FACTORS THAT MOTIVATE THE STUDENTS TO READ ENGLISH READING MATERIALS

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"FACTORS THAT MOTIVATE THE STUDENTS TO READ ENGLISH READING MATERIALS"

A study conducted on the Year Six students of SK St. Michael Entingan, Kota Samarahan

By

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DECLARATION

I would like to declare that this academic exercise is my own work except for the quotations and summaries that have been acknowledged.

PENGAKUAN

Dengan sukacitanya saya akui bahawa ini adalah hasil kerja saya sendiri kecuali kenyataan-kenyataan dan ringkasan yang telah dinyatakan sumbernya.

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Abstract

Reading is an essential as well as a pleasurable skill. The researcher wants the students to be lifelong readers and citizens of a knowledgeable society. The researcher also wants the students to become discerning readers. Therefore, the study is done to find out the factors that can motivate the students to read English reading materials which have been a neglected genre to them. An action research has been carried out and it is found that it is the quantity of reading impacts most on academic achievement rather than the quality. The more materials the students read, the more knowledgeable they are.

The practical perspective is that students become active, interested readers if they are given extrinsic motivations such as rewards, words of praise and certificates of participation. Extrinsic motivation is the primary factor in boosting the students in reading English materials. Equally important is the intrinsic motivation such as curiosity, aesthetic enjoyment, pleasure and challenge.

Sufficient authentic materials are also primarily important in inculcating the students' interest in reading. The reading materials provided should be of the students' interest and these help to motivate the students' interest in reading. Being able to read fluently, students will not only be knowledgeable and understand the language well but they will also be competent in the English language. Their standard of English will improve and this will enable them to use English effectively and correctly both orally and in writing.

Abstrak

Membaca merupakan satu kemahiran yang berfaedah dan menyeronokkan. Dengan membaca, murid akan menjadi seorang pelajar yang berpengetahuan luas, berketrampilan dan seterusnya menjadi pembaca sepanjang hayat serta dapat menghayati apa yang dibaca. Oleh itu, tujuan kajian ini dibuat adalah untuk mencari punca-punca yang boleh menarik minat murid untuk membaca bahan-bahan dalam Bahasa Inggeris memandangkan minat murid dalam membaca bahan tersebut semakin pudar.

Hasil dari kajian yang telah dibuat, didapati bahawa kuantiti pembacaan memberi banyak impak kepada pencapaian akademik murid berbanding dengan kualiti bahan bacaan yang dibaca. Ini bermakna, semakin banyak bahan yang murid itu baca, semakin luas pengetahuan yang diperolehi. Dengan banyak membaca, seseorang murid itu akan dapat memahami dan menghayati apa yang dibaca.

Selain daripada kuantiti pembacaan, motivasi luaran merupakan penggalak utama yang menyebabkan murid itu membaca bahan Bahasa Inggeris. Mereka mambaca bahan tersebut adalah bertujuan untuk mendapatkan motivasi luaran seperti kata-kata pujian, hadiah dan sijil penyertaan. Motivasi dalaman juga merupakan perangsang kepada pembaca. Dengan adanya motivasi dalaman dalam diri murid, mereka akan menjadi lebih aktif dan minat untuk membaca. Mereka yang mempunyai motivasi dalaman akan membaca bahan dalam Bahasa Inggeris kerana minat, rasa ingin tahu, keseronokkan estetika dan juga sebagai satu cabaran.

Bekalan bahan bacaan yang mencukupi dan menarik minat murid juga penting untuk menggalakkan mereka membaca. Bahan bacaan yang dibekalkan hendaklah bersesuaian dengan tahap penguasaan murid supaya mereka menjadi lebih minat untuk membaca. Kebolehan membaca dengan lancar bukan hanya boleh menambahkan pengetahuan dan kefahaman murid bahkan membolehkan mereka bertutur dan menulis dalam Bahasa Inggeris dengan lebih berkesan dan tepat dalam kehidupan seharian.

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CHAPTER ONE

1.0   INTRODUCTION

Learning a second language has been an important part of the educational process. School children have to struggle hard to learn a second language. The second language is learnt as one of the compulsory subjects in school and the students are having a hard time to learn the subject. In order to learn the language, they have to do a lot of reading. Most of the students nowadays show a very negative attitude towards reading especially reading English materials.

In relation to this, initial reading instruction is most effective in a student's first language. If feasible, teachers should use books and other materials in the student's first language (National Research Council, 1998). The teacher's skills in assessing a student's strengths and limitations and in building individual strategies shape successfully reading instruction. This is true whether addressing the students with special needs or turning marginal readers into good readers.

Nevertheless, reading is more than the decoding of written word into sound. Reading is a complex communication process that requires thought and individual construction of meaning. It is important to realize that all readers including ineffective readers, average readers and proficient readers differ considerably in their interests, aptitudes, personalities, background, learning styles, types of reading materials, their choices of materials, the availability of reading materials, the purpose for reading and the context in which the reading occurs. This is what

prompted the researcher to do the study on the problem especially on the factors that can motivate the students to read English reading materials.

1.1   Background of the study

The researcher would like to present a brief scenario on current situation that exists within the area where the study is being conducted based on the present situation experienced by the researcher. It is surprising that some of the Year 6 students in SK St. Michael Entingan, Samarahan, still can't read in English fluently and with correct pronunciation because they have retained the strong ethnic accent of their first language. It is believed that second language acquisition is strongly influenced by the students' first language.

Additionally, the inability of the students to be proficient readers is also due to the fact that they are shy to read the words because they don't want to be laughed at by their friends especially when they make mistakes. Based on the observation done on the students at an earlier stage, some of them are still unable to read with correct pronunciation, intonation, stress, fluency, rhythm and with the correct pitch. Their inability to read fluently demotivates them to read especially reading English materials. Besides that, they are not interested to read because they are not exposed to the language. Also reading materials provided to the school for reading purposes are insufficient. Therefore, teachers have to take the initiative to create their own materials such as making "Big Book", reading cards, reading charts, word cards and others in order to be used in the reading programme in order to capture the students' interest to read.

