

# The Pedagogical and Knowledge Method Analysis of Teacher's Teaching Materials in Teaching and Learning of Malay Literature

<sup>1</sup>Azhar Wahid, <sup>2</sup>Nordiana Hamzah, <sup>3</sup>Norazimah Zakaria

<sup>1,2,3</sup>Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, 35900, TanjongMalim, Perak  
azhar@fbk.upsi.edu.my

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## Abstract

The Pedagogical and Knowledge Method Analysis of Teacher's Teaching Materials in Teaching and Learning of Malay Literature is based on 3 objectives, firstly to identify the methods and practices in teaching and learning process of the Malay Literature. Secondly, analyzing the existing knowledge of students' needs in building the teaching and learning planning in Malay Literature and thirdly, to evaluate the teaching content in teaching and learning of the Malay Literature. This study uses a qualitative study method that is used by the study of various cases through the use of interviews, observations and analysis of documents as data collection techniques. The findings show that before starting the teaching and learning process, the teacher took note of the background of the student's needs by identifying the characteristics and feelings of students who did not show interest in Malay Literature subjects. For the purpose of teaching and learning planning in Malay Literature, the teacher emphasized the achievement of learning objectives, skills and values through various methods and learning activities. While looking at the teaching content, teachers link Malay Literature teaching and learning process with various fields of knowledge besides literature such as History, Language, and Science. Finally, profound knowledge of the content in Malay Literature subject can give students an easy understanding. The findings show that the various skills and knowledge in teaching and learning are used eclectically or merged ways to create effective teaching and learning segments. Awareness of how this knowledge and skill is applied is essential so that Malay Literature teachers can plan and implement the teaching and learning process with a more professional approach.

**Keywords:** Methods, Pedagogy, Knowledge, Learning, Malay Literature

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## 1. Introduction

The teacher's process of teaching and learning in the teacher's room requires a well-organized cooperation and preparation from teachers who teach and students who learn. As Tony Wright (1991) phrase, "*we can achieve nothing without the co-operation of the learners. The learners can achieve little without the co-operation of their teachers, too.*" Teachers will not achieve anything without the cooperation of students and student

Achievement is also limited without the cooperation of their teachers. This role will work well if teacher's willingness to teach and student readiness is well planned. Therefore, the role of teachers in teaching and the role of students in learning need to be aligned through proper techniques and suitable method in order to achieve optimal learning outcomes.

Success in playing the role depends on the readiness of the teacher. According to Mishra and Koehler (2004),

teacher readiness depends on three main aspects that is pedagogical or procedural knowledge, content knowledge or subject knowledge and technological knowledge as well as contextual knowledge including knowledge of students and learning environment. Tony Wright (1991) emphasizes that teachers' roles in the teaching and learning process are diverse, including as administrators, mentors, appraiser, manager and teachers. All of these roles are fulfilled through the skills of teachers mastering and applying their pedagogical skills. As Koehler & Mishra (2008) pointed out, the role of the teacher in accordance with the professional status as curriculum designers.

Next, teachers should be empowered to administer the classroom, the teaching and learning process as well as the assessment process. The interaction between teacher and student should be given priority. Hussein (2001) summarizes his study of the UNESCO report that teacher and student relationships in the 21st century are becoming more important. This is related to the environmental impact which is becoming more and more that requires the role of teachers as more effective learning guides than other methods. Trust in teachers needs to be enhanced because teachers are the closest people to students. According to Zamri, et al (2010), the true ability of a student can only be evaluated by his own teacher. He stressed that school-based assessments would only succeed if the teacher is given full trust, in addition to pedagogical training and reasonably professional assessment can be provided for them.

### Problem Statement

In the planning of the teaching and learning process, the attitude and readiness of students need to be taken into account in order to produce conducive teaching and learning. Abd. Ghafar (2003) states that among the factors that influence students' readiness are basic skills, learning strategies, learning environment aspects, experience or existing knowledge, attitude and motivation. Therefore, failure to achieve learning outcomes can only occur if the teacher does not take into account aspects the student's readiness aspects. One of the most critical aspects of student readiness is students' existing knowledge. However, some teachers do not care about students' existing knowledge of the subject. According to Abd. Ghafar (2003), teachers sometimes assume that students already have a very little knowledge of the content. The assumption without proper examination according to him it is not always right. Therefore, teachers need to work hard to identify students existing knowledge levels in a variety of ways, including examining student's experiences and skills.

