



UNIVERSITI PUTRA MALAYSIA

***EFFECTS OF EXTENSIVE READING ON MALAYSIAN FORM
FOUR STUDENTS' READING COMPREHENSION, VOCABULARY
ACQUISITION, ATTITUDE AND MOTIVATION***

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AND MOTIVATION**

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**DOCTOR OF PHILOSOPHY
UNIVERSITI PUTRA MALAYSIA**

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in fulfilment of the requirement for the degree of Doctor of Philosophy

**EFFECTS OF EXTENSIVE READING ON MALAYSIAN FORM FOUR STUDENTS'
READING COMPREHENSION, VOCABULARY ACQUISITION, ATTITUDE AND
MOTIVATION**

By

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March 2013

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The purpose of the study is to determine the effects of Extensive Reading (ER) on reading comprehension of learners and also whether reading extensively will help in learners' vocabulary acquisition of texts. The study also aims to investigate the effects of Extensive Reading on learners' attitude towards reading in English and their motivation for learning English Language.

The subjects were 89 Form Four students from a school in Klang. The study employed a Solomon three-group design using 31 students as the experimental group and 58 students as the control groups, of which one control group was excluded from the pretest to separate the effects caused by using the same instruments. A combination of both quantitative and qualitative methods was used in the data collection, in order to consolidate the findings. Descriptive statistics for the reading comprehension and vocabulary gains in the pretest and posttest after the

treatment were reported, followed by the testing of the research hypotheses using Analysis of Variance procedure (ANOVA, SPSS 20.0).

Next, attitude and motivation questionnaires administered at the end of this experimental study were analysed. The first questionnaire was focused on the students' attitudes toward Extensive Reading and the second on the motivation for learning English Language. Then, parametric tests, Paired t-tests was run by the Statistical Package for Social Sciences (SPSS) version 20.0 for both domains to determine whether there was any significant difference between the groups in their attitude towards Extensive Reading and their motivation for learning English.

Lastly, a reading log was given to each student and they were instructed to complete a separate reading log for each graded reader. These were completed and handed in each week, depending on the length and difficulty of the text. Then the responses were collected and tabulated and analysed using a Frequency Table.

From the results of the study, there was a significant difference between the three groups in the reading comprehension and vocabulary acquisition posttest scores. This shows that the participants had positive gains in reading comprehension and vocabulary acquisition. Next, there was a significant difference in the vocabulary test in the posttests. This shows that the participants had positive gains in vocabulary acquisition. Participants also displayed positive attitudes toward Extensive Reading and learning English and have both instrumental and integrative motivation for learning the language. Above all, the majority of students expressed a sense of accomplishment at the end of the programme and felt they became more confident

readers through completing an entire English book without using a dictionary. This feeling boost their motivation to read even more.

Thus, the results provide support for integrating Extensive reading into the English curriculum for improving current learning and teaching approaches. The results of the current study also suggest that using Extensive reading in a secondary school English curriculum is feasible and effectual in improving reading comprehension and vocabulary acquisition and even enhancing students' reading motivation and attitude.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN-KESAN PEMBACAAN MELUAS DI PEMEROLEHAN KEFAHAMAN
MEMBACA DAN PERBENDAHARAAN KATA**

Oleh

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Tujuan kajian ini adalah untuk menentukan kesan-kesan Pembacaan Meluas ke atas kefahaman membaca di dalam kalangan pelajar dan juga sama ada Pembacaan Meluas akan membantu dalam pemerolehan perbendaharaan kata daripada teks mereka. Kajian ini juga bertujuan menyiasat kesan Pembacaan yang Meluas ke atas sikap pelajar-pelajar terhadap membaca dalam Bahasa Inggeris serta motivasi mereka untuk belajar Bahasa Inggeris.

Subjek-subjek merupakan lapan puluh sembilan orang pelajar Tingkatan Empat dari sebuah sekolah di Klang. Kajian ini menggunakan reka bentuk Tiga Kumpulan Solomon, di mana terdapat satu kumpulan eksperimen dan dua kumpulan kawalan; satu daripada kumpulan kawalan dikecualikan daripada ujian pra untuk mengenalpasti kesan yang disebabkan oleh penggunaan instrumen yang sama.

