THE ILLITERACIES AMONG URBAN SCHOOL STUDENTS: A CASE STUDY IN AN URBAN AREA IN JOHOR BHARU

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This report is submitted in partial fulfillment of the requirement for the award of the degree of Bachelor of Science and Education (TESL)

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APRIL, 2006
“I declare that this thesis entitled “The Illiteracies among Urban School Students: A Case Study in Urban Area in Johor Bahru” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree”.

Signature

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Date : 17 April 2006
To my beloved father and mother, sisters and brother, whose love and support and their faith in my abilities had made me a better person, and it is only fitting that this project, which is little enough repayment, be dedicated to them
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ABSTRACT

The illiteracy problems among the urban school students have been greatly debated in the past few years. This study attempts to investigate the causes of the illiteracy problem, to know who are responsible for the illiteracy problem and also to identify some solutions to reduce the problem. This study looks at six form three students from one school in urban area in Johor Bahru. All the subjects are female and Malay students and they had disabilities in reading, writing and calculation skills. The instruments used in collecting the data were document analysis, interviews and observations. The analysis was based on the latest monthly examination results scored by the subjects and their results in English and Bahasa Melayu paper were also included. Three teachers were interviewed as the respondents in order to gather information about the subjects. Besides that, observation on the daily class and the Intervention Class were conducted in order to identify how the subjects respond to their learning. The data collected from all the three instruments were analyzed and tabulated in table. The findings of the research show that the students did not have the interest and motivation to learn. Lack of teaching materials also caused the illiteracy problem among the subjects. It is also found that the teacher had an important role in reducing the number of illiterate students within the school. The Intervention Class helped the subjects to overcome their illiteracy problem. This study also points out the possibility of creating and using various kinds of teaching methods and approaches which can help the teacher in improving their teaching strategies.
ABSTRAK

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CHAPTER I

INTRODUCTION

1.0 Introduction

Reading, writing and literacy are interrelated. To be a literate person, he or she should have the ability to read and write. Reading is the preface to writing. In this process, the reader may for the first time gain insight into the structures underlying prose by creating well-formed outlines, by drafting topic sentences and paragraphic elaborations, by searching for the right word, the students learn about the nature of print. For good prose is not language put on paper, it is thought expressed in writing.

The following definition of reading as a skill is typical of those in many education textbooks. One of the definitions taken from the Language Skills in Elementary Education written by P.S. Anderson (1972) was that “reading is a recording and decoding process, in contrast with speaking and writing which involve encoding. One aspect of decoding is to relate the printed word to oral language meaning which includes changing the print to sound and meaning.”
According to Smith and Robinson (1980), “reading is an active attempt to understand a writer’s message”. Thus, a reader interacts with and tries to reconstruct what a writer wishes to communicate.

In this chapter, I will focus on the illiteracy issues which is the background of the study, statement of the problems and significant of the study. First, for the introduction of the chapter, I will review the background of the problem. Second, I will discuss the statement of the problem that I am going to examine. Next, I will state the purposes of the study and then followed by the research questions. Then, I will go into detail about the significance of conducting this research. After that, I will discuss the scope of the research and finally, I will provide the definition of a few terms that are used in this study.

1.1 Background of the Study:

According to Gray (1956), “a person is functionally literate when he has acquired both reading and writing skills which enable him to engage effectively in all those activities in which literacy is generally assumed in his culture or group.” Therefore, to be actively engaged with the society, a person should have both reading and writing ability. This study was conducted to seek the literacy level among secondary school students in an urban area in Johor Bahru. The subjects were teenagers and to my surprise, they were not literate in both Malay and English language. Thus, my research is carried out to seek for the causes and solutions for the illiteracy problem. The problem of illiteracy may occur maybe because the person failed to acquire the required skills. Illiteracy by itself and without any other social process means exclusion from many aspects of the culture whether it be reading books, football results, food packaging or filling in simple form and sending greeting cards.
Case studies reported by Peter Johnston (1985) showed how much people have to do to compensate for a lack of literacy. At school, their strategies may include memorizing text, listening carefully for oral instructions, bluffing, relying on help from classmates. In order to survive, they will do a lot of things and they did not realize that they are just destroying their future.

John, J. L (1972) had given a good opinion which says that children must acquire a better understanding of reading. To support his opinions, he interviewed a few disabled readers who lacked the understanding of the purpose of reading process. He came up with a conclusion that the main factor to children’s reading problem is failure of some children to comprehend what is involved in the reading process. Reading skills involve a few stages which the students need to acquire. Bond and Thinker (cited in Dechant (1982:pg 5) stated that, “ reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader’s past experience.” This statement means that both reading and writing skills are vital for the person to get or understand the meaning of the sentences and thus, he could response to it.

1.2 Statement of Problem

The problem of illiteracy has been greatly debated in Malaysia over the past years. Throughout the non-deaf community, the number of illiterate adult is extremely high. In the deaf community, known for a history of literacy problems both in narrative and expository writing and reading, this problem is even more pronounced. Because of this controversy, there is much debate over the best method of educating young children to become good reader as well as how to address those who have difficulty in reading.
These questions arise at even a young age when children begin to learn to read. To better understand how to address this problem of illiteracy, it is imperative that we understand how children learn to read and how they comprehend and recall what they are reading.

Hannon. P (1995), in her book “Literacy Home and School”, argued that the children’s literacy learning takes place before school or out of school which means the children normally acquire their literacy learning at their home. The role of parents is significant in the teaching of literacy. Literacy is important for children and adults and that it is unequally distributed in society and strongly related to home experiences. But the parents have to be careful about which kinds of literacy they want to promote their children. The involvement of teachers in the teaching literacy will show how they organize their teaching in school years and it also will demonstrate how their involvement can be achieved in various ways.

In order to help the students to understand the importance of learning to read, teacher must also ensure that students can and will transfer what they learn from instructional materials to real-life reading situation. Both of these concerns can be addressed by providing supplemental activities for teaching reading skills. Furthermore, this study seeks to find the answer to research questions which are to investigate the causes of the students’ illiteracies and to find some solutions for it. Besides, this study attempts to discover how the illiteracy problems affect the students’ life. The main reason why I conducted this research is to investigate the problem that occurs within the literacy learning which precisely focused on the reading and writing skills. In short, this research will reveal or reflect the true reasons why the students are still considered as illiterate even though they are now in the secondary school. This research mainly acts as a tool to find out the main causes of illiteracy and thus based on what I will obtain from
this research, I will try to look for some solutions to eliminate the illiteracy problem among urban school students.

1.3 Purposes of the study

This study is conducted in order to meet a few objectives. This study investigates the illiteracy problems among urban school students in an urban area in Johor Bahru. The objectives are stated as below:

1. to identify the causes of illiteracies among urban school students.
2. to seek who are responsible for their illiteracies.
3. to find the solutions to reduce the problem.

1.4 Research Questions:

This study seeks to find answers to the following research questions:

1. What are the causes of the illiteracy that occur among urban school students?
2. Who were responsible for their illiteracies?
3. What can be done to reduce illiteracy rate among urban school students?
1.5 **Significance of the study**

This research aims to investigate the main causes or factors of illiteracy among the urban school students. As they were living in an urban area, they should not have any problems in their reading. They should have the ability to read and write. The main reason I conducted this research is to identify the main cause of this problem and to know how their literacy learning works during the school times. This research will help teachers and also the students themselves to enhance their ability to improve on their reading. As for the teachers, they will know why their students are not able to read and they will try to find new approaches to teach their students to be more literate. Furthermore, teachers can use the result from my research to find the solutions to this problem.

1.6 **Scope of Study**

For the purpose of the study, the focus is on the literacy competence among urban school students. This study draws an attention to a group of six students from an urban area in Johor Bahru. All the subjects are female students and specifically, this study will investigate the causes of the illiteracy among them and thus find the solutions to solve this problem. The subjects are now in Form Three and soon they will take the Penilaian Menengah Rendah (PMR) examination. All of them are from the same class which is 3K4 class and the class is the last class from all the form three classes within the school. The 3K4 class consists of 33 students with mix ability and most of them can be considered as intermediate to low level students. Within all the 33 students, only six of them are not able to read and write. Thus, I was so keen to study on their illiteracies because they were not literate in both Malay and English language. All of them lived in an urban area near to the city of Johor Bahru. It was also to investigate how they
learned their literacy learning in their daily class and also in the Intervention Class.

1.7 Definition of terms

There are a few terms that are used in this research and the explanation of each term is as below.

1.7.1 Literacy

Literacy can be defined as the ability to read and write. Wilson, (1997) stated that the word literacy has numerous possible definitions and yet is a word which people tend to use as though there is a single understanding of it that is typically shared by all, as if ‘a set of universal exists that, regardless of context, provides some common ground for understanding its meaning’. Thus the term literacy will be further discussed throughout this research paper.

1.7.2 Illiteracy

Illiteracy describes the disabilities in the reading and writing skills. The students’ lack of knowledge in pronouncing and producing words had led them to be considered as illiterate. They fail to recognize the phonemes or words and therefore disable them to read and write any given task.
1.7.3 Authentic literature

Authentic literature means that the texts used are written in the real, original and natural language of the authors. This Authentic literature is regularly referred to the real books. Basically, these are the books that can be found in the library and include a wide range of fiction and nonfiction texts that authentically represent many cultures presented from diverse perspectives.

1.7.4 Urban area

According to the Oxford University Dictionary, the word *urban* brings out definition of living in a city or town. Thus, people who live in an urban area are basically civilized area and normally, they live in a developing district. People who live in an urban area can be categorized from middle to higher class of people.
CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The World Education Report (1993) affirms that Malaysia then had one of the lowest literacy rates (78.4%) compared with other Southeast Asia neighbors, like Singapore (100%), Indonesia (81.6%), Thailand (93%), and the Philippines (89.7%), respectively. Today, the country's population is more than 20 million, the Malaysian literacy rate is 85%. The population of Malaysia consists of three main ethnic groups which are the Malays, Chinese, and Indians but there are other minority groups like the Sikhs, Eurasians, Kadazans, Ibans, and others. The three main ethnic groups have their own mother tongues and dialects within those mother tongues. However, the national language of the country is Bahasa Malaysia, which is the mother tongue of the native Malays. English language still becomes an essential second language in the country and however, Bahasa Malaysia is used in the official functions. Generally, the population is biliterate which is, they speak and understand their own mother tongue and the national language. In fact, some people
are triliterate. They are able to converse and comprehend their own mother tongue, the national language, and the English language.

Malaysia’s system of education in all government schools and higher institutions from primary level to tertiary level uses Bahasa Malaysia as the medium of instruction. However, English has remained an imperative second language in the education system. Besides all the advantages of showing positive results in terms of national identity and national unity among the population, it has created some serious literacy problems that need to be addressed.

2.1 Principle of literacy

According to Kern, (2000), his definition of literacy is “the use of socially, historically and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conversations and their contexts sensitive, literacy is dynamic, not static and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of genres and on cultural knowledge.”

Based on his research, he articulated seven principles arising from the above definition about literacy, phrased in terms of what literacy involves. He stated that literacy involves interpretation, collaboration between reader and writer, conventions, cultural knowledge, problem solving, self reflection and also the language use. Kern perceives these principles as the connection between literacy and communication. Thus, literacy itself is not a static phenomenon but an ever-changing, forever-integrating awareness which people develop over time through experience and effort.

Comprehension of both Malay and English texts are an important medium for receiving information on a variety of topics. Therefore, the ability to read well
has become an important tool for academic, educational and professional success. Krashen (1993) mentions that language learning requires a huge amount of comprehensible input and this claim has been supported by Hayes and Ahrens (2000) by stating that learners ‘are exposed to new input far more often while reading than while listening n conversation or watching television’ (cited from Tsai) It is the ability to read that mainly governs an individual’s quest for and acquisition of knowledge and his overall level of awareness (Mason and Krashen, 1997). Therefore, it can be concluded that language input through reading is important for increasing language proficiency.

Program for International Student Assessment (PISA) is a new international assessment program. This program assesses the 15 years olds students in reading, mathematics and science literacy. Thus, PISA defines the reading literacy as, “the understanding, using and reflecting on the written texts in order to achieve the goals, to develop the knowledge and potential, and to involve with the community (OECD 1999, P.20). Therefore, through the definition given by PISA, it shows that the reading ability is really important for the student to be involved with the society. It is also important in expanding their knowledge on certain topics and thus will help them to be successful in their future undertakings.

2.2 Emergent literacy

Literacy is a social phenomenon and as such is influenced by cultural factors. Therefore the cultural group in which children grow up will be a significant influence on the emergence of literacy. Literacy emerges not in a systematic, sequential manner but as a response to the printed language and social environment experienced by the children. Literacy evolves around reading and writing skills and the person who have the ability to read and write are considered as a literate person. The term emergent literacy can be defined as the literacy development among
children which can be perceived from their oral language development and frequently eccentric emphasis on reading and writing.

