

## STUDENTS' PERCEPTIONS OF THE TEXT SELECTION IN THE LITERATURE COMPONENT

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### ABSTRACT

The procedure in selecting literature texts for the English language syllabus in Malaysian schools had become a concern since the criteria in selecting literature texts were made with little consideration on the students' perceptions and language level. The constant change in the cycle of the texts selection might cause students to lose interest in literature. Thus, this article discussed on students' perceptions in learning literature texts in the third cycle. A case study was employed by using semi-structured interviews involving four students from Form 3 and Form 5 respectively and triangulated by interview with three English teachers. Findings showed students were more interested in plot of the texts rather than the type of literature used. Teachers thought of literature texts as the learning materials to be used in class and for the examination. Students would lose their interest in learning literature and only learned it for the sake of examination.

**Keyword:** Literature texts selection, students' perception, teachers' perception

### 1. INTRODUCTION

In the preliminary National Education Blueprint (2013-2025), it stated that literature would be a major part in enhancing the language proficiency level and language skills of the students in learning English language. The general aim of English Language curriculum in schools is to encourage students to communicate effectively, read and respond to texts independently, produce well-structured written texts, appreciate and respond to literature texts, and show confident presentations (Kementerian Pelajaran Malaysia 2010). The main focus of this study was to reexamine the current cycle of literature texts used in the syllabus on whether the texts catered to the students' needs in developing self-interest in reading literature and their English language skills along with their perceptions on the texts. Based on the previous studies, there were strengths and weaknesses in each cycle of literature texts selection but despite of the high number positive feedbacks, the next cycle of literature texts was introduced. From the first cycle of literature texts selection, a group of panels were responsible in selecting the literature texts to be used in the syllabus which was questioned by the society on whether the texts were suitable to be employed by students. The authorities' preferences in reading literature texts might be diverse from students and the literature texts which they assumed would be interesting and suitable for the students might be wrong (Fan-ping 2010). In order to encourage the students' understanding and improve their language skills, the panels should focus on the students' perceptions and needs in reading literature texts. By using improved and thorough text selection process, it would encourage the students to read the literary texts (Siti Norliana, Roszainora, Chitra and Kamaruzaman 2009).

Students might have diverse perceptions in learning the literature texts since they had different upbringing and language proficiency level. In study by Vethamani and Premalatha (2009), they find that in the process of literature texts selection, the students' needs should be considered important. They added that in order to let the students became proficient in literature, finding the apt literature texts were more significant than planning the ideal syllabus with the expected results. The implementation of literature in the syllabus should be used as a tool to encourage reading literature for leisure among students rather than for the sake of examination. Study done by Abdullah and Lim (2010) for the first cycle of literature texts selection, the ex-learners showed more positive perceptions and attitudes towards the literature texts compared to the current students. The high expectation of the students for the literature texts to be different than the previous ones had discouraged them to learn as the students wanted something new. From the studies, it can be observed that students had diverse perceptions in learning literature texts for each cycle of literary texts selection. Since the third cycle of literature texts recently introduced, there was lack of evidence whether the students and teachers have positive or negative perceptions on the texts. Thus, this article will divulge on the students' and teachers' perceptions on the third cycle of literature texts in order to obtain the insights for the following research questions:

1. What are the students' perceptions in learning the third cycle of literature texts in ESL classroom?
2. What are the difficulties faced by the students in learning the third cycle of literature texts?
3. What are the students' preferences in learning literature texts?
4. What are the teachers' perceptions in teaching the third cycle of literature texts?
5. What are the teachers' suggestions in improving the students' understanding in literature?
6. What are the teachers' suggestions for the next selection of literature texts?

This article has four parts where in the first part it would discuss on the related literature and studies done by past researchers on literature texts selection and students' experiences. In the second part, methodology will be given. Then, the findings from the research discussed and last conclusion will be made.

