BORANG PENGESAHAN STATUS TESIS

JUDUL: LECTURERS AND TESL TEACHER TRAINEES’ PERCEPTION TOWARDS THE EFFECTIVENESS OF TEACHING PRACTICE

SESRI PENGJAIAN: 2005/2006 – II

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THE EFFECTIVENESS OF TEACHING PRACTICE

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SYARAT PENGANUGERAHAN IJAZAH SARJANA MUDA SAINS SERTA
PENDIDIKAN (TESL)

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MAC 2006
"Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang tiap-tiap satunya telah saya jelaskan sumbernya".

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To my dearest husband, Baskaran, beloved parents, Mr. Sanmugam & Mrs. Anjalai Devi, brothers, Loganathan & Siva, sister, Jothi Selvaraju, sweet and wonderful nephews, Harish & Kishen and ever loving, understanding & caring friends, Nisha & Mano.
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ABSTRACT

Teaching practice is a course offered to teacher trainees of the Faculty of Education, Universiti Teknologi Malaysia in order to train and prepare them on teaching skills. This study was carried out to investigate the effectiveness of the teaching practice course on five aspects; the teacher trainees’ teaching performance after they undergo the teaching practice, the teacher trainees’ attitude towards teaching, teaching practice course as a preparatory course for the teacher trainees, the influence of duration of teaching practice in the teaching performance of teacher trainees and the teacher trainees’ pedagogical readiness for their teaching. This study focused on 24 3rd year teacher trainees and 42 5th year teacher trainees of TESL program in Universiti Teknologi Malaysia. These teacher trainees had undergone teaching practice. The primary sources of this study are the questionnaires and interviews. The data obtained from the administration of the questionnaires and interviews were then analyzed. As a conclusion, this study proved that the teaching practice course has improved the teaching performance of the teacher trainees as it gives them the experience and prepares them to be an effective teacher. This study also proved that teaching practice does change the attitude of the teacher trainees positively. Similarly, teaching practice is viewed as a good preparatory course for teacher trainees. It is also found that twelve weeks of teaching practice is sufficient to give the teacher trainees exposure on teaching. It is also evident from this study that the teacher trainees are pedagogically ready before they go for their teaching practice. This study also suggested that twice of six weeks of teaching practice is more preferred by the trainees and perhaps the faculty could look into this matter in future. As a whole, teaching practice course has great ability to affect so as to improve many aspects involved in the world of teaching.
ABSTRAK

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1.0 Introduction

The direction of teacher education has been determined by the *Philosophy of Teacher Education* which was formulated in 1982. (Overview of the Elementary Teacher Education Program, 1999). The philosophy emphasizes the desire to educate and produce teachers who are noble and caring, knowledgeable and skillful, creative and innovative, resilient and competent, scientific in outlook, committed to uphold the aspirations of the nation, proud of their heritage and dedicated to the development of the individual and the preservation of a united, progressive, and disciplined society. In order to accomplish the *Philosophy of Teacher Education*, Ministry of Education (MOE) is increasing the frequency of school experience through *Practicum* facilitated by experienced school teachers and teacher educators.

This teaching practicum is to enable teacher trainees to constantly put into practice newly acquired knowledge and skills and to deepen their understanding of
different contexts and dimensions of classroom life. The role of practicum should be strengthened and not reduced in any recommendations regarding teacher education. (Review of Teacher Education in New South Wales, 2000).

Realizing the importance of teaching practicum, The Teaching Practice Committee of Faculty of Education of Universiti Teknologi Malaysia has set that all the teacher trainees taking education program are required to attend the teaching practice in schools for twelve weeks. This teaching practice course is offered to all teacher trainees of the Faculty of Education, Universiti Teknologi Malaysia in order to train and prepare them on teaching skills. It is also compulsory for the teacher trainees to do their teaching practice before they graduate. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).

According to Panduan Latihan Mengajar Fakulti Pendidikan UTM (2004), the objectives of the teaching practice are to prepare teacher trainees to begin careers in teaching once they graduate and also to introduce teacher trainees to teaching experience in schools. This is also to prepare the teacher trainees for their entry into the teaching profession. The teaching practice program is also designed to guide and evaluate the capability of teacher trainees as a teacher to teach and to manage the students. It is expected by the faculty that by the end of this teaching experience, teacher trainees will be ready to begin careers in teaching and that they will be prepared to continue to learn about teaching throughout their careers.
1.1 Background of the Problem

This study focused on 24 3rd year teacher trainees and 42 5th year teacher trainees of TESL program. These teacher trainees had undergone the required teaching practice. As for the 3rd year students, they had undergone their teaching practice for 12 weeks in their first semester of their 3rd year, while for the 5th year teacher trainees, they were offered to do their teaching practice in two separate sessions. The first session is for six weeks during their 3rd year third semester and the second session is for another six weeks during their 4th year third semester. These teacher trainees are required to teach English for at least 10 periods per week which is normally 30-40 minutes per period depending on the school. After every assessed teaching, the teacher trainees, along with their supervisor will be engaged in a feedback session where the teacher trainees’ teaching performance will be assessed on its strengths and weaknesses.

