TEACHERS' READINESS IN USING ENGLISH

IN THE TEACHING OF MATHEMATICS AND

SCIENCE

BY

SADAI AK JANGOI

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LANGUAGE FACULTY

MARA UNIVERSITY OF TECHNOLOGY SAMARAHAN

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ABSTRAK

Kajian ini dijalankan untuk melihat kesedian guru dalam menggunakan Bahasa Inggeris didalam pengajaran Matematik dan Sains di SMK Sg Tapang dan SMK Tun Abdul Razak. Kajian ini akan melihat sama ada pendedahan kepada latihan dan latarbelakang pendidikan mereka akan mempengaruhi kesedian guru.

Penyelidikan ini membabitkan seramai 20 orang responden. Kaedah yang digunakan termasuk temuduga, pemerhatian dan soal selidik. Maklumat mengenai ciri-ciri demografi, kesedian guru dan isu yang berkaitan dengan kesedian guru dikumpulkan melalui borang soal selidik dan temuduga.

Daripada maklumat terkumpul, secara umumnya para responden sudah bersedia untuk menggunakan Bahasa Inggeris di dalam pengajaran Matematik dan Sains. Beberapa faktor telah dikenalpasti menyumbang kepada kesedian guru semasa kajian dijalankan. Cadangan-cadangan daripada para responden dan pengkaji telah dinyatakan dalam kajian bagi mengubahsuai dan memperbaiki sistem serta meningkatkan keyakinan guru dalam pengajaran dan pembelajaran. Persedian yang teratur diperingkat pengubal sistem, sekolah dan guru itu sendiri boleh meningkatkan keberkesanan dan memberi keyakinan kepada guru yang terlibat dalam pengajaran Matematik dan Sains dalam Bahasa Inggeris.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

This chapter will focus on the background of the elements in the study in order to brief the reader before proceeding to the process and finding of the research. Firstly, the researcher will discuss on the introduction part, which consists of the background of the study. Under the background of the study, the researcher will discuss on the importance of English in our country. This is followed by the brief history of issue that bring up the matter of Mathematics and Sciences English in Malaysia. Next, the researcher will focus on the current status of English in Malaysia and its implementation. Also the researcher will touch on the Statement of Problem, the Purpose of the Study, the Objectives of the Study, the Research Questions, the Limitation of the Study and finally the Definition of Terms.

1.1   Why do we have to learn English?

First of all, to regain our mastery of both spoken and written English, and our lost place under the English-speaking world's sun, we need to have a new mindset about English. The researcher hopes this can be reflected by changes to existing education policies and individual actions. Why there is a need to bring back English to our present society?

Chapter 2

Theoretical Review

This review is related to the teachers' readiness in the teaching of Mathematics and Science in English. Firstly, the researcher is going to look into the concept of Teachers' readiness. After that the researcher will review on the status of English in Malaysia in brief. Supporting theories in relation to the study are discussed with regard to the teachers' readiness and its implications as a result from the implementation of Mathematics and Science in English between rural and urban school.

2.1 The Concept of Teachers' Readiness in the teaching of Mathematics and Science in English.

Readiness is a process that occurs over time and in context. The conception of readiness proposed here incorporates many of the elements that contributes under which someone's ability o learn, including the setting, context, and the conditions under which someone's acquires skills and is encouraged to learn. Readiness may be defined as 'the state of being ready, eagerness, prepared and quickness in doing something' (Oxford Advanced Learner's Dictionary, 1995:968). Fundamentally teacher education should be grounded in an epistemology that emphasizes solution methods not solution. We have to