## **2. LITERATURE REVIEW**

### **2.1 Cycle of Literature Texts Selection**

The literature texts chosen for the first cycle of literature texts in the Malaysian secondary school syllabus were mostly selected from both local and foreign literature texts which focused more on the classical. Some of the literature texts used higher level of language styles, have too many literary devices and the use jargon words make it harder for the students to understand the texts such as the poem 'Sonnet 18' by Shakespeare, 'There's been a death in the house opposite' by Emily Dickinson, short stories 'The Lotus Eater' by Somerset Maugham, and 'The Drover's Wife' by Henry Lawson (Nor Hashimah and Che Ton 2012). The difficult literature texts could be comprehended by the students but the language and length of the texts became a barrier for the students to fully appreciate them. In previous studies, students preferred short stories more

than poems but ironically in the study by Vethamani and Premalatha (2009), the ‘Potato People’ and ‘Looking for Rain God’ were unfitting short stories as the students find it hard to understand and dull. The theme of literature texts chosen was deemed as important aspects in enticing the students to read the texts regardless of the genre in literature. In the second cycle, the literature texts projects more on young adult issues in hope the students could comprehend the texts and respond to the texts emotionally (Mallika Govindarajoo and Jayakaran Mukundan 2013). The literature texts chosen would suit the students’ need in developing their language level and character building by learning and understanding the texts. The novels chosen for the second cycle were ‘Step by Wicked Step’, ‘Catch us if you Can’ and ‘The Curse’. These three novels were heavily focused on the young adults’ problems or dilemma faced by some of the adolescents these days. The curriculum planners should be alert on this matter since adolescents could be easily affected by decisions taken by the young adult characters in the novels used, such as running away from home and they might need to remember the possible outcomes that could happened especially on vulnerable adolescents (Mallika Govindarajoo and Jayakaran Mukundan 2013). The findings from a study by Noraishah et al. (2015), the students’ perceptions on the literature texts were positive as the texts have good moral values for the students to learn. This showed that students could accept the literature texts which focused on young adult issues as long as there were good moral values to be learned. Starting from 2015, the third cycle of literary texts selection have commenced in schools by using a new set of literature texts. The third cycle of literary texts selection has begun before the 10 years due which caused inconvenience for teachers to change their teaching materials to be used in class. There was not much information regarding on the new literature texts selection along with the reasons of its commencement. The literature texts in the third cycle focused on certain category or theme of the type of literature especially for poems. For example, the poem ‘Sad I Ams’ by Trevor Millum falls into the ‘feelings’ category while the poems ‘News Break’ by Max Fatchen and ‘My Hero’ by Willis Hall are in ‘poems to make you laugh’ category. The poems might seem too direct with its meaning or the messages tried to convey with the least hidden meaning. The literature texts used should convey the internal meaning which students could value and learned from it.

## **1.2 Students’ Perceptions in Learning Literature**

For the first cycle of literature texts selection, despite of the negative comments given on the texts used for the difficult language, according to a research done by Nor Hashimah and Che Ton (2012), the students have positive perception in learning literature by overall. The students realized the benefits that they could gain from learning literature especially in understanding others’ cultures, beliefs and values which incorporated in the literature texts they have learned in class. In study by Vethamani and Premalatha (2009), the students even gave their recommendations of texts they like to read in the first cycle since the texts were easy to comprehend, have good moral values and interesting to read. Even for the second cycle of literature texts selection, in study by Noraishah et al. (2015), the students had positive views on the literature texts used since the texts cater to the students’ preferences. This was probably due to the texts were relatable to the students. The students’ perceptions and preferences on literature texts were always been decided by the panels which they assumed would be the best for the students. It was questionable since despite of the positive results obtained in researches done, the third cycle was introduced before it was due. As it was already the third cycle of literature texts selection, it was common to look forward to the new literature texts in order to learn whether the

texts catered to the students' interest and language level. Since it was already the third cycle, the literature texts selected should be better than the last two cycles in providing the students the texts catered to their needs. Therefore, research should be done by focusing on the third cycle in order to gather more information on the students' perceptions in learning the literature texts. The aspects focused in this research were the students' perceptions on the literature texts which would be categorized into positive or negative or suitable interpretation based on themes from the students' responses. The students' perceptions in literature would be focused on the understanding of the texts, language difficulty level, interests, challenges in learning the texts, type of literature, and preferences in reading literature.

## **2. METHODOLOGY**

### **1.1 Research design**

In this research study, it was designed as a case study which involved only on students who were studying the third cycle of literature texts in the school syllabus. In this research, the qualitative method was employed in order to acquire the data from the students' own experiences and perception in learning the new literature texts as well as the challenges faced by them since the students were exposed to the components themselves by collecting data by conducting individual in-depth interview and triangulated with the teachers' interview.

