

Pengetahuan Bakal Guru BPBM Terhadap Teknik Pengajaran Karangan Jenis Berformat Menengah Atas

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Abstrak:

Keberkesanan sesi pengajaran dan pembelajaran di dalam bilik darjah antara lain bergantung kepada teknik pengajaran yang diaplikasi oleh guru. Teknik pengajaran yang diaplikasi perlu menitikberatkan tahap kebolehan dan kecerdasan murid-murid bagi memastikan objektif pengajaran dan pembelajaran tercapai. Tujuan kajian ini dijalankan adalah untuk mengenal pasti tahap pengetahuan bakal guru BPBM terhadap teknik pengajaran karangan berformat menengah atas. Pemilihan 'persampelan bertujuan' kajian terdiri daripada 79 orang pelajar BPBM semester tujuh dan semester lima di Fakulti Pengajian Pendidikan, Universiti Putra Malaysia. Data kajian dianalisis dengan menggunakan *Statistical Package For the Social Science* (SPSS) versi 25 dan penentuan tahap min Pallant. Dapatan menunjukkan pengetahuan bakal guru BPBM terhadap teknik bercerita dan teknik sumbang saran adalah paling tinggi, iaitu dengan 100% peserta menjawab 'YA'. Bagi padanan teknik dialog dikenal pasti sebagai teknik yang paling sesuai pengaplikasiannya dengan teknik pengajaran karangan berformat wawancara berdasarkan DSKP Tingkatan Empat dan Tingkatan Lima didapati purata min keseluruhan sebanyak 4.37 diikuti dengan teknik *think-pair-share* (min= 4.30) dan teknik sumbang saran (min=4.30). Dapatan tentang keselarian pengaplikasian teknik pengajaran dengan kaedah pentaksiran oleh bakal guru BPBM bagi pengajaran karangan jenis berformat menunjukkan kaedah pemerhatian mempunyai min tertinggi iaitu 4.44 diikuti dengan kaedah ujian bertulis (min=4.34) dan ketiga tinggi ialah kaedah bersoal jawab (min=4.27). Kesimpulannya, tahap pengetahuan bakal guru BPBM terhadap teknik pengajaran karangan berformat menengah atas adalah tinggi berdasarkan kepada tahap min keseluruhan masing-masing. Justeru, teknik pengajaran yang dipilih perlu sesuai dengan isi pelajaran dan para guru harus kreatif dalam mengaplikasikan teknik pengajaran semasa sesi pengajaran dan pembelajaran berlangsung.

Keywords:

Keywords: Knowledge Level, Prospective BPBM Teachers, Teaching Techniques, Upper Secondary Format Essays

Abstract:

The effectiveness of teaching and learning sessions in the classroom depends on the teaching techniques applied by teachers. The teaching techniques applied should emphasize the level of ability and intelligence of students to ensure that the objectives of teaching and learning are achieved. The purpose of this study is to identify the level of knowledge of prospective teachers of BPBM on the techniques of teaching essays in upper secondary format. The study sample consisted of 79 BPBM students in semester seven and semester five at the Faculty of Educational Studies, Universiti Putra Malaysia. Study data were analyzed using Statistical Package For the Social Science (SPSS) version 25 and determination of Pallant mean level. Findings show that the knowledge of prospective BPBM teachers on storytelling techniques and brainstorming techniques is the highest with 100% of participants answering YES. While the matching of dialogue technique was identified as the most suitable technique for its application with the interview format essay teaching technique based on DSKP Form Four and Form Five with an overall mean of 4.37 followed by think-pair-share technique (mean = 4.30) and brainstorming technique (mean = 4.30). Findings on the parallelism of the application of teaching techniques with assessment methods by prospective teachers BPBM for teaching formatted essays show that the observation method has the highest mean of 4.44 followed by written test method (mean = 4.34) and the third highest is question and answer method (mean = 4.27). In conclusion, the level of knowledge of BPBM prospective teachers on upper secondary format essay teaching techniques is high based on the overall mean level of each. Thus, the selected teaching techniques should be appropriate to the content of the lesson and teachers should be creative in applying teaching techniques during the teaching and learning sessions.