



## **USING SONGS AND RHYMES TO TEACH COMPREHENSION**

**A study conducted on a group of Primary Four Pupils in  
Sampun Primary School, Asajaya, Samarahan,  
Sarawak, Malaysia**

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# CONTENTS

	<b>Page</b>
TITLE PAGE	ii
CONTENT	iii
ABSTRACT	vi
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
DEDICATION	viii

<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	<b>PAGE</b>
	1.0 Background of the study	1
	1.2 Statement of the problem	3
	1.3 Purpose of the study	8
	1.4 Significance of the study	10
	1.5 Delimitations	10
	1.6 Research Hypothesis	11
	1.7 Definition of Terms	11
	Conclusion	12
 <b>CHAPTER 2</b>	 <b>REVIEW OF LITERATURE</b>	
	2.0 Introduction	14
	2.1 Status of English Language in Malaysia	14
	2.2 The role English Language in Primary Schools	17

## Abstract

### **Using Songs and Rhymes to Teach Comprehension in ESL Classroom**

English language in Malaysia is a second language. Though the status is second to Bahasa Malaysia, its roles are now more defined. With the advancement in Information and Communication Technology (ICT), English language has become an increasingly important language in this present borderless world. Therefore, the Ministry of Education from time to time introduces new English programmes and techniques to enhance the teaching and learning of English in Malaysian schools. This study seeks to see whether the gradual infusion of songs and rhymes among the students at primary four level, can be used as another potential technique to enhance the process of teaching and learning the English language. This is in addition to the existing methods and techniques that are being used. The researcher used a number of songs and rhymes prescribed by the Ministry of Education in the ESL lessons. The study revealed that songs and rhymes not only generated fun, curiosity and interest in the students, it had a positive effect on their comprehension level.

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## CHAPTER 1

### INTRODUCTION

#### Background of the study

#### 1.0 School Setting

This research was carried out at a primary school named “Sekolah Kebangsaan Sampun” or in short S. K. Sampun School in the village of Asajaya about 110 km northeast of Kota Samarahan and close to Kuching which is the capital of the state of Sarawak in East Malaysia. The S. K. Sampun school is a very small school. This school falls under the category of an Under-Enrolled School or “Sekolah Kurang Muġid” ( SKM ) by the Education Department as the yearly enrolment of the school is below 150 pupils. Current enrolment of the school is now at 141 and they are made up of mostly farmers’ children who come from the surrounding villages. It has six classes from Primary One to Primary Six. Preschool (kindergarten) classes started only in the year 2003. The average monthly attendance of the school is 96%.

The students come from five surrounding villages in Asajaya and they are mainly from the Dayak community. From 1980 onwards, the villages in Asajaya were categorized as hardship areas because of their dire inaccessibility in getting from one town to another, be it for education, commerce or shopping. A student intending to go to school faces insurmountable problems. In order to reach their school in Kuching Town, the students from these villages would have to endure long cumbersome walks through jungle paths, swampy land and streams for ten kilometers and then use motor launch to reach the nearest town of Bintawa. From there, they take either a taxi or bus to Kuching town, about thirty kilometers away.