### **1.2 Participants**

The participants involved for the interview sessions consisted of two students from Form 3 and two students from Form 5 at Sekolah Menengah Sains Kubang Pasu, Kedah. The convenience sampling was employed for the selection of participants for this study by asking for volunteers from each form. The participants volunteered were two female and two male students. Students from Form 1, Form 2 and Form 4 were not chosen for the research since they were just been introduced to the third cycle of literature texts early in the year. Students from Form 3 and Form 5 had been introduced to the third cycle of literature texts since the year 2015 therefore they were more familiar with the new literature texts used in the syllabus. Three of the English teachers teaching for the lower and upper level of secondary were involved in the interview session in order to triangulate the research and to obtain their perceptions on the third cycle of literature texts. This number of participants for the interviews was sufficient for this research due to lack of time to collect the data.

### **1.3 Instruments**

For the purpose of data collection, two sets of semi-structured interview questions were designed. The first interview set was used for interviewing the students regarding on their perceptions in learning the third cycle of literature texts, the difficulties faced by them in learning the literature texts, and their suggestions in choosing literature texts. The students were given the liberty to fully express their opinions in learning the third cycle of literature texts in order to obtain valid data and obtain their in-depth perceptions. The second set of the interview questions was used for interviewing the teachers which focused on their perceptions on the third cycle of literature texts along with their suggestions in improving the students' understanding in literature. The teachers

were encouraged to be sincere in giving their in-depth perceptions on the literature texts in order to comprehend the teachers' own perspectives. In each interview session, the two participants were interviewed together and was recorded using tape recorder. The interview session for the three teachers was conducted together in group for their convenience. The interviews were recorded, transcribed and interpreted immediately by using themes

## 2. FINDINGS

### 2.1 Students' Perceptions in Learning Literature Texts

In the interview, the two students from Form 3 participated in this study showed opposite views in learning the literature texts especially for the poems. One of them had negative perception on the poem 'Sad I Ams' since it was difficult to translate the meaning of the poem while the other one had positive perception on the particular poem for its amazing language and style. While one student had positive views for the short story 'Fair's Fair', the other student find that other poems, short story, drama, and novel did not fascinate as much like poem 'Sad I Ams'.

Table 4.1.1 Form 3 Students' Perception in Learning Literature Texts

| Interview Response   | Theme                               | Category |
|--|-------------------------------------|----------|
| Farah: <i>'Fair's Fair'. Short and easy to understand.</i>   | Easy to understand.                 | Positive |
| Farah: <i>Difficult to translate the meaning. 'Sad I Ams'.</i>   | Difficult to translate.             | Negative |
| Afinuddin: <i>I like poem 'Sad I Ams' because the language, the style is amazing.</i>  | Language and style is amazing.      | Positive |
| Afinuddin: <i>The other poem, they just don't intrigue me much as 'Sad I Ams'.</i>   | Other poems do not intrigue.        | Negative |
| Afinuddin: <i>However about the story, short story, drama, and so on, the novel, they just don't fascinate me as much like poem.</i> | Do not fascinate as much like poem. | Negative |

For the upper secondary level, the two volunteered students from Form 5 shared the same sentiment in perceptions on some of the literature texts and few differences in the other due to the themes portrayed in the literature texts. Both students gave their answers for the interview question according to the type of literature – poem, short story, drama, and novel. For the positive perceptions in the literature texts, one student likes the poem 'The Living Photograph' since it showed the love of a grandmother while the other student likes the poem 'What Happened to Lulu' because of the value of freedom shown in the text. Both students had positive views on the short story 'Tanjung Rhu' for its good moral values. The novel 'Dear Mr Kilmer' also got positive perception from both students for its patriotic values. The poem 'Charge of the Light Brigade' got negative perception from both students since they could not comprehend the texts. Only one student had negative perception on the short story 'Leaving' as he thought the ending was not interesting.

Table 4.1.2 Form 5 Students' Perception in Learning Literature Texts

| Interview Response                             | Theme            | Category |
|--|------------------|----------|
| Anis: <i>In my opinion, I like 'The Living</i> | Like 'The Living | Positive |