Due to the lack of reading materials found in the school, the students have shown a negative attitude towards reading. Therefore, the researcher will try her very best to find out the factors which can motivate the students to read English reading materials and to help them to gain back their interest.

1.2   Statement of the problem

Over the years, English language teachers have been struggling for the betterment of their students' performance to read fluently in English. The major obstacles students have to overcome in reading is the anxiety generated over the risks of reading things out that are wrong, mispronounce and incomprehensible (Brown, 1994). Due to the language ego that the students have will demotivate them to read English reading materials.

Students should not be afraid to read English materials because they can get help from their teachers. Teachers will always help the students to read and students need to read English materials because reading will not only expands one's knowledge and experience but it will also strengthen the interest and commitments that initiate reading activity (Deci, Vallarand, Pelletier & Ryan, 1991).

Most of the students fail to comprehend what they have read and many of them fail to reach their reading potential because they fail to read the basic achievement level, having little or no mastery of the reading skills. Experts stress that learning to read and write is not an act but

many steps on a developmental continuum. Teachers can assess individual students' progress by setting realistic goals and allowing for individual variations. It is appropriate to expect most students to achieve "early reading" by age 7. Students should be exposed to the English language, explore their environment and build foundations for them to read. They should also be given experimental reading by developing them to develop the basic concept of print and also writing. They may read simple stories and write about meaningful topics. Encourage transitional reading and they will begin to read more fluently.

Besides that, encourage students to do independent reading. They will continue to refine reading for different uses and audiences. Once they are able to refine reading, they will be advanced readers. One reason for the disparity between students' capacity to learn and their rates of reading failure is that too few students receive effective aid. Most of them don't get special reading help until age 9 or above (Lyon, 1997).

As parents and teachers know, the more often students fail in reading, the less motivated they are to continue struggling (National Research Council, 1998). Reading failure can be devastating to a child's self-image. Out of embarrassment, these students try to hide their deficiency, avoid reading aloud and pass up chances to practice reading either in the school or at home. These attract the researcher to do this study because the researcher finds out that some of the students in Year 6 of SK St. Michael Entingan, Samarahan still cannot read English reading materials and most of them are not motivated to read. Therefore, the researcher would like to investigate the factors that can motivate the Year 6 students of SK St. Michael Entingan to read English reading materials.

1.3 Purpose of the study

The importance of reading cannot be denied. It is not "an end in itself" but "a means to an end". The ultimate aim is the acquisition of reading proficiency to enable learners to read effectively for wider purposes. This means reading has to be extended beyond the classroom and curriculum to allow learners to develop a regular habit of reading for personal or other reasons. Realizing the importance of reading habits among learners, the researcher intends to find out;

    i.   factors which can motivate the students to read English materials

    ii.   any gender differences in the choice of reading materials

    iii.   the types of reading materials that can motivate the students to read.

The researcher hopes that useful information from the study can be used to motivate the students of Year 6 in SK St. Michael Entingan to read English materials in order to improve their proficiency in English and as well as upgrade their English UPSR results.

1.4 Significance of the study

Low language proficiency, lack of exposure to the language, lack of interest and self confidence demotivate the students of Year 6 in SK St. Michael Entingan to read English reading materials. The researcher is also puzzled by the students' poor reading habits in general. The

reading intervention programme, similarly known as " The Nilam Reading Programme" receives cold response from the students. Much effort has been done to run the programme but unfortunately, all is in vain. Teachers have tried all means to encourage the students to read but the result is unsatisfactory. Not many students like to read especially reading English materials.

The researcher's earlier observation is that, students like to spend their free time chatting and relaxing but not on reading. English language teachers of the school are also worried about the problem of poor reading habits among the students. In the classroom, teachers have tried various techniques to motivate the students to read but they are disappointed and the students' habits towards reading have not changed. This has aroused the researcher's curiosity to find out the factors that can motivate the students to read especially reading English materials. The researcher would like to focus on the Year 6 students of SK St. Michael Entingan on the problem mentioned above to help them to inculcate the reading habits and also to improve their English UPSR result.

1.5 Research questions

This study is expected to be able to find out the factors that can motivate the students to read English materials and as well as to gain their interests in reading. This is to improve the students' attitudes and proficiency in English language. In order to motivate the students to read English materials, teachers should look for materials from many cultures with interesting content

and attractive illustrations. The list is always growing and contains a wide variety of texts on a range of reading levels so that students can choose the reading materials based on their interests.

Students who have a negative attitude towards reading and are reluctant to read English reading materials will lose some academic ground because wide reading is related to increase in general knowledge and reading comprehension. Therefore, before the situation deteriorates, the researcher would like to look into this matter and do some research to help the students to gain back their interest to read English reading materials.

1.6   Limitations

This study is conducted merely on the Year 6 students of SK St. Michael Entingan, Samarahan who are found to have negative attitudes towards reading English materials. Reasons such as students' attitudes, teachers, parents and peer encouragement might not be applicable to other students in other schools because of different environment and especially to those whose parents are educated and aware of their children's education. Those parents who are educated and those in town areas are very concerned about their children's education and thus their perception towards reading English materials is different from those in remote areas.

1.7   Delimitations

The study is suitable and applicable to the Year 6 students of SK St.Michael Entingan, Samarahan. The study may be suitable to some other schools in Samarahan but to certain extent only because of different environment and facilities that they have. The study could have yielded better result if only the researcher has sufficient time to carry out the study.

Due to time limitation, the study is done in one school only and thus, the researcher is unable to compare the results with that of other school and therefore, the outcome will not be that correct and effective as compared to when the researcher could cover a wide range of school especially both in town and remote area. In this aspect, then the researcher could really see the differences of the research's results.

