



**B. ED TESL (HONS)
FACULTY OF EDUCATION
UITM, SARAWAK BRANCH CAMPUS**

**A STUDY OF THE EFFECTIVENESS OF SELF
INVOLVEMENT STRATEGIES IN THE TEACHING OF
READING COMPREHENSION IN YEAR 3 OF SK SACRED
HEART, SEMEBA.**

**Prepared for:
Mr. Yutandy Maniam (Hons)
UiTM, Sarawak Branch Campus**

**Prepared by:
Mosos Jeros
Part 10, B.Ed TESL (Hons)
UiTM, Sarawak Branch Campus**

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ABSTRACT

There are a variety of problems faced by pupils of the ESL elementary level. They find it difficult to participate in the subject especially when the teaching is teacher centered. The difficulties which a reader faced in reading are very often due to the lack of the readers' background knowledge and interest is one of the many obstacles. Therefore, to gain improvement in reading lesson, it is the duty of the educator concerned to teach the reading skills that are within reach of the pupils. The introduction of self involvement in reading has not been looked into from all corners especially in schools where school children depend solely on teachers. Self involvements which may also be defined as the intrinsic motivation tries to optimize its achievement in making a reading class lively and students' centered . The purpose of this study is to examine the impact of the self involvement strategies in the context of improving reading comprehension among the twenty-two Year Three pupils of the school. The data derived from the study can be used later to bring some light to the prevailing issues that surround the teaching of reading comprehension in the ESL elementary level.

CHAPTER 1: INTRODUCTION

1.1 Background of the study

SK Sacred Heart, Semeba is not really a rural school and it is only about 10 kilometers from Kuching city. The pupils have limited exposure to English language and the most they can do is to watch television for the English Channel or listening to radios transmitters broadcasting in English. The usage of their mother tongue the (Bidayuh) dialect worsens the situation and as a result it is difficult to obtain the necessary skills. The problem is to deal with their reading comprehension. Being a teacher I feel that it is my responsibility to investigate and to find out the source of the problem and to come up with the desired learning strategies to help solve the above problem.

Therefore, one of the ways to render help in activating the instrument which is the self involvement is by giving the appropriate teaching and learning materials. It is very important that the text presented must be within the experience and cultural knowledge to ensure the maximum participation of the pupils. Very often irrelevant materials do not fit to the interest of the pupils which will of course signal us for a better teaching and learning materials

Apart from having no interest in the learning of reading in the reading comprehension, the pupils do not have the interest to obtain the relevant materials to support them in their course of learning. It may be due to the socio-economic status of the parents of which majority of them are either factory workers or farmers earning below RM 400 per month. Such a contributing factor as this could certainly hinder the pupils from advancing in their study. They are unable to purchase newspapers, story books and other reading materials.

I feel that it is the teacher's responsibility to help overcome the weaknesses of these pupils. Since the pupils are showing the lack of interest in the learning of reading comprehension, the use of materials that could stimulate the pupils to generate ideas would be an essential. Little is known of the effectiveness of using the real objects and colorful pictures, therefore to gain simulations in the process

CHAPTER 2: REVIEW OF THE RELATED LITERATURE

2.1 Reading Difficulties Among Students

English, if we mention it now anywhere in our country Malaysia is one of the many subjects that will scare a large number of teachers and pupils. Most students especially in the remote areas are not aware of the importance of English and were surprise to discover that apart from an English subject itself, Science and Mathematics are also to be taught in English.

As far as educators are concerned reading is one of the most important skills to be imparted and learned by any school children. Being the only mean to access other knowledgeable subjects students are expected to bear in mind that they need to participate seriously in any teaching and learning process they are attending. Students who failed to acquire the appropriate skills of reading relative to their specific age would face difficulties in acquiring other skills for they did not meet the standard requirement that should be gained align with their academic level. During the time when the issues were brought forward, researchers pointed out that early identification and treatment of such students would be a relief.

Numerous studies have shown that the first three years of schooling is a period for learners learning to read. At this level, they would develop the urge to interpret the written symbol for the oral language that these learners have been listening since their first day outside their mothers' womb. However for the third grade, these learners are expected to absorb all the basic reading skills before they pursue to the higher primary school level and later to the secondary schools.

Reading is a receptive language process. Kenneth Goodman's(1970) in hi work on reading captures the spirit of bottom-up process whereby it starts with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. Further, proficient readers are both efficient and effective. They are effective in constructing a meaning that can assimilate or accommodate and which