LITERATURE COMPUTER PROGRAM AMONG PRIMARY SCHOOL LEARNERS

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ABSTRACT
This study focuses on the use of computer in learning Malay literature. The objectives of the study were to identify and discuss the basic knowledge and views towards the Malay literature program by using the computer. The samples of the study consisted of 10 subjects who volunteered from Malay language class. They were nine-year-old male and female students. The study was carried out in one primary school in Malaysia. The subjects were given a task in the Malay language program, which consisted of various Malay literature genres, such as short story, poem, quatrain and drama. The study was carried out for one week and the subjects were interviewed and observed throughout. Their views were selected based on the purpose of the study. The results of the study revealed that the subjects were able to answer the questions from the given task. They managed to offer their views about the program and managed to learn new vocabulary. It is hoped that a future study will focus on other technology in learning Malay literature.

INTRODUCTION
Malay literature has been found as a difficult subject to learn at schools. School children and teenagers tend to disregard Malay literature as an important knowledge that resembles the roots of Malay people as well as culture. The Malay culture that has been preserved since long time ago was documented in the form of Malay literature genres, such as short stories, novels, poems, quatrains, dramas, etc. The Malaysian ministry of education has been disseminating literature genres in the form of books, and academicians published research articles in order to prove the importance and existence of each genre. There were steps taken to change the mindset of children and teenagers in appreciating the Malay literature; however, it seemed that the Malay literature subject delivered at schools was not effective since most of them would opt for other subjects as their favorites. The conventional way of teaching Malay literature was mundane and a lot of memorization took place in order to fulfill the needs of good grades. Apart from that, educators have tried various types of teaching techniques in order to attract students in learning. However, besides the conventional ways of teaching and negative perceptions from children and teenagers, there were still students who have positive feelings and belief towards Malay literature. Therefore, this study was hoped to help in introducing the Malay literature program with the help of the computer in order to increase the students' interest towards learning the Malay literature.

ENHANCEMENT THROUGH TECHNOLOGY LEARNING
Zamri Mahamod & Nur Aisyah Mohamad Noor (2011) postulate that Malay novels can also be delivered in the form of multimedia application. The objectives of the study were to discover the perception of teachers towards Malay literature through multimedia teaching. The study used the multimedia program for the novel 'Istana Menanti', which was used by student in Form One. Teaching Malay novels has been a tedious process since students did not find it interesting and moreover, the length of time to learn a novel usually takes a long time. This has led to a growth of feelings of boredom and consequently, the student will end up not understanding the text. Therefore, a multimedia program was set up, which consisted of strategies and learning theories, so that the learning environment would be effective and interactive. 60 Malay language teachers from four secondary schools participated in the study. The results from the questionnaires revealed that the multimedia application for the novel has helped teachers in the classroom. Teaching the novels using the tools of multimedia was flexible and effective (Heinich, Molenda, Russel & Smalindino, 2005). The results also revealed that teaching and learning through multimedia have increased the interest of students in learning Malay literature. Chan Mei Yuit & Yap Ngee Tai (2010) commented that learning via technology suits writing skill lessons in the classroom. Yet, Chan Mei Yuit & Yap Ngee Tai's (2010) study was not new; Zamri Mahamod & Nur Aisyah Mohamad Noor (2011) proved that literature can also be interesting with the help of technology. There were vast numbers of research on language learning using technology. Hence, the use of multimedia or technology in literature learning will be accepted since literature is a difficult subject to teach and learn. Chan Mei Yuit & Yap Ngee Tai (2010) stated that students need encouragement in order to participate through online writing. 1,400 students participated in the study where they were to write publicly in an online forum on issues in their everyday lives. The study revealed that the online writing has given them the motivation to share their experiences and at the same time, they would also read other students' writings in the target language. Studies related to the use of technology learning (Zamri Mahamod & Nur Aisyah Mohamad Noor, 2011; Chan Mei Yuit & Yap Ngee Tai, 2010; Heinich et al, 2005) as stated above have given a great impact toward this study where

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with the help of technology has showed positive feedback towards learning in the Malay literature or language classroom. Therefore, this study focuses on the use of technology in learning the Malay literature.

