

The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with Harper Lee's Novel 'To Kill A Mockingbird' (1960)

Azlina Abdul Aziz

Faculty of Education,
Universiti Kebangsaan Malaysia, Selangor, Malaysia

Nurul Shahira Mohd Raffi

Faculty of Education,
Universiti Kebangsaan Malaysia, Selangor, Malaysia

Abstract

The purpose of this research is to interrogate the effectiveness of utilizing drama performance in enhancing student teachers' engagement with the literary text 'To Kill a Mockingbird' by Harper Lee (1960). This study is based on a TESL course "Teaching of literature: Reading the word and the world" for TESL undergraduate student teachers at the Faculty of Education, Universiti Kebangsaan Malaysia (UKM), Malaysia. In this study, student teachers would need to read and understand the literary text "To Kill a Mockingbird" and eventually conduct a drama workshop, where they will dramatize the text to a group of secondary school pupils. The drama performance aims to engage these student teachers on issues of racism, prejudice and discrimination as a means to utilise literary texts to help them gain insight on how they are constructed and enacted. This study was designed to be a case study with three methods of data collection namely questionnaire, student teachers' personal response and reflective essays. In this study, the student teachers reflected on the whole process of dramatization, identifying its strengths, weaknesses and suggestions on how to improve it. Generally, the participants perceived that dramatization helps them to construct meaning from the literary text and be able to examine issues of race, racism and discrimination.

Keywords: drama performance, reading engagement, literary text, literature in English, To Kill a Mockingbird, Harper Lee

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Introduction

Malaysia's Ministry of Education has placed an emphasis on the English language and it is evident through their efforts to further enhance the mastery of English among the students. Programs and plans have been carried out at various levels in an effort to achieve the aforementioned goal such as with the teaching of literature at primary and secondary levels. Exposing literary reading materials to Malaysian students is one way to instil passion and awareness of learning and acquiring the English language among them (Thirusanku & Md Yunus, 2012b). Reading literature could potentially assist them in learning vocabulary and phrases; remembering the vocabulary and grammatical structures learned; and provides practice in using a sentence context to guessing the meaning of words and phrases they don't understand (Khatib et al., 2011).

Apart from the role of literature in helping students to acquire language, reading literature has its aesthetic value. Through literature, readers are taught how to live; it allows readers to be at the locations; experience the activities; meeting and understanding different individuals' stories and point of view; and to feel their joys and sufferings (Thirusanku & Yunus, 2012a). Conversely, it requires years for a reader to gain so much wisdom instilled in a single book of literary merit. Literature offers a reflection of culture and its ways for a richer life. No other type of teaching brings the pleasure it gives from reading. Writers of literature have helped civilizations to examine and conquer the darkness of savagery that exists in this world (Khatib et al., 2011). Due to these impacts, the literary text encourages readers to consider the entire spectrum of human experience when making choices in their daily lives. In the twenty-first century, building a beneficial relationship between cultures and breaking down walls of social stratification has become a significant goal for societies (Mathis, 2016). This goal implies that the development of intercultural competence is essential for individuals.

Generally, as learners' progress through different stages of learning, they are asked to read more complex information and graphic texts (Tan & Abdul Aziz, 2019). The capacity to comprehend and use the information in these texts are essential to the learning achievement of a learner. Successful learners have a repertoire of approaches to use in distinct situations and understand how to use them (Thirusanku & Md Yunus, 2012b). Readers of literature benefit from a multitude of instructional approaches that show the ability to read as the topic is taught (Hwang & Embi, 2007; Yeoh, Md Yunus & Abdul Aziz, 2018; Tan & Abdul Aziz, 2019). Particularly in Malaysia, alongside other factors including knowledge, attitudes, skills and identity factor; it has become crucial for educators to adopt effective reading strategies to assist readers of literature to deepen their understanding of intercultural competence, and seek to explore the notion of identity and intercultural competence as it is situated within the Malaysian setting (Mathis, 2016).

This study demonstrates the relevance of dramatization as a teaching and learning technique to explore social cultural and political issues highlighted in literary texts for teachers, teacher educators and student teachers.

This study seeks to find answers to the following research questions:

1. How does utilizing drama performance help student teachers to become engaged and thoughtful readers by critically examining issues of racism, prejudice, discrimination in the novel and in Malaysia?
2. What were the strengths and challenges the student teachers encountered during the dramatization process?
3. What were the student teachers' suggestions on how to counter these challenges?

