

Understanding The Learning Habits Of English Major Undergraduates Towards The Literature Component In Improving English Language Learning

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ABSTRACT

In the Malaysian education system, English language learning takes place as a Second language as it is a former British colony. Before this, the English language becomes a major part of the country's written and spoken language. In line with the educational policy to produce more proficient English learners, an English literature component is introduced, be it at the primary, secondary, or tertiary level. This study sets out to determine the perception of the use of English literature components in improving English language learning among its learners. A survey questionnaire was distributed to respondents from tertiary education to see the significance and effects of the subject matter. The primary findings reveal that the respondents possessed good learning habits where they showed a good frequency in reading English literature materials. They believed that the integration of the English literature component has effectively elevated their English language proficiency. Adding to the findings, the informants also have a positive attitude toward learning English as the literature components react as a medium for the students to explore a new range of genres and foreign cultures. As a whole, the inception of literature in the stated mainstream education curriculum has experienced rich results due to its significance in the learning process. It somehow must be given a new paradigm not only to tackle the issue of mastering the language but also to offer behavioral models that will contribute to learners' fulfillment in exploring the internal world of human life.

Index Terms --- English, second language, literature, perception

I. INTRODUCTION

English learning is a worldwide phenomenon, with hugely different stakeholders, contexts, needs and nuances. As the language evolved throughout the era, the implementation and methods used in delivering the language have also changed. However, despite the revolution and changes, we have adapted many ways of learning English language from variety of sources and this is possible due to literature that has been implemented in teaching and learning process.

In the current Malaysian curriculum standard, a literature component is added to the syllabus of English Major Bachelor's Degree Program. This will enable the learners to engage in wider reading of good literary works for enjoyment and self-

development. They will also develop an understanding of other societies, cultures, values, and traditions, that will contribute to their emotional and spiritual growth. The texts selected are from various genres comprising short stories, novels, dramas, and poems. A range of texts are offered in the curriculum and covers Malaysian, British, European, Australian, American, and African works. Learners are expected to be able to follow a storyline and understand certain literary texts to give their own personal response to the subject. The study of these texts is meant to inculcate values and broaden learner's outlook.

According to Janice Bland (2009), Literature component in English Language Education is an emphasis on the aesthetic value of literature, and its challenging, provocative content, is of great significance wherever the school curriculum requires meaningful content in addition to focusing on the language itself. Content-based learning is on the increase, as students now learn English throughout their school careers. In the language-literature classroom, young learners take part in language activities such as reading, creative writing, viewing, talking around the texts and a multiplicity of text-related tasks. Literature component is an add-on to language benefits in understanding intercultural, empathy, multiple literacies, and understanding of the connectedness of the world and global issues, tolerance, cognitive and affective gains and self-reliance.

Literary texts are chosen because it provides cultural, linguistics, and educational values (Shaidatulakma, 2009). It is hoped that apart from improving students' mastery of the language, they will also be more culturally and socially adept. Linguist such as Brown (2000), Gardner and Lambert (1972) and Chambers (1999) stated that positive attitude and high motivation will enhance English learners' mastery of language in order for the students to have greater willingness to learn the target language.

Thus, this study aims to investigate the perception on the use of English literature component in improving English language learning among English Major Undergraduates in Public university in Malaysia.

II. LITERATURE REVIEW

Blueprint charts the education policies in Malaysia for the next 17 years and focuses on 11 shifts to transform the education system. The blueprint is meant to ensure Malaysia's ability to compete globally with other developed nations. It is an amalgamation of the government's concerns and a response to the weakness of the current education system. The 11 shifts represent a move away from current practices and address every stakeholder and the main concerns of the public. Among these shifts, Shift 2 is concerned with ensuring that every child is proficient in Bahasa Malaysia and the English language (National Education Blueprint, 2012, E-10). One of the strategies outlined in Shift 2 include the upskilling of English Literature teachers and expanding the opportunities for more exposure to English via a compulsory English literature component at the secondary level and higher education institution. The general aim of the English language curriculum for secondary schools and tertiary level is to enable pupils to be able to communicate effectively, read and respond to texts independently, produce well-structured written texts, enjoy and respond to literary works and make confident presentations (Kementerian Pelajaran Malaysia, 2010). At the secondary level English language curriculum there is a direct reference to literature and enhancing pupils' English proficiency via the literature component. The second role of literature component in the English language curriculum is where the literature in English course is offered as a subject on its own; students have an option of taking it as an elective subject at SPM level and as well as STPM. Literature is part of the formal national-level examinations at the PMR and SPM level. Students are generally given exposure to the literature component from different various literary texts. The texts used are shown in Table 1. The assessment for the English literature components includes multiple choice questions and a short essay for the PMR exam, and structured questions as well as an essay for the SPM exam.

