

**UNIVERSITI TEKNOLOGI MARA**

**USAGE OF ENGLISH LANGUAGE MATERIALS  
FROM THE INTERNET TO IMPROVE STUDENTS'  
ENGLISH LANGUAGE PERFORMANCE**

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Dissertation submitted in fulfilment of the requirements  
for the degree of  
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## AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for the Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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## ABSTRACT

This study investigated the factors that motivate students to read English Language materials from the Internet, the types of materials from the Internet that motivate students to read and how English Language reading materials from the Internet contribute to students' language performance. A total number of 80 students from Semesters One and Two from MARA Skills Institute (IKMK) were involved in the study. A total of eighty sets of questionnaire were distributed for feedback or responses. Besides that, Pre-test and Post-test were conducted with the samples to determine the students' improvement in their language performance. The data was analysed descriptively. Findings of the study illustrated that among the factors which motivate students to read English Language materials from the Internet are self-motivation, self-interest, and encouragement from their teachers to use the Internet as a tool to search for materials. The findings revealed that the types of materials the students read were biographies, articles, journals, e-books, e-magazines, e-newspapers and also join social websites via face-book, video conferencing and emails. As a result, the finding of the study showed that students' language test performance has slightly improved in the Post-test as compared to the Pre-test. The present study is relevant as it provides knowledge and information for students and teachers that English Language materials from the Internet can be used to encourage and motivate students to read and enrich their vocabularies of the target language. As for the implication, it is vital for the students to nurture positive attitude and interest towards reading the English Language materials from the Internet to help improve their language performance.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.0 Overview**

This chapter served as an introduction to the study. It began with the introduction, the background to the study and background of the place where the study was conducted. It then presented the statement of problem, research objectives, research questions, scope of the study, theoretical framework, conceptual framework, significance of the study, the definition of key terms and the conclusion to the chapter.

### **1.1 Introduction**

Reading is not a new issue but it is still an issue as there is not much progress shown in reading habit among students (Kirby, 1998). Reading is an interactive, developmental cognitive process that requires the active participation of the reader for it to be effective and successful (Anderson, 1985). Students should be motivated to read good selected materials in order to upgrade their reading skills and widen their knowledge in the target language. Research has proven that reading is the most important skill to start within language learning process. Therefore, related materials from the Internet are used to assist students to learn more efficiently (Selwyn, 2003).

A few years back, students relied solely on printed materials such as books, magazines, newspapers or media like television. But now in the new era with the rapid technological advancement, Information and Communication Technology (ICT) has changed many aspects in all sectors including the education sector ranging from schools to tertiary level. ICT here involves any audio visual aids used to help in the teaching and learning process such as