



KEPERLUAN PENGAJARAN GURU NOVIS

“pendidikan ke-arah perkembangan keintelektualan”



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Penyunting

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Prakata	v
Preface	vi

Bahagian A Persediaan dan Penyeliaan Program Praktikum

1	Program Praktikum, Peranan Penyelia dan Tanggungjawab Guru Pelatih <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	1
2	Panduan Menggunakan Borang Pemerhatian Praktikum <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	23
3	Guru Pelatih dan Pemikiran Reflektif <i>Nai'mah Yusoff, Sabariah Shariff & Abdul Said Ambotang</i>	39
4	Keperluan Amalan Refleksi Ke arah Keberkesanan Pengajaran Guru <i>Mohd Yusof Abdullah, Salleh Abd Rashid & Raja Ismail Raja Lope Ahmad</i>	44
5	Peranan Guru Pendamping Terhadap Guru Pelatih <i>Hamzah Md Omar</i>	55
6	Satu Analisis Pemikiran Berkaitan Pelaksanaan Pencerapan Klinikal <i>Baharudin Yaacob & Mohd Yusof Abdullah</i>	64
7	Menterjemahkan Kurikulum Bersepadu Sekolah Menengah (KBSM) dalam Pengajaran Guru <i>Salleh Abd Rashid, Mohd Yusof Abdullah & Raja Ismail Raja Lope Ahmad</i>	72

Bahagian B Metodologi Pengajaran dan Pembelajaran

8	Teacher's Planning and the Importance of Instructional Design <i>Sabariah Shariff, Nai'mah Yusoff & Abdul Said Ambotang</i>	82
9	The Teaching of English Literature in Secondary Schools <i>Suhaida Omar, Hamzah Md Omar & Kamsilawati Kamlun</i>	89
10	Pendekatan Model Pembelajaran Konstruktivisme <i>Abdul Said Ambotang, Sabariah Shariff & Nai'mah Yusoff</i>	97
11	Exploratory ELT School Based Teaching: UMS (TESL) Experience <i>Hamzah Md Omar, Suhaida Omar, Kamsilawati Kamlun & Latifah Solehodin</i>	106
12	Pengajaran Gaya Latihan dan Gaya Bergandingan dalam Pendidikan Jasmani <i>Raja Ismail Raja Lope Ahmad, Salleh Abd Rashid & Mohd Yusof Abdullah</i>	128

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EXPLORATORY ELT SCHOOL BASED TEACHING: UMS (TESL) EXPERIENCE

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Abstract.

This initial inquiry focused particularly on the understanding of professional growth among student teachers within the context of the English Language Teaching (ELT). As a result, a detailed school based teaching practice program for professional development was designed to promote "student teacher growth" and such growth was viewed as student teacher professional growth through a learning process. This project too, is designed to prepare student teachers for actual teaching practice. The project was designed as a stimulus to student teacher growth, where professional growth was seen as a form of learning. New perspectives on teacher change and teacher professional development have learning as their core with views of "teachers as learners" and "schools as learning communities". Each team (3 - 5 student teachers) was required to establish a Professional Learning Team for ELT. Teams were made up of all Final year student teachers and the lecturers. The requirements of professional learning teams in the project were few, but nevertheless demanding. These were: attendance at all 15 periods designated teaching hours at SMK Bandaraya, Menggatal, Sabah; during the duration of 3 weeks, doing observation on fellow team members, writing personal teaching reflection, participation in regular team meetings (weekly or fortnightly in some cases) to discuss current English Language Teaching issues at the school; and to consider issues in lesson planning using improvised reflective lesson plan raised as a case study project. By the end of the project, many learning teams had come to terms with the issue of professional differences. Differences in teaching were accepted, but common goals for students were acknowledged.

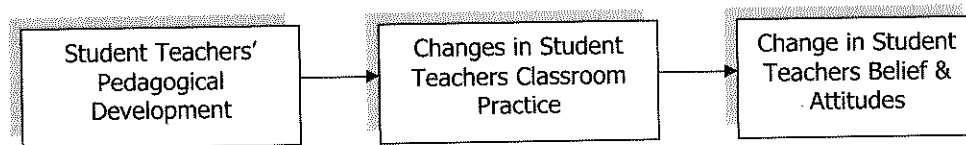
Introduction

As a TESL lecturer in SPPS for ELT methodology courses (TT4412 - Teaching of English Language), I believe that improvements in student teachers learning would be directly connected to the professional growth of student teachers. The purpose of this paper is to contribute to the discussion of a question which has underpinned a research and development programme focusing on English Language teachers' professional growth. This initial inquiry focused particularly on the understanding of professional growth among student teachers within the context of the English Language Teaching (ELT). The influences of culture, subject knowledge and pedagogy on the development of classroom practice were identified. As a result, a detailed school based teaching practice program for professional development was designed to promote "student teacher growth" and such growth was viewed as teacher professional growth through a learning process. This project too, is designed to prepare student teachers to actual teaching prior to their teaching practice. The courses offered under the School of Education and Social Development though sufficiently covered the various aspects of micro and macro teaching skills, yet still lack in professional development component in the project, all participants were considered part of a team. As all of them were teachers prior to their admission to this program, they brought the wisdom of practice and knowledge of their teaching experience. I promoted the idea that we were all researching ways to improve

English Language learning together. There was an emphasis on the exchange of ideas with the intention of putting research into practice and classroom-testing research findings. Under this umbrella of professional development, student teachers' learning teams were formed.

The project recognised that the process of change or the stimulus to grow can be initiated by different things. Where once it was thought that it was necessary to change teacher's beliefs in order to bring about changes in their practice, Guskey (1986) found that teachers change their beliefs through changing their practice and reflecting on the result. His model is adapted in the following figure.

