

***BAHASA INGGERIS* TEACHERS' PERCEPTIONS
ON COLLEGIAL SHARING OF PRACTICAL
KNOWLEDGE IN *LIKAS* ZONE *SJKC***

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**THIS DISSERTATION IS FOR THE CENTRE OF
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DECLARATION

The materials used in this research study are original except for the quotations, excerpts, summaries and references which have been duly acknowledged.

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I CAN READ LIFE MORE EFFECTIVELY NOW

ABSTRAK

PERSEPSI GURU BAHASA INGGERIS TENTANG PERKONGSIAN PENGETAHUAN PRAKTIKAL DI SJKC ZON LIKAS

Kajian ini meninjau persepsi perkongsian pengetahuan praktikal di kalangan guru Bahasa Inggeris (B.I.) di SJKC Zon Likas. Seramai enam-puluh satu orang guru B.I. terlibat dalam kajian ini. Ia bertujuan menunjukkan perhubungan di antara perkongsian pengetahuan praktikal di kalangan guru B.I. dan kesannya ke atas pengajaran dalam bilik darjah dan pencapaian akademik murid. Ia juga mengenalpasti persepsi guru B.I. mengenai perkongsian pengetahuan praktikal terhadap kebolehan mereka menggunakan B.I. semasa mengajar serta pengetahuan praktikal. Soal selidik yang memerlukan guru-guru tersebut memberi respons pada empat-point scala merupakan instrumen yang tunggal digunakan untuk mengumpul data. Sebelum kajian sebenar dijalankan, satu ujian rintis telah ditadbir untuk menilai kepercayaan itemnya. Data yang dikumpul dianalisis dengan menggunakan Statistical Package for Social Sciences (SPSS) Versi 13.0. Korelasi Pearson digunakan untuk menganalisis perhubungan di antara pembolehubah sementara ujian Frekuensi mengukur persepsi. Hasil kajian menggambarkan bahawa persepsi guru-guru B.I. terhadap pengetahuan praktikal serta kebolehan menggunakan B.I. semasa mengajar adalah positif kecuali yang di antara mereka beza dari segi kelayakan akademik, tempoh pengalaman mengajar and factor umur. Cadangan untuk kajian masa hadapan dibincang.

ABSTRACT

BAHASA INGGERIS* TEACHERS' PERSEPTIONS ON COLLEGIAL SHARING OF PRACTICAL KNOWLEDGE IN *LIKAS* ZONE *SJKC

This study examines the perceptions of collegial sharing on practical knowledge among the *Bahasa Inggeris* (*B.I.*) teachers in the *Likas* Zone Chinese Primary Schools (*SJKC*). A total of sixty-one *B.I.* teachers participated in the study. It aims to uncover the relationship between sharing of practical knowledge among fellow *B.I.* teachers and its effects on classroom teaching as well as pupils' academic performance. It also seeks to look into the *B.I.* teachers' perceptions on collegial sharing and ability to use *B.I.* in the classroom as well as their perceptions on collegial sharing and practical knowledge. A survey questionnaire which required the respondents (subjects) to respond on a four-point scale was the sole research instrument used to collect data. Prior to the study, a pilot test was conducted to test for reliability of the questionnaire items. The collected data was analyzed by using the Statistical Package for Social sciences (SPSS) Version 13.0. Pearson Co-relation was used to analyze the relationship between variables while the Frequency test measured perceptions. The findings indicated the *B.I.* teachers' perceptions on collegial sharing of the respondents on practical knowledge and their ability to use *B.I.* in the classroom have been very positive except for those who differed in academic qualifications, length of teaching experience and age groups. Recommendations for future research were discussed.

KEY WORDS / ITEMS

Bahasa Inggeris (B.I.) Teachers

Collaboration

Collegial Sharing

Enhance Teaching Skills

Practical Knowledge

Pupils' Academic Performance



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ABBREVIATIONS

<i>B.C.</i>	<i>Bahasa Cina</i>
<i>B.I.</i>	<i>Bahasa Inggeris</i>
CSCL	Computer-Supported Collaborative Learning
ESL	English as a Second Language
EST	English for Science and Technology
<i>JPN</i>	<i>Jabatan Pelajaran Negeri</i>
<i>KPM</i>	<i>Kementerian Pelajaran Malaysia</i>
LET	Learn English Together
PBL	Problem-Based Learning
<i>PPD</i>	<i>Pejabat Pelajaran Daerah</i>
<i>PPSMI</i>	<i>Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris</i>
<i>SJKC</i>	<i>Sekolah Jenis Kebangsaan Cina</i>
<i>SK</i>	<i>Sekolah Kebangsaan</i>
<i>SM</i>	<i>Sekolah Menengah</i>
SPSS	Statistical Package for Social Sciences
TESL	Teaching English as a Second Language
<i>UPSR</i>	<i>Ujian Penilaian Sekolah Rendah</i>

