A STUDY OF PERCEIVED AND PREFERRED TEACHING STYLES IN LEARNING ENGLISH LANGUAGE

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CANDIDATE’S DECLARATION

I declare the work in this thesis was carried out in accordance with regulation of University Teknologi MARA (UiTM). It is original and is the result of my own work. This thesis has not been submitted to other academic institution for other degree or qualification.

In the event that my thesis is found to violate the conditions mentioned above, I voluntarily waive my right of conferment of my degree and be subjected to the disciplinary rules by the UiTM.

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ABSTRACT

Most of the teachers have their own styles and methods of teaching the students. This study aims to identify the teaching styles of English language teachers that contribute to students’ performance. This study examines the students’ preference teaching styles with respect to their teachers’ teaching styles. Besides, this study investigates the level of students’ satisfaction of learning English in respect of their teachers’ teaching styles. The teaching styles mentioned are based upon Grasha’s Model (1996) consisting of Formal Authority, Demonstrator, Delegator and Facilitator Teaching Style. It has been done towards 169 pupils (random sampling) and four English teachers of a primary school in rural area through a survey method and interviews. The data gathered has been analyzed using SPSS. The findings revealed that, the teachers combined Demonstrator and Facilitator Teaching Styles in delivering the subject content. The result also demonstrated statistically significant higher scores in term of preference Formal Authority Teaching Style. In term of pupils’ satisfaction level towards teacher’s teaching styles in learning English, Demonstrator and Facilitator Teaching Style score higher than the others.

Keywords: Teaching Styles, Achievement, Preferences, Satisfaction.
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