

SCHOOL CENTERED TEACHING METHOD IN TOPIC EXTENSIVE READING
PROGRAM, FORM 4, SEKOLAH MENENGAH KPG. PASIR PUTEH, IPOH

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ABSTRAK

Matlamat utama kajian ini dijalankan adalah untuk mengkaji cara-cara meningkatkan tahap dan motivasi pelajar yang lemah dalam membaca buku Bahasa Inggeris. Masalah yang dapat dilihat dengan nyata ialah pelajar tidak bermotivasi untuk membaca buku dalam Bahasa Inggeris kerana kekurangan minat dalam Bahasa Inggeris. Satu Program Ekstensif Membaca bergabung dengan motivasi telah diperkenalkan dari sudut bacaan untuk menarik minat pelajar lemah membaca buku dalam Bahasa Inggeris. Kajian ini telah dijalankan pada bulan Februari 2016 selama 12 minggu. 'Extensif Reading Program' digabungkan dengan motivasi telah diperkenalkan untuk meningkatkan tahap kemahiran membaca dan segala episod membaca dengan ilustrasi yang menarik untuk menarik minat pelajar-pelajar dan peserta telah diberi kebebasan membaca secara sukarela. Kajian ini dijalankan dengan 40 pelajar. 20 pelajar dalam kumpulan terkawal dan 20 lagi dalam kumpulan rawatan. Kumpulan rawatan telah dikaitkan dengan Program Ekstensif Membaca yang digabungkan dengan motivasi manakala kumpulan terkawal pula dikaitkan dengan pembelajaran tradisional. Dapatan kajian menunjukkan bahawa Program Ekstensif bergabung dengan motivasi telah mewujudkan satu persekitaran yang sesuai dan bebas tanpa tekanan untuk pelajar dan data yang dikumpulkan dari kajian menunjukkan peningkatan dalam pembacaan mereka.





MOTIVATING LEARNERS OF LOW PROFICIENCY IN READING THROUGH AN EXTENSIVE READING PROGRAM

ABSTRACT

The primary aim of this study was to examine ways to improve students with low proficiency to be motivated to read English books. The problem that arose, was the students were not motivated to read books in English due to lack of interest in the language. An extensive reading program blended in with motivation was introduced in the reading corner to cultivate the reading habit among low achievers. The research was carried out for a duration of twelve weeks. Extensive reading program merged with motivation was introduced to enhance the capability of reading among learners, episodes in the reading was made interesting, with the freedom of picking a book of the learner's choice in the reading corners. This study was conducted with forty students, twenty controlled group and twenty of them, experimental group. The experimental group was introduced to the extensive reading program incorporated with motivation and the controlled group was introduced to traditional method. The findings have shown that the extensive reading program with motivation created a better environment without pressure or force for the learners and the data showed the Extensive Reading Program motivated the learner to read more.





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CHAPTER ONE



INTRODUCTION

1.1 Background of Study

English Language is being taught as a second language in all primary and secondary schools in Malaysia. There was a change in the Education System where Mathematics and Science subjects were also taught in English from the year 2002 until the year 2012 and it was abolished because the government was convinced the system was not materializing well. Supporters and critics are still voicing out their opinions with a hope that it would be continued again. This has also





dampened the learners' exposure to English in different subjects that could have been a drive to further embrace the English Language.

Looking back at history, the approach towards the English Language syllabus has gone through many fundamental changes. In the year 1979, Reader Program was introduced to cultivate reading habit among learners. In 1983, more focus was given on the immediate need for communication in the English Language at the work force. In 1990, Self-Access Learning was implemented and it was more students oriented.



In this research, learners were from a rural background.

Most of the learners were from the same environment and they were more comfortable communicating in their first language, in Malay Dialect. This gave them the satisfaction that the message conveyed reached the other party clearly and it would not lead to miscommunication. Some learners were interested in being different from others and they did make an attempt to communicate in English. But, when an error occurred in the process of communicating, the learners felt intimidated with their own classmates.

In my observation, teachers on the other hand, tend to spoon feed the learners which dampened their spirit of trying harder. Students also tend to know that the safest technique would be to take notes, memorize the materials and would hope to pass the exam with



a fair results. So, in Malaysia we faced a number of challenges when teaching English is concerned. The first factor to ponder, were we producing enough competent teachers to teach English? Next, what could be an appropriate method or style to teach English to multilingual learners? For instance, in teaching English to a group of Chinese from vernacular school in Malaysia, teachers need to highlight how certain concepts are handled in English, Malay and Chinese. (Darus and Ching 2009).