|   |   |          |
|---|---|----------|
| <i>Photograph' because it shows love of a grandmother towards the granddaughter from different races.</i>   | Photograph' because it shows love of a grandmother.         |          |
| <i>Azril: The poem that I like from Form 5 poem, 'What Happened to Lulu?'. It's very interesting for me because it shows the freedom that she wants from not much love from her family.</i> | Like 'What Happened to Lulu' because it shows freedom.      | Positive |
| <i>Anis: For short story, I think I like 'Tanjung Rhu' better because like the 'Living Photograph'. It shows good moral values.</i>   | Like 'Tanjung Rhu' because it shows good moral values.      | Positive |
| <i>Azril: I like 'Tanjung Rhu' because the love that putting in the short story is strong between mother and son.</i>   | Like 'Tanjung Rhu' because the love between mother and son. | Positive |
| <i>Anis: I think I like 'Dear Mr Kilmer'. Well, it shows patriotic in every people.</i>   | Like 'Dear Mr Kilmer' because it shows patriotism.          | Positive |
| <i>Azril: Novel 'Dear Mr Kilmer' I think it's very interesting. It shows the more patriotic.</i>  | It is very interesting. It shows patriotic.                 | Positive |
| <i>Anis: For the 'Charge of the Light Brigade', I don't quite understand what it tries to say.</i>  | Do not quite understand what it tries to say.               | Negative |
| <i>Azril: And the 'Charge of the Light Brigade' it contents lots of same things that were repeated. So I'm not quite understand about this poem.</i>  | Not quite understand about this poem.                       | Negative |
| <i>Azril: About the 'Leaving', actually it's the same to 'Tanjung Rhu' but the story does not have a quite good what do you call it, solution. The ending is not very interesting.</i>      | The ending is not very interesting.                         | Negative |

#### 4.2 Difficulties Faced by Students in Learning Literature Texts

In learning the literature texts, both of the students from Form 3 mentioned that they did not have any difficulties in learning the texts other than the lack of willingness to read the texts and did not know how to schedule their time.

Table 4.2.1 Form 3 Students' Difficulties in Learning Literature Texts

| <b>Interview Response</b>   | <b>Theme</b>                       | <b>Category</b> |
|---|------------------------------------|-----------------|
| <i>Farah: Most of the difficulties were due to lack of willingness to read the texts.</i> | Lack of willingness to read texts. | Negative        |
| <i>Afinuddin: No. It's just me. I don't have. I don't know how to schedule my time.</i>   | Do not know how to schedule time.  | Negative        |

The difficulties faced by the two Form 5 students were mostly caused by learning the poems because it was difficult to comprehend the meaning. Both students had to search for the meaning in reference book and asked the teacher as the solution to their difficulties. One of the student find that it was not very difficult since she like reading English books but she was concerned for

her friends. The other student might have the solution to comprehend the poem but he could not fully comprehend it.

Table 4.2.2 Form 5 Students' Difficulties in Learning Literature Texts

| Interview Response   | Theme  | Category                         |
|--|--|----------------------------------|
| Anis: <i>I think the challenges in the 'Charge of the Light Brigade', cannot understand it when I read it and try to search the meaning in reference book, I just doesn't really get it.</i>   | 'Charge of the Light Brigade', cannot understand it.<br>Search meaning in reference book.                        | Negative<br>Solution             |
| Anis: <i>It's very difficult for me but I think it's not very difficult for me maybe because I like reading English books. But I think it's a problem for my friends that trying to improve their vocab.</i>                                     | It is not very difficult because I like reading English books.<br>It is a problem for my friends.                | Positive<br>Concern              |
| Azril: <i>I think that the meaning of the poems that might be problem. So when I want to read poem, so after read and I don't understand it, I will ask the teacher. Even though I refer to book, I not hundred percent understand the poem.</i> | Meaning of poems that might be the problem.<br>Will ask the teacher.<br>Not hundred percent understand the poem. | Negative<br>Solution<br>Negative |

### 4.3 Students' Preferences in Reading Literature Texts

The Form 3 students had similar preferences in reading literature texts as they both preferred texts focused on life, friends and things which involved life for the plot or genre. One of student preferred literature texts which he could learn the moral values.

Table 4.3.1 Form 3 Students' Preferences in Reading Literature Texts

| Interview Response  | Theme                      | Category     |
|---|----------------------------|--------------|
| Farah: <i>Many stories about life. Friends.</i>   | About life. Friends.       | Plot/ genre  |
| Afinuddin: <i>Basically, things that involve life.</i>  | Things involve life.       | Plot/ genre  |
| Afinuddin: <i>It's not like about life as much but when we use an object like a coke tin after we drink it, it goes straight to the rubbish. So, there is no use about it but we learned something from it.</i> | Learned something from it. | Moral values |

From the interview with the Form 5 students, both students preferred literature texts related to teenagers and issues of adolescents for the plot or genre. One of the student added that she could relate the texts to themselves since it focused on teenagers. One of the student preferred texts related to romance, issues of adolescents and family for the plot.

