

**TECHNIQUES USED
IN TEACHING GRAMMAR
AMONG
TESL TRAINEE TEACHERS**

**NURUL SALWANIE SAPARI
2007293874**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
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**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
FULFILLMENT FOR THE DEGREE OF BACHELOR OF
EDUCATION (HONS) IN TEACHING OF ENGLISH AS
A SECOND LANGUAGE (TESL)**


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**LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN
DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA MUDA
PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA
KEDUA (TESL) DENGAN KEPUJIAN**



PENYELIA
PUAN MELISSA MALIK

03/06/2011

TARIKH

DECLARATION

“I hereby declare that the work of this exercise, ‘Technique Used in Teaching Grammar Among TESL Trainee Teachers’ is mine except for the quotations and summaries that have been duly acknowledged.”

1/6/2011
DATE

Nurul Salwanie Sapari
NAME : NURUL SALWANIE SAPARI

MATRIX NUMBER : 2007293984

PENGAKUAN

“Saya akui karya ini, Techniques Used in Teaching Grammar Among TESL Trainee Teachers’ adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

1/6/2011
TARIKH

Nurul Salwanie Sapari
NAMA : NURUL SALWANIE SAPARI

NO. PELAJAR: 2007293984

ABSTRACT

The concern of this research is to find out the most frequent technique used by TESL Trainee Teachers in teaching grammar based on their personal experience in schools. It was also conducted in order to see the factors underlying the technique chosen as well as the problems encountered by trainee teachers from planning stages until executing stages. Finally, the steps taken in order to overcome the problems as well as the recommendations for the future TESL Trainee Teachers were also collected through these two instruments. A total of twenty TESL Trainee Teachers who are currently pursuing their final semester participated in this study. The questionnaires were distributed to these twenty participants and each of the participants was interviewed by the researcher in order to find the answer for the research questions. In brief, the use of inductive approach in planning the lessons to teach grammar has been seen as the most reliable and popular method to be used in the classroom teaching. Some problems were identified from the initial stage until the executing stages such as; the suitability of the contents to be taught according to the students' level. Several recommendations were found in order to overcome this problem as mentioned in this academic exercise.