2.3 Phonological awareness

Phonological awareness can be considered as the capability to distinguish and operate the sounds and syllables which are used to produce words. Phonological awareness occasionally refers to an understanding that words consist of syllables, "onsets and rimes," and phonemes, and therefore can be regarded as a wider view than phonemic awareness. The phonological awareness is stressed critically because if children cannot perceive the sounds in spoken words for instance, if they cannot hear the "at" sound in "mat" and "bat" and notice that the dissimilarity between these sound segments lies in the first sound, they will have major difficulties in decoding words accurately and fluently. This awareness of the sound structure of our language looks as if it is so simple and obvious that we take for granted that most adolescents should to develop it. Different with writing, our vocalizations do not consist of separate sounds in words. For instance, while a written word like "mat" has three letter-sound units, when the word is spoken aloud the ear only hears one sound and not three. This assimilation and overlapping of sounds into a set of speech makes the oral communication become more organized.

2.4 Concept of literacy

Educators and also policy makers commonly debate on what differences does the literacy makes in a person or a society. These people study the relationship between literacy and social systems and also make the decision or recommendation about literacy practice. Literacy was being able to read and write. Anyone who did not have the ability to read and write is not considered as a literate person. In this study, several conceptualizations of literacy will be identified and briefly discussed.
2.4.1 Literacy as a cognitive skill

Throughout the years, many people have the belief that literacy was a simple and learned cognitive skill. People who learned to read and write are just as similar to the one who learn to do things for instance learn to kick a ball and build a fire or make baskets. Thus, if the person had mastered the skill, it was quite obvious. This view of literacy has come to be referred to as independent literacy.

2.4.2 Literacy as intellectual transformation

For many years, there has been great debate in academic circles on the question of the relationship between civilization, development and literacy. Some researchers have argued that literacy is a key determinant of technological development. Literacy is seen as having deep impact on the intellectual powers of individuals and societies. Literate societies which are groups of literate individuals, have a great intellectual and cognitive benefit and make use of this benefit to expand socially, politically, intellectually and militarily. On the other hand, individuals and societies with limited or illiteracy are largely condemned to have a very simple and traditional lifestyles and cultural systems. Basically, civilization is based on literacy.

2.4.3 Literacy as competence

In the 80’s, literacy is used as a measure of proficiency to complete a certain task or work in a particular field. For instance, people are considered as computer literate or computer illiterate depending on their capability to use a computer. Other fields of technical proficiency are handled in the same way. Another application of the perception of literacy as competence is in the field of academic assessment. If someone is asked to give an assessment of literacy rates, he or she has to refer to some criterion for literacy. This is a statement measure which acts as a gauge for
determining whether the person can be considered as literate or not literate. Hence, it also leads to a delicate awareness of the societal relations between academic, the work place and personal development.

2.5 Problem of illiteracy

Language can be a major barrier to literacy. When a person speaks an unwritten language and is expected to learn to read in a language that he does not understand, as a result he will be confused and the whole reading will turns to a frustrating process. Many give up enduringly by saying that reading and writing are out of their control. In essence, most reading disabilities can be observed as a person attempts to read the words on a page of print. The disability in reading can be seen when the person encountered difficulties in decoding unfamiliar words and repeated or recapped misidentification of familiar words. Reading is faltering and characterized by frequent starts and stops and numerous mispronunciations. After the reading, the individual is giving out less points or opinions as he or she is weak in comprehension. This does not mean that he or she is not clever enough, as a matter of fact; many people who have the reading disabilities are intelligent. This problem occurs mainly because when they read any texts or passages, they just want to finish reading it without remembering and comprehending the content of the texts or passages. Precisely, their reading of words is extremely slow and imprecise rather than automatic and fluent.

Un fortunately, there is no way to avoid the decoding and word recognition stage of reading. People cannot use the context to comprehend the meaning of misread or misinterpret words as it cannot be significantly equalized with the deficiency in these skill mostly if the reading speed is low and there are a lot of mistakes or errors occur. Basically, if the purpose of learning to read is to obtain meaning or acquire comprehensible input from the text, the basis to comprehending the reading starts with the instant and precise reading of words.
Difficulties in translating and word identification are not the only type of reading disability that can be observed. Undeniably, some children can cipher words in a fast manner, however they still need to deal with the difficulties in understanding what they have read. In most areas, the burden of illiteracy is further compounded by problems of geographic isolation, linguistic diversity, malnutrition, overpopulation, social and ethnic tensions, inadequate national infrastructures and non-supportive national and international economic policies.

2.6 Causes of illiteracy

There are numerous causes to the illiteracy problems that occur in our country. Over-crowded classrooms, economic depression, cultural expectations, personal learning styles and learning disabilities, and family expectations all contribute to the problem. Some of the students succeeded in the school systems with flying colours while other did not. Some of them are newly arrived to this country and have not had the chance to acquire the reading and writing skills. We should understand and realize that illiteracy is not some sort of disease or failure on the part of people. Basically, illiteracy is not acquiring certain skills which are reading and writing and those skills are the foundation of written language.

The low levels of enrollment and protection at the primary level also provide negative effects to the literacy among school children. Moreover poor quality in teaching, curriculum, instructional materials and school infrastructure can have an unpleasant affect on students learning acquisition. In addition, limited exposure to the language will also make the students have little prior understanding of concepts related to phonemic sensitivity, letter comprehension, print awareness, the purposes of reading, and general verbal skills, including vocabulary.

Furthermore, children raised in poverty, adolescents with limited proficiency in English language, children with speech and hearing problems, and children from
homes where the parents’ reading levels are low are relatively inclined to reading disability. Similarly, adolescents with little academic capabilities have difficulties learning to read, mainly in the reading comprehension area.

Likewise, there are four other factors that ground the illiteracy among the students. The first one is deficit in phonemic awareness and the development of the alphabetic principle. The inaccurate application of these skills to textual reading can contribute to reading disability. Secondly, deficits in attaining reading comprehension strategies and applying them to the reading of text can also cause illiteracy. Thirdly, the development and maintenance of motivation to learn to read will affect the reading habits among the students and lastly the inadequate preparation of teachers to teach both reading and writing skills to their students.

In essence, the current research has come up with the opinions that reading disabilities occur much more frequently than initially thought, and that most of these disabilities reveal a specific language disorder that makes it difficult for some students to comprehend that spoken words are made up of sound units that can be recognize the letters and letter patterns so that they can remember words that they have never been read before. Children cannot develop useful letter-sound knowledge without phonological awareness and the ability to rapidly label patterns of print with the appropriate sounds, and they will continue try to guess the meaning of words, rather than decoding and recognizing the words on the page.

2.7 Solutions towards the problem

There are numerous ways to reduce the illiteracy problems among the students. One of a good solution is the implementation of the adolescence functional-literacy and the reading habit promotion programmes. These are readily made accessible by the government through the Ministry of Rural Development (MORD) in Malaysia and other relevant ministries. The programmes are especially
intended to meet the needs of the lower income group. There is no age limit for entrance into these programmes, neither is there a restriction with regards to gender.

Moreover, the government can upgrade the reading materials in public libraries and the establishment of new libraries. Beside the school libraries, the government can build other libraries which everyone can access into. Despite the government, the teachers can create their own library in their classroom and introduce it as reading corner. This will increase the students’ motivation towards reading and writing. Additionally, parents can also set up a small library or reading corners at their home to help their children in dealing with the illiteracy problems. Thus, when the students are surrounded with the reading environment, they will have the potential in acquiring both reading and writing skills.

Everything that people do should have the aims or purposes and it is similar to the students who learn and use oral language. They will learn their oral language in order to achieve certain purposes which they think might be beneficial to apply in the real world. When the students learn to read and write, they must also have this reason and purpose because learning to read and write must be meaningful. A meaningful reading and writing experiences for children in the classroom can possibly be created or produced by using authentic literature. Authentic literature refers to narrative and expository texts that are written in the original, natural language of the authors. These texts are not written with a restricted vocabulary or rewritten to attain a particular purpose regarding the readability formula. Students will get the real literacy experiences in their life which they will state in their mind that reading is for fun and to share, reading is to discover how to make or do something or they even could write a letter to a friend telling about a great new book.

By having authentic literacy experiences in the classroom, children will have the ability to alter their classroom learning to real life. Children learn to read and write together and thus, by having many chances to hear and read authentic
literature and to react to that literature in a series of approaches, they will expand their abilities to use letter-sound correspondences or phonics and they will become more effective developer of meaning and they could do best in critical thinking.

The involvement of parents and teachers in home and school will directly improve literacy learning for all students. One of the most essential home activities that will help to improve the student’s literacy learning is by reading aloud to children. Children or students are likely have the potential to imitate what had been said by the parents and therefore reading aloud will definitely help them with the literacy learning.

Authentic literature in the classroom is the similar to the literature that many children hear when they do their reading at home. By having the same type of literature in both home and school, the activities will more convincingly sustain each other. Reading the authentic literature aloud to students will definitely helps them in developing their prior knowledge, construct their understanding of numerous conceptions, develop their oral language and vocabulary, endorse the pleasure of reading, and develop the sense of significance of literacy learning.

2.8 Theory on literacy

There are a few theories that can be related to the literacy among secondary students but there is one theory which is clearly related to reading ability. The theory is known as ‘schema Theory’
2.8.1 Schema theory

Schema theory can be defined as the combining process. To comprehend that text, the readers will merge their own background knowledge with the information in a text. All readers have different schemata which are best defined as background information and these are also often culture-specific. This theory is based on the belief that to have great understanding of certain acts, the person needs to have some background knowledge of the things that happen around them. Therefore, the readers develop a logical interpretation of the text through combining textual information with their schemata.

The Schema Theorists suggest that you used your schema to predict what you conversation partner was going to say and to correctly interpret the words uttered by your partner. Information that does not fit into this schema may not be understood, or may not be understood correctly. This is the reason why readers have a difficult time comprehending a text on a subject they are not familiar with even if the person comprehends the meaning of the individual words in the passage. Different readers have different schemata and these are often culture-specific.

Basically Schemata consist of two main categories which the first one is the content schemata and the second one is the formal schemata. For the content schemata, it is more to background knowledge of the world while formal schemata are the knowledge of the rhetorical.

2.8.2 Principle of Schema Theory

A few principle that underlying the schema theory are essential in the reading process. The principles are discussed as below.
2.8.2.1 A Schema Provides Ideational Scaffolding

It is for assimilating text information which is the concepts of reading. Information that matches the opening in the reader’s schemata is easily and readily learned, perhaps with little mental effort. For instance in teaching reading, it is required to activate the reader’s schemata before they read any texts or passage especially when the reading is for the academic purposes. Therefore, the student’s will have the background knowledge of what they are going to read.

2.8.2.2 A Schema Facilitates Selective Allocation of Attention

It is the foundation or basis for determining from significant to less significant ideas. For instance, any readers who have appropriate schemata will usually decide on what they want to read. It takes times to read all the sentences in the paragraph. Therefore, the readers with the schemata do not just read everything, they will select which sentence or paragraph is important.

2.8.2.3 A Schema Facilitates Editing and Summarizing

The schema enables the readers to produce summaries. Generally, when they read any text or passages, they will choose the main points and significant content before they summarize it. After that, they will do the editing. Therefore, they will produce a short, concise and meaningful texts based on the summarization of the paragraph.
2.8.2.4 A Schema Enables Inferential Elaboration

It offers the base for making inferences that go beyond the text given. Thus, to understand the reading, the schemata usually assist the readers to elaborate or give more details on the ideas of the reading texts. For instance, sometimes, the readers may read books or a text that contains less information about certain topics but they could use the schemata to elaborate on the ideas.

2.8.2.5 A Schema Allows Inferential Reconstruction

Normally, the readers have problems in understanding the text when there are gaps in memory but then, a schema can help the readers to create hypotheses about the missing information. For instance, a witness to a crime, suppose she could not recall the face of the attacker, if she could only recognize or remember certain unique traits or smell, she would be able to put the puzzle together.

2.8.2.6 A Schema Allows for Orderly Searches of Memory

A schema gives a description or mind map for ideas that need to be remembered. Schema can be used to facilitate reader to achieve access to particular missing information that need to be remembered when the text was read. For instance, when a text was being read by the reader and he or she could not remember certain process in specific subject, he or she can actually understand the text by tracing through the schema used to structure the reading text.
CHAPTER III

METHODOLOGY

3.0 Introduction

Throughout this chapter, I will discuss the research methodology and plan of how I will implement the study. For the first stage, I will elaborate the research design. Next, I will discuss the samples or subjects involved in this research. Then, I will explain about the research instruments which are document analysis, interviews, observations and data analysis. I will also talk about the rational of choosing the instruments in collecting the research data. Finally, I will clarify the procedures that I am going to use in conducting this research.

