Evaluation of the LINUS Program in National-Type Primary Schools

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Abstract:

This study examined the literacy achievement in Malay language in primary schools under the LINUS program. Jerome Bruner’s Theory of Development was applied in this study. Reading and writing tests were developed from the Module of LINUS program and conducted on a total of 80 year IV pupils from two different types of schools, namely National-Type Chinese School and National-Type Tamil Schools. The results showed that the level of reading and writing of pupils was satisfactory. T-tests showed significant differences between ethnic and type of school with the reading and writing proficiency of the pupils, but gender did not show so. Therefore, teachers should take into account ethnic and type of schools in implementing the LINUS program as the main factors determining the level of literacy, achievement and success of the LINUS program.

Keywords: LINUS; Literacy; Malay Language; National-Type Chinese Schools; National-Type Primary Schools

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