CONTENTS

| ACKNOWLEDGEMENTS | | |
|------------------|---|-----|
| ABSTRACT | | ii |
| LIST OF TA | BLES | x |
| LIST OF FIG | GURES | xii |
| CHAPTER (| ONE: INTRODUCTION | |
| 1.1 | Background | 1 |
| 1.2 | Statement of the problem | 6 |
| 1.3 | Purpose and Significance | 8 |
| CHAPTER | TWO: LITERATURE REVIEW | |
| 2.1 | What is reading? | 9 |
| 2.2 | Importance of reading to second language learners | 11 |
| 2.3 | Reading and Motivation | 14 |
| 2.4 | Theoretical perspectives on motivation | 16 |
| 2.5 | Current views on motivation: Cognitive motivation | 20 |
| 2.6 | Motivational techniques in learning situations | 24 |
| 2.7 | Conclusion | 2 |

| CHAPTER 1 | HREE: | METHOLODOGY | |
|-----------|-----------|---|----|
| 3.1 | Researc | ch Design | 30 |
| 3.2 | Selection | on of subjects | 30 |
| 3.3 | Data co | ollection | 33 |
| | 3.3.1 I | ndex of Reading Awareness (IRA) | 34 |
| | 3.3.2 P | Pretest and Posttest | 35 |
| | 3.3.4 \$ | Students' output from reading task, | |
| | f | eedback and interview | 37 |
| 3.4 | The tra | ining procedure | 38 |
| | 3.4.1 1 | nstructional Procedures | 41 |
| | 3.4.2 | Instructional Materials | 44 |
| 3.5 | Data a | nalysis | 46 |
| | | | |
| CHAPTER | FOUR: | FINDINGS | |
| 4.1 | Subjec | ets' overall performance on the IRA | 49 |
| | 4.1.1 | Pre and Posttreatment scores on IRA for the | |
| | | Experimental group | 50 |
| | 4.1.2 | Pre and Posttreatment scores on IRA for the | |
| | | Control group | 51 |
| | 4.1.3 | A comparison of the Pretreatment scores on the | |
| | | IRA for the Experimental and Control groups | 55 |
| | 4.1.4 | A comparison of the Posttreatment scores on the | |
| | | IRA for the Experimental and Control groups | 56 |

| 4.2 | Subjec | ts' overall performance on the Prefest and Posttest | 60 |
|----------|---------|--|-----|
| | 4.2.1 | Pretest and Posttest scores for the Experimental group | 60 |
| | 4.2.2 | Pretest and Posttest scores for the Control group | 62 |
| | 4.2.3 | A comparison of Pretest scores for the Experimental | |
| | | and the Control groups | 66 |
| | 4.2.4 | A comparison of Posttest scores for the Experimental | |
| | | and the Control groups | 67 |
| 4.2 | Stude | nts' perceptions of motivational techniques | 72 |
| | 4.3.1 | Wong | 73 |
| | 4.3.2 | Sarah | 76 |
| | 4.3.3 | Jasmine | 77 |
| | 4.3.4 | Lee | 79 |
| 4.4 | Conclus | sion | 81 |
| | | | |
| CHAPTER | FIVE: | CONCLUSION | |
| 5.1 | The | Role of Motivational Techniques | 82 |
| 5.2 | Impl | ications of the study | 90 |
| 5.3 | Lim | itations of the study | 92 |
| 5.4 | Dire | ections for further research | 93 |
| | | | |
| REFEREN | CES | | 95 |
| APPENDIX | ΧA | Index of Reading Awareness (IRA) | 111 |
| APPENDI | хв | Key to Index of Reading Awareness | 113 |

| APPENDIX C | Pretest & Posttest | 114 |
|------------|------------------------------------|-----|
| APPENDIX D | Interview Schedule | 116 |
| APPENDIX E | Evaluation Forms | 117 |
| APPENDIX F | Tasks Implementation | 119 |
| APPENDIX G | Students' Output from Reading Task | 124 |

LIST OF TABLES

| Table 3.2.1 | Distribution of students according to gender | 31 |
|---------------|--|----|
| Table 3.2.2 | Distribution of students according to ethnicity | 32 |
| Table 3.2.3 | Subjects' overall performance in SPM English results | 33 |
| Table 3.3.2 | Mean scores of pilot test | 36 |
| Table 4.1.1 | Pre and Posttreatment scores on the IRA for the | |
| | Experimental group | 51 |
| Table 4.1.2 | Pre and Posttreatment scores on IRA for the | |
| | Control group | 52 |
| Table 4.1.3 | A comparison of the Pretreatment scores of the IRA for | |
| | the Experimental and the Control groups | 56 |
| Table 4.1.4 | A comparison of the Posttreatment scores on the | |
| | IRA for the Experimental and the Control groups | 57 |
| Table 4.2.0 | Means, standard deviations and t-value of percentage | |
| | scores of the Pretest and the Posttest for the | |
| | Experimental group | 61 |
| Table 4.2.1 | Pretest and Posttest scores of the Experimental group | 62 |
| Table 4.2.2.1 | Means, standard deviations and t-values of percentage | |
| | scores of the Pretest and the Posttest for the Control group | 65 |
| Table 4.2.2.2 | Pretest and Posttest scores of the Control group | 66 |
| Tab;e 4.2.3 | Means, standard deviations and t-value of percentage | |
| | Scores of the Pretest for the Control and | |

| | Experimental groups | 67 |
|---------------|--|----|
| Table 4.2.3.1 | A comparison of the Pretest scores for the | |
| | Experimental and Control groups | 67 |
| Table 4.2.4 | Means, standard deviations and t-values scores of the | |
| | Pretest and Posttest for the Experimental and the | |
| | Control groups | 69 |
| Table 4.2.5 | A comparison of the Posttest scores for the | |
| | Experimental and Control groups | 69 |
| Table 4.3.1 | Students' Pretest and Posttest results, IRA scores and | |
| | SPM English results | 73 |

LIST OF FIGURES

| Figure 1 | Gardner's (1983) Social Psychological Model of | |
|--------------|---|----|
| | Second Language Learning | 18 |
| Figure 2 | Task-Based Approach Framework | 40 |
| Figure 3 | Framework on Task-based Approach for this study | 40 |
| Figure 4.1.1 | Pre and Postreatment scores on the IRA for the | |
| | Experimental group | 53 |
| Figure 4.1.2 | Pre and Postreatment scores on the IRA for the | |
| | Control group | 54 |
| Figure 4.1.3 | A comparison of the Pretreatment scores on | |
| | the IRA for the Experimental and the Control groups | 58 |
| Figure 4.1.4 | A comparison of the Posttreatment scores on | |
| | the IRA for the Experimental and the Control groups | 59 |
| Figure 4.2.1 | Pretest and Posttest scores for the Experimental Group | 63 |
| Figure 4.2.2 | Pretest and Posttest scores for the Control Group | 64 |
| Figure 4.2.3 | A comparison of the Pretest scores on the Experimental | |
| | and the Control groups | 70 |
| Figure 4.2.4 | A comparison of the Posttest scores on the Experimental | |
| | and the Control groups | 71 |