Literature Review

This study draws on a few theoretical frameworks and pedagogies, namely the Zone of Proximal Development, Transactional theory of reading, meaning-making strategy and dramatization as a pedagogical tool.

Zone of Proximal Development (ZPD)

The understanding of the effectiveness of utilizing drama performance in enhancing student teachers' engagement with the novel 'To Kill A Mockingbird' is related to that of Vygotsky's ZPD. ZPD establishes two levels of development; the actual level, which is determined through the ability of the student teachers to do something individually, and the possible level, which is determined by the ability of the student teachers to do something with assistance from others (Vygotsky, 1978). The functions in the ZPD are called 'buds' of development and the actual development is called the 'fruits' of development (Shabani et al., 2010). Human activity is inherently social (Coutinho, 2007). In a conventional view, a student-teacher is an individual who has the capacity to acquire knowledge. This is supported by Kemeh (2014) who found that student teachers as readers of literature benefit through a meaningful practice of dramatization to help foster interpretation of the text and cultivate in-depth understanding of the issues. Furthermore, the emphasis on the use of dramatization can significantly promote the value of thoughtfulness and empathy which they could acquire from each other's character performance.

Transactional Theory of Reading

Rosenblatt's (1978) transactional theory suggests that the connection between the reader and text is similar to that between the river and its banks, each having its impacts on the other, each contributing to the literary form (Mathis, 2016). Thus, transactional theory places much emphasis on the reader's role. If meaning lies not solely in the text, but rather in the reader's enactment, then literature discussion requires consideration of the reader's mind or groups of readers. Literary texts initiate 'performances' of significance rather than formulating meanings themselves. The transactional theory does not consider the literary experience to be the same as the text from which it arises (Marhaeni, 2016). In other words, it calls attention to who the readers are, what they bring to the text, the expectations of the documents they have and the decisions they make when reading them. It may be most essential when choosing a position in relation to the literary text (Tan & Abdul Aziz, 2019).

Meaning-Making Strategy

The term meaning-making is used widely in the constructivist approaches, which involves the individual's to process; comprehend, or make sense of life occurrences, interactions and meaning-

making (Maarof & Yaacob, 2011). As learners meet progressively complicated texts, these carefully chosen fiction texts provide a platform for rich debates in making-meaning lessons. In this study, through dramatization of the literary text, it incorporates the growth of social skills, establishes an atmosphere where learners learn to cooperate, respectfully agree and disagree, and take responsibility for their own learning (Renganayar, 2012).

Dramatization as a pedagogical tool

The importance of literature is paramount and undeniable. Some, however, are dubious about the intent of literature or even the act of reading itself (Mathis, 2016). This is particularly frightening in a globe where media dominance penetrates our everyday life to the point where people's lifestyles are influenced by them yet many people blindly absorb all types of factors as manipulated by profit gain (Nambiar & Anawar, 2017). Yet many individuals blindly absorb all sorts of influences as profitable businesses manipulate them in the form of all media such as advertisements, television shows, radios, etc. Unfortunately, increased media influence has overshadowed the significance of literature (Carter 2007). Media has had a far-reaching impact on the daily life of many people than what is healthy for them (Thirusanku & Md Yunus, 2012b). Turning on to the morning radio while driving to a job or turning on the TV at the end of a tiring day; these are things individuals often do on a regular basis. In a manner, media appeal has driven individuals away from voraciously reading (Coles & Bryer, 2018). The power of dramatization is increasingly recognized as one of the most efficient ways in which individuals are able to create soft skills and emotional intelligence, abilities that are often not acquired through traditional education (Popova, 2014). Kemeh (2014) mention that dramatization encourages communication skills, cooperation, expand skill sets, negotiating and socializing. It stimulates the imagination and creativity; develops a stronger knowledge of human behavior and empathy with circumstances that may seem remote. Grosser and Nel (2013) state that drama performance enables the growth of critical thinking and enables us to make better and more conscious choices; it promotes us to use our bodies and voices, it promotes and inspires us to say "no," to stand up, to talk up.