Diagram 1: The Model of the Process of Student Teachers Change



The project was designed as a stimulus to student teacher growth, where professional growth was seen as a form of learning. The notion of ongoing and lifelong professional learning for teachers has been emphasised by many authors. Schon (1983) emphasised the importance of ongoing, critical reflection in teaching, in his notion of teachers as "reflective practitioners". More recently, Johnson (1996), presented a case for reconceptualising teacher professional development as opportunities for learning" to enable it to be "embedded into the ongoing work of the school" (p. 12).

New perspectives on teacher change and teacher professional development have learning as their core with views of "teachers as learners" and "schools as learning communities". This was the underlying principle of the project. In the next section, perspective on second language acquisition theories adapted for the lesson models is highlighted.

Second Language Acquisition Theories and Practices in the Rural Areas

L2 acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and 'Second Language Acquisition' (SLA) as the study of this (Ellis, 1997).

According to Ellis (1997), there are external and internal factors that influence the L2 acquisition by learners. One of the external factors that influence the L2 acquisition to learners of the rural schools is the social milieu in which learning takes place. Social conditions influence the opportunities that learners have to hear and speak the language and the attitudes that they develop towards it. It is one thing to learn a language when you respect and are respected by native speakers of that language. This claim is supported by Wrigley in her article *The Challenge of Educating English Language Learners in Rural Areas*. She pointed out that support from the native speakers is essential to make learning the language successful. She concluded that educators in

rural areas have tremendous challenges as they strive to meet the needs of their language minority students. With optimistic leadership, well-trained teachers, and informed parents who all share an expectation of success, the students are likely to realize their potential. Every community, no matter how isolated, has creative people and helpful resources that can improve the quality of education for English language learners.

Another external factor is the input that learners received. How much exposure to the language does the learner get in order to grasp the target language? Nair, mentioned in his article studies have shown that there exist a wide gap between rural and urban students in Malaysia in the use of English as a tool for learning and communicating. He further states that the total absence of an English speaking environment in most rural settings and lack of exposure to listening and speaking activities outside formal teaching hours have made the learning of English not easy and less enjoyable for the pupils as compared to those in the urban areas.

Baradan Kuppusamy (2005) said that the frenzy to catch up with English in rural Malaysia which is dominated by the Malays is more than just palpable and nowadays second only to the craze for English football and popular "Malaysian Idol" contest. He further said that the experts had predicted on the issue of Mathematics and Science in English that the performance of rural Malay students will drop when they are forced to switch to English as the medium of instruction in Science and Mathematics. Even, a school headmaster told about his fear by saying that English has to be learned as a language, it can not be acquired by learning Science and Mathematics in English.

Heath (1982), Philips (1982) and Labov (1969) are some of the scholars who have investigated the relationship between language, school and community and the effect of this relationship on learning or schooling in general (in Norrizan Razali,1992). These researchers generally describe how both the school and community react to each other based on the differences in their patterns of interactional behavior and language. Studies of Heath and Philip show how different home or community culture and language habits can pose problems for pupils' learning or schooling. Norrizan Razali (1992) takes this finding into the perspective of ESL teaching in the Malaysian context that ESL teaching must consider the possibility that pupils in schools may come from communities or homes that practice an entirely different pattern of language habits, language and culture. Labov (1969) in Norrizan Razali (1992) said that children face peer pressure in using the target language as they need to achieve acceptance by their peers. Norrizan Razali (1992) said Malaysian pupils too have their social needs and therefore do not escape peer pressure. The rural environment triggers peer pressure which discourages pupils to speak English; thus pupils may refuse to learn it. Gardner and Lambert (1972) in Norrizan (1992) proposed that integrative motivation for effective second language learning is necessary. This may explain the lack of motivation among many ESL students in Malaysia according to Norrizan Razali (1992). Many Malaysian pupils, particularly in remote or rural areas, may not see the need to integrate with any English-speaking individuals thus this cause the lack of motivation to learn the language.

The issue of English proficiency has always been of concern among Malaysian teachers, academics, and Ministry of Education officials because students' lack of proficiency in

English deprives them of the opportunities open to those who are able to use the language well. This is especially so for rural school students, whose failure rate in national standardized English examinations is twice that of their urban counterparts. Many rural school students have difficulty understanding English, and few are able to use English in simple conversation. This study was thus part of a larger study that tried to address the problem of how we could help rural school students, whose lack of proficiency in English is primarily due to their lack of exposure to the language, Ratnawati Mohd Asraf and Ismail Sheikh Ahmad (2003).

Pat Derbowka *et al.* said that in Saskatchewan, students with English as a second language (ESL) are identified as those from homes, communities, or countries where a language other than English is the first spoken. ESL students possess varying degrees of first language and English abilities. Many of these students begin school at the usual age but have limited exposure to English. Others have schooling in their first language equal to that of their English speaking peers. These local peers are found to be one of the greatest influences on language acquisition. In many cases an ESL specialist may not be available to assist a teacher who receives an ESL student. Therefore, the teacher needs to understand the linguistic, social, cultural, and psychological implications for students learning English as a second language. As well, knowledge of second language acquisition and the effects it can have on the personal and academic development of ESL students is essential.

Language acquisition is developmental and a continuous process. The sequence of language acquisition is similar in all children learning their first language. The stages of language development are closely tied to a child's conceptual and physical development. Language acquisition is a balance between input and intake. Input is the language a person hears, and intake is how much language the person processes and acquires. Second language acquisition is also developmental and thought to progress through stages similar to learning a first language. The stages of second language acquisition (Calgary Catholic School Board 1990, p. 2 in Pat Derbowka et al) are:

- **Silent/Listening Period**

This stage may last from a few hours to several months. ESL students tend to be concerned with gathering meaning from speech and their environment rather than speaking precisely. They need to be given many opportunities to hear the new language system. The use of taped stories, music, shared reading, patterned work, and exposure to good language models is beneficial during this stage.

- **Early Production**

During this stage, ESL students begin to communicate using one or two words. They tend to understand more than they can speak. Students move beyond listening comprehension and start interacting more with the people in their environment. Teachers need to provide a supportive environment which encourages, but doesn't force, students to produce language. Instructions should be simple and demonstrated.