Table 1. Texts used in English Literature (form 1 to form 5)

Form	Poems	Short stories	Plays	Novels
1	The River by Valerie Bloom Mr Nobody by author unknown	Flipping Fantastic by Jane Langford		
2	I wonder by Jeannie Kirby Heir Conditioning by M. Shannughalingam	One is One And All Alone by Nicholas Fisk	Rumpelstiltskin by Angela Lanyon	
3	A Fighter's Line by Marzuki Ali Leisure by William Henry Davies In The Midst of Hardship by Latiff Mohidin He Had Such Quite Eyes by Bibsy Soeharjo	QWERTYUIOP by Vivian Alcock	Gulp and Gasp by John Townsend	
4	Nature by H.D Carberry Are You Still Playing Your Flute by Zurina Hassan	The fruitcake Special by Frank Brenman		
5				The Curse by Lee Su Ann (Pahang, Terengganu, Sabah, Sarawak, Labuan)

				Step by Wicked Step by Anne Fine (Selangor, Kuala Lumpur, Putrajaya, Negeri Sembilan, Malacca)
				Catch Us If You Can by Catherine MacPhail

The subject literature in English syllabus outlines is to encourage and develop students' ability to enjoy reading literary works, explore the contribution of literature to human concerns, and human relationships, and also appreciate values which would enhance an understanding of themselves and their relationships with others.

According to Paramjit Kaur and Nooraida Mahmor (2013), the English literature component is foregrounded in the national education blueprint and is given the role of promoting English proficiency. Generally, in the Malaysian primary and secondary school curriculum, English literature is seen to play two roles (1) literature as a study (referred to as the big "L") and literature as a resource (referred to as the small "I"). The blueprint highlights literature as a resource paradigm where literature is seen as a tool and resource to promote English language education. This role of literature as an avenue to improve English language education (proficiency) has often been highlighted.

As for the higher education institution, Public university in Malaysia specifically, the English Major Undergraduates were compulsory to enrol in literature component related courses in order to complete their 4 years bachelor's degree program. The texts used are more extensive and of higher level than the English Literature component, and also include local as well non-local literary texts.

A Theory Related on Relevance of The English Literature and English Language Education

This section will look at how English literature used to enhance English language learning. Shukran Abdul Rahman and Faridah Manaf (2017) explained that Bloom's Taxonomy of Educational Objectives is a classification system by an educational psychologist, Benjamin Bloom who created his taxonomy back in 1956. The aim was to make students aware of what they were learning, hence striving to attain more sophisticated levels of learning with six cognitive-learning categories. Bloom's taxonomy summarise the six levels of intelligence as

(1) Knowledge, which entails foundational cognitive skills that require students to retain of specific, discrete pieces of information, (2) Comprehension, which requires students to paraphrase the content of knowledge in their own words, classify items in groups, compare and contrast items with other similar entities, or explain a principle to others, (3) Application, entailing students to use knowledge, skills, or techniques in new situations, (4) Analysis, which requires students to distinguish between fact and opinion and identify the claims upon which an argument is built, (5) Synthesis, which entails the need to create a novel product in a specific situation, and (6) Evaluation, which require students to critically appraise the validity of a study and judge the relevance of its results for application.

Additionally, in the Second Language Acquisition Theory (SLA), Krashen (1985) has introduced five hypothesis that discusses the language acquisition and language learning which are as follows: (1) The Acquisition-Learning Hypothesis, (2) The Monitor Hypothesis,

(3) The Natural Order Hypothesis, (4) The Input Hypothesis, and (5) The Affective Filter Hypothesis. Krashen believes that by lowering the affective filter, the ESL learners will be able to absorb and treat the learning of their L2 as equal to L1. Thus, in relation to this subject matter, the study of literature can be treated as medium to create a great affective filter sense among the learners as literature offers thoughts and ideas that requires students to relate the learning experience to their past experience.