In addition focusing on students' experiences and existing knowledge, teachers also need to work hard to attract attention and increase their motivation to be involved in the learning process. Students show a cooperative attitude, stay focus and show interest in participating in the teaching and learning process

will facilitate the process of gaining knowledge. On the other hand, teachers who do not cooperate with teachers and show poor discipline will influence the teaching and learning process. From the early studies, it was concluded that some teachers complained that more of their teaching time was used to manage student behavior rather than time for teaching (Jones, et al. 1995).

Existing students' knowledge may be formed by misconceptions. Misconceptions can occur as a result of beliefs, social experiences, peer influences and popular culture. Misconceptions can affect the teaching and learning process if not handled appropriately, not to mention if they are not valued or teachers are not skilled to identify them. According to Llewellyn (2002), in classroom misconception usually occur unknowingly. Unfortunately, teachers lack the training to identify and correct misconceptions. Correcting misconceptions is actually an important part of teaching and learning. If we do not seek to uncover misconceptions and continue teaching, it is likely that students will pass from the classroom and the same misconception that they had earlier in class.

In the subject of Malay literature, there is so much that needs to be understood by students. Before being able to evaluate and discuss a literary work that has been used as textbooks in schools, students must first master the concepts and aspects of literary studies that has divided into two broad categories which is the intrinsic and extrinsic aspects of literary works. The term and concept of literature often confuse students and teachers of Malay literature itself. Terms or aspects such as themes, values, and teaching. The plot elements in literary works are a difficult concept to master. Before students can develop a plot diagram, they must understand the concept of important events, the concept of causality and the components of the plot such as beginning, conflict, climax, resolution and conclusion. Because too many concepts need to be mastered, the subject of Malay Literature is not easy to be taught if the teacher does not have the diversity of pedagogical methods and have strong knowledge in various fields of Malay literature.

The Pedagogical and Knowledge Method Analysis of Teacher's Teaching Materials in Teaching and Learning of Malay Literature is aimed to:

1. Identify the methods and practice of implementing the process of learning Malay Literature
2. Analyze the needs of students' prior knowledge in building plan on teaching and learning of Malay Literature
3. Making evaluation about mastery of teacher teaching content in teaching and learning of Malay Literature

One of the highlights of this study is as a process guide and practices to plan teaching and learning of Malay Literature; used as a document of information that can be used as a reference material by the literature teachers on various aspects related to teaching content

knowledge; as a reference to the Ministry of Education who is directly involved in the educational process Malay Literature; and backup information to Malay Literature teachers in building methods in teaching and learning of Malay Literature.

## 2. Methodology

This study was conducted using qualitative research method by leveraging multiple case studies through the use of interviews, observation and document analysis as data collection techniques.

The research methods used are formed from qualitative approaches through the implementation of multiple case studies. Merriam (2002) stated the purpose of qualitative research as an attempt to understand and interpret a phenomenon based on the perspective of the study participants. Thus, the use of various case studies is believed to provide information on the application of pedagogical methods and content knowledge for Malay Literature teacher because information gathering will involve the perspectives of different case study participants based on their experience and educational level as well as differences in the context of the teaching and learning process.

The selection of qualitative studies also takes into account the advantages of qualitative studies, including according to Gall, et al (2003), qualitative studies enable comprehensive and profound explorations are being made on specific issues that occur in their actual context. Yan (2003) argues that qualitative research enables researchers to understand interactions or constructs for a theme being studied, while Merriam (1998) adds that qualitative research is important whereby the interaction between the researcher and the study participant throughout the implementation of the research process and this advantage enables the researcher to have a solid and deep understanding on the research problem.

