

**A STUDY ON THE EFFECTIVENESS OF USING ADAPTED
COMPREHENSIVE PASSAGES IN THE TEACHING OF READING
AMONG YEAR 5 STUDENTS**

WONG CHEE CHING

UNIVERSITI UTARA MALAYSIA



Bidang Pengajian Pendidikan
UUM College of Arts and Sciences
(Universiti Utara Malaysia)

PERAKUAN PROJEK SARJANA
(Certification of Masters Project)

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(I, the undersigned, certify that)

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(candidate for the degree of)

telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

A Study on the Effectiveness of using Adapted
Comprehensive Passages in the Teaching of
Reading Among Year 5 Students

seperti yang tercatat di muka surat tajuk dan kulit kertas projek boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(as it appears on the title page and front cover of project paper. Is acceptable in form and content and that a satisfactory knowledge of the field is covered by the project paper)

Nama Penyelia : PROF. MADYA DR. AHMAD JELANI SHAARI
(Name of Supervisor)

Tandatangan : 
(Signature)

Tarikh : 22/12/09.
(Date)

**A STUDY ON THE EFFECTIVENESS OF USING ADAPTED
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YEAR 5 STUDENTS**

WONG CHEE CHING

**THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE
OF MASTER OF EDUCATION**

**COLLEGES OF ARTS AND SCIENCES (EDUCATIONAL STUDIES)
UNIVERSITI UTARA MALAYSIA
2010**

Table of Content

Declaration	i
Acknowledgement	ii
Abstract	iii
Abstrak	iv
Chapter 1 Introduction	
1.1 Background Information of the Research	1
1.2 Statement of Problem	2
1.3 Objectives of the Research	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Limitation of the Research	6
1.7 Operational Definition	7
Chapter 2 Literature Review	
2.1 Introduction	9
2.2 Adapted Comprehensive Passage	9
2.3 Reading	13
2.4 Conclusion	22
Chapter 3 Research Methodology	
3.1 Introduction	24
3.2 Research Design	24
3.3 Population and Sample	25
3.4 Research Instruments	26
3.5 Data Collection Procedure	26
3.6 Data Analysis	28
3.7 Conclusion	29

Chapter 4	Research Findings	
4.1	Introduction	31
4.2	Profile of the Respondents	32
4.3	Results for the Pre-Test and Post Test	35
4.4	Research Findings	36
4.5	Conclusion	46
Chapter 5	Discussion and Conclusion	
5.1	Introduction	48
5.2	Summary of the Research	48
5.3	Discussion of the Research Findings	50
5.4	Implication of the Findings	56
5.5	Recommendation for Further Research	57
5.6	Conclusion	58
	References	59
	Appendixes	
	Approval Letter from EPRD	
	Approval Letter from JPN	

DECLARATION

I hereby declare that the work in this assignment is my own except for quotations and summaries which have been duly acknowledged.

A handwritten signature in black ink, appearing to read 'Wong Chee Ching', written over a diagonal line.

(WONG CHEE CHING)

Matriks No.: 802784

Date: 18 May 2010



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UUM College of Arts and Sciences
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Nama Penyelia : **Prof. Madya Dr. Ahmad Jelani Shaari**
(Name of Supervisor)

Tandatangan :
(Signature)

Tarikh : **8 Mei 2010**
(Date)

Acknowledgements

First of all, I wish to express my sincere thanks and gratitude to my supervisor, Prof. Madya Dr. Ahmad Jelani Shaari for all the knowledge and guidance in making my project a success; my headmaster, Mr. Leong Wei Chong; my colleague, Madam Sii Hie Ching; my Year 5 students and all my other colleagues for being supportive throughout the course. My sincere thanks also to Universiti Utara Malaysia for continually upgrading their services in every aspect of courses and to my course coordinators, Dr. John Laurence and Dr. Arsaythamby Veloo for all the help and guidance rendered to me. Lastly, my sincere thanks and gratitude to my family, especially my beloved husband, Henry Wong Siew Hoo, my mother-in-law, Madam Lai Heng Chang and my two lovely children, Joshua Wong Jian Jun and Daphenie Wong Xiao Yan for giving their un-ending support and time upon me.

ABSTRACT

The main aim of this study is to determine the effectiveness of using adapted comprehensive passages in enhancing the learning of reading comprehension in Year 5 classroom. Specifically, this study investigated the students' ability in understanding the passages in Year 5 KBSR textbook. The samples were 30 Year 5 students of SJK Wah Man, Sarikei. The study was conducted through experimental method. The research instruments are questionnaires, observation, pre-test, post-test and interview. The data was analyzed using the SPSS software. From the study, it was found that students can understand better when the teacher taught reading comprehension using the adapted comprehensive passages. From the result of the paired t-test , the mean ($M = 53.73$) for the post test was significantly higher than the mean ($M = 44.47$) for the pre-test. As a result, there was evidence to indicate that the teaching of reading using the adapted comprehensive passages was effective and enable students to better understand the passages in SJK Wah Man. The finding was used to make suggestions for teachers to improve the teaching and learning of reading comprehension skills in their classrooms.

ABSTRAK

Tujuan utama penyelidikan ini ialah untuk menentukan keberkesanan mengajar kefahaman dengan menggunakan petikan yang telah diadaptasikan bagi pelajar-pelajar di dalam kelas Tahun 5. Sampel untuk penyelidikan ini terdiri daripada 30 orang pelajar Tahun 5 di SJK Wah Man, Sarikei. Kajian eksperimen dijalankan di mana petikan yang telah diadaptasikan itu digunakan dalam pengajaran kefahaman. Instrumen-instrumen yang digunakan dalam penyelidikan ini ialah soal-selidik, temu bual, ujian pra dan ujian pasca. Data yang diperolehi dianalisis dengan menggunakan SPSS. Dapatan Ujian-t berpasangan menunjukkan min ($M = 53.73$) ujian pos adalah lebih tinggi daripada min ($M = 44.47$) ujian pra. Dapatan kajian ini mendapati bahawa pelajar-pelajar di SJK Wah Man dapat memahami petikan-petikan yang telah diadaptasikan itu dengan lebih mudah apabila dibandingkan dengan petikan-petikan yang diambil terus dari buku teks.

