TEXT ANALYSIS OF THE FORM TWO ENGLISH TEACHING RESOURCES

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CHAPTER 1

1.0 INTRODUCTION

On the first or second day of class, teachers often engage students in some kind of get-to-know each other game or activity. Classmates might interview each other and then introduce their partner to the rest of the class. Maybe students will write two true statements and one false statement about themselves. Their classmates will have to guess which statement is false. During the semester, these students will be sitting side-by-side, working together in groups, and struggling together on assignments and tests. Most teachers realize that it makes sense to help students to get to know each other and to build a sense of rapport from the beginning of the semester. But day in and day out, both in class and out, the students will have another inseparable companion— their textbook.

There are various carefully-planned tasks and activities in the textbooks which can be used by the teachers in aid to their teaching. Textbooks are often used as guideline and reference in everyday teaching. The tasks and activities in the textbooks will revolve on which approach or method one particular curriculum is adapted.

In Malaysia, the textbooks for the students are adapting Communicative Language Method. Activities and tasks are designed in such a way that they may help students to achieve communicative competence through the aesthetic activities. As for the Form Two KBSM English Textbook, some examples of the aesthetic activities are
composing a simple poem, talking about the main characters, acting out a section of the text and role-play characters, retelling stories from another point of view, talk about values found in the text, and etc. (Form Two KBSM English Textbook: p.vi – xiii)

The activities and tasks designed in the form two KBSM textbook aims to achieve the learning objectives stated by the Ministry of Education Malaysia. The objectives stated by the ministry for form two English are:

By the end of form two, learners should be able to:

- Make friends and talk about themselves, recount experiences and also enquires about the person(s) they are talking to;
- Make enquiries about services, make a booking/appointment, and fill out an application form;
- Socialize with friends and in groups make plans and arrangements for joint activities;
- Obtain information from various text-types such as articles and reports and present the information briefly to others orally and in writing;
- Read and enjoy poems and short stories;
- Have a positive outlook and act appropriately in social situations; and
- Show an awareness and appreciation of moral values and love towards the nation.

(Huraian Sukatan Pelajaran KBSM: Bahasa Inggeris, 2003)

Hence, it is worthwhile to conduct a research to analyze the tasks and activities in the textbook which is designed based on Communicative Language Method and how far they can help the students to achieved the objectives stated by the ministry of Education Malaysia.
1.1 BACKGROUND OF STUDY

Many years have passed since the introduction of communicative language teaching in Malaysia. CLT emerged in the 1970’s in the West and is widely used since the day it was introduced. Many countries adapted this method in their curriculum, including Malaysia. The first attempt to organize Communicative Language Teaching to a specification of communicative tasks was in the year 1975 where a syllabus called “English Language Syllabus” was implemented nationally at upper secondary level in Malaysia (Richard & Rodgers, 1988).

Communicative language teaching is a method where communicative competence is the main goal. So, syllabus adapting this method will focus more on the real-life task and use them as a source to teach the language to the learners. This method also demands their learners’ willingness to involve themselves actively in communication based on a sequence of carefully planned sets of exercises or tasks.

As mentioned before, the language teaching in Malaysia adapted communicative language approach. The revised version of the KBSM (English Language Curriculum in Malaysia) was introduced into in 2003. It was planned according to the National Education Philosophy. Besides integrating the four major skills like the previous version, it stresses on communication skills. Hence, the Communicative Language Teaching (CLT) is exercised.

However, do the tasks and activities really incorporate communicative language approach? How can the textbooks help students to achieve communicative competence? Why are there still many teachers who are still reluctant to use textbooks as their main
teaching tool? Instead, they prefer to design their own tasks and activities based on their creativity and experienced despite all the workloads they have.

1.2 STATEMENT OF PROBLEM

It is compulsory for every student in Malaysia to have their own textbook. There are various activities and tasks provided in the textbooks to act as a tool and guideline for the teachers in teaching. The textbooks are also used by the students to enhance their learning process in the class with the teacher.

The school makes it compulsory for students to bring their own textbooks when attending class. However, some teachers prefer designing and using their own materials and did not actually make full use of the textbooks.

A few issues were raised:

1. Why some of the teachers prefer doing or designing their own materials when the textbook is available?
2. Are the activities/tasks in the textbooks sufficient?
3. How can the activities and tasks in the textbooks help students to achieve the learning objectives stated by the ministry of education?
4. Can the activities and tasks in the textbooks help students to achieve the learning objectives stated by the ministry of education?

Hence, a study to analyze form two resources was conducted. The form two resources were chosen because the researcher had taught form two classes during the
teaching practice. So, the researcher are more familiar with the form two teaching resources. It is hope that through this research, all the issues above can be clarified.

1.3 PURPOSE OF STUDY

The purpose of this study was to analyze the Form Two KBSM English Textbook, its CD on how far do the task and activities help students to achieve the learning objectives stated by the Ministry of Education Malaysia according to the CLT principles. Apart from that, this study aims to investigate the similarities and differences between form two KBSM textbook, and its CD and how they compliment each other. Lastly, the purpose of this study was to find out what are the teachers’ perceptions on using textbook in the classroom.

1.4 OBJECTIVES OF STUDY

The objectives of the study are:

1.4.1 To investigate how the tasks/activities in the KBSM English textbook for form two help students to achieve the learning objectives as stated by the ministry of Education.

1.4.2 To determine the similarities and differences between form two KBSM Textbook, and its CD
1.4.3 To investigate how the form two KBSM English textbook and its CD complement each other.

1.4.4 To find out the teachers’ perception on the use of textbook in the classroom.

1.5 RESEARCH QUESTIONS

This research aims to address the following questions:

1.5.1 How do the task/activity in the KBSM English textbook for form two help students to achieve the learning objective as stated by the ministry of Education?

1.5.2 What are the similarities, and differences between form two KBSM English textbook and its CD?

1.5.3 How do the form two KBSM English textbook and its CD complement each other?

1.5.4 What are the teachers’ perceptions on the use of textbook in the classroom?