The teaching and learning of English Literature component foster creative and critical thinking skills. Defined as the ability to interpret facts, apply generalisations, and recognize errors (D'angelo, 1970) critical thinking requires students to use content of knowledge that he or she deals with in order to better understand something he or she does not know yet. It also involves the effort to seek for more information that require him or her to ask questions, and come up with the answer of solutions on what he or she was asking for (Elias, 2014). When teaching literature, the aim is often to nurture thinking. Students should be coached to attempt the reading comprehension questions in order to verify their understanding of the text; learn to detect their weaknesses in logical reasoning, conduct group presentations to enhance their abilities in language skills, synthesis, organization, communication and cooperation; be guided in-class discussion with questioning skills to provoke their critical thinking; and be required to attempt individual essay-question report to promote deductive or inductive reasoning and organization (Tung & Chang, 2009).

In the year of 2000, a major step was taken by the Ministry of Education to incorporate the literature component into the syllabus and was tested in public examinations for the first time. Moves towards re-establishing English. The teaching and learning of literature in the English syllabus perhaps had been given

more focus and attention to improve the students' proficiency as now it is made compulsory and formally tested in the public examinations (Roszainora Setia & Norliana Ghazali, 2012).

The Significance and Effects of Learning English Literature Component with Improvement In English Language Learning

English literature is immensely resourceful for English language education. In order to teach and to learn literature, one person must develop a positive perception towards the study of English literature regardless of whether they are native speakers or ESL students. The enjoyment of literature requires readiness to accept the pleasure and delight that can be measured precisely, but it is an art, perhaps the most complex of all arts, as complex as humanity itself (Early, 1965).

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening, and speaking) and language areas (i.e. vocabulary, grammar, and pronunciation) is very popular within the field of foreign language learning and teaching nowadays (Hismanoglu, 2005). According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use literature in classroom; (1) *Valuable authentic material*. Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, cartoons, advertisements, newspaper, or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real-life contexts. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings. (2) *Cultural Enrichment*, for many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colourful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colourful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners. (3) *Language Enrichment*, Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts. (4) *Personal Involvement*, Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

III. OBJECTIVE

This study aims to determine the perception of the use of English literature component in improving English language learning among English Major Undergraduates. The specific objectives for this study is to determine the learning habits of English Major undergraduates towards the literature component in improving their English language learning.

IV. METHODOLOGY

This study was conducted to identify the English Major Undergraduates' perception on using English literature to improve their English language learning in their natural and authentic manner, without any influence or any manipulative issues of the situation. Hence, the identification of these perceptions was executed via questionnaires which were distributed among the samples which consist of 150 of English majoring undergraduates of a public university (year 1 to year 4).

As mentioned in the previous chapter, this study focuses on answering the research question as follows: What are the learning habits of English Major undergraduates towards the literature component in improving their English language learning?

(i) Population and Sampling

In this research context, the current English Major Undergraduates were recorded at 196 students. Among the numbers, 51 are first year students, 50 second year students, 48 third year students, and 55 final year students. In this research, only 150 among the English Major Undergraduates will be chosen to be the samples for this study. However, in order to avoid problems such as non-responding data, sample loss, and other errors, 160 questionnaires will be printed out and distributed. From the total samples, 10 most unreliable questionnaires were omitted which then leave only 150 to be keyed in and analysed.

This study utilized Convenient Sampling falls under non-probability sampling. Convenience sampling is a method of sampling where participants are selected because they are willing and available to join the study. Besides, in every type of research, it would be superlative to use the whole population, but in most cases, it is not possible to include every subject because the population is almost finite.

This is the rationale behind using sampling techniques like convenience sampling by most researchers. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. It is also referred to the researching subjects of the population that are easily accessible to the researcher (Ilker Etikan, 2016).

(ii) Instrument of the Study

The research instrument selected in this study is questionnaire for the targeted group English Major undergraduates of a public university to obtain findings on perception on the use of literature component in improving English language learning. The study used a self-completed questionnaire as its main research tools as this is the most frequently used tools in applied linguistics providing a large amount of statistically processable information in the shortest time. Though the study mainly used quantitative research method. To ensure the reliability of the datasets, the draft questionnaire was piloted on a small group of researchers' colleagues.