Educators have tried to develop various ways of teaching and learning materials in order to improve the new approaches in the classroom. The new approaches will help in the process of positive learning. English literature has also faced similar problems among learners; therefore, Rashidah Rahamat, Parilah M. Shah, Sharifahnor Puteh, Rosseni Din & Aidah Abdul Karim (2011) suggested the development of web-based learning for the subjects. The study identifies end-user involvement in web-based learning resources. The objectives of the study were to develop and evaluate the usability of web-based learning resources for English literature learning among secondary school students. This study has used the participatory design approach, which involved four teachers and three students, in order to evaluate the website interface. The results revealed that most website interface displays were important to the end users and these have helped the researcher to make improvements and changes towards the program in order to fit the needs of the users. Ashinida Aladdin, Afendi Hamat & Mohd Shabri Yusof (2004) stated that the teaching and learning of the Arabic language will also be effective with the help of the computer. The study involved 40 teachers teaching the Arabic language. The study showed that students at religious schools felt that the conventional way of teaching and learning was not interesting and therefore with the help of the computer (Brinkerhoff, 2006; Abdul Razak Habib & Jamaluddin Badusah, 1998), the students actively participated in the classroom. Hence, the use of computer has helped in learning (Zamri Mahamod & Mohamed Amin Embi, 2008; Nadzrah Abu Bakar, 2007; Rozinah Jamaludin, 2005) a foreign language. The studies above that involved in the use of the web-based literature learning (Rashidah Rahamat et al, 2011) and using the computer in the foreign language (Ashinida Aladdin et al, 2004) have shown that the use of the computer was able to enhance the learning process. Besides active participation from the students in using the computer, it was revealed that the technology has helped in the process of learning. Therefore, this study has considered both studies (Rashidah Rahamat et al, 2011 and Ashinida Aladdin et al, 2004) in terms of the technology learning which involved active participation from the students. Thus, this study focuses on the Malay literature by using technology learning.

Hassan Basri (2007) argues and states that it is impossible to learn most Malay literature genres in a short period of time. The time given for a student to study novels, short stories, poems, quatrains, dramas, etc. was limited and therefore, steps should be taken to overcome this matter. Lachs (2006:16) agrees with Hassan Basri (2007) and states that the workload for a student to carry in a day is more than enough and therefore, the burden should be lessened by giving students learning activities that involve enjoyment. Lachs (2006) adds that the activities involved in a lesson should be easily understood by students; hence, questions and confusion should not be engendered. Teachers and educators play an important role in dealing with the various types of activities that suit students. Moreover, with the existence of the technology in our everyday lives, the utilization of the technology would be viable for students. Normaliza Abd Rahim, Arbaie Sujud, Nik Rafidah Nik Affendi & Siti Nur Aliaa Roslan (2012) agree with Lachs (2006:5), where educators should be creative and innovative when it comes to teaching. Students would be motivated in the process of learning, particularly with difficult subjects. Normaliza Abd Rahim et al, (2012) had conducted a research on the use of media technology in learning Malay quatrains. The research showed that primary school students were interested in learning Malay quatrains using the program. The samples of the study were primary school students at two schools in Malaysia. The students were given a multimedia program on Malay quatrains. The results of the research showed that the students were enthusiastic in trying out the program and they managed to answer all the questions pertaining to the Malay quatrain. The result showed that although students have difficulty in understanding the Malay quatrain, through multimedia programs, students gained interest and were willing to try it. The findings of this study (Normaliza Abd Rahim et al, (2012) were the extension of the findings in the study of Siti Musliha Isnain & Normaliza Abd Rahim (2012). According to Siti Musliha Isnain & Normaliza Abd Rahim (2012), primary school students who participated in the study had experienced positive communication between their peers and teachers pertaining to the given task. The subjects were given a task that involved the use of technology in learning and as a result, they were able to communicate well. Student communication was analyzed by using the conversational style approach. It seemed that the study by Siti Musliha Isnain & Normaliza Abd Rahim (2012) revealed that subjects were active in learning when technology was involved. Hence, the use of technology has played an important role in the process of learning (Normaliza Abd Rahim, 2012). The studies above (Normaliza Abd Rahim et al, 2012; Siti Musliha Isnain & Normaliza Abd Rahim, 2012; Hasan Basri, 2007) showed that the use of technology was able to motivate students in learning. Although Hasan Basri (2007) argued that Malay literature should be learnt in a longer period of time but Lach (2006) includes that enjoyment should also be considered to lessen the burden of learning. Therefore, this study has taken into consideration on the studies that involved the technology to promote motivation in learning (Normaliza Abd Rahim et al, 2012 and Siti Musliha Isnain & Normaliza Abd Rahim, 2012) and also include enjoyment (Hasan Basri, 2007 and Lach, 2006) when dealing

with Malay literature learning. Although Malay literature consisted of difficult genres but motivation that also related to enjoyment would be appropriate for learning.