1.1.1 Teaching Practice

The Faculty of Education of Universiti Teknologi Malaysia offers teaching practice to its students as a part of its program before the teacher trainees are allowed to do their teaching once they graduate. Teacher trainees are required to get at least a B+ for their Microteaching course and also required to pass Basic Pedagogy course before they are allowed to do their teaching practice. The teacher trainees are also supposed to fulfill the minimum requirement of 2.00 CPA. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).

Basically, the parties who will be involved in a teaching practice are the teacher trainee, a lecturer supervisor who is appointed by the Faculty of Education, a teacher
supervisor and also the Principal of the school that the teacher trainee is assigned to teach. The emphasis throughout the teaching practice should be to establish a partnership between the lecturer supervisor, teacher trainee, teacher supervisor and the school to maintain the closest possible working relationship in order to benefit all the parties involved.

The lecturer supervisor is the official representative of the university who serves as the liaison between the Faculty of Education and the cooperating schools’ personnel, and helps establish and maintain positive relationships between the university and schools. This is done by discussing with the principal and the teacher supervisor any problems that arise regarding the teaching practice or the teacher trainees concerning that particular school. Other than that, the lecturer supervisor is in-charge for the supervision of teacher trainees by determining a grade at the end of the teaching practice for the teacher trainee's work during the teaching practice. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).

Teacher supervisor is responsible to create a working relationship by accepting the teacher trainee as his/her colleague. The teacher supervisor is also responsible to discuss with the teacher trainee about the problems that the trainee might face in the classroom as a teacher. Teacher supervisor acts as a facilitator in the teaching and learning process that occurs between the teacher trainee and the students. Besides that, the teacher supervisor is also responsible to evaluate the teacher trainee’s teaching performance and progress by assessing and determining a grade for the teacher trainee at the end of the teaching practice. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).
Teacher trainees are required to teach lessons in the related subject areas. The teacher trainee is expected to create the most interesting set induction of every lesson and also to give the best closing at the end of the lesson. They are also expected to use the correct and effective questioning technique and to give various reinforcements in order to increase the pupil’s motivation in classroom. Besides that, the teacher trainee also needs to come up with various activities for maximum participation from the pupils.

1.1.2 Evaluation and Marking System in Teaching Practice

According to Panduan Latihan Mengajar Fakulti Pendidikan UTM (2004), teacher trainees are required to get at least C+ for their teaching practice in order to qualify them to be conferred a degree. The teacher trainees will be evaluated by three parties which are the lecturer supervisor, teacher supervisor and the principal of the school.

The supervisors will evaluate the trainees by giving marks to the teacher trainee’s in classroom observation whereas the principal will evaluate the trainees’ overall performance throughout the teaching practice without giving grades or marks. Both the evaluation methods are equally important to determine whether the teacher trainees pass or fail the teaching practical as the teacher trainee will be failed by the faculty if a negative report is given about the teacher trainee by the school principal, even though the supervisors give an A to the teacher trainee. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).

The marking system executed by Faculty of Education of University Technology of Malaysia to evaluate teacher trainees is by using analytic system. Teacher trainees
will be evaluated in four aspects which are the preparation (35%), implementation of the planning (45%), personal traits and professionalism (15%) and self-reflection (5%). It means, the performance of the teacher trainees will be given marks according to a checklist (refer to Appendix A), which will be filled only by the supervisors. (Panduan Latihan Mengajar Fakulti Pendidikan UTM, 2004).

1.2 Statement of the Problem

This study is to evaluate the effectiveness of the teaching practice course, offered by the Faculty of Education in University Technology of Malaysia to its teacher trainees. Five aspects were evaluated through this study. The aspects are:

1.2.1 The teacher trainees’ teaching performance after they undergo the teaching practice.

1.2.2 The teacher trainees’ attitude towards teaching after the teaching practice.

1.2.3 Teaching practice course as a preparatory course for the teacher trainees.

1.2.4 The influence of duration of teaching practice in the teaching performance of teacher trainees.

1.2.5 The teacher trainees’ pedagogical readiness for their teaching practice.
1.3 Research Questions

The research questions, which this study has been designed to answer, are:

1.3.1 Does the teaching practice help to improve teacher trainees’ teaching performance?

1.3.2 Does teaching practice help to improve the attitude of the teacher trainees towards teaching?

1.3.3 Is teaching practice an appropriate preparatory course for the teacher trainees before they go out for real teaching when they graduate?

1.3.4 Does the duration of teaching practice influence the teaching performance of teacher trainees?

1.3.5 Are the teacher trainees pedagogically ready for their teaching?