For the required data collection, this study used several data collection techniques in accordance with the Multiple Case Study. In order to obtain a rich and comprehensive data and be able to visualize real problems, this study utilizes various sources of information obtained through semi-structured profound interviewing, observation and document analysis techniques. According to Best & Kahn (2003) document analysis methods can be used as a single technique in the study or used in conjunction with other techniques or instruments such as observation and interviews. In this study, in addition to semi-structured interviews and observations, document analysis was also used to analyze documents that were considered authentic and were able to provide information on the problem statement. Among the documents analyzed are teacher teaching supplies, syllabus, textbooks, student training books and teaching schemes.

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can be used as a reference material by the literature teachers on various aspects related to teaching content knowledge; as a reference to the Ministry of Education who is directly involved in the educational process Malay Literature; and backup information to Malay Literature teachers in building methods in teaching and learning of Malay Literature. This study was conducted using qualitative research method by leveraging multiple case studies through the use of interviews, observation and document analysis as data collection techniques. The research methods used are formed from qualitative approaches through the implementation of multiple case studies. The use of various case studies is believed to provide information on the application of pedagogical methods and content knowledge for Malay Literature teacher because information gathering will involve the perspectives of different case study participants based on their experience and educational level as well as differences in the context of the teaching and learning process.

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## 3. Analysis And Discussion

Three schools (X, Y and Z) are involved in this research study in order to get 3 Malay literature teachers and students are the respondents. 19 students from X school (Burhanuddin High School, Kuala Pilah), 28 students from Y school (SMK LKTP Kampung Awah, Temerloh), while 43 students from Z school (SM Tengku Ampuan Afzan, Chenor, Temerloh) and overall, the number of respondents for this study consisted of 90 students and 3 Malay Literature teachers as listed in Table 1.

Table 1: School Category involve in Malay Literature teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMK Tunku Besar Burhanudin (X)	19	21.1	21.1	21.1
	SMK LKTP Kampung Awah (Y)	28	31.1	31.1	52.2
	SMK Tengku Ampuan Afzan (Z)	43	47.8	47.8	100.0
	Total	90	100.0	100.0	

Of the 90 respondents, the majority were female students with 58 person(64.4%) and 32 (35.6%) person were male students from three schools (X, Y and Z). 89 (98.9%) respondents are Malay ethnic and only one (1.1%) of the respondents were indigenous ethnic.

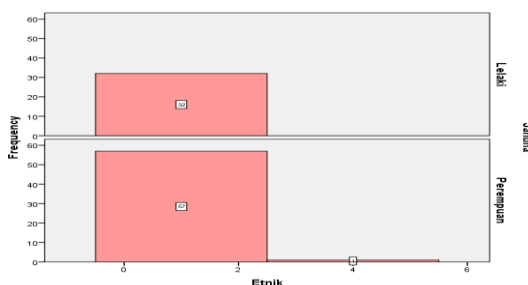


Figure 1: Demographic for Ethnic

All the respondents in this study were 16 and 17 years old, which were the form 4 and 5 students from X, Y and Z schools. 56 (62.2%) of the respondents were Form 5 students and 34 (37.8%) of the respondents were Form 4 students.

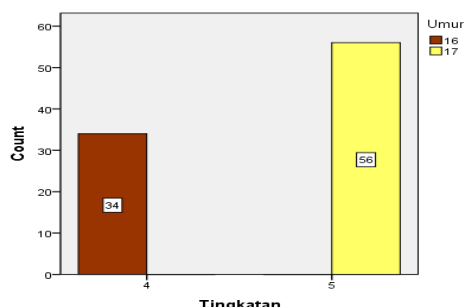


Figure 2: Demographic student

Overall, the average score of each item for statements related to teacher pedagogical knowledge (aspects of student knowledge; teaching and learning strategy and assessment) was between 3.00 and 5.00. The highest average was 4.18 (taking action towards students who are less prepared to learn, less interest and less understanding of learning) and the lowest average was 3.81 (helping students who did not bring textbooks and exercise books to school by providing learning media ict and multimedia.). This suggests that teachers take positive measures such as identifying characteristics of students and provide interactive materials to increase.The effect of

the teaching and learning is reflected through the objective expressions recorded by the teachers in their respective Teaching Plans. It is through the content of the teaching and the objective that is intended to achieve causing them to decide which technique they want to use. With this skill set in mind, thus teaching and learning will be able to retain the students' attention and engage the student's interest in following the steps of the teaching and learning to understand the content of the teaching. Method planning is also essential to meet effective learning needs. The title or content of the same teaching may differ depending on the level of student and classroom guidance. Teachers who have knowledge on methods are able to improve the teaching and learning process more directed and achieve their objectives more effectively which ultimately leads to excellent student academic achievement.

