

**ANALISIS USAHA PELATIH TESL DALAM MEMBINA
PENGETUHAN PELAJAR DI DALAM KELAS BAHASA INGGERIS
SEMASA LATIHAN MENGAJAR**

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Projek ini merupakan salah satu keperluan untuk
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**ANALYSIS OF TESL TRAINEES' ATTEMPT TO BUILD UPON STUDENTS'
INPUT IN ENGLISH CLASS DURING TEACHING PRACTICE**

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This project is submitted in partial fulfilment of the requirements for a
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LIST OF ABBREVIATIONS

TESL	Teaching English as Second English
UNIMAS	Universiti Malaysia Sarawak
MUET	Malaysian University English Test

ABSTRAK

ANALISIS USAHA PELATIH TESL DALAM MEMBINA PENGETUHAN PELAJAR DI DALAM KELAS BAHASA INGGERIS SEMASA LATIHAN MENGAJAR

Julieana anak Gelau

Kajian ini bertujuan untuk mengenalpasti usaha pelatih TESL terutamanya dari segi teknik menyoal dalam membina pengetahuan pelajar di dalam kelas Bahasa Inggeris semasa Latihan Mengajar. Data kajian ini diperolehi daripada rakaman video terhadap empat orang pelatih Universiti Malaysia Sarawak semasa mereka menjalankan Latihan Mengajar. Soalan-soalan ilmiah dalam video rakaman tersebut ditulis dan dianalisis dari segi jenis-jenis soalan, tujuan soalan tersebut ditanya, kekerapan soalan ditanya, masa menunggu, kaedah menanyakan soalan yang merupakan pembayang kepada jawapan yang betul, kaedah menanya soalan yang inginkan penjelasan yang lebih tepat, dan mengenalpasti soalan jenis yang mana yang gemar dijawab oleh pelajar dan jawapannya adalah betul. Hasil daripada kajian menunjukkan jenis dan tujuan soalan yang paling banyak disoal oleh adalah pemahaman iaitu sebanyak 30%. Hal ini kerana jenis dan tujuan soalan adalah berkait rapat. Manakala, purata soalan yang ditanya dalam satu masa pembelajaran adalah 54 soalan. Didapati juga pelatih menggunakan kedua-dua kaedah menyoal untuk memberi gambaran dan menyoal untuk mendapatkan penjelasan. Jenis soalan yang gemar dijawab oleh pelajar dengan jawapan yang betul adalah pengetahuan umum.

ABSTRACT

ANALYSIS OF TESL TRAINEES' ATTEMPT TO BUILD UPON STUDENTS' INPUT IN ENGLISH CLASS DURING TEACHING PRACTICE

Julieana anak Gelau

This study aims to identify the TESL trainees' attempt in term of using questioning techniques to build upon students' input in English class during Teaching Practice. The data are gathered from the videos recording of four TESL trainees in University Malaysia Sarawak during their Teaching Practice. The educational questions in the video recording were transcribe and analysed according to its types, purpose, frequency, wait time, prompting, probing and the types of questions that students can normally response to with the correct answers. The finding shown that the most frequent types questions asked, which consist of 30 %, is comprehension and its purpose is organise information. Types and purposes of question are closely related. Next, the average of frequency of questions asked per period of time is 54. The finding also shown the trainees used both prompting and probing techniques. Lastly, the types of question the students normally can response correctly is knowledge.

CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter presents the introduction, background to the study, statement of the problems, research objectives, research questions, significance of the study, definition of concept and scope of study.

1.1 Introduction

Teaching practice is a period of time when teacher trainees are sending to school to work alongside experience teachers and also to put into practice the theories that they had learned in their teaching programme (Murphy, 2003). As one matures as

a reflective teacher, the veteran teacher is believed to be able to describe more cogently on how his or her organization of a syllabus, methods of evaluation, and daily class activities (CETaL, 1999) to the trainees teacher, so that the trainees are able to cope with the new experience of working life as a teacher and at the same time they are actually a students. Moreover, the trainees also can treat the senior teachers as the right channel for them to refer to when they face difficulty and curiosity about teaching.

Teacher trainees of University Malaysia Sarawak (UNIMAS) are sent to government school to do the teaching practice for ten weeks on their semester break of the sixth semester they in the university, which means on May until June. By the time the teacher trainees go for their teaching practice they would have covered variety of teaching's theories, strategies and methodology. Murphy (2003) stresses that trainees sent to school not only to practice teaching but also to practice designing and encouraging learning. Therefore, trainees should be able to choose which teaching methodology is suitable to the target students. In order to evaluate either the method is effective or not, trainees should be alert toward students' feedback and needs.