3.1 Research Design

The research is considered as qualitative research as the data are collected based on document analysis, interviews, observations and data analysis. Qualitative research is designed to figure out a target audience’s range of behavior and the perceptions that with reference to specific topics or issues. It uses in-depth studies of
small groups of people to guide and support the construction of hypotheses. The
results of qualitative research are descriptive rather than predictive.

Qualitative research methods originated in the social and behavioral
sciences, sociology, anthropology and psychology. Qualitative methods include in-
depth interviews with individuals, group discussions basically from two to ten
participants, diary and journal exercises; and in-context observations. Sessions may
be conducted in person, by telephone, via videoconferencing and via the Internet.
Qualitative research methods were developed in the social sciences to enable
researchers to study social and cultural phenomena (Myers, 1997). It is data that is
usually not in the form of numbers. Qualitative research is an inductive approach,
and its goal is to gain a deeper understanding of a person or group's experience.

Therefore the reason of using the qualitative research method for this study
is because it will make the researcher have more experience in meeting and
interacting with other people. It also helps the researcher to be involved with the
society and obtain the experience by themselves. Moreover, it can be more effective
for collecting information about sensitive topics.

3.2 Research subjects

For this research, samples of six Malay students were selected as the subject
and all of them were female students. The subjects were chose based on their recent
monthly examination results and there were only six of them who got the lowest
score and most of them failed in all the papers. The subjects were all Form Three
students from an urban school in an urban area in Johor Bahru. Most of them lived
near the school area and their parents came from middle class people. All the
subjects came from moderate family. Meaning that, some of the parents worked as
clerk, postman and some of them were doing small business. At home, they were
using their mother tongues which could be considered as their first language to communicate with each other and their second language was Malay language. Most of them did not use the English language at home. All of them will be sitting for their Penilaian Menengah Rendah (PMR) examination within this year (2006), and till now, they were not able to read and write. The rational for choosing only six subjects for this research was that firstly since it was a case study research, the data collection would be easily gathered by using few methods which were document analysis, interview sessions, classroom observations and lastly data analysis.

Therefore, only six of the 3K4 students who sat for the latest monthly examination were failed in most of the papers taken and their classroom teacher identified them as not literate. Moreover, the subjects were also chose based on their reading and writing disabilities in classroom. All the subjects were segregated from their daily class and they were required to attend a special class for about an hour and the class was called as the Intervention Class and this class was specially built up for illiterate students. For the data collection, three respondents were interviewed and classroom observations were also conducted in order to identify how they learn to read and write during their learning lessons.

3.3 Research Respondents

Throughout the research, three respondents were used as the informants in order to get the data. All of them were female teachers within the school. They were the English language teacher, Bahasa Melayu teacher and also the Intervention Class teacher. All of them had more than five year experiences in teaching the secondary school students. During the interviews, they were required to answer a few questions regarding the illiteracy problems faced by the subjects and therefore, the responses given by them had answered the research questions that were proposed at the beginning of the report.
3.4 Instrumentation

A good research depends on the research instrument that we choose. As mentioned before, in conducting this research, I used four different instruments which were document analysis, interview, classroom observation and data analysis. All these instruments were used to collect the data for the research purposes. For the first stage of collecting the data, I used the document analysis to identify and decide on the subjects. The analyses were based on the latest monthly examination results that the subjects sat recently including their results in English and Bahasa Melayu papers.

Secondly, I conducted interviews with three respondents and all of them were the teachers for the subjects. The interviews were carried out in order to seek the teachers’ awareness of the illiteracy problems among their students. Moreover, it was to investigate the causes for the illiteracy, to identify who were responsible and to find the solutions for the problems.

Thirdly, I conducted the classroom observations. The reasons why I conducted the observations were to clarify the students’ need towards literacy and to make confirmation on their literacy level. For the observation, I observed the subjects when they were having their learning acquisition. The observations were conducted in two sessions; the first session was during the daily class and the second session was during the Intervention Class. The last instrument that I used to analyze the data was the data analysis. I analyzed the data that I had obtained from three instruments mentioned above and tabulated them in the table form.

3.4.1 Document Analysis

The documents that I analyzed were in terms of the subjects’ monthly examination results that they sat recently. Their results in the English and Bahasa
Melayu papers were analyzed in order to identify their literacy level. The reason of using the document analysis as one of the instruments was due to the purpose of identifying and choosing the illiterate students to be the subjects of the study.

Furthermore, by looking at their latest monthly examination results especially in English and Bahasa Melayu paper two, it was one of ways to measure their proficiency level whether they were advanced, intermediate or low level students.

3.4.2 Interview

According to Stringer (1996:62), interviews enable participants to explain their situation. The interview process not only gives a record of their opinions and perspectives but also symbolically identifies the authenticity of their point of view. As to gain the data, all the six subjects were interviewed and they were asked a few questions which related to their illiteracy problem. Mohamad Najib in his book, *Penyelidikan Pendidikan*, said that interview is used in collecting data because it provide more precise data of an opinion or skill….(1999:84).

For the interview sessions, I used structured interviews and I interviewed the respondents separately and I asked a few questions in order to investigate the causes of the illiteracies problems among these students. I also examined the teaching methods and approaches used by the respondents for their teaching. From the responses given by the respondents, I had identified who were responsible for the illiteracy problems that occurred. I also investigated the students’ educational background and I asked about their opinions or ideas on how to help these kinds of students.

The rationales of using interviews to collect data were mainly because the subjects could actually describe and elaborate their opinions easily without any
restriction. Moreover, the researcher had the opportunity to see and know their interviewee themselves and therefore it allowed the researcher to conclude their research at any time they want if they had finally reached the conclusion and achieved the objectives of the study. I used the open-ended types of questions for the interviews. For further details on the questions used in interviews, please refer to the Appendix 1.

3.4.3 Observation

Besides the interview sessions, I also carried out direct observations on the students during their daily class and also during the Intervention Class. I observed on how they responded or gave feedback in the classroom activities and also how they acquired their learning, as they were not able to read and write. For the observation, I used an observation guide (refer to Appendix 2 for further details) as the guidelines for me to evaluate and assess the students’ activeness throughout the classroom activities.

The purpose of using the observation guide was to ease the researcher in observing how the subjects responded towards their learning acquisition. During the observation, I observed how the subjects responded to the specific criteria stated in the observation guide. This observation aimed to determine whether the students gave feedback to the activities provided, in asking for clarification whether they interacted with the teacher, how they interacted and moreover, I identified their relationships among their peers and also the teachers.

For this method, the rational of the observation was firstly, the researcher had the opportunity to analyze how their subjects participated in the activities provided. It was a good medium in assessing the subjects’ active participation in terms of the responses given and the relationship among teachers and students.
3.4.4 Data Analysis

Based on the data that I obtained from all the instruments mentioned above, I analyzed the findings and tabulated them in the table form. For the data gained from the interview sessions, I used the responses given by the respondents to answer the research questions. I made comparisons of the responses by presenting them in the table form and then analyzed it.

As for the two sessions of the observations, I used the observation guide to compare how the subjects gave response during their daily class and Intervention Class. The observation guide consists of a few criteria that will identify the activeness of the subjects in the classroom activities and their relationships with the teachers and their peers. Then, I analyzed the data obtained from all the instruments by referring to the research questions that I had presented in Chapter I.
CHAPTER IV

FINDINGS AND ANALYSIS

4.0 Introduction

This chapter reports on the analysis of the data collected from the interview and observation and document analysis. The interview sessions were conducted in order to enable the researcher to gain responses from the respondents regarding the illiteracy problems towards the urban secondary school students. The second instrument of the research is observation. The main aim of this instrument is to identify the major causes of the illiteracy problem among the subjects and also to find out a few solutions towards the problem. The analysis and findings were presented in few main sections; Findings of Document Analysis, Interview and Observation, Analysis of Document Analysis, Interview and Observation and Data Analysis which entailed the further discussion of the findings. The findings for document analysis, interview and observation were given in table form and a few quotations from the interview sessions were also included. The discussion follows on from there.
4.1 Selection of Subjects

The data from the document analysis which were obtained from the examination results, results in Bahasa Melayu paper and English paper were analyzed to select subjects that have the illiteracy problem.

4.2 Background of the Respondents

As to obtain the data, I had interviewed three respondents; their English teacher, Bahasa Melayu teacher and also the teacher who teaches them for the Intervention Class. The English teacher had seven years experience in teaching and she had been teaching this school for about five years. She obtained a degree from Universiti Malaya (UM) in English Language studies.

The Bahasa Melayu teacher had 15 years experience in teaching the language and she had been teaching this school for about 8 years. She obtained a degree from Universiti Pendidikan Sultan Idris (UPSI) in Language and Literature studies.

For the Intervention teacher, she had five years experience in teaching the illiterate students in this school. Before this, she had been teaching students in the rural area in Pahang. She had a degree in teaching the illiterate students and she obtained her degree in Universiti Melaya (UM).

4.3 Background of the Class for Observation

The observations were conducted in two sessions and two classes were involved. The first session was in the daily class which was during Bahasa Melayu subject and the second session was during the Intervention Class. It was direct observation as the students and the teachers realized my presence.
4.3.1 3K4 Class

The 3K4 class consists of 33 students with the mix ability group. There were 13 male students and 20 female students within the classroom. Most of the students were able to read and write except for six of them. All of the six students were female students. This 3K4 class was the last class from all the Form Three classes. The students with the lowest proficiency level were placed in this class.

4.3.2 Intervention Class

This Intervention Class was specially built by the school to help the illiterate students to improve their reading, writing and calculation abilities. This class was the place where the illiterate students from Form One until Form Five students acquired their intensive learning on specific skills. Students who were chosen to attend this class were selected by their classroom teacher and the Intervention Class teacher required these students to sit for qualification test in order to seek whether they were really illiterate or not. The illiterate students from each form were segregated from their daily classes for an hour and they were required to attend this Intervention Class. Two teachers were assigned to teach the Intervention Class and I interviewed one of them. The person that I interviewed was presented as Respondent 3 in the findings of the interview sessions.

4.4 Findings and analysis

Throughout this section, I will show the results of the research based on the document analysis, interview sessions and observations. I will also discuss the analysis of the findings obtained from document analysis, findings of interview sessions and findings of observation for both classes. Then further discussion will be made after the analysis.
4.5 Findings of Document Analysis

In order to select the subjects who have the literacy problem, I analyzed their latest monthly examination results in Bahasa Melayu and English papers. The data were obtained from the classroom teacher. The data indicated that these six subjects were not literate as they failed in Bahasa Melayu and English subjects. I analyzed both results in paper one which was more to multiple choice questions and paper two was more to open-ended questions which consists of fill in the blanks, structure and essay questions. Based on the result obtained by them, the marks were only gain from their paper one as they did not have to read and understand the questions and write down the answer.

4.5.1 Latest Monthly Examination Results

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LATEST MONTHLY EXAMINATION RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>2D 6E</td>
</tr>
<tr>
<td>S2</td>
<td>8E</td>
</tr>
<tr>
<td>S3</td>
<td>8E</td>
</tr>
<tr>
<td>S4</td>
<td>8E</td>
</tr>
<tr>
<td>S5</td>
<td>8E</td>
</tr>
<tr>
<td>S6</td>
<td>1D 7E</td>
</tr>
</tbody>
</table>

Table 1

S = Subject
### 4.5.2 Results for Bahasa Melayu Paper

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RESULT (BAHASA MELAYU PAPER)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAPER 1</td>
</tr>
<tr>
<td>S1</td>
<td>12/40</td>
</tr>
<tr>
<td>S2</td>
<td>5/40</td>
</tr>
<tr>
<td>S3</td>
<td>8/40</td>
</tr>
<tr>
<td>S4</td>
<td>5/40</td>
</tr>
<tr>
<td>S5</td>
<td>4/40</td>
</tr>
<tr>
<td>S6</td>
<td>10/40</td>
</tr>
</tbody>
</table>

Table 2

*S = Subject*

### 4.5.3 Results for English Paper

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RESULT (ENGLISH PAPER)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAPER 1</td>
</tr>
<tr>
<td>S1</td>
<td>7/40</td>
</tr>
<tr>
<td>S2</td>
<td>0/40</td>
</tr>
<tr>
<td>S3</td>
<td>2/40</td>
</tr>
<tr>
<td>S4</td>
<td>1/40</td>
</tr>
<tr>
<td>S5</td>
<td>3/40</td>
</tr>
<tr>
<td>S6</td>
<td>5/40</td>
</tr>
</tbody>
</table>

Table 3

*S = Subject*
4.6 Analysis of the Document Analysis

Based on the latest monthly examination results in English and Bahasa Melayu papers, the subjects did not score good results in their examination. Only two of the subjects; Subject 1 and Subject 6 did not fail in all subjects. Both Subjects 1 and Subject 6 managed to get one D for their results. Other subjects failed in all the papers. From the data obtained based on the examination results, it showed that the subjects failed in the English and Bahasa Melayu papers. It could be seen from the score that they got for paper 1 and 2 for both English and Bahasa Melayu papers. They did not score any marks for both English and Bahasa Melayu papers 2. Paper 2 questions were more to open-ended questions and the subjects were required to do some essays. For the English and Bahasa Melayu papers, all of them failed even though they scored marks in paper 1. As they did not have the ability to read, write and calculate, they did not manage to score the passing marks for the examination results and even if they could answer the objective questions for instance English Paper 1, they still could not understand the questions and the answers that they gave were basically through guessing.

