

**THE TEACHING OF *JULIUS CAESAR* TO FORM FIVE
STUDENTS IN TWO SELECTED SCHOOLS
IN PETALING JAYA**

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**FAKULTI PENDIDIKAN
UNIVERSITI MALAYA**

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**Research Report Submitted To The Faculty Of Education,
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ABSTRAK

PENGAJARAN *JULIUS CAESAR* KEPADA PELAJAR TINGKATAN LIMA DI DUA BUAH SEKOLAH YANG DIPILIH DI PETALING JAYA.

Perlaksanaan silabus baru pada tahun 1990 untuk mengajar "Literature in English" adalah satu langkah yang bersejarah. Jadi kajian ini menanggap adalah menarik untuk menganalisis teknik dan strategi pengajaran yang digunakan oleh guru sastera untuk mengajar sastera (sebagai pilihan) dalam genre prosa (novel dan cerpen), puisi dan drama. Pelajar-pelajar yang di pilih untuk kajian ini adalah dari dua buah sekolah perempuan di Petaling Jaya yang merupakan kumpulan kedua yang mengambil mata pelajaran pilihan "Literature in English" dalam peperiksaan Sijil Pelajaran Malaysia tahun 1994.

Kajian ini dijalankan untuk menganalisis teknik dan strategi pengajaran guru dengan fokus khusus terhadap pengajaran teks *Julius Caesar* karya William Shakespeare. Kajian ini dijalankan melalui kaedah rakaman video dan pemerhatian pengajaran dua orang guru, yang dimantapkan lagi dengan kaedah soal selidik dan temu duga dengan dua orang guru tersebut dan tiga puluh orang pelajar perempuan.

Aspek utama yang dikaji antaranya ialah Set Induksi, Alat Bantu Mengajar, Struktur Pengajaran dan Aktiviti Kelas serta Peranan Guru dalam mengajar dan membimbing pelajar membaca dan mempelajari teks tersebut.

Objektif utama kajian ini adalah untuk memberi bimbingan serta garis panduan kepada guru "Literature in English", guru-guru pelatih dan pelajar-pelajar sastera dalam proses pengajaran dan pembelajaran mata pelajaran Kesusasteraan dalam Bahasa Inggeris ini. Di samping itu, kajian ini juga dapat membantu guru serta pelajar mengatasi masalah-masalah pengajaran dan penyediaan bahan dan kaedah pembelajaran semasa mempelajari mata pelajaran tersebut, iaitu teks *Julius Caesar*.

ABSTRACT

1990 marked the advent of a new phase and impetus in the teaching of Literature in English and this was seen as a welcome policy change especially among educationists, experienced English language teachers, concerned parents and advocates of a reading culture to curb the decline in the English language proficiency. After a century of British designed English Literature formats, the implementation of a new Malaysian syllabus for the teaching of "Literature in English" was a historic move. Hence, this research report considers it an interesting study to examine and analyse the kind of teaching techniques and strategies employed by Literature teachers to guide the Form Four and Form Five learners through the Literature elective which incorporates the following genres - Prose (Novels and Short Stories), Poetry and Drama. The two schools selected in Petaling Jaya were girls' schools and therefore the students observed were all girls from the second batch preparing for the elective paper - Literature in English in the 1994 Sijil Pelajaran Malaysia (SPM) examination.

For this research study in particular, it was essential to analyse the various teaching techniques and strategies employed in conducting effective lessons, with special focus on the teaching of Shakespeare's *Julius Caesar*. The study was based on six video recordings and observations conducted in each school and there seems to be a wealth of information available pertaining to the teaching and learning of *Julius Caesar* in the respective schools.

Contrary to the belief that Shakespeare is far too difficult for local students, this study has revealed that the learners were managing considerably well with *Julius Caesar* , which was attributed to the effective teaching techniques and strategies employed by the experienced teachers in both schools. In addition, the students appeared reasonably committed to the

study of *Julius Caesar* as could be perceived from the observations and video recordings which form the core of evidence for this research report

Considering the complex nature of the *Julius Caesar* text, it was remarkable that they appeared to have constantly prepared and read the text despite the language, literary allusions and devices and a host of other cultural aspects to grapple with. It was also commendable that the teachers had put in considerable effort in order to secure the enthusiasm and confidence of their students as they plodded through the Shakespearean drama text. It was to their advantage to have experienced teachers coach them to appreciate and study the classics in the canon for a public examination.

The primary aspects that have been analysed in this limited study are as follows -

- (i) the set inductions that were used to engage and focus the learners ;
- (ii) the teaching aids utilised in the lessons ;
- (iii) the tasks, activities and the lesson structure ;
- (iv) the nature of questions and their varieties used in the lessons ;
- (vi) other strategies employed to enhance classroom learning ; and
- (vii) the role of the teachers in the reading, teaching and learning the text .

Some other aspects include - the students' participation, student-centred activities, teacher-centred lessons, group activities, the teachers' management of the lessons, the teachers' dramatic reading styles, their personalities and their flare for teaching Drama. All these aspects do have substantial relevance in the lessons recorded and observed as they seem to form a spectrum of essential aspects which blend rather well in order to make the lessons more complete, captivating and engaging for the students.

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