Dramatization gently builds trust and self-esteem until individuals are comfortable enough to participate fully and actively in the enactment (Coles & Bryer, 2018). Drama guides and promotes the problem-solving abilities of children while at the same moment promote a growing understanding of how problems can be solved. Instead of being taught and told what to believe and feel in distinct circumstances, drama transforms this into a deeper experience of thinking, motivating kids to question, answer and clarify what they feel and believe and present alternatives (Masso, 2018). Drama performance enables learning on how to express oneself in distinct ways through the growth of character and role. It also helps to explore characters from all backgrounds and in a broad variety of historical and cultural circumstances, which creates an awareness of all elements of life (Lim, 2014). Through dramatization, students would be able to perform a range of emotions in dramatization; secure a supportive environment by providing chances to better comprehend their own feelings and create empathy with others and enable investigation of conflict and difficult personalities, as well as learn how to express themselves through dialogue, improvisation, and discussion (Ozdemir & Ulas, 2017).

Methodology

Under the qualitative paradigm, the study was designed to be a case study with three methods of data collection namely questionnaire, student teachers' personal response, and reflective essay. The study is based on a course 'Teaching of literature: Reading the word and the world' taught to Year 2 TESL undergraduate student teachers at the Faculty of Education, UKM. Therefore, 45 TESL student teachers (second year) were selected as respondents in order to critically examine the engagement and thoughtfulness of student teachers to critically examine the issues of racism, prejudice, and discrimination in the novel 'To Kill a Mockingbird'. The responses based on the questionnaire, personal responses and reflective essays from these 45 student teachers were then analyzed thematically.

Findings

The findings for the research question were categorized under four themes namely (1) dramatization to foster interpretation of the text, (2) cultivate in-depth understanding of the main theme in the text, (3) the value of dramatization to foster interpretation of text, and (4) Personal growth based on the dramatization process. Overall, this study enables readers of literature to make sense of their 'true' life issues and helps them learn about themselves and the world. The results of this study brought insight, challenges and suggestions on how dramatization can be used to foster interpretation of a literary text and further cultivate an in-depth understanding of the issues in the text and in the Malaysian context.

Results

In this section, the data are presented followed by a discussion of the research findings. The findings pertaining to the research questions are presented in this subsection. In order to answer the research questions; data from the questionnaire, student teachers' personal responses and reflective essays were analyzed. The findings for the research question were further subcategorized under 4 themes namely (1) dramatisation to foster interpretation of the text, (2) cultivate in-depth understanding of the main theme in the text, (3) the value of dramatization to foster interpretation of text, and (4) Personal growth based on the dramatization process.

Theme 1 – Dramatisation to foster interpretation of the text

The questionnaire's result was calculated and the mean score of each item was obtained in order to gauge the influences of drama performance to help student teachers to become engaged and thoughtful readers of literature. From the responses, all criteria scores high and extremely high within the range mean scores. Based on the items in the questionnaire, the three highest score are that dramatization helps these student teachers to; 1) Identify and apply own elements of dramatic language in order to express thoughts, experiences and feelings 2) Develop an interest for artistic manifestations: awakening a sense of aesthetics and 3) Achieve theatrical techniques of expression such as dramatization and improvisations. Overall, the participants perceived that dramatization stresses the importance of the role of the reader in constructing the meaning of a work of literature.

Table 1 *Mean scores of items in the questionnaire*

No.	Criteria	1 (%)	2 (%)	3 (%)	4 (%)	Mean Score
1.	Drama performance helps me to understand the issues in the text			17 (38%)	28 (62%)	3.62
2.	I am able to critically examine my reading strategies			24 (53%)	21 (47%)	3.46
3.	Drama performance helps me to develop personal responses to text			20 (44%)	25 (56%)	3.55
4.	I am able to develop my critical appreciation and cultural awareness			13 (29%)	32 (71%)	3.71
5.	Drama performance helps me in terms of:					
	a) Stimulate the capacity of internalising, perceiving, and communicating			17 (38%)	28 (62%)	3.62
	b) Develop creativity and capacity of self-expression			12 (27%)	33 (73%)	3.73
	c) Identify and apply own elements of dramatic language in order to express thoughts, experiences and feelings			9 (20%)	36 (80%)	3.80
	d) Develop an interest for artistic manifestations: awakening a sense of aesthetics			9 (20%)	36 (80%)	3.80
	e) Achieve theatrical techniques of expression such as dramatisation and improvisations			9 (20%)	36 (80%)	3.80
6.	How are the issues in the text similar and different to Malaysian context?	'Short answer'				

Score: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree)

Theme 2 – Cultivate an in-depth understanding of the main theme in the text

To further cultivate an in-depth understanding of the issues; question 6 of the questionnaire enables participants to reflect on their understanding of the similarities and differences of the issues of racism, prejudice and discrimination in 'To Kill a Mockingbird' to the Malaysian context. This open question is meant to be thought-provoking and get at the student teachers feelings and perspectives on these issues. The two tables (2 & 3) below focuses on the differences between forms of racism, prejudice and discrimination between Malaysians and in the novel.