4.7 Findings of Interview Sessions

The questions in the interview were developed so that the researcher could see whether all the respondents were aware of the illiteracy problems that occurred among the students. In addition, the interviews were aimed to identify who were responsible for the illiteracy problems and to find solutions to reduce the illiteracy rate among the students. Furthermore, the purpose of conducting this interview was to investigate the subjects’ family background. Thus, the findings had answered the research questions and the discussions were as below. Respondent 1 was the English teacher. Respondent 2 was the Bahasa Melayu teacher and Respondent 3 was the Intervention Class teacher.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONDENT 1</th>
<th>RESPONDENT 2</th>
<th>RESPONDENT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you teach these students for the past two years?</td>
<td>No. I think I did not teach them. I am teaching the Form Three students only.</td>
<td>I only taught them during their Form One and not in the Form Two.</td>
<td>Yes, but only four of them. The other two were the new students. They were just transferring from the other school and then were identified by the classroom teacher as not literate. Thus, both of them were sent into my class.</td>
</tr>
<tr>
<td>2. Do you have any experience in teaching the illiterate students?</td>
<td>No, not really. But based on my teaching experiences, some of my students were slow readers. They were able to read and write but rather slow if compared to other students.</td>
<td>Yes and it was, I think for about few years ago. During that time, I encountered some difficulties in teaching the students because they were not able to read and write. They missed out a</td>
<td>Yes I have and it is my area of teaching. I would not say that I am an expert in teaching the illiterate students but I have taught many illiterate students in rural and urban area.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>RESPONDENT 1</td>
<td>RESPONDENT 2</td>
<td>RESPONDENT 3</td>
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<tr>
<td></td>
<td></td>
<td>lot of activities that I conducted in the classroom and I had to simplify my teaching as to suit their level.</td>
<td>Different students have different kinds of attitudes towards the learning.</td>
</tr>
<tr>
<td>3. Did you realize that some of your students were not literate?</td>
<td>Do you mean this 3K4 class? Well, yes I did.</td>
<td>Yes, I did realize that.</td>
<td>Well, all of my students were not literate. It is my job to teach the illiterate students.</td>
</tr>
<tr>
<td>4. How did you realize that?</td>
<td>At first, I did not notice that they were not able to read and write. Just after I asked them to read short sentences on the board, they were just smiling and some of their friends told me that they could not read. Then, I thought that their friends were just</td>
<td>I did realize about their illiteracy problems when I assigned the students to do some activities that involved the reading and writing skills. Every time when I asked these students to complete or submit the given task or even the</td>
<td>Most of the students that were sent into my Intervention Class were actually being illiterate since they were in the primary school. I think since they were in the kindergarten. But some of them skipped the kindergarten class. The classroom</td>
</tr>
<tr>
<td>QUESTION</td>
<td>RESPONDENT 1</td>
<td>RESPONDENT 2</td>
<td>RESPONDENT 3</td>
</tr>
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</tr>
<tr>
<td>5. How did they behave in your class?</td>
<td>Just sitting silently at their place. I could hardly hear their voice.</td>
<td>They were not active like the other students.</td>
<td>They paid attention to what I was saying and gave good feedback to it.</td>
</tr>
<tr>
<td></td>
<td>joking but then, when I personally approached them, I realized that they were not literate.</td>
<td>homework, they did submit it to me but with empty pages. When I referred this problem to their classroom teacher, then I knew that they had difficulties in reading and writing abilities.</td>
<td>teacher had given me few names that seemed to have problems in reading and writing and then, I identified their literacy level by conducting few tests to make sure that they were really illiterate. But mostly, to identify the illiterate students within this school, I have to cooperate with the teachers especially the classroom teachers.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>RESPONDENT 1</td>
<td>RESPONDENT 2</td>
<td>RESPONDENT 3</td>
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</tr>
<tr>
<td>6. How did the other students respond to them?</td>
<td>Some of them were helping these students and some were not. Students that had good grades in certain subjects were assigned by their classroom teacher to be the mentor for the illiterate students. They helped the illiterate students when they encountered any problems in understanding the subject matters. I think this mentor-mantee system is one of a good ways in helping the illiterate students to acquire the learning.</td>
<td>Based on my observation, throughout my teaching and learning process, most of them were cooperate with each other. It just that the illiterate students were not making themselves being involved with the other students especially during the activities conducted.</td>
<td>Basically, from what I could see for the past few years, other students were having good relationships with them except for few students that felt that the illiterate students were stupid and they should not get involved with them. But I tried to change their perceptions towards the illiterate students and persuaded them to help their friends to overcome the illiteracy problems.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>RESPONDENT 1</td>
<td>RESPONDENT 2</td>
<td>RESPONDENT 3</td>
</tr>
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<td>--------------</td>
</tr>
<tr>
<td>7. Did the students give response whenever you ask them questions?</td>
<td>No, definitely not. Not these students. They were too shy to speak in front of other students.</td>
<td>I would say not. Not these students. They were too shy to speak in front of other students.</td>
<td>So far the students were good in answering my questions even though the answer was not correct but I could see that they tried to speak out their ideas. Somehow, I did help them in generating the ideas.</td>
</tr>
<tr>
<td>8. How did they respond to your activity?</td>
<td>They were just looking at me pretending that they understand my teaching.</td>
<td>The students did not pay much attention during the lesson. They prefer to do something else.</td>
<td>Some of them were interested in acquiring the knowledge and they positively gave response towards my teaching.</td>
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<tr>
<td>QUESTIONS</td>
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<tr>
<td><strong>9.</strong> How do you help them to overcome their problems in learning?</td>
<td>I have to go to their desk and ask them personally if they did not understand my teaching. But so far, I could not help them much as they had problems in reading and writing. To teach them how to read and write will take a long time since my class is limited within a period.</td>
<td>What I can do is keep motivating them to have interest in learning. I am depending on the Intervention Class teachers to teach the students how to read and write as they are the expert in that field.</td>
<td>I have to make variation in my teaching methodology. Before that, I have to identify the main cause for the illiteracy problem and thus I will design and adapt a learning environment which suits their level.</td>
</tr>
<tr>
<td><strong>10.</strong> Did they participate in the classroom activities?</td>
<td>It depends on what activity I have conducted. For instance, if I played the language games, they were participating but when the activity needed them to read and write, they were not interested to participate.</td>
<td>In most of the activities that I had conducted, they were not showing their interest to participate. I need to persuade and monitor them during the activities. If not, they were just sitting silently waiting for the class to ends.</td>
<td>Mostly, yes they did. I would observe their participation in each activity that I conducted and normally I would go from one student to another to monitor their progress in reading and writing abilities.</td>
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<td>QUESTION</td>
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<td><strong>11.</strong> What kinds of approaches did you use to teach this group of students?</td>
<td>I used similar approaches to teach my students. I don’t have time to use different approaches in my teaching as the times given for each period is limited. I preferred to do the group work activity.</td>
<td>I did a lot of discussion. After certain activity, I will ask my students to discuss and compare their answers. It goes the same with the illiterate students.</td>
<td>The illiterate students can be taught as the way teacher taught the kindergarten students as they also have to start from the bottom; recognizing the alphabets, spelling and also calculation. Thus, I used a lot of flash cards, pictures and games in my teaching. It helped me a lot in attracting their interest.</td>
</tr>
<tr>
<td><strong>12.</strong> Did you give them any homework after the lesson?</td>
<td>Yes I did, but it was like useless as if they submit their exercise book to me, they write nothing.</td>
<td>Yes, similar to other students. I even asked them to come to my room if they do not understand the homework given but there was no progress in their</td>
<td>Sometimes I give them simple homework but it depends on how much they obtained knowledge for each lesson. If they had enough for that</td>
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<td>13. What did you do to determine or check on their progress in reading and writing?</td>
<td>Basically, what I did was that during the gaps between the activities, I would go near them and asked them to read and write in front of me. I would like to teach them how to read and write but due to the time consuming, I had to be more focused to my teaching and the other 27 students needed my attentions. If I had time, I would teach them personally.</td>
<td>For these students, I would not ask them to read in front of the class because I knew they would not do that. Thus sometimes, during the activities, I would prefer to assign these students to sit in a group and then I will give short sentences for them to read and write it back on a piece of paper. After that, I asked them to submit their work. It was like a practice for them to recognize the alphabets but I only had about five to ten minutes of the times to do this.</td>
<td>For every activity that I conducted, I will make sure that all of them were participating. I preferred to do the drilling practice especially in the process of recognizing the alphabets. Before I started my teaching, I would ask the students to read the alphabets in front of me and I would ask them to read words based on the syllable. For instance in one lesson, I asked them to read the two syllables words, for example ba ca, bo la, and many more. Thus, I would write their</td>
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<tr>
<td>14. What do you think the main reason why the students have the illiteracy problem?</td>
<td>Mainly it came from the students itself. They should have interest in learning.</td>
<td>In my opinion, I think the reasons are because they were not motivated and not interested in learning.</td>
<td>As what I can see, the causes to the illiteracy problems maybe because of the lack of confidence and motivation. But it sometimes related to how fast their brain can process the input that they had obtained from the learning.</td>
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### Table 4: Responses Given by the Respondents

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<td><strong>15.</strong> Do you think who should be</td>
<td>In my opinion, I think that both teachers and parents should be responsible for the illiteracy problem. The reasons why I said that are because the students will acquire the learning based on the education that they get from school and home. Thus, both teachers and parents have the responsibility</td>
<td>The person who should take the responsibility for this problem was teachers. They were the one who educate and gave knowledge to the students. But beside the teachers, the parents should also play their role in educating their children.</td>
<td>For me, everyone should be responsible for the illiteracy problem that occurred among the students. Teachers, parents and the students themselves should be aware of this problem. Teachers from the kindergarten class should be more aware of this problem. They were also they one who gave early education to the students and they should make the students get positive perception about the learning.</td>
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**Why?**
The questions below were only asked to the Intervention Class teacher.

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<thead>
<tr>
<th>QUESTION</th>
<th>RESPONDENT 3</th>
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<tr>
<td><strong>1. Did the parents know that their children have to enter the Intervention Class?</strong></td>
<td>Yes, definitely. Before they entered this Intervention Class, the parents had to fill up the permission form as to allow or not to allow their children to be segregated from their daily classes and entered the Intervention Class. In the form, the parents will be given the reasons why their children need to attend the class.</td>
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<tr>
<td><strong>2. How they respond to this Intervention Class?</strong></td>
<td>So far, the parents gave positive respond to the school and allowed their children to attend the Intervention Class. They were happy that the school was eager to help their children to overcome the illiteracy problems.</td>
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<tr>
<td><strong>3. The students are now in Form Three. Did they have already entered the Intervention Class since they were in Form One and Form Two?</strong></td>
<td>Some of them had already entered the class since they were in form one and form two and some were not and this was because they were new students and had started studying in this school within this year.</td>
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<td>4. Did you use the same Form Three KBSM syllabuses to teach the students?</td>
<td>No, I would use other syllabuses, as they needed to recognize the alphabets first. I would modify and adapt few teaching materials in order to teach them. I would say that some of the teaching and learning process was similar with the kindergarten syllabuses. I taught them on how to read, write and do the calculation.</td>
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<tr>
<td>5. Are the teaching techniques and materials used for illiterate students similar with the techniques and materials used for kindergarten children?</td>
<td>Somehow, it looked similar but I would modify and adapt the materials that I used for my teaching and used various techniques to attract their attention and interest towards the learning.</td>
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<tr>
<td>6. How did you control or conduct this Intervention Class?</td>
<td>If the group of students consists of male and female students, the classroom would be quite noisy as the male students were quite naughty. During the lesson, they would be walking around and disturbing the female students. Thus, I had to use different teaching techniques and approaches for each lesson as to grab their attention. Students were more interested to learn if I used language games or competition and sometimes I</td>
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<td>QUESTION</td>
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<td>would attract their attention by giving them rewards for instance the one who score the highest marks in the spelling contest would get present from me. Therefore, this would increase their motivation to compete with each other and they would somehow acquire the knowledge.</td>
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<td>7. You have taught many illiterate students and based on your experiences, what is the main reason of their illiteracies?</td>
<td>I would prefer to say that the main reason of their illiteracies is the level of motivation and interest. Both elements are very important for the students to acquire knowledge from their learning. I would not like to blame the kindergarten teachers or even the primary school teachers for the illiteracy that occurred among these students but I was wondering what did they actually do during the lesson as these students did not seemed to recognize the alphabets, did not able to read, write and do simple calculation. The students were supposed to able to recognize the alphabets during their kindergarten. But I would not blame the kindergarten teachers as some of these students did not go for the kindergarten class. Besides, the parents should play their role in educating their children. They should realize that early education is important for their children because the</td>
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Table 5: Responses Given by Respondent 3

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<td>education will determine their future undertakings.</td>
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4.8 Analysis of the Interview Sessions

This section presents discussion of the findings and answers to the research questions that had been proposed at the beginning of this report. The questions for the interviews were discussed as below.