Consequently, according to Malay literature teachers who were interviewed in this study stated that the method of Malay Literature should have a link between strategies, approaches, methods, techniques and activities in teaching and learning is a process or art of presentation to achieve the desired teaching effect as illustrated in table 1.

Table 2: Strategy, Approach, Method and Techniques in Teaching and Learning

APPROACH	METHOD
Teaching way is based on a given teaching objective. Must be based on a particular theory, principle or model. Automated is the fact that it is considered true without the need for proof or reason. Support a theory.	A systematic series of teacher actions aimed teaching objective that has been set. More short-term pattern. An overall effort consists of structured procedures based on the selected approach. Support the chosen approach.
TECHNIQUES	STRATEGY
Refer to the skills of the teacher in managing and performing the teaching practices that had already implemented. Actual handling in the classroom. Used in teaching steps. Take into account the background factors of the student in determining	Wisdom to choose teaching approaches, methods and techniques based on teaching objectives. Take into account long-term objectives. Take into account all aspects of learning including material selection, time and



the chosen technique.	many more.
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In this context, when teachers implement teaching based on the chosen approach, the teacher has chosen the right method to use. There are various methods to choose from, such as practical methods, methods of discovery, and many more. After selecting the method, the teacher will develop a technique that can complement the method. Examples are storytelling techniques, drill techniques, acting techniques and so on. Efforts to identify and select the right methods and techniques can fulfill the approach determined in the teaching and learning strategy.

Thus, identifying the methods and practice of implementing the process of teaching and learning Malay Literature that has been studied, it was found that before starting the process of teaching and learning, the teacher has to take note of the background needs of students (Table 2) in order to identify the characteristics and feelings of students who do not show an interest in the Malay Literature subject (4.11). Teachers will pay more attention to students who get less attention from parents or guardians (4.11), not well, have vision problems and lack of personal hygiene (4.03). Teachers will also take reasonable steps to attract students towards the Malay Literature subject by focusing enough on the student (4.18) in addition, providing instructional media for ICT and multimedia to meet the needs of students who do not bring textbooks and exercise books to school (3.81).

Table 3: Knowledge about Students

No	Statement	Percentage (%)					Average
		5	4	3	2	1	
1	I found that Malay Literature teacher: identify students with characteristics such as low self-esteem, anxiety, fear, sadness and easily bored.	3 4. 4	4 3. 3	2 1. 1	1 . 1		4.11
2	care about students who gets less attention from parents / guardians at home.	3 8. 9	3 8. 9	1 7. 8	3 . 3	1 . 1	4.11
3	focusing on students who are not well, have vision problems and lack of personal hygiene.	3 1. 1	4 7. 8	1 4. 4	3 . 3	2 . 2	4.03
4	taking action towards students who are less prepared to learn, less interest and less understanding of learning.	4 4. 4	3 6. 7	1 1. 1	4 . 4	2 . 2	4.18

5	helping students who did not bring textbooks and exercise books to school by providing instructional media ict and multimedia.	3 3. 3	2 7. 8	2 7. 8	8 . 9	2 . 2	3.81
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Analysis of the data showed that 34.4% of students strongly agree while 43.4% agree with the statement that Malay Literature teachers identify students with characteristics such as low self-esteem, anxiety, fear, sadness and easily bored. 21.2% of students were unsure and disagree with the statement. There are 38.9% of students strongly agree and agree to the statement that the Malay Literature teacher cares about the students who get less attention from parents / guardians at home. 17.8% of students said they were not sure and 4.4% of students said they disagree and strongly disagree with the statement. Showed 47.8% of the students agree with the statement that Malay Literature teachers focus on students who are not well, have vision problems and lack of personal hygiene. 31.1% of students agree, 14.4% disagree, while 3.3% and 2.2% of students felt unsure and strongly disagree with the statement.