1.8   Definitions of terms

Below are the definitions of words and technical terms that readers might come across.

1.8.1 Factors

Factors are things that cause or influence something. For instance, giving prizes may motivate students to read. The factor is 'giving prizes'.

1.8.2 Affecting

It means having an influence on something. In relation to this research, the factors are affecting or influencing the motivation to read among the students.

1.8.3 Reading

Williams, (1984) defines it more simply as a process which requires a reader to look at a text and understand what has been written. He describes three basic styles of reading-intensive reading (reading to analyze or study the text in great detail), extensive reading (reading quickly for general knowledge, enjoyment or leisure) and rapid reading (speed reading).

1.8.4 Reading Attitude

Ajzen & Fishbein, (1980) define attitude as a learned disposition on how to behave, either negative or positive; and the reading attitude refers to the person's predisposition towards reading as an activity.

1.8.5 Reading Motivation

Gambell, Palmer, Codling & Mazzoni, (1996) define motivation as an individual's self-concept and the value the individual places on reading.

CHAPTER TWO

REVIEW OF LITERATURE

2.0   Introduction

This chapter will discuss related literature and related study to establish the theoretical foundations for the study. The researcher seeks to investigate the factors that can motivate the Year 6 students of SK St. Michael Entingan, Samarahan to read English materials.

This first part of the review will therefore be devoted to the discussion of studies on the factors that can motivate the students to read English reading materials. Then, it is followed by a discussion on any gender differences in the choice of materials. Finally, the researcher is going to find out the types of English reading materials that can attract the students to read.

2.1   Factors that motivate the students to read English reading materials

Students who have learnt to value reading or who respond positively to materials and activities designed to motivate them towards a desire to read are likely to become good readers than those who don't put much effort or enthusiasm into their learning. Students would come to value reading as a source of personal enrichment. They would empathize with literary characters, be delighted with the exposition of some historical event or in other words, they read

for intrinsic motivation. Students who develop that kind of motivation become readers in the fullest sense of the term. According to Smith, Otto and Hasen (1978, p.68), " What is it that these students with a potential to develop high-level reading skills do not do? They should be anticipating as they read and reflecting upon what they have read".

However, many students also require extrinsic rewards to motivate them to read. They need verbal praises, charts showing their achievements, constant and frequent urging and penalty for failure to complete assignments or pay attention; in some cases, nothing short of cash payment or tokens that can be redeemed for prices seem to work (Cohen, 1965). Obviously, intrinsic motivation is more powerful in producing readers in the fullest sense of the term, but teachers must be prepared to provide extrinsic rewards for students who require them because motivation is a powerful factor affecting reading development.

Another factor is prior knowledge. Researchers (Rumelhart and Ortony, 1977; Rumelhart, 1980; Spiro, 1977,1980) point out that the more a reader knows about what is to be read, the more sense the reader will make out of what is read. The reader should also have interests in the materials that are read. Besides that, a reader's reading interests are also important. A great deal is known about the reading interests of a reader of various ages. According to Suther Land and Arbuthnot (1981), " What the teacher reads is not this general information but a knowledge of the interests of individual children in the class".

Another motivator is the teacher. The teacher can help children to develop their interests in printed materials best when they read those materials themselves. When children sense a lack

of knowledge, the teacher will guide and monitor them. Besides that, children themselves are also good motivators. Peer influence that reaches its climax can motivate them to read. It is important to set up situations in which children frequently share with each other their experiences with books, spend their time wisely and make full use of their time. McCracken (1971), states that " time is used to its fullest". The researcher strongly agrees with the statement above because through reading, students will not only use their time wisely but also become knowledgeable and good readers.

Parents' involvement also helps to motivate the students to read. Parents have always been the child's most influential teacher. At present, state and national educational organizations are promoting active parent committees to disseminate books, brochures and even videotapes designed to help parents to instruct children at home. Parental cooperation can be an invaluable resource.

Besides the above factors that motivate the students to read English reading materials, there are also several factors that demotivate them. The answer to what causes the students to read rapidly and easily whereas other students learn slowly with great difficulty is in some cases quite obvious and in others obscure in an array of speculation. The emotional characters, home environment and instructional programs seem to have a negative effect on other students' reading growth.

In addition, the instruments and procedures available for measuring such phenomena are intelligence, self-concept, and emotional stability. Minimal neurological abnormalities, attitudes,

teacher competence and reading itself are of questionable validity and reliability. Nevertheless, formal and informal observation or superior, average and retarded readers, as well as careful study of the nature of reading process do permit the identification of factors that apparently figure strongly in the learning-to-read process. These factors are highly interdependent; therefore, it is rarely, if ever, possible to isolate one of the factors and to say with reasonable certainty that "it" is responsible for a child's success or lack of success in learning to read. According to Bond and Tinker (1973, p. 148), " Although children of high intelligence are likely to become able readers and those of low intelligence tend to become readers, there are many exceptions". Perhaps it would be more accurate to say that, low intelligence in itself is not a direct cause but it may lead indirectly to reading disability. This occurs when reading instruction of the slow learners during the early school years is not adapted to the learners' need.

The inability of the students to read English reading materials is also due to the fact that they are shy to read out the words because they don't want to be laughed at by their peers especially when they mispronounce the words. The students' ego and lack of self-confidence demotivate them to read and therefore they will become reluctant readers.

2.2   Gender differences in the choice of materials

The improvement of student's reading remains one of the most important challenges for contemporary educators. According to Corsen (1992), girls do not have a measure of superiority over boys when language competencies are revealed. Boys should be encouraged to

read more of what they like, such as non-fictional materials of a practical nature and fiction of adventure stories and crime novels. Although this type of reading may further perpetuate sexual stereotyping, it will increase interest in the type of reading that boys like. A Nation Survey (1995) concluded that girls tend to possess more positive attitudes than boys in reading. Cultural expectations may cause many girls to harbor more positive attitudes towards reading than boys.