Chapter 1

Introduction

1.1 BACKGROUND INFORMATION OF THE RESEARCH

Malaysia is a multicultural and multiracial country in which the population consists mainly of Malays, Chinese, Indians and the indigenous groups. Those different ethnic groups are given the opportunity to learn their own mother tongue in their living surroundings. English Language is a compulsory subject in all the schools either the national schools where the medium of instruction is Bahasa Malaysia; or the national-type schools where the medium of instruction is either Mandarin or Tamil. However, private schools which depend on fees paid by the students use English as their medium of instruction.

As an international language, it cannot be denied that English is still very much a part of Malaysian society, and it is recognized as the second most important language used in Malaysia. Its importance is now being stressed for the advancement of Malaysia in the field of science and technology, communications, international trade and industry as well as the academic realm even though it has no official status in the constitution in The Cabinet Committee Report in 1980.

The contents of
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only

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Appendix 1

Checklist for Passage Readability

Passage Readability Checklist (by Teachers)

Passage No:						
Put a tick (√) in the appropriate columns and (-) in the columns where questions do not apply.		5 = Very much 2 = Very little 4 = Yes 1 = Not at all 3 = To a certain extent				
(A) Understandability		5	4	3	2	1
1	Are the assumptions about students' vocabulary knowledge appropriate?					
2	Are the assumptions about students' prior knowledge of this content area appropriate?					
3	Are the assumptions about students' general experiential background appropriate?					
4	Are new concepts explicitly linked to the students' prior knowledge or to their experiential knowledge?					
5	Does the passage introduce abstract/new concepts by accompanying them with many concrete examples?					
6	Does the passage avoid irrelevant details?					
7	Does the passage explicitly state important complex relationship (e.g. causality, conditionality, etc.) rather than always expecting the reader to infer them from the context?					
(B) Usability		5	4	3	2	1
(I) External Organization						
1	Are the illustrations well done and appropriate to the level of the students?					
2	Is the print size of the passage appropriate to the level of the students who read the passage?					
3	Do the illustrations describe the context?					

Passage No:						
Put a tick (✓) in the appropriate columns and (-) in the columns where questions do not apply.		5 = Very much	2 = Very little	4 = Yes	1 = Not at all	3 = To a certain extent
(II) Internal Organization		5	4	3	2	1
1	Is an adequate context provided to allow students to determine meanings of technical terms?					
2	Are the sentence lengths appropriate for the level of students who are using the text?					
3	Is the author's style (word length, sentence length, sentence complexity, paragraph length) appropriate to the level of students who are using the passage?					
4	Does the author use a predominant structure or pattern of organization (compare-contrast, cause-effect, time order, problem solving, etc.) within the writing to assist students in interpreting the passage?					
(C) Interestability		5	4	3	2	1
1	Are the titles/topics and sub-headings concrete, meaningful or interesting?					
2	Are the activities/exercises motivating?					
3	Will the exercises make students want to pursue the topic further?					
4	Are the format, print size and pictures appealing to the students?					
5	Does the passage provide positive and motivating models for both genders as well as for other racial, ethnic and socio-economic groups?					
6	Does the passage help students generate interest as they relate experiences and develop visual and sensory images?					

Appendix 2

Questionnaire on Students'

Background and Attitude

Questionnaire 1

Gender: (Male / Female) Class: _____ Date: _____

Please answer the questions sincerely. Tick (√) as appropriate.

Section A: Background

1. What language do you speak at home?
Bahasa Melayu () Bahasa Cina () English () Others ()
2. Do you like to learn English in school?
Yes () No ()
3. Give your reason(s) for your answer in question 2.

4. What do you think is your level of English?
() High : Very good.
() Medium : Average. I can understand English.
() Low : Not really good in English.
5. Do you find English an interesting subject?
Yes () No () Depends ()

Section B : Attitude

6. In your opinion, what makes the teaching of English lesson interesting?
() Using the visual aids such as newspapers, pictures and charts in the lessons.
() Using the courseware/ICT in the lessons.
() Using the adapted comprehensive passages to your level of proficiency.
() Using the textbook without adapting the passages/exercises.
() The teacher's presentation in the class.
() Others (please indicate) _____
7. Do you prefer learning English through adapted passages to your level of proficiency?
Yes () No ()
8. Do you prefer learning English using newspaper articles?
Yes () No ()

9. Do you prefer learning English using the comprehensive passages in the textbook?
Yes () No ()
10. Give your reason(s) for your answer in question 9.

11. Is your present English lesson interesting?
Yes () No ()
12. Give your reason(s) for your answer in question 11.

13. Does your present English teacher use the adapted passages for teaching?
Yes () No ()
14. Do you understand better by using the adapted comprehensive passages?
Yes () No ()
15. Do you think your English standard will improve by using the adapted comprehensive passages in the textbook?
Yes () No ()
16. Give your reason(s) for your answer in question 15.

Thank You For Your Time And Assistance.

Appendix 3

Questionnaire on the Perception on Comprehensive Passages in the Textbook and Adapted Comprehensive Passages in the Teaching of Reading (To be completed by students)

Questionnaire 2 (Treatment Group)

Gender: (Male / Female) Class: _____ Date: _____

Please answer the questions below with a tick (√).