In addition, 44.4% and 36.7% students respectively strongly agree and agree that Malay Literature teachers take action towards students who are less prepared to learn, less interest and less understanding of learning. 11.1% of students were unsure while 4.4% and 2.2% of students disagree and strongly disagree with the statement. Finally 33.3% of students strongly agreed that the Malay Literature teacher helps students who do not bring textbooks and exercise books to school by providing instructional media ICT and multimedia. 27.8% of students agree and were unsure while 8.9% said they disagree and only 2.2% of students felt strongly disagree with the statement.

Therefore, the overall knowledge analysis on students gives the impression that the average score per item for statements related to teacher pedagogical knowledge (aspects of student learning; teaching and learning strategies and assessment) was between 3.00 and 5.00. The highest average was 4.18 (taking action towards students who are less prepared to learn, less interest and less understanding of learning) and the lowest average was 3.81 (helping students who did not bring textbooks and exercise books to school by providing learning media ict and multimedia). This suggests that teachers take positive measures such as identifying the characteristics of students and provide interactive materials to increase student interest in the subject of Malay Literature.

In terms of implementing teaching and learning (Table 3), teachers inculcate positive social attitudes among students such as helping, cooperating and being tolerant (4.64). Apart from focusing on teaching and learning to achieve student learning objectives (4.44), teachers are facilitators that guide students in learning

activities (4.48) by providing students with an important role in teaching and learning activities (4.22) and taking into account student differences in ability and interest. (4.19). In connection to that, teachers emphasize various methods of teaching and learning such as classroom

methods, group methods, individual methods, discussion methods and explanatory methods (4.48). However, teachers were more likely to adapt group method strategies than individual methods (4.23) as illustrated in Table 3 data analysis.

Table 4: Knowledge on Teaching and Learning Teacher's Strategy

No	Statement	Percentage (%)					Average
		5	4	3	2	1	
1	provide students with an important role in conducting teaching and learning activities.	42.2	37.8	20.0			4.22
2	is a facilitator that guides students in their learning activities.	52.2	43.3	4.4			4.48
3	encourage communication and interaction between teachers and students in two ways.	55.6	31.1	10.0	3.3		4.39
4	giving students an opportunity to give their opinion	66.7	26.7	5.6		1.1	4.58
5	focusing in teaching and learning on achieving student learning objectives.	55.6	34.4	8.9	1.1		4.44
6	inculcate positive social traits such as helping, cooperating and tolerating students.	68.9	27.8	2.2	1.1		4.64
7	manage group method strategies more than individual methods	44.4	40.0	11.1	3.3	1.1	4.23
8	taking into account student differences in terms of ability and interest.	36.7	46.7	15.6	1.1		4.19
9	making students creative while the activity is taking place.	46.7	46.7	5.6	1.1		4.39
10	produce motivated students while learning.	55.6	42.2	1.1		1.1	4.51
11.	teaching themes, issues, backgrounds, language styles during teaching and learning time through questioning, discussion and group presentation.	68.9	23.3	3.3	1.1	2.2	4.57
12.	teaching two aspects such as themes and issues during teaching and learning time through I-think map activities, gallery walks and other 21st century learning.	35.6	40.0	15.6	4.4	4.4	3.98
13.	assign students to analyze the passage in the text during teaching and learning time.	34.4	48.9	11.1	2.2	3.3	4.09
14.	guide students to experience the character and events in the form of casting hot seat, declamation acting or singing a poem without music	52.2	32.2	6.7	4.4	4.4	4.23
15.	provides knowledge on the theme aspects, background issues, and many more through simulation during teaching and learning time.	41.1	38.9	8.9	4.4	6.7	4.03
16	emphasizes various methods of teaching and learning such as class method, group method, individual method, discussion method and explanation method.	52.2	44.4	2.2	1.1		4.48
17.	applying techniques of teaching and learning that encourages students to have interest in Malay literature, understand and appreciate the Malay literature, and be able to apply the literary aspects.	50.0	40.0	8.9		1.1	4.38
18.	use teaching tools and ict and multimedia technologies to enhance the various teaching and learning techniques selected by teachers.	41.1	32.2	15.6	6.7	4.4	3.99
19.	encourage students to read literary books apart from compulsory text.	37.8	36.7	18.9	1.1	5.6	4.00
20.	produce students who are good at writing creative	50.0	41.1	6.7	1.1	1.1	4.38