Gendered Readings (1997), states that " Teachers should take voluntary reading seriously and reject that males do not do as well in literacy compare to their female counterparts". In the article " Rethinking Gender Differences " (1999), the authors report that the literacy gap does not taper or close with age. It is the role of all educators to rethink their responsibilities regarding gender and literacy education.

Prominent among the effective factors that impact reading achievement is the child's attitude toward reading. It has also been studied that the social and economic background of students, both boys and girls, impact greatly on their literacy levels. It is found out that the students' reading deficiency affects their reading achievement. Their failure in reading is not mainly due to the curriculum. Nevertheless, the boys have lower levels than girls on curriculum, but they have higher levels away from the classroom. This is seen in their competency with video games, surfing their web and using computers. They also like to read comic books and sports magazines. Boys often do very well with reading activities outside of the curriculum. This is also known as recreational reading. There is a belief that boys' literacy levels are quite

high in these 'extracurricular' pursuits, but because they are engaged outside of class, there is no way to evaluate it.

2.3   The types of English reading materials that can attract the students to read

It is difficult to separate reading materials from the reading approaches. Reading materials are related to one approach or another. In addition, it is certainly known that reading is a very complex process, a process not easily defined. Students are taught to read. In the process of reading, teachers help the students to improve, refine and apply their reading abilities. To do so, a teacher must decide on a sensible approach and choose appropriate instructional materials to teach reading.

Before examining some specific approaches and their related materials, the researcher would like to offer some related guidelines for selecting reading materials and programs. The teacher should carefully examine materials and programs before using them. The guidelines are intended to help the teachers to make wise selections.

Firstly, consider the underlying philosophy of the program. Does it reflect a word-frequency, decoding or child-interest point of view about initial vocabulary? Next, consider the treatment of ethnic, racial and sex groups. This is to ensure whether or not the reading selections and illustrations treat all groups equally and with dignity or do the materials contain blatant or insidious prejudices or standardization.

Next, the teacher should consider the interest value of the children's books to see the quality of the literature and the variety of the content. The teacher should ensure that the selections are motivating. The materials should extend the learners' experiences and ideas. Then, consider the quality of any illustrations and ensure that the materials develop the students' open attitudes toward development of word-identification skills. Consider the emphasis of the comprehension questions and activities. Teachers should also consider the usefulness of the teacher's work, questioning strategies and reading materials that can be used for reading activities. Teachers can consider the recommendations and the guidelines stated above in selecting materials to be used for reading purposes.

In relation to the guidelines for selecting reading materials, there are many types of reading materials that can attract the students to read. These usually consist of workbooks, story charts, perceptual-motor development devices, records or cassettes, games and storybooks. These materials aim to improve the auditory, visual perception, discrimination, language development and enhance interest for beginner readers.

In the study, the researcher is going to describe categories of reading materials that are interesting and supportive for struggling and reluctant readers. The researcher would like to begin with repetitive texts, followed by authentic texts that can be used for reading activities and finally popular texts that have particular appeal for reluctant readers.

To progress in reading, emerging and early readers benefit from the support of shared reading experiences with teachers and peers (Holdaway, 1979), in materials that provide both

repetition (McCormick, 1994) and a low rate of teaching errors (Gambrell, Wilson & Gantt, 1981). Struggling readers benefit from the same kind of meaning-centered, literature-based instruction that normally achieving readers do (Worthy & Invermizzi, 1992; Zucker, 1993), including the use of language experience dictations, poetry and rhymes. The researcher personally agrees with the statement as such activities or materials if adapted creatively would provide interesting and effective reading classroom instruction. With young emerging readers, pattern books or books with predictable language are a mainstay of instruction. According to Rushdie (1990), " The more experiences the students acquire either directly or indirectly through stories, poems, plays, songs or films, the better they will be able to understand and enjoy the imaginative world that reading literatures create". Nesamalar, et.al (1995), also state that "Reading is not a single skill that we use all the time in the same way but is a multiple skill that is used differently with different kinds of texts and in fulfilling different purposes".

There are hundreds of pattern books suitable for young emerging readers. Poetry and verse provide the support of predictable text. Many literature-based activities also provide both support for reading and opportunity for social interaction. Setting up multiage partnerships, in which an older struggling reader reads to a younger child, makes repeated reading an authentic task and improves self-concept and attitude towards reading (Leland & Fitzpatrick, 1994). In addition, such partnerships open up more possibilities for choice in literature, allowing older learners to read books designed for younger children without losing face.

Comics and cartoon collections are a popular genre among all ages. Over half the elementary students survey by Mckenna, Kear & Ellsworth (1991), are reading comic books

and newspaper comics. The illustrations and less-dense text make these materials non-threatening for struggling readers, even though their plots, vocabulary and characterization can be quite sophisticated (Cramer, 1994; Darrell & Carrol, 1981). The researcher strongly agrees to the statements because through the researcher's observation in the present school, the students really like to read comics and cartoon collections. They find that comics and cartoons are very humorous.

Another reading material that can attract the students to read are popular magazines. Magazines are so specialized that they can provide something to interest everyone. On the other hand, the non-fiction books are often a neglected genre. They are popular with reluctant readers and students of all ages (Hubbell, 1990; Stoelfen Fisher, 1990).

The researcher would like to conclude that interests must be a primary factor in book selection. If it is not, many students will choose not to read outside of school. Making interesting reading materials available for readers may encourage them to read. Otherwise reluctant readers will not be interested in reading. A wide variety of English books and other English reading materials should be provided to the students to let them select the ones that interest them. Then they will have the interest to read English materials.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0   Introduction

The objective of the study was to find out the factors that could motivate the Year 6 students of SK St. Michael Entingan to read English reading materials. The researcher also intended to find out gender differences in the choice of English reading materials and the types of reading materials that could attract the students to read.