1. How do you find these selected comprehensive passages in your textbook?
Easy to understand () Difficult to understand ()
2. Are the activities and exercises motivating?
Yes () No ()
3. Will the exercises make you want to pursue the topic further?
Yes () No ()
4. Do you find the illustrations in the passages describing the context?
Yes () No ()
5. Are the illustrations arranged in an appropriate manner to you?
Yes () No ()
6. Are the sentence lengths appropriate to you?
Yes () No ()
7. Do you find difficulties in understanding the passages?
Yes () No ()
8. What makes you unable to understand the passages?
A lot of vocabulary () Long and complex sentences ()
9. Do the passages introduce abstract concepts by accompanying them with enough examples?
Yes () No ()
10. Is the print size of the passages appropriate to you?
Yes () No ()
11. Have you been introduced to adapted comprehensive passages before?
Yes () No ()
12. What do you think of using adapted passages in teaching reading?
Interesting () Boring () Fun ()
13. Will you find it easier to understand the content by using adapted materials in teaching reading?

Yes () No ()

14. Do you find using adapted comprehensive passages useful in learning English?

Yes () No ()

15. State your reason(s) for your answer in question 14.

16. Will you looking forward for your English teacher to use adapted teaching materials in your class?

Yes () No ()

17. Do you think your reading skill will improved if your English teacher often adapted the comprehensive passages in the teaching of reading?

Yes () No ()

18. Do you agree that better understanding in the passages will motivate you to learn more?

Yes () No ()

19. Do you agree that the passages which are adapted to the level of the students are a vital influence in motivating students to like English?

Yes () No ()

20. Do you agree that a comprehensive passage with lots of vocabulary will make you dislike reading through it?

Yes () No ()

21. Do you agree that adapted comprehensive passages to your level of English are better than the original comprehensive passages in your textbook?

Yes () No ()

22. How do you feel it if your teacher does not use the adapted teaching materials in his/her lessons in future?

Happy () Disappointed ()

23. Do you agree that adapted passages bring lots of benefits to the students?

Yes () No ()

24. If you are an English teacher, will you adapt your comprehensive passages in your teaching of reading to benefit your students?

Yes () No ()

Thank You For Your Time And Assistance.

Questionnaire 2 (Controlled Group)

Gender: (Male / Female) Class: _____ Date: _____

Please answer the questions below with a tick (✓).

1. How do you find these selected comprehensive passages in your textbook?
Easy to understand () Difficult to understand ()

2. Are the activities and exercises motivating?
Yes () No ()

3. Will the exercises make you want to pursue the topic further?
Yes () No ()

4. Do you find the illustrations in the passages describing the context?
Yes () No ()

5. Are the illustrations arranged in an appropriate manner to you?
Yes () No ()

6. Are the sentence lengths appropriate to you?
Yes () No ()

7. Do you find difficulties in understanding the passages?
Yes () No ()

8. What makes you unable to understand the passages?
A lot of vocabulary () Long and complex sentences ()

9. Do the passages introduce abstract concepts by accompanying them with enough examples?

Yes () No ()

10. Is the print size of the passages appropriate to you?

Yes () No ()

11. Have you been introduced to adapted comprehensive passages before?

Yes () No ()

12. Do you agree that better understanding in the passages will motivate you to learn more?

Yes () No ()

13. Do you agree that the passages which are adapted to the level of the students are a vital influence in motivating students to like English?

Yes () No ()

14. Do you agree that a comprehensive passage with lots of vocabulary will make you dislike reading through it?

Yes () No ()

15. Do you agree that adapted comprehensive passages to your level of English are better than the original comprehensive passages in your textbook?

Yes () No ()

Thank You For Your Time And Assistance.

Appendix 4

Informal Interview

Informal Interview

During the informal interview, the following questions will be asked. Some of these questions will be translated into the students' mother tongue (mainly Mandarin) where appropriate.

1. How do you find the passage?
2. Do you like it? Why?
3. Do you know what is it about?
4. Which word do you think appropriate to describe the passages?
Interesting? Useful? Fun? Boring?
5. Can you do the exercise?
6. Do you enjoy doing the exercise?

Appendix 5

Data Analysis Form for Passage Readability

Checklist

Rating the average score from the checklist given to four passages for ‘Understandability’.

Passage No Scale	Passage 1 5 4 3 2 1	Passage 2 5 4 3 2 1	Passage 3 5 4 3 2 1	Passage 4 5 4 3 2 1
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				
Question 6				
Question 7				
Average Score				

Rating the average score from the checklist given to five passages for ‘Usability’.

External Organization	Passage 1 5 4 3 2 1	Passage 2 5 4 3 2 1	Passage 3 5 4 3 2 1	Passage 4 5 4 3 2 1
Question 1				
Question 2				
Question 3				
Internal Organization				
Question 1				
Question 2				
Question 3				
Question 4				
Average Score				

Rating the average score from the checklist given to five passages for ‘Interestability’.

Passage No Scale	Passage 1 5 4 3 2 1	Passage 2 5 4 3 2 1	Passage 3 5 4 3 2 1	Passage 4 5 4 3 2 1
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				
Question 6				
Question 7				
Average Score				

Appendix 6

Four Comprehensive Passages

In Year 5 Textbook



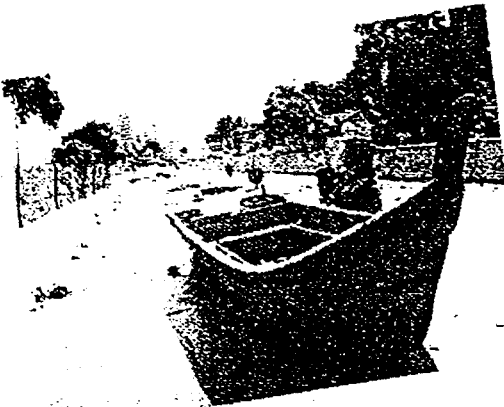
Let's read

Angie listens to the news.

Good afternoon. This is Channel Four and the time is 2.00 p.m. I'm Jenny Chong with the news update.