- **Speech Emergence**

Here, ESL students begin to speak in simple sentences and short dialogues. They exhibit more confidence and a willingness to participate in a variety of activities. Teachers need to involve students in as many classroom activities as possible.

- **Intermediate Fluency**

At this stage, ESL students engage in spontaneous dialogue and conversation. They begin to think in the second language, and their individual learning styles become more evident. Teachers should continue to focus on speech production and content as well as exposing the students to a language-rich environment.

How students progress through these stages depends on factors such as fluency in their first language, the desire to learn English, and the learning environment. Some ESL students may have limited language development in their first language due to interrupted schooling or lack of schooling in their culture. If teachers are aware of students' previous experiences they can adjust the academic expectations to help students develop the necessary second language skills. An environment that encourages students to take risks will be successful in assisting ESL students to acquire language as quickly as possible.

Jamali Ismail (1991) said that even though there is a similar condition between L1 acquisition and L2 learning in terms of exposure, the amount of exposure itself is, indeed different. The amount received by those learning the L2 is far more limited than that received by children acquiring the L1. In L2 learning the learner has the choice of whether or not and to what extent, to expose him to the target language, while the L1 acquisition exposure is automatic and one can hardly imagine a normal child retreating from language interaction. This is the case that is affecting the acquisition of the second language in the rural Malaysia. Another factor that affects the second language learning is that the amount of practice that a students get. In the rural areas practice outside the classroom is very minimal as there is no need and motivation for the students to use the language in their area and community.

Politzer (1965) in Jamali Ismail (1991) pointed out that:

1. Irrespective of the teaching methods used, language learning needs a tremendous amount of practice and perseverance. It is impossible for one to understand a language without listening to it a great deal and impossible for one to learn to speak a language without speaking it.
2. What ever the disadvantage of lower language aptitude may be, it can be overcome by sufficient practice and exposure.

Several second language acquisition (SLA) researchers have systematically argued that the function of L2 learners production is not only to enhance fluency and indirectly generate more comprehensible input, but also to facilitate second language learning by

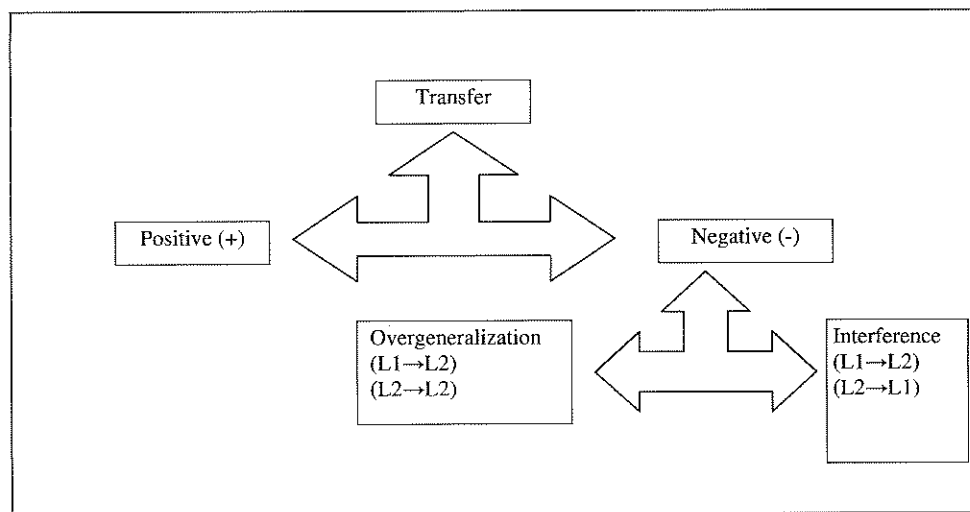
providing learners with opportunities to produce comprehensible output, (Krashen 1985; Long 1983; Van Patten 1990 in Ali Shehadeh (1999).

When a person learns a second language, he tends to make a connection between the target language (L2) and his native language (L1). One would be very comfortable if there is some kind of similarity or even differences would make it interesting to learn the L2. A learner would use the knowledge he has in his L1 into the L2 to make a generalization on the L2. This is known as 'transfer'. A transfer can be a negative transfer and a positive transfer.

In second language acquisition the term 'transfer' describes the carryover of previous performance or knowledge to subsequent learning. This transfer is further classified into two types which are 'positive transfer' and 'negative transfer'. Positive transfer is when the previous knowledge benefits the learning task – only when the previous item is correctly applied to the present subject matter. Negative transfer is when the previous performance or knowledge interrupts the performance of the present subject matter, known also as 'interference'. In the argument that the use of L1 in teaching English would interfere the acquisition of L2 Douglas Brown (2000) said;

"It is exceedingly important to remember, however, that the native language of a second language learner is often positively transferred, which case the learner benefits from the facilitating effects of the first language".

Diagram 2: Transfer, Overgeneralization and Interference:
Douglas Brown (2000)



Cross Linguistic Influence Hypothesis believed that native language knowledge would help in the second language acquisition. **Contrastive Analysis Hypothesis** claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system and that a scientific,

structural analysis of the two languages in question would yield a taxonomy of linguistic contrast between them which in turn would enable the linguist to predict the difficulties a learner would encounter (Douglas Brown, 2000).

"in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning... those elements that are similar to the learner's native language will be simple for him and those elements that are different will be difficult",

(Lado, (1957) in Douglas Brown, 2000, *Principles of Language Learning and Teaching*: p. 209)

From referring to Lado's opinion, it means that translation is not at all bad. It is useful to learner when they are trying to make a comparison, connection and generalization of the L2. And by doing these activities, learning is enhanced. Learners will be engaged in the process of trial and error and hypothesis testing. They will gradually become closer to the system used by the native speakers of the target language. The system of the target language that the learners make in the learning process is called the **'interlanguage'**: Douglas Brown (2000) and Ellis, (1997).

