



Analysis of Reading Competencies of Children in Bakau Lower Basic school

Findings of the Research on Literacy Development at the Primary Level and How it Impacts Student Performance

Summary

The Assessment was conducted on a total of 268 students of which 163 of them were female students and 105 of them were male students. The assessment was conducted to understand the challenges of literacy education at the primary level to support with the provision of data as we work towards developing teaching and learning materials to support students learning large classroom sizes.

Introduction

This survey aims to investigate the literacy levels of primary school students and explore the relationship between their literacy skills and overall academic performance. By assessing reading, listening and writing abilities, comprehension skills, and other foundational literacy competencies, we seek to understand the extent to which these skills influence students' performance in various subjects. Furthermore, this study will delve into external factors, such as home environment, access to resources, and teaching quality, to provide a holistic view of the determinants of primary school literacy. The insights gained from this survey will be instrumental in informing educational strategies, curricular decisions, and intervention programs designed to enhance student success and literacy development in primary education.

The research was conducted on a four skill test assessment with 30% of the class size of each grade. Students were assessed on:

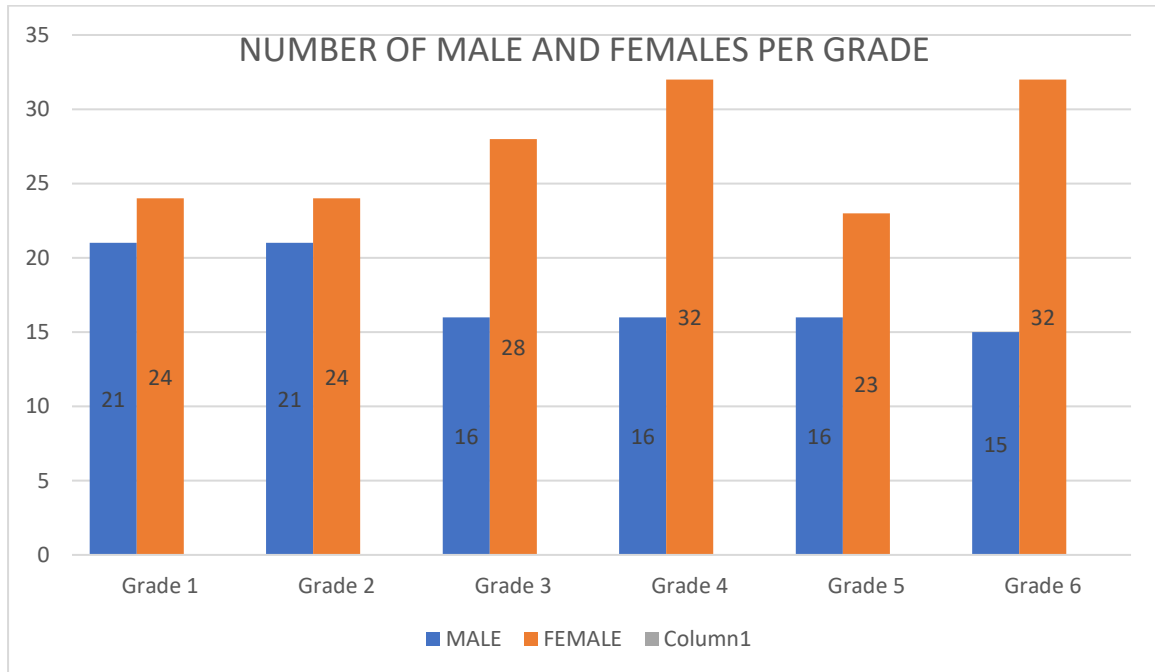
- Reading
- Listening
- Speaking
- Writing

For each class type, students were assessed based on their performance level in the following categories;



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- High Achievers, students performing on the top of the class
- On Track, students performing on average
- Needs Additional Support, students performing on the low percentile based on their result assessment.



