

**THE USE OF BIG BOOK TO ENHANCE READING INTEREST IN
YOUNG CHILDREN
(SINGLE CLASS DESIGN)**

**Graduation Project Submitted in Partial Fulfillment of the Requirement for the
Degree of Bachelor of Arts In Education _ TESL with Honours.**

Supervisor: Mr Bromeley Philip

IRIS SAPOK

2000503093

Faculty of Education

University Technology Mara

Campus Samarahan, Sarawak.

May _ October 2004

(12 October 2004)

TABLES OF CONTENTS

| | PAGE |
|---|---------|
| ACKNOWLEDGEMENT | I |
| ABSTRACT | 2 |
| ABSTRAK | 3 |
| CHAPTER ONE | |
| 1.1 Introduction | 1-2 |
| 1.2 Background of the study | 3 |
| 1.3 Statement of the problem | 3-5 |
| 1.4 Research Objectives | 5 |
| 1.5 significance of the study | 6 |
| 1.6 Research question | 6-7 |
| 1.7 Scope of the study | 7 |
| 1.8 Delimitations | 7 |
| 1.9 Definitions of Terms | 8 – 9 |
| CHAPTER TWO | |
| 2.1 Introduction | 10 |
| 2.2 Studies on how Big Book is used to enhance reading | |
| Interest in young children | 11 |
| 2.2.1 Big Book Technique or Shared Reading Approach | 11 – 15 |
| 2.3 Does Big Book/Shared Reading Prepare Children to become | |
| Independent readers? | 15 –16 |

ABSTRACT

The purpose of this observation was to investigate the technique case study in using “Big Book/Shared Reading” in a rural Primary 1 classroom. An observation was done by using a checklist, survey, questionnaire and interview to obtain the pupils progress using the technique. The observation lasted for eight weeks on one single classroom consisting 30 pupils. It was concluded that the Big Book technique was an effective way to motivate and enhance pupils to become autonomous, independent readers for life long.

CHAPTER ONE

The Use of Big Books to Enhance Reading Interest in Young Children

1.1 Introduction

“The challenge of Literacy development is fine-tuning programmes that are already satisfactory to get better results. To ensure that by the age of nine no children will have fallen dangerously behind their peers in literacy development, special attention must be paid to preschool years, the preparatory class at school entry, the first two years of literacy instruction, and early interventions that provide catch-up experiences.”

(Cambourne 1998)

In line with the education philosophy in Malaysia, the effort to develop reading interest among Malaysian is an ongoing programme especially in schools. Reading programme called **“NILAM”** which means **“Nadi Ilmu Amalan Membaca”** was first introduced in 1994, whereby sixteen project papers were presented during a reading convention, national level held in Penang Each state presented their own reading programme.

In early 1990s survey shows that each Malaysian reads only two books a year. If this figure does not change, how are we going to achieve our vision as a literate and informative society in 2020? This is the target vision of our former Prime Minister Tun Mahathir Mohammad and can we achieve it if we are not aware of our weaknesses? The government has been very concern over this matter and has put a lot of effort to help promote reading to the people via media services.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter will discuss related literature and related study to establish the theoretical foundations for the study. The present research seek to investigate the use of Big Book to enhance reading interest in young children to become independent readers or autonomous readers. "Big Book" indicates that storybook reading is critically important in young children's development (Wells, 1986) A teacher reads to a group of children rather than to a single child. The shared reading or big book model allows a group of children to experience many of the benefits that are part of storybook reading done for one or two children at home (Ferreiro & Teberosky, 1982; Schickendanz, 1978). The shared reading model or big book model was developed by Holdaway (1979) helps literacy development which is a fine-timing to enhance children to become independent readers.

The first part of the review will therefore be devoted to the discussion of the studies use of how Big Book is suitable to enhance reading interest in young children which was carried by several researchers over the years. Thus this review hopes to justify that the use of big books has successfully enhance reading interest in young children to become independent readers.

This then is followed by the discussion on how use big books help to enhance reading interest as described by Holdaway. Finally the theoretical technique employed by the study will be established.