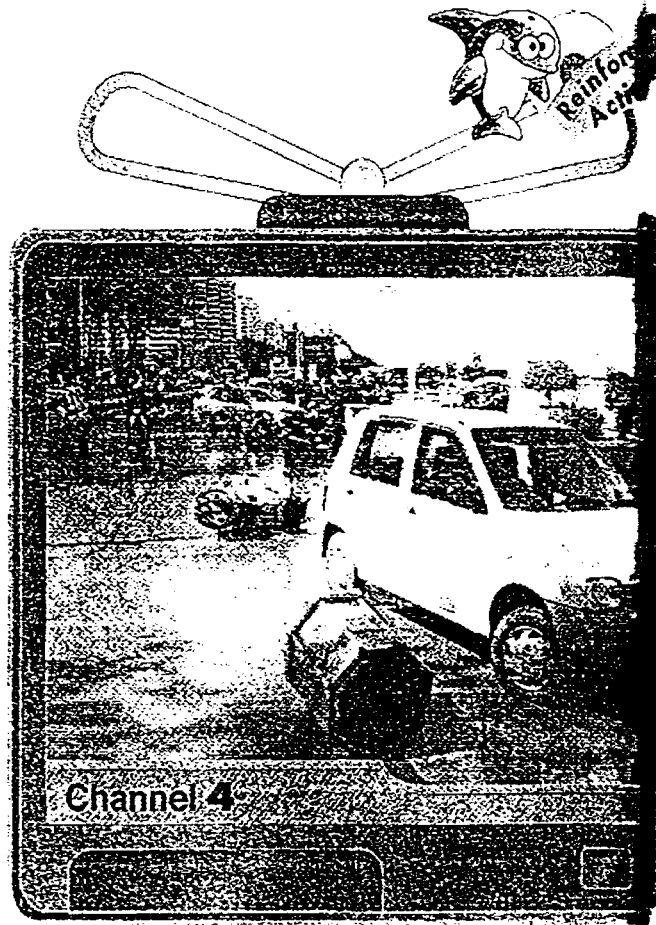
Earthquake in Aceh. An earthquake rocked Indonesia this morning. It started in Aceh and it was the most powerful earthquake in 40 years. People in Penang felt the earthquake at about 9.00 a.m. Buildings shook slightly and people rushed out of the buildings.

Many picnickers were enjoying their Sunday at Batu Ferringhi Beach. Three hours later,



the picnickers and the people passing by Batu Ferringhi saw a very big wave. In two minutes, a giant wave rolled towards the shore and flooded the roads and the village by the sea. The wave was around six metres high when it reached the shore.

People were terrified and tried to drive away. Some of the picnickers were washed away by the giant wave. It destroyed many buildings and cars. Many people lost their homes and family members. A fund has been set up to help the victims. You can donate by sending an SMS to 11228. The next news update will be at 5.00 p.m.





Let's read



How Taiping Got Its Name



Many years ago, in Larut, there lived a **wealthy** man called Long Jaafar. One day, while he was bathing in a stream, he **found** tin ore. He was very happy.

The next day, he went to Penang to look for workers. He brought Chinese miners to work for him at the mines in Klian Pauh. Long Jaafar paid them well because they were **diligent** workers. Later, he

also found tin in Klian Baru and opened **new** mines **there**. The town became rich. Long Jaafar became a successful businessman.

When he died, his son, Ngah Ibrahim, took over his business. Ngah Ibrahim was known as the *Mantri of Larut*. In 1861, the miners of Klian Pauh and Klian Baru had a fight. Ngah Ibrahim hired Captain Speedy to settle the fight between the two groups of miners. Captain Speedy was a former police chief in Penang. He set up two towns for them. He named one town 'Taiping' and the other 'Kamunting'.

'Taiping' means '**peace**' in Chinese. He chose the name because he hoped that the miners would live peacefully together. As he had hoped, there was **less** fighting. Since then, many miners and shopkeepers came to Taiping. Taiping became a rich town.





Let's read

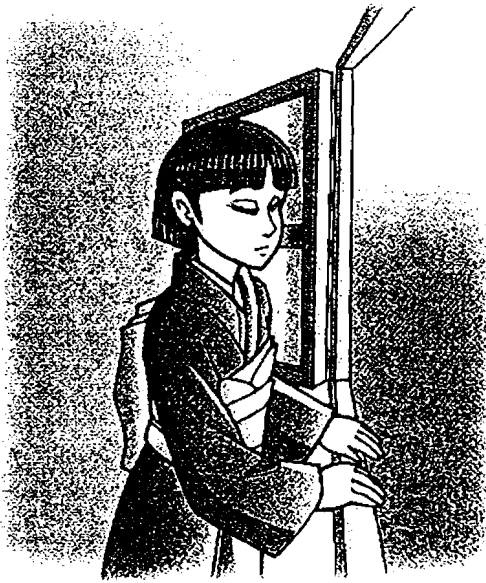


Sadako Sasaki and the Thousand Paper Cranes

Sadako Sasaki was born on the 7th of January, 1943, in Hiroshima. She liked to go on outings with her family. They would go to the Peace Park on the 6th of August every year. They went there to remember those who died when the atomic bomb was dropped on Hiroshima on that day in 1945.

Sadako was a school runner. She practised running every day. One cold winter day on the 10th of February, 1955, she fell down while running. Her father took her to the hospital. The doctors said she had leukaemia. She was another victim of the atomic bomb. Sadako was very sad.

The next day, her best friend, Chizuko visited her. She folded a paper crane and gave it to Sadako.



"This can help you get well," she said.

"How can a paper crane help me get well?" asked Sadako.

"According to a story, the crane is supposed to live a thousand years. Some people believe that if you fold one thousand cranes, you can make a wish," said Chizuko.

Although it was not easy, Sadako hoped to fold the thousand cranes as quickly as she could. She wanted to go home. By June 1955, she had folded more than five hundred paper cranes. Although she grew weaker, she never lost the will

to live. She kept on folding the paper cranes. She passed away on the 25th of October, 1955.

