



**A COMPARATIVE STUDY OF BEFORE AND
AFTER THE IMPLEMENTATION OF ENGLISH FOR
TEACHING MATHEMATICS AND SCIENCE (ETeMS)
ON ENGLISH LANGUAGE RESULTS IN PENILAIAN
MENENGAH RENDAH: A SURVEY AT SEKOLAH
MENENGAH KEBANGSAAN PADAWAN, KUCHING**

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ABSTRACT

Beginning 2003 English was readopted as the medium of instruction for Science and Mathematics after 33 years of using Bahasa Melayu. This change is an attempt to enhance the learners' proficiency in English. While this is a proactive step in the right direction, it is important to understand the teachers' and the students' views on the impact of this curricular change. Equally vital is the students' actual performances especially the grades they obtained in public examinations such as Penilaian Menengah Rendah (PMR) as this will reflect the effectiveness of the policy change. This study was conducted to support the ideas that the teaching of these two subjects in English helps to improve the learners' PMR English language results. The researcher believes that, the more exposure to English language through ETeMS the better the PMR English language results will be. Besides, since ETeMS is integrated with information and communications technology, (ICT) and multimedia courseware, the common perception is that, technology is not only an effective delivery tool for teaching-learning for a variety of subjects (Mathematics, Science, English for a start) in an engaging way resulted in better examination achievements. The academic report reports findings from a recent survey among teachers teaching English and students benefited from the implementation and those who were not the recipient of it in Sekolah Menengah Kebangsaan (SMK) Padawan, Kuching. Two sets of questionnaires were used as instruments to:

- a) elicit views on teachers' perceptions towards the students' English performances, attitudes towards English and ETeMS.
- b) elicit views on students' perceptions towards their own English performances, attitudes towards English and ETeMS.

In order to validate these findings, results of students' English in PMR of the selected school and 3 other secondary schools in Padawan Rural Disitric, results of Sarawak and national English PMR were also analyzed and compared.

CHAPTER 1

INTRODUCTION

1.0 Introduction

In January 2003, Malaysia took a bold step in readopting the English language as a medium of instruction for Science and Mathematics. This change in policy was deemed necessary to ensure that Malaysians are able to keep abreast with scientific and technological development that is mostly recorded in the English language. At the same time, this move is envisaged to provide opportunities for students to use English language and therefore increase their proficiency in the language (Sharifah 2002). The change in policy is congruent to significant developments and understandings in second language acquisition that emphasizes the role of meaningful, understandable input (Krashen, 1981). In this case, teaching Mathematics and Science in English provides a rich context for genuine language use and as such serves as a focal point around which oral language and literacy in English can develop (Kessler & Quinn, 1987). This is seen as a very important move in the quest for better standard of English among learners which has been deteriorating for the past twenty years. According to the then Prime Minister of Malaysia Tun Dr. Mahathir Mohamad, "this will help to arrest the declining standard of the language among students and help them to be at par with the fast booming economic development and

CHAPTER 2

LITERATURE REVIEWS

2.0 Introduction

This chapter presents related reviews of literatures that enable a better understanding of the research.

2.1 Implementation of ETeMS

In January 2003 Malaysia took a bold step in readopting the English language as the medium of instruction for Science and Mathematics. This change in policy was deemed necessary to ensure that Malaysians are able to keep abreast with scientific and technological development that is mostly recorded in English language. At the same time, this move is envisaged to provide opportunities for students to use the English language, therefore increases their proficiency in the language (Sharifah, 2002).

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