



UNIVERSITI TEKNOLOGI MARA

**B. ED. (TESL)
LANGUAGE DEPARTMENT
UiTM SARAWAK**

**EDU 655
ACADEMIC EXERCISE**

**A STUDY ON
“REPEATED READING OF THE TEXT”
ENHANCES WRITING SKILL AMONG
YEAR FIVE PUPILS OF
SAINT FRANCIS XAVIER PRIMARY
SCHOOL KUCHING SARAWAK.**

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11 October 2004

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ABSTRAK

Kajian ini dijalankan untuk melihat keberkesanan membaca berulang-ulang dalam penulisan karangan berpandu di kalangan pelajar Tahun Lima di Sekolah Kebangsaan St. Francis Xavier, Kuching, Sarawak. Data yang diperolehi bertujuan untuk melihat kesan membaca teks dengan berulang-ulang ke atas prestasi penulisan pelajar-pelajar. Di samping itu, kajian ini juga bertujuan mendapat maklum balas pelajar-pelajar tentang pembacaan berulang-ulang di atas penulisan karangan berpandu mereka. Seramai empat puluh orang pelajar Tahun Lima, iaitu seramai dua puluh orang perempuan dan enam belas orang lelaki daripada pelbagai tahap pencapaian telah dipilih sebagai responden. Data yang diperolehi daripada ujian pra and post dikumpul dan dibuat analisis menggunakan jadual dan graf. Data daripada soal selidik pelajar ditunjukkan dalam jadual dan diberi penerangan secara terperinci. Kajian ini dapat membuktikan bahawa membaca berulang-ulang mempengaruhi hasil penulisan pelajar dan mereka lebih berkeyakinan dalam menulis karangan selepas membaca teks secara berulang-ulang.

Walaupun bagaimanapun, kajian ini hanya dijalankan di sebuah sekolah, maka keputusan yang diperolehi mungkin tidak sama dengan keputusan yang diperolehi di sekolah-sekolah yang lain jika kajian yang sama dijalankan.

ABSTRACT

This academic writing is conducted with the purpose to investigate the effectiveness of repeated reading on writing guided essays among Year Five pupils of Saint Francis Xavier Primary School. Kuching, Sarawak. The data from the study aims to examine whether or not repeated reading enhances writing skills. The feedbacks from the pupils through the questionnaire help in the study. A total of forty pupils consisting of twenty girls and sixteen boys participated in the study as respondents. The data of the pre-test and post-test are shown in tables and graphs. The data from the pupils' feedback are shown in tables and further detailed explanation is given after each table. This study supports the hypothesis that repeated reading enhances writing skills among pupils. Besides having better test results, the pupils find that writing guided essay after repeated reading easier and that they are more confident in doing their test. Nevertheless, the finding of this study has its limitation. It does not represent the findings on other schools.

CHAPTER 1

INTRODUCTION

1.0 Introduction

English is taught as a second language in all Malaysian primary and secondary schools in the country. The English language syllabus for primary school aims to equip the pupils with the four basic skills of listening, speaking, reading and writing. These four skills are inter-related to one another and therefore it cannot be taught separately. In the course of teaching and learning English as a second language, an English teacher designs his or her lesson by integrating at least two skills. Writing, like speaking is a productive skill and the most difficult skill to master.

The teachers have been trying their best to improve their learners' performance in writing. According to **Byrne (1998)**, **“writing is not an easy task; it involves the encoding of a message of some kind: that is, we translate our thoughts into language, then into a written text.”** Writing involves the ability to organize sentences into a **coherent text**. Learners who have acquired good writing skills are able to present their ideas in a logical and organized manner. The learner has to initiate and produce language that is accurate and relevant in different situations.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter presents the views of earlier researchers and writers about the significance and benefits of repeated reading. Even though their views on repeated reading are not mentioned directly in enhancing writing ability, but nevertheless, we all know that if a student has reading proficiency and be able to comprehend the text, certainly he or she would be able to transfer this reading ability into good writing. Writing with confidence is the learning output of reading ability which in one way is mastered through repeated reading.

2.1 Literature review

Research has shown that repeated reading is an effective way for students to develop reading fluency. When reading the same passage over and over, the number of words recognition errors decreases, reading speed increases, and oral reading expression improves. (Samuels, 2002) The students' proficiency in reading and oral would be a great boost towards students writing skill.