

**A STUDY ON THE IMPACT OF READING ENHANCES READING
VOCABULARY AMONG THE YEAR 4 PUPILS OF SK TABUAN
ULU, KUCHING.**

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ABSTRACT

This study focuses on vocabulary development through reading among the Year 4 pupils of SK Tabuan Ulu Kuching, who have difficulties in understanding spoken and written English as a second language due to lack of vocabulary. It is therefore necessary the pupils be given plenty of reading materials especially the children's storybooks so as to help them increase their vocabulary development, and in this study, 30 pupils are taken as samples. Of those, 15 are chosen for the experimental group based on the reading habits and the rest are the control group. Both groups are given pretest and posttest but only the experimental group is given treatment in a form of remedial before the posttest. The test consists of four sections; reading comprehension, 'true' or 'false' questions, matching words similar in meaning, and matching sentence parts. The discussion takes up findings from studies, which do not support the hypotheses due to other circumstances, which also need to be considered. It is learnt that learners need ample time and sufficient environment for reading in order to enhance their vocabulary development.

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CHAPTER 1

1.1 Introduction

Many individuals with learning differences, problems and disabilities have weak language skills, which directly impact their vocabulary development. Most of us take vocabulary for granted since we learn words and their meaning as we grow. But many individuals with learning differences have weak vocabulary due to complex and overlapping reasons, for example, the person lives in an environment where higher level vocabularies are not used and does not read much or has reading problem. **Atkinson and Longman (1999), "To add words to your vocabulary is by reading anything and everything."** Readers' experiential and conceptual backgrounds are extremely important in vocabulary development.

1.2 Statement of the problem

Year 4 pupils of SK Tabuan Ulu have difficulties in English due to lack of vocabulary. The teachers teaching English in the school are facing problems because the pupils are less competent in the language. It is very difficult for them to understand English words and most of the time the pupils read without understanding. For example, when they are given a text to read, very often the

CHAPTER 2

THE REVIEW OF THE LITERATURE

2.1 Introduction

Reading research is just little more than a hundred years old. In fact it was the year 1879 when Emile Javal published his first paper on eye movements; James McKeen Cattell's still-cited paper on seeing and numbering letters versus words was published in 1886. Meanwhile reading is considered as the most important way to enhance vocabulary development. The Report of the National Reading Panel: Teaching Children to Read, has found out that the best readers read the most and the poor readers read the least. Thus, these studies suggest that the more that children read, the better their fluency, vocabulary and comprehension.

2.2 Literature Review

Reading is defined in several ways. Harrison & Coles define reading as an active and creative process. It involves generating meaning from written language and does not mean simply saying the words correctly. To be exact the reader should understand what the writer is trying to convey.