



**UNIVERSITI PUTRA MALAYSIA**

***EFFECTS OF GROUP WORK ON READING COMPREHENSION AND  
READING MOTIVATION OF TERTIARY LEVEL ESL LEARNERS***

**SYAMIMI BINTI TURIMAN**

**FPP 2012 45**

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COMPREHENSION AND READING MOTIVATION  
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The logo of Universiti Putra Malaysia (UPM) is a shield-shaped emblem. At the top, the letters 'UPM' are written in white on a red rectangular background. Below this, there is a stylized representation of an open book with text on its pages. The shield is divided into several sections by vertical and diagonal lines, with a red and white color scheme. The text 'SYAMIMI BINTI TURIMAN' is centered over the book part of the logo.

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**MASTER OF SCIENCE  
UNIVERSITI PUTRA MALAYSIA**

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**EFFECTS OF GROUP WORK ON READING COMPREHENSION AND  
READING MOTIVATION OF TERTIARY LEVEL ESL LEARNERS**

**By**

**SYAMIMI BINTI TURIMAN**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
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**April 2012**

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the Degree of Master of Science.

**EFFECTS OF GROUP WORK ON READING COMPREHENSION AND READING MOTIVATION OF TERTIARY LEVEL ESL LEARNERS**

By

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**April 2012**

**Chair: Fauziah Hassan, PhD**

**Faculty: Educational Studies**

The present study investigated the effects of group work on English as a Second Language (ESL) undergraduates' reading comprehension and motivation to read. Four research questions which guided this study were as follows: 1) Is there any significant difference in ESL students' reading comprehension performance between those who are in the teacher-fronted instruction compared to those working in groups? 2) Is group work more effective than teacher-fronted instruction in improving different levels of comprehension? 3) Is there any significant difference in ESL students' reading motivation between those in the control and experimental groups? 4) What are the students' attitude towards group work in the reading classroom?

A non-randomised control group pretest-posttest design was employed. Fifty eight students were divided into two groups; one worked in groups while the other experienced teacher-fronted technique.

Four research instruments were used for data collection. A reading comprehension test from the Malaysian University English Test (MUET) Paper 3 was administered to the participants before and after the treatment ends. Also, all of the participants completed an L2 reading motivation questionnaire in another session after the post-test. An Attitude Towards Group Work questionnaire was administered only to the participants in the experimental group. Six students from the experimental group were interviewed. The participants in the experimental group were assigned reading tasks and they had to work in groups during the while-reading and post-reading stages while participants in the control group deal with the same reading tasks and work it out individually.

Results showed that the post-test mean score and the overall mean score of the experimental group was significantly higher than that of the control group for both reading comprehension test and reading motivation questionnaire. A statistically significant difference between the Experimental and Control group was reported on the inferential comprehension in Barrett Taxonomy. There were significant differences in three factors of reading motivation between both groups. Findings from the questionnaire and the semi-structured interview indicate overall positive attitudes towards group work in reading classroom.

The study concluded that group work is seen as a more effective method over teacher-fronted technique, to increase students' comprehension of L2 texts, and to increase their motivation to read. A number of implications have been drawn regarding the inclusion of group work in the ESL reading classroom.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Sains.

**KESAN KERJA BERKUMPULAN TERHADAP PEMAHAMAN BACAAN DAN  
MOTIVASI MEMBACA PELAJAR ESL TAHAP TERTIARI**

Oleh

**SYAMIMI BINTI TURIMAN**

**April 2012**

**Pengerusi: Fauziah Hassan, PhD**

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Kajian ini memerinci kesan kerja berkumpulan terhadap pemahaman teks dan motivasi membaca pelajar prasiswazah Bahasa Inggeris Sebagai Bahasa Kedua (ESL). Empat soalan dalam kajian ini ialah seperti berikut: 1) Adakah terdapat perbezaan yang signifikan terhadap pencapaian pemahaman teks antara pelajar dalam kelas pemusatan guru dan pelajar dalam kelas kerja berkumpulan? 2) Adakah kerja berkumpulan lebih berkesan berbanding pengajaran pemusatan guru dalam meningkatkan pelbagai tahap pemahaman? 3) Adakah terdapat perbezaan yang signifikan terhadap motivasi membaca bagi pelajar di dalam kelas kawalan dan eksperimental? 4) Apakah sikap pelajar terhadap aktiviti kerja berkumpulan di dalam kelas membaca?

Kajian ini berbentuk kaedah kumpulan kawalan tidak rawak ujian pra-pasca. Lima puluh lapan pelajar telah dibahagikan kepada dua kumpulan; satu kumpulan dalam kelas kerja kumpulan, manakala kelas kedua mengikuti kaedah pengajaran pemusatan guru.