This study has two questions pertaining to the objectives of the study. The questions of the study were; What are the subjects' basic knowledge in the Malay literature computer program? What are the subjects' views on the Malay literature computer program?. Therefore, based on the questions arose, the objectives of the study were to identify and discuss the basic knowledge and view towards the Malay literature program by using the computer.

METHODOLOGY
Previously, the teaching of Malay literature was merely on the conventional way of teaching as in using the text book and materials from workbooks to enhance the learning of Malay literature. It seemed that the subjects were not keen in learning the Malay literature where they gave negative feedbacks to the teacher. The subjects wanted new method of learning the Malay literature and the computer would be one of the suggested tools. Therefore, the study focuses on the use of computer in learning Malay literature among learners. The study involved 10 subjects who volunteered from a Malay language class. The subjects volunteered were nine-year-old male and female students from one of the primary schools in Malaysia. The subjects were introduced to a Malay language program by using the computer, which consisted of various Malay literature genres, such as short story, poem, quatrain and drama. The subjects were given tutorials on using the program and they were given one week to try out the tutorials. Then, they were given another one hour a day in one week to try out the program. In the process, the subjects' were observed and interviewed. After one week, the subjects' were interviewed again based on their views and opinions on the program that they had done. Their views and opinions were selected based on the purpose of the study and were analyzed by using the discourse analysis method by Brown & Yule (1983). According to Brown & Yule (1983) discourse analysis examines the language in use in writing and communication. In order to create a well arranged system, language was divided into two basic branches according to its functions. Brown & Yule (1983: 1) listed the functions as transactional, which language serves in expression of 'content' and interactional function, which is involved in expressing social relations and personal attitudes. The transactional function suggests that an addresser's intention is to provide addresses with information, or to induce a reaction of the hearer. Brown & Yule (1983:2) named this particular language as "primarily transactional language". It is widely recognized, that the information, which addressers want to give, should have a clear form in order to be understood without any confusions. Therefore, the results of the study were analyzed based on the content of the discussion among the subjects.

RESULTS AND DISCUSSION
The subjects involved in the study showed that they spent most of their time in front of the computer and they had basic knowledge of the computer task. They felt that the computer has helped them in the process of learning. During class, it was evident that the subjects were happy when they were given a task to study Malay literature by using the computer. In the questions based on their basic knowledge towards the computer, the subjects replied stating that they knew most of the functions in the task given to them.

Table 1: Basic knowledge towards the task of using the computer.

	Malay language	English Language
S1	*Saya tahu apa yang saya lakukan. Saya pernah mencuba lebih dari 10 tugas sebegini.*	I know what I'm doing. I have tried more than 10 tasks that were similar to this one.
S2	*Bahan dalam tugas ini mudah untuk dilakukan. Saya pandai dalam tugas komputer. Tugas ini menarik dan mencabar.*	The task given is really easy. I am good at the computer. This task is interesting and challenging.
S3	*Saya sudah biasa dengan semua ini. Emak dan Ayah saya sudah membeli tugas seperti ini dan sudah mencuba semuanya.*	I am used to this task. My parents bought the programs and I have tried them all.
S4	*Tugas dengan komputer ini sangat menarik. Saya suka mencuba perkara baharu.*	The task using the computer is really interesting. I like to try new things.
S5	*Saya tahu semua fungsi dalam tugas ini. Saya suka mencuba semua ini dahulu.*	I know all the functions for this task. I like to try everything first.
S6	*Biasanya saya akan melihat apa yang perlu dilakukan. Saya suka apabila mencuba perkara yang baharu.*	Usually, I will look at the task first. I like to try new things.
S7	*Saya akan cuba semua dahulu. Saya akan mencatit semua perkara penting supaya tidak lupa.*	I will try everything first. I will write the important things so that I will not forget.
S8	*Saya akan mencuba terlebih dahulu. Saya tidak*	I will try first. I do not want to make any