Question 1: “Have you teach these students for the past two years?” (refer to page 35)

This question was design as to know whether the respondents have taught the subjects before. Based on the responses given by the respondent for Question 1, only Respondent 2 and Respondent 3 have taught the subjects. Respondent 1 was teaching the form three students only. This could be seen by her response to the question. She answered Question 1 by saying, “No. I think I did not teach them. I am teaching the Form Three students only”. Respondent 2 has taught the subjects only during their Form One and she responded to Question 1 by stating, “I only taught them during their form one and not in the form two”. While Respondent 3 gave response by saying, “Yes, but only four of them. The other two were the new students. They were just transferring from the other school and then were identified by the classroom teacher as not literate. Thus, both of them were sent into my class”.
Question 2: “Do you have any experiences in teaching the illiterate student?” (refer to page 35 – 36)

According to the findings, Respondent 2 and Respondent 3 had experience teaching the illiterate students. Respondent 2 responded by saying, “Yes and it was, I think for about few years ago. During that time, I encountered some difficulties in teaching the students because they were not able to read and write. They missed out a lot of activities that I conducted in the classroom and I had to simplify my teaching to suit their level”.

Respondent 3 was quite an expert in teaching the illiterate students and she had encountered few types of illiterate students with different attitudes. She responded by saying, “Yes I have and it is my area of teaching. I would not say that I was an expert in teaching the illiterate students but I have taught many illiterate students in rural and urban area. Different students have different kind of attitudes towards the learning”.

As opposed to the answer given by Respondent 1, whereby she did not have experience teaching the illiterate students but some of her students were slow readers. She answered the question by saying, “No, not really. But based on my teaching experiences, some of my students were slow readers. They were able to read and write but rather slow if compared to other students”. Therefore, from the responses given, it was found that, only Respondent 3 had three years experiences in teaching the subjects while Respondent 1 had only taught the subjects within this year.
Question 3: “Did you realize that some of your students were not literate?” (refer to page 36)

When the respondents were asked on whether they realized that some of their students were not literate, all the respondents answered that they did realize that some of their students were not able to read and write. Respondent 1 said that she did realize that some of her students in 3K4 class were not able to read and write as she answered, “Do you mean this 3K4 class? Well, yes, I did” and Respondent 2 gave respond by saying, “Yes, I did realize that”. Respondent 2 also realized about the illiteracy problems that occurred among the 3K4 students. Respondent 3 was the teacher for the illiterate students and she answered by saying, “Well, all of my students were not literate. It is my job to teach the illiterate students”. Meaning that, she was teaching the illiterate students and she did realize about that.

Question 4: “How do you realize that?” (refer to page 36 – 37)

Based on the findings, Respondent 1 realized about the problem after she conducted a reading activity in the classroom and she asked the subjects to read a short passage. There was no respond from the subjects. The other students told her that they could not read. To make sure about the claim made by her students, she approached the subjects and just after that, she knew that this group of students had difficulty in reading and writing.

Her answer to the question was “At first, I did not notice that they were not able to read and write. Just after I asked them to read short sentences that I wrote on the board, they were just smiling and some of their friends told me that they could not read. Then, I thought they were just joking but then, when I personally approached them, I realized that they were not literate”.
Similar with Respondent 2, Respondent 3 realized about that problem when she conducted some activities that required the students to read and write. She answered the question by saying, “I did realize about their illiteracy problems when I assigned the students to do some activities that involved the reading and writing skills. Every time when I asked these students to complete or submit the given task or even the homework, they did submit it to me but with empty pages. When I referred this problem to their classroom teacher, then I knew that they had difficulties in reading and writing abilities”.

Respondent 3 responded by stating, “Most of the students that were sent into my Intervention Class were actually being illiterate since they were in the primary school. I think since they were in the kindergarten. But some of them did not enter the kindergarten. The classroom teacher had given me few names that seemed to have problems in reading and writing and then, I identified their literacy level by conducting few tests to make sure that they were really illiterate. But mostly, to identify the illiterate students within this school, I have to cooperate with the teachers especially the classroom teachers”. Thus, the answer given by Respondent 3 had answered all the research questions about the causes of illiteracy, who were responsible and the solutions to the problem. Based on her answer, it is found that illiteracy among the subjects had occurred since they were in the kindergarten and the person who should be responsible for this problem was the kindergarten teacher and also the classroom teacher whereas they should realize their students’ ability and disability in acquiring the learning. Thus, they should be cooperative in order to solve the illiteracy problem as for an example given by Respondent 3, the classroom teachers had to identify the illiterate students and consult the problem with the Intervention Class teachers.
Question 5, “How did they behave in your class?”

The responses given showed that the subjects were not active in their daily classes and they were only active during the Intervention Class as they were giving attention and good feedback to the learning process. Respondent 1 answered by saying, “Just sitting silently at their place. I could hardly hear their voice” and she referred that statement to the subjects. While Respondent 2 stated, “They were not active like the other students”. The answer from Respondent 3 was different as she said, “They paid attention to what I was saying and gave good feedback to it”.

Question 6: “How did the other students respond to them?” (refer to page 38)

Based on the question, Respondent 1 responded by stating, “Some of them were helping these students and some were not. Students that had good grades in certain subjects were assigned by their classroom teacher to be the mentor for the illiterate students. They helped the illiterate students when they encountered any problems in understanding the subject matters. I think this mentor-mantee system is one of good ways in helping the illiterate students to acquire the learning”.

Thus, it is found that the mentor-mantee system could help the students to have good relationships with each other and it was one of a good solution to reduce the illiteracy rate among the students. Respondent 2 said, “Based on my observation, throughout my teaching and learning process, most of them were cooperate with each other. It just that the illiterate students were reluctant to get involved with the other students especially during the activities conducted”. From the respond given by Respondent 2 above, it showed that illiterate students were not willing to get involved with the other students. The teachers had to persuade them to participate in the activity conducted.
According to the answer given by Respondent 3, she said that, “Basically, from what I could see for the past few years, other students were having good relationships with them except for few students who felt that the illiterate students were stupid and they should not get involved with them. But I tried to change their perceptions towards the illiterate students and persuaded them to help their friends to overcome the illiteracy problem”. Therefore, it showed that some students had negative perception towards the illiterate students and the Intervention Class teacher tried to change their perception towards their friends who were not able to read and write. She had persuaded the students to help their friends to overcome the problems.

Question 7: “Did the students give response whenever you ask them questions?”

As for Respondent 1, she said that the students were not given any responses to her when she asked them questions. She claimed that in her statement, “No, definitely not”. Respondent 2 also stated that the subjects were not giving any responses to her questions and she answered this question by saying, “I would say not. Not these students. They were too shy to speak in front of other students”. Differ to what Respondent 3 responded to the question, she said that “so far the students were good in answering my questions even though the answer was not correct but I could see that they tried to speak out their ideas. Somehow, I did help them in generating the ideas”.

Based on her statement, it showed that the subjects gave respond during the Intervention Class learning. The subjects were not giving any responses in the daily classes as referred to Respondent 2 that the subjects were not confident and afraid to speak in front of the other students. Therefore, it showed that the level of confidence could also cause the students to be anxious to speak in front of others as they were afraid of making mistakes.
Question 8: “How did they respond to your teaching?” (refer to page 39)

This question was designed in order to see how the subjects responded to the activity conducted by the teacher. Respondent 1 answered by saying “They were just smiling at me, pretending that they understand my teaching”. Respondent 2 said that the students did not pay attention to her teaching and her answer to this question was “The students did not pay much attention during the lesson. They prefer to do something else”. Differ from the answer given by Respondent 3, she said that some of the subjects were interested to learn and they gave positive response to her teaching. As she said in her statement, “Some of them were interested in acquiring the knowledge and they positively gave response towards my teaching.”

Therefore, it is found that, the subjects were not giving positive response to the teaching and learning process but they gave good response when they were in the Intervention Class.

Question 9: “How do you help them to overcome their problems in learning?” (refer to page 40)

In the question, I asked the respondents what they did to overcome the illiteracy problem. Respondent 1 responded to the question by claiming, “I have to go to their desk and ask them personally if they did not understand my teaching. But so far, I could not help them as they had problems in reading and writing. To teach them how to read and write will take a long time since my class is limited within a period.”

Therefore from this statement, it showed that Respondent 1 was not giving her best to help the subjects with the illiteracy problem. It was due to the time consuming whereas the teachers were given only a short time to teach their students.
Despite of paying attention to the illiterate students, they were required to give attention to other students who also wanted to acquire the learning. Respondent 2 answered the question by stating, “What I can do is keep motivating them to have interest in learning. I am depending on the Intervention Class teachers to teach the students how to read and write as they are the expert in that field”.

Based on her statement, it was found that even though Respondent 2 was motivating the subjects to acquire the learning, she still depends on the Intervention Class teacher to overcome the illiteracy problem that occurred. As the intervention Class teachers had experiences in teaching the illiterate students, Respondent 2 was hoping that the Intervention Class teacher could help the illiterate students to acquire the reading and writing skills.

The answer given by Respondent 3 was quite different from the other two respondents. She claimed that, “I have to make variation in my teaching methodology. Before that, I have to identify the main cause for the illiteracy problem and thus I will design and adapt a learning environment which suits their level.” Hence, this statement explained that Respondent 3 was trying to make variation in her teaching and at the same time she wanted to find solutions to illiteracy problems that occurred among her students.

Question 10: “Did they participate in the classroom activities?” (refer to page 40)

From this question, I would like to investigate how would the students gave respond to the activities conducted and based on the responses given by the respondents, it showed that their participation depend on the situation and types of activity conducted. For instance, by referring to answer given by respondent 1, she said that “It depends on what activity I have conducted. For instance, if I played the language games, they were participating but when the activity needed them to read and write, they were not interested to participate.”
Respondent 2 claimed that the subjects were not interested to participate and she had to monitor them to make sure they got the information. Hence, to make sure that the subjects were participating in the activity or not, sometimes she had to pay an extra attention to them. She answered the question by stating, “In most of the activities conducted, they were not showing their interest to participate. I need to persuade and monitor them during the activities. If not, they were just sitting silently waiting for the class to ends.”

Unlike the answer given by Respondent 3, the subjects participated in the activities conducted. Her statement was “Mostly, yes they did. I would observe their participation in each activity that I conducted and normally I would go from one student to another to monitor their progress in reading, writing and also calculation abilities.” It showed that the subjects were interested to participate in the activities conducted by the Intervention Class teacher.

Question 11: “What kinds of approaches did you use to teach this group of students?” (refer to page 41)

For Respondent 1 and Respondent 2, they used similar approaches to teach all of their students. Respondent 1 preferred the group work activity and Respondent 2 preferred to do the discussion activity. Respondent 1 answered the question by saying, “I used similar approaches to teach my students. I don’t have time to use different approaches in my teaching as the times given for each period is limited. I preferred to do the group work activity.” For Respondent 2, she stated, “I did a lot of discussion. After certain activity, I will ask my students to discuss and compare their answer. It goes the same with the illiterate ones.” Based on their statements, it is found that they did not have variation in their teaching methodology and approaches.
The answer for Respondent 3 was “The illiterate students can be taught as the way teacher taught the kindergarten students as they also have to start from the bottom which is recognizing the alphabets, spelling and also calculation. Thus, I used a lot of flash cards, pictures and games in my teaching. It helped me a lot in attracting their interest.” This statement showed that Respondent 3 used a few approaches to deliver her teaching and she did grab the students’ interest towards the learning.

