

# IMPLEMENTATION OF CRITICAL AND CREATIVE THINKING SKILLS IN THE TEACHING AND LEARNING OF LITERATURE COMPONENT IN SECONDARY SCHOOL

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## ABSTRACT

Abstract-The study aims to observe the implementation of critical and creative thinking skills (CCTS) in the teaching and learning of the literature component in Malay language at secondary schools in the Petaling District. The respondents involved in this survey were 40 teachers and 120 students from three secondary schools, one being a girl's school, a boy's school and a co-ed school. The survey forms were distributed to the respondents. The findings of the research revealed that the application of creative and critical thinking skills was implemented at the satisfactory level. Nevertheless, the implementation was also not very successful because the respondent teachers were unable to evaluate the effectiveness of critical and creative thinking in the teaching and learning process (mean 3.44, SD3.34). In terms of the implementation of CCTS, respondent teachers expressed their agreement (mean 3.95, SD .74) that the students are taking too long time to apply the thinking skills in the learning process of the literature component. The t-test was carried out to identify the relationship between the implementation of CCTS in the learning of literature component in schools according to gender, stream and interest in the literature component. The result of the analysis indicates that there is a significant differences between the implementation of CCTS according to gender  $t(120)=.91$ ;  $p=.05$  and streams  $t(120)=.341$ ;  $p=.03$ . The One Way Anova test was carried out and it indicates that there is significant difference  $F(3,116)=2.60$ ;  $p=.05$  in the implementation of CCTS according to ethnic. This indicates that the gender, stream and ethnic factors influence the implementation of CCTS in the learning of the literature component. Therefore, the executor should consider these three aspects in the implementation of CCTS teaching and learning of literature component to achieve optimal learning outcomes.

**Keywords:** CCTS, literature component, Malay language, secondary schools

## I. INTRODUCTION

Our country is in the midst of a information and tecnology advancements. In other words, we are in and age of industrial economic competition and therefore it requires individuals to have thinking skills that are critical, inovative, imaginative and creative. *The Malaysia Education Blueprint 2006-2010* (Ministry of Education, 2006) states that the primary in producing first class human capital is to produce students who are capable of critical and creative thinking. As quoted in *The Malaysia Education Blueprint 2013-2025*:

*“ every child will learn how to gain life long education that will weave different types of knowledge to create something new. Every child is able to master many cognitive skills that are vital in education”* (Malaysia Education Blueprint 2013-2025, 2013, pg E9)

This part is a weakness in the history of our education system because students are incapable of using knowledge and critical thinking skills outside of their academic pursuit. Due to this, the education transformation was started with the implementation of the Primary School Standard Curriculum in 2011 and the teaching of critical and creative thinking skills and strategic learning. In addition to this, Higher Thinking Skills are emphasis in schools. Therefore, it is predicted that students under the new school system will exhibit higher order thinking skills encompassing critical and creative thinking skills.

### 1.1 Research Problem

Thinking skills are the very foundation of educational development among students. The emphasis on thinking skills in all subjects allows students to make rational and more objective decisions (Abdul Rahim, 1999; Maimunah, 2004). Hence, the rational of teaching thinking skills not only fullfills the

objectives of the National Education Philosophy to produce students who are balance in all aspects such as intellectually, spiritually, emotionally and physically but it is also a humanitarian obligation.

Critical and creative thinking skills are integrated in teaching to provide students with the skills to garner new ideas. Students are exposed to higher order questions and activities that require problem solving to improve their thinking skills. Teachers are required to use their expertise to decide on the best learning and teaching strategies when facing students with mixed abilities. The strategies and technics chosen must be compatible with the students' abilities. It must also help students to analyse concepts or ideas and stimulate productive learning. (Curriculum Development Division, 2012). Positive developments in the education system is a achieved when thinking skills become the most emphasized element in the smart school curriculam.

The learning of the Malay Language in secondary schools aims to give students a platform to express their ideas and arguments critically and analytically in various situations. Students are able to evaluate and make rational conclusions on a variety of reading materials. Critical, analytical, and creative thinking skills should be inculcated among students through a structured learning programme by the Malay language teachers in schools.

The revised addition of the Huraian Sukatan Pelajaran of the Malay Language in 2013 explains that:

“Thinking skills must be applied along with listening, speaking, reading and writing skills.” (Huraian Sukatan Pelajaran BM, 2013, pg 8)

The learning of the literature component in Malay language in secondary schools aims to give students a platform to express their ideas and arguments critically and analytically in various situations. Students are able to evaluate and make rational conclusions on a variety of literary materials. Critical, analytical, and creative thinking skills should be taught through a structured learning programme by the Malay language teachers in schools while teaching the the literature component in Malay language.