Gender representation of students interviewed in each grade is as follows:

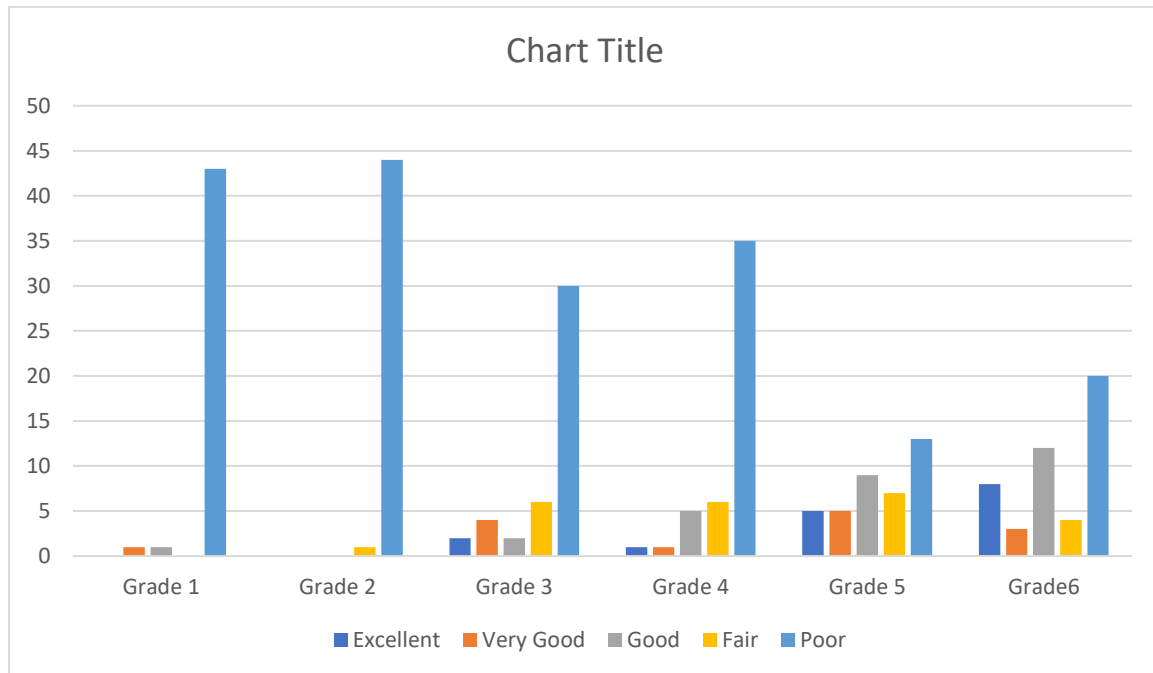
- Grade 1, 21 Males and 24 females
- Grade 2, 21 Males and 24 females
- Grade 3, 16 Males and 28 females
- Grade 4, 16 Males and 28 females
- Grade 5, 16 Males and 23 females
- Grade 6, 15 Males and 32 females

Reading Competencies Assessment by Performance Grading

The reading competency assessed the students reading ability using similar passages from the learning materials on each grade. After interviewing 268 students, the following results were obtained as reflected on the chart below.



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Overall results:

