

Pedagogical Content Knowledge of National Secondary Schools Teachers in Teaching the Literature Component of the Malay Language

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Abstract

The study aimed to investigate the Pedagogical Content Knowledge (PCK) of Malay language teachers in the teaching and learning of the Literature Component (LC) in national secondary schools. The main aspects being studied covered content knowledge, general pedagogical knowledge, specific pedagogical knowledge, and contextual knowledge. This quantitative study involved two districts in Sabah State, and 123 Malay Language teachers were selected through a purposeful random sampling method. The data were analyzed using the Statistical Package for Social Science (SPSS). The findings revealed a significant positive relationship between content knowledge, general pedagogical knowledge, specific pedagogical knowledge, and context knowledge of the language teachers. Besides that, the study indicated a significant difference between the language teachers' general pedagogical knowledge and pedagogical content knowledge levels based on their age groups. Hence, it could be concluded that this study elucidated the importance of Malay Language teachers' pedagogical content knowledge in the teaching and learning of the Literature Component (LC) in national secondary schools that should be emphasized by the related parties to guarantee the teaching qualities in long-term.

Keywords: Pedagogical Content Knowledge, Literature Component, Malay Language, national secondary schools