Sadako's friends collected the letters she wrote and turned them into a book. Soon, many people around Japan read about Sadako and the thousand cranes. Many people were touched by the courage she had although she was so ill. In 1958, a statue of Sadako holding a golden crane was unveiled in the Hiroshima Peace Park. Sadako became a symbol for the peace movement.



Let's read



A Caring Son

In a vast sandy desert in Africa lived a young man named Musa. He lived with his mother. One day, his mother fell ill. A wise Bedouin said that the only cure was a fragrant leaf which grew in an oasis faraway. Musa told his mother about the fragrant leaf. He asked for her blessings to go and look for the leaf. He promised to find the leaf for her. His mother wished him well.

Musa hurried to look for the leaf. On the way, he met an old lady. The old lady said that many people came to look for the fragrant leaf but none could find it. Musa felt sad but he did not give up.

After travelling for two days in the hot desert sun, he met Shah Hakim, a wealthy merchant. Shah Hakim owned many camels and sold many different things. Shah Hakim liked Musa. He offered Musa a job as his assistant. "I thank you kind merchant for the offer but I have to be on my way. I have promised to find the cure for my mother who is ill," said Musa.

Soon, Musa reached a big oasis. He met the tribal chief who ruled the oasis. The chief liked Musa and offered him a job. "I am deeply honoured but I have to be on my way. I have promised to find the fragrant leaf which can cure my mother," said Musa.



The chief said, "Musa, you have reached your destination. The fragrant leaf grows on a tree in my garden. Only a person who keeps his promise can pick the leaf off the tree! Please take the leaf for your mother." Musa took the leaf to his mother. His mother was cured.

an honour to the chief

Appendix 7

Sample of Comprehensive Passages in Year 5 English Textbook



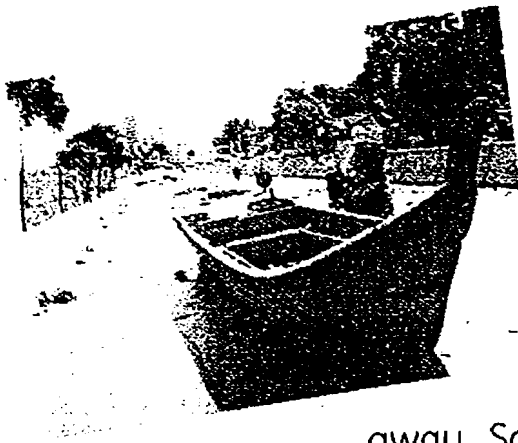
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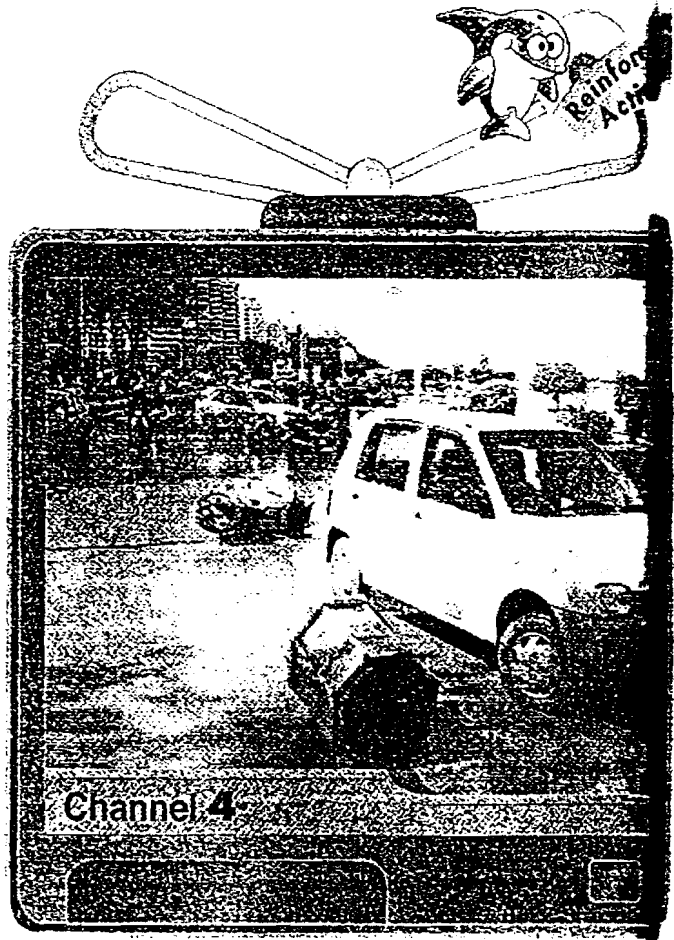
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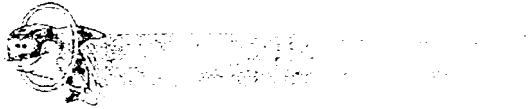
Many picnickers were enjoying their Sunday at Batu Ferringhi Beach. Three hours later,



the picnickers and the people passing by Batu Ferringhi saw a very big wave. In two minutes, a giant wave rolled towards the shore and flooded the roads and the village by the sea. The wave was around six metres high when it reached the shore.

People were terrified and tried to drive away. Some of the picnickers were washed away by the giant wave. It destroyed many buildings and cars. Many people lost their homes and family members. A fund has been set up to help the victims. You can donate by sending an SMS to 11228. The next news update will be at 5.00 p.m.





1. When was the earthquake?
A At 4 p.m. B At 5 p.m. C After 2 p.m. D Before 9 a.m.
2. The giant wave hit Batu Ferringhi at about .
A three in the afternoon
B nine in the morning
C twelve noon
3. Where did the earthquake start?
A Aceh B Batu Ferringhi C Penang
4. The word 'it' in line 24 refers to the .
A wave B shore C flood D earthquake
5. What caused the giant wave?
6. How high was the giant wave?