Table 2 *Forms of racism, prejudice and discrimination in the novel*

No.	Categories of factors	Frequency	%
A. Racism			
1.	Segregation	9	17
2.	Separatism	12	23
B. Prejudice			
1.	Justice	11	21
2.	Public support	2	4
3.	Working Service	3	6

C. Discrimination			
1.	Association	2	4
2.	Victimisation	4	8
3.	Harassment	9	17
Total		52	100

According to the data in Table 2, the respondents found that in the novel, racism in the form of separatism (23%) and segregation (17%) are prominent.

“Malaysians are living peacefully although there are many mixtures of different cultures and traditions in Malaysia. Whereas the African American in the novel doesn’t have the same privilege as the whites.”

21% believe that racial prejudice occurs in the American justice system;

“Justice is also given equal treatment in our court, unlike in the story.”

“The difference between prejudice and discrimination which happened in Maycomb and Malaysia is in the Malaysian court they will seek the truth instead of being bias. The prejudice and discrimination only happened among society and when it becomes a court case, it will be fairly treated.”

17% are of the opinion that harassment is one form of discrimination most commonly experienced by the African American characters in the novel.

“In ways it is different in that Malaysians do not use violence or discriminate the different cultures openly. Every culture lives in peace and we can be friends.”

Table 3 *Forms of racism, prejudice and discrimination in the Malaysian context*

No.	Categories of factors	Frequency	%
a) Racism			
1.	Inferiority	15	7
2.	Social and moral traits	27	12
3.	Misunderstanding	10	4
4.	Name calling	33	15
b) Prejudice			
1.	Prejudgements	18	8
2.	Categorising	31	14
3.	Bias	12	5
c) Discrimination			
1.	Unfair treatment	26	12
2.	Disadvantages	17	7
3.	Perception	35	16
Total		224	100

While most respondents mentioned that racism, prejudice, and discrimination in Malaysia was not a serious problem, respondents still agreed that these issues exist in Malaysia but perhaps to a lesser degree.

“We can't really see prejudice among our people. There is no racism due to differences in skin color so the type of prejudice is highly different from the novel.”

“However, the prejudices that occur in Malaysia are not as bad as it is in the novel. In Malaysia, despite having evil assumptions, we try to dissolve it by celebrating diversity. We acknowledge the differences that people have and respect each of them.”

Malaysia is a culturally diverse country when racial tensions occur; it will affect the whole community.

“These issues can be related to the tragedy of 13th May. It was the time when misunderstanding happened between the Malay and Chinese citizens of Malaysia. They developed dissatisfaction and hatred towards each other and as a result, they began to fight each other physically that many fatalities occurred.”

Data showed that a total of 15% of respondents mentioned that name-calling is one of the most common forms of racism in Malaysia.

“Things to describe an Indian would be the word 'KELING' and Chinese 'CINA BABI”

14% agree that prejudice begins from racial stereotyping;

“The common prejudice in Malaysia is that all Malays are lazy, Chinese like to lie when doing business, and Indians get angry easily.”

12% discrimination by perception.

“... Africans have also been identified as outlaws where they will commit crimes based on Malaysian’s perception such as smuggling, raping, drugs, mafias and so on. This cause Malaysians to be afraid to socialize with Africans.”

Racism, prejudice and discriminations create a society in which people do not trust and respect each other. It decreases us as an individual when it is permitted to thrive.

Theme 3 – The value of dramatisation to foster interpretation of text

Most of the participants agreed that dramatisation helped them to develop greater cultural intelligence and openness as well as enables cultivate in-depth understanding of the text. This statement is derived from the student teachers’ personal responses through Facebook in response to Beach and Wilhelm’s article; ‘Using drama to foster interpretation’. The factors categories emphasize the significance of the reader’s role in constructing the significance of literature through dramatization.