The term 'interlanguage' was introduced by an American linguist, Larry Selinker. It is the fact that L2 learners construct a linguistic system that draws, partly on the learner's L1 but also different from the L2. This is a unique linguistic system, Ellis (1997). A system which I conclude constructed from the process of making connection and generalization of the L2 from L1.

Odlin (1989) believed that transfer is an extremely important factor in SLA. Language transfer which is also known as across-linguistic influence that has similarities with between L1 and L2 enables a person to learn L2 easier. However, learners often will make mistakes in L2 when they transfer L1 linguistic system directly to L2 that are not applicable and contrasting to L2. This suggests for contrastive analysis. I think, this calls for teachers to show the contrastive aspects of L1 and L2 to students so that they will be able to analyze and grasps the L2 correctly as to the native speaker. Teachers need to show the differences in grammar, form and function and meaning between the L1 and L2 through translation of an L2 text.

For Wolfgang (1986), who made a remark against translation method, said that the Grammar Translation Method requires students to consciously learn the linguistic rules and structures. This conscious learning according to **Krashen's monitor theory** would hinder a person to grasps the language. He thinks that a person should learn a second language by subconsciousness (as learning L1) of the rules and structures of the L2 and to be based on meaningful and purposeful communication with speakers of the target language (Wolfgang (1986), p. 28)

Hawanum Hussein (May 2004), have said that Malaysian students for which English is a second language, for effective communication, they need the knowledge of the grammar rules that is provided by the Grammar Translation Method through its idea that grammar rules should be taught explicitly. She quoted Pavel V. Sysoyev (2003) stressing

that L2 students need to receive both form and meaning that is labeled as Integrative Grammar Teaching. Fluency and accuracy are important and should not be taught separately. She suggested that teaching grammar rules should be done in more interesting way. That is why she suggested the teaching of grammar through poems or other literature materials.

Peter S. Dash (December, 2002), have found that many students and Korean teachers prefer bilingual teaching. This preference is partly because Korean teachers and students feel that it is too much extra work to have to speak and listen to so much English. The differences between English and Korean linguistics and culture are so great at times that it is not possible to explain every grammar point or cultural differences in English. Although the policy seems to be "English Only", there had been a survey in Kangwon that students do not speak much English because they feel that it was too difficult and worried about making mistakes, (Dash, 2001).

Robert W. Norris (1994) had made observations on teaching and learning English in Japan. In his article, Ueda (1979) says that this method similar to Grammar Translation Method, results in regressive eye movement and meaning is not understood directly in the target language. He also quoted Hino (1988:47) claiming that it limits the speed at which the student reads, induces fatigue and reduces the efficiency with which he/she is able to comprehend. This method also has a bad effect on the other language skills. Japanese students often have a tendency to use a similar word-by-word strategy when listening to spoken English. This interferes understanding unless the speaker speaks slowly.

Perhaps one of the factors for the lack of second language acquisition in the rural Malaysia is because the use of Grammar-Translation Method. Robert Weschler (November, 1997, has said that the failure of the Grammar Translation Method in English learning is that there are arguments saying that:

- Thinking in the mother tongue restrains thinking directly in the target language (Rivers and Temperly (1978) in Robert Weschler (November, 1997).
- The first language only serves as a support; the more quickly it is disposed of, the better (Robert Weschler, November, 1997). Fossilization of an interlanguage will be resulted by too much reliance on the first language (Selinker, (1992), in Robert Weschler, November, 1997) Using the first language is wasting too much valuable class time and it is better to be spent on the target language.

A factor that would effect on second language learning is motivation (Jacqueline Norris-Holt, 2001). There are four feature of second language acquisition which include the social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes (Gardner 1982 in Jacqueline Norris-Holt, 2001).

What is needed in the rural schools of Malaysia is motivation. Crookes and Schmidt (1991) in Jacqueline Norris-Holt, (2001) believed that motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are

those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into society in which the language is used (Falk (1978) in Jacqueline Norris-Holt, 2001). This could be the case that resulted the poor achievement in English in the rural areas. People of the rural areas do not like the people that speak the language, do not admire the culture and have a desire to become familiar with or even integrate into society in which the language is used. Most of the people in rural Malaysia are farmers and fishermen and they do not have any interest in the people of the target language. The people in the rural do not admire the culture and have a desire to become familiar with or even integrate into society of English is because they find that the culture of the English speaking country is overwhelming and opposing to their culture and might not parallel to some religious values and beliefs.

Paula Garcia and Yuly Asencion (2001) said in their journal that the study of interaction was instigated partially by Krashen's (1982) input hypothesis, which stated that learning takes place when the learner comprehends language at a level beyond that of his or her current competency. They said that this theory was supported early on by Long (1983), who showed positive effects in communicative ability when native speakers (NS) modified their speech while conversing with non-native speakers (NNS), thus making their speech comprehensible. On interaction and second language acquisition, they further stated that Swain (1985) shifted the focus from comprehensible input to comprehensible output, in which L2 speakers are forced to produce grammatical forms accurately, or at least with sufficient accuracy to be understood by native speakers. However they stated that, Sato (1986) warned against regarding interaction as the driving force behind second language acquisition because it does not have the same beneficial effect on all learners. Sato concluded that interaction does not positively affect interlanguage development for all learners after a longitudinal study of two Vietnamese boys living in the United States.

Interaction is probably the reason for the weakness in English for the rural students as there is not much interaction opportunity of the language in the rural areas. Interaction has been shown to have a positive effect in one arena of language acquisition in particular: listening comprehensible (Ellis, Tanaka, & Yamazaki, 1994; Loschky, 1994; Pica, Young & Doughty, 1997 in Paula Garcia and Yuly Asencion 2001)

Luis Hernan Poza said in Japan, the factor that has great effect on EFL learning is the lack of speaking opportunities in an EFL setting. Learners of English in Japan find themselves difficult to practice the language they learn because there are not too many speaking partner in English and there are few native English speakers to satisfy the requirement for practice to take place.

