



UNIVERSITI TEKNOLOGI MARA

A STUDY TO ASSESS THE READING AND WRITING ABILITY OF
YEAR ONE STUDENTS FOR REMEDIAL CLASS AT
S.K. DATO' MOHD MUSA

JALIYAH BINTI JALLIL
2002378193

B.Ed. (Hons) TESL
FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
KOTA SAMARAHAN

MAY 2008

TABLE OF CONTENTS

	Page	
Cover Page	i	
Acknowledgement	iii	
Table of Contents	iv	
List of Tables	viii	
List of Figures	ix	
Abstract	x	
Abstrak	xi	
CHAPTER 1 :	INTRODUCTION	
1.0	Background Of The School	1
1.1	Background Of The Study	3
1.2	Problem Statement	7
	1.2.1 Lack Of Expose	7
	1.2.2 Lack Of Knowledge in Language Skills	7
	1.2.3 Working Memory	8
	1.2.4 Lack Of Confidence And Interest	8
	1.2.5 Learners` Criteria	8
1.3	Purpose Of The Study	9
1.4	Scope Of The Study	10
1.5	Significance Of The Study	10
1.6	Objective	11
1.7	Limitation	11
1.8	Definition	12
	1.8.1 Reading	12
	1.8.2 Remedial	15
	1.8.3 Reading Readiness	16

ABSTRACT

This study attempts to assess pupils' ability in reading and writing in Year One for Remedial Class. It is also an attempt to find out the strengths and problems faced by the pupils in the process of learning and also the educators in the process of teaching. The study involved forty pupils in Year One from S.K. Dato' Mohd Musa, Samarahan. The test papers were set based on the 'Ujian Saringan' for 'Kelas Intervensi Asas Membaca dan Menulis' which is prepared by the Kementerian Pelajaran Malaysia. In order to ensure the test papers were suitable for the study, the papers were translated into the English Language. The findings and analysis were gathered from the Reading and Writing Filter test. The findings reveal the pupils' ability in reading and writing in English Language. The data collected is presented using Descriptive Statistics in which they have been quantified using percentage. It is the researcher's hope that, this study will help pupils and educators in the teaching and learning of the English Language.

CHAPTER 1

INTRODUCTION

1.0 Background Of The School

Sekolah Kebangsaan Dato' Mohd Musa is one of the 5 big primary schools in Kota Samarahan. It is a 'Build and Design' school. It was opened in 2002. In the first year that it opened, there were only 12 classes. Two classes for each year and there were only 24 teachers. The number of pupils was approximately 250. In 2007, the number of classes increased; there were 21 classes from Year 1 to Year 6, two classes for the pre-school level, and two classes for the "Kelas Integrasi Pendidikan Khas". The number of teachers was forty-three and the number of students was approximately 800.

The pupils consist of different ethnic groups and religion; 714 are Bumiputra and 10 are non-Bumiputra. Though they are Bumiputra, they are of different religions. 479 are Muslim and 255 are non-Muslim. Besides that, the pupils come from families with different socio-economic status.

The pupils in the school have different abilities and levels of intelligence. Therefore, starting from 2004, pupils are placed in classes according to their academic achievements, based on the Semester 1 and Semester 2 Assessment results. Those who excel academically are placed in "Terbilang", followed by

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter begins by looking at the definition of Remedial and how it is conducted in school, based on the Module prepared by the Ministry of Education, Malaysia. It also touches on the factors that influence Reading Readiness and the connections between reading and writing which contribute to children's reading and writing ability.

2.1 What Is Remedial

Based on "Perlaksanaan Program Pemulihan Khas" (2003), the early educational learning process is to develop the child's intellectual, spiritual, emotional and physical being as a whole in accordance with the National Education Philosophy. The concept of Remedial Programme is one of the efforts to overcome pupils' problems and difficulties in coping with learning, especially in reading, writing and counting. Its aim is to help pupils to master the basic three skills in a certain period of time.

While many discussions about learning a second language focus on teaching methodologies, little emphasis is given to the contextual factors: individual, social