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A RELATIONSHIP STUDY OF STUDENTS' SCORES IN SCHOOL BASED ORAL ENGLISH ASSESSMENT (SBOEA) AND ENGLISH LANGUAGE RESULTS IN SIJIL PELAJARAN MALAYSIA (SPM)

HENRY ANAK SAWI

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ABSTRACT

This study was to identify the relationship between students' oral proficiency score as measured by the School Based Oral English Assessment (SBOEA) and achievement result of English Language by grade in the Sijil Pelajaran Malaysia (SPM) 1119 English Language paper. It was also conducted to determine whether Higher English Language Proficiency Students (HELPS) performed equally well on SBOEA and English language in SPM. The model used for the study is a framework based on the work by Bachman and Palmer (1996). The model displays correspondences between communicative language ability, language competence, language use and language performance. The language use tasks were the activities that involved students in using English language in the oral assessment (SBOEA) and in the SPM examination. About 382 Form Five students of SMK Muara Tuang, Kota Samarahan Sarawak were used as subjects for this study and these subjects were those who sat for their SPM examination in 2010. A correlational method and Paired-Samples t-Test were applied in this study in which it tried to find a relationship between scores of students in oral as measured by SBOEA and results of English language in SPM and also the differences on HELPS' scores on SBOEA and English language results. The findings indicated that there were high relationships between students SBOEA's scores and English language results. There were also differences between HELPS scores and English language results. Some pedagogical and methodological suggestions and recommendation were suggested for future studies such as improving techniques and styles on teaching and learning which can affect students' motivation in learning English. The future studies also can focus on results between male and female students and also between science and arts classes. The use of questionnaires and interviews also can be used as research instruments.

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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

Name of Candidate	:	Henry Anak Sawi
Candidate's ID No	:	2008427208
Programme	:	Master in Education (TESL)
Faculty	:	Education
Thesis Title	:	A Relationship Study of Student's Scores in School Based Oral English Assessment (SBOEA) and English Language Results in Sijil Pelajaran Malaysia (SPM).

Signature of Candidate : ....

Date : 19 September 2011

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

English is taught as a second language in the national education system in Malaysia. At the primary level, it is taught to students in year one to year six. When these students enter secondary schools, English is also taught from form one to form five. While those who are at the pre-university level or the form six, they will have to sit for the Malaysian University English Test or MUET, which is a compulsory subject as requirement for university entry. Therefore, students in Malaysian schools have been learning English for a period of eleven years and sitting for three major examinations; Ujian Penilaian Sekolah Rendah (UPSR) at the primary level, Penilaian Menengah Rendah (PMR) at the lower secondary level and Sijil Pelajaran Malaysia (SPM) at the upper secondary level.

Based on these long periods of years of study and sitting for various governments standardized examinations, our education system should be able to produce students who are capable of mastering English language. In addition, studies by Cummins (1991, 1992) and Cummins and Nakajima (1987) indicated that it will take up to two years to acquire fluency in spoken English and up to seven years to acquire academic English or full fluency. Hence, in relation to studying and mastering of the English language as a second language in the Malaysian education system, this length of period is considered acceptable to achieve proficiency level. This is aptly supported by Collier (1987, 1989, 1992, and 1997) that a longer period of time is needed to acquire success in the academic English.

In term of academic attainment, the first public examination at secondary level taken by students is Penilaian Menengah Rendah (PMR). After studying for three years

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