Table 4.3.2 Form 5 Students' Preferences in Reading Literature Texts

| Interview Response  | Theme  | Category              |
|---|--|-----------------------|
| Anis: <i>I think in teenager stage, I think it better for us to read texts about teenagers also. Because we can relate the texts and to</i> | Texts about teenagers.<br>Can relate texts to ourselves. | Plot/ genre<br>Reason |

ourselves.

Azril: *We like literary texts related to romance, issues of adolescents, family something like that because we about to be adult so we must be matured.*

Texts related to romance, issues of adolescents, family.

Plot/ genre

#### 4.4 Teachers' Perceptions in Teaching the Literature Texts

In the interview with the three English teachers, one of the teachers had positive perception as she thought the poem 'What is Red' could encourage students to begin creative writing. She also realized that the Form 3 students still remembered the short story 'Fair's Fair'. The second teacher had positive and negative perceptions on the literature texts as he thought it would be a good way to learn others' culture but it could be quite difficult to fully comprehend the texts. He even added that the teachers stressed on the literature texts that would appear in tests and examination. The third teacher thought the solution by revealing what kind of lives the foreign people had to students but then she added it would still be hard for students to understand the texts well.

Table 4.4.1 Teachers' Perceptions in Teaching the Literature Texts

| Interview Response   | Theme  | Category             |
|--|--|----------------------|
| Foong: <i>Maybe it's one of the ways to encourage students to begin creative writing with the use of poem 'What is Red'.</i>   | To encourage students to begin creative writing.                                     | Positive             |
| Foong: <i>Even until form 3 because yesterday when you let them fill in the forms I was there and I realized that they still remember 'Fair's Fair' very much.</i>   | Still remember 'Fair's Fair' very much.  | Positive             |
| Anas: <i>Introducing them to different culture is a good way of learning other people's culture but then as they said before it quite difficult for them to fully understand what is happening out there if they themselves are not there right?</i> | Good way of learning other people's culture.<br>Quite difficult to fully understand. | Positive<br>Negative |
| Anas: <i>I say mostly average because we stressed that it will appear in the tests and examination so that's why they have no choice but to.</i>   | Stressed that it will appear in tests and examination.                               | Motive               |
| Hasrin: <i>I think if you them to fully understand or grasp the background of the people that the concern of the story, first reveal to them to what kind of lives they have in Africa, in Singapore or in their family of Chinese background.</i>   | Reveal what kind of lives they have.   | Solution             |
| Hasrin: <i>Even though we try our best to explain to them but if you are not from that kind of my set of culturally background, its way hard for students to understand it as well.</i>  | Hard for students to understand it well.   | Negative             |

#### 4.5 Teachers' Suggestions in Improving the Students' Understanding In Literature

In giving the suggestions to improve the students understanding in the literature texts, the first teacher suggested showing some videos to the students and the teachers could obtain materials shared by other teachers in websites to help in their lesson. The second teacher suggested that they should have drama competition in classes or among gender. He added that they have to initiate it themselves on how to teach the texts right. The third teacher suggested having two levels of figurative in order to fully appreciate the poems. She also added that they had to initiate themselves to understand the literature texts first before they taught them to the students and developed their own materials.

Table 4.5.1 Teachers' Suggestions in Improving Students' Understanding in Literature

| Interview Response  | Theme  | Category   |
|---|--|------------|
| Foong: <i>We did show them some videos. And also the materials the teachers share in the websites.</i>  | Show some videos.<br>Materials teachers share in websites.         | Suggestion |
| Anas: <i>Some teachers they have suggested another way for students to enjoy literature such as having drama competition in classes or among sex.</i>                                   | Having drama competition in classes.                               | Suggestion |
| Anas: <i>The one that we received from the ministry is only the texts. Only the texts. We have to give them a piece of poem like that and we have to figure out how to teach right.</i> | Have to figure out how to teach right.                             | Initiative |
| Hasrin: <i>Must have two level of figurative so we can fully appreciate the poems.</i>  | Two levels of figurative to fully appreciate poems.                | Suggestion |
| Hasrin: <i>So basically we refer to more than 4 books, reference books because we have to understand it ourselves before we can teach and share it with the students.</i>               | Have to understand it before can teach and share it with students. | Initiative |
| Hasrin: <i>We developed our own materials in the first two years.</i>   | Developed own materials.   | Initiative |

#### 4.6 Teachers' Suggestions for the Next Selection of Literature Texts

In giving suggestions for the next selection of literature texts, the first teacher suggested that the local texts written by local authors should be included. She added that the theme currently used in the third cycle would be just nice. The second teacher suggested that they developed a survey form online for teachers to choose the next literature texts to be used and the selection of texts should be extended. He even added that the poems used the third cycle was good for High Order Thinking Skills (HOTS) questions. The third teacher suggested that the ministry should spend more time on testing the literature texts in schools first instead of changing it so frequently.

