Pembelajaran Koperatif dalam Pengajaran Karangan Bahasa Melayu Menengah Atas

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Kata kunci:
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Abstrak:

Kajian kuantitatif deskriptif pembelajaran koperatif dalam pengajaran karangan Bahasa Melayu (BM) Tingkatan Empat dijalankan antara objektif utamanya adalah untuk mengenal pasti kekerapan, cara melaksana dan sikap guru Bahasa Melayu terhadap pelaksanaannya di dalam bilik darjah. 40 orang guru BM dalam daerah Jempol, Negeri Sembilan dipilih sebagai respondan kajian. Data kajian diperoleh menggunakan borang soal-selidik 48 item sebagai instrumen. Data dianalisis untuk mendapatkan min, sisihan piawai, dan peratusan bagi setiap item soalan. Dapatan menunjukkan lima kaedah koperatif tertinggi yang menjadi pilihan guru BM ialah kaedah Round Robin Brainstorming yang mencatatkan (min= 3.78,SP=.920). Dikuti dengan kaedah Team Present To Other Team (min=3.68, SP=1.34). Kaedah Think Pair Square dan kaedah Think Pair Share turut berada dalam kategori min tertinggi (min=3.63,SP=.925) dan kaedah Round Table (Min=3.55,SP=.846). Manakala Item 1 "saya memilih struktur yang bersesuaian dengan tajuk karangan" memperoleh skor paling tinggi (min=4.48,SP=.640) untuk menerangkan cara pelaksanaannya di dalam bilik darjah. Dapatan kajian juga menunjukkan pelaksanaan aktiviti pembelajaran koperatif dalam pengajaran karangan masih tertumpu pada beberapa aktiviti konvensional dan kebanyakan aktiviti baharu agak kurang dilaksanakan oleh guru. Walau bagaimanapun sikap guru dalam melaksanakan pembelajaran koperatif berada pada tahap positif. Justeru, kajian ini diharap dapat membantu semua guru bahasa Melayu sekolah menengah dan pihak Kementerian Pendidikan Malaysia dalam usaha memantapkan elemen pembelajaran koperatif yang merupakan salah satu pendekatan dalam pembelajaran abad 21.

Keywords:
Keywords: Implementation, cooperative learning, teaching writing, Malay Language

Abstract:

Descriptive quantitative study of cooperative learning in teaching essay Bahasa Melayu (BM) Form Four runs between the main objective was to identify the frequency, how to implement and attitude towards the implementation of Malay Language teachers in the classroom. 40 teachers in the district BM Jempol, chosen as the respondents of the study. Data was collected using questionnaires of 48 items as instrument. The data were analyzed for mean, standard deviation, and the percentage of questions for each item. The findings showed the highest five cooperative method of choice for BM teacher Round Robin Brainstorming is a method which recorded (mean = 3.78, SD = .920). Followed by the Team Present To Other Team (mean = 3.68, SD = 1.34). Method Think Pair Square and methods Think Pair Share is also in the category of the highest mean (mean = 3.63, SD = .925) and the Round Table (Mean = 3.55, SD = .846). While Item 1 "I chose the structure corresponding to the title essay," obtained the highest score (mean = 4:48, SD = .640) to explain how it is implemented in the classroom. The results also showed the implementation of cooperative learning activities in the teaching of writing has focused on a number of conventional activities and most of the new activities rather than implemented by the teacher. However the attitude of teachers in the implementation of cooperative learning is at a positive level. Thus, this study hopes to help all teachers Malay secondary schools and the Ministry of Education in an effort to strengthen the element of cooperative learning is one instructional approach in the 21st century.