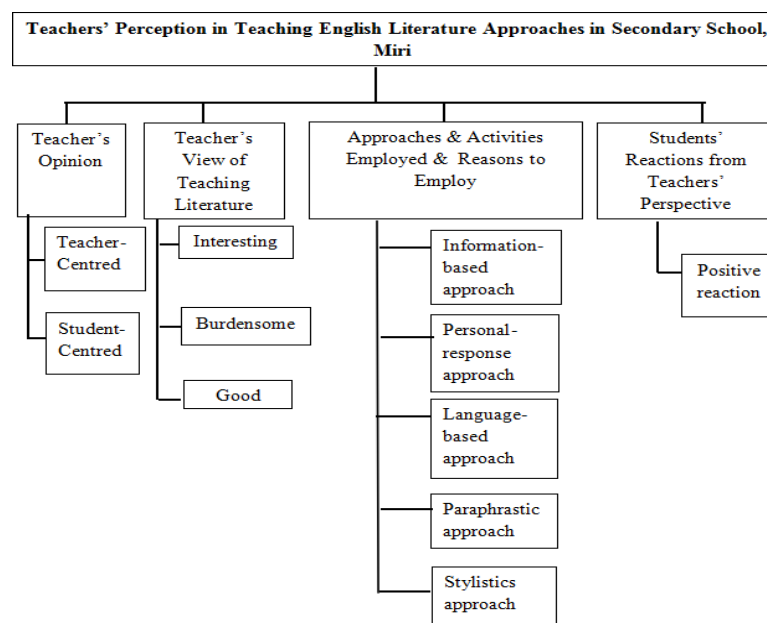


Figure 2. Teachers’ perception in employing English literature teaching approaches

Figure 2 shows three teachers' perception in employing English literature approaches in secondary school in Miri, Sarawak. Four themes, eleven categories and twenty codes were coded. The four themes were 'Teachers' opinion', 'Teachers' view of teaching literature', 'Approaches and activities employed and reasons to employ', and 'Students' reactions from teachers' perspective'. The eleven categories are teacher-centred, student-centred, interesting, burdensome, good, information-based approach, personal response approach, language-based approach, paraphrastic approach, stylistic approach and positive reaction.

Teachers' Opinion on Literature Lessons

A teacher (33.3%) viewed that the literature lessons were teacher-centred as to 'cater for low proficiency students' because it was impossible to get the students to discuss for understanding any literary work. Students needed teacher to explain for understanding. Another two teachers (66.6%) viewed the lessons were student-centred as to 'develop independent learning' and 'fulfill teaching objective' because developing students' autonomy and independence could help students to master the skills of lifelong learning and independent problem solving.

Teachers' View of Teaching Literature

Teacher A (33.3%) viewed teaching literature was interesting as students could express their views in a fun and meaningful way. Teacher B (33.3%) viewed teaching literature was burdensome as students expressed that it is difficult to understand the literary text. Teacher C (33.3%) viewed teaching literature was good as the emphasis is on the language learning rather than the appreciation of literature.

Teachers' Reasons of Employing Certain Approaches and Activities

There were three teachers (interviewees) who employed similar and different activities for the approaches (information-based approach, personal-response approach, language-based approach, paraphrastic approach, and stylistics approach) they chose. Their choice of approaches was justified. Two teachers (66.6%) employed information-based approach and they gave notes to prepare students for the literary texts and also for examinations to cater the understanding of 'low proficiency students'. One teacher (33.3%) employed personal-response approach and group discussion was organized to help students 'to respond towards some elements in the literary text'. One teacher (33.3%) employed language-based approach and 'role play or drama' was organized as to get students to experience the literary text by expressing their thoughts either verbally or in written form. Teacher B (33.3%) employed paraphrastic approach and they either translated the literary text into mother tongue or use simple language' to explain its meaning for low proficiency students. One teacher (33.3%) employed stylistics approach and group discussion was organized as to get students to interpret the text meaningfully and develop language awareness by analyzing the elements of literary text.

Students' Reactions from Teachers' Perspectives

All the three teachers (100%) gathered positive feedback from their students' reactions towards literature lessons like 'enjoy running dictation activity', 'keen to learn the language', 'can understand better', 'can participate in discussion better', 'satisfy in accomplishment', 'motivate highly' and 'inspire excitement'. Students were keen to learn the language without being forced and they learnt to get information from the text in a fun way. Students could understand better with the given basic information and main contents of the text, and thus they could participate in the class discussion. Students were satisfied in managing to get the task accomplished basing on what they had read.

5.2 Discussion of Qualitative Data

Most teachers (66.6%) viewed that their literature lessons were student-centred, and 33.3% of teachers viewed their literature lessons were teacher-centred. All the three teachers (100%) viewed teaching of literature in secondary school as interesting and good, but burdensome to low proficiency students. Two teachers (66.6%) preferred to use information-based approach. One teacher (33.3%) preferred to use personal-response approach and language-based approach. Two teachers (66.6%) preferred to use paraphrastic approach and stylistics approach. Each approach was incorporated with

different activities like giving notes, explaining, group discussion, role play or drama, translating and using simple language. Teachers' choices of approaches were geared at preparing students for the literary texts and examination purpose. It engages students in responding to the literary text. All the three teachers (100%) viewed their students reacted positively towards the literature approaches employed in literature lessons.

The findings indicated that students' ability in understanding English has affected teachers' choice of teaching approaches. Literature teaching failed to achieve the curriculum aim in terms of proficiency, thinking skills and personal development among students.

