

UNIVERSITI TEKNOLOGI MARA

**A QUALITATIVE STUDY OF A NON-
NATIVE ENGLISH TEACHER'S
PEDAGOGICAL SYSTEM AND GRAMMAR
TEACHING**

ANIS ARIANTI BINTI NORMAN

Dissertation submitted in partial fulfilment of the requirements

for the degree of
Master of Education
(TESL)

Faculty of Education
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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 work, unless otherwise it indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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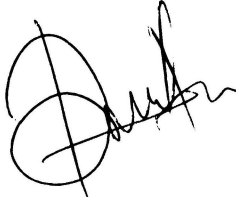
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Abstract

Research on grammar teaching and the pedagogical system of a teacher specifically in grammar class has never come to an end. Though more new and up-to-date approaches and methodology has been introduced by scholars, some teachers still believe in certain ways to come out with classroom instruction. This study is aimed to understand the perspective on the manner of a L2 non-native English teacher in Kolej Profesional MARA Indera Mahkota, Kuantan in teaching grammar and to explore the personal pedagogical system's influence on the non-native English teacher's teaching techniques through qualitative study. The data was collected through in depth interview (pre and post) of four sections: education, entry into the profession and development as a teacher, reflection on teaching and school, and 14 hours of classroom observation (grammar class). The findings of the study is almost similar with Borg's (1998). The data indicated that the teacher's background, experience and beliefs were the factors that shaped the teacher's instruction in class. The influence of L1, the application of repetition, explanation on grammar rules, practising grammar and cooperative learning approach were the techniques used by the teacher in grammar class. The findings will benefit language teachers especially the non-native teachers in L2 setting as well as the administrative and policy makers in understanding why certain action and methods are carried out.

Keywords: Non-Native English Teacher, Pedagogical System, Grammar Teaching, teacher instruction, qualitative

Abstrak

Kajian mengenai pengajaran tatabahasa dalam Bahasa Inggeris dan sistem pedagogi oleh seseorang guru terutamanya yang melibatkan kelas tatabahasa tidak pernah berpenghujung. Walaupun pelbagai teknik pengajaran dan pendekatan telah dikongsi dan diperkenalkan kepada mereka oleh ahli akademik, masih ada yang memilih cara tersendiri dan tertentu dalam pengajaran mereka. Kajian ini bertujuan untuk memahami perspektif seorang guru Bahasa Inggeris di Kolej Profesional MARA Indera Mahkota, Kuantan dalam subjek 'grammar' dan mengetahui bagaimana sistem pedagogi mempengaruhi teknik pengajarannya di dalam kelas secara kualitatif. Data diperoleh melalui kaedah temubual (sebelum dan selepas) yang merangkumi empat bahagian: pendidikan, kemasukan ke dalam profesion dan perkembangan sebagai guru, refleksi pengajaran dan sekolah, serta 14 jam pemantauan kelas tatabahasa. Hasil kajian menunjukkan keputusan yang hampir sama dengan kajian yang dijalankan oleh Borg (1998). Terdapat beberapa faktor yang mempengaruhi cara penyampaian guru tersebut di dalam kelas seperti latar belakang, pengalaman dan kepercayaan. Antara teknik yang digunakan dalam sistem penyampaian di dalam kelas pula adalah seperti penggunaan Bahasa ibunda, pengulangan, penjelasan hukum tatabahasa, latihan dan sistem belajar bersama 'cooperative learning approach'. Hasil kajian ini akan memberi manfaat kepada guru-guru Bahasa Inggeris, pihak pengurusan serta penggubal polisi dalam memahami faktor yang mempengaruhi sistem penyampaian seseorang guru di dalam kelas Bahasa Inggeris.

Kata Kunci: Guru Bahasa Inggeris, Sistem Pedagogi, Pengajaran Tatabahasa (Bahasa Inggeris), Sistem Penyampaian, Kualitatif