Question 12: “Did you give them any homework after the lesson?” (refer to page 41 - 42)

Most of them gave homework to their students after they finished the lesson. Respondent 1 said “Yes I did, but it was like useless as if they submit their exercise book to me, they write nothing.” Sometimes, Respondent 1 felt it was a waste of time to collect and check the subjects’ work, as they write nothing in their exercise book.

Similar to the answer given by Respondent 2, she said that the subjects did not do their homework. Her statement towards the question was “Yes, similar to other students. I even asked them to come to my room if they do not understand the homework given but there was still no progress in their learning. They did not do their homework.” The Respondent even asked the subjects to see her if the encountered any problems in doing the homework but he subjects did not take any action to it.

Unlike the answer given by Respondent 3, she gave homework to the subjects but it depends on the knowledge that the subjects obtained from the lesson. She would not give them homework if she thinks that they had gained a lot of information on that day. Her statement was “Sometimes I give them simple homework but it depends on how much they obtained knowledge for each lesson. If
they had enough for that day, I would not give them homework.” At times, if the students received overload information, the possibility for them to forget what they learned for that day was quite possible.

Question 13: “What did you do to determine or check on their progress in reading and writing?” (refer to page 42 - 43)

This question was designed to investigate what the respondents did to check on the progress of the subjects. Respondent 1 and Respondent 2 emphasized on the time constraints for the period. They could not give full attention to the subjects, as they had to concentrate on other students. Respondent 1 responded to the question by saying “Basically, what I did was that during the gaps between the activities, I would go near them and asked them to read and write in front of me. I would like to teach them how to read and write but due to the time consuming, I had to be more focused to my teaching and the other 27 students needed my attentions. If I had time, I would teach them personally.”

While Respondent 2 said, “For these students, I would not ask them to read in front of the class because I knew they would not do that. Thus sometimes, during the activities, I would prefer to assign these students to sit in a group and then I give short sentences for them to read and write it back on a piece of paper. After that, I asked them to submit their work. It was like a practice for them to recognize the alphabets but I only had about five to ten minutes of the times to do this activity. Sometimes, I did not able to do it as the time given for each period was limited.”

Respondent 3 answered the question by saying “For every activity that I conducted, I will make sure that all of them were participating. I preferred to do the drilling practice specially in the process of recognizing the alphabets. Before I started my teaching, I would ask the students to read the alphabets in front of me and I would ask them to read words based on the syllable. For instance in one
lesson, I asked them to read the two syllables words, for example ‘ba’ ‘ca’, ‘bo’ ‘la’ and many more. Thus, I would write down their progress in the progression book report. I would monitor their progress in reading and writing for each lesson and write it in the report book.” Based on her statement, it was found that she had organized her teaching very well in terms of the lesson plan and the ways she monitored the subjects.

Question 14: “What do you think the main reasons why the students have the illiteracy problem?” (refer to page 43)

This question was very important as it gave answers to the first research question. Most of the respondents were saying that the main reason of the illiteracy problems was the students’ interest towards the learning. As what had been said by Respondent 1, “Mainly it came from the students itself. They should have interest in learning.” and it was similar to the answer given by respondent 2. She said, “In my opinion, I think the reasons are because they were not motivated and not interested in learning.”

Respondent 3 stated that the reason of illiteracy, besides motivation and interest, it maybe because of lack of confidence. She also claimed that it students maybe have difficulties in processing the input that they obtained from their learning. Her statement was “As what I can see, the causes to the illiteracy problems maybe because of the lack of confidence and motivation. But it sometimes related to how fast their brain can process the input that they obtained from the learning.”
Question 15: “Do you think who should be responsible for this illiteracy problem? Why?” (refer to page 44)

Most of them agreed that both teachers and parents should be responsible to this problem. They agreed that parents had the responsibility in educating their children besides their children acquired the learning at their school. Respondent 1 responded to the question by saying that “In my opinion, I think that both teachers and parents should be responsible for the illiteracy problem. The reasons why I said that are because the students will acquire the learning based on the education that they get from school and home. Thus, both teachers and parents have the responsibility to overcome the illiteracy problem.”

Respondent 2 gave a brief answer by saying that “The person who should take the responsibility for this problem was teachers. They were the one who educate and gave knowledge to the students. But beside the teachers, the parents should also play their role in educating their children.”

Respondent 3 answered the question by saying “For me, everyone should be responsible for the illiteracy problem that occurred among the students. Teachers, parents and the students themselves should be aware of this problem. Teachers from the kindergarten class should be more aware of this problem. They were also they one who gave early education to the students and they should make the students get positive perception about the learning.”

Therefore, Respondent 3 stated that the kindergarten teachers should play their role in giving the students the early education and they should teach the students to acquire the reading, writing and calculation skills before they entered their primary school. It is important for the students to acquire the basic skills in reading, writing and do simple calculation during the kindergarten class, as it will help them to acquire the learning when they are about to enter the primary school.
Furthermore, a few questions had been asked to Respondent 3. The questions were related to the Intervention Class only. Based on the first and second questions, it showed that the students had to ask permission from their parents before they attended the Intervention Class. They were required to fill up permission form and so far, the parents gave positive respond about this class.

Question 1: “Did the parents know that their children have to enter the Intervention Class?” (refer to page 45)

Respondent 3 gave her answer by saying “Yes, definitely. Before they entered this Intervention Class, the parents had to fill up permission form as to allow or not to allow their children to be segregated from their daily classes and entered the Intervention Class. In the form, the parents will be given the reasons why their children need to attend the class.” It showed that, before the subjects attend the Intervention Class, they were required to ask permission from their parents and the parents knew that their children would be segregated from their daily classes for an hour and attended the Intervention Class.

Question 2: “How they respond to this Intervention Class?” (refer to page 45)

The word ‘they’ in the question referred to the parents. Thus her answer was “So far, the parents gave positive respond to the school and allowed their children to attend the Intervention Class. They were happy that the school was eager to help their children to overcome the illiteracy problem.” Meaning that, the parents were not blaming the school for asking their children to attend the Intervention Class and therefore it showed that the parents were hoping that the school would help their children to overcome the illiteracy problem.
Question 3: “The students are now in form three. Did they have already entered the Intervention Class since they were in form one and form two?” (refer to page 45)

Respondent 3 responded to this question by saying “Some of them had already entered the class since they were in form one and form two and some were not and this was because they were new students and had started studying in this school within this year.” Based on her statement, it is found that some of the subjects had acquired learning experiences from the Intervention Class. They attended the class for the past two years and yet, the subjects were still unable to read and write. The Intervention Class teacher need to investigate why is that the subjects were still illiterate. Therefore, when she was asked what could be done to reduce this problem, she answered that she had to make variation in her teaching approaches and materials in order to attract the subjects’ attention towards the learning.

Question 4: “Did you use the same form three KBSM syllabuses to teach the students?” (refer to page 46)

The question was about the syllabus that the teacher used for their teaching. Respondent 3 answered, “No, I would use other syllabuses as they needed to recognize the alphabets first. I would modify and adapt few teaching materials in order to teach them. I would say that some of the teaching and learning process was similar with the kindergarten syllabuses. I taught them on how to read, write and do the calculation.”

According to her response towards this question, it showed that Respondent 3 did not use the form three KBSM syllabuses to teach the illiterate students in her classroom. She admitted that some of her teaching methodology was similar to the kindergarten ways of teaching because both kindergarten and Intervention Class
shared the same objective which was to teach the students how to read, write and calculate.

Question 5, “Are the teaching techniques and materials used for illiterate students similar with the techniques and materials used for kindergarten children?” (refer to page 46)

Respondent 3 gave response by saying, “Somehow, it looked similar but I would modify and adapt the materials that I used for my teaching and used various techniques to attract their attention and interest towards the learning.” From her statement, it indicated that even though the materials used for teaching illiterate and kindergarten students were quite similar, Respondent 3 did modify and adapt her teaching and used different techniques in her teaching.

Question 6: “How did you control or conduct the Intervention Class?” (refer to page 46 - 47)

Respondent 3 was asked about the class control and the question was She responded, “If the group of students consists of male and female students, the classroom would be quite noisy as the male students were quite naughty. During the lesson, they would be walking around and disturbing the female students. Thus, I had to use different teaching techniques and approaches for each lesson as to grab their attention. Students were more interested to learn if I used language games or competition and sometimes I would attract their attention by giving them rewards for instance the one who scored the highest marks in the spelling contest would get present from me. Therefore, this would increase their motivation to compete with each other and they would somehow acquire the knowledge.”
Meaning that, based on her response, the students would pay more attention to their learning if she used games or competition activity and they would participate in the activity if they knew that there would be given rewards at the end of the activity.

Question 7: “You have taught many illiterate students and based on your experiences, what is the main reason of their illiteracies?” (refer to page 47 - 48)

Respondent 3 gave her answer by saying, “I would prefer to say that the main reason of their illiteracies is the level of motivation and interest. Both elements are very important for the students to acquire knowledge from their learning. I would not like to blame the kindergarten teachers or even the primary school teachers for the illiteracy that occurred among these students but I was wondering what did they actually do during the lesson as these students did not seem to recognize the alphabets, did not able to read, write and do simple calculation. The students were supposed to be able to recognize the alphabets during their kindergarten. But I would not blame the kindergarten teachers as some of these students skipped the kindergarten class. Besides, the parents should play their role in educating their children. They should realize that early education is important for their children because education will determine their future undertakings.”

Therefore, according to her answer, it is found that the level of interest and motivation were really important in attracting the students’ attention towards the learning. The person who should be responsible at the first place was the parents. They should be aware of this problems and they should not let their children skipped the kindergarten class. It would be difficult for the students to learn during their primary school if they did not have the skills to read, write and do simple calculation. In short, early education would help the students to be literate.
4.8.1 What are the causes of illiteracy that occur among urban school students?

According to the interview session for all the three respondents, it can be concluded that the main cause for the illiteracy problem is the subjects’ interest towards the learning acquisition. Throughout the interview sessions with the respondents, it showed that the subjects had less interest in learning during the daily classes.

As what had been stated by Respondent 1 and Respondent 2 when they answered Question 10 “Did they participate in the classroom activities”, they said that the students were not showing their interest to participate whenever the activities needed them to read and write. This is because they think that they were not as clever as their other friends. As they did not have the schemata or background knowledge of the subject taught, they preferred to remain silent during the activities or just doing something else. They did not pay much attention to the learning process and they also had less interaction with the teachers.

The motivation towards the learning acquisition is also one of the major causes towards the illiteracy problem. If the students were not motivated to learn, they will not acquire the knowledge from their learning. According to the findings from the interviews, the reasons why the subjects were not motivated were probably because the got less attention from the teachers. They needed someone to motivate and persuade them to acquire the learning. They should have the extrinsic and intrinsic motivation within themselves as to be more confident in their learning. They need to aware that motivation is one of an essential element in the teaching and learning process. Therefore, the teachers should play their role in motivating the students to learn.

Furthermore, the teachers’ awareness towards the illiteracy problem should be considered as one of the causes of the illiteracy. They should be aware of this
problem because it will affect the students in acquiring the knowledge from their learning. They have to identify which of their students that have problems in reading and writing and they should refer the problem to the Intervention Class teacher. Based on the findings, the teachers did not really know their students. Meaning that, they only realized that some of their students were not able to read and write during the classroom activity. Actually, before they teach certain classes, they should meet the classroom teacher and ask them a little bit about the students. For example, the teachers could get some information from the 3K4’s classroom teacher about the students.

In addition, the main reason that probably caused the illiteracy among these students was due to their literacy learning during their kindergarten and primary school. The subjects were not able to read and write since they had been exposed to the alphabets during their kindergarten and primary school and until now, they were still having problems in recognizing the alphabets. Therefore, it was either the teachers who gave less exposure to the subjects or the subjects themselves had problems in processing the information that they obtained from the learning. From the findings, it also found that some of the subjects skipped the kindergarten class and thus learned to read and write during their primary school. Therefore, it might be difficult for the students to learn, as they should acquire the reading and writing skills before they entered primary school.

Moreover, the methodology or approaches that the teachers used in their teaching could also give impact the illiteracy problems. This methodology of teaching is related to the subjects’ interest in learning. If the teachers keep using the same materials for their teaching, the students will easily get bored. Therefore, they need to design various types of teaching materials as to attract the students’ attention towards the learning. To teach illiterate students, the teacher needs to consider their levels of learning and they should know that the students will have problems in comprehending their instruction.
Lack of confidence also contributed to their illiteracy problems. They were not confident in their learning as for instance in asking question to the teachers or even to speak out their ideas. When the subjects chose to be passive learners, they will not obtaining any knowledge from the learning acquisition and therefore they will not have the schemata of the subject taught. That is why the subjects had acquired less knowledge in the daily classes if compared to the knowledge they gained from the Intervention Class.