In addition, the students should be motivated to source for better reading materials that can generate positive, creative and critical thinking skills in the process of seeking life-long learning. This situation will enhance the students' imagination and produce more creative students. When students read novels, short stories, drama and classical prose, they try to interpret the message that lies within and this indirectly promotes the thinking skills.

The revamping of the Malay Language curriculam is a move to achieve the objectives of the educational phylosophy of the subject. The changes were made in the content, approach and method of teaching the Malay Language. Unfortunately, most teachers of the Malay Language only emphasized on the changes in the content but chose to continue with the old approaches and methods.

Based on the observation and report of the status of the Malay Language by the Inspectorate of Schools, Ministry of Education Malaysia (Rafiei, 1998), teachers of the Malay Language have yet to incorporate the CCTS elements in the teaching and learning process of the Malay Language in the classrooms. In that report, the former Director General of Education Malaysia, Tan Sri Wan Mohd. Zahid Mohd. Nordin has advocated that the teaching methods give emphasis to the growth and development of the mind. This is to produce a society that is not only knowledgeable but able to think and contribute ideas that are both creative and innovative. According to Tan Sri Wan Mohd. Zahid Mohd. Nordin, teachers were merely transferring information from sources to the students without focusing on thinking skills.

Apart from that, according to Anisah (2009) students were displaying a lack of thinking skills in the learning of the literature component in Malay language due to internal and external factors. The internal factors are the passive attitude during the teaching and learning of the literature component, lack of interest in reading literary books and peer influence.

According to Chew (2006), the external factors are identifying certain problems faced by teachers such as a lack of knowledge in the delivery process of teaching and learning of the literature component in Malay language. This is due to the fact that many did not specialize in that field. Therefore, this impedes the flow of the teaching and learning process. Teachers are confused between the different methods used in teaching learning of the literature component in Malay language and the Malay Literature as an elective subject.

Furthermore, according to Anisah (2009), the resource materials used to teach literature component in Malay language are the textbooks, revision books and workbooks that merely focus on the lower order thinking skills and neglect the higher order thinking skills.

The Programme for International Student Assessment (PISA) conducted in 2010 clearly reveal that Malaysian students are trailing behind countries such as Thailand, Chile and Armenia in terms of literacy and critical thinking skills. This has revealed certain loopholes in the allocation of funds towards developing skills among teachers that affect students' achievements.

The root of the problem is the school system that gives too much emphasis on examinations and finishing the syllabus. Little emphasis is given on enhancing thinking skills among students. According to Philips (1997), there are many reasons why thinking skills are not emphasized. Firstly, some teachers feel that students should first master all the facts and concepts of a subject before they can be encouraged to think independently. Secondly, emphasis on examinations merely focus on testing the students' ability to memorize facts. Thirdly, some teachers feel that teaching thinking skills would be a burden as it is very time consuming. Therefore, they only encourage thinking skills when teaching the intelligent students. Lastly, some teachers admit that they lack the knowledge on how to promote thinking skills.

According to Chew (2006), the students study only to achieve excellent results. Therefore, they fail to think critically and creatively. The problem arises from the school system that does not focus on developing thinking skills among students but is instead too exam orientated. In the teacher centered teaching process, the peoples become passive. Due to this, many students face problems in their careers.

According to Dolores (2002), she uses critical race theory (CRT) and Latina/Latino Critical Theory (LatCrit) to demonstrate how critical raced-gendered epistemologies recognize students of color as holders and creators of knowledge. In doing so, she discusses how CRT and LatCrit provide an appropriate lens for qualitative research in the field of education. She then compares and contrasts the experiences of Chicana/Chicano students through a Eurocentric and a critical raced-gendered epistemological perspective and demonstrates that each perspective holds vastly different views of what counts as knowledge, specifically regarding language, culture, and commitment to communities. She then offers implications of critical raced-gendered epistemologies for both research and practice and concludes by discussing some of the critiques of the use of these epistemologies in educational research.

Therefore, this research must be carried out to evaluate the effectiveness of critical and creative thinking skills in the teaching and learning process of the literature component in Malay language in secondary schools in the Petaling District. The researcher also intends to identify if there is a link in the differences of the social background of the students and the effectiveness of the implementation of critical and creative thinking skills in secondary schools.

