UNIVERSITI TEKNOLOGI MARA

EDUCATORS' BELIEFS TOWARDS THE TEACHING OF GRAMMAR IN SELECTED MALAYSIAN PRIVATE HIGHER LEARNING INSTITUTIONS

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AUTHOR'S DECLARATION

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 results 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 degree or qualification.

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ABSTRACT

This study was conducted to investigate educators' beliefs towards grammar teaching in Malaysian Higher Learning Institutions. It specifically highlighted two grammar instructions which are explicit and implicit grammar that have pros and cons in teaching and learning. Due to this, educators are in the midst of dilemma either to teach grammar explicitly or implicitly. Therefore, the researcher would like to see which type of instruction educators believe can be more beneficial to grammar teaching and learning. The specific objectives of the study were to examine educators' beliefs towards grammar teaching, the sources of the held beliefs, the challenges when implementing the beliefs and their coping strategies. The research approach was qualitative in nature and used semi-structured interview. The respondents involved were five educators from various private colleges located in peninsular Malaysia. Findings have shown that a majority of the respondents preferred grammar to be taught explicitly in their ESL classrooms; nevertheless they viewed implicit instruction as necessary also when conforming to students' needs. The sources of the held beliefs are educators' experience as well as the institutional requirement. The results have also shown that there are a few challenges encountered when implementing the held beliefs such as time constraint and varying materials and approaches in teaching. in order to counter the challenges, the educators employed a few coping strategies such as improving their time management and seeking colleagues' collaboration. On the whole, the study shows that both grammar instructions have place in grammar teaching. Hence, educators have to become eclectic teaching practitioners who are able to apply a suitable grammar instruction according to teaching and learning needs. Last but not least, it is hoped this study can contribute to the growth of grammar teaching and learning specifically in ESL classrooms.

ABSTRAK

Kajian ini dijalankan untuk mengkaji kepercayaan para pendidik terhadap pengajaran tatabahasa di institusi pengajian tinggi di Malaysia yang mengutamakan dua kaedah pengajaran iaitu secara eksplisit dan implisit yang mempunyai kelebihan dan kekurangan yang tesendiri. Oleh kerana itu, para pendidik mengalami dilema samaada ingin mengajar tatabahasa secara eksplisit atau implisit. Maka, pengkaji ingin melihat kaedah pengajaran yang manakah dipercayai oleh para pendidik yang paling menyumbang kepada pengajian dan pengajaran tatabahasa. Objektif spesifik kajian ialah untuk mengenalpasti kepercayaan para pendidik terhadap pengajian tatabahasa, sumber kepercayaan yang dipegang, cabaran-cabaran dalam mengimplemetasikan kepercayaan teresebut di dalam pengajaran tatabahasa dan strategi-strategi yang digunapakai untuk mengatasi cabaran. Kajian ini adalah bersifat kualitatif yang menggunakan temubual semi-struktur. Para responden yang terlibat adalah lima orang pensyarah dari kolej swasta yang terletak di Semenanjung Malaysia. Hasil dapatan menunjukkan majoriti daripada responden menyukai kaedah pengajaran secara eksplisit namun begitu mereka melihat kaedah implisit juga diperlukan bagi memenuhi keperluaan para pelajar. Antara dua sumber kepercayaan yang ditemui adalah pengalaman pendidik dan juga keperluan institusi. Dapatan kajian juga menunjukkan terdapat beberapa cabaran yang dilalui ketika mengaplikasikan kaedah pembelajaran seperti kekangan masa dan mempelbagaikan kaedah dan material pengajaran. Untuk mengatasi cabaran tersebut, para pendidik menggunakan beberapa strategi seperti memperbaiki pengurusan masa dan mendapatkan kerjasama daripada rakan sekerja. Secara keseluruhannya, kajian menunjukkan bahawa kedua-dua kaedah pengajaran tatabahasa mempunyai tempat di dalam pengajian dan pengajaran tatabahasa. Maka, para pendidik haruslah menjadi seorang pendidik yang eklektik dalam menggunakan kaedah pengajian yang bersesuaian yang mengikut keperluan pengajaran dan pengajian. Akhir kata, diharapkan kajian ini dapat menyumbang kepada pertumbuhan pengajian dan pembelajaran tatahabasa khususnya dalam kelas Bahasa Inggeris sebagai Bahasa Kedua.

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