

Academic Project

**Factors influencing the performance of UPSR
English Paper result of SK RPR
Batu Kawa, 2003.**

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Contents

	Page
I. Introduction	
A. Statement of the problem	1
B. Purpose of the study	1
II. Review of literature	2
III. Research Design and Methodology	
A. Population	5
B. Data Gathering	
1. School's Policy	
a. Examination Oriented Learning Intermis UPSR Subjects	6
b. Extra Classes for Primary Six Pupils	7
c. Experienced English Teachers	10
d. Rotation System of Teaching English for Primary Six	11
e. Adoption of Primary Six Pupils by teachers	12
f. Examination	13
i. Monthly Examination	13
ii. Term Examinations	14
iii. Pre-UPSR Examination	15
2. School's facilities	
a. Resource Center	16
b. Computer Class	16
c. "E- Pustaka " (E-Library)	17

3. Motivation	18
a. Academic Day	19
b. Parents and Pupils of Year Six	19
4. English Material	
a. Activity Books	20
5. Others Factors	21
6. Primary Source	
a. Interview with an English Teacher	23
b. Interview with Parent	25
c. Interview with Pupils	27
7. Secondary Source	
a. UPSR Subjects Analysis Year 2003 and 2002	30
b. Graph: UPSR English Result Year 2003 and 2002	32
c. Table: UPSR English Result Year 2003 and 2002	33
d. Over All Analyses UPSR Result Year 2003	34
e. Over All Analyses UPSR Result Year 2002	35
IV. Conclusion	36
V. Recommendation	37
VI. References	39

I. Introduction

A. Statement of the problem

This is a review on factors influencing the performance of UPSR English Paper by pupils of SK RPR Batu Kawa, Kuching in 2003. The goal is to introduce reader (s) to an indepth study of factors influencing the performance of UPSR English paper, while stressing the importance of historical argument and historiographical perspective.

All the data and evidence of the factors were gathered from the 2002 and 2003 UPSR examination results as well as from English teachers, parents and students. Factors mentioned in this review did help influence the performance of UPSR English results of SK RPR Batu Kawa, Kuching in 2003, as this year the school produced the best result in its history.

B. Purpose of the study

The purpose of the study is to identify specifically factors influencing the performance of UPSR English Paper of SK RPR Batu Kawa, Kuching in 2003. In 2002 the passing rate of the UPSR English paper was only 72.3%. The school administration felt that the result had to be improved for the following year. Consequently more activities were introduced. With the implementation of those activities and the existing activities, the result of the UPSR English paper in 2003 improved to 89.3 % passes.

Every factor helps and contributes to the performance of UPSR English paper as there are written facts and figures attached. Interviews were also carried out with an English teacher, a parent and students to get their comments and reflections on factors influencing the performance of the results.

II. Review of Literature

The key factor influencing the pupils' learning is selecting the correct teaching methodology. This has undoubtedly improved many aspects of language teaching practices and has enriched the range of methodological options from which teachers can choose. Holes says (1980:3), "*A good deal of what has been written about language teaching over the last two decades (if not longer) seems to have been concerned with finding better, or ideally, the best teaching method.*" Every teaching situation involves the interaction between a given teaching method, the students and the wider socio-cultural context of learning.

Experienced teachers play an important role in influencing the performance of learning. An experienced teacher is one who has been teaching long enough to have established routines for classroom behaviour which are no longer subjected to regular re-appraisal or change. Ivan Tudor says (1993), "*In other words, the teacher is a figure of*