OVERALL DISCUSSION

The quantitative and qualitative data show similar findings on teachers' preferred literature teaching approaches. Information-based approach was the most used among English teachers. It is followed by moral-philosophical approach, paraphrastic approach, personal-response approach, and language-based approach. The least preferable approach is stylistics approach.

The data indicate similar findings on the literature teaching strategy. Most (65% for quantitative and 66.6% for qualitative) of the literature lessons were student-centred. Teachers engaged students interactively so as to encourage students to speak, relate, discuss, share, think and learn independently, and respond to the literary text. However, 35% (quantitative study) or 33.3% (qualitative study) of the literature lessons were teacher-centred as teachers were very much constrained with external factors like fulfilling lesson objectives, preparing for SPM examination, and catering students' low proficiency level of English.

The findings also show different opinions of teachers' views on the teaching of literature. For quantitative study, most teachers (62.5%) viewed that teaching of literature was interesting, fun and good as it helped students to gain knowledge and language skills as well as personal growth from the literary texts. However, 37.5% of the teachers viewed the teaching of literature was burdensome as teachers need to cover all the literature components within the teaching schedule, and to cater the needs of the low proficiency students. For qualitative study, all the three teachers (100%) viewed teaching of literature as interesting and good because teachers could get students to express their views in a fun and meaningful way. However, it can be burdensome when teaching low proficiency students as weaker students could not understand the words in the literary text.

Both set of data show different findings on students' reactions towards teachers' employed literature teaching approach. For quantitative study, most teachers (85%) viewed that students gave positive feedback towards the teaching approach they employed during literature lessons as students were interested, happy, receptive and active in participating in the lessons. Most importantly, students could understand better and relate the literary text to their lives. For qualitative study, all the three teachers (100%) viewed that their students reacted positively towards the approaches they employed in literature lessons.

For quantitative data, it shows that there was no real difference between female and male English teachers in employing literature teaching approaches. Besides, there were no significant differences between years of teaching experience and teachers' employed approaches. The findings show that most teachers were more of student-centred mode in teaching literature. However, teachers displayed a choice of a mixture of both teacher-centred and student-centre in teaching literature. It aims to assist students to have better understanding, encourage active participation, be independent in learning, relate to one's life, and fulfill teachers' lesson objectives. It does not fully match with the most preferred, information-based approach, which was supposed to be student-centred.

It also matches with findings of (Divsar, 2014; Hwang & Embi, 2007; Rashid, Vethamani & Rahman, 2010), that when teachers provided sufficient information and knowledge to students, it expands students' understanding on literary texts. However, its aims to acquire and internalize the use of vocabulary and grammar, develop language proficiency, and to motivate students to read and gain vocabulary in order to

write creatively as cited by Gopala et al. (2012). There was no difference between male and female English teachers in employing literature teaching approaches. There was also no difference between teachers' teaching experiences and the approaches employed by English teachers. There was no significant relationship between students' reactions towards the literature lessons and the approaches employed by English teachers.

IMPLICATION AND CONCLUSION

The discussion illustrates that the information-based approach is the most preferred as to help students gain sufficient information and to develop understanding in this study as cited in Rashid, Vethamani and Rahman (2010). Teaching and learning of literature has become exam-oriented in secondary school as reflected in the findings reported by Gopala et al. (2012). Teachers explain, delineate and 'spoon feeds' to the students and do not contribute interesting activities to students (Rashid, Vetamani & Rahman, 2010), and it is teacher-centred.

In Malaysia, learning English literature could be a great benefit to students to improve their language proficiency. However, the employment of literature in school language curriculum fails to develop students' English proficiency though teachers have tried various approaches. Information-based approach was of teacher-centred. Teachers show positive view in teaching literature, a beneficial sign to continue incorporating literature components in English syllabus. However, students' low English proficiency, solid preparation for examination, lacking exposure and response to literary text affect teachers' choice of teaching approaches. Different teachers have different preferences in teaching approaches. Teachers reacted positively towards the approaches employed, and they consider students' interest and background knowledge. Teachers want to help students understand, develop language awareness, share life experience as well as equip them to face life challenges.

This implies that teachers are still rather conservative to the varied choices of literature teaching approaches. They are still applying the traditional method of paraphrasing the literary texts in their literature lessons because there is so much to cover within the only one or 40-minute lesson weekly. It also shows that they have lack of exposure to more student-centred literature teaching approaches in order to develop students' interest in the lessons. It also implies that students are still unwilling to learn the small "Literature" probably due to the language barrier they face in their entire school life because English is their second language. Students are often fairly lost when answering higher-order thinking literature questions in examinations because they were only spoon-fed by teachers to answer direct literature questions. Their poor mastery of language hampers them to express their thoughts, and thus, kills their spirit of reading any other literary work. Students learn literature for the sake of sitting for the public examination in school.

The school setting also depicts a less favoured learning environment as students have at least two or more languages to acquire in their entire school life. Some were just unable to master the second language as there is little exposure to practise the language outside the classroom or after school. Students rather pick or use a language that they are more familiar in their daily conversation with classmates, friends and teachers in school since they are heavily burdened or stressed with learning many more other subjects in school.

The Ministry of Education may need to redesign the English Language syllabus to adapt to the students' level of language. Literary texts should be more interesting, easy to comprehend and enjoyed by students. Teachers need to be exposed to more interesting student-centred literature teaching approaches in delivering literature lessons in order to cultivate students' interest in reading literary work in school and thus enhancing students' language proficiency.

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