## ***1.2 Research Objectives***

The objectives of the research are :

1. Evaluate the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.
2. Identify the effectiveness of critical and creative thinking skills in the literature component in Malay in secondary schools.

3. Identify problems faced by teachers and students during the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.
4. Identify the link between the different social backgrounds and the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.

### 1.3 Research Questions

1. Evaluate the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.
2. Identify the effectiveness of critical and creative thinking skills in the literature component in Malay language in secondary schools.
3. Identify problems faced by teachers and students during the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.
4. Identify the link between the different social backgrounds and the implementation of critical and creative thinking skills in the literature component in Malay language in secondary schools.

### 1.4 Research Hypotheses

This hypotheses is to answer question number 4.

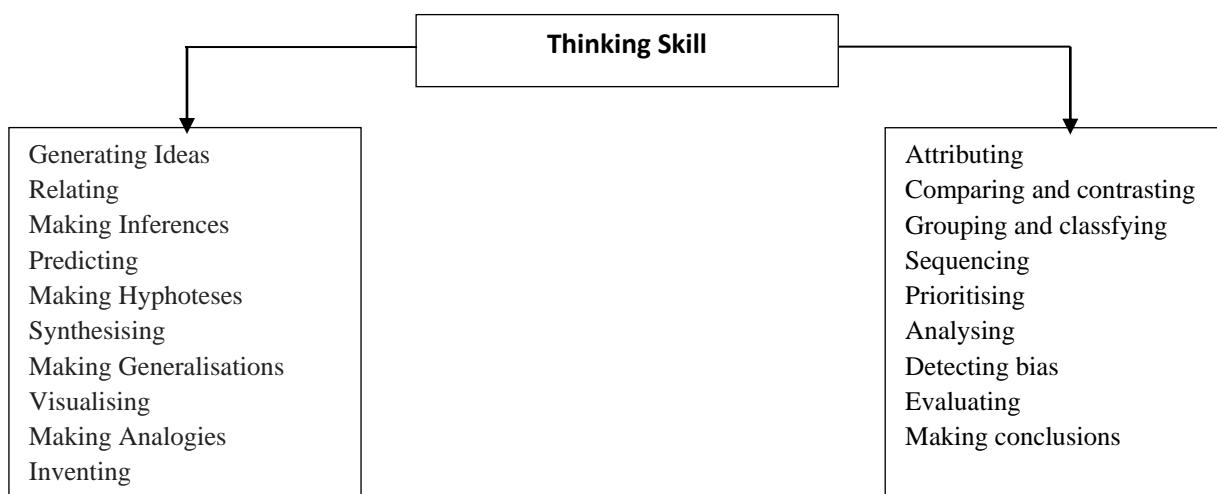
- Ho1: There is no significant difference between implementation of CCTS in Literature Component in Malay Language according to the gender.
- Ho2: There is no significant difference between implementation of CCTS in literature component in Malay Language according to the stream.
- Ho3: There is no significant difference between implementation of CCTS in literature component in Malay Language according to the interest.
- Ho4: There is no significant difference between implementation of CCTS in literature component in Malay Language according to the race.

## II. RESEARCH METHODOLOGY

### 2.1 Conceptual Framework

In this research, the researcher has used the framework theory by the Curriculum Development Division (2001) (CDD). The researcher feels that this framework theory is suitable to be used in schools because this research is also conducted in schools. This framework theory would be able to identify the success level of the implementation of critical and creative thinking skills in the Literature Component in Malay Language at secondary schools. The model of thinking skills is evident in figure1 below.

**Figure 1:**  
**Conceptual Framework of Critical and Creative Thinking Skills (Source:CDD 2001)**



This research uses the method of observation by distributing two sets of questionnaires, one for the Malay Language teachers and the other set for the students of the Malay Language. Each set of questionnaires are divided into two sections, that is: Section A that contains background of the respondents; Section B about the implementation of critical and creative thinking skills in the Malay Literature Component. Section B is further divided into three sub-sections. Section 1 is the implementation of critical and creative thinking skills in the Malay Literature Component. Section 2 is the effectiveness of the implementation of critical and creative thinking skills in the Literature Component in Malay Language among students. Section 3 is about the problems faced by teachers and students in implementing the critical and creative thinking skills in the teaching and learning process of the Literature Component in Malay Language.

## 2.2 Pilot Studies

Pilot studies was carried out to measure the credibility of the questionnaires for teachers and students. The data analysis shows that a value of .92 and .994 Cronbach Alpha for both the questionnaires. This proves that the questionnaires are credible. The actual research will be manage by the respondents.

