



**THE EFFECTIVENESS OF USING PHONICS METHOD IN
TEACHING READING TO YEAR 3 OF SK TANAH MERAH,
SERIAN**

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ABSTRACT

The presence of illiteracy among Malaysians is not a new issue. In addition to that, education department in Malaysia is trying all the means to curb this problem, which has been faced by the Malaysian society. Despite the great efforts made by educators to help students to achieve zero illiteracy, still the problem remains unanswered. Hence, in order to assist minimize the problem, six students of lower primary school were chosen to become the experimental group in this study. These students were considered as struggling and poor readers after some personal observations have been done. The study covers the area on how effective is the teaching of reading by incorporating the phonics method to these experimental students. Results indicated that these students faced illiteracy problems in identifying alphabets and reading. By the end of the study, positive results showed that four of the students managed to read at least two words.

CHAPTER 1

INTRODUCTION

1.0 Introduction

Ideally, reading is seen as the most important skill in language class (Anderson, 1999) because it is a skill through which knowledge is gained. Similarly, Jefferson, cited in Ahiya & Ahiya (1991), also claims that reading can help people to be well informed of many things and that is why reading is vital. From an early age, the researcher herself was exposed to books of different genres by her parents from, which she accrued various knowledge not only, for example in science or literature but English language itself.

According to a number of surveys in America, some one in five American adults who are about 25 million people are functionally illiterate. These people are lacking in reading for example reading a medicine label or reading the sports pages on the daily newspaper and writing (Pellarin, 1997). In Australia also, researchers and government bodies reported statistics which suggest that between 10 to 20 percent of Australian students finish primary school with significant difficulties in basic educational skills with some students' of low level of achievement being identifiable as early as Year 3 (Ainley, 1999).

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will discuss the various significance of employing phonics methods in reading to lower primary school students and the possible problems faced by the six experimental students in reading in SK Tanah Merah, Serian.

2.1 Significance of employing phonics methods in reading

For more than 30 decades researches have conducted numerous studies to find out more about the use of phonics methods in teaching reading. The following studies look at the different facets of teaching/learning to read by using phonics methods. According to Stanovich (1986, 1994), in order for a learner to be successful in using the phonics method, they should have phonemic awareness, as it is the most potent predictor of success in learning to read. Adams (1990) added that the lack of phonemic awareness is the most powerful determinant of failure to learn to read and also a core and causal factor distinguishing normal from disabled readers.