Next, making English a compulsory subject to pass in the near future, would have an impact on the attitude of learners and parents towards a positive side. In the Urban area, learners spoke English more like their first language where else in the rural area to locate one learner with that kind of background would be a rare occasion.

1.1.1 Role of Reading in English in our Education System

In our Malaysian Education System, it is more examination oriented. So, teachers conduct classroom teaching based on examination – oriented lessons. This was done due to the pressure given by the authorities, parents and learners to obtain excellent results to move further to good schools or colleges. Schools tend to compete for better results every year to have recognition or to maintain high prestige with the education

department. Teachers are not allowed to have a mind of their own and focus on the learners' competence. Syllabuses are given to teachers and are instructed to complete teaching the syllabus within the time frame. Zulhildi; (2005), in an article in The Straits Times stated, 'Reading in Malaysia restricted to classroom and for education pursuits'.

Most of the time, learners are taught to read for literacy learning and it is not an adequate goal. Learners should be motivated to read to locate information and also for pleasure. If the learners read only for the literacy purpose, then outside the school environment they would not be motivated to read on their own. Any kind of action done with a force does not provide a positive outcome. Most students that pursue their studies to universities do not have the confidence in themselves and they endure a difficult situation because most of the references books are in English. Most of these learners are lacking in critical and creative thinking skills because in school limited exposure and most of the time, they are forced to read. Learners should be encouraged to think because it includes intellectual skills such as memorizing reading facts, information, analyzing, generating ideas, making decision, problem solving and planning.

Reading is closely related to writing competence. A learner who is not fond of reading usually does not have enough facts to generate in the writing skills. According to Spangler (2000), for



learners to become matured and effective readers, they must have the skill and will to read. Without motivation, children most likely will not be using Meta cognitive strategies such as prior knowledge, locating information, self-monitoring, and lacking in the process of reading. In reading, learners tend to use the process of bottom up strategies, understanding at sentence level, which would eventually lead to top – down strategies to focus on the gist of the text. According to Baker (2000), cognitive skills are foundational to create an engaged reader because low \language proficiency is a hindrance for one to be motivated to read.



In the Malaysian Curriculum (2001) KBSK, importance is given to reading, writing and calculations. It is stressed that every child in the primary school should be able to read, write and count before stepping foot into the secondary school. This method was implemented with the hope learners would be actively engaged in reading, regardless of the environment, school or home.

According to Noorliza (2006), her research was conducted in a rural area also stated that students who have the ability to read also do not read during their free time due to lack of motivation and this problem does not stop here. According to Abdul Khadir (2005), conducted a study on UTM students, discovered that inability to timely complete their studies is due to lack of interest in reading. The



problem arises because they are not able to comprehend what they have read and eventually give up due to frustration. They read too little for the sake of reading and no understanding of the text is achieved (Guthrie, Schafer and Huang 2001). Thus, motivation to read should be instilled from the root. Learners tend to discover that reading is part and parcel of tertiary level but are not prepared to face the challenges which are a new experience to them. So, reading failure could lead to poor academic performances. Not many learners at school level read newspaper, magazines and most of the time reading was done under force for academic purposes. But, the scenario changes in the higher level whereby one has to read a lot of references books , academic textbooks and surf the internet for information to complete certain assignments or projects. So, insecurity kicks in which leads to poor completion of work that directly leads to poor grades. Reading might not be a difficult task but understanding the gist of the text would be a major task. Comprehending a text is a skill that cannot be acquired overnight but gradually being motivated in reading and using the correct reading methods could make one a good reader. Learners need to be motivated and self – interest should be cultivated.

1.1.2 Factors Influencing Reading Process

Background knowledge plays a vital role in enabling one to be a good reader, an essential element of acquiring new knowledge. It is a



part that dominates the behavior of a learner in being able to understand and comprehend the text amicably. In a study done, based on learners' reading comprehension, discovered that background knowledge and the level of acquired vast vocabulary were the prophecies of success as it influenced the learners' competence in understanding the text. Background knowledge of a learner would accelerate as the learner goes up the ladder to different grade levels. At times, background knowledge from other subjects does provide a basement for better understanding of a text. Background knowledge has the ability to directly influence the comprehending of what is read (Stahl, Sinatra, and Gregory 1991). Being fluent in reading comprehension also is influenced by the fact that one has sufficient background knowledge on that particular topic or task. (Klauda and Guthrie; 2008).

There are many methods to enhance the reading ability to make the process more comprehensible. Firstly, the reading text must have certain words and grammatical structures that are familiar to the learner. Next, topic should be appropriate with the learners' age, interest, sex and cultural background to motivate the learner in general.