Finally, based on the interview, I have also identified that lack of interaction between the teachers and the subjects had also caused the illiteracy problems. Besides monitoring the subjects during the teaching and learning process, the teachers did not pay much attention to the subjects for instance making interactions with them personally and from that they could identify the subject’s problems in learning.

4.8.2 Who were responsible for their illiteracies?

Based on the analysis of the data obtained from the interview sessions of the three respondents, it can be said that teacher plays an important roles in the illiteracy problems. As referred to the responses given by the respondents, teachers especially have to be responsible in reducing the illiteracy problems among their students. They should not blame each other and only depend on the Intervention Class teacher in order to help the illiterate students. They need to work together as a team and their aim is to assist their students to be literate.

As for what had been stated about the subjects’ family background, most of them came from a moderate family and their parents came from middle class people. Meaning that, the parents had the education but did not educate their children very well, as most of them worked as clerks and doing small businesses, they were busy doing their work and because of the unawareness of this problem,
they did not pay attention at their children. Thus, the teacher should notify the parents about the importance of creating the learning environment at home. This is somehow the teacher’s responsibility to make the parents be aware of this problem.

Besides the teachers, the Intervention Class teachers, the school department should also pay attention towards this illiteracy problem. They can help the teachers by providing sufficient materials for the teaching purposes. Therefore, it will help to ease the teachers’ burden in preparing the materials for their teaching. Instead of using materials such as flash cards and pictures, the school should encourage the teachers to teach the illiterate students by using the software. Maybe this will help the students in obtaining the knowledge.

4.8.3 What can be done to reduce illiteracy rate among urban school students?

According to the findings from the interview sessions, Respondent 1 and Respondent 2 were depending on the Intervention Class teacher as they did not have the skills to teach illiterate students but they somehow tried to help the subjects by asking them personally about the topic taught. Besides, they also kept motivating the subjects in order to increase their interest towards the learning.

What the Respondent 2 did was that whenever she had times or gaps between the activities, she would assign this group of students to sit together in a group and then she would gave simple sentences for them to read and write. Even though she knew that the students did not have the ability to read and write, she hoped that this activity could help the students to practice recognizing the alphabets.

For Respondent 3, she would design and adapt a learning environment that suits the students’ level. As for instance, she did use a lot of teaching materials for examples flash cards and games to attract the students’ interest to learn. She
preferred to do drilling practice to the students. Drilling practice was one of a good ways in helping the students to remember the alphabets. Throughout this drilling practice, students could do a lot of things such as reading, writing and spelling activities. As what she said during the interview, before she started the class she asked the students to read and spell the alphabets in front of her. Then, she would write down the students’ progress in the report book. Thus, she would see the students’ progress from time to time.

Therefore, in the Intervention Class, the teacher would assist the students to get to know the alphabets before they proceeded to another activity. She did not use the same Form Three KBSM syllabuses to teach the students because her aims were to teach the students how to read, write and do the calculation. She modified and adapted few teaching materials in order to teach the illiterate students. Furthermore, she did use the language games and competition activity for instance competition between two groups to increase their interest in learning.

Moreover, teachers could attract their attention by giving them rewards. Students were more eager to learn if they knew at the end of the activity, they would get rewards from the teachers. The rewards were not necessarily expensive, it could be either cheap items such as bookmarks and pencils.

4.9 Findings of Observations

I used direct observation to observe both classes. The observation was conducted in order to see the students’ response towards the classroom activities and their learning acquisition. I conducted two observation sessions; the first session was throughout the daily class which was during learning the Bahasa Melayu subject and another session was during the Intervention Class. Before I conducted the observation, the teacher explained the classroom setting to me and she showed me where the illiterate students were situated. Therefore, it was easier for me to
analyze their attitudes towards the learning. The illiterate students were sitting at the front of the classroom for both daily class and Intervention Class.

4.9.1 Results on the Observation (Session 1- during the Bahasa Melayu class)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classroom Activities</th>
<th>Number of Participation in Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>√</td>
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<tr>
<td>S2</td>
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<td>S3</td>
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<td>S4</td>
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<tr>
<td>S6</td>
<td>-</td>
<td>√</td>
</tr>
</tbody>
</table>

Table 6(a): Observation guide used to observe the subject in daily class

S = subject √ = what the subject did during the observation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Interaction</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Peers</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td>Both</td>
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<tr>
<td>S1</td>
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<tr>
<td>S2</td>
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<tr>
<td>S3</td>
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<td>S4</td>
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<td>√</td>
</tr>
<tr>
<td>S6</td>
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</tr>
</tbody>
</table>

Table 6(b): Observation guide used to observe the subject in daily class

S = subject √ = what the subject did during the observation
### 4.9.2 Results on the Observation (Session 2-during the Intervention Class)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classroom Activities</th>
<th>Number of Participation in Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>S1</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>S2</td>
<td>✓</td>
<td>-</td>
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<tr>
<td>S3</td>
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<tr>
<td>S5</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>S6</td>
<td>✓</td>
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</tr>
</tbody>
</table>

Table 7(a): Observation guide used to observe the subject in Intervention Class
S = subject ✓ = what the subject did during the observation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Interaction</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Peers</td>
</tr>
<tr>
<td>S1</td>
<td>✓</td>
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<tr>
<td>S2</td>
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<tr>
<td>S3</td>
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<td>S4</td>
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<td>✓</td>
</tr>
<tr>
<td>S6</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Table 7(b): Observation guide used to observe the subject in Intervention Class
S = subject ✓ = what the subject did during the observation
4.10 Analysis of Observation (session 1 and 2)

As what I have seen from my observation, Subject 1 and Subject 6 were sitting at the front and the other four were sitting at the left side of the daily classroom. Thus, the classroom setting would ease the analysis as I would easily recognize and differentiate the literate and illiterate students. The students were arranged to sit with their partner. The classroom consists of 33 students. There were 20 female students and the rest were the male students. All of the students were Malays. The classroom setting was not well organized, as the classroom teacher did not make use of lots of empty spaces in the classroom.

I conducted this observation during their Bahasa Melayu class and it was one period class. I was sitting at the back of the classroom as to observe the subjects of my research. Before that, I had asked the permission from the school principal and the teacher to observe this 3K4 class. As the class started, the teacher introduced the topic for the lesson. The topic was about “How to Write Informal Letter?” Then, the teacher asked the students to open their work book and asked them to read the sample of informal letter. They were asked to read it silently for about two minutes.

After that, few volunteers were asked by the teacher to read aloud the texts. Based on my observation, all the subjects were not participating in the reading activity. All of them were passive learners as the teacher had to go near them and taught them personally. Then, the teacher conducted the writing activity and she wrote a sample of informal letter on the board. For this activity, the students were required to get into groups and discussed on how to reply the letter given on the board. The subjects formed group among the six of them. Only subject 1 and Subject 6 asked questions to the teacher and they asked her to rephrase the instruction given for the writing activity.
The teacher had to give less attention to the subjects’ group as she had to focus more on the other groups of students. Sometimes, she did go to the subject’s group and showed them what they were supposed to do but due to the duration of time, she had to proceed with the other activity. The last activity for that lesson was the discussion. A few groups presented their work and there were no representative from the subjects’ group.

When the teacher asked the students to submit their group work, subjects’ group were not completing the task and they did not submit it. For overall activities conducted for that lesson, the subjects were just participating for not more than five times. It could be seen that the subjects did not like to do group work except for Subject 1 and subject. The subjects preferred to do individual learning as when the teacher asked them to read the texts on informal letter silently, they tried to read it even though they were still in the process of recognizing the alphabet.

Based on the second observation, the classroom setting for the Intervention Class was similar to the setting of the kindergarten classroom. The classroom consists of six female students. All of them were from the 3K4 class. The students had to work in groups, as there was a center space of the classroom for the students to do their activities or works. At the back of the class, there was like a small corner for the students to do individual work. There were a lot of cards, notes and pictures hanging on the wall. As in the classroom, I could see that the subjects were more comfortable to learn because all of them had the same proficiency level.

Similar with the observation of the Bahasa Melayu class, I was given permission by the school principal and Intervention Class teacher to conduct an observation during the Intervention Class. The teacher started the class by asking the subjects to read the alphabets in front of her. Then she asked the students to read words consist of two syllables. All of the subjects participated actively in the first activity.
After that, the teacher continued the lesson with the next activity. She taught the students by using flashcards with pictures that illustrate the alphabet. For instance, the letter ‘A’ came together with the picture of a hen. Hen in Bahasa Melayu is ‘Ayam’. Thus, the students would remember that the letter ‘Aa’ was for ‘Ayam’. For the next activity, the teacher asked the students to write the alphabets in their exercise book.

This was like a drilling practice for the students to recognize the alphabets. Besides, there were also colouring activity and games within the one-hour lesson. Based on my observation, the subjects were rather active in this Intervention Class. Most of them participate more than five times during the activities and Subject 1 and Subject 6 participate more than 10 times. Moreover, they made interaction with the teacher and also with each other. They preferred both individual and group work activity as they involved in all the activities conducted by the teacher. The teacher ended the class by giving the students simple homework for them.

4.10.1 What are the causes of illiteracy that occur among urban school students?

The ignorance from the teacher towards the subjects might cause them not to be interested in learning and participating in activities conducted. All the subjects have low self-esteem and this had affected their motivation level towards the learning process. When someone has very low self-esteem, it will definitely affect on how they interact with people and this is why the subjects decided to remain silent throughout the class.

Furthermore, based on my observation, the teacher used the same materials to teach the students. The classroom consists of mix ability students and students with high proficiency level will acquire the learning easily and it differs when it comes to the low level students. They needed some times to comprehend the input
given and as they did not have the schemata about the topic taught, they had problems in interpreting and gave response to the instruction. Thus, when the teacher asked for feedback from the students, only the high level students would give respond to the teacher and all the six subjects were just looking with the silent mode at the teacher’s face. But sometimes, the teacher did come to some of the subjects to seek whether they understand the instruction or not.

Even though the subjects interact with their peers, they were only interacting with students who have the same level with them and they would prefer not to ask questions to the clever students. Thus, they had limited ideas and exposures of the topic taught because they did not have the courage to give or even make an argument on certain ideas. Although they did not have the ability to read and write, they were able to listen and understand the message given.

Although the subjects were actively participated in the activities during the Intervention Class, the teacher still needs to monitor and facilitate them in doing the activities. The subjects still had problems in recognizing the alphabet, reading, writing and calculation. Even though some of them had the ability to recognize the alphabets, they had problem in spelling. They were not able to spell words that have more than one syllable.

Furthermore, they had problems in memorizing what they had learned and basically this happened because their brain failed to process the input that they had obtained. This is why they could not adopt what had been learned from their learning into their life and this can also give affect to their literacy. Moreover, the levels of motivation are very important in their learning acquisition. To boost their confidence, the teacher should not ignore them and they should assist them by making them as a part of the classroom. Based on the table 6(b), the interaction between teacher and the subjects did help them to participate actively in the classroom activities. As a result, they were more interested in doing the individual
and group work or both. They were actively asking questions whenever they needed the teacher to clarify certain things that they did not understand.

4.10.2 Who were responsible for their illiteracies?

Based on the findings, teachers in the school had to work together in helping the subjects with their illiteracies. They were the people who are responsible to help the subjects besides their parents. When the subjects were in school, the teachers should take in charge of what they do whether they were actually gaining some knowledge or just playing around. Thus, the teacher should have noticed if their students have problems in their learning especially those who have problems in reading and writing.

Teachers had an important role in reducing the illiteracy problem among the illiterate students as they were the ones who gave them knowledge. If they had identified any of their students who have problems in learning especially in reading, writing and calculation, they should refer to the classroom teacher and discuss whether these students should be sent to Intervention Class or not. Therefore, they had the responsibility to make the first move in identifying the students who were not able to read and write.

As for the Intervention Class teachers, they should help the illiterate students with their illiteracy problems especially in mastering the reading, writing and calculation skills. Based on the findings of the observation, the students participated in each activities conducted and they made lots of interaction with the teacher. It showed that the interaction between teachers and students were essential in the learning acquisition.
4.10.3 What can be done to reduce illiteracy rate among urban school students?

Based on the data obtained from both of the observation, to reduce the illiteracy problems, the teachers including the Intervention Class teacher should be aware of the problem faced by the illiterate students. In order to help these students, they should identify students that have problems in reading, writing and also calculation abilities. They need to design and prepare interesting activities and materials of teaching in order to grab the students’ interest and motivation towards the teaching and learning process.

