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AN EVALUATION OF THE IMPLEMENTATION OF CONTEMPORARY CHILDREN'S LITERATURE PROGRAMME IN SELANGOR PRIMARY SCHOOLS.

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THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (EDUCATIONAL EVALUATION)

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ABSTRACT

The purpose of this study is to evaluate the implementation of Contemporary Children's Literature Programme in Selangor primary schools. The low performance of English language result in Standard Examination since 2009-2012 is deemed crucial towards the performance of students' language proficiency. The study conducted a mixed method design to identify the provision of support, resources, training, time allocation, and the performance of the program. Findings from survey to 234 respondents from 78 schools indicated that majority of respondents were unanimously agreed on the provision of support (67.3%), resources (64.3%), training (64.2%), and time allocation (59.0%). A total number of 18 interviews from, 14 classroom observations, and several document analyses revealed that the performance of the programme were not in-line with the development of the module by the Curriculum Division Department. This study contributes to the development of proposed framework for the implementation of CCL in primary schools, in order to enhance student's reading abilities and promote language proficiency via several approaches to be employed by teachers in the classroom instruction.

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ABSTRAK

Tujuan kajian ini adalah untuk menilai Program Kontemporari Kesusasteraan Kanak-Kanak di Sekolah-Sekolah Negeri Selangor. Keputusan peperiksaan Bahasa Inggeris dalam Ujian Penilaian Sekolah Rendah sejak 2009-2012 adalah meruncingkan dan memberi kesan terhadap penggunaan Bahasa Inggeris dikalangan pelajar. Kajian ini menilai peruntukan sokongan, sumber, latihan, masa, dan prestasi program. Dapatan kajian soal selidik yang diambil daripada 234 orang guru di 78 buah sekolah menunjukkan bahawa majoriti responden bersetuju dengan peruntukan sokongan (67.3%), peruntukan sumber (64.3%), peruntukan latihan (64.2%), dan peruntukan masa (59.0%). Sebanyak 18 temubual, 14 pemantauan bilik darjah, dan beberapa dokumen berkaitan telah dianalisa. Dapatan kajian menunjukkan bahawa prestasi program tidak mengikut garis panduan modul yang disediakan oleh Bahagian Pembangunan Kurikulum. Kajian ini menyumbang kepada pembangunan rangka konseptual bagi membantu meningkatkan kebolehan membaca di kalangan kanak-kanak, dan menggalakkan kemahiran berbahasa Inggeris melalui pendekatan yang akan dijalankan oleh guru-guru di dalam pengajaran dan pembelajran di dalam bilik darjah.

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