INTERACTING FACTORS THAT CONTRIBUTE

TO READING DIFFICULTIES

AMONG PRIMARY FIVE PUPILS

A STUDY IN SEKOLAH KEBANGSAAN
SAINT FRANCIS XAVIER, SERATAU,
KUCHING, SARAWAK

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ABSTRACT

The purpose of this study is to investigate the interacting factor that contribute to reading difficulties in English among primary five pupils of Sekolah Kebangsaan Saint Francis Xavier, Seratau, Kuching.

Four factors have been identified and explained accordingly based on the findings. A number of 20 respondents were involved in the study. In analyzing data from the study, the researcher uses frequency and percentage to explain the outcome of the study.

Overall, results of the finding show that there is a host of other interacting factors that contribute to reading difficulties among the respondents. Few suggestions have been put forth with the hope that they will help to reduce the occurrence of reading difficulties among children.

CHAPTER 1

INTRODUCTION

1.0 Background of the study

Reading is the gateway to all knowledge. No other skill taught in school and learned by school children is more important than reading. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years. Students who do not "learn to read" during their early primary school level experience enormous difficulty when they are subsequently asked to "read to learn."

In Malaysia, English is taught in all primary and secondary schools in keeping with its status as a second language in the country. With the time allocation of 240 minutes in lower primary (Year 1 – Year 3) and 210 minutes of teaching hours in upper primary (Year 4 – Year 6) a week, pupils have been expected to get enough exposure to the English language in school. This in one way or another is seen as a measure to help reduce the problem children face in understanding and using the English language.

The Malaysian Ministry of Education has realized that there is an urgent need for Malaysian students to be fluent in English. Due to this, the primary school English curriculum for both the national (Sekolah Kebangsaan – SK) and the national type primary schools (Sekolah Jenis Kebangsaan – SJK) is designed

CHAPTER 2

LITERATURE REVIEW

2.0   Introduction

This chapter will review several important literatures that will enable a better understanding of this study. Definition and theories of reading and reading difficulties in English are examined and a framework of the study is designed.

2.1   Defining Reading

For many years, three basic definitions of reading have driven literacy program in the United States (Foertsch, 1988). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means to identify words and get their meaning. In the third definition of reading, learning to read means learning to bring meaning to a text in order to get meaning from it.

Although these definitions reflects long-standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all the above definitions and places learning skills in the context of authentic reading activities. It recognizes the importance of skill instruction as one piece of the reading process.