	mahu melakukan kesalahan pada peringkat awal.	mistakes.
S9	*Saya lebih suka melihat kawan saya membuat tugas ini dahulu. Saya tahu akan tugas ini tetapi saya lebih berwaspada dan tigak mahu melakukan kesalahan.*	I would rather look at my friend who is performing the task. I know this task and I want to be cautious in order to avoid any mistakes.
S10	*Saya pernah melihat tugas seperti ini. Saya sudah mencuba banyak tugas seperti ini dan saya menyukainya.*	I have seen this task before. I have tried several tasks which were similar to this one and I like it.

Table 1 above showed that all the subjects had given their views on their basic knowledge towards the task of using the computer. All the subjects seemed to know about the given task and they were not seen panicking about the new computer task given to them. S1 stated that he knew what to do when the task was given to him. He also stated that he was familiar with the task since he had tried it before previously. He said that he has experienced more than 10 Malay language programs by using the computer and he was really keen in trying the new one in the classroom. This showed that S1 does not have any problem when dealing with computer tasks, particularly in the Malay language. However, S2 was having similar views towards the task given to him. He insisted that the task given was really easy to be dealt with, although he admitted that this was the first time that he had seen the program. He stated that he was brilliant with the computer and any new programs offered to him will be completed in a short time. He also found that the task was interesting and challenging. It was obvious that the views of S2on his basic knowledge showed that he has been trying the Malay language task with the computer. S3 has nearly the same views as S1 and S2. He stated that he was used to the task given to him. He mentioned that he was given the opportunity to try out a Malay language task by using the computer at home since his parents had bought several programs for him to practice. He stated that the task that was given at school was similar with the task that he had tried at home. This showed that he has no problem dealing with the new task given to him.

S4 stated that he found that the task in the computer was interesting. He was so excited when he was given the task. He admitted that he liked to try new things since it would give him the pleasure of trying. He was seen clicking on all the *buttons* on the screen since he wanted to explore the task. S4 was really enthusiastic when given the chance to be in front of the computer and he was really keen in reading all the instructions given. This showed that S4 was really happy to learn with the help of the computer. S5 was seen really confident when he was in front of the computer. He knew the functions of all the tasks and he even smiled when he got the right answers. He seemed to be happy to try out the new functions from the given task and even shared this with his friend next to him. He was willing to share his knowledge with his friend next to him. On the other hand, S6 was really a cautious person. She would read all the instructions given and would scribble on her notebook. She would make sure that everything that read be understood. She was also willing to try new things since she would be happy and contented when she managed to finish what she was doing. She was seen referring to the notes that she had written and even tried out the task again. Similarly, S7 has the same views with S6, where she stated that she would try out everything first. She would also write down all the important things in her notebook so that she would remember the steps. She was really clever in dealing with the task. She stated that learning with the computer was interesting, but she mentioned that she had to be alert with the instruction because if she was not aware of the important things in the task, she would end up getting the wrong answers. This showed that she had prior experience with the Malay language task by using the computer and she was happy to try new ones.

S8's views on her basic knowledge towards the computer task showed that she would try out the task first. She would read the instructions given and make sure that she would not make any mistake throughout the task. She was seen very enthusiastic when providing her views and stressed that any mistakes at the beginning of the task would make her less confident towards the end of the activity. Therefore, she felt that being cautious would be an appropriate behavior, particularly when dealing with the computer. Yet, S9 has different views when dealing with the computer task. She stated that she would first look at how her friend utilized the computer and after she understood the ways, she would try it herself. She also stated that the reason as to why she observed her friend was because she was really careful with the task since she did not want any errors during the process. She would be more confident after she had understood the instructions that she had read. On the other hand, S10 was really confident and stated that she had seen the task before. She stated that she had tried out the task, which was similar to the task given, and she was willing to try it out without hesitation. She mentioned that she had tried a number of tasks and was successful every time. She confirmed that the task was really interesting since she was really concentrating the whole time. At the beginning of the activity, it can be seen that S10 was really confident when dealing with the task.

