

UNIVERSITI TEKNOLOGI MARA



**A Study on the use of Mother Tongue Intervention in
the Teaching of Reading Comprehension in the ESL
Rural Primary Schools.**

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**Thesis submitted in fulfillment of the requirements
for the degree of
Bachelor of education (TESL with honours)**

Faculty of Education

7TH April 2006

ABSTRACT

The students in SK Siburan (a rural primary school) have difficulties in learning English. This make them fail in their English test. They could not comprehend their reading. They do not understand the meaning of English words especially the new words, new terms and phrases. This affects their oral communication and writing. To help the students understand English during the instructions, teachers in the school use the students' mother tongue. How important is the alternative approach, besides using teaching aids, authentic materials and body language, the researcher conducted a study on it to find out its effectiveness on the students' English comprehension skills. For this, the researcher constructed 22 questions under four research questions; 1. Why do teachers prefer to use the students' mother tongue intervention in English lesson? 2. To what extent do the teachers use the students' mother tongue intervention in English lesson? 3. What is the effect of using the students' mother tongue intervention approach on students' achievement in English lesson? The questionnaire is based on the teachers' views on mother tongue intervention in teaching English reading comprehension to the students in their schools. 4. How do students find mother tongue intervention on their learning style in reading comprehension? The researcher got the responses to this by giving the moderate students reading comprehension tests with translation and without translation. The researcher then analyzes the scores obtained by the moderate students to get information on the students' performance in the test papers. A quantitative research was used in the study. The responses were analyzed using the Statistical Package for the Social Science (SPSS) to get the result from the correlation and significant of the variables in the study. The aim of the research is to find out the use of mother tongue intervention in reading comprehension to the moderate students in primary class of SK. Siburan. The result of the study will be used to help educators, students and the school administrators to look into the use of the students' mother tongue intervention. The use of

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A STUDY ON THE USE OF MOTHER TONGUE INTERVENTION IN THE TEACHING OF READING COMPREHENSION IN THE ESL RURAL PRIMARY SCHOOLS

CHAPTER I

INTRODUCTION

1. Background of the study

Malaysian Education system advocates the mastery of Malay and English languages by students in schools. Malay language is the National language and the official language in Malaysia and is used as the medium of instruction. English is the second language. Although English is the second language in Malaysian schools, it is the world language. Students need to acquire the language to prepare for the global needs where English is most needed. Thus, the policy maker insists on the need to master both languages in schools and higher learning institutions. However, moderate students in the rural primary schools have difficulties learning English because it is their second or third language. Furthermore, they are not well-exposed to the language and put it into practice. Students should be competent in English to get their human resource to meet the needs of the nation.

The acquisition of English among students in the rural primary schools is a rare occurrence as the students face internal and external constraint. Students intrinsic motivation do not seem to have the will to learn the language mainly due to the perception that the language is hard to learn and English language which is very foreign to them. English language also does not have the similarity with Malay language or their

CHAPTER II

LITERATURE REVIEW

Comprehension of English words is often difficult for beginner-learners. This is especially so because English language is a foreign language. Pupils are not familiar with English language which is totally different from their mother-tongue or the medium of instruction especially outside the classroom environment. They have limited vocabulary command, especially with some of the peculiar English words and idioms. Problem of comprehension could be further aggravated by the existing unique explicit and implicit meaning of certain English words. There are certain English words that have more than one meaning. Thus pupils are confused and unable to comprehend the meaning of the words.

Many English language teachers realize that the environment in rural areas where the English language input is limited and non-conducive to the learning of the target language. Hussin, et al (2000) suggests teachers have to create a healthy balance between preparing students for the standardized examinations and life-long language skills. Teachers need to find creative ways to teach the language and increase the pupils' motivation to learn the language and to eventually appreciate the language. Pupils' inability to comprehend the language content being taught in the lesson can cause some frustration among teachers. They are being pressured by the school principals or head masters to produce good result in public exam for English subject but pupils' English language ability does not permit to achieve the target set. These teachers had to find an