USING GRAPHIC ORGANIZER IN HELPING YEAR FIVE PUPILS TO COMPREHEND THE SMALL 'I'

HIEW MEI PING

UNIVERSITI UTARA MALAYSIA
2010
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USING GRAPHIC ORGANIZER IN HELPING YEAR FIVE PUPILS TO COMPREHEND THE SMALL 'I'

ABSTRACT

Graphic organizers are structural tools that help readers organize thoughts. By using graphic organizers, pupils can experience words beyond pronunciation and display connections between ideas and concepts to improve comprehension. Graphic organizers help pupils sort, show relationship, make meaning, and manage data quickly and easily before, during, and after reading and discussion. As a result, pupils can display connections between ideas and concept, thus improving the text comprehension. The subjects were primarily Year Five pupils (n = 60) at a suburban school in Kota Kinabalu. The purpose of this study was to examine the effectiveness of using graphic organizers as a learning tool to help Year Five pupils organize thoughts and improve reading comprehension. Using a triangular approach to data collection, this 6 week study utilized a Pre-test and Post-test control group design and individual interviews to determine the effects of graphic organizers on pupils’ achievement. The data suggests that using graphic organizers might have been one factor that aided pupils in the reading comprehension process. In addition, this study revealed that pupils believed that graphic organizers were helpful in allowing them to organize their thoughts after reading a story. A paired samples t-test determined significant difference in achievement between the groups. The experimental group improved in achievement at least as much as the control group.
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CHAPTER I

INTRODUCTION

1.0 Introduction

English language being the 'second' language in Malaysian schools from primary to secondary level, has continually attracted the attention of the Education Ministry to upgrade the 'language skills' among pupils. To upgrade these skills, the Ministry in 2004 introduced literature small 'l' in the English subject in Malaysian schools. The small 'l' is referred to as primary school literature. The aims are to help and encourage pupils improve their English language through reading simple text and related materials. Some of the objectives of introducing small 'l' include: to instill reading habit, to enrich vocabulary, to enhance thinking skills, to promote cultural understanding in the Malaysian context, to provide lively enjoyable and high-interest readings and above all to improve English language proficiency of pupils in Malaysian schools (Curriculum Development Centre, 2004).

According to Bellanca (2007, p. 229), "Teachers who integrate graphic organizers into daily lessons can exceed this mandate [using research-based strategies] in ways that raise expectations for pupils comprehension to the highest degree". Some researches have shown that pupils cannot comprehend what they read because they do not know how to read effectively. "Readers
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