

UNIVERSITI TEKNOLOGI MARA

**INVESTIGATING THE CHOICE OF TEACHING
METHODS EMPLOYED BY ENGLISH
LITERATURE TEACHERS IN MALAYSIAN
SECONDARY SCHOOLS: STUDENT-CENTERED
OR TEACHER-CENTERED?**

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise 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.

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 1999, the Ministry of Education made it a requirement that English literature be taught to all secondary school students. One of the five English periods is allocated to the teaching of literature. It was since then that the English literature component was made part of the Integrated Curriculum for Secondary School (KBSM). The incorporation of this component has however raised many issues regarding the teaching and learning of the subject. Among the popularly-discussed issues is the choice of methods in teaching the subject, whether it is teacher-centered or student-centered. As such, this study aimed at looking at the perceptions and preferences of secondary school English teachers in selecting and employing the most accommodating approach. Additionally, significant difference in perceptions was also observed by choosing teaching experience as a variable. The findings indicated that teachers showed a greater tendency to use the student-centered approaches compared to the teacher-centered approaches when teaching English literature. Apart from that, a number of factors that contribute to such preferences were also identified. Among the factors identified include communication skills enhancement, exciting and meaningful learning experience, catering for better students as well as less expectation on teachers. The implications of the secondary school English teachers' preferences were also identified.

ABSTRAK

Pada tahun 1999, Kementerian Pelajaran telah menetapkan Komponen Sastera dalam Bahasa Inggeris sebagai satu keperluan untuk diajar kepada semua pelajar sekolah menengah dan telah mensyaratkan satu daripada lima waktu mata pelajaran Bahasa Inggeris dikhaskan untuk pengajaran sastera dalam Bahasa Inggeris. Sejak dari itu, Komponen Sastera dalam Bahasa Inggeris telah dijadikan sebahagian daripada Kurikulum Bersepadu Sekolah Menengah (KBSM). Pengenalan dan penyatuan komponen baru itu telah menimbulkan pelbagai isu berkaitan dengan pemilihan cara pengajaran, samada untuk di ajar berorientasikan guru atau berorientasikan pelajar. Oleh itu, kajian ini telah dijalankan bertujuan untuk meneliti persepsi dan kecenderungan guru-guru sekolah menengah yang mengajar mata pelajaran Bahasa Inggeris dalam menentukan dan mengaplikasikan cara pengajaran yang paling berkesan. Selain itu, perbezaan antara persepsi turut diperhatikan dengan menjadikan tahun pengalaman mengajar sebagai pembolehubah. Hasil kajian ini telah menunjukkan bahawa guru-guru lebih cenderung memilih teknik pengajaran yang berorientasikan pelajar berbanding dengan yang berorientasikan guru. Selain daripada itu, beberapa faktor penyumbang ke arah kecenderungan itu turut dikenal pasti. Antara faktor-faktor yang dikenal pasti adalah meningkatkan kebolehan berkomunikasi, pembelajaran yang lebih menarik dan bermakna, membantu pelajar yang lebih berkebolehan dan kurang kebergantungan disandarkan pada guru-guru. Kesan-kesan daripada kecenderungan itu turut diperhatikan dan dikenalpasti dalam kajian ini.

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