In the study, the researcher used questionnaires to obtain the subjective impression of the students' reading ability. The results of the questionnaires enabled the researcher to find out the factors that could motivate the students to read English reading materials.

Besides that, the researcher also used personal observation and the students' reading record compiled in the reading project carried out in the school. The students' reading record was known as 'Nilam Project'. The students' reading record was used to find out the amount of English reading materials the students read throughout the study. In the study, the researcher used action research because the researcher believed that it was the most effective technique to be used in the study.

3.1   Population

The study was conducted in SK St. Michael Entingan, Samarahan, (refer to the map attached). The subjects were the Year 6 students of 10 boys and 10 girls. 85 % of the students were Iban, 10% Chinese and 5 % Bidayuh. 70% of the students came from the low income group, 20% from the average income group and 10% only came from the high income group. 20% of the students came from the educated family, 20% average and 50% of them were from the low educated family.

Besides that, all the students came from the non-English speaking home. Thus, their command of English was very poor because they were not exposed to the language. They were also too influenced by their own mother tongue and they had strong Iban's accent. Therefore, they had low interest to speak and write in English and they were not interested to read English reading materials. To support the statements above, survey forms were sent to the students' parents and all the information collected is illustrated in figures 1 and 2.

Figure 1

Background	Iban	Chinese	Bidayuh
Racial	85%	10%	5%

Figure 2

Background	High	Average	Low
Education	20%	30%	50%
Economic	10%	20%	70%

3.2   Sample and sample selection

The study dealt with the Year 6 students of SK St. Michael Entingan. There were 20 subjects consisted of 10 boys and 10 girls. All the subjects were twelve years old and they were of mixed reading abilities. The majority of them were Iban and they had poor command of English and they lacked interest in reading English materials.

3.3   Data gathering and instruments

The data was collected using the quantitative and qualitative method. The instruments used were questionnaires, personal observation and students' reading record.

3.3.1 Questionnaires

Questionnaires were distributed to 20 students of Year 6 in SK St. Michael Entingan in the classroom during the first week of the study. The students were given 40 minutes to answer the questionnaires. The questionnaires consisted of section A and section B. Section A on the demographic profile covered the age, race, gender, parents' income, parents' qualification and number of brothers and sisters the subjects had.

Section B was on reading. The subjects were asked to answer 15 questions on their hobbies, attitudes toward English reading materials, choices of English reading materials, factors that attracted them to read English materials, who motivated and demotivated them to read, places where they read the reading materials and their sources of getting their reading materials.

3.3.2 Personal observation

Personal observation was done by the researcher to all the Year 6 students from June until August 2004. The purpose of the observation was to find out the amount of English reading materials the students read during the above period. For the observation, the researcher kept a diary to record the amount of English reading materials the students read. The researcher updated the diary every day to keep a tally record of the students' reading activities. A sample of the diary is illustrated in figure 3.

Figure 3: Diary (Personal Observation On Students' Reading Record)

Date	Students' Name	Title Of The Book	Version English (ENG) / Bahasa Melayu (BM)	Remarks

3.3.3   Students' Reading Record (Nilam Reading Project)

The researcher also used the students' reading record done in the 'Nilam' reading project to carry out the study. The purpose of the students' reading record was to find out the amount of English reading materials the students read. In the students' reading record, the students were asked to record the amount of books they read, date, title of the book, version and their parent's signature. A sample of the students' reading record is illustrated in Figures 4A and 4B.

Figure 4A: Nilam Reading Project

Student's Name_____   Class:_____   Year:_____

No.	Date	Title Of The Book	Version BM/BI/BC	Parent's Signature
1				
2				
3				

Figure 4B: Analysis (Amount Of Books Read)

Month / Version	June	July	August	Total
Bahasa Melayu				
English				
Bahasa Cina				

3.4 Procedures Employed

The study was carried out within a period of three months starting from June until August 2004. It was done both in the English language class as well as outside the class especially when the researcher was doing the observation on the students' reading activities.

The procedures of the study were as follows:

i. Questionnaires were distributed to the Year 6 students in the beginning of the study. A brief briefing was given to the students on how to answer the questionnaires. Students were asked to answer all the questions given in the questionnaires. The time allocated to answer the questions was 40 minutes. After that, the researcher collected the questionnaires from the students and the questionnaires were analyzed to get the answers to the study.

ii. An observation was also carried out by the researcher throughout the study. The observation was done both in the English language classroom and also outside the classroom as long as the researcher saw the students read English reading materials. During the observation, the researcher kept a diary to record the students' reading activities. The researcher kept a tally record of the students' reading activities to find out the amount of English reading materials the students read. Then the researcher analyzed the amount of English reading materials the students read according to gender.

iii. Besides that, the researcher also used the students' reading record through the 'Nilam' reading project done in the school. This was to find out the amount of English reading materials the students read from June until August 2004. The researcher analyzed the amount of English reading materials the students read according to gender.

iv. Finally, the findings from the questionnaires were analyzed. The information from the researcher's observation and students' reading record through the 'Nilam' reading project was also analyzed and then summarized.

3.5 Method for data analysis

The researcher began the study through the researcher's observation. The researcher's observation was recorded in the researcher's diary. The researcher kept a tally record of the students' reading activities to find out the amount of English reading materials the students read. Then the researcher analyzed the data and displayed the interpretation of the data collected in the form of a table to show the amount of English reading materials the students read according to gender.

Next, the researcher also kept the students' reading record through the 'Nilam' reading project done in the school. The data collected were analyzed and presented in the form of a bar graph to find out the amount of English reading materials the students read according to gender.