## 2.3 Method of Data Analysis

The data collected will be analysed using “Statistical Package for Social Science 18.0 (SPSS 18.0)”. The results of the research will be presented in the form of tables and statistical inferences. The descriptive statistical used is the mean and standard deviation. The statistical inferences used is the t-test and One-way Anova.

## 2.4 Samples of Research

The target of the research are students in form four and teachers teaching the Malay Language in three schools in the Petaling District in the state of Selangor. The teachers and students selected as samples of the research are required to answer the questionnaires provided. This research will be carried out using all the teachers teaching the Malay Language in the respective schools. The list of schools and the population is given in Table 1.

**Table 1 :**  
**Distribution of Respondent Teachers According to the Type of School**

Type of Schools	Number of Malay Language Teachers
Boys school A	13
Girls school B	15
Co-educational school C	12

The students selected are among the population in the best classes from all the three schools in the Petaling Distict which are schools located in towns. The sampling techniques will be done at random. The number of samples are approxiamately 120 students. Table 2 below is the distribution of schools and the number of respondents.

**Table 2 :**  
**Distribution of Student Respondents According to the Type of School**

Type of Schools	Number of Students
Boys school A	40
Girls school B	40
Co-educational school C	40

## III FINDINGS

### 3.1 Distributions of Teacher Respondents

Female teacher respondents are 62.5% which is more than male teacher respondents which are only 37.5%. This is due to the phenomena that there are more women teachers compared to men in the teaching profession. In terms of race, the teacher respondents were 77% Malays, and the least were Chinese which were only 2%. This is due to the fact that teachers teaching the Malay Language are mostly Malays as this is their mother tongue.

In terms of age, the majority of the teachers were in the 30-35 age group which made up 37.5%. Whereas only 12.5% were in the 20-30 age group. This means that majority of the teachers had at least 10 years of teaching experience. In terms of academic qualifications, the majority of the teachers which is 77.5% have a degree and 22.5% of the respondents have a masters degree. This shows that the teachers in the secondary schools at least have a degree.

Nevertheless, almost 72.5% of the teacher respondents have never attended any course on teaching the literature component in the Malay Language. This is due to the fact that the teaching of the Malay Language gives more focus on language than the literature component. Apart from that, the number of places in the course is limited. Furthermore, limited funding for such courses also is a factor.

**Table 3 :**

**Distribution of Teacher Respondents According to the Social Background**

Demography (N-40)	Descriptive	Frequency	Percentage
Gender	Male	15	37.5
	Female	25	62.5
Race	Malay	31	77.0
	Chinese	1	2.0
	Indian	5	13.0
	Others	3	8.0
Age	20-29 years	5	12.5
	30-35 years	15	37.5
	36-40 years	4	35.0
	40 years and above	6	15.0
Academic	Degree	31	77.5
	Masters Degree	9	22.5
Teaching Experience	Less than 5 years	11	27.5
	6-10 years	7	17.5
	11-15 years	7	17.5
	16-20 years	4	10.0
	21-25 years	6	15.0
	26 years and above	5	12.5
Teaching Level	Lower Form	16	40.0
	Upper Form	24	60.0
Field	Malay Language only	19	47.5
	Literature only	14	35.0
	Malay Language & Literature	6	15.0
	Not Malay Language	1	2.5
Literature Component Courses	Yes	11	27.5
	No	29	72.5
CCTS Courses	Yes	9	22.5
	No	31	77.5

### 3.2 Distributions of Student Respondents

Table 4 shows that the distribution of male and female respondents are equal. In terms of race the number of respondents are mainly Malays (40%), followed by Chinese (31.71%), Indians (21.7%) and others (6.7%).

**Table 4 :**  
**Distribution of Student Respondents According to the Social Background**

Demography (N-120)	Descriptive	Frequency	Percentage
Gender	Male	60	50.0
	Female	60	50.0
Race	Malay	48	40.0
	Chinese	38	31.7
	Indian	26	21.7
	Others	8	6.7
Interest in Malay Language	Yes	57	47.5
	No	63	52.5
Interest in Literature Component in Malay Language	Yes	60	50.0
	No	60	50.0
Meaning of CCTS	Yes	87	72.5
	No	33	27.5
Stream	Arts	60	50.0
	Science	60	50.0

Approximately, 47.5% of the respondents are interested in learning the Malay Language. Whereas 52.5% are not interested to learn the Malay Language. The analysis of the data also show that the respondents who are interested in the Literature Component in Malay Language are balanced which means many are not interested to learn the literature component.