Let's read



How Taiping Got Its Name

Many years ago, in Larut, there lived a **wealthy** man called Long Jaafar. One day, while he was bathing in a stream, he **found** tin ore. He was very happy.



The next day, he went to Penang to look for workers. He brought Chinese miners to work for him at the mines in Klian Pauh. Long Jaafar paid them well because they were **diligent** workers. Later, he

also found tin in Klian Baru and opened **new** mines **there**. The town became rich. Long Jaafar became a successful businessman.

When he died, his son, Ngah Ibrahim, took over his business. Ngah Ibrahim was known as the *Mantri of Larut*. In 1861, the miners of Klian Pauh and Klian Baru had a fight. Ngah Ibrahim hired Captain Speedy to settle the fight between the two groups of miners. Captain Speedy was a former police chief in Penang. He set up two towns for them. He named one town 'Taiping' and the other 'Kamunting'.

'Taiping' means '**peace**' in Chinese. He chose the name because he hoped that the miners would live peacefully together. As he had hoped, there was **less** fighting. Since then, many miners and shopkeepers came to Taiping. Taiping became a rich town.



Answer the questions.

- Where did Long Jaafar go to look for workers?
A Kamunting B Penang C Taiping
- Who helped to settle the fight between the miners?
A Long Jaafar B Ngah Ibrahim C Captain Speedy
- The word '**there**' in line 8 refers to
A Klian Pauh B Klian Baru C Larut
- Why were the Chinese workers brought to Klian Pauh?
- How was the fight settled?
- Why did Captain Speedy name one of the towns 'Taiping'?
- What do you think would happen if the fight was not settled?



Let's read



Sadako Sasaki and the Thousand Paper Cranes

Sadako Sasaki was born on the 7th of January, 1943, in Hiroshima. She liked to go on outings with her family. They would go to the Peace Park on the 6th of August every year. They went there to remember those who died when the atomic bomb was dropped on Hiroshima on that day in 1945.

Sadako was a school runner. She practised running every day. One cold winter day on the 10th of February, 1955, she fell down while running. Her father took her to the hospital. The doctors said she had leukaemia. She was another victim of the atomic bomb. Sadako was very sad.

The next day, her best friend, Chizuko visited her. She folded a paper crane and gave it to Sadako.



"This can help you get well," she said.

"How can a paper crane help me get well?" asked Sadako.

"According to a story, the crane is supposed to live a thousand years. Some people believe that if you fold one thousand cranes, you can make a wish," said Chizuko.

Although it was not easy, Sadako hoped to fold the thousand cranes as quickly as she could. She wanted to go home. By June 1955, she had folded more than five hundred paper cranes. Although she grew weaker, she never lost the will

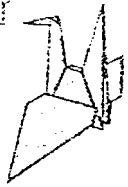
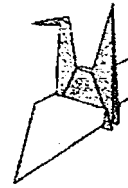
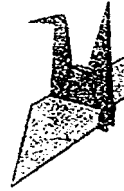
to live. She kept on folding the paper cranes. She passed away on the 25th of October, 1955.

Sadako's friends collected the letters she wrote and turned them into a book. Soon, many people around Japan read about Sadako and the thousand cranes. Many people were touched by the courage she had although she was so ill. In 1958, a statue of Sadako holding a golden crane was unveiled in the Hiroshima Peace Park. Sadako became a symbol for the peace movement.



Answer the questions.

1. When was Sadako born?
2. Hiroshima was bombed on the
A 7th of January, 1943
B 6th of August, 1945
C 10th of February, 1953
D 25th of October, 1955
3. Why did Chizuko give Sadako a paper crane?
4. Why did Sadako keep folding the paper cranes?
5. How did people come to know about Sadako?
6. What is Sadako best known for?





Let's read



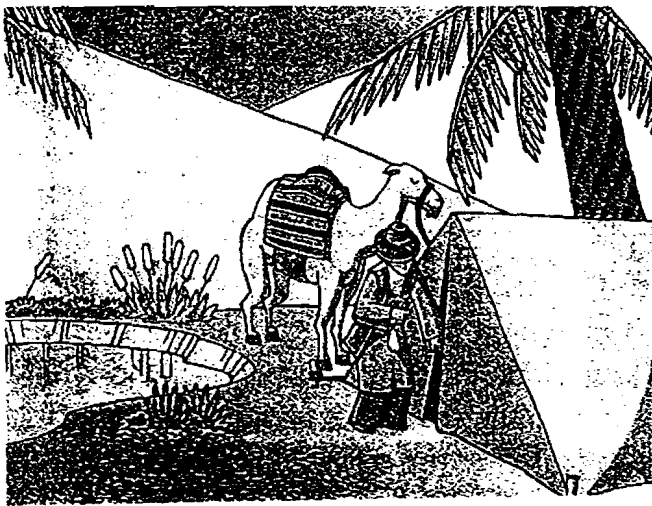
A Caring Son

In a vast sandy desert in Africa lived a young man named Musa. He lived with his mother. One day, his mother fell ill. A wise Bedouin said that the only cure was a fragrant leaf which grew in an oasis faraway. Musa told his mother about the fragrant leaf. He asked for her blessings to go and look for the leaf. He promised to find the leaf for her. His mother wished him well.

Musa hurried to look for the leaf. On the way, he met an old lady. The old lady said that many people came to look for the fragrant leaf but none could find it. Musa felt sad but he did not give up.

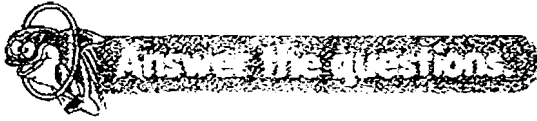
After travelling for two days in the hot desert sun, he met Shah Hakim, a wealthy merchant. Shah Hakim owned many camels and sold many different things. Shah Hakim liked Musa. He offered Musa a job as his assistant. "I thank you kind merchant for the offer but I have to be on my way. I have promised to find the cure for my mother who is ill," said Musa.