Data were also collected from the questionnaires. The questionnaires were analyzed and summarized to meet the objectives of the study. The data were presented in graphs, charts and table forms. The results of the researcher's observation and students' reading record described the total amount of English reading materials the students read. They also showed the total amount of English reading materials read between each gender. On the other hand, the results of the questionnaires described the factors motivating the students in Year 6 of SK St. Michael Entingan to read English reading materials. The questionnaires also showed gender differences in the choice of English reading materials and the types of English reading materials motivating the students to read. All the findings from the researcher's observation, students' reading record and questionnaires were summarized and described briefly.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.0   Introduction

This chapter presents the analysis and findings of the study carried out. The researcher used observation, students' reading record and questionnaires to find out the students' response to factors that can motivate them to read English reading materials. During the observation, the researcher recorded the amount of English reading materials the students read according to gender.

The researcher also used students' reading record through the 'Nilam' reading project done in the school. The purpose of the students' reading record was to find out the amount of English reading materials the students read. Besides that, questionnaires were used to get the answers needed for the study. These answers were then analyzed accordingly.

4.1   Demographic Characteristics

4.1.1 Gender

Table 4.1. Gender Distribution

Respondents' distribution according to gender

Girls
50%

Boys
50%

☐ Boys ◼ Girls
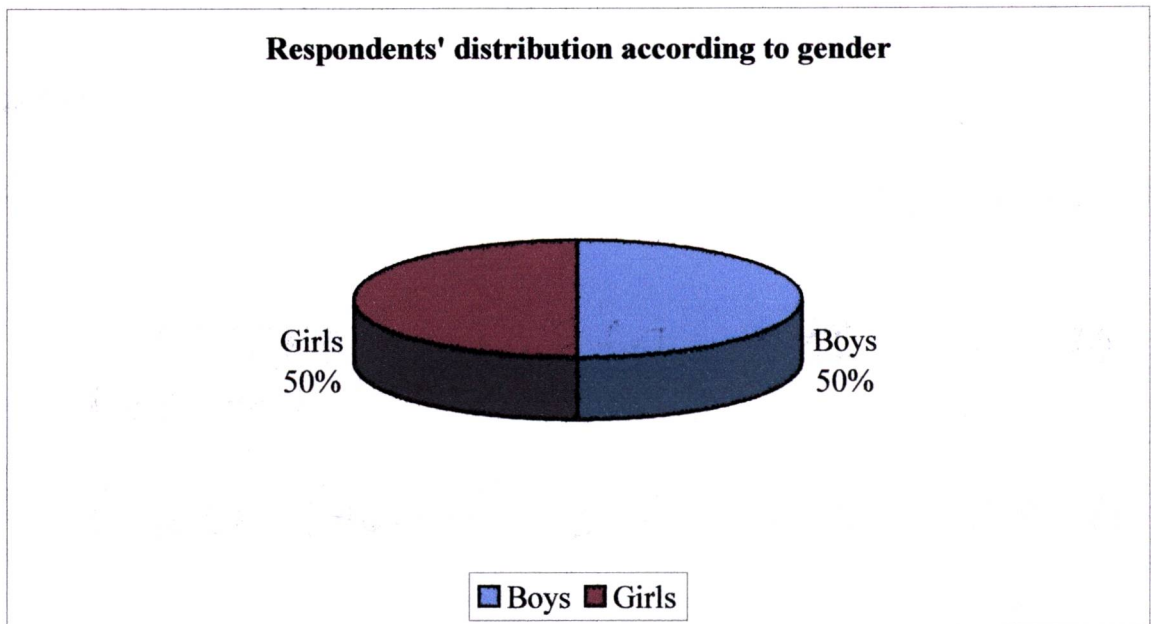
Based on the result derived from the analysis of the 20 students of Year 6, SK St. Michael Entingan; the number between boys and girls equals each other. This was due to the fact that out of 20 students, 10 of them were boys and another 10 were girls. These figures in turn gave an identical figure of 50% each. It was concluded that sex factor did not influence the reading habit among the respondents in this study.

4.1.2 Ethnic background

Table 4.2. Distribution of respondents according to ethnic background

Respondents' ethnic background

Bidayuh 5%
Chinese 10%
Iban 85%

Iban ■ Bidayuh □ Chinese
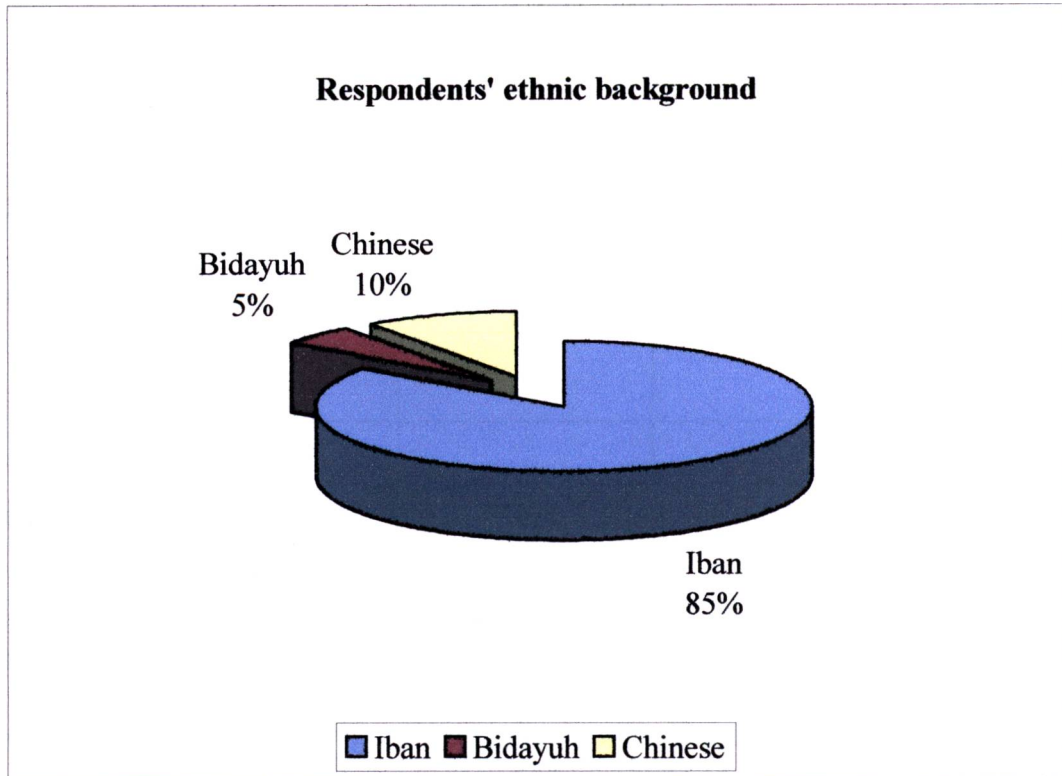
The majority of the respondents were Iban. They made up 85% of the respondents while the Chinese and the Bidayuh made up the remaining 10% and 5% respectively. Therefore the majority of the respondents interacted with each other using Iban dialect and it was not surprising that there were times the students also interacted with their teachers in Iban dialect. They were very much influenced by their mother tongue. The overwhelming differences in the ethnic background were one of the factors that demotivated the students to speak English and also discouraged them to read English materials.