Students' response and reaction are very crucial for a teacher to take note because its help teacher to know how much students have learned from the lesson. From the students' feedback, teachers will able to determine whether to proceed with the presentation or to explain the concept further (Louisell & Descamps, 1992, p.69). There are many kinds of strategies or techniques for teachers to get feedback from

students such as through exercise, quiz, group work, exam, and asking question during the teaching and learning process.

Questioning is one of the teaching techniques that trainees usually use. According to Wandberg and Rohwer (2003), questioning strategy is one of the most popular and effective ways of providing feedback during instruction (p.128). This is because by using questioning teacher may able to involve students participation in the teaching and learning process as one of teaching aim is to held an interactive learning. By asking questioning also trainees are able to get the immediate feedback and investigate what students know and what they do not know. In addition to that question also provides opportunities to students to think critically and construct new knowledge in their mind about the subject matter.

1.2 Background to the study

Researcher believes that teachers need to ask questions and questioning can lead to effective teaching. “Effective teachers ask more questions than their less effective colleagues (Hamilton and Brady, 1991; Henderson, Winitzky, and Kauchak, 1996). Large numbers of questions are indicators of effective organization and clear goals (Shuell, 1996; Good and Brophy, 2000)” (as cited in Kauchak, & Eggen, 2003, p.164). Realizing the significance of questions in teaching profession, Benjamin Bloom devised a system to classify questions which he called “Bloom’s Taxonomy of Education Objectives: Cognitive Domain” (Feden & Vogel, 2003, p.118). From this system, teachers may able to differentiate lower and higher-level questions. This knowledge is very useful to guide teachers to set questions which

match with students' level of proficiency. The difficulty of questions asked should be increase from easy to difficult question, so students can reach their maximum potential level of thinking.

Bloom (1984) believes that questions should be asked not only to check a student can recall the basic comprehension of facts, but he thinks questions also are asked to challenge the students to analyze, synthesize, and evaluate information (as cited in Feden & Vogel, 2003, p.118). "If kids experience deeper thinking more often, they may be more creative" (Murphy, 2003, p.8). For that reason, teachers should be wise enough to choose relevant questions in order to help students to focus on learning's priorities that engage students to think critically and achieve higher order thinking.

In additional to that, questions also can draw students' attention away from distraction and invited them into the lesson (Kauchak, & Eggen, 2003). This will avoid students from dreaming in the class and alert them on the important contents of the lesson. When a teacher asks questions, means this he or she has provide a opportunity to students to participate in the teaching and learning environment, so students will feel they are belong to the class as they had given contribution by answering the questions prompted. Louisell & Descamps (1992) stated that students mind tend to wander, so by asking frequent questions, teachers able to keep the students involved and provoke students' interest in the subject.

1.3 Statement of the problem

Response and reaction from students are important for teachers as a reflection of the input that students gain from the lesson. Teachers should take note and be aware of this matter in order to create a successful teaching-learning environment. Knowing what is going on in every students mind is maybe impossible for teachers especially for those who are still in teacher training programmes. Therefore, teachers need to know some techniques on how to ask questions in order to check whether the students have learned something or not, and also to make sure that the students are in the right track. However, asking questions without exactly knowing the purpose and function of the questions are useless. One who wants to be an effective teacher should know something about the art of asking questions beside able to discriminate among different types of question formats (Wandberg & Rohwer, 2003, p.128).

So in this study, researcher wants to investigate are the UNIMAS trainees able to apply the knowledge that they have learned especially in questioning strategies. Researcher also wants to investigate the effectiveness of questions asked by the trainees in order to build upon students input.

1.4 Research objectives

The objectives of the study are:

- i. To identify the types of questions used by TESL trainees during teaching practice.
- ii. To find out the purposes of each type of questions asked.
- iii. To find out the frequency of questions asked by TESL trainees per lesson in order to build upon students' input.
- iv. To find out either TESL trainees use prompting and probing question techniques to enable students answer the questions asked.
- v. To find out the type of question that students normally can answer.

1.5 Research questions

This research aims to answer the following questions:

- i. What are types of questions usually used by TESL trainees during teaching practice? Are they knowledge/factual, comprehension, application, analysis, synthesis or evaluation?
- ii. What are the purposes for asking these kinds of questions?
- iii. How many questions are usually asked per lesson?
- iv. How long is the 'wait time' allocated for students to respond to the questions?
- v. Do the TESL trainees use prompting and probing questions to enable students to answer the questions asked?
- vi. Which types of question can students normally response to? Why?