Soon, Musa reached a big oasis. He met the tribal chief who ruled the oasis. The chief liked Musa and offered him a job. "I am deeply honoured but I have to be on my way. I have promised to find the fragrant leaf which can cure my mother," said Musa.



The chief said, "Musa, you have reached your destination. The fragrant leaf grows on a tree in my garden. Only a person who keeps his promise can pick the leaf off the tree! Please take the leaf for your mother." Musa took the leaf to his mother. His mother was cured.

An honour to the school 与校



1. Where did Musa live?
2. Find words in the passage which have the opposite meaning to:
 - poor • happy • cold • dislike
3. Find words in the passage which have the same meaning as:
 - big • sick • rich • work
4. The word 'it' refers to .
5. What did Shah Hakim offer Musa?
6. Musa found the fragrant leaf at the
 - A tribal chief's house
 - B tribal chief's garden
 - C wealthy merchant's house
7. Do you like the story? 😊 ☹️ 😐
Why?
8. What did you learn from the story?

Appendix 8

Sample of Adapted

Comprehensive Passages in

Year 5 English Textbook

Adapted Comprehensive Passage

Name: _____ Class: _____ Date: _____

(A) Read the news carefully and answer the questions below.

Angie listens to the new:

Good afternoon. This is Channel Four and the time is 2.00 p.m. I'm Jenny Chong with the news update.

Earthquake in Aceh. An earthquake rocked Indonesia this morning. It started in Aceh and it was the most powerful earthquake in 40 years. People in Penang felt the earthquake at about 9.00 a.m. Buildings shook slightly and people rushed out of the buildings

Many people were enjoying their Sunday at Batu Ferringhi Beach. Three hours later, the people at the beach and those passing by Batu Ferringhi saw a very big wave. In two minutes, a giant wave rolled towards the shore and flooded the roads and the village by the sea. The wave was around six metres high when it reached the shore.

People were frightened and tried to drive away. Some of the people at the beach were washed away by the giant wave. It destroyed many buildings and cars. Many people lost their homes and family members. A fund has been set up to help the victims. You can donate by sending an SMS to 11228. The next news update will be at 5.00 p.m.

1. When was the earthquake?
A. At 4 p.m. B. At 5 p.m. C. After 2 p.m. D. Before 9 a.m.
2. The giant wave hit Batu Ferringhi at about _____.
A. three in the afternoon B. nine in the morning C. twelve noon

3. Where did the earthquake start?
A. Aceh B. Batu Ferringhi C. Penang
4. The word 'It' in line 13 refers to the _____
A. wave B. shore C. flood D. earthquake
5. What caused the giant wave?

6. How high was the giant wave?

(B) Read the passage carefully and answer the questions below.

How Taiping Got Its Name

Many years ago, in Larut, there lived a rich man called Long Jaafar. One day, while he was bathing in a river, he found tin ore. He was very happy.

The next day, he went to Penang to look for workers. He brought Chinese miners to work for him at the mines in Klian Pauh. Long Jaafar paid them well because they were hardworking workers. Later, he also found tin in Klian Baru and opened new mines **there**. The town became rich. Long Jaafar became a successful businessman.

When he died, his son, Ngah Ibrahim, took over his business. Ngah Ibrahim was known as the Mantri of Larut. In 1861, the miners of Klian Pauh and Klian Baru had a fight. Ngah Ibrahim paid Captain Speedy to settle the fight between the two groups of miners. Captain Speedy was a former police chief in Penang. He set up two towns for them. He named one town 'Taiping' and the other 'Kamunting'.

'Taiping' means 'peace' in Chinese. He chose the name because he hoped that the miners would live peacefully together. As he had hoped, there was less fighting. Since then, many miners and shopkeepers came to Taiping. Taiping became a rich town.

7. Where did Long Jaafar go to look for workers?
A. Kamunting B. Penang C. Taiping
8. Who helped to settle the fight between the miners?
A. Long Jaafar B. Ngah Ibrahim C. Captain Speedy
9. The word 'there' in line 6 refers to _____
A. Klian Pauh B. Klian Baru C. Larut
10. Why were the Chinese workers brought to Klian Pauh?

11. How was the fight settled?

12. Why did Captain Speedy name one of the towns 'Taiping'?

13. What do you think would happen if the fight was not settled?

(C) Read the passage carefully and answer the questions below.

Sadako Sasaki and the Thousand Paper Cranes

Sadako Sasaki was born on the 7th of January, 1943, in Hiroshima. She liked to go to the Peace Park with her family on the 6th of August every year. They went there to remember those who died when the atomic bomb was dropped on Hiroshima on that day in 1945.

Sadako was a school runner. She practiced running every day. On the 10th of February, 1955, she fell down while running. Her father took her to the hospital. The doctors said she had leukaemia. Sadako was very sad because she was another victim of the atomic bomb.

Sadako's best friend, Chizuko folded a paper crane and gave it to her. She said, "This can help you get well."

"How can a paper crane help me get well?" asked Sadako.

"According to a story, the cranes can live for thousand years. Some people believe that if you fold one thousand cranes, you can make a wish," said Chizuko.

Sadako hoped to fold the thousand cranes as fast as she could. By June 1955, she folded more than five hundred paper cranes. Although she grew weaker, she never lost the will to live. She kept on folding the paper cranes. She passed away on the 25th of October, 1955.

Sadako's friends collected all her letters and turned them into a book. Soon, many people around Japan read about Sadako and the thousand cranes. They were touched by the courage she had although she was so ill. In 1958, a statue of Sadako holding a golden crane was placed in the Hiroshima Peace Park. Sadako became a symbol for the peace movement.

Hope is the last thing that we lose.