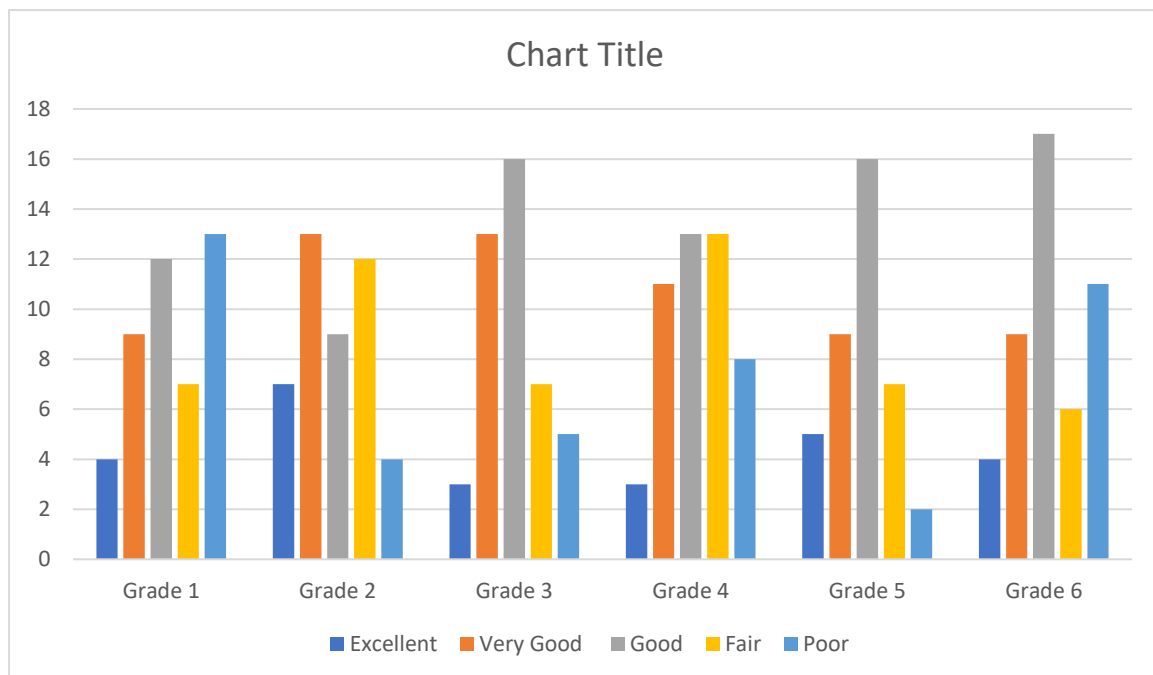
- only 2 out of 45 students interviewed were able to read in grade 1.
Out of these, no student was excellent in reading, 1 student was Very Good, 1 was just Good and 43 were poor in reading
- Out of 45 students, none of the students interviewed were able to read in grade 2.
Out of these, 1 student read fairly and 44 were poor in reading.
- Only 8 out of 44 students interviewed in grade 3 were able to read.
Out of these, 2 students were excellent in reading, 1 student was Very Good, 4 were just Good, 6 were fair and 30 were poor in reading
- Only 7 out of 48 students interviewed in grade 4 were able to read.
Out of these, 1 student was excellent in reading, 1 student was Very Good, 5 were just Good, 6 were fair and 35 were poor in reading
- Only 19 out of 39 students interviewed were able to read in grade 5.
Out of these, 5 students were excellent in reading, 5 were Very Good, 9 were just Good, 7 were fair and 17 were poor in reading
- Only 23 out of 47 students interviewed were able to read in grade 6.
Out of these, 2 students were excellent in reading, 1 student was Very Good, 4 were just Good, 6 were fair and 30 were poor in reading



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Writing Competencies Assessment by Performance Grading

The writing competence assessed the students writing skills in which they were asked to independently write down their Names, Addresses, Hobbies and other sentences based on their grade levels. After interviewing 268 students, the following results were obtained as reflected on the chart below.



Overall Results:

- Out of 45 students interviewed, 25 were able to construct sentences in grade 1. Out of these, 4 students scored excellent, 9 scored very good, 12 scored good, 7 scored fair and 13 scored poor in the Writing Competencies Assessment.
- Out of 45 students interviewed, 29 were able to construct sentences in grade 2. Out of these, 7 students scored excellent, 13 scored very good, 9 scored good, 12 scored fair and 4 scored poor in the Writing Competencies Assessment.



