



UNIVERSITI TEKNOLOGI MARA

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA**

BACHELOR OF EDUCATIONS (Hons) TESL

ED220

**THE USE OF PICTURES HELPS TO ENHANCE READING COMPREHENSION
IN PRIMARY FOUR LEARNERS OF ENGLISH IN
KUCHING**

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ABSTRACT



This research was carried out solely for academic purposes to fulfill the partial requirements of Bachelor of Educations (Hons) TESL programme at UiTM.

Teaching and learning are dynamic processes and that there is no definite formula for success in teaching. It is suggested that teaching can be effective when it is done with enthusiasm, professionalism and interest in children as learners.

This project paper attempts to explore the approach of teaching reading passages with pictures support for young learners of Sekolah Kebangsaan Satria Jaya, Kuching. It aims to enhance better reading comprehension among learners. As reading is always perceived as laborious and tedious, learners preferences are given with due attention.

This research paper will look into students' awareness of the pictures presented in the passage and to what extend do pictures help the learners' comprehension. The method of teaching reading passages with pictures focuses on the pre reading stage and that it emphasizes activating schema knowledge. It is suggested that children who have the schema knowledge of the subjects they are reading will comprehend better. The surprising positive responses from the respondents are reflected in the findings. The conclusions and recommendations were made based on the outcome of the study.

CHAPTER 1

INTRODUCTION

1 An Overview

This section discusses the overall purpose of the study, the background of the study, scope of the study, research questions, significance of the study and the definition of terms.

1.1 Background of the study

English is a compulsory subject in the Malaysian curriculum. In the Malaysian Education System the teaching of English language has a difficult role to play. For effective language learning and teaching, methodologies use to present the lesson and learners skills should be given great attention. There is no definite method of teaching language skills. As such, due attention should be given to teachers' creativity and capability of formulating new methodologies or strategies which they feel will help to accomplish the objectives set by the Ministry of Education.

The English language curriculum is developed in line with the way English is used in everyday life. It outlines the language skills that will help to accomplish the objectives to give the pupils the ability to use English with

CHAPTER 2

LITERATURE REVIEW

2. Introduction

This chapter reviews three important aspects of the literature on reading. Firstly, the teaching of reading in ESL classrooms, secondly the use of pictures as stimulus for better reading comprehension and finally the implication of pictures to comprehend reading.

2.1 Teaching of Reading Comprehension in ESL Classroom

Reading is one of the most important language skills taught in the ESL classroom. Reading, does not merely involve the ability to sound the words printed on the page but reading is more complex than this (Chitravelu, 1999) because reading is an active skill which constantly involves guessing, predicting, checking and asking oneself questions (Grellet, 1999) meaning readers need to comprehend what they read. Therefore, in teaching reading to young learners especially between the age of 7-11 years old, teachers need to consider their cognitive development. According to Piaget in Woolfolk, (1998) they are still at their concrete operational stage whereby; they need to do a lot of hands-on