

A STUDY OF THE PERCEPTIONS OF YEAR 4 PUPILS TOWARDS TEN (10)
MOST COMMON ESL READING ACTIVITIES AT SK GERSIK, KUCHING

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ABSTRACT

This project examines the perceptions of pupils towards ten most common ESL reading activities in their classroom. This study is conducted among Year 4 students of Sk. Gersik, Petra Jaya, Kuching. The whole populations of Year 4 students are involved in the study. The focus is on learner's perceptions with regards to enjoyment of doing the activity, learning English, usefulness after school and the understanding of reading Texts towards the ten reading activities selected by their teachers. Questionnaire consists of 40 item was administered to the whole population of Year 4 students and a semi- structured interview is conducted with four female teachers from the school. The findings seem to suggest that students prefer interactive types of reading activities more and all four variables should be taken into consideration when selecting and implementing reading activities in ESL classrooms.

CHAPTER I

INTRODUCTION

1.0 Introduction

Nowadays reading has become a great importance than in the past. Some countries for example the United States has given grant amounting \$ 26.8 million to some school in order to improve children's reading achievement. In Malaysia itself, we have programmed such as "Let's Take a Book and Read" which is now popular through songs and advertisement in televisions and radios. In school and higher learning institutions, reading program is being conducted every year in order to upgrade learner's proficiency especially in English. For example, "The Reading Journal" printed and distributed by the Educational Technology Division (BTP) aims as a basic developmental reading text for teachers and also for parents with specific topics such as Reading: The First Chapter in Education; Principles for Learning to Read; Role Play Reading; Experimental Reading; Early Reading; Transitional Reading and Independent Reading. This proves that reading has become great importance nowadays.

"Developing positive attitudes towards reading among students, in my view should be an important agenda for teachers because the ability to read and write is seen as the basic building block for further education and development as it contributes substantially to several valued aspects of students achievement and performance such as reading

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

This chapter begins with teaching-learning strategies towards reading in ESL classrooms. It discusses the purpose of some reading activities and there after presents the importance of taking into account learner's perceptions in the selection and implementation of reading activities in ESL classrooms.

2.1 How does one teach reading?

Many teaching and learning strategies towards reading in ESL classrooms have been developed and implemented to improve and enhance the reading component in English Language Programs. Among one of the most important aspects of teaching reading is to take into great consideration the characteristics of the learner and the situation in which he or she learns in order to determine the type of teaching-learning strategies to be employed. Nesamalar , Saratha & Teh Soo Choon (1995:95) maintain that "effective strategies can be planned and employed by observing learner behavior to help learners improve their reading".