Table 4.6.1 Teachers' Suggestions for the Next Selection of Literature Texts

| Interview Response  | Theme                                 | Category   |
|---|---------------------------------------|------------|
| Foong: <i>Okay, personally maybe I would say have some I mean the text which is closer to</i> | Local texts written by local authors. | Suggestion |

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*Malaysian lives. Local texts written by local authors.*

|  |  |                   |
|--|--|-------------------|
| <p>Foong: <i>I think for the choice I mean for the theme would be just nice with what we have now.</i></p>   | <p>The theme would be just nice with what we have now.</p>                               | <p>Positive</p>   |
| <p>Anas: <i>I would prefer having like a survey form online so the teacher can click.</i></p>  | <p>Survey form online.</p>   | <p>Suggestion</p> |
| <p>Anas: <i>But actually the poem is good for HOTS question. They can come out with lot of solutions, reasons. Even to we adults, ourselves cannot.</i></p>  | <p>The poem is good for HOTS question.</p>   | <p>Positive</p>   |
| <p>Anas: <i>I think the selection of texts should be the years of using that should be extended. Keep changing the after less than 5 years.</i></p>  | <p>Selection of texts should be extended.</p>  | <p>Suggestion</p> |
| <p>Hasrin: <i>Actually what is it that they want to see happening to some people. If they want to see that the British components have impact then they should spend more time on try it out in school instead of changing them so frequently.</i></p> | <p>Should spend more time on try it out in school instead of changing so frequently.</p> | <p>Suggestion</p> |

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## 5. DISCUSSIONS

The students' perceptions in the third cycle of literature texts were divided to positive and negative perceptions depending on the students' forms. The two students in Form 3 had different perceptions in learning the literature texts as one preferred short story and the other preferred poems with good moral values. Some of the students had their own interpretations on certain literature texts and focused more for its plot and moral values learned rather than the type of literature texts. This showed that students were more interested in the messages that the literature texts tried to convey despite of the long and difficult words which was similar to the findings of the study done by Nor Hashimah and Che Ton (2012) and Vethamani and Premalatha (2009). In the difficulties faced by the students in learning the literature texts, the Form 3 students had difficulties in having the willingness to read the texts and scheduling their time due to time constraint of the boarding school life, they did not have time to read the literature texts except in class and when they was bored. For the Form 5 students, even though they had difficulties in comprehending the meaning of the literature texts especially in poems, they thought of the solution to overcome the difficulties by depending on the reference books and asked the teacher's guidance to help them understand. From the findings, it could be seen that both students from Form 3 and Form 5 had different preferences in reading literature texts depending on their age. The two Form 3 students preferred literature texts focused on the genre which involved life and friendship as they find them to be interesting as they were related to their life. The other two Form 5 students had similar preferences in reading literature texts except it was slightly varied in term of their age. The two Form 5 students preferred literature texts related to their young adult issue and the adulthood life as they wanted to learn more on the particular issues. It would be logical for students of their age to read something which would teach them on how to survive the world when they graduated from school. The interview done with the English teachers revealed that the teachers were more concerned whether the literature texts used in the

syllabus could be developed into teaching materials and suitable for the examinations format which focused more in HOTS questions. The teachers did not give too much thoughts on each literature texts used since in the end what matter the most to the teachers were whether the texts could be used in their lesson. The teachers in school did make the efforts in organizing activities for the students to enjoy and appreciate the literature texts. This showed that the teachers did want the students to fully appreciate the literature texts. The teachers even gave suggestions for the ministry to develop an online survey regarding on the selection of literature texts for the future selection. This would give the teachers from all over the country to be involved in the process of selecting the literature texts thus giving them the chance to make better selection for students. Teaching unsuitable literature texts to students could prevent them from fully appreciate the texts thus resulting in learning the texts only for the sake of examinations. The Ministry of Education should reconsider the students' perceptions in selecting the appropriate literature texts for them to study in order to learn meaningful moral values. Due to the time constraint, further study cannot be conducted to the fullest in order to understand the students' perceptions on the third cycle of literature texts. The future study should involve each level in the secondary school from Form 1 to Form 5 in collecting data in order to get better outcomes regarding on the third cycle of literature texts.

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