Approximately, 72.5% of the respondents understand the meaning of critical and creative thinking skills. In conclusion the respondents are also balance in terms of social background.

### 3.3 The Implementation of critical and creative thinking skills in the teaching and learning of the Literature Component in Malay Language

The Interpretation of the descriptive statistics in Table 5.

**Table 5:**  
**Interpretation of Mean Scale**

Mean	Interpretation
1 – 1.4	Completely disagree
1.5 – 2.4	Disagree
2.5 – 3.4	Do not totally agree
3.6 – 4.4	Agree
4.5 – 5.0	Completely agree

Question 1: Has critical and creative thinking skills in the teaching and learning of the Literature component in Malay Language been effective?

Table 6 shows that the overall mean value is high, 3.80 for teachers and 3.35 for students. Most items were agreeable to both teacher and student respondents. Teachers totally with items no. 10 (mean 4.50,SD .50) whereby teachers agree that they have achieved active participation from students during implementation of critical and creative thinking skills in the teaching and learning of the Literature Component in Malay Language. Teacher respondents agreed with 8 items which are 5,6,7,8,9,11,12 and 13 whereas student respondents agreed with 9 items which were 2,3,4,5,6,7,10,11 and 13. Therefore, both teacher and student respondents agreed on items 5,6,7 and 11.

Teacher respondents selected unsure for the item getting students to identify the characteristics of a particular concept (mean 3.00,SP 1.08). This was similar to the mean by student respondents which is mean 3.14,SP 1.39). For items no. 3 and 4, teachers agree that they have carried out activities on problem solving, characterization and categorization. Student respondents agree with item no 3(mean 4.06,SP .575) and item no.4(mean 3.81,SP .840). Nevertheless, student respondents disagree with item no. 4(mean 2.36,SP 1.01) that they are given opportunity in class to share their opinions and views during the teaching and learning process in the classroom.In contrast, teacher respondents agree(mean 4.12,SP .336) with this item. This means there is a difference in opinion between teachers and students. It can be concluded that teachers may have given students opportunity to answer but students were unwilling to participate actively for fear of being wrong. There is also a possibility that the teacher centered learning inhibits active participation by students

**Table 6 :**  
**Implementation of Critical and Creative Thinking Skills in the Teaching and Learning of the Literature Component in Malay Language**

Num	Item	Teacher (N – 40)		Student (N -120)	
		Mean	Sp	Mean	Sp
1	The teacher asks the students to characterize some of the things or concepts	3.00	1.08	3.14	1.39
2	Teacher asks students to compare the difference of some items or concepts	2.67	1.07	3.87	.79
3	Teacher asks students to think of as many solutions to a question	2.92	1.11	4.06	.57
4	The teacher asks the students to characterize/categorizing something as appropriate	2.90	1.08	3.81	.84
5	The teacher asks the students to organize ideas in chronological order information effectively .	4.10	.54	3.87	.79
6	Teachers encourage students to analyze the reasons given	4.00	.50	3.52	1.01
7	Teachers encourage students to use the analogy / comparison in describing a thing or concept	4.30	.47	3.55	.98
8	Teachers encourage students to relate between small parts and the whole passage .	4.22	.42	3.43	1.24
9	Teachers encourage students to make appropriate inferences before interpret	4.20	.57	3.44	1.09
10	Teachers always encourage students to actively take part in the classroom.	4.50	.50	4.04	.72
11	Teachers always encourage	4.10	.87	3.90	.89



	students to take part in activities during teaching and learning process of CCTS				
12	Teachers always encourage students to ask questions when in doubt	4.42	.50	4.09	.58
13	Teachers always give students the opportunity to express opinions / ideas during the teaching and learning process in the classroom	4.12	.34	2.36	1.01
<b>Overall</b>		<b>3.80</b>	<b>.90</b>	<b>3.35</b>	<b>.92</b>

Question 2: Is the teaching of critical and creative thinking skills effective in the learning of the Literature component in Malay Language in secondary schools?

Table 7 shows that the overall mean value is only average(mean 3.48) for teachers and students(mean 2.58). Teacher respondents agreed with items 3,4,8,9 and 10. Teacher respondents (mean 4.45,SD.503) and students(mean 3.55,SD .808) agree that thinking skills help students solve problems quickly.(item 3). Teacher respondents agree(mean 3.50,SD 1.08) for item 4 that students are able to understand analogies and comparisons used during the teaching process but student respondents are unsure(mean 2.99,SD 1.26).