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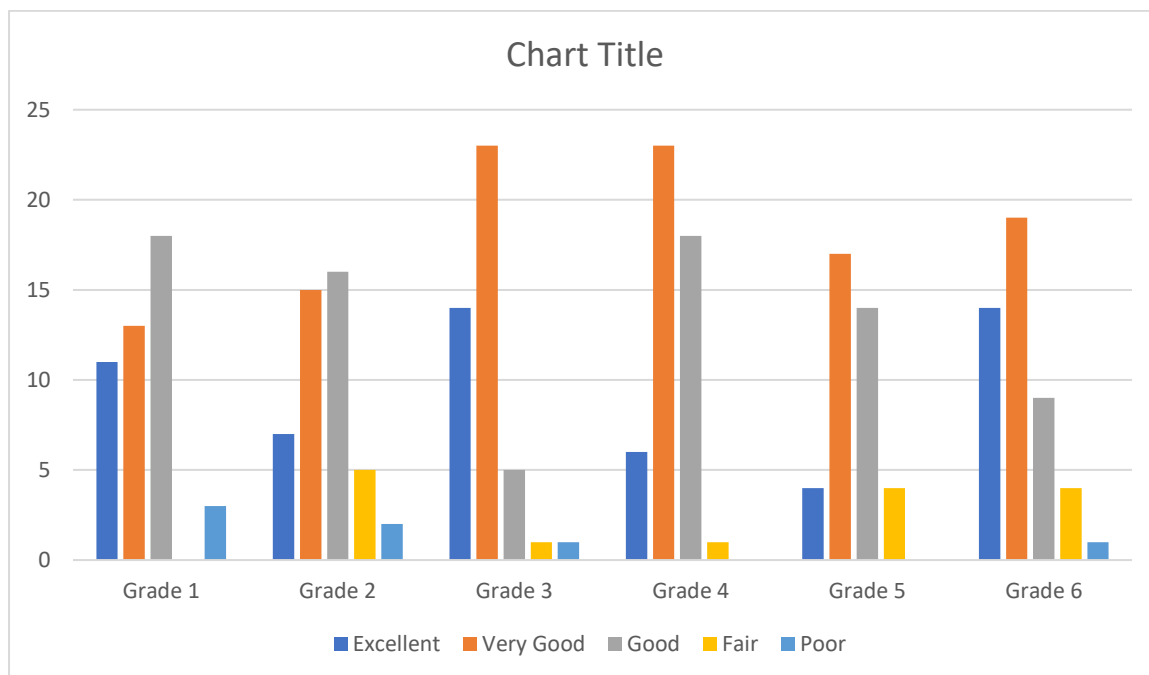
- 32 out of 44 students interviewed were able to construct sentences in grade 3.
Out of these, 3 students scored excellent, 13 scored very good, 16 scored good, 7 scored fair and 5 scored poor in the Writing Competencies Assessment.
- 27 out of 48 students interviewed were able to construct sentences in grade 4.
Out of these, 3 students scored excellent, 11 scored very good, 13 scored good, 13 scored fair and 8 scored poor in the Writing Competencies Assessment.
- 30 out of 39 students interviewed were able to construct sentences in grade 5.
Out of these, 5 students scored excellent, 9 scored very good, 16 scored good, 7 scored fair and 2 scored poor in the Writing Competencies Assessment.
- Out of 47 students interviewed, 30 were able to construct sentences in grade 6.
Out of these, 4 students scored excellent, 9 scored very good, 17 scored good, 6 scored fair and 11 scored poor in the Writing Competencies Assessment.

Listening Competencies Assessment by Performance Grading

Students were assessed on the Listening Skill on their ability to hear five words spoken three times and asked to repeat the words they heard. The graph shows the results of the test. It revealed that students in this grade had a good memorization technique in place based on the teaching style being used at the school.



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Overall Results:

- Out of 45 students interviewed, 42 were able to recall the words in grade 1. Out of these, 11 students were able to recall all five words, 13 were able to recall four and 18 were able to recall three words only. Only 3 students were able to recall a single word and none were not able to recall two words only.
- Out of 45 students interviewed, 38 were able to recall the words in grade 2. Out of these, 7 students were able to recall all five words, 15 were able to recall four, 16 were able to recall three, and 5 were able to recall two words only. Only 2 students were able to recall a single word.
- 42 out of 44 students interviewed were able to recall the words in grade 3. Out of these, 14 students were able to recall all five words, 23 were able to recall four, 5 were able to recall three, 1 student was able to recall two words only and 1 was also able to recall a single word.
- 47 out of 48 students interviewed were able to recall the words in grade 4. Out of these, 6 students were able to recall all five words, 23 were able to recall four, 18 were able to recall three, and only 1 student was able to recall two words only.