	writing such as poem, poetry, <i>gurindam</i> , <i>seloka</i> , <i>sajak</i> , short stories and novels.						
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Data analysis showed 42.2% and 37.8% students respectively strongly agree and agree that Malay Literature teachers provide opportunities for students to have an important role in carrying out the activities of

teaching and learning. 20.0% of students were unsure of the statement. There are 52.2% and 43.3% students respectively strongly agree and agree that Malay Literature teacher is a facilitator who guides the students to carry out learning activities. 4.4% of students were unsure of the statement. 55.6% and 31.1% students respectively strongly agree and agree that Malay Literature teachers encourage communication and interaction between teachers and students in two ways. 10.0% and 3.3% of the students were unsure and disagree with the statement.

There are 66.7% and 26.7% students respectively strongly agree and agree that Malay Literature teachers provide opportunities for students to give their opinions. 5.6% and 1.1% of the students were unsure and strongly disagree with the statement. Next, 55.6% and 34.4% students respectively strongly agree and agree that Malay Literature teachers focus on teaching and learning on achieving student learning objectives. 8.9% and 1.1% of the students were unsure and disagree with the statement. While 68.9% and 23.3% students respectively strongly agree and agree that Malay Literature teachers teach themes, issues, backgrounds, language styles during teaching and learning time through questioning, discussion and group presentation. 3.3% of students were unsure, 1.1% of students disagreed and 2.2% of students strongly disagree with the statement.

In addition, 35.6% and 40.0% students respectively strongly agree and agree that Malay Literature teacher teaching two aspects such as themes and issues during teaching and learning time through I-think map activities, gallery walks and other 21st century learning. 15.6% of students were uncertain while 4.4% of students strongly disagree with the statement. Similarly, 34.4% and 48.9% students respectively strongly agree and agree that teachers assign students to analyze the passage in the text during teaching and learning time. 11.1% of students were unsure, 2.2% of students disagree and 3.3% of students strongly disagree with the statement.

In addition, 52.2% and 38.9% students respectively strongly agree and agree that Malay Literature teachers guide students to experience the character and events in the form of casting hot seat, declamation acting or singing a poem without music. 6.7% of the students were uncertain while 4.4% of the students disagree and strongly disagree with the statement. Followed by 41.1% and 38.9% students respectively strongly agree and agree that Malay Literature teachers provide knowledge on the theme aspects, background issues, and many more through simulation during teaching and learning

time. 8.9% of students are uncertain, 4.4% of students disagree and 6.7% of students strongly disagree with the statement.

There are 52.2% and 44.4% students respectively strongly agree and agree that Malay Literature teachers emphasize various methods of teaching and learning such as class method, group method, individual method, discussion method and explanation method. 2.2% and 1.1% of the students were unsure and disagree with the statement. While 50.0% and 40.0% students respectively strongly agree and agree that Malay Literature teachers apply techniques of teaching and learning that encourage students to have interest in Malay literature, understand and appreciate the Malay literature, and be able to apply the literary aspects. 8.9% and 1.1% of the students were unsure and strongly disagree with the statement.

Significantly, 41.1% and 32.2% students respectively strongly agree and agree that Malay Literature teacher use teaching tools and ICT and multimedia technologies to enhance the various teaching and learning techniques selected by teachers. 15.6% of students were uncertain, 6.7% of students disagree and 4.4% of students strongly disagree with the statement.

Subsequently, 37.8% and 36.7% students respectively strongly agree and agree that Malay Literature teachers encourage students to read literary books apart from compulsory text. 18.9% of students were unsure, 1.1% of students disagree and 5.6% of students strongly disagree with the statement. Similarly, 50.0% and 41.1% students respectively strongly agree and agree that Malay Literature teacher produce students who are good at writing creative writing such as poem, poetry, *gurindam*, *seloka*, *sajak*, short stories and novels. 6.7% of students are uncertain, 1.1% of students disagree and 1.1% of students strongly disagree with the statement.

