UNIVERSITI TEKNOLOGI MARA

TEACHING VOCABULARY : PRE-SCHOOL TEACHERS' PREPARATION AND DELIVERY IN MATU DARO, MUKAH

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of the requirement for the degree of

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AUTHOR'S DELCARATION

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 indicated or acknowledged as referenced work. This thesis has not been submitted to any academic institution or non-academic institution for any 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 previous years, vocabulary teaching was neglected by language teachers because it is considered as an add-on to grammar. However, in recent years, it is seen as an important aspect for a child's development though it may seem challenging when the students are young. Good vocabulary teaching skills are an invaluable set of tools for teachers of any level. Hence, this study was designed to investigate the methods employed by pre-school teachers to prepare and present their lesson to promote the acquisition of vocabulary meaning. Their reasons for using the techniques are also taken into account. The combination of Cummin's (1981) language and content activities model with Nation (2008) vocabulary teaching strategy were used as framework for the study. In order to collect data, a total of 10 pre-school teachers of various teaching experience in Matu Daro were observed and interviewed. The interview was primarily to elicit how they prepared for their lesson whereas interview [part 2] was used to support classroom observation. The data were analyzed descriptively. Findings revealed that there were a variety of ways in which the teacher prepared and delivered their lesson to promote English vocabulary among pre-schoolers. Their most common way of preparation was by referring to the National Standard Pre-school Syllabus. Others referred to activity books, searched the internet, developed own teaching aids, used MOE teaching aids and BPG Teacher's Handbook. In lesson presentation, the teachers also used several techniques to introduce the words and its meaning. The techniques employed were through the used of pictures, translation, real objects, ICT integration, tells story, song and questioning. In addition, the teachers' reasons were also discussed to support and confirm the results obtained.

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

1.0 Chapter Overview

This chapter serves as an introduction to the study regarding the teaching of vocabulary among pre-school teachers in Matu Daro, Mukah. The introduction begins by providing the background of education system in Malaysia, before focusing on the development of pre-schools in the country. As the study is conducted in Sarawak, (Matu Daro) the initiation of the Ministry of Education (MOE) annex pre-schools in the state will also be discussed, including the research objectives and questions. In order to clarify readers, the aim of the study, the technical terms used, and scope of the study are also discussed.

1.1 Education System in Malaysia

Malaysia has always been a multi-racial, multi-cultural, multi-lingual and multi-religious country. The population uses various languages or dialects within the community to convey or share knowledge. Before embracing independence in 1957, the country was ruled by the British colony. Hycinth (1987) added public education was race-based according to medium of instruction such as Malay, Chinese, Tamil and English. These four medium of instructions are closely related to sub-cultures within Malaysian society. Nonetheless, English schools were confined in urban areas and funded by Christian missionaries.