

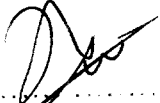


FACULTY OF EDUCATION UNIVERSITY OF MALAYA

Statement of Original Authorship

Name of Candidate : THANGAM A/P RAJA GOPAL
Registration No : PGAX 01030
Name of Programme : MASTERS IN EDUCATION
Title of Project Paper : MOTIVATING READING HABITS AMONG
STUDENTS THROUGH AN EXTENSIVE
READING PROGRAMME
Area of Specialisation : M. Ed. TESL

I confirm that the materials contained in this Project Paper is my own work. Where the works of others have been drawn upon, whether published or unpublished (such as books, articles, or non-book materials in the form of video and audio recordings, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this Project Paper have not been published before or presented for another programme or degree at any university.

Signed:  Date: Saturday, September 27, 2003

Perpustakaan Universiti Malaya



A511934759

MOTIVATING READING HABITS AMONG STUDENTS THROUGH AN
EXTENSIVE READING PROGRAMME

Thangam A/P Raja Gopal

Kertas Projek Yang DiKemukakan Kepada Fakulti Pendidikan,
Universiti Malaya Sebagai Memenuhi Sebahagian Daripada
Keperluan Untuk Ijazah Sarjana Pendidikan

2003

Motivating Reading Habits Among Students Through An Extensive Reading Programme

ABSTRACT

The purpose of this study was to evaluate the effectiveness of an extensive reading programme in motivating reading habits among ESL students. The major factors in selecting the materials for this programme were students' interest and their English proficiency level. More specifically, the study attempted to investigate the reading habits of a group of Chinese students from a Chinese school, which has a population of 99.9% of Chinese students. The samples comprised of 35 Form Four students of average English proficiency level from a Chinese Type National School in Hilir Perak. All the ESL students were found to be not interested in reading materials in the English Language, as they perceived the materials to be difficult to comprehend. Therefore, in the extensive reading programme, which lasted for two weeks, the samples were asked to read some short stories downloaded from the Internet. The instruments used for this study are informal discussions, observations, questionnaires, reading logs and interviews. The main finding of this study revealed that the extensive reading programme managed to motivate the students to read in English. The students managed to read more than the targeted number of books and the students acted positively towards reading at the end of the programme. There was a marked improvement in students' language especially in the area of writing. Overall, the study revealed that students of average English proficiency can be motivated to read if short and easy reading materials, appropriate with their level of understanding are given to them. Furthermore, students enjoy choosing their own reading materials and they like the stories from the Internet. Therefore, the Internet can be churned as a resource for students to select the reading materials appropriate to their level.

Memotivasi Tabiat Membaca Di Kalangan Para Pelajar Melalui Program Bacaan Ekstensif

ABSTRAK

Kajian ini bertujuan untuk menilai keberkesanan program bacaan ekstensif dalam memotivasi tabiat membaca di kalangan pelajar-pelajar ESL. Faktor utama dalam memilih bahan bacaan untuk program ini adalah minat pelajar dan tahap kecekapan Bahasa Inggeris mereka. Secara spesifik, kajian ini bertujuan untuk mengkaji tabiat membaca di kalangan sekumpulan pelajar China dari sebuah sekolah China yang terdiri dari 99.9% pelajar China. Sampel kajian terdiri dari 35 pelajar Tingkatan 4 berkebolehan sederhana dalam Bahasa Inggeris dari sebuah Sekolah Menengah Jenis Kebangsaan China di daerah Hilir Perak. Kesemua pelajar-pelajar ESL tersebut didapati tidak begitu gemar membaca bahan-bahan bacaan dalam Bahasa Inggeris kerana mereka menganggap bahan-bahan tersebut sukar difahami. Justeru itu, di dalam program bacaan ekstensif yang berlanjutan selama 2 minggu ini, sample kajian diminta untuk membaca cerpen yang diambil dari Internet. Instrumen yang digunakan dalam kajian ini ialah perbincangan tidak formal, pemerhatian, soal selidik, log bacaan dan temu ramah.