As can be seen from the first observation, the subjects were not interested in participating in the activities conducted and they had less interaction with the teacher. This is due to the lack of confidence and motivation among them. Thus, the teacher should always give them support and not ignore them and pay attention to clever students only. They should make these students felt that they were in the same levels as their friends.

The classroom teacher especially should reorganize the classroom setting as to build more learning environment to the students. For example, the teacher can create a small corner for instance reading or self-access corner and thus the students can do the self-access learning whenever they have free time. Besides, the teacher should arrange the illiterate students to sit together in group, as it is easy for them to monitor these students. Besides, the teacher should do less individual work for these students and create more activities which require them to work in groups.

In order to help the subjects, the teacher assigned other students to assist them in the learning process. These students acted as the mentor for the subjects and the subjects were their mantee. The classroom teacher had chosen a few students that showed good performance in the learning and assigned them to be the mentor for the subjects. Each subject would be monitored and assisted by their mentor if
they encountered any difficulties in their learning. Here, the mentor acted as the assistant for the teachers in helping their friends. This mentor-mantee system could help the students with their studies. Furthermore, the teachers need to do the formative and summative assessment to the subjects from time to time as to see their progress in the illiteracy problems.

In addition, teachers should vary their methodology and approaches in teaching because the students need to see variation in their learning process. Besides conducting the group work activities, teachers could ask the students to work in pairs. The teachers should not only use the teacher centered approach and they could do a lot of activities besides giving the lectures as for instance they could conduct language games or do the role play which required participation from all the students.

4.7 Further Discussion

Based on all the findings and analysis of the research instruments above, the subjects did not acquire the skills of reading, writing and calculation. By looking at their latest examination results, they can be considered as not literate. As suggested by Gray (1956), when a person does not have the reading and writing skills, he would not be able to participate in the activity conducted. Therefore, it is related to why the subjects did not participate actively during the daily classroom lesson. They preferred to be silent during the activities conducted by the teachers.

According to my observation for both sessions, I realized that the subjects have less interest in learning with the students that have higher level of understanding. They felt that they did not belong to the classroom as good and clever students always dominate the classroom activities and discussion conducted by the teachers. Here, they will have the low self-esteem within themselves and it will definitely affect their ways in acquiring the learning.
The reasons why the subjects were not interested in the learning are mainly because they did not understand the written message given by the teachers. Therefore, they just ignore the meaning of the message. Krashen (1993) stated that students will acquire the comprehensible input based on the language learning and Hayes and Ahrens supported the statement by saying that students will gain more knowledge by reading if compared to listening to conversation. Thus, reading is really important in order to make the subjects become literate. When they had acquired the reading skills, they will learn on how to write. Reading and writing skills are interrelated.

As suggested by Mason and Krashen (1997), an individual’s quest for acquiring the knowledge was controlled by the ability to read. Thus, acquiring the language input through reading will help the subjects to improve their language proficiency. Program for International Student Assessment (PISA) is a new international assessment program. This program is built on a different framework from other national and international studies. PISA content is not drawn strictly from school curricula, but rather from a framework agreed to internationally on what reading, mathematics and science literacy mean.

Therefore, to quote PISA definition about the reading literacy; “Understanding, using and reflecting on written texts in order to achieve one’s goals, to develop one’s knowledge and potentials, and to participate in society (OECD 1999, p.20). Based on the definition given by PISA, I agreed that the illiterate students should acquire the reading skills in order to get involved in the society.

In addition, the subjects’ behavior towards the learning acquisition had also affected their literacy. Generally, the students will not actively participate in the classroom activities, as they were not aware of the importance of the literacy skills in their future. I am sure that they realized how much knowledge they had missed
out from their learning since they noticed that they were not as good as the other students. The teachers should try to provoke and motivate the illiterate students to learn more and never give up in their learning.

One of the main reasons why the subjects failed to acquire the reading, writing and calculation skills is that they easily gave up in what ever they do. Once they failed in certain tests or examination, they felt unmotivated to learn and they just ignored the mistakes that they had made and they did not do any revision to improve their mistake. Here, the teachers had to more pay attention to these kinds of students by helping with the problems.

Additionally, the teachers should try to create two-way interactions with the subjects as often as they can. From the interaction, the teachers will have the possibility to identify the problems faced by the subjects and they could find some solutions towards it. When the teacher had built a good relationship with the subjects, they will find that they can trust the teacher and they can rely on them whenever they want any help in the learning acquisition. Therefore, the subjects will feel more comfortable and have confidence to speak out their ideas even though not in front of their friends, as they were hoping that the teachers will accept their ideas.

Teachers should try to create activity for the teaching as much as they can and in order to attract the student’s attention towards the teaching and learning process, they should be creative in designing the materials. The materials development for teaching purposes should be well prepared, as it will improve the effectiveness of the usage in the presentation of the teaching. The teachers should realize that they could not use the same teaching materials for both literate and illiterate students, as they will receive different input of learning. They have to prepare simpler task for the illiterate students.

Due to the responses given by the teachers during the interview sessions, they said that they did not have time to use different approaches in their teaching.
Actually, they could use different approaches as long as they had prepared and organized their lesson plan. This is why it is very important for them to plan their lesson very well before they start the teaching and they have to make sure that they do not go beyond what they have planned to teach for the period. Meaning that, the teachers would have enough time to deliver their teaching according to what they had planned.

Despite of using the teacher-centered approach, the teacher can change their teaching by using the student-centered approach. They can do a lot of activities and it will definitely require the students to get involved. They can play the language games or do the roles play as to attract them to learn. As for an example, the teacher can ask the students to form groups and then they will have a competition to win certain prizes. Compared to just giving lectures and notes, the students will eager to participate in the activity, as they want to win the prizes. Some researches had found that students are more interested in participating in the activity if they know they will be given rewards.
CHAPTER V

CONCLUSION

5.0 Introduction

This chapter concludes the report by giving an overview of the study and outlining several factors that limit the study’s scope and depth. This is followed by a brief examination of the findings from Chapter IV for the pedagogical implications and suggestions for future research.

5.1 Overview of the Study

The main aim of this study was to investigate the illiteracy problems among the urban school students, particularly on the causes of their illiteracy, who are responsible for this problem and also to find some solution to reduce the illiteracy problem. The study was carried out by using three instruments which had helped the researcher to gain answers to the research questions.
5.2 Limitation of the Study

Although every effort has been made to ensure that this study is bias-free, several limitations might have influenced the results. First, the subjects were selected from a rather small group of students; this is unavoidable due to numbers of illiterate students within the Form Three classes.

Time constraint is also a major limitation of this study. The researcher would have liked to do another interview session with the parents, kindergarten teachers, primary school teachers, with more respondents participating so that the findings of the research could be generalized. However, lack of time deemed this impossible. Ample time is vital for the process of designing the research instrument so that the researcher could re-evaluate every item posed in previous interview questions in order to overcome any inadequacies before hand.

5.3 Summary of the Findings

Drawing from the preceding data presented in Chapter IV, the researcher had found out that the students’ interest towards the learning is the most influential factor that causes the illiteracy problem among the urban school students. It is also found that the teachers were not really aware of the illiteracy problems except the Intervention Class teacher who is expert in teaching the illiterate students. There is also less effort from the teachers to reduce the illiteracy problem among the students.

All the subjects performed equally well during the Intervention Class. This shows that the subjects feel more comfortable learning with the students from the same levels and the teaching materials are more interesting and attracting if compared to materials used in the daily classes. During the daily class, the subjects
did not show any interest in participating in the activities conducted by the teacher and they preferred to remain silent throughout the activities.

Moreover, it is found that the subjects have less interaction with the teacher during the daily class. This is due to the lack of confidence and motivation from the subjects. This indicates that when their proficiency level is very low, the subjects will have low self-esteem in the learning acquisition and they also prefer to work alone.

5.4 Pedagogical implication

As mentioned earlier, it is clear that the teachers in the school do not make full use of the variety of teaching methods and approaches available in their teaching. This is very apparent when the findings of the research showed that the teachers are not alert to the growth of new teaching methods and approaches. There is also no effort from the teacher to learn and understand the principles of the new teaching methods and approaches. This is evident when the findings show that the teachers only used similar approaches towards their teaching.

In conjunction with the findings mentioned before, it is hoped that in the near future, the teachers would evaluate their attitude of teaching and reconsider the idea of being more conscious of various types of teaching methods and approaches. They should try to explore the various and different types of teaching methods and approaches so that they could vary the way they present their teaching. They could search for the information about the teaching methods via the Internet or do some autonomous learning in order to discover different teaching methods and approaches.

The authority could also organize seminar or short courses about certain approaches and methods and then, ask the teachers to participate in the occasions.
The information that they obtained from the occasion will help the teachers to be more conscious of various teaching methods and approaches and it could help the school in reducing the numbers of illiterate students.

In addition, according to the findings from the interviews and observations, teachers should be aware and pay more attention on the illiterate students as they actually need the teachers’ attention to assist them in acquiring the knowledge from the learning. The ignorance of the teachers towards this problem might cause the illiterate students not to be interested in learning. Thus, the teachers need to monitor and facilitate the students from time to time as to see whether they had any progress in their reading and writing abilities.

5.5 Suggestion for Future Research

This study focuses on a group of Malay, female students of the same age and from the same class and same school. Further studies can be made to determine whether similar results can be obtained if the subjects come from ages, gender, race and from a variety of schools. The number of subjects selected should also be bigger so that the study will be more comprehensive and could reflect the real population.

Lastly, it is suggested that for further research, researchers could use different methods or instruments in collecting the data as for instance, they can make use of quantitative instruments such as using the questionnaires. Therefore, the findings of the research could be generalized. Other suggestions include using parents, kindergarten teachers and primary teachers as the respondents to get the information about the subjects’ literacy learning.
5.6 Conclusion

This chapter gave a brief summary of the research findings and discussed the pedagogical implications. Limitations of the study and suggestions for future research were given. In conclusion, this study successfully achieved what is set out to do, by fulfilling the objectives and answering the research questions put forward in Chapter I.


APPENDIX 1 SAMPLES OF QUESTIONS USED IN THE INTERVIEWS

APPENDIX 1 (a): Samples of questions used to interview Respondent 1, Respondent 2 and Respondent 3.

Respondent 1: English Language Teacher
Respondent 2: Bahasa Melayu Teacher
Respondent 3: Intervention Class Teacher

1. Have you teach these students for the past two years?
2. Do you have any experiences in teaching the illiterate students?
3. Did you realize that some of your students were not literate?
4. How did you realize that?
5. How did they behave in your class?
6. How did the other students respond to them?
7. Did the students give response whenever you ask them questions?
8. How did they respond to your activity?
9. How do you help them to overcome their problems in learning?
10. Did they participate in the classroom activity?
11. What kinds of approaches did you use to teach this group of students?
12. Did you give them any homework after the lesson?
13. What did you do to determine or check on their progress in reading and writing?
14. What do you think the main reason why the students have the illiteracy problem?
15. Do you think who should be responsible for this illiteracy problem? Why?
APPENDIX 1 (b): Samples of questions used to interview Respondent 3.

1. Did the parents know that their children have to enter the Intervention Class?
2. How they respond to this Intervention Class?
3. The students are now in form three. Did they have already entered the Intervention Class since they were in form one and form two?
4. Did you use the same form three KBSM syllabuses to teach the students?
5. Are the teaching techniques and materials used for illiterate students similar with the techniques and materials used for kindergarten children?
6. How did you control or conduct this Intervention Class?
7. You have taught many illiterate students and based on your experiences, what is the main reason of their illiteracies?
APPENDIX 2  OBSERVATION GUIDE USED FOR BOTH DAILY CLASS (BAHASA MELAYU CLASS) AND INTERVENTION CLASS

S = subject

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<th>Number of Participation in Activities</th>
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Table (a)

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</table>

Table (b)
APPENDIX 3  PERMISSION LETTER FROM KPM

Rujukan Kami : KP(BPPDP) 603/51td.03(109)
Tarikh : 27 Mac 2006

Nadia Azlinda binti Mohd Latiff
Lot 123 Kg. Binjal
Ketereh
16450 Kota Bharu
Kelantan

Tuan/Puan,

Kebenaran Untuk Menjalankan Kajian Di Sekolah, Maktab 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:


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

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

( HJ. MD MONOTO BIN KOSNAN )
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia
s.k

Pengarah
Jabatan Pelajaran Negeri Johor

Dr. Muhammad Sukri bin Saud
Ketua Jabatan
Jabatan Pendidikan Teknikal & Kejuruteraan
Fakulti Pendidikan
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