

THE CAPACITY AND CAPABILITY OF A RURAL PRIMARY SCHOOL IN SABAH IN PROMOTING THE TEACHING AND LEARNING OF THE ENGLISH LANGUAGE

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ABSTRACT

This study was encouraged by the mobilization of the NKRA (National Key Result Areas) Project specifically the High Performing Schools issue. In essence, this is an investigation of the “live-life” of a rural primary school, School X which rested in rustic Sabah, Malaysia. The main objective of this research is to discover how a small bucolic school with all its pastoral and rustic conditions have the potential to be a high performing school especially in the English language. This study used an ethnographic case study approach which aimed to gain an in-depth understanding of these processes and practices of the school. Seven entries had been conducted over a time span of 18 months. The data of the study were obtained through observations, interviews, and document analysis. Data collection was based on four different domains: school climate, classroom climate, school effectiveness, and classroom effectiveness, and then deconstructed to make connections for pertinent issues to materialise. The data collection and analysis of this study was guided by five measurement dimensions – *frequency*, *focus*, *stage*, *differentiation*, and *quality*. At the end of the analysis, the data were later reconstructed based on the variables specified under each of the four domains of this study. The findings suggested that School X badly needed the basic capacity to uplift the spirit of the stakeholders particularly the teachers and pupils, although their potential could be nurtured through uplifting the stakeholders’ capability. This study recommended that the school should scrutinise the **human capacity**, **interactional capability** as well as **programme capacity** and **capability**. The school should look into better interpersonal discussions and partnership among the stakeholders and create better networking with other teachers of the same district. This would help to improve not only the academic collaboration but also emotional and inspirational uplifting among the stakeholders at School X that subsequently help the school to obtain more content and pedagogical ideas for the benefit of the school.