Table 4 *Emerging themes on the values of dramatisation from the personal responses*

No.	Categories of factors	Frequency	%
1.	Connection between emotions and cognition.	29	7
2.	Integration of prior language with new experience.	33	8
3.	Maintains motivation through fun and inspiring learning environment.	28	6
4.	Enriches real-life experiences.	17	4
5.	Engages feelings and attention.	16	4
6.	Interaction to life through an intensive focus on meaning.	32	7
7.	Emphasis on whole-person learning; multisensory inputs and capitalise strength.	36	9
8.	Foster self-awareness, self-esteem and confidence.	21	5

9.	Fostered and sustain motivation through expectancy-generated activities.	13	3
10.	Transfer responsibility for learning / independent learning.	25	6
11.	Extends the emotional range of expression.	19	4
12.	Creates sensitivity and sense of awareness.	22	5
13.	Preparation for real life and unpredictability.	24	6
14.	Integrating cultural experience.	30	7
15.	Skills, ability and performance enhancement.	13	3
16.	Cultivate value of thoughtfulness and empathy.	31	7
17.	Balanced between receptive and productive skills.	10	2
18.	Involves students interactively.	27	6
Total		426	100

The data showed that 9% of the respondents agreed that dramatization places great emphasis on whole-person learning; multisensory inputs and capitalize on strength;

“Students can benefit a lot from dramatization such as to help bolster students’ confidence and engagement in their reading, students can actively create meaning together, listen to each other, explore implications and enjoy themselves.”

8% mentioned that drama is an integration of prior language with a new experience;

“Infuse their knowledge with feeling, the facts, ideas, beliefs, and understanding shaped by the emotion of love, hate, envy, desire, happiness. Throw yourself into the character and become one then you can acquire the insider’s perspectives.”

“By using drama as a tool for learning, the student will see the knowledge that they earned in a new light not from one perspective only as they are immersed in it before dramatizing it.”

7% stress that drama performance allows interaction to life through an intensive focus on meaning.

“Honestly, it’s hard but absolutely fun because you can explore a certainly different world from yours. Students can experience the different social and cultural world and this can enlarge their view about the world.”

“...make connection regarding what happens in the text and during doing their role-plays with their daily life.”

Theme 4 – Personal growth based on the dramatization process

Based on the findings from student teachers’ reflective essays, the data was divided into 3 sections; (a) strength; (b) weaknesses, and (c) ways to improve.

Section A - Strengths

Section A focuses on investigating student teachers’ personal growth and reflection of the whole process.

Table 5 *Emerging themes on the strengths of dramatisation process*

No.	Categories of factors	Frequency	%
1.	Stimulates creativity.	22	5
2.	Higher-level critical thinking skills.	26	6
3.	Emphasis on whole-person learning .	33	7
4.	Cooperation and tolerance.	35	8

5.	Linked between social factors of learning and education.	12	3
6.	Different perspective.	23	5
7.	Group dynamics / teamwork.	27	6
8.	Enhance in-depth understanding	36	8
9.	Build self-confidence.	21	5
10.	Aesthetic experience.	11	2
11.	Differentiated instruction.	13	3
12.	Engages feeling and attention.	22	5
13.	Gauge interest.	14	3
14.	Maximising interaction.	19	4
15.	Active and fun learning	21	4
16.	Promotes meaningful learning experience.	31	7
17.	Expand skill set.	14	3
18.	Flexibility and adaptability.	17	4
19.	Scout talent.	9	2
20.	Commercialised.	1	0
21.	Evoke senses.	6	1
22.	Encourages personal and collective responsibility.	18	4
23.	Collaborative and experiential learning.	21	4
24.	Constructive criticism.	8	1
Total		460	100

Results from the data showed that 8% of the respondents agree that dramatization enhance in-depth understanding of the text and the issues.

“We have to see a conflict from different perspectives to understand a character or literary text better.”

“..able to adopt certain thinking methods which help us generate meaningful thoughts and insights which widen our horizon, making us richer in some sense.”

“..try to be in the character, react like in our imagination that we gained from the text and imitating the character’s facial expression that helps us guess their emotions on that particular scene.”

It is noted that 8% stress on the importance of cooperation and tolerance.

“Working in a group trains students to be more understanding with each other as they have to communicate constantly. They will also cooperate and tolerate to achieve their target together.”

“I love how we work with each other to make the play better. The amount of tolerating we showed in this project is undeniable.”

“I saw how everyone actually works really hard for this dramatization and this is basically our very first time handling something together.”

Meanwhile, 7% place emphasis on whole-person learning.

“Dramatize a story or literary text is a platform to reach a holistic way of learning.”

“..helps to boost my confidence to talk in front of others and show my talents.”

Section B - Weaknesses

Section B highlights the obstacles faced by student teachers.

