



UNIVERSITI TEKNOLOGI MARA

THE NORBI TABLE MAKES STUDENTS UNDERSTAND THE VERB

'HAVE

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ABSTRACT

The purpose of this study was to investigate whether the ESL learners in the upper primary school understand the verb 'have' using the NORBI table. Factors causing the understanding of the verb 'have' using the NORBI table were also identified. In addition, a correlation result between attitude toward the English Language and the learning of the NORBI table were also conducted. Demographic characteristics such as gender, age, race and parental occupations were tested to determine if there were any significant differences. There were 50 students of SK St David Bumbok ranging of 11 and 12 years of age becoming the samples of the study. This study found out that 42 per cent like learning English but surprisingly they scored better results in the test after using the NORBI table. There were no significant differences between demographic characteristics except for attitude toward speaking, reading and other sources of learning English, learning other skills in English, learning grammar and the NORBI table. Overall, the result of the study has shown positive relationship between the understandings of the verb 'have' using the NORBI table.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In the Curriculum Organization of the Primary School, the learning outcomes incorporate good use of grammar based on the four language skills namely, listening, speaking, reading, and writing. As grammar also forms part of the language contents of the syllabus in the primary school, the teaching of the items can be taught in context and in a meaningful way.

1.1 Background of the study

The Cabinet Committee Report on the Review of the Implementation of Education Policy 1979 states that in learning the English Language, learners are taught the fundamentals of English grammar and how to use it correctly in both speech and in writing.

In the Malaysian Education Ministry Curriculum Specification of 'Semakan Semula' Year Five, 2003, the English Language Syllabus emphasizes on the grammar items to help learners master the structures of English. Teachers are advised to limit the number of structures in any one lesson to ensure that learners master the structures well because teaching too many structures only confuses the weak learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review several important literatures that enable a better understanding for this research. The importance of grammar learning in the classroom is essential to look into. Definition approaches, theories of grammar are explained, and the NORBI table is also examined. Besides that, the verb 'have' as well as why it should be taught are also examined and discussed. And finally a framework of the study was designed.

2.1 Definition of Grammar

The origin of the word grammar can be traced to the Greek *gramma* or letter, as in an alphabetical letter. This is a development of the word *graphein* which means to draw or write. The plural form of the word is *grammata*, which evolved at one point to mean the rudiment of writing, and eventually to mean the rudiments of learning. (Patterson, 2003) Eventually the adjective form of the word, *grammatike*, was combined with *techne* and meant the 'art of knowing one's letters (cited from Patterson in Dykema 2003)