



THE INFLUENCE OF ACTIVE READING ON
WRITING PERFROMANCE:
A CASE STUDY ON YEAR 4 STUDENTS AT
SK. MERPATI JEPANG

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APRIL 2006

ACKNOWLEDGEMENTS

I wish to thank Mdm. Linda Sim who has rendered her kind help, to supervise and monitor me throughout this academic project. Not only she has sacrificed her time guiding me, but also very committed to ensure this academic exercise be completed on time. It has been a hard time, but through her encouragement, I could accomplish my task. My thanks also go to Mdm. Saira Joe who is my Moderator for this academic exercise. My thanks also go the head of English Panel, Mdm. Juliana of SK. Merpati Jepang, Kuching who has assisted me during the case study. My appreciation also goes to my husband, Mr. Joseph Jalong who has been doing the typing. My gratitude also goes to the 43 students of 4 Mawar (2005), SK. Merpati Jepang, who have been the representative of level 2 students of this research project. They have given their co-operation to make this academic project, a successful one.

Thank you everyone.

ABSTRACT

The objective of this study is to find out whether 'active reading' influences vocabulary, subject-verb- agreement and pronoun used in writing. There were 43 respondents involved in the case study. They were divided into 2 groups namely, the control group (21 students) and the experimental group (22 students). The control group was not given treatment in their pre-test and post-test. The experimental group was also without treatment in the pre-test but in the post-test they were given treatment. Besides the 10 articles, the students were instructed to have extensive reading and read on their own pace. The numbers of books read were recorded in the NILAM's book. Information of students' supportive environment was based on the questionnaire. The interview and the observation were merely to inform the researcher about types of English materials that interest the students. The significance of this study is that, the researcher has proven active reading does influence writing skill particularly in the 3 language elements. On top of that, the researcher has found salient information on the types of English materials that interest the students.

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CHAPTER 1

1.0 Introduction

1.1 Background to the study

Sekolah Kebangsaan Merpati Jepang was named after one of the first Malay's heroes, named Datu Merpati Jepang, the son of Datu Merpati during the Brooke era. That was to commemorate the memorable of his good deeds and his excellent services towards the locals at that time.

The school was first established in the year 1929 after the local community had convinced the Brooke government to build a school for the sake of education for the children in that area. In fact the building was originally owned by the Forestry Department, but upon certain agreement of the both parties, the building was handed over to the Education Department to set a school.

The school is surrounded by six Malay villages. Definitely, the students who are studying in this school are 99% Malay and only 1% other race. So, Malay dialect is commonly used here, even during English lesson. It seems that the students are fossilized by their local dialect and not conscious about the importance of English language usage. Hence, teachers are prone to use translation to conduct the instructional learning in the class to enable students understand better. Because of the dominant dialect used, most probably that lead students in this school are not performing very well in their English test (UPSR results). The **Table 1.1**