4.1.3 Respondents' place of residence

Table 4.3. Respondents' place of residence

Respondents' place of residence				
Respondents' place of residence	Kampung Entingan	Kampung Mangka	Kampung Nangka	Kampung Melaban
Percentage	40%	20%	25%	15%

40% of the respondents came from Kampung Entingan, 20% from Kampung Nangka, 25% from Kampung Mangka and the remaining 15% were from Kampung Melaban. The school was in Kampung Entingan and therefore the majority of the respondents were from Kampung Entingan. The villagers of these four villages were Ibans. This again showed that the residents in the villages solely speak Iban dialect in their daily conversation and this influenced the students to speak the dialect. The students not only speak Iban dialect at home but they also speak the dialect in school. Therefore, students tend to neglect English language and as a result, they had low English proficiency.

4.1.4 The economic background of respondents' parents

Table 4.4. The economic background of respondents' parents

Level Background	High (RM 801 and above)	Average (RM 800 – RM 401)	Low (RM 400 and below)
Economic	10%	20%	70%

The majority or 70% of the respondents' parents had low monthly income which was only RM 400 and below. The remaining had 20% of average monthly income and only 10% had high monthly income of RM 801 and above. The majority of respondents came from low economic background because most of their parents were labourers. Some of them were single parents with a monthly income of less than RM 400. Since the majority of the students' parents had low monthly income, they could hardly had extra money to buy books or reading materials for their children. With little money they had, they could not fulfill their children's demand for reading materials. The low income factor among parents hindered the students' interest even though they had the interest and desire to read.

4.1.5   The educational background of respondents' parents

Table 4.5. The educational background of respondents' parents

Level / Background	High (Diploma / Degree)	Average (Upper secondary)	Low (Lower secondary)
Education	10%	30%	60%

Among the respondents' parents, 60% of them had low educational background with lower secondary education, 30% average with upper secondary education and only 10% with high educational background. The parents' educational background was of prime importance to bring their children toward the basic foundation of education. Therefore those parents who were educated would educate their children at home and contribute to their children's progress. On the other hand, those parents who were not educated would tend to ignore their children's education and they solely depend on the teachers to educate their children. The analysis in this study shows that the parents' educational background influenced the students' education.

4.2　Amount of English materials read

Table 4.6. Amount of English materials read

Gender Month	Boys (Amount of English materials read)	Girls (Amount of English materials read)
June	52	60
July	78	90
August	70	85
Total	200	235

During a period of three months starting from June until August 2004, the researcher made 12 observations and kept a tally record of the students' reading activities to record the amount of English reading materials the students read according to gender. The students' reading activities were recorded in the researcher's diary. The study revealed that girls read 235 English reading materials whereas boys read only 200. This shows that girls read more English reading materials than boys. It also shows that girls were more interested in reading English materials because most of the girls liked to spend their free time in reading. On the other hand, boys were more interested to do activities which were outside the curriculum such as playing computer games and surfing the net.