Empat instrumen telah digunakan untuk pengumpulan data. Ujian Pemahaman Bacaan daripada Kertas 3 Malaysian University English Test (MUET) telah dijawab oleh peserta sebelum dan selepas olahan berakhir. Peserta juga telah melengkapkan soal selidik motivasi membaca bahasa kedua (L2) dalam sesi berbeza selepas pasca-ujian. Soal selidik Sikap Terhadap Kerja Kumpulan telah diberikan hanya kepada pelajar kumpulan eksperimen. Enam pelajar dalam kumpulan eksperimen telah ditemubual. Peserta kumpulan eksperimen telah ditugaskan untuk membaca dan berkerja secara berkumpulan semasa sedang membaca dan selepas membaca, manakala peserta dalam kumpulan kawalan ditugaskan membaca dan berkerja secara individu.

Keputusan kajian menunjukkan skor min bagi ujian pasca kumpulan eksperimen bagi ujian pemahaman didapati lebih tinggi secara signifikan berbanding kumpulan kawalan bagi ujian pemahaman bacaan dan ujian motivasi bacaan. Terdapat perbezaan signifikan di antara kumpulan eksperimen dan kawalan bagi pemahaman inferensi dalam Taksonomi Barrett. Terdapat perbezaan signifikan terhadap tiga faktor motivasi membaca antara kedua-dua kumpulan. Dapatan kajian melalui soal selidik dan temu bual semi-struktur menunjukkan sikap positif terhadap kerja kumpulan dalam kelas membaca.

Kajian menyimpulkan bahawa kerja berkumpulan dilihat sebagai kaedah pengajaran yang lebih efektif berbanding kaedah pemusatan guru bagi meningkatkan pemahaman teks bahasa kedua (L2) dan motivasi pelajar untuk membaca. Beberapa implikasi kajian telah diutarakan berkenaan penggunaan kerja berkumpulan dalam kelas membaca bahasa Inggeris sebagai bahasa kedua (ESL).

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I certify that an Examination Committee has met on April 27, 2012 to conduct the final examination of Syamimi binti Turiman on her thesis entitled “The Effects of Group Work on Reading Comprehension and Reading Motivation of ESL students” in accordance with the Universities and University Colleges Act 1971 and the constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the candidate be awarded the degree of Master of Science.

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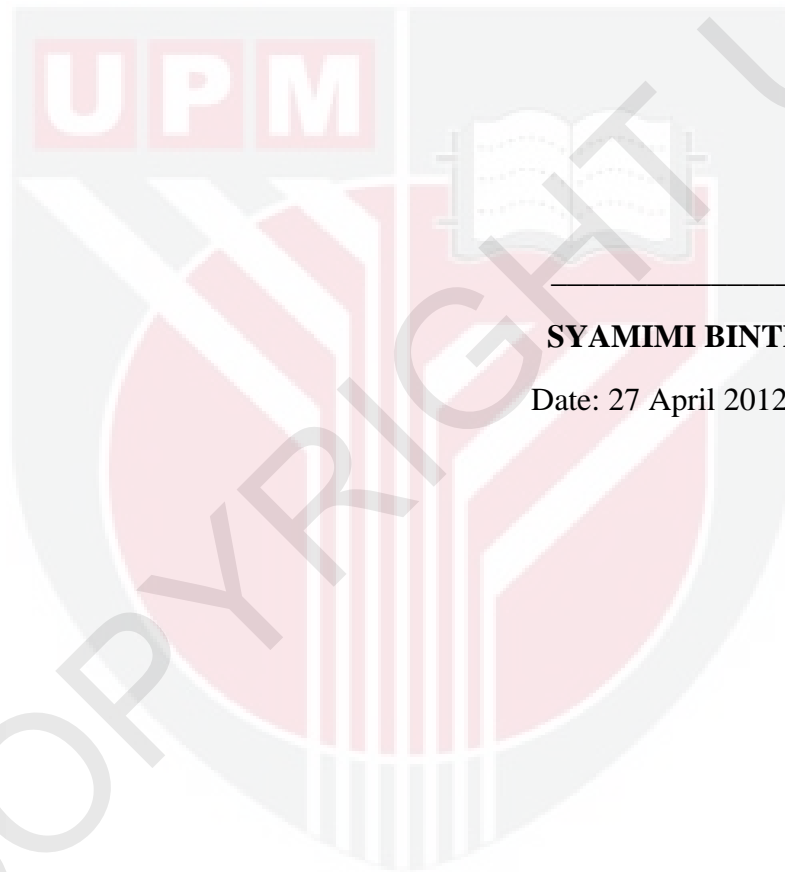
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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



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**SYAMIMI BINTI TURIMAN**

Date: 27 April 2012

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