



**PROBLEMS FACED BY PRIMARY TWO PUPILS OF SEKOLAH  
KEBANGSAAN KAMBUG, PADAWAN, KUCHING, IN READING**

**JOSEPH GOLDON AK NISIAM**

**2001378816**

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

**2007**

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**PREPARED FOR:  
MADAM ROSELIND WEE  
UNIVERSITY OF TECHNOLOGY MARA  
KOTA SAMARAHAN, KUCHING,  
SARAWAK**

**PREPARED BY:  
JOSEPH GOLDON ANAK NISIAM  
B.Ed (Hons) TESL  
UNIVERSITY OF TECHNOLOGY MARA  
KOTA SAMARAHAN  
STUDENT'S ID NO : 2001378816**

**DATE OF SUBMISSION : APRIL 2007**

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## **Abstract**

The purpose of this study was to find out the factors that hindered the Primary Two pupils of Sekolah Kebangsaan Kambug, Padawan from reading and to determine the problems that they encountered when they read. In this study, a questionnaire was used for the data collection on 25<sup>th</sup> September 2006 and 27<sup>th</sup> September 2006. Based on the pupils' responses, it was found out that the factors that hindered Primary Two pupils from reading were their disinterest in reading, their socio-economic background, lack of motivation from their family members and peers, lack of reading materials, lack of time as well as affective factors such as shyness. It was also found that most of the pupils had problems in understanding the content and vocabulary, the use of correct punctuation and pronunciation. Moreover, they faced difficulty in answering the comprehension questions and lacked the ability to retell the stories.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

It is clearly stated in the curriculum specification for Year One (1994) that students should acquire all the four skills; reading, speaking, listening and writing at their Primary One level. To fulfill this goal, the Ministry of Education has taken the necessary strategies, which include providing teachers with all the relevant knowledge in relation to the teaching of the English language. The English Language teachers were given courses and seminars to expose them to updated methodologies required in teaching the language. Besides that, teachers are also encouraged to further their studies by taking English as their major to enhance the quality of the language teachers.

The Ministry of Education has taken drastic steps to improve the standard of English among pupils at all levels by making it a compulsory subject. English Language being globally used should be taken seriously if we want to compete internationally in all fields. To further accomplish this, English was taught to Primary One pupils in 2003. Previously, the subject was taught only in Primary Three. The Ministry of Education also implemented the teaching of Science and Mathematics in English in the same year.

According to the Dyslexia Association of Malaysia (2003), "...today, school children are still struggling to read. Many are unable to recognize the words which contributes to dyslexic which is now widely prevalent in Malaysia."