Teacher respondents agree with item number 8 (mean 4.05,SD .59) that the Malay literature Component can enhance thinking skills but students respondents are unsure (mean 3.28,SD 1.11). This is the same with item no. 10.

**Table 7:**  
**The Effectiveness of CCTS in the Teaching and Learning Process of the Literature Component in Malay Language**

Num	Item	Teacher (N – 40)		Student (N -120)	
		Mean	SD	Mean	SD
1	Students can actively participate in CCTS based activities	3.35	1.18	3.29	1.11
2	Students concentrate on CCTS activities carried out by the teacher	2.95	1.19	3.55	.78
3	Thinking skills help students solve problem quickly	4.45	.50	3.55	.80
4	Students understand the analogy / comparison used by teachers when teaching and learning of the Literature Component in Malay Language	3.50	1.08	2.99	1.26
5	Students love to give their own opinions in class	2.75	1.37	3.16	1.27
6	Students can spontaneously give an opinion on the issues discussed by the teachers	2.72	1.33	2.95	1.32
7	Students can relate the knowledge learned in Literature Component in Malay Language with everyday life	2.82	1.00	2.35	1.08
8	Literature Component in Malay Language can enhance students'	4.05	.59	2.95	1.16

	thinking skills				
9	KOMSAS hone students' thinking.	4.02	.53	3.28	1.11
10	Students were given more guidance and counseling in solving problems than answers	4.15	.42	3.06	1.15
<b>Overall</b>		<b>3.48</b>	<b>.92</b>	<b>2.58</b>	<b>1.10</b>

Research shows that 5 items were selected as unsure by respondent teachers. For item number 1, teacher respondents (mean 3.35, SD 3.29) and student respondents (mean 3.29, SD 1.11) state they are unsure if students have actively participated in CCTS based activities. For item number 5, teacher respondents (mean 2.75, SD 3.16) and student respondents unsure if students like to give their own ideas in the class.

Question 3: What are the problems faced while implementing CCTS in the teaching and learning of the Literature Component in Malay Language in schools.

Table 8 shows the overall mean value is high for teachers (mean 3.63) and average for students (mean 2.96). The data analysis shows teacher respondents agree with items number 1,4 and 7 but unsure of items number 2 and 3. In contrast, student respondents agree only with item number 8. They were unsure of items number 1 to 7.

**Table 8:**  
**Problems in Implementation of CCTS in the Teaching and Learning of the Literature Component in Malay Language**

Num	Item	Teacher (N – 40)		Student (N -120)	
		Mean	SD	Mean	SD
1	Students take a long time to implement critical thinking in the process of learning Literature Component in Malay Language	3.95	.74	3.20	1.18
2	Allocation of time to teaching Literature Component in Malay Language inadequate	2.92	1.36	3.27	1.08
3	Students do not use reading materials brought by the teacher	2.70	1.26	1.74	.73
4	Students cannot think well although teachers are providing interesting activities	4.12	.64	2.77	1.31
5	Students are not interested in the teaching and learning process of the Literature Component in Malay Language based on CCTS .	3.55	1.21	2.78	1.39
6	Students are not capable to participate in CCTS	4.22	.47	3.11	1.27
7	Teachers do not get exposure on teaching methods of CCTS	3.80	1.08	3.17	1.26
8	Students are not capable to answer CCTS questions	3.80	1.08	3.62	1.07

For item number 1, teacher respondents agree(mean 3.95, SD .740) that students take a long time to think and answer eventhough teachers had prepared an interesting lesson plan but students responded unsure (mean 3.20, SD 1.18) to this item. For item number 4, teacher respondents agree (mean 4.12, SD .647) that

students having problem to think wisely eventhough teachers had prepared an interesting lesson plan but student respondents unsure (mean 2.77, SD 1.31) to this item.

For student respondents, they agree (mean 3.62, SD 1.07) with item number 8 that they are not capable to answer CCTS questions. Teacher respondents also agree (mean 3.8, SD 1.08) that students are not able to follow CCTS activities. For item number 6, teacher respondents agree (mean 4.22, SD .479) that students not capable to follow CCTS activities but student respondents are unsure (mean 3.11, SD 1.27 ) with this item.

Question 4: Does the differences in the social backgrounds of the student respondents have an effect on the implementation of CCTS in the teaching and learning of the Literature Component in Malay Language?

The aspects of social background taken into consideration in this research encompasses gender, interest and race. To test the research questions, four null hypothesis was used.

Hypotheses null 1 : There is no significant difference between implementation of CCTS in literature component in Malay Language according to the gender.

