



HOW BIG BOOK COULD ENHANCE READING ABILITIES AMONG YOUNG
LEARNERS: A STUDY FOCUS ON YEAR THREE PUPILS OF SK SIBURAN

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ABSTRACT

The purpose of this study was to investigate the effectiveness of using Big Book in enhancing reading skills. The study used quasi-experimental research design to get the data for analysis. The population sample was pupils of Year 3 in a rural school. The sample was tested by means of Pretest and Posttest after the treatment. The data was then analysed and presented. It is concluded that the Big Book technique could improve reading abilities among young learners. Its effectiveness is seen clearly when a reading gap was narrowed between the poor and the good readers. It is a suitable and effective reading material to be used in teaching and learning reading.

CHAPTER 1

INTRODUCTION

This section consists of the background of the study, statement of the problem, purpose of the study, scope of the study, significance of the study, research questions, limitations, and as well as the definitions of the terms used in the study.

1.1 Background of the study

Teaching English as a second language to non-native speakers is very challenging. It is not a popular language that they speak back home. This is true as in the case of pupils who come from the rural areas. At home, they speak in their own mother tongue language. They are not familiar with the English language. As Norizan Razali (1992) reported that, “*Children are not familiar with the English language...so there is a conflict between their home language.*” Learning English language is totally a new item in their life.

From researcher's past teaching experience, the researcher discovered that majority of the students had limited vocabulary. It gave them a big problem to understand what they read. Further more, their interest rate in learning English was also low. Teachers had to put themselves in the pupils' shoes. They had to go down to their pupils' level of understanding to enable the process of learning possible. It was also unusual to encounter children who stayed passive and remain quiet throughout the English lessons. They failed to understand what their

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter explores the relevant literatures and materials related to the study. Primary and secondary sources were used as references for the study. Then follows by discussion to look into the possibility of using Big Book to enhance reading abilities.

The study on using Big Book for teaching reading was initiated as a response to poor results in the English language subject and its daily application by pupils. Its goals were in line with the latest developments in the Ministry of Education and KBSR (*Kurikulum Bersepadu Sekolah Rendah*) syllabus requirements which recommended the teaching of the language skills of Listening, Speaking, Reading and Writing to be incorporated with the use of appropriate language (Ministry of Education, 2002).

Various areas related to the study had been identified below and will be discussed. This is to justify the use of Big Book in teaching reading and enhancing reading abilities.

- 2.1 Definition and development of shared reading in early literacy.
- 2.2 Exploring the needs for shared reading.
- 2.3 The current situations in the schools.