

Universiti Teknologi MARA

**The Effectiveness Of The Etems Programme
And The Effects On The Teaching Of
Mathematics And Science
In The Classroom**

AHMAD FAIZAL BIN TAJUDEEN

Thesis submitted in partial fulfilment of the requirements
for the degree of
Master of Education
In the Teaching of English as a Second Language (TESL)

May 2006

DECLARATION OF ORIGINAL WORK

THE EFFECTIVENESS OF THE ETEMS PROGRAMME AND THE EFFECTS ON THE TEACHING OF MATHEMATICS AND SCIENCE IN THE CLASSROOM

I hereby declare that the work in this academic exercise is based on my own original work except for the quotations and summaries which have been acknowledged.

PENGAKUAN

Saya mengakui karya ini adalah berdasarkan hasil kerja saya sendiri, kecuali nukilan-nukilan dan ringkasan-ringkasan yang tiap-tiap satunya telah saya jelaskan sumbernya.

.....
AHMAD FAIZAL BIN TAJUDDEEN
2003368972

MAY 2006

ABSTRACT

This study attempts to identify whether the ETeMS modules provide sufficient input for the Maths and Science teachers. Further it seeks to establish whether the teachers' competency in both the subject matter and the new medium of instruction affect the teaching and learning process in the classroom and if the resources and materials provided by the government are adequate and suit the students' level and ability in terms of the suitability of contents and language. The study was conducted on a group of 60 Mathematics and Science teachers from the Primary and the Secondary schools in the District of Setiu, Terengganu. The method used in the paper was a survey using a set of questionnaires which comprised of four sections. The results show that the teachers whose their educational background is limited to SPM or Diploma level would find that the ETeMS course or module is very useful, But for those who had obtained a higher level of qualification would find that the ETeMS course is rather a waste of time. It was found that teachers' competency in both the subject matter and English affected the teaching and learning process in the classroom and the resources and materials provided by the government are only found to be moderately adequate for classroom use. This paper hopes that the findings would provide fresh insight into the adequacy of the ETeMS module to enable educational planners to come up with an improved module

ACKNOWLEDGEMENTS

This study would not have been a reality without the effort of my respected supervisor Mr. Gopala Krishnan for his time, guidance, advice especially for his motivational support. I would also like to express my gratitude to Mr. Rasaya Marimuthu who had also contributed his assistance in this study.

I would like to express my appreciation to the Maths and Science teachers of SMK. Chalok, SMK. SG. Tong, SMK. Putera Jaya, SMK. Tengku Ibrahim, SMK. Saujana, SMK. Guntong, SMK. Penarek, SK. Kg. Buloh, SK. Permaisuri, SK. Fikri, SK. Langkap and SK. Chalok for their cooperation and for participating in this study.

I would also like to thank my fellow colleagues in SMK Chalok (Model Khas), the officer in the Setiu District Education Office, the officer in the Terengganu State Education Resource Centre and Puan Laileesun Binti Ishak, for providing related information and for taking part in this study.

Finally I would like to wish my deepest gratitude to my beloved wife Mahani Ismail, and my children Amni, Izzah and Iyad for their never ending support.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The teaching of English as second language has turned to be a necessity in the education system in almost all the countries all over the world including Malaysia. Looking back at the history, after independence till 1970, public education in Malaysia had been using English as the medium of instruction. The impact of the education policy used during this period has resulted to the ability in producing students who are competent enough in their spoken and written language.

Since 1970 a new education policy have been implemented where the medium of instructions in all levels of education from primary to tertiary level in Malaysia have been using the national language as the medium of instruction. Unfortunately the impact of the new policy has indirectly shown a negative effect towards the students' competency in their spoken and their written language. Since then, the numbers of students who are able to use English competently and confidently are deteriorating.

Realising that the condition was becoming more and more critical from day to day, a new education policy was implemented in 2002. As a result, again English has been reintroduced as the medium of instruction, but the