Table 6 *Emerging themes of obstacles from reflective essay*

No.	Categories of factors	Frequency	%
1.	Constant change and instability.	10	2
2.	Challenging material.	30	7
3.	Ignorance.	27	7
4.	Absenteeism.	30	8
5.	Less organisational consistency.	6	2
6.	Poor communication between student teachers.	12	3
7.	Facing stage fright.	8	2
8.	Time consuming.	31	8
9.	Lack of backstage space.	9	2
10.	Inadequacy and self-conscious.	27	7
11.	Lack management structure.	11	3
12.	Self-critical.	19	5
13.	Acting their roles	36	9
14.	Team organisation structure /large group.	27	7
15.	Memorising the lines.	34	8
15.	Disagreement	16	4
16.	Responsibility issues.	23	6
17.	Performing on stage.	33	8
18.	Talent shortage.	7	2
Total		396	100%

The results showed that student teachers' weaknesses may affect outcomes. There are several obstacles which they faced when re-enacting the text through dramatization, such as when (a) acting their roles (9%);

"..most of us were struggling to fit into the characters. very hard to separate the world in text and reality for all we know the characters in the story are totally different from our usual self."

(b) memorizing the lines 8%;

"..we only roughly have 1 month to practice there were some incidents of forgetting the forgetting the dialogues."

and (c) performing onstage (8%).

"For someone who is terrified of public speaking, I felt a bit detached from Jem during the play though that may be due to nervousness."

These three were the most difficult tasks for the respondents.

Section C - Ways to improve

Section C further elaborated on a few suggestions to improve the dramatization process; derived from student teachers' reflective essays.

Table 7 *Emerging themes on ways to improve*

No.	Categories of factors	Frequency	%
1.	Peer cooperation.	27	13
2.	Selection of suitable material.	15	7
3.	Challenging but achievable curriculum.	8	3
4.	Setting a good example.	7	3
5.	Discussion.	11	5
6.	Bigger backstage area to minimize distractions.	36	17
7.	Smoother transition	19	9
8.	Effective match of time, capacity and the task on hand.	21	10
9.	Self-reflection	12	6
10.	Early preparation.	32	16
11.	Rereading	4	5

12.	Utilize the technical, professional and linguistic skills of acting.	13	6
Total		205	100

The data derived from the student teachers' reflective essays on a few suggestions on ways to improve. 17% of the respondent hoped that there will be a proper stage with the spacious backstage area in the future to minimise distractions.

“..there were some distractions, as an example, the in and out flow of the actors and production crew. Therefore, set or find a bigger backstage area which that all the actors can fit into. This will helps to minimize the distraction.”

16% opined that early preparation is important to ensure the success of the performance. The respondents felt that the preparation of the dramatization should start at the beginning of the semester.

“We did not have enough time to properly prepare everyone perfectly. We should have started early in the semester because we really didn't have enough time. I'm glad we were able to put everything together nicely.”

Most of the respondents believe that practicing for a longer duration of time would allow better parts to integrate as well as creating a better outcome in the enactment.

Conclusion

In general, the purpose of this study was to find out how utilizing drama performance could help student teachers to become engaged and thoughtful readers by critically examining issues of racism, prejudice, discrimination in the novel and in Malaysia. This study was also intended to fill the gap in the literature by reporting on the implementation of drama performance to boost readers' engagement with the literary text. Dramatization provides opportunities for student teachers to rehearse roles, personalities and a wide range of life circumstances, helping them to explore and address some of the individual and personal thoughts and emotions they naturally experience (Masso, 2018). Overall, this enables readers of literature to make sense of their 'true' life issues and helps them learn about themselves and significant mechanisms to cope with them. The results of this study brought insight, challenges and suggestions on how dramatization can be used to foster interpretation of a literary text and further cultivate in-depth understanding of the issues in the text and in the Malaysian context.

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About the Authors:

Azlina Abdul Aziz is a TESL lecturer at the Faculty of Education, Universiti Kebangsaan Malaysia. She has an Ed.D in Teaching of English from Teachers College, Columbia University, U.S.A. Her research interests are in the Teaching and Learning of Literature and Teacher Education in TESL.

ORCID: <https://orcid.org/0000-0002-7800-3688>

Nurul Shahira Mohd Raffi has been an English teacher since 2017 in a primary school in Kuala Lumpur, Malaysia. She is currently pursuing a Master's degree in Teaching English as a Second Language (TESL) at Universiti Kebangsaan Malaysia (UKM). Her thesis is on 'The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with the Novel 'To Kill A Mockingbird' by Harper Lee'.

ORCID: <https://orcid.org/0000-0001-9426-4311>

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