Introduction

In this Chapter the researcher stated about the factors involved in reading and the factors that could enhance and motivate the reading program. Reading has persistently been a component that is included in language teaching and learning. So, it is the central to the second language acquisition in learning institutions. Comprehending a text read is an internal cognitive process experienced by a reader, so to do a study on the factors that affect a reader's comprehension, is not an easy task. One has to study the factors that lead to L2 reading in the context of ESP (English Specific Purposes).



Currently there is a lot of research growth in Malaysia. So, the researcher conducted the research on motivating reading habits among low proficiency learners through an extensive reading program. The researcher believes certain appropriate methods should enhance the reading ability among the weak learners. The researches done in Malaysia showed that learners who are guided and monitored read better than learners who are unmonitored. The research done indicated that proper management of extensive reading which is part of our curriculum system under 'Nilam' should be looked as a crucial role played by teachers as a guide and learners to improve learners' language proficiency. The government of Malaysia has given the importance to both language under the Tenth Malaysia Plan 2011 to 2015, "Upholding Bahasa Malaysia and Strengthening English to make it possible as





Universal use of English for employment locally and in particular, for Malaysians to remain globally competitive. The policy could lead to a change in the future since Malaysia is in need of English proficient population and to permit the English Language to play a more dominant role. (Awang Haji Salleh ,1994)

The English Language is honored as the second language in Malaysia (Gill 2002) and in line with the education policy, taught as a second language. A handful of studies have indicated that Malaysian learners do realize the role English Language would play in their future endeavors (Ainol Madziah and Isarji 2009) and learners are pressured to get good results which would open their path to more career choices.

There are a few possibilities that could encourage learners to be motivated. One of the possibilities is not to teach English in isolation and to integrate language and context. Learner's interest could be motivated when we provide opportunities for them to communicate in topics relevant and that interest them, maybe a topic related to their environment. According to their level of proficiency, books to read should be provided so that it does not look like a task to be accomplished but an entertainment or past time. Learners are bound to have the thirst to learn more due to their young age curiosity and this attitude can be used to expose them to reading





materials of their choice. According to Protocio (2012), teacher should help to create, self-efficiency beliefs about reading, access to interesting texts, social interactions, around books and self-selection of books. There is an irrefutable fact that language learners tend to be lack in confidence and are in great need of confidence – boosting activities. Teachers as a facilitator do play a vital role in building the confidence slowly but surely. According to Nguyen and Ho (2012), teachers should use language learning strategies that were effective and also know which is ineffective in their classroom to make them proficient in the English Language.



1.2 Statement of a Problem

In today's fast moving world, one would be left behind if one cannot communicate or read well in the English language. Most teenagers are left without jobs because of being unable to communicate in a foreign language, English what more the process of reading!

The researcher embarked on this research to find out the lack of motivation to read English texts. The learners were only interested in reading materials that are related to their examination.



The research was carried out on Form 4 students in a rural school in Ipoh, Perak. The learners were not exposed to materials pertaining to English unless they were in school. The lack of motivation could be due to the influence of first language and the environment which is only filled with one race that are fluent in the Malay language. They were from a Malay kampung nearby. Most of their parents were not highly educated and there was a possibility, they could not motivate their children or teach them English. It is stated that parents reading to their children does influence the child's competence compared to other involvement and educational aspects (Vera, et. al., 2012). They were the low middle class people. The learners were in a Form 4 science class (3rd class) and they were low proficiency learners and they were not motivated to read English texts. They only read in English when they were instructed in class or for their examination.

The record of their visits to the library was regular every week because of the Nilam Program (Nadi Ilmu Amalan Membaca) in school but they tend to borrow Malay storybooks only. Furthermore, the teachers also did not have the time to take them to the library more often due to the fact that the syllabus for the year was compulsory to be completed.

There were also some other problems that intervene with the environment. Learners were unable to comprehend what was read

although there was not much emphasize on the pronunciation. They did not understand the literal meaning of a sentence or text which could be due to lack of background knowledge on the text, no schemata involved. The learners were not exposed to proper methods or programs in reading. A proper reading program was implemented to motivate and build the interest to read.

So, a study was carried out in the Form 4 science class to motivate learners to read using extensive reading programs,

1.3 Research Objectives

The purpose of this study was to find out the reasons for lack of motivation towards reading in English, the expectation and the vast development after an extensive reading program merged with motivation which encouraged the learners to read more books and to read better. A test score of pre- test, post-test, a set of questionnaire and some basic interview questions were conducted before and after the extensive reading program to determine the effect of ERP after the motivation was given to read the English texts. The questionnaire was given to study the lack of motivation towards reading in English. The pre-test was given to evaluate the student's level of motivation in reading English texts. After