Hence, subjects were also asked about the Malay literature program that was given to them. The Malay literature program consisted of different genres from Malay literature: short stories, poems, quatrains and dramas. Each genre was divided into three sections with tutorials, exercises and games. The subjects gave their views based on their experience throughout the study. The views were written according to 6 word clues based on their overall perception towards the program.

Table 2: Word Clues on subjects' views on the Malay literature program:

	Short stories	poem	quatrain	drama
S1	I, U, V	U, L, V, B	U, L, V, B	I, U, V, B
S2	I, U, V, B	U, L, V, B	U, L, B	I, U
S3	I, U, V, B	L, V, B	I, C, V, B	I, U, V
S4	I, U, V, B	I, C, V, B	L, V, B	I, U, V
S5	I, U, V	I, C, B	U, L, V, B	I, U, V, B
S6	I, U, V, B	I, C, B	L, B	I, U, V
S7	I, U, V	L, V, B	I, C, V	I, U, V
S8	I, U, V	U, L, V, B	U, V, B	I, U, V
S9	I, U, V, B	U, L, V, B	I, C	I, U, V
S10	I, U, V	V, B	U, V, B	I, U, V

I – interesting content, C- challenging, U – understandable, L- interesting layout, V – new vocabulary, B – beauty of Malay literature

Table 2 above showed the opinions of subjects on the Malay literature program based on words clues. The word clues were stated in their questionnaires. The word clues were I – interesting content, C- challenging, U – understandable, L- interesting layout, V – new vocabulary and B – beauty of Malay literature. The word clues as in 'interesting content' as the content of the program were able to catch the subjects' attention during the process of learning (Heinrich et al, 2005; Normaliza Abd Rahim, 2012), 'challenging' when the questions in the program were able to challenge the subjects' in terms of critical thinking when answering the questions (Normaliza Abd Rahim et al, 2012; Rashidah Rahamat et al, 2011), 'understandable' when the subjects were able to answer all the questions given (Normaliza Abd Rahim et al, 2012), 'interesting' when the subjects gave comments about interesting games included in the program (Normaliza Abd Rahim et al, 2012), 'new vocabulary' when the subjects were seen referring to the online dictionary or to ask the teachers for the meaning of the new words and 'beauty of Malay literature' when the subjects were giving their opinions about the beauty in the word choice and meaning from the poems and short stories (Normaliza Abd Rahim, et al, 2012).

The word clues were stated based on all three sections; tutorials, exercises and games. As for short stories, S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10 stated that it was interesting and understandable. The subjects stated that the stories were so interesting that they managed to answer all the questions that followed. Since the short stories were interesting, they understood the plot as well as the content of the stories. They also played games that were related to the short stories. The games at the end of the program were about the stories that they had read. The games included matching, character, characterization and setting games. The subjects were happy and contented with the short stories in the program. S2, S3, S4, S6 and S9 stated that the short stories also consisted of the beauty of Malay literature. The beauty of Malay literature was meant to be the aesthetic values contained in the stories and moreover, the subjects appreciated and understood the meaning of the values. The beauty was about their feelings towards the stories after they had read it as well as about their understanding the meaning that reflects the good values in a person. The subjects discussed that they understood the meaning based on the views and opinions. They stated that they understood about the aesthetic values after trying out the program.

As for the poem (see table 2), S1, S2, S8 and S9 understood the meaning of the poems. The subjects were able to answer all the questions that followed. Meanwhile, S1, S2, S3, S7, S8 and S9 stated that the poems have an interesting layout. The layout was actually the animation and pictures related to the content included in the poems. This way, the subjects were able to better appreciate the poem with the help of the layouts. Moreover, S1, S2, S3, S4, S7, S8, S9, and S10 stated that the poems consisted of new vocabularies. The subjects were seen referring to the online dictionary in order to find the meaning of the new words that they learned. They were happy to take their time to find the meaning although they knew that it would be difficult to understand new words. Thus, learning new words have made them confident in their understanding of the rest of the poem. This way, they would be in the process of autonomy learning and the effect of understanding would be better. On the other hand, S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10 stated that the poems consisted of the beauty of Malay literature. The subjects were proud to say that is a difference in Malay literature writing and the choice of words had made it to become more beautiful when reciting it. The subjects mentioned that the beauty also lies in the form of aesthetic values, where the meaning of the poems were about nature, love, care and all the good values

in life. The subjects were also happy to share their understanding with their peers. They were happy because they were seen smiling and willingly helping their friends. Moreover, the subjects' mentioned that the word 'happy' meant to be about how they felt and it was related to the activity that they carried out.

