

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' PERCEPTION TOWARDS THE USE
OF GROUP WORK ACTIVITIES IN ESL
CLASSROOM AT SMK PETRA JAYA**

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Thesis submitted in partial fulfillment of the requirements

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

The purpose of the study was to investigate teachers' perceptions on the use of group work teaching and learning in classrooms and to find out whether they perceived the implementation of group work in KBSM programme as feasible. It is also to examine problems faced by teachers in conducting group work activities and to identify these problems. The theory that lies in this study is based on Vygotsky's "Zone of Proximal Development" or ZPD which emphasizes that learning is, fundamentally, a socially mediated activity. A non-experimental research in the form of a survey was conducted to achieve the purpose. The study focuses on four perspectives which influence teachers' perceptions on the implementation of group work in an ESL classroom; the Group Structure, the Designated Time, the Amount of Material and the Level of Complexity. The subjects in the study were fourteen English teachers teaching English to the Transistion, Form 1, Form 2, Form 3, Form 4 and Form 5 students in SMK Petra Jaya. All the subjects were asked to answer a questionnaire and be involved in an interview. Three observations in three different classes using group work strategy were also carried out for the data collection. Findings from the study showed that teachers do perceive group work strategy as feasible under the KBSM concept of Communicative Approach in language teaching and learning. However, some teachers are rather reluctant to use group work strategy regularly in classrooms due to the constraint of time, the big classes and other factors.

ABSTRAK

Tujuan penyelidikan ini ialah untuk menyelidik persepsi guru-guru Bahasa Inggeris tentang penggunaan kerja berkumpulan dalam pengajaran dan pembelajaran di dalam bilik darjah. Ia juga bertujuan untuk mengetahui tanggapan mereka tentang kewajaran mengimplimentasikan strategi kerja berkumpulan seperti yang dikehendaki oleh program KBSM. Di samping itu, ia bertujuan mengkaji masalah yang dihadapi oleh guru-guru ketika menjalankan aktiviti-aktiviti kerja berkumpulan dan mengenalpasti masalah-masalah ini. Teori di sebalik kajian ini adalah berdasarkan teori Vygotsky, "Zone of Proximal Development" (Zon Perkembangan Proksimal) atau ZPD yang menekankan bahawa peringkat asas pembelajaran merupakan aktiviti sosialisasi. Kajian ini berbentuk tinjauan dilaksanakan untuk mencapai objektif penyelidikan ini. Ia berfokus kepada empat perspektif yang boleh mempengaruhi persepsi-persepsi guru tentang penggunaan strategi kerja berkumpulan dalam kelas Bahasa Inggeris iaitu; Struktur Kumpulan, Peruntukan Masa, Bilangan Bahan Bantu Mengajar dan Aras Kesukaran Tugas. Responden kajian ini terdiri daripada empat belas orang guru Bahasa Inggeris yang mengajar pelajar-pelajar kelas Peralihan, Tingkatan 1, Tingkatan 2, Tingkatan 3, Tingkatan 4 dan Tingkatan 5 di SMK Petra Jaya. Kesemua responden menjawab soalan-soalan soal selidik dan turut ditemuduga. Tiga pemerhatian dalam kelas yang melibatkan penggunaan kerja berkumpulan di tiga buah kelas yang berbeza juga dilaksanakan untuk pengumpulan data. Hasil kajian menunjukkan bahawa guru-guru tersebut beranggapan bahawa penggunaan strategi kerja berkumpulan seperti yang disarankan dalam program KBSM melalui konsep Pendekatan Komunikasi dalam bilik darjah adalah wajar. Walau bagaimanapun, sebilangan guru teragak-agak menggunakan strategi ini di dalam kelas disebabkan faktor masa, bilangan pelajar yang ramai di dalam sesebuah kelas serta faktor – faktor lain.

DEDICATION

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