

UNIVERSITI TEKNOLOGI MARA

**TEACHING VOCABULARY : PRE-SCHOOL
TEACHERS' PREPARATION AND DELIVERY IN
MATU DARO, MUKAH**

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of the requirement for the degree of
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AUTHOR'S DELCARATION

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

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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ABSTRACT

In previous years, vocabulary teaching was neglected by language teachers because it is considered as an add-on to grammar. However, in recent years, it is seen as an important aspect for a child's development though it may seem challenging when the students are young. Good vocabulary teaching skills are an invaluable set of tools for teachers of any level. Hence, this study was designed to investigate the methods employed by pre-school teachers to prepare and present their lesson to promote the acquisition of vocabulary meaning. Their reasons for using the techniques are also taken into account. The combination of Cummin's (1981) language and content activities model with Nation (2008) vocabulary teaching strategy were used as framework for the study. In order to collect data, a total of 10 pre-school teachers of various teaching experience in Matu Daro were observed and interviewed. The interview was primarily to elicit how they prepared for their lesson whereas interview [part 2] was used to support classroom observation. The data were analyzed descriptively. Findings revealed that there were a variety of ways in which the teacher prepared and delivered their lesson to promote English vocabulary among pre-schoolers. Their most common way of preparation was by referring to the National Standard Pre-school Syllabus. Others referred to activity books, searched the internet, developed own teaching aids, used MOE teaching aids and BPG Teacher's Handbook. In lesson presentation, the teachers also used several techniques to introduce the words and its meaning. The techniques employed were through the used of pictures, translation, real objects, ICT integration, tells story, song and questioning. In addition, the teachers' reasons were also discussed to support and confirm the results obtained.

ABSTRAK

Pengajaran gajaran perbendaharaan kata Bahasa Inggeris telah diabaikan kerana dianggap sebagai sebahagian daripada tatabahasa. Namun, kini aspek tatabahasa ini amat penting dalam perkembangan bahasa kanak-kanak terutama dalam menguasai bahasa kedua atau bahas asing. Teknik pengajaran perbendaharaan kata yang baik merupakan satu keperluan yang amat berharga kepada seorang pendidik dalam apa jua peringkat. Oleh yang demikian, kajian yang telah dilaksanakan ini bertujuan untuk menyelidik teknik yang telah diaplikasikan oleh guru-guru prasekolah dalam menyediakan rancangan pengajaran dan pembelajaran dalam meningkatkan pengetahuan. Gabungan model Cummin (1981) dan Nation (2008) digunakan dalam kajian. Seramai sepuluh orang guru prasekolah telah terlibat dalam kajian ini. Bagaimanapun kajian ini. Bagi memperoleh data yang lengkap, semua responden telah melalui proses pencerapandan temubual. Dua sesi temubual telah dijalankan bertujuan dijalankan bertujuan mengetahui teknik yang digunakan dalam penyediaan rancangan pengajaran, serta menyokong pencerapan pengajaran guru-guru yang terlibat. Semua data yang diperoleh dianalisis secara deskriptif. Dapatan kajian mendapat ipelbagai teknik telah diaplikasikan oleh guru-guru prasekolah dalam penyediaan serta penyampaian pengajaran mereka. Antara teknik yang digunakan adalah merujuk kepada Buku Panduan Kurikulum Bersepadu Prasekolah Kebangsaan, merujuk buku aktiviti, mendapatkan maklumat menerusi internet, mengembangkan bahan pengajaran sendiri, menggunakan bahan bantu mengajar Kementerian Pelajaran dan merujuk Buku Panduan Guru keluaran Bahagian Pendidikan Guru. Dalam menyampaikan isi pelajaran, guru menggunakan gambar, bahan maujud, integrasi ICT, bercerita, nyanyian menyoyal serta menggunakan bahasa ibunda bagai mangkin kepada teknik pengajaran dan pembelajaran. Di samping itu, sebab-sebabt teknik ini digunakan juga dibincangkan.