(iii) Data Analysis

When all data is successfully collected, quantitative data were analysed through Statistical Package for Social Sciences (SPSS) program version 27 (V27). Data were arranged according to specific items into SPSS program for analysis and interpretation (descriptive statistics). Each question was schemed through and supported with descriptive statistics. Ann Card Anaesthesia (2019) explained that descriptive statistics are the kind of information presented in just a few words to describe the basic features of the data in a study such as the mean and standard deviation (SD).

VI. DISCUSSION

The study presented its research questions to gain information and to reach the purpose of the study. Therefore, the first research question is written as follow: "What are the learning habits of English Major Undergraduates towards the literature component in improving their English language learning?" The study has provided five questions in section B to seek further information regarding research question 1. Out of five questions, there are three questions asked for information on frequency which to be filled by the respondents to rate how many times they read the English literature, how often they encounter unfamiliar words in the texts they read, and how often they needed assistance to read English literature materials.

As the data collected, majority of the respondents sometimes read English literature which consumed the biggest percentage of 58.7%. In the other hand, respondents also encounter unfamiliar words in texts they studied which ranked sometimes and accounted for 61.3%. This data recorded a high frequency of encountering unfamiliar words among respondents as they are required to study on old English literary works from different eras. Unfamiliar words may be found in their texts' selection as some of the texts were obtained from African, Shakespearean, and Elizabethan eras of literature. However, the frequency on assistance needed to read English literature component showed less dependency on assistance which only counted 50%. Even the study of literature in university a bit challenging, the lecturers surely guide and assist the English Major undergraduates as they went through the syllabus and curriculum. The study offered a question with different literature genres as the options to find out students' preference in literature. The question included five most

common genres in the answer options which are poetry, prose, drama, fiction, and non-fiction. This question gained a high percentage on fiction genre which recorded at 49.3%.

This data correlates and explain the percentage where it shows 53.3% respondents purposely reading English literature for pleasure. As most of the respondents are young adults, the themes in Young Adult Literature (YAL) are found attractive because they reflect the reality of adult lives, and do not portray false optimism in their nature. The topic in YAL has been more relevance as they oriented on stories about friendship, love, and common dilemmas faced by adults. Bushman (1997) suggested that although the themes of the story vary, the story will present themes that are related to young adult lives. Some of the common themes include coming of age, alienation, building self-esteem, survival, heroism and more. These themes connect to and mirror young adults' lives. In relevance, the fiction genre was most preferred by the respondents are because it manages to evoke responses and encourage students to think, being empathy and relate their experiences to the text. The whole idea has suggested that literature provides room for the students to improve their English language learning.

(i) Respondents Demographic Information

The respondents' demographic information data is described in this section. A detailed overview of the demographic profiles of the respondents were analysed according to respondents' gender, race, age, year of study, and Malaysian University English Test (MUET) Band. In each demographic item, the frequency and percentage of each items are explained.

In order to reduce the level of non-responding, questionnaire collecting error and preventing sample loss, 160 questionnaires were distributed. After the data collection, 10 of them were omitted from the rest through comparison of the responsiveness of respondents. Finally, a total of 150 questionnaires were used for data analysis. The sample of this study (n=150) consisted English Major Undergraduates from the Faculty of Educational Studies, Public university in Malaysia ranging from first year to final year students in the English Major program. The respondents were required to provide the researcher with their demographic information which included gender, race, age, year of study and MUET band. In each demographic information, the frequency and percentage of each items are elaborated and explained.

(ii) Gender

The table 4.1. below shows the distribution of respondents according to their gender.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	33.3	33.3	33.3
	Female	100	66.7	66.7	100.0
	Total	150	100.0	100.0	

As shown in table 4.1, female respondents outnumber the male respondents which is 66.7% (n=100) as opposed to 33.3% (n=50) respectively. Thus, majority of the respondents are female.

(iii) Year of Study

The table 4.3 below shows the distribution of respondents according to their year of study.

Year of Studies		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman (First Year)	37	24.7	24.7	24.7
	Sophomore (Second Year)	33	22.0	22.0	46.7
	Junior (Third Year)	39	26.0	26.0	72.7
	Senior (Fourth Year)	41	27.3	27.3	100.0

Total	150	100.0	100.0	
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Based on the table 4.3 above, the highest number of respondents were senior students (FourthYear) which represent 27.3% (n=41) of the distribution. Among the 150 respondents, the junior (Third Year) and sophomore (Second Year) group recorded 39 and 33 respondents which took up 26% and 22% respectively. Lastly, the freshman group (first year) recorded 37 respondents from that group which represents 24.7% of the distribution.