Thus, overall, the average score per item for statements related to knowledge of teaching and learning strategy was between 3.00 and 5.00. The highest average was 4.64 (inculcate positive social traits such as helping, cooperating and tolerating students). And the lowest was 3.98 (teaching two aspects such as themes and issues during teaching and learning time through I-think map activities, gallery walks and other 21st century learning). This shows that teachers are implementing a variety of good and interesting strategies in teaching and learning such as instilling positive social attitudes, enhancing student communication with teachers, encouraging motivation and many more.

In addition, for the understanding of Malay Literature content (Table 5), teacher describes the literary definition, characteristics, forms, historical development and the role of Malay literature to students (4:52). For each of the prose works and poems studied, the teacher describes the author's biography (4:01), describes the themes and issues (4:42), analyzes the language style

(4.52) and the values and lessons contained in the work (4.48). In addition, teachers will analyze characters and characteristics (4.53), describe plots (4.41), backgrounds (4.42) and point of view (4.35), and analyze forms in the prose works being studied (4.38). A deep knowledge on

the content of Malay Literature can provide easy understanding to the students and be able to get good results in the examination that they face.

No	Penyataan	5	4	3	2	1	Mis	Mean
1	describes the literary definition, characteristics, forms, historical development and the role of Malay literature	56 62.2	29 32.3	3 3.3		2 2.2		4.52
2	describes the author's biography and prose work studied	32 35.6	38 42.2	13 14.4	3 3.3	4 4.4		4.01
3	describes the themes and issues in the prose work and poem	46 51.1	37 41.1	6 6.7	1 1.1			4.42
4	analyze characters and characteristics in the prose work studied	53 58.9	33 36.7	3 3.3	1 1.1			4.53
5.	describe plots in the prose work studied	45 50.0	38 42.2	6 6.7	1 1.1			4.41
6.	describe backgrounds in the prose work studied	48 53.3	35 38.9	4 4.4	3 3.3			4.42
7	analyze language styles in the prose work studied	53 58.9	29 32.2	7 7.8			1 1.1	4.52
8	describe point of views in the prose work studied	39 43.3	44 48.9	4 4.4	2 2.2		1 1.1	4.35
9.	analyze forms in the prose work studied	48 53.3	32 35.6	5 5.6	3 3.3	1 1.1	1 1.1	4.38
10	analyze values and lessons contained in the prose and poem	53 58.9	29 32.2	5 5.6	1 1.1	1 1.1	1 1.1	4.48

Hence, the analysis found the average score for each item related to the statement of the content of Malay literature is between 4.00 and 5.00. The highest average was 4.53 (analyzing characters and characteristics in prose works) and the lowest was 4.01 (describing the author's biography and prose work being studied). This shows that teachers analyze and explain the content of the lessons to students including analyzing characters and characteristics in prose works and explaining the author's biography and prose being studied so that students can clearly understand them.

#### 4. Conclusion

Based on the study, the overall average score for each item related statement on pedagogical knowledge of teachers is between 3.00 and 5.00, indicating that teachers take positive action to increase student interest in the Malay Literature subject. For statement on knowledge about teaching and learning strategies, it is found that the scores are between 3.00 and 5.00, which implies that

teachers can implement good and interesting strategies in teaching and learning of Malay Literature.

Therefore, it can be said that the methods and knowledge of the teaching content are applied not separately in teaching and learning, but internally or cooperatively. This is because the teaching and learning process involves teacher's skills, teaching content, educational materials and students' ability is a complex pedagogical process. Through the teaching and learning process, it is not only formally required a wealth of knowledge, but also through experience interacting with the content of the teaching, students, classrooms, the environment and beyond the school. Methods and practices of the implementation of cooperative teaching and learning and suitable in accordance with the contents of a pedagogical process that is important to consider the implementation of the strategy in teaching and learning to enable students to improve academic achievement.

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