In regards to the Malay quatrain (see table 2 above), S1, S2, S5, S8 and S10 presented that the subjects understood the meaning of the quatrain and were able to talk about the meaning of the quatrain. They also managed to answer all the questions pertaining to the quatrain. This showed that the subjects understood the underlying meaning of each line. On the other hand, S1, S2, S4 and S5 revealed that the subjects were interested with the layout of the quatrain. The layouts involved animations and pictures that were related to the meaning of the quatrain. Also, the color choice for the background of the page was suitable because they felt relaxed when reading the quatrain. The subjects stated that the color choice was really important since the wrong color will affect their mood in reading the quatrain. Other than that, S1, S3, S4, S5, S7, S8 and S10 stated that the quatrain consisted of new vocabulary. The subjects also mentioned that the new vocabularies helped them to better understand the meaning of the quatrain. They felt it was really challenging when they have to understand the meaning of the new vocabularies in the quatrain. Simultaneously, S1, S2, S3, S4, S5, S6, S8 and S10 stated that they found beauty in Malay literature in the quatrain. The beauties were on the values of love, care and appreciation towards nature, human and surroundings. The subjects seemed to be understanding about the beauty in the Malay quatrain. Here, it can seen that the subjects' were able to describe about their understanding towards the beauty in the Malay quatrain to their friends and teacher. The answers were correct and this showed that they had better understanding with the help of the computer. Furthermore, the subjects discussed that the program had made them understand the lesson better than conventional way of teaching.

As for the drama (see table 2 above), S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10 stated that the drama was interesting. The subjects commented that the characters and characterization from the drama were suitable and relevant. The storyline of the drama was well written, which made it more interesting for them. The drama was also suitable for their age. On the other hand, S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10 stated that the drama was understandable. The plot of the drama seemed to be understood by all subjects. The storylines that reflected the life of a school boy and a girl had made the subjects wanted to be like the characters. This showed that the drama was successful. Also, the subjects managed to answer all the questions that followed successfully. The subjects even tried out the games related to the drama that they watched. In addition, S1, S3, S4, S5, S6, S7, S8, S9 and S10 stated that the drama consisted of new vocabularies. The subjects were seen writing down the difficult words that they heard while watching the drama. The subjects were also seen uttering the words softly since they stated that they heard the words for the first time and were eager to know the meaning of it. Other than that, S1 and S5 stated that the drama consisted of the beauty of Malay literature. The beauty mentioned was based more on the moral values of 'care' towards others. The moral values were inserted in the storyline where the subjects felt the importance of delivering the message to the viewers. This way, Malay drama will have its quality while preserving the identity of Malay culture and virtue.

In summary, the subjects seemed to like learning Malay literature by using the computer. The subjects were also keen in trying out the program and the task was successful, as evident in the feedbacks from the subjects. The subjects were involved in the task in order to show that they were good and brilliant with the computer; moreover, the lesson would be more interesting when they tried the task on their own. The subjects' obsessions towards the computer were not only for games but also for academic programs. The subjects' were also given the chance to discuss and give their views and opinions after the lesson and they stated that they understood the lesson more and happy with the program given to them. This implied that the computer has played a major role in learning Malay literature. The results of the study were parallel to the findings of Normaliza Abd Rahim et al, (2012), Zamri Mahamod & Nur Aisyah Mohamad Noor (2011) and Brinkerhoff (2006); technology can help motivate and enhance the process of learning.

CONCLUSION
This study implicates educators in dealing with students learning Malay literature. The conventional learning of Malay literature has lessened student interest in learning, but with the help of the computer, learning autonomously is noted to be the most appropriate and successful method. Students now feel happy and interested to learn Malay literature. The study revealed that the use of computer in learning the Malay language has given a new and positive perception towards learning the subject. Although most students were obsessed with the computer, educators should take this opportunity to insert teaching Malay literature during the process of such learning. Also, the Ministry of Education should make learning of Malay literature through computer as a major course in the classroom. It is hoped that a future study will focus on the use of other means of technology in learning Malay literature.

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