I would say that the state of second language acquisition of students in the rural areas is due to the reasons which Premavathy Gurusamy (2003) quoted that various factors interact in several ways to affect second language learning. It is difficult to predict how successfully an individual will learn and it is virtually impossible to describe the individual learner variables for second language acquisition. Several variables are interacting at the same time for effective mastery of second language. There is always an interplay of various variables for eventual success in second language learning. Even though age is an important factor in determining success in second language learning, there is a

gamut of other important factors like opportunities for learning L2, motivation, individual aptitude and attitude for language learning which greatly influence the rate and success of learning a second language.

Hyacinth Gaudart believes that the people who are successful in learning second language is that they learnt the language in a natural setting, they were intrinsically motivated to learn the language, they have positive attitude towards languages, there is a supportive language community or at least significant people in their lives are not opposed to their learning and using the languages, they need to use the languages, and these people did not strive to obtain certificates for all their efforts. There is simply the love of language. His claim is supported by Krashen's views of language acquisition which is naturalistic and intrinsic motivation. Probably, second language acquisition in the rural areas in Malaysia would now be much successful because there is a need in everyone to master the language as English is the medium for Mathematic and Science subjects. English is thought to be the key to the future in the world of technology and computers.

Background of the Study

The School

Sekolah Menengah Kebangsaan Bandaraya Kota Kinabalu (SMKBKK) or formerly known as Sekolah Menengah Kebangsaan Menggatal was built in 1967. Then in 24 January 1977, the school's new ground site was fully developed in a 30-hectare land situated at Mile 10, off Tuaran Road, Kota Kinabalu. SMKBKK students population has reached up to 1,970 where the 1,181 students are the upper form and the 789 students are the lower form of the secondary.(577 students- Art Stream and 212 students- Science Stream) They are all together consists of 96 academic staffs and 23 non-academic staffs. In this exploratory School- Based Project conducted by the SPPS, University Malaysia Sabah, final Year TESL students (consists of undergraduate Teachers), each group were given a number of students according to their forms. Each group was given around 19 students from Form One to Three with the proficiency level of below average (11 girls and 8 boys). The students' ethnics groups are in this school are mainly the Bajau, followed by Dusun and Chinese. Students' attendance was marvelous.

The Learning Teams

Each team (3 - 5 student teachers) was required to establish a Professional Learning Team for ELT. Teams were made up of all Final year student teachers and the lecturers. The requirements of professional learning teams in the project were few, but nevertheless demanding. These were: attendance at all 10 periods designated teaching hours at SMK Bandaraya, Menggatal, Sabah; during the duration of 3 weeks, doing observation on fellow team members, writing personal teaching reflection, participation in regular team meetings (weekly or fortnightly in some cases) to discuss current English Language Teaching issues at the school; and to consider issues in lesson planning raised as a case study project.

The major data source for examining professional learning growth was the teams' folios. The folio consists of school background, the lesson plans (planned and revised), student teachers' reflection, lesson observations and assessment entries. They were also asked to write "case study/significant event" folio entries where they reflected on current English language/English literature teaching issues in their classrooms. These folio entries were collected during the three weeks period of the project (15 entries, 10 for English Language and 5 for English Literature teaching across the three weeks). They were provided with a proforma for this purpose, together with folio-keeping hints and suggestions for writing the reflections.

The Four Phases of Lesson Planning

The four phases lesson planning as suggested by Celce Murianne (2000) was adapted for this project. It is aimed to produce high interactive classroom interaction befitting the communicative language teaching that the Malaysian schools are adopting in their current teaching scenario. Each phase as they are realized during the project is explained below:

i) Informational/Motivational Phase

Most of the activities in this phase were of motivational. This was to motivate the students to take part in the lesson. Motivation at the beginning of the lesson was very vital as Crookes and Schmidt (1991) in Lightbown and Spada (2003: 57) explained that it had been observed that remarks teachers made about the forthcoming activities could lead to higher levels of interest on the part of the students. Motivated students were usually those who participated actively in class, expressed subject matter, and studied a great deal. Characteristics such as these were easily recognized. If teachers could make the classrooms places where students enjoyed coming because the content was interesting and relevant to their age and level of ability, where the learning goals were challenging yet manageable and clear, and where the atmosphere was supportive and non-threatening, teachers could make positive contribution to students' motivation to learn.

Motivation decided the extent of active, personal engagement in the learning. A study conducted by Oxford and Nyikos in 1989 (Scarcella and Oxford, 1992: 52) showed that the degree of motivation was the most powerful influence on how and when students used language learning strategies, the techniques the students employed to take charge and improve their own progress.

Motivation had both external, behavioral characteristics and an internal, attitudinal structure. Three behavioral features of motivation were: decision, persistence, and activity level. The students decided to choose, pay attention to, and engage, in one activity but not others; persisted over an extended time and returned to the activity after any interruptions; and maintained a high activity level. The internal structure of motivation was just as important and included these four attitudinal factors:

1. *Interest* in the subject or process, based on existing attitudes, experience, and background knowledge on the part of the learner;
2. *Relevance*, which involved the perception that personal needs such as achievement, affiliation with other people, and power were being met;
3. *Expectancy* of success or failure; and
4. *Outcomes*, the extrinsic or intrinsic rewards felt by the learner.

If any of these factors – behavioral or attitudinal – was missing or negative, overall motivation of the learner is weakened. If language classroom activities were perceived as uninteresting or irrelevant, the learner might decide, with a greater or lesser degree of conscious choice, to tune out to reduce the level of involvement.

