



**THE USE OF SELF ACCESS READING IN A SMALL RURAL
PRIMARY SCHOOL CLASSROOM**

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ABSTRACT

The purpose of this observation was to investigate the technique study in using 'Self-Access Reading' of Reading in a small Rural Primary 4 classroom. A quasi - experiment (single design) was done by using an observation checklist and written protocol to investigate the pupils progress using the technique. The observation was done within a period of eight weeks on one single classroom consisting of 8 pupils. It was concluded that the Self-Access Reading technique was useful to motivate pupils and suitable to enhance them to be strategic readers.

CHAPTER ONE

1.1 INTRODUCTION

The greatest part of a readers time is spent in reading, in order to be literate; a man will turn over half a library to gain knowledge.

(Samuel Johnson, from James Boswell, The Life of Johnson)

In line with the Education Philosophy in Malaysia, the effort to develop pupils potential is ongoing which enables them to be self dependent and autonomous even after they have finish their education. Besides, pupils will be able to ask questions that enable them to be creative, strategic and associate whatever they have learned and experienced. As teachers, we need to try many new methods and technique in the teaching and learning of reading. This will enhance pupils to become motivated, strategic and autonomous readers.

Reading is essentially a social act as one usually read to know something and it is one way to communicate with people. It is private and is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Reading is a complex process which, since the turn of the century, has been extensively studied across a wide range of different disciplines. This is manifestly reflected in the vast literature on reading and on the teaching of reading in the contexts of both mother tongue and foreign language classrooms.