**Table 9 :**  
**T-test for the Implementation of CCTS in Literature Component in Malay Language According to the Gender**

Gender	Mean	SD	t	Df	Sig.
Male	3.85	1.00	.91	.18	.05*
Female	4.00	.78			

\*p≤.05

The analysis of the data reveals a significant  $t(120)=-.91$ ;  $p=.05$  difference in the relationship between the genders in the implementation of CCTS in Literature Component in Malay Language. There was a significant difference between male and female participation in the lessons involving CCTS in Literature Component in Malay Language. Male students have a lower mean (3.85) as compared to female students who scored a higher mean (4.00). This result shows that most male students fail to apply the relevant thinking skills compared to the female students. In conclusion, the value of probability is the same with the alpha value which is .05p . Therefore, the nol hypothesis is rejected.

Hypotheses null 2 : There is no significant difference between implementation of CCTS in Literature Component in Malay Language according to the stream.

**Table 10 :**  
**T-test for the Implementation of CCTS in Literature Component in Malay Language According to the Stream**

Stream	Mean	SD	t	Df	Sig.
Arts	3.83	0.30	-3.41	118	.03*
Science	3.02	1.01			

\*p≤.05

Table 10 shows a significant difference  $t(120)=-3.41$ ;  $p=.03$ ) between the science and arts stream students in the success of the implementation of CCTS in Literature Component in Malay Language. The science stream students (mean 3.83) and arts streams students (mean 3.02) have responded differently. The science students successfully absorbed the relevant thinking skills compared to the arts stream students. In conclusion, the probability is less than the alpha value . Therefore, the null hypotheses is rejected.

Hypotheses null 3 : There is no significant difference between implementation of CCTS in Literature Component in Malay Language according to the interest.

**Table 11:**  
**T-test for the Implementation of CCTS in Literature Component in Malay Language According to the Interest**

Interest	Mean	SD	t	Df	Sig.
Yes	47.6	3.33	1.4	118	.26
No	46.6				

\* $p \leq .05$

Table 11 shows that there is no significant difference  $t(120)=1.4$ ;  $p=.26$ ) between the prior interest in Literature Component in Malay Language with the success of the implementation of CCTS in Literature Component in Malay Language. This simply means that the students' interest in Literature Component in Malay Language does not affect the implementation of CCTS in Literature Component in Malay Language. The mean for students interested in Literature Component in Malay Language is 47.6 as compared to those not interested with a mean of 46.6. In conclusion, the probability value is more than the alpha value. Thus, the null hypotheses is accepted.

Hypotheses nol 4 : There is no significant difference between implementation of CCTS in Literature Component in Malay Language according to the race.

**Table 12**  
**One way Anova Test for the Implementation of CCTS in the Teaching and Learning of the Literature Component in Malay Language**

Race	Mean	SD	Sum of Square	df	Mean	F	Sig.
Malay	48.2	3.35	Between groups	35.28	32.4	2.60	.05*
Chinese	47.6	3.83					
Indians	46.3	3.48	Among groups	23.86	116	12.4	
Others	45.8	3.79					

\* $p \leq .05$

Table 12 shows that there is a significant difference of  $F(3,116)=2.60$ ;  $p=.05$ ) in the implementation of CCTS in Literature Component in Malay Language according to the race. according to race. Data analysis clearly shows that the mean is highest for Malay students (48.2) with the Standard Deviation 3.35. The lowest mean is for other races with 48.2 with the sistem piawai 3.79. In conclusion, the probability value is the same with the alpha value. Thus, the null hypotheses is once again rejected.

## IV. DISCUSSION

### 4.1 The Implementation of CCTS

The majority of teacher and student respondents agree with the implementation of the CCTS in Literature Component in Malay Language.. Teachers agree (min 4,42) that they have always encouraged students to ask questions should they have any doubts. This is in line with the objectives outlined of KBSM

that focusses on the the development of the intellect as well as rasional,critical and creative thinking skills. Teachers must give ample opportunities for students to develop their thinkig skills independently.

Moreover, teachers who encourage students to make the correct inferences before making conclusions and predictions help to promote thinking skills(mean 4.20, SD.57).This is in line with the research by Abdul Rahim(1999) that students equipped with critical and creative thinking skills are able to make reflections

The implementation of CCTS in Literature Component in Malay Language is successful when reseach shows teachers always encourage students to participate actively in CCTS in Literature Component in Malay Language (mean 4.10,SD .87).