The principal way that teachers could influence learners' motivation was by making the classroom a supportive environment in which students were stimulated, engaged in activities, which are appropriate to their age, interests and cultural backgrounds, and, most importantly, where students could experience success. This in turn could contribute to positive motivation, leading to still greater success (Lightbown and Spada, 2003).

ii) Input/Control

Input is the term used to mean the language that the students heard or read (Harmer, 2000). Input was of two kinds: *roughly tuned input* and *finely tuned input*. The former was language, which the students could more or less understand even though it was above their own productive level. The teacher was the major source of roughly tuned input, and so were the reading and listening texts, which the teacher provided for the students. At lower levels such material was likely to be roughly-tuned in the way that was suggested and so whilst teachers training students in the skills necessary for reading and listening in English, teachers were also exposing them to language, some of which might form part of their acquired language store. Finely tuned input, on the other hand, was language, which had been precisely selected to be at exactly the students' level.

Nobody learned a language without a lot of input through listening and sometimes through reading. Students might simply imitate bits of this input, usually imperfect at first. They might also use it to develop 'cognitive hypotheses' about how the language worked (Davies & Pearse, 2002: 105).

Bearing this in mind, in our lesson, where input was concerned, and the teachers provided most of it. We did not ask any of the students to prepare the input as we had understood that they will not have much time to go looking for the materials we might want them to get ready with. Apart from that, we prepared the input beforehand as we assume it would guarantee the smoothness of the lessons. Most of the activities in this phase were therefore of focused ones. The input provided was presumed to be useful for the students to be able to complete the communicative tasks in the next phase. To guarantee the students receiving the input, we had to decide how to approach the teaching and learning of the language. One way of doing this was by dividing the classroom activities into two broad categories: those that give the students

language *input*, and those, which encourage them to produce language *output* (Harmer, 2000). We assumed that students learned the language they received – language was in some way being 'put into' the students and that they will decide whether they want to receive it. Somehow it was enough just to expose students to language input, teachers also needed to provide opportunities for them to activate this knowledge, for it was only when students were producing language that they can select from the input they had received. Language production allowed the students to rehearse language used in classroom conditions, whilst receiving feedback from the teachers, which allowed them to adjust their perceptions of the language input they had received.

The language output could be divided into two distinct sub-categories – *practice* and *communicative output* (Harmer, 2000). In practice, students were asked to use new items of language of different contexts. Activities were designed, which promoted the use of specific language or tasks. The aim was to give students chance to rehearse language structures and functions so that they might focus on items that they wish to internalize more completely than before, whilst at the same time being engaged in meaningful and motivating activities. Practice output therefore marked some kind of a halfway stage between input and communicative output.

On the contrary, communicative output referred to activities in which students used the language as a vehicle for communication because their main purpose is to complete some kind of communicative task. It became an instrument of communication rather than being an end in itself.

iii) Focus/Working

In this phase the students were required to work on their own. Therefore the activities designed were of unfocused ones where the students had greater control on them. We had assigned the students to work in pairs and in groups most of the times. We preferred the students to work in this type of groupings as they could interact with group members to complete the tasks assigned for them.

Communicative approach was mainly implemented in this particular phase. The focused was on communicative activities and the concentration on language as a mean of communication. This was due to its aims were overtly communicative and great emphasis was placed on training the students to use language for communication.

We put the students in pairs to provide them opportunities to verbally communicate with each other. Pair work seemed to be a good idea because it immediately increases the amount of students practice. It allowed the students to use language and also encouraged students' co-operation, which was itself important for the atmosphere of the class and for the motivation it gave to learning with others. Since the teacher as the controller was no longer oppressively presented the students can help each other to use and learn language. The teacher will still be able to act as an assessor, prompter or resource. With pair work, then, the students can practice language use and joint learning.

Apart from pair work, students also worked in groups as mentioned earlier. Group work seems to be an extremely attractive idea for a number of reasons. Just as in pair work, we could mention the increase in the amount of student talking time and we could place emphasis on the opportunities it gave students to really use the language to communicate with each other. When all the students in a group were working together to produce a mind map, for example, they will be communicating with each other and more importantly co-operating among themselves. Students will be teaching and learning in the group exhibiting a degree of self-reliance that simply was not possible when the teacher was acting as a controller.

In some ways group work was more dynamic than pair work: there were more people to react with and against in a group and, therefore, there was a greater possibility of discussion. There was a greater chance that at least one member of the group will be able to solve a problem when it arose, and working in groups was potentially more relaxing than working in pairs, for the latter put a greater demand on the student's ability to co-operate closely with only one other person. It was also true to say that group work tasks could often be more exciting and dynamic than some pair work tasks. That was why we preferred to use group work most of the times.

On the contrary, we found out during the group or pair discussion, the students would prefer to use their mother tongue instead of the language they were learning – English. It was one of the biggest problems in the use of pair work and group work was the use of mother tongue by students in monolingual groups. It sometimes seemed that they are unable or unwilling to take part in activities in English. They would only use English when asking assistance from the teacher. We, on the other hand, did not stop them from using their mother tongue because we seen it had some good contribution to the completing the task assigned to them.

It is true that if students were speaking in their own language rather than English during an oral communicative activity then obviously the activity was fairly pointless. If, however, students were comparing their answers to reading comprehension questions, or trying to do a vocabulary-matching exercise in pairs then the occasional use of the mother tongue need not concern us. They were concentrating exclusively on English, and if a bit of their own language helped them to do this in a relaxed way that was all to the good.

iv) Transfer/Application

In this phase, most of the students' activities were presentation in front of the class. We required them to do the presentation so as to build in them the confidence to speak the language in front of the class and therefore they will be able to use the language when communicating with other students.

Students' presentation could be seen as one of the ways in making them to want to speak by using the language. In this phase, we could observe whether the students were able to use the language that had been 'put into' them in the beginning of the lesson. This was when we evaluate whether they had internalized what was given during the Input/ Focus Phase. As mentioned earlier, input should be followed by

communicative output. During a communicative activity a student's output and the degree of success that output achieved might provide valuable information about the language, which was then internalized.