(iv) Age

The table 4.4 below shows the distribution of respondents according to their age.

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	4	2.7	2.7	2.7
	20	26	17.3	17.3	20.0
	21	21	14.0	14.0	34.0
	22	38	25.3	25.3	59.3
	23	37	24.7	24.7	84.0
	24	14	9.3	9.3	93.3
	25	6	4.0	4.0	97.3
	26	3	2.0	2.0	99.3
	27	1	0.7	0.7	100.0
	Total	150	100.0	100.0	

As shown in the table 4.4, there are 4 students aged of 19 years old which represents 2.7% of the total distribution. 17.3% were possessed by students aged of 20 with 26 respondents. There are 21 students aged of 21 which took up 14% out of 150 respondents. Both ages of 22 and 23 recorded the highest total number of respondents (n=38) and (n=37) which consumed 25.3% and 24.7% respectively. 14 respondents of 24 years old answered the questionnaire which represented 9.3% out of total distribution. There are least number of participants aged of 25 (n=6) which carried 4% followed by 3 respondents of aged 26 (2.7%) and 1 respondent of aged 27 with 0.7% out of total distribution.

Research Question : What Are The Learning Habits Of English Major Undergraduates Towards The Literature Component In Improving Their English Language Learning?

Analysis on Frequency of Reading English Literature Components

The table below shows the frequency of reading English literature components among English Major undergraduates.

In this section, respondents are asked "how often do you read English Literature (Poetry/Prose/ Drama/ Fiction/ Non-Fiction?"

Respondents were to rate the frequency of reading English Literature by selecting one of the provided answers which labelled as: Always = 1 , Sometimes = 2 , Rarely = 3 , Never = 4.

Frequency of Reading English Literature Component		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	38	25.3	25.3	25.3
	Sometimes	88	58.7	58.7	84.0

	Rarely	24	16.0	16.0	100.0
	Total	150	100.0	100.0	

Based on the table shown above, the option “Never” is omitted as it was not a choice of any respondents. Meanwhile, the level of frequency of reading English literature that began with “Always” has been chosen by 38 respondents which has eventually taken up 25.3% of the distribution. In the other hand, 88 of the respondents felt that they only read English literature sometimes and they represented 58.7% of the distribution. Lastly, there are 24 respondents who rarely read English literature which equals to 16% of the total distribution. Based on this data, it is shown that majority of the respondents read English literature frequently.

Preferred Genre of English Literature

The table below shows the preferred genre of English literature among English Major undergraduates.

In this section, respondents were asked “Which literature genre do you prefer?” which aimsto find out their preferred genre of English literature. The available options of genres provided are (Poetry=1) , (Prose=2) , (Drama=3) , (Fiction=4) , (Non-Fiction=5).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poetry	28	18.7	18.7	18.7
	Prose	3	2.0	2.0	20.7
	Drama	27	18.0	18.0	38.7
	Fiction	74	49.3	49.3	88.0
	Non-Fiction	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Based on table, the Poetry genre has been picked by 28 respondents and it represented 18.7% of the distribution. Next, Prose genre recorded least number of respondents (n=3) which equals to 2% of the distribution. Meanwhile, Drama genre has been chosen by 27 respondents and that number took up 18% out of total distribution. There are 74 respondents who preferred to read Fiction genre of literature as it is recorded the highest selection which consumed up to 49.3% out of total distribution. Non-fiction genre recorded 18 respondents who selected that option which equals to 12% of total distribution.

4.3.1 Reason (s) to read English Literature Components

The table below shows the reason (s) to read the English literature components among English undergraduates.

In this item, respondents were required to choose one rationale of why they choose to read English literature. The researcher provided answers consisting reasons as follow (Entertainment=1) , (Reading for pleasure=2) , (To develop my language skills=3) , (To gain new knowledge=4) , (Others=5).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entertainment	23	15.3	15.3	15.3
	Reading for pleasure	80	53.3	53.3	68.7
	To develop my language skills	31	20.7	20.7	89.3

To gain new knowledge	16	10.7	10.7	100.0
Total	150	100.0	100.0	

Based on the table, 23 respondents opted for “Entertainment” which represented 15.3% of the distribution. Most respondents have chosen “Reading for pleasure” as their rationale for their literature reading habits which recorded 80 respondents equals to 53.3% out of total distribution. Apart from that, 31 respondents chose “To develop my language skills” as their reason which consumed 20.7% of the distribution. The final reason is “To gain new knowledge” recorded 16 respondents which in percentage wise, 10.7% of the distribution. The last option “Others” is not included as it was not chosen by any respondents. The above data showed English Major Undergraduates carried out their reading in literature purposely for both academic and leisure activity.

