



UNIVERSITI TEKNOLOGI MARA

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS USE OF TEACHING AID IN
TEACHING AND LEARNING SCIENCE SUBJECT
FOR PRE SCHOOL STUDENTS IN**

SK PENGHULU IMBAN

ROSETAR BERLULA PINGAN

Dissertation submitted

For the degree of

Bachelor of Education (Primary Education)

with Honours

Faculty of Education

January 2015

ABSTRACT

The purpose of this study was to test the effectiveness of using teaching tools in the teaching and learning of science in pre-schools. Teaching and learning science process will not succeed without material realized where children explore their own learning. Therefore the use of teaching aids in the classroom is very important. Teaching aids are very important in the process of teaching and learning.

The study was conducted using experimental methods, questionnaire and answer, and survey forms. Data were analyzed using methods appropriate to it. The sample consisted of 10 students in preschool at SK Penghulu Imban, Selangau .

The findings of this study demonstrate the effectiveness of using teaching aid in the teaching and learning science in preschool. Perception is very encouraging students in the use of teaching aid presentations in learning. Teachers also support this method in implementing the teaching and learning process

TABLE OF CONTENT

	Page
DECLARATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENT	v - vii

LIST OF TABLES

Table 1 : Profile of Respondents

Table 2 : Data Analysis observation on Respondent
In the Classroom.

Table 3 : Pre test Analysis

Table 4 : Test post Analysis

LIST OF FIGURES

Figure 1 : Distribution of Respondents

Figure 2 : Distribution of occupational Father/ Guardian
Respondents

Figure 3 : Interested of Respondents to Science Subject

Figure 4 : Pre Test Analysis

Figure 5: Test Post Analysis

Figure 7: Result Analysis of Pre test and Test Post

CHAPTER 1:

INTRODUCTION

1.1 Background to the study

Preschool education plays an important role in the early development of children. This early exposure, can help children learn about the wider learning environment compared to learning in the home. Children who received preschool education seems more mature, have better cognitive development, emotional stronger, not prone to crying or scared with the school environment. The ability of children through these moments can help these children develop and ready for a real school environment later.

Children who are sent to the central nursery and pre-school are more sociable and have a higher intellectual power compared with children in their own care by their parents and guardians. Therefore it can be concluded that the role of helping preschool children undergoing schooling session will come up with a more confident and ready. (Alison Clarke- Steward, K, 2000)

Preschool education should expose early learning environment for children before they enter into a real school environment. Planning and implementation of the preschool should be done carefully, neat, orderly and systematic. Learning environments such as furniture layout, learning tools, learning standpoint, furnishings and recreational areas should be of interest to children. The curriculum must be compiled in accordance with age and can arouse the curiosity of children to further learning.

Since time immemorial, most educators agree that the use of teaching aids in the teaching and learning of science helped to enhance and expedite the process of understanding and mastery of the skills of pupils who will be teaching (Noraziah Abd. Hamid, 1981). Teachers should choose the teaching aids from various sources and integrate them

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

According to Vygotsky (1984) application of early science education should begin at an earlier stage again. This is related to the views expressed by Harland & Jelly (1989) who says that the goal of science education in early childhood can shape and foster the development of knowledge and skills. Vygotsky (1986) identifies that children learn a lot more respect for their surroundings through the use of objects. He also identified another type of children's learning of scientific learning. He believes that due to the importance of social learning. Constructivism experts believe that children want to learn and in fact always learn. They also believe that children construct their own understanding and continuously improve it based on new experiences and knowledge.

Children and imagination is something closely interlinked. According to Rajiah Hassan (Utusan Melayu (M) Berhad) children learn through imagination. Children's imaginations sometimes exceeded expectations. They use imagination to find explanations to some difficult things in life they understand.

According to Johnston (1996), children are generally curious or inquisitive. This fact is evidenced by the questions that are frequently asked in order to get clarification and understanding of things that interest them. These questions are usually related to the problem experienced by the children. Through this process, the child will try to build meaning and understanding in relation to the phenomena experienced. The process of science education in early childhood in the early stages emphasizes the concept of active learning. Therefore, the activities planned are patterned Hands-on which involve children actively through interaction with learning materials. Children learn to understand a