During the group presentation, we assist the students by helping them with appropriate vocabulary and sentence structures. Language was a complex phenomenon, and language learning was correspondingly complex activity. Many factors contributed towards the success or failure of the individual language learner. One of the most important was probably the confidence the student had in his or her ability to succeed in the task. It was true that teachers frequently undermined this confidence by emphasizing the difficulties the students faced. Probably even more important, however, in undermining the students' confidence, was the teacher over-zealous correction of mistakes.

The fact that confusions would arise did not mean they should remain uncorrected, but it was important for the teacher to understand and to feel deeply, that mistakes were inevitable and a natural part of the learning process. It was important for the teacher to transmit this attitude to students. The student who was afraid of mistakes and remained silent would learn comparatively little. The student who understood that learning involves making mistakes, was more likely to make progress.

It was usually sufficient if the student made mistake and the teacher decided it was worth correcting immediately to stop the student either by facial expression or a hand gesture. Before doing anything else the teacher should pause and wait. If the student could correct him or herself nothing more needed to be said. The main principle of correcting was that self-correction was best.

On the contrary, the best aid language usage was a combination of various types of *language assistance*. This encourages students to stretch their linguistic abilities just when they need to do so. It occurred in the *Language-promoting interaction*, which was defined as interaction that facilitated language development. If the immediate linguistic context was facilitative, if was so not because it encouraged a particular type of English input or output, but rather because it assisted students precisely when they require this assistance (Scarcella & Oxford, 1992).

Findings

Each learning team was unique in terms of team members, size and operation. Some teams met on a daily basis, others met less frequently. Some conducted formal, planned meetings, others conducted informal meetings, some a combination of the two. They completed similar teaching tasks at the school, for example the observation task, the assessment, the teaching, etc. They confronted similar issues, such as how to plan appropriate activities for their students' learning in light of the students' current needs. There were highs and lows in terms of energy and enthusiasm. These were in part due to the ongoing demands and constraints in teaching in a non scheduled time in a secondary school (they were asked to teach in the weak students in the afternoon), and in part created by the subject academic requirements, in particular the project

development commitments and lectures (they are in the midst of their final semester and they still have to attend their lectures for other subjects).

"Personally, we feel that the duration for the school-based project should be extended to more than three weeks. Though we were only given three weeks to conduct this project, we still managed to teach all fifteen lessons as planned. This is our group's personal victory. But we are not satisfied with the students' attendance to the classes. As we have mentioned earlier on that most of the students were either involved with the sports practice or other extra curriculum activities. Therefore most of the group work activities were affected but we still managed to conduct them with the remaining few students. We would like to offer some suggestions to enhance better achievement of the school-based project in the future. We feel that the duration of the project should be longer, at least a month" (T2/cs/para4).

Early in the project, they were enthusiastic, yet somewhat overwhelmed by the requirements of project participation, especially the use of innovative lesson plan format that differed from the normal P-P-P format (refer appendix). Many of them were looking for "answers" or "instructions" to follow when teaching English Language and English Literature. Student diagnostic test at this early stage provided an understanding of students' performance that was both exciting and daunting for teachers. Their leaders were concentrating on teamwork and equipment management issues.

By mid-project period, the teaching and learning of ELT had become the professional learning teams' focus of discussion and analysis. They began to disclose their ideas and approaches. It became evident in the reflections that disclosed a collection of individuals with different teaching approaches. At the time, this was an uncomfortable notion for many teams. The learning teams appreciated the impetus of the project in preparing them for the real experience. They left the project being invigorated or enthused after the project and increasing their sharing of ideas, experimenting with their practice and incorporating new techniques. Several teams reported having difficulties as a result of a member who was not enthusiastic about the project. These issues were discussed regularly at coordinator meetings, with sharing of useful strategies.

By the end of the project, many learning teams had come to terms with the issue of professional differences. They were functioning as collegial units with lively professional discourse as portrayed during their project presentation. Differences in teaching were accepted, but common goals for students were acknowledged.

"Overall the school-based project was an exciting and memorable experience for us. All of the hard work we endured was worthwhile, as it will serve as a platform for some of us who have not taught in secondary before. We had the opportunity to work collaboratively for one last time before we went out for our teaching practice."

This was an even greater concern to teams, as there was a feeling that these they required more induction to "catch up" with the understandings about teaching and learning of English Language as a second language in the non-supportive areas. This made many teams aware of just how much their understandings and practices had changed. Their reflections on student learning and subsequent planning were also issues

at this time and the greater the discrepancy between the knowledge and relevant experience of "new" and "old" teachers became as aptly put by one of teams below:

"Though we were all experienced teachers in the field of teaching, there is still a whole lot to learn and experience. As quoted from a Chinese proverb, "A journey of a thousand miles must begin with a single step". And we take this project as one of those single steps which we hoped could help us to venture more into the teaching profession. (T1/cs/para.2)

The coordinator was a great source of support for them in identifying strategies for addressing this challenge. Students' improvement continued to delight and inspire them. It was often the stimulus to change their practice. The use of open-ended questions has been detailed as a major stated change in teachers' practice, and it was the evidence of the effect of these being highly visible to student teachers that encouraged them to make further use of this lesson plan strategy.

Several teams commented that the collegiality within their professional learning teams made it increasingly easier to share their "failures" as well as their successes. Constructive comments were given by each member of the group after each lesson. After each lesson, they discussed the strengths and weaknesses of the lesson especially by looking into the lesson plan itself. A diversity of approaches was recognised and valued, leading to trust and support, risk-taking and a greater appreciation of differences.

Summary

In summary, data from the folios confirm that preparation for professional development stimulated growth among the student teachers in the following areas (see below for the full illustration of the said areas):

- knowledge;
- teaching practice;
- attitudes to, and confidence with ELT; and
- teamwork and collegiality.

Diagram 3: Illustrative Quotes for Aspects of Growth of Professional Learning Teams

Aspect of Growth	Illustrative Quote
Knowledge	This exploratory school-based project gave us an opportunity to investigate our beliefs as teachers about the nature of knowledge and how these beliefs influenced self-reported practices. One of the most important aspects in teaching is understanding a teacher's conception of teaching, in order to understand why he or she teaches the way he or she does.

