



**FACULTY OF EDUCATION
UNIVERSITY OF MALAYA**

Statement of Original Authorship

SITI BAHIJAH BT. BAKHTIAR

Name of Candidate:

Title of Project Paper: ...**DESIGNING A READING AND WRITING**.....

.....**MODULE FOR FORM 1 STUDENTS**.....

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DESIGNING A READING AND WRITING MODULE FOR FORM 1 STUDENTS

Siti Bahijah Bakhtiar

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ABSTRACT

This study focuses on the designing of a reading and writing module for Form 1 students. The module consists of a three-week lesson plan which includes teaching, reading and writing activities. These activities are focused on one specific unit in the Form 1 KBSM English Language syllabus which is the descriptions of places of interest.

This project paper is divided into three sections – Introduction, Presentation of the Module and Conclusion. There are three units in the Presentation of the Module section which is Unit 1 (teaching activities), Unit 2 (reading activities) and Unit 3 (writing activities).

In Unit 1, which is the teaching activities section, the teacher taught the students the definition of an adjective and how to use these adjectives to describe and modify the nouns (especially on the places of interest). This gave input to the students for the later units in the module.

In Unit 2, which is the reading activities section, students were given reading tasks to complete. This activity was done in order to evaluate the students' reading comprehension ability. They were to find adjectives in a reading handout and later pair the text with the appropriate pictures.

In Unit 3, which is the writing activities section, the students wrote descriptions of the places of interest (Kuala Lumpur and Penang), where later the descriptions were transformed into travel brochures.

Some of the major findings that the researcher found in this study are that the Form 1 students were attracted to interesting and challenging activities. These students

needed these kinds of activities in order to generate their creativity. The students also felt a sense of accomplishment when they completed the given tasks as there will be products after the completion of activities. If they were to do a textbook exercise, they would only have the feeling that they completed a work assigned by the teacher. The good students however, got bored easily when there were no competition between them and their friends. Competition is needed for high proficiency students as this would tell them and show others, which student is above average in the subject.

Therefore, in conclusion, teachers need to design modules for different levels of English language proficiency as this would motivate the students and also help them to learn the language better.

ABSTRAK

MEMBENTUK MODUL PEMBACAAN DAN PENULISAN UNTUK PELAJAR TINGKATAN 1

Kajian ini memfokus kepada satu pembentukan modul bacaan dan penulisan untuk pelajar Tingkatan 1. Ia merangkumi satu rancangan pembelajaran selama tiga minggu yang melibatkan aktiviti-aktiviti pengajaran, bacaan dan penulisan. Aktiviti-aktiviti ini menumpukan kepada satu unit khusus yang terdapat di dalam skema pembelajaran Bahasa Inggeris KBSM untuk Tingkatan 1, iaitu gambaran tempat-tempat yang menarik.

Kertas kerja ini dibahagikan kepada 3 bahagian – Pengenalan, Pembentangan Modul dan Kesimpulan. Terdapat 3 unit di dalam bahagian Pembentangan Modul iaitu Unit 1 (aktiviti pengajaran), Unit 2 (aktiviti bacaan) dan Unit 3 (aktiviti penulisan).

Di dalam Unit 1, iaitu aktiviti pengajaran, guru menjelaskan definisi Kata Sifat dan bagaimana menggunakanannya untuk menggambarkan dan mengubahsuai Kata Nama (terutama sekali terhadap tempat-tempat menarik). Ini memberi kefahaman kepada pelajar terhadap unit modul yang selanjutnya.

Di dalam Unit 2, iaitu aktiviti bacaan, pelajar diberi satu tugas bacaan yang harus diselesaikan untuk menilai keupayaan bacaan mereka. Mereka harus mencari Kata Sifat di dalam bahan bacaan yang diberi dan kemudian menyesuaikannya dengan gambar.

Di dalam Unit 3, iaitu aktiviti penulisan, pelajar menulis gambaran tentang tempat-tempat menarik yang ditugaskan kepada mereka dan kemudiannya menghasilkan satu risalah pelancongan.

Antara penemuan-penemuan penting yang ditemui dari kajian ini ialah, pelajar-pelajar Tingkatan 1 tertarik kepada aktiviti-aktiviti yang menarik dan mencabar. Pelajar

sememangnya memerlukan aktiviti-aktiviti sebegini untuk menjana kreativiti mereka. Mereka juga mendapat satu kepuasan dan merasa bangga apabila selesai melaksanakan sesuatu tugas yang diberi kerana hasilnya merupakan satu produk yang terhasil atas usaha mereka. Berbeza dengan latihan buku teks biasa, mereka merasakan tugasan-tugasan yang dilaksanakan lebih merupakan satu arahan dari guru. Pelajar-pelajar yang lebih baik juga didapati cepat merasa bosan jika tidak terdapat saingan dari rakan-rakan yang lain. Persaingan penting bagi pelajar-pelajar ini untuk menunjukkan kepada mereka dan juga memberitahu pelajar-pelajar yang lain, siapa yang lebih baik di dalam subjek ini.

Oleh itu, kesimpulannya, guru harus membentuk modul khas bagi pelajar-pelajar yang bijak dan lemah di dalam matapelajaran Bahasa Inggeris kerana ia boleh merangsang mereka untuk mempelajari bahasa ini dengan lebih baik lagi.

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TABLE OF CONTENTS

Contents	Page
Abstract	i
Abstrak	iii
Acknowledgements	v
Table of Contents	vi
Chapter One	1
1.0 Introduction	1
1.1 Research Background	1
1.2 Research Objectives	3
1.3 Review of Related Literature	4
1.4 Subjects	8
1.5 Instrument	9
1.6 Procedure	9
Chapter Two	10
2.0 Presentation of the Module	10
2.1 Unit 1 (Teaching Activities)	11
2.1.1 Activity 1	11
2.1.2 Students' Reaction to the Activity	12
2.1.3 Activity 2	13
2.1.4 Students' Reaction to the Activity	15
2.1.5 Activity 3	16

2.1.6 Students' Reaction to the Activity	17
2.2 Unit 2 (Reading Activities)	18
2.2.1 Activity 1	18
2.2.2 Students' Reaction to the Activity	19
2.2.3 Activity 2	20
2.2.4 Students' Reaction to the Activity	21
2.3 Unit 3 (Writing Activities)	22
2.3.1 Activity 1	22
2.3.2 Students' Reaction to the Activity	23
2.3.3 Activity 2	25
2.3.4 Students' Reaction to the Activity	26
2.3.5 Activity 3	27
2.3.6 Students' Reaction to the Activity	28
Chapter Three	29
3.0 Conclusion	29
Bibliography	32
Appendix	34