

Universiti Teknologi MARA

**An Evaluation of The Effectiveness of
'The Buddy' System as a Support for ETeMS
Programme**

Zaini bt Mohd Nor

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with regulation of Universiti Teknologi MARA(UiTM). It is original and the result of my own work. This thesis has not been admitted to other academic institutions for other degree or qualification.

In the event that my thesis was found to violate the conditions mentioned above, I voluntarily waive my right of conferment of my degree and be subjected to the disciplinary rules by UiTM.

Candidate's Name : Zaini bt Mohd Nor

Candidate's Signature : 

Date : 15/8/2006

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ABSTRACT

This qualitative study is designed to explore the effectiveness of the Buddy Support System (BSS) programme in Kuala Terengganu, in the State of Terengganu. This study is an attempt to understand the consequence of mentoring between teachers who are proficient in English, and Mathematics and Science teachers who are less proficient in English, through the Buddy Support System Programme. The research is conducted in the Kuala Terengganu district involving Mathematics and Science teachers, and English teachers from all secondary schools in that district. The data for this study are gathered from a questionnaire answered by all respondents. A total of 60 % of the Mathematics and Science teachers perceived the Buddy Support System as effective. Over 54% of the English teachers indicated that the support system is effective. 32 % of the respondents said that the Buddy System is not effective due to lack of practice on the part of the buddies. The findings of the study thus indicated that the Mathematics and Science teachers as well as the English teachers were ready for the implementation of ETeMS, and the Buddy Support System is effective to some extent in helping the buddies to be proficient in English. School administrators therefore should make sure that The Buddy Support System works well in their schools and everybody involved play their role to make it a success.

CHAPTER 1

1.0 INTRODUCTION

Malaysian's 'Vision 2020' states nine challenges towards becoming an industrialized nation by the year 2020. One of these nine challenges is to establish a scientific and progressive society of its own mould, one that is innovative, forward looking and most importantly a contributor to the new technology instead of being only a consumer (Vision 2020, 1991).

Vision 2020 and globalization has also brought about many changes and modifications to the Malaysian School Curriculum. The present and future generations needs to be well-equipped with scientific knowledge and has to be proficient in the language of technology that is English. Mathematics and Science are the subjects relevant to modern technology and so the government has made an important innovation in changing the medium of instruction of Mathematics and Science from Bahasa Melayu to English, effective as of January 2003 (NST 21/7/2000).

Knowledge of Science and Mathematics should provide concrete and realistic experiences coupled with active cognitive participation to facilitate the conceptual change in achieving the aspirations of the nation. It poses special challenges not only for teachers who have been trained in the Malay medium,