



**'READING ALOUD' OF ENGLISH TEXTS IMPROVES  
READING SPEED. A FOCUS ON THE PRIMARY  
THREE STUDENTS AT SK (A) DATUK HAJI ABDUL  
KADIR HASSAN, KUCHING.**

by

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## ABSTRACT

The purpose of this study is to find proofs that reading aloud activities can help improved learners reading speed among the primary three students of SK (A) Datuk Haji Abdul Kadir Hassan, Kuching. Factors that contributed towards reading interest such as teachers' role in giving guidance and encouragement, learners' demographic background and parents' support are identified and discussed in this study. In addition to that the correlation between variables such as teachers' role and parents' support towards the learners' reading interest are also analyzed. Demographical information such as parents' occupation and language use to communicate daily are studied for their significant differences towards the learners' reading interest. Apart from that, a series of five tests are administered to measure the learners' reading development. The samples are made up of 15 students from primary three classes: 3 Saidatina Aishah, 3 Saidina Umar and 3 Saidatina Fatimah. From the findings, demographic background does not indicate much significance between learners' reading interest except for their father's occupation. The relationships between parents' support and learners reading interest also indicate negative correlation. However, there are positive relationship between teachers' role and the learners' reading interest. These findings are further supported by five reading tests results which indicated tremendous development in reading speed among the learners after they undergo intensive reading aloud activities. Therefore, it can be concluded that teachers' role, through reading aloud activities can help improved the learners reading speed.

# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

Reading is the process of recognizing and understanding the meaning of written symbols. Every normal child has the ability to read after they acquired listening and speaking skills. However, unlike listening and speaking, which come naturally through acquisition, the process of reading must be learned. *“Research supports that oral language development provides the foundation in phonological awareness and allows for subsequent learning about the alphabetic structure of English”* (Snow, Burns, & Griffin, 1998). The ability to read varied from one child to another. Some can develop reading skills faster than the others. The different in ability among the children can be due to the children background and exposure to the language given by their parents and teachers.

The capability to read is one of the most important of human accomplishments. *Through reading, it is possible to learn not only about what is nearby and in the present time, but faraway events and those long*

## **CHAPTER 2**

### **LITERATURE REVIEWS**

#### **2.0 Introduction**

“Reading Aloud” is one of the most popular reading techniques used by teachers in the classroom. Teachers usually read aloud from a variety of texts to the whole class or small groups for pleasure or for another specific purpose. Like other techniques, reading aloud enables the teacher to guide the learners’ in the reading process. Many researchers who conducted the research on Reading Aloud agreed that reading aloud had its own advantages in helping the learners to improve their reading capabilities. Reading aloud can be conducted by both teachers and parents whether at school or at home. Many activities such as reading story books, reciting poems, reading rhyme or singing can be done during reading aloud. The varieties of activities thus enrich the learners’ reading skills. Reading aloud activities were usually conducted in pre-school and primary level compared to secondary or higher level mainly because the learners are growing older and they are old enough to read by