14. When was Sadako born?

15. Hiroshima was bombed on the _____

A. 7th of January, 1943

C. 10th of February, 1953

B. 6th of August, 1945

D. 25th of October, 1955

16. Why did Chizuko give Sadako a paper crane?

17. Why did Sadako keep folding the paper cranes?

18. How did people come to know about Sadako?

19. What is Sadako best known for?

(D) Read the passage carefully and answer the questions below.

A Caring Son

In a vast sandy desert in Africa lived a young man named Musa. He lived with his mother. One day, his mother fell ill. A wise Bedouin told him that the only cure to his mother's sickness was a fragrant leaf which grew in an oasis faraway. Musa told his mother about the fragrant leaf. He asked for her blessings to go and look for the leaf. He promised to find the leaf for her. His mother wished him well.

Musa went to look for the leaf. On the way, he met an old lady. The old lady said that many people came to look for the fragrant leaf but none could find it. Musa felt sad but he did not give up.

After traveling for two days in the hot desert sun, he met Shah Hakim, a wealthy merchant. Shah Hakim owned many camels and sold many different things. He liked Musa and offered him a job as his assistant. "I thank you for the offer but I have to be on my way. I have promised to find the cure for my mother who is ill," said Musa.

Soon, Musa reached a big oasis. He met the tribal chief who ruled the oasis. The chief liked Musa and offered him a job also. "I am deeply honoured but I have to be on my way. I have promised to find the fragrant leaf which can cure my mother," said Musa.

The chief said, "Musa, you have reached your destination. The fragrant leaf grows on a tree in my garden. Only a person who keeps his promise can pick the leaf off the tree! Please take the leaf for your mother." Musa took the leaf to his mother. His mother was cured.

Where there is a will, there is a way.

20. Where did Musa live?

21. Find words in the passage which have the opposite meaning for:

a) poor x _____

c) cold x _____

b) happy x _____

d) dislike x _____

22. Find words in the passage which have the same meaning for:

a) big = _____

c) rich = _____

b) sick = _____

d) work = _____

23. The word 'it' refers to _____

24. What did Shah Hakim offer Musa?

25. Musa found the fragrant leaf at the _____

A. tribal chief's house

B. tribal chief's garden

C. wealthy merchant's house

26. Do you like the story?

Why?

27. What did you learn from the story?

Appendix 9

Data Analysis Form

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.60	15	25.062	6.471
	Posttest	45.80	15	25.719	6.641

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	15	.996	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-1.200	2.426	.626	-2.544	.144	-1.916	14	.076

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.47	15	23.757	6.134
	Posttest	53.73	15	27.991	7.227

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.968	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-9.267	7.741	1.999	-13.554	-4.980	-4.636	14	.000



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

Telefon : 03-88846591

Faks : 03-88846579

Rujuk. kami : KP(BPPDP)603/5/JLD.5 (543)

Tarikh : 31 Julai 2009

En/Pn. Wong Chee Ching
21 Jln Ubah
96100 Sarikei
Sarawak

IC: 700115135202

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

A Study On The Effectiveness Of Using Adopted Comprehensive Passages In The Teaching Of Reading For Year 5 Students In SJK Wah Man, Sarikei

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.
3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. SOON SENG THAH)

Ketua Sektor,
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan
Dasar Pendidikan
Kementerian Pelajaran Malaysia

s.k.

Pengarah
JPN Sarawak

Dr. Arsaythamby A/L Veloo
Head Coordinator Graduate Studies
University Utara Malaysia
06010 Sintok, Kedah



JABATAN PELAJARAN NEGERI SARAWAK
BANGUNAN TUN DATUK PATINGGI
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JALAN SIMPANG TIGA
93604 KUCHING
SARAWAK

Telefon: 082-243201
FAX: 082-246750
Kawat: PENDIDIKAN

Ruj Kami : JPS(W)/SPPP/(Lat)153/08/02/05/Jld. 30 (20)

Tarikh : 29 JAN 2010

Wong Chee Ching

Melalui dan salinan :

Guru Besar
SJK Wah Man
96100 Sarikei
Sarawak

Tuan/puan

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT-
INSTITUT PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-
BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA**

Dengan hormatnya saya diarah merujuk kepada perkara di atas.

2. Sukacita dimaklumkan bahawa pada dasarnya Jabatan Pelajaran Negeri Sarawak tiada sebarang halangan untuk membenarkan tuan menjalankan kajian bertajuk :

“ A Study On The Effectiveness Of Using Adopted Comprehensive Passages In The Teaching Of Reading For Year 5 Students In SJK Wah Man, Sarikei ”

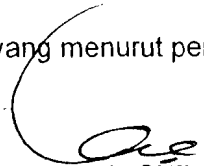
3. Sukacita diingatkan bahawa sepanjang tempoh kajian tersebut, tuan adalah tertakluk kepada peraturan yang sedang berkuatkuasa dan menjalankan kajian seperti tajuk yang diluluskan oleh Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia bil. KP(BPPDP)603/5/JLD.05(543) bertarikh 31.07.2009.

4. Jabatan ini memohon agar sesalinan laporan kajian dihantar ke Unit Latihan Dan Kemajuan Staf, Jabatan Pelajaran Negeri Sarawak sebaik sahaja selesai untuk tujuan rekod dan rujukan. Dengan surat ini, Pegawai berkenaan adalah dimohon untuk memberi bantuan dan kerjasama yang sewajarnya bagi menjayakan kajian tersebut.

Sekian. Terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,


[KUSWADY BIN CHIL]
Sektor Khidmat Pengurusan Dan Pembangunan
b.p Pengarah Pelajaran
Sarawak.

s.k.

Pegawai Pelajaran Daerah Sarikei

Guru Besar, SJK Wah Man, Sarikei

Fail (Latihan)

000413101

Perpustakaan Sultanah Bahiyah
Universiti Utara Malaysia