

**UNIVERSITI TEKNOLOGI MARA**

**A SURVEY OF CLASSROOM PRACTICES OF NOVICE  
MALE AND FEMALE MALAYSIAN TEACHERS IN  
TEACHING THE LITERATURE IN ENGLISH  
COMPONENT**

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**M.Ed (TESL)**

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degree of

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## DECLARATION


I declare that the work in this thesis was carried out in accordance with regulations of University Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledge as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any 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 regulation of University Teknologi MARA.

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## **ABSTRACT**

This study was conducted with the aim to identify the teaching approaches and teaching activities employed by male and female novice teachers in teaching LIE component. This survey research comprised 8 secondary novice teachers (4 male and 4 female) and 200 students from 4 different schools in Kajang, Selangor. The study employed a mixed-methods research design where data were collected using a questionnaire and semi-structured interviews. The quantitative data of this study was analyzed statistically using SPSS while the qualitative data was analyzed based on the research questions and served to triangulate the results. The findings of this study revealed that the approach that was most preferred by novice teachers in teaching LIE was Moral-Philosophical Approach (Mean= 4.16) and the least preferred approach was Stylistic Approach (Mean= 3.53). For teaching activities, findings showed that novice teachers preferred to use Language-Based activities in teaching LIE component (Mean=4.16). Findings also indicated that there was a significant difference in the mean scores between male and female novice teachers in their preferences of teaching approach and teaching activities in teaching LIE component. However, findings gathered from the novice teachers were in contrast with the findings gathered from the students. Based from the questionnaire given to the students, findings showed that students prefer their teachers to use Language-Based Approach and Personal-Response activities in learning LIE component. Findings also showed that the two common challenges faced by novice teachers in teaching LIE component were students' lack of interest and students' proficiency level. The findings also imply that novice teachers should be given more training in order to improve their teaching and expose them to the best teaching approaches and teaching activities in teaching LIE component.

## ABSTRAK

Kajian ini dijalankan dengan tujuan untuk mengenal pasti pendekatan pengajaran dan aktiviti pengajaran yang digunakan oleh guru-guru baru lelaki dan perempuan dalam pengajaran komponen sastera dalam Bahasa Inggeris . Kajian tinjauan ini terdiri 8 orang guru sekolah menengah baru (4 lelaki dan 4 perempuan) dan 200 orang pelajar dari 4 buah sekolah di Kajang, Selangor. Kajian ini menggunakan campuran - kaedah reka bentuk penyelidikan di mana data dikumpul dengan menggunakan soal selidik dan temu bual separa berstruktur . Data kuantitatif kajian ini dianalisis menggunakan perisian SPSS manakala data kualitatif pula dianalisis berdasarkan persoalan kajian. Hasil kajian ini mendedahkan bahawa pendekatan yang paling banyak digunakan oleh guru baru dalam pengajaran sastera Bahasa Inggeris (BI) adalah Pendekatan Falsafah Moral (Min = 4.16) dan pendekatan yang paling kurang digemari adalah Pendekatan Stailistik (Min = 3.53). Untuk aktiviti pengajaran , kajian menunjukkan bahawa guru-guru baru lebih banyak menggunakan aktiviti Berasaskan Bahasa dalam pengajaran komponen sastera BI (Min = 4.16). Dapatan kajian juga menunjukkan terdapat perbezaan yang signifikan dalam skor min antara guru lelaki dan guru wanita baru dalam pilihan mereka tentang pendekatan dan aktiviti dalam pembelajaran komponen BI. Walau bagaimanapun, penemuan yang diperolehi daripada guru-guru baru adalah berbeza dengan dapatan yang dikumpul dari pelajar. Berdasarkan daripada soal selidik yang diberikan kepada pelajar, dapatan kajian menunjukkan pelajar lebih suka guru-guru mereka untuk menggunakan Pendekatan Berasaskan Bahasa dan aktiviti Respon Peribadi dalam pengajaran komponen sastera BI. Hasil kajian juga mendapati bahawa dua cabaran yang sering dihadapi oleh guru-guru baru dalam pengajaran komponen sastera BI ialah ' kekurangan minat pelajar dan kemahiran pelajar. Hasil kajian juga memcadangkan bahawa guru-guru baru perlu diberi latihan yang lebih bagi meningkatkan pengajaran mereka dan juga untuk mendedahkan mereka kepada pendekatan pengajaran dan aktiviti pengajaran yang terbaik dalam pengajaran komponen sastera BI.