LIST OF SYMBOLS

α	Alpha Cronbach
H_0	Null Hypotheses
%	Percentage
r	Pearson Correlation Value
P	Significant Value



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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In Malaysia, the English language or *Bahasa Inggeris (B.I.)* is gaining even greater importance in nation development to keep abreast with other developed countries in the world. As such, the current demand for quality education has immense implications on *B.I.* teacher training in the country. In the Teaching of English as a Second Language (TESL) context, more specific and relevant courses are conducted and more opportunities are available for on-going professional development of *B.I.* teachers to upgrade the quality of teaching. Hence, it is the high aspiration of the Teacher Education Division under the Ministry of Education that *B.I.* teachers should be pedagogically competent and linguistically competent as well. However, there is a need for the *B.I.* teachers to sharpen their teaching skills through learning from one another on the practical aspect in the teaching profession.

This chapter discusses the research background of the study, statement of the problem, research questions, aim and objectives of the research, research hypotheses, operational definitions, limitation and the significance of the study.

1.2 BACKGROUND OF THE STUDY

Southworth (2002) observes that schools' successes were dependent on everyone pulling their weight, supporting one another and working together. This applies to all staff, including office and classroom support colleagues, but more than anything,

improving the performance of the school rests on the teaching staff functioning as a combined teaching unit. Developing a team of teachers who are characterized by professional openness, a unity of purpose, clear and shared goals and educational values, consistency in teaching and planning, continuity in the curriculum, and agreed and implemented classroom practices are both the means and the ends in the schools as observed by Southworth (2002).

It is obvious that there is an essential need to strike a balance between the training and the staff developmental function. Both training and staff development are essential for the professional growth of teachers which will benefit the pupils in that they will achieve better results in examinations. The fact is, no one can develop a teacher better than teachers themselves. Hence, to ensure best practices in the teaching of *B.I.*, there is a need to explore opportunities that can help to create a collegial working environment to promote collaborative learning among the *B.I.* teachers as promoting a collaboration learning culture is expected to be the order of the day.

Generally, the *B.I.* teachers in the Chinese Primary Schools (SJKC) in the *Likas* Zone come from similar academic and social backgrounds. The majority of them are college trained non- *B.I.* option teachers. Consequently, most of them regard teaching *B.I.* as an uphill task. At times they are demotivated as they feel that they cannot solve their classroom problems individually by applying what they have been instructed during their training and the courses that they have attended. Most of these problems are 'surprises'. They need staff development through peer interaction.

Generally, staff development includes the study of teaching and learning, support for teacher collaboration, peer coaching, and the application of the principles of adult growth and development to all phases of the staff development program. The

development of teacher reflection includes behaviors such as modeling, classroom observation, dialogue, suggestion and praise. The indispensable essence of reflection, was associated with collegial enquiry, critical thinking and expanding teacher repertoires as related by Yap (2007).

One of the purposes of collaborative learning is to create communities of practice. A community of practice is a group, which works together, shares beliefs, values, and goals. As they develop, they learn as they are doing, reflect on what they create and try to be better. In *Communities of Practice*, Wilson proposes the dynamic learning community. Groups become communities when they get to know each other, interact, and stay together. It is the shared goal that supports the incentive to work together towards a common goal. The sharing of practical knowledge among teachers may be a learning community in the same school or other locality. The teachers would meet regularly to improve continuously members' expertise in their classroom practice.

Southworth (2002) proposes that professional dialogues can be developed through staff meetings, preparing curriculum policies together, reviewing practice, looking at pupils learning data, joint planning meetings and general teamwork. The effect of collegial sharing of practical knowledge in these various ways can also create a teacher culture characterized by professional collaboration and professional learning. Such a culture has long been associated with school improvement (Nias *et al.* 1999). It has led many researchers and scholars to regard such a culture as enabling schools to become collaborative learning organizations (Fullan & Hargreaves, 1992).

1.3 STATEMENT OF THE PROBLEM

It is noted that many teachers in the Malaysian ESL classroom regard teaching as a highly individualized profession. Once, a teacher enters a classroom, he is within the realms of his own universe. Norms that exist in schools promote teacher autonomy and individualism. This means that most teachers cope with everyday teaching tasks and those associated with change individually. They are not prone to 'interfere' with the work of colleagues and that for the most part, they guard carefully their right to teach in ways they think best.