The Frequency of Encountering Unfamiliar Words in the Literary Texts

The table below shows the frequency of encountering unfamiliar words in literary texts among English undergraduates.

This item required the respondents to choose one answer that provide details about the frequency of encountering unfamiliar words in the English literary texts that they have read. The question asked in the questionnaire was “How often do you encounter unfamiliar words in the texts you had read?”. The researcher provided four options which are (Always = 1 , Sometimes = 2 , Rarely = 3 , Never = 4).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	41	27.3	27.3	27.3
	Sometimes	92	61.3	61.3	88.7
	Rarely	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

According to the table, it is shown that there are 41 respondents who always encountered unfamiliar words in the literary texts they read. This sum represented 27.3% of the total distribution. Out of 150 respondents, 92 respondents revealed that they sometimes encountered unfamiliar words in the texts which equals to 61.3% out of the total distribution. There are 17 respondents remarked “Rarely” to indicate their frequency of encountering unfamiliar words which in percentage wise equals to 11.3% of the total distribution. None of the respondents opted “Never” as their option in this item which explain why the “Never” option is not included. The data shows a moderate to high level of English language proficiency and mastery by the English Major Undergraduates in UPM.

Frequency of Assistance Needed to Read English Literature

The table below shows the frequency of assistance needed to read English literature texts among English Major undergraduates.

This question is the last question asked in this section B which related to research question 1. This section aims to investigate the learning habits of reading English literature among English Major undergraduates. The respondents were given a question “Do you need assistance (dictionary/simplified text and etc.) to read English literature materials?” and followed by 4 options which are (Always = 1 , Sometimes = 2 , Rarely = 3 , Never = 4).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	26	17.3	17.3	17.3
	Sometimes	75	50.0	50.0	67.3

Rarely	45	30.0	30.0	97.3
Never	4	2.7	2.7	100.0
Total	150	100.0	100.0	

Table 4.10 shown there are 26 respondents which represented 17.3% that answered “Always” to indicate their dependency on assistance to read English literature. The second option “Sometimes” was chosen by 75 respondents which equals to 50% of the distribution. Meanwhile, there are 45 respondents that rarely need assistance in reading English literature, their answers consumed up to 30% of the total distribution. Lastly, there is 4 respondents remarked “Never” for this item which resembled the remaining 2.7% out of the total distribution. Despite the high frequency of assistance needed for English literature reading, the data also indicates that English Major undergraduates possesses good literacy skills.

CONCLUSION

This research signified that the study of English literature component has improved the English language learning positively. Integrating the English literature component into the second language learning classroom can create a positive learning environment that will provide comprehensible input and a low affective filter, boosting learners’ interest to learn the English language better. Literature has served many purposes as well intellectually provocative, humanizing, and allowing us to use various angles of vision to examine our thoughts, beliefs, and actions.

The study about perception on the use of English literature component in improving English language learning among English Major undergraduates has been successfully executed. However, there are a few recommendations may be made to improve in the future study or research. As acknowledged, the study has possessed literature as its main subject and its target population only restricted to 150 sample from the English Major group in Public university in Malaysia (UPM). It is recommended that the future study to reach out for a bigger population by recruiting the same sample which comes from English Major background from other public or private universities in the country. The study has a huge potential to gain more insights on perception towards the topic literature as the literature subject also offered and embedded in their English Major curriculum and teacher training. Widen the scope and target population may resulted in changes on the findings and the results of the study, but at the same time, researcher will be equipped with a lot more insights and inputs throughout the study.

Apart from that, this study may be improvised in the future by adopting qualitative methodologies by using research instruments such as interviews and reflections. As the interview encourage target respondents to talk and give their opinions on the topic, the researcher will be able to collect various answers and reflections from the respondents. The results of the study surely be able to come out with the best solutions and relevant methods to existing problems stated in the study.

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