Teaching practice	We are glad that we had the opportunity to conduct this school-based project as it has helped us a lot especially in providing us with some insights towards improving our teaching skills. We were taught the different approaches to language teaching and were also given a chance to have a first-hand experience to try them out.
Attitudes and confidence	As teachers, the most priceless satisfaction would be noticing the change in the students' attitude and their confidence in using English to communicate. Though most of the students were of low proficiency level and their command of English was weak, they were able to communicate using simple form of sentences.
Teamwork and collegiality	Overall the school-based project was an exciting and memorable experience for us. All of the hard work we endured was worthwhile, as it will serve as a platform for some of us who have not taught in secondary before. We had the opportunity to work collaboratively for one last time before we went out for our teaching practice.

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Teamwork and collegiality	Overall the school-based project was an exciting and memorable experience for us. All of the hard work we endured was worthwhile, as it will serve as a platform for some of us who have not taught in secondary before. We had the opportunity to work collaboratively for one last time before we went out for our teaching practice.

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**TT 4413 KAEDAH PENGAJARAN BAHASA INGGERIS
 DAILY LESSON PLAN FORMAT**

A) Class Background

Class :
 Time :
 Date :
 Enrolment :

B) Language Teaching-Learning Content

Domain (Areas of Language Use) :
 Theme :
 Topic :
 Language Focus/Content (Grammar, word list, sound system)
 Background Knowledge (Those previously taught language skills, content, etc)

 Learning Outcomes (As specified in the syllabus)

 Specification (As specified in the syllabus specification)

 General Objective (At the end of the lesson, students will be able to)

 Specific Objectives (As the lesson progresses:
 a)
 b)
 c)

**C) Educational Emphases
 Educational Emphases :**

TS/KA/MI/LHTL/PFRW/VCE/Ctx/FS/ICT/Cct/A&E

D. LESSON PROCEDURE

Stage/time	Content	Teacher's Activities	Students' Activities	Generic Skills	Expected Outcome
Introduction	Advance organizer – the whole lesson image				
Information/Motivational	Induct students into the lesson	What do you do?	What do they do?	Educational Emphases	What do you expect to happen?
Input/Control	-Authentic materials used -Focus on language content				
Focus/Working	Focus on language skills development				
Transfer/Application	Application of skill learnt				
Closure	Summing up the lesson				

Lesson Review:

(Tracing the lesson development and its outcome in term of teaching and learning)

PENGAJARAN GAYA LATIHAN DAN GAYA BERGANDINGAN DALAM PENDIDIKAN JASMANI

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Pengenalan

Pendidikan Jasmani di sekolah-sekolah secara umumnya diajar selama empat puluh minit, dua kali seminggu untuk pelajar Tingkatan 1 hingga 5. Dalam jangka masa yang singkat ini, tidak banyak yang dapat dilakukan oleh seseorang guru. Tambahan pula, tempat yang terhad, peralatan dan kelas yang terdiri daripada 36 hingga 40 pelajar, dilema pengurusan pelajar untuk memastikan penglibatan mereka yang maksimum sentiasa wujud.

Dalam usaha memaksimumkan masa melakukan aktiviti dalam sesebuah pengajaran, para guru Pendidikan Jasmani di sekolah hanya berupaya memberikan sedikit kebebasan kepada pelajar untuk membuat keputusan apa yang perlu dibuat atau bagaimana untuk membuatnya. Bagi sesetengah guru gaya arahan yang berupaya menghasilkan tahap yang tinggi dalam keseragaman, penyesuaian dan kecekapan dalam menggunakan masa, sering digunakan untuk mencapai objektif bagi mengajar sesuatu kemahiran yang khusus dalam jangka masa yang singkat.

Kerap kali digunakan dalam arahan secara ramai, gaya arahan memerlukan kesemua pelajar melakukan tugas yang sama pada kadar yang sama. Guru, terdahulu menerangkan dan mendemonstrasikan tugas yang dikehendaki. Isyarat arahan akan diberikan umpamanya, suara, wisel dan pelajar-pelajar melakukan setiap pergerakan atau aktiviti secara massa. Contoh-contoh gaya ini boleh dilihat dalam kelas-kelas tarian, gimnastik, kalis tenik, aerobik, olahraga, dan latihan tubi kemahiran sukan.

Sesetengah remaja mungkin memerlukan guru untuk menstrukturkan pengalaman pembelajaran mereka dengan membuat semua keputusan seperti apa yang akan dibuat, ke mana akan pergi, bila untuk mula dan berhenti dan bagaimana hendak membuatnya, jumlah pengulangan dan untuk berapa lama, dan kualiti persembahan. Apabila seseorang pelajar itu semakin dewasa, mereka perlu diajar dan disediakan peluang-peluang untuk melibatkan dalam proses membuat keputusan. Pelajar sepatutnya diberikan jumlah kebebasan yang berlainan untuk bertindak balas, bergantung kepada objektif pembelajaran dan pelbagai tahap kebolehan.

Rencana ini akan melihat dua alternatif gaya pengajaran daripada Mosston dan Ashworth (1994) *Spectrum of Teaching Styles: practice and reciprocal*. Kedua-dua gaya tersebut boleh digunakan oleh guru-guru Pendidikan Jasmani di sekolah untuk menggalakkan pembelajaran dan memenuhi keperluan pembesaran. Oleh kerana tiada terdapat satu gaya arahan yang sempurna, seseorang guru perlu mempunyai *repertoire* dalam gaya pengajaran untuk mencapai sesuatu objektif (Joyce & Weil, 1986).

Tinjauan Penyelidikan

Seperti gaya arahan, kedua-dua gaya latihan dan gaya bergandingan adalah di bawah kumpulan reproduksi dalam spektrum pengajaran. Gaya-gaya di dalam kumpulan ini mewakili pilihan yang menggalakkan perolehan dan replika kepada pengetahuan dan kemahiran lampau.