Romberg (1988) and other researchers, Noddings (1993); Hargreaves (1994); and Manouchehri (1999) assert that teaching is marked more by separation, both physical and intellectual, than by interdependence. Most teachers view attending briefings and in-service training as part of their professional duties. However, when it comes to the implementation of a new program, there seems to be a universal agreement among teachers that the program has to fit their way of teaching.

It was the purpose of this study to determine whether *B.I.* teachers see the strengths of sharing practical knowledge and positively perceive the concept of teachers supporting teachers. In fact, it is the practical knowledge of every practicing teacher which is privately acquired that needs to be shared to solve mutual practical problems in the classroom.

1.4 RESEARCH QUESTIONS

- a. Is there a relationship between collegial sharing of practical knowledge among *Bahasa Inggeris* teachers and its effect on classroom teaching?
- b. Is there a relationship between collegial sharing of practical knowledge among *Bahasa Inggeris* teachers and its effect on pupils' academic performance?
- c. What are the *Bahasa Inggeris* teachers' perceptions on collegial sharing of practical knowledge and their ability to use *Bahasa Inggeris* in the classroom?
- d. What are the *Bahasa Inggeris* teachers' perceptions on collegial sharing of practical knowledge?

1.5 AIM AND OBJECTIVES OF THE STUDY

The aim in carrying out this research is to examine the significance of collegial sharing of practical knowledge among the *Bahasa Inggeris* (B.I.) teachers in schools so as to enhance a collaborative learning culture among them.

At the end of the research, the researcher should be able to:

- a. find out the relationship between collegial sharing of practical knowledge among *Bahasa Inggeris* teachers and its effect on classroom teaching;
- b. find out the relationship between collegial sharing of practical knowledge among *Bahasa Inggeris* teachers and its effect on pupils' academic performance;
- c. look at the *Bahasa Inggeris* teachers' perceptions on collegial sharing of practical knowledge among *Bahasa Inggeris* teachers and the ability to use *Bahasa Inggeris* in the classroom; and
- d. look at the *Bahasa Inggeris* teachers' perceptions on collegial sharing of practical knowledge among *Bahasa Inggeris* teachers.

1.6 RESEARCH HYPOTHESES

Tuckman (1999) highlights that a hypothesis which is a suggested answer to the research questions posed. Generally, researchers arrive at a hypothesis either by deduction from theories or induction from combination of specific observations or facts. There are three kinds of hypotheses, namely i) Directional hypothesis, ii) Positive hypothesis and iii) Null hypothesis as pointed out by Tuchman (1999).

In this study, the researcher adopted the deduction approach and dealt with null hypothesis. According to Creswell (2005), a null hypothesis predicts no relationship between variables. When researchers apply statistical tests, it is this that is being tested in an effort to disprove it.

The null hypotheses for this study are listed as below:

- Ho₁ : There is no relationship between collegial sharing of practical knowledge among *B.I.* teachers and its effect on classroom teaching.
- Ho₂ : There is no relationship between collegial sharing of practical knowledge among *B.I.* teachers and its effect on pupils' academic performance.

1.7 OPERATIONAL DEFINITIONS

Burns (2000) refers operational definitions to terms that must be defined by the steps or operations used to measure them. Such a procedure is necessary to eliminate confusion in meaning and communication. In this manner, ambiguity is minimized. To achieve this purpose, the following terms are defined.

1.7.1 Ability to Use *Bahasa Inggeris (B.I.)* in the Classroom

Capability in using the English language skills to teach the pupils in the classroom.

1.7.2 *Bahasa Inggeris (B.I.)* Teachers

Teachers teaching the English Language subject in Malaysia. The English Language subject is named as *Bahasa Inggeris (B.I.)* in the curriculum syllabus.

1.7.3 Collaborative Learning

The use of small group collaboration as an educational means that fall under the label of 'Cooperative Learning'. One of the outcomes of which is experiential learning, the enriching experience itself that enables teachers as learners to learn from and with one another. It is a situational and embedded nature of learning that occurs through having learners engage in authentic activities and social construction of knowledge.

1.7.4 Collegial Sharing

Exchange and pooling of ideas, views, experiences, expertise and resources formally or informally among *Bahasa Inggeris* teachers in the same school or other locality through discussions, workshops, internet chats, publications, and others.

1.7.5 Collegial Team / Learning Community

A group may be in the same school or other locality which works together, shares beliefs, values and goals.