Gabungan kedua-dua kaedah kuantitatif dan kualitatif telah digunakan dalam pengumpulan data bagi mengukuhkan hasil penemuan. Statistik deskriptif untuk kefahaman membaca dan perbendaharaan kata bagi ujian pra dan ujian selepas Pembacaan Meluas telah dilaporkan, diikuti oleh pengujian hipotesis penyelidikan dengan menggunakan procedure ANOVA (SPSS 20.0).

Dalam hasil kajian, semua peserta mempamerkan dapatan yang positif dalam kefahaman membaca dan pemerolehan perbendaharaan kata; sikap yang positif terhadap Pembacaan Meluas dan pembelajaran Bahasa Inggeris dan memiliki motivasi instrumental dan Integratif dalam bahasa, menyedari kepentingan bahasa tersebut dan mempelajarinya demi masa depan mereka. Paling penting, sebahagian besar pelajar menunjukkan kepuasan pada akhir program dan berasa lebih yakin untuk membaca keseluruhan buku bahasa Inggeris tanpa menggunakan kamus. Perasaan ini meningkatkan motivasi mereka untuk membaca lebih.

Oleh itu, penemuan ini menyokong pengintegrasian Pembacaan yang Meluas ke dalam kurikulum Bahasa Inggeris bagi menambahbaik pendekatan pengajaran pembelajaran semasa. Penemuan kajian juga mencadangkan bahawa penggunaan Pembacaan Meluas dalam kurikulum Bahasa Inggeris di sekolah menengah adalah tepat dan berkesan dalam meningkatkan kefahaman membaca dan pemerolehan perbendaharaan kata malah meningkatkan motivasi dan amalan membaca dan sikap pelajar.

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I certify that a Thesis Examination Committee has met on (11 March 2013) to conduct the final examination of (Anna Nirmala a/p M. Kulasingam) on his (or her) thesis entitled “Effects of Extensive Reading on Malaysian Form Four Students’ Reading Comprehension, Vocabulary Acquisition, Attitude and Motivation” 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 student be awarded the (Doctor of Philosophy).

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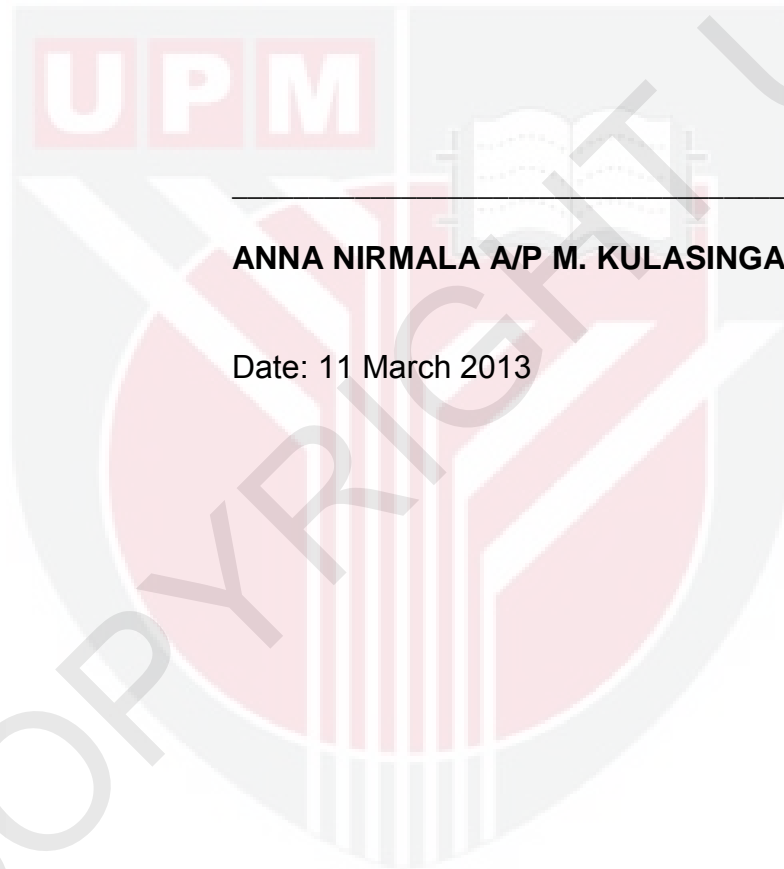
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DECLARATION

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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