#### ***4.2 Effectiveness of The Implementation of CCTS***

Teachers agree (mean 34.4, SP 3.34) that the CCTS is indeed an effective tool in schools. This finding differs with the research findings by Balakrishnan (2002) that show form 4 history teachers were not implementing CCTS neither in the planning their lesson nor in the actual lesson plan. Similarly, research done by Rajendran Nagappan (2002) on teachers of the Malay Language were unclear on how to incorporate the CCTS element into the teaching and learning process.

Students were also unsure (mean 3.29, SP 1.11) on their participation in the teaching and learning of the CCTS element. This confusion is due to the fact that the teachers themselves were not fully aware of the CCTS concept and how to incorporate this skill into the teaching and learning of the Malay Literature Component. This can be due to the small number of teachers that had been the correct exposure through courses.

#### ***4.3 Problems In The Implementation of the CCTS***

From this aspect of the problems faced by teachers in the implementation of the CCTS elements in the teaching and learning of the Literature Component in Malay Language, teachers agree (mean 3.95, SD .74) that students took a long time to apply the correct thinking skills in the learning of the Literature Component in Malay Language. This is due to the fact that many teachers do not use the correct questioning techniques. This is proven as De Bono (1993), Zamri and Nor Razah (2011) have concluded that the correct questioning technique which is well planned is the very foundation of stimulating students to think. Therefore, students are unable to answer questions promptly if the questioning tecniques are unsuitable.

The teacher and student respondents are unsure if the time allocated for the teaching of the Malay Literature Componentis sufficient. According to Phillisps (1997), there is a correlation between the failure to implement thinking skills due to the constraints of time.

According to Mohd Mohsin and Nasrudin (2008) there are three major obstacles in the implementation of KBKK in the teaching and learning in school which are the education system, the behavioural aspects of the teacher and peer influence. The examination orientated education system is the root cause why teachers prefer the teacher centred learning process. Teacher also tend not to encourage critical thinking and creativity as it is harder to maintain good class control.

Must clearly define the aims, objectives and teaching strategies that will be carried out in class (Muhammad Kamarul, 2011). Armed with the knowledge of the critical and creative thinking skills, teachers will be able to produce students who are able to think independently. The university teaching courses must incorporate the teaching of critical and creative thinking skilss among future students.

The Education Ministry must monitor the application of the critical and creative thinking skills in schools to ensure that all teachers implement these skills in their lessons. Teachers must then decide on the most suitable techniques. This will bring out about awareness among teachers on the latest teaching methods.

Besides that, the Education Ministry should also publish modules to guide teachers of the Malay Language on how to carry out the implementation of the critical and creative thinking skills especially for new teachers. These modules will generate new ideas on how new teaching techniques can be used by the teachers to teach the Malay Literature Component.

The Ministry should also conduct more courses on critical and creative thinking skills for the Malay Literature Component to expose teachers to the new methods of teaching this component. Peer influence also is a factor as many students fear rejection and therefore do not express creative ideas.

#### **4.4 Demographic Difference among Respondents**

The different backgrounds among students respondents clearly influence the implementation of the critical and creative thinking skills in secondary schools. Research has shown that there is a significant difference between gender, stream and race in the success of the implementation of the critical and creative thinking skills in the teaching and learning process of the Malay Literature Component. In contrast, the t-Test shows that there is no correlation between interest and the implementation of the critical and creative thinking skills in the Literature Component in Malay Language. These findings are similar to the research done by Siti Zabidah (2006) who identifies the effects of the new teaching approaches versus the traditional approaches when teaching students how to writing descriptive and imaginative essays in the Malay Languages among form 4 students.

Many steps can be taken to address the problems faced in the teaching of the Literature Component in Malay Language. Among the suggested steps are, teachers of the Malay Language themselves must actively apply the critical and creative thinking skills in their lesson. The role of the teachers are very important. The head of Malay Language Panel should conduct in-house trainings to ensure that the teachers get the right exposure from time to time. Teachers should also be encouraged to create their own modules to fulfil the needs of the students.

## **V. CONCLUSION**

In conclusion, the implementation of the critical and creative thinking skills has been carried out smoothly but has yet to achieve its full objectives. This is mainly due to the fact that the teachers themselves did not get enough exposure on how to implement this skill in the teaching and learning process for the Literature Component in Malay Language. To ensure that the teaching of the Malay Literature Component achieve its objectives, all parties concerned must cooperate to ensure that both teachers and students are exposed to the correct techniques of teaching and learning critical and creative thinking skills in the Literature Component in Malay Language. In short, the objectives of the National Education Blueprint can actually encourage the young generation to think critically and creatively to help our country achieve the status of a developed nation.

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