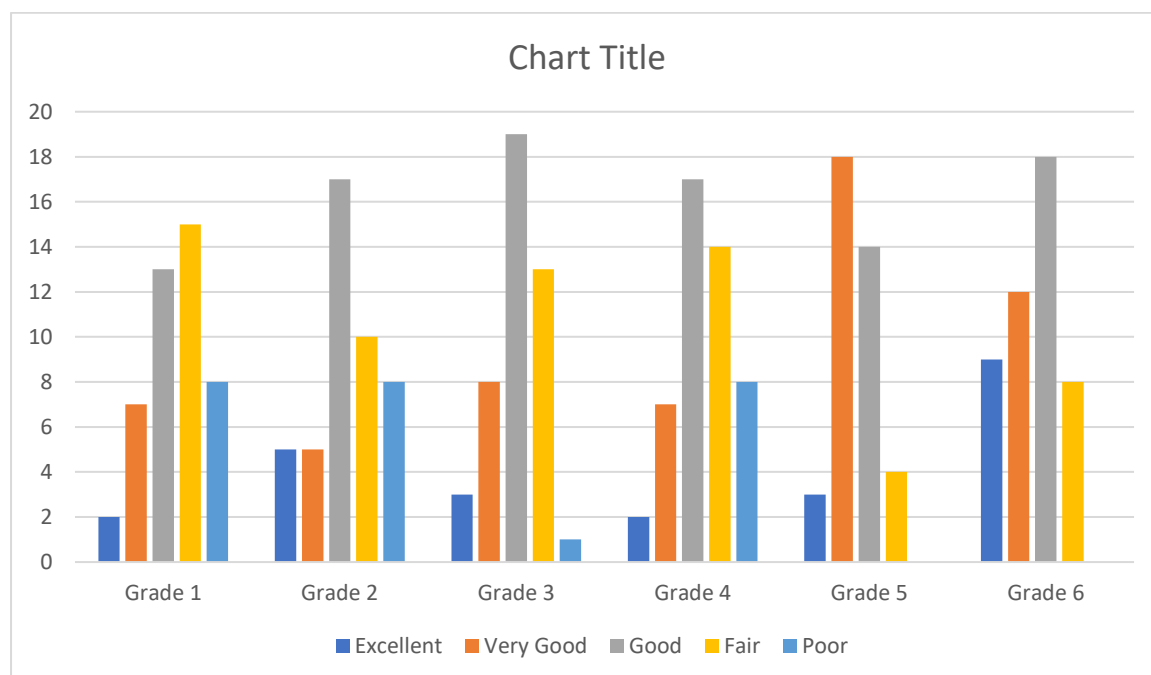


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- 35 out of 39 students interviewed were able to recall the words in grade 5. Out of these, 4 students were able to recall all five words, 17 were able to recall four, 14 were able to recall three, and 4 were able to recall two words only.
- Out of 47 students interviewed, 42 were able to recall the words in grade 6. Out of these, 14 students were able to recall all five words, 19 were able to recall four, 9 were able to recall three, and 4 were able to recall two words only. whilst only 1 student was able to recall a single word.

Speaking Competencies Assessment by Performance Grading

Students were assessed on the Speaking Skill on their ability to engage in basic meaningful conversations in the English Language. The graph below shows the results of the test.



Overall results:

- Out of 45 students interviewed, 22 were able to communicate in English in grade 1. Out of these, 2 students were excellent in speaking, 7 were very good, 13 spoke good



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English, and 15 were able to communicate fairly in English. Only 8 students had extreme difficulties in speaking English.

- Out of 45 students interviewed, 27 were able to communicate in English in grade 2. Out of these, 5 students were excellent in speaking, 5 were very good , 17 spoke good English, and 10 were able to communicate fairly in English. Only 8 students had extreme difficulties in speaking English.
- Out of 44 students interviewed, 30 were able to communicate in English in grade 3. Out of these, 3 students were excellent in speaking, 8 were very good , 19 spoke good English, and 13 were able to communicate fairly in English. Only 1 student had extreme difficulties in speaking English.
- Out of 48 students interviewed, 26 were able to communicate in English in grade 4. Out of these, 2 students were excellent in speaking, 7 were very good , 17 spoke good English, and 14 were able to communicate fairly in English. Only 8 students had extreme difficulties in speaking English.
- 35 out of 39 students interviewed were able to communicate in English in grade 5. Out of these, 3 students were excellent in speaking, 18 were very good , 14 spoke good English, and 4 were able to communicate fairly in English. None of the students had extreme difficulties in speaking English.
- 39 out of 47 students interviewed were able to communicate in English in grade 6. Out of these, 9 students were excellent in speaking, 12 were very good , 18 spoke good English, and 8 were able to communicate fairly in English. None of the students had extreme difficulties in speaking English.