

UNIVERSITI TEKNOLOGI MARA

**EXPLORING KSSR CREATIVE TEACHING
STRATEGIES AMONG MALAYSIAN ESL
TEACHERS**

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Dissertation submitted in partial fulfilment of the requirements for the degree of

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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 result 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

Creativity has been a long-debated topic of discussion when it comes to its role in education. In accordance to that, the Malaysian government has made changes to the school syllabus, starting with the primary school syllabus, also known as KSSR (Primary School Standard Curriculum). In their approach to have the schools to be less exam-oriented with the inclusion of school-based assessment, KSSR has also noted the importance of creativity in its syllabus. However, despite this new approach, there are still some issues faced by Malaysian ESL teachers that have not been dealt with. If this remains, then one would wonder how creativity will be implemented in the classroom amidst these issues. As such, this study was made to investigate the teachers' challenges and their creative teaching strategies, and later on, to make recommendations based on the challenges and strategies they used. The study was meant to bridge the gap between the issues faced by teachers and the demands of the new syllabus, KSSR. This is a case study, focusing on two ESL teachers who have been involved in the syllabus change and have had experience in teaching KSSR since its first implementation. In this study, several important pointers were found, some of which had made the teachers source out their lessons on their own and having to follow certain procedures in the planning of their lessons. But all seem to be leading to one conclusion; time. The results, though pointing at the issue of time, seemed to have been stemmed from many places. Despite being from many types of issues, it still leads back to the issue of time.

ABSTRAK

Kreativiti telah lama menjadi topik perbincangan ramai tentang peranannya dalam bidang pendidikan. Selaras dengan itu, kerajaan Malaysia telah membuat perubahan kepada sukatan pelajaran sekolah, bermula dengan sukatan pelajaran sekolah rendah, juga dikenali sebagai KSSR (Kurikulum Standard Sekolah). Dalam pendekatan mereka untuk mengurangkan penilaian berorientasikan peperiksaan melalui penilaian berasaskan sekolah, KSSR juga telah menyatakan kepentingan kreativiti dalam sukatan pelajaran. Walau bagaimanapun, dengan pendekatan baru ini, masih terdapat lagi beberapa isu yang dihadapi oleh guru-guru ESL Malaysia yang masih belum ditangani. Jika ini kekal, bagaimana kreativiti boleh dilaksanakan di sekolah di sementara isu-isu ini masih berlaku? Oleh itu, kajian ini telah dibuat untuk menyiasat cabaran-cabaran guru dan strategi pengajaran kreatif. Kemudian, dengan data yang dikumpul, cadangan dibuat berdasarkan cabaran dan strategi yang dikaji. Kajian ini bertujuan untuk merapatkan jurang antara isu-isu yang dihadapi oleh guru-guru dan tuntutan sukatan pelajaran baru, KSSR. Ini adalah satu kajian kes yang memberi tumpuan kepada dua orang guru ESL yang telah terlibat dalam perubahan sukatan pelajaran dan mempunyai pengalaman dalam pengajaran KSSR sejak pelaksanaan pertama. Dalam kajian ini, beberapa data penting telah ditemui seperti guru mencari maklumat dan sumber sendiri mengikut topik pelajaran dan mengikuti prosedur tertentu dalam perancangan pelajaran mereka.. Tetapi semua data menunjuk kepada satu kesimpulan; masa. Keputusannya, walaupun menghala ke arah isu semasa, seolah-olah telah berpunca dari banyak tempat. Walaupun ini datang dari pelbagai jenis isu, ia tetap membawa kembali kepada isu masa.

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