Dapatan kajian utama ialah program banyak membaca telah berjaya memotivasi pelajar untuk membaca dalam Bahasa Inggeris. Pelajar-pelajar berjaya membaca lebih cerita dari yang disasarkan dan mereka bereaksi positif terhadap bacaan di akhir program ini. Terdapat peningkatan ketara di dalam penguasaan Bahasa Inggeris mereka, terutama dalam bidang penulisan. Kosa kata dari cerpen digunakan dalam penulisan mereka. Ini membuktikan bahawa terdapat hubungan antara bacaan dan penulisan. Secara keseluruhan, kajian ini menunjukkan bahawa pelajar berkebolehan sederhana boleh dimotivasikan untuk membaca jika bahan yang ringkas dan mudah serta sesuai dengan tahap pemahaman mereka diberikan pada mereka. Tambahan lagi, pelajar-pelajar gemar memilih bahan bacaan sendiri dan mereka tertarik dengan cerita dari Internet. Oleh itu, Internet boleh dijadikan sebagai suatu sumber untuk pelajar memilih bahan bacaan yang cocok dengan tahap mereka.

ACKNOWLEDGEMENT

Grace to The Almighty, for giving me the courage to complete this M.Ed programme. I finally managed to complete this project paper. I wish to take this opportunity to express my heartfelt gratitude and appreciation to many individuals who assisted me in successfully completing this paper. I wish to sincerely thank the following kind souls.

First and foremost, Dr. Mahzan Arshad who has been my *guru* and my project supervisor. I wouldn't have completed this project successfully without his invaluable guidance. He has been very kind to look into my draft copies from time to time and go through it thoroughly. He gave me a lot of encouragement and was a source of inspiration. His sheer dedication has touched me and may god bless him always. Thank you very much Dr. Mahzan.

Dr. Fatimah Hashim, the Head of English Department, University Malaya who strongly developed my interest in research. Her lectures and untiring guidance in the field of research methodologies has greatly helped me to conduct my research without any difficulties.

My course mate, Theva Manoharam who has been another source of inspiration. His sheer dedication and hardwork amazes. His support and encouragement in the completion of this project paper is invaluable. May god bless him always. My course mate, Mahendran for giving me ideas and for clearing my doubts from time to time.

I wish to dedicate this project paper to my late mother who has always been my strong supporter and motivator. If it was not for her, I wouldn't have come this far in life.

I wish you were around to see me completing this paper and graduating, mummy.

My sister, Loga and brother in-law Bhimji for their support, encouragement, and love during this entire course. Your advice and prayers are greatly appreciated.

Table Of Contents

	Page
Abstract	i
Abstrak	ii
Acknowledgement	iii
Table of Contents	v

CHAPTER ONE : INTRODUCTION

1.1	Background	1
1.2	Reading	3
1.3	Learners' Reading Habit	6
1.4	Statement of Problem	9
1.5	Purpose of the Study	12
1.6	Research Question	12
1.7	Significance of the Study	13
1.8	Limitations of the Study	13
1.9	Definition of Terms	14

CHAPTER TWO : LITERATURE REVIEW

2.1	Introduction	16
2.2	Definition of Reading	17
2.2.1	The Importance of Reading to ESL Learners	19

2.2.2	Reading Problems	21
2.3	Reading Motivation	25
2.4	Schema Theory and Reading	26
2.5	Extensive Reading	28
2.5.1	The Role of Extensive Reading Programme	30
2.6	The Role of Graded Readers	35
2.7	The Role of Reader Response Approaches	37

CHAPTER THREE: METHODOLOGY

3.1	Background	40
3.2	Research Design	41
3.3	Subjects	43
3.4	Materials	44
3.4.1	Rationale for Adaptation	44
3.5	Instruments	45
3.5.1	Informal Discussions	45
3.5.2	Observations	46
3.5.3	Reading Logs	46
3.5.4	Questionnaires	46
3.5.5	Interviews	47
3.6	Procedure	47
3.7	Data Collection	48
3.8	Data Analysis	48

CHAPTER FOUR : DATA ANALYSIS AND FINDINGS

4.1	Introduction	50
4.2	Informal Discussions	51
4.3	Reading Logs	52
4.4	Questionnaire	57
4.4.1	Purpose for Reading	59
4.4.2	Preferred Reading Materials	60
4.4.3	Reading Environment	63
4.5	Observations	63
4.6	Interviews	65
4.7	Summary of Findings	70

CHAPTER FIVE : DISCUSSION AND CONCLUSION

5.1	Introduction	72
5.2	Summary of Findings and Discussions	72
5.3	Implications of the Findings	74
5.4	Recommendations for Further Research	76
5.5	Conclusion	78

REFERENCES

LIST OF APPENDICES

APPENDIX A: Student's Questionnaire	81
APPENDIX B: Reading Log	82
APPENDIX C: Interview Questions	83
APPENDIX D: Fables	84