4.3   Amount of English books read

Table 4.7. The amount of English books the respondents read according to gender

Amount of English books the respondents read according to gender
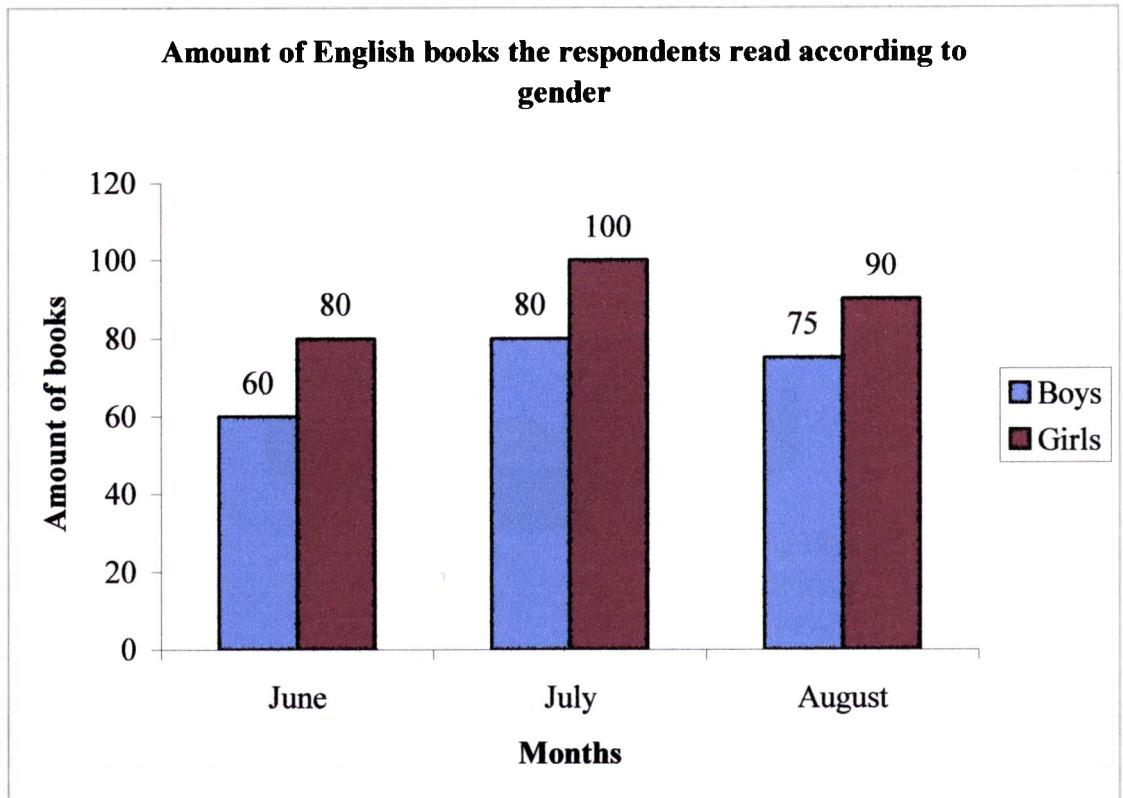
The students' reading record through the "Nilam" reading project was used to find out the amount of English books the respondents read according to gender. A summary of the analysis is presented in table 4.7. The table shows that boys read a total amount of 220 English books within the three respective months. On the other hand, girls read a total of 270 books. This again shows that girls read more English books than boys. The result shows that girls were more interested in reading English books. Therefore, girls should perform better in English proficiency because they read more and acquired more vocabulary skills.

4.4 How respondents spent their free time

Table 4.8. How respondents spent their free time

How respondents spent their free time

watching television 40%

playing computer games 35%

surfing the internet 15%

reading English materials 10%

- ◼ playing computer games
- ◼ reading English materials
- ☐ surfing the internet
- ☐ watching television
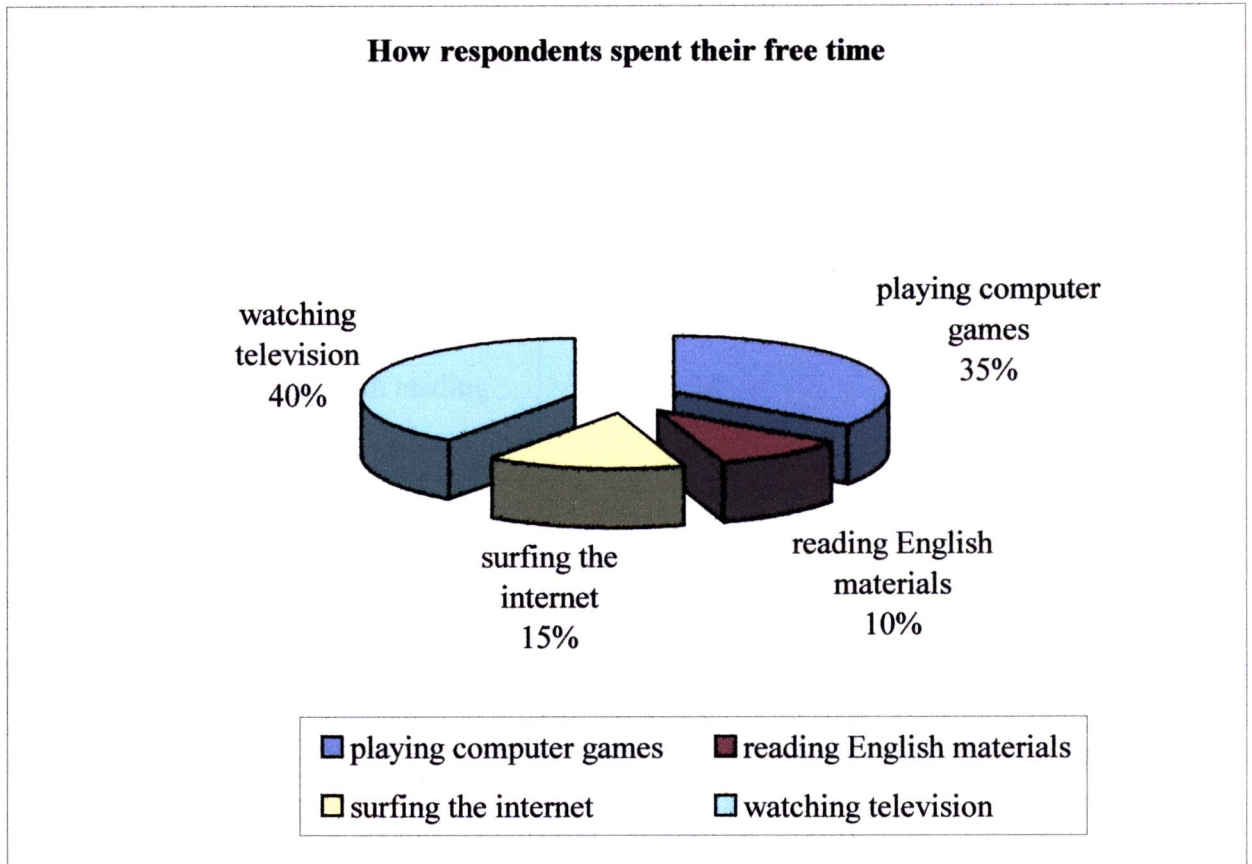
As many as 40% of the respondents liked to watch television and 35% liked to play computer games respectively during their free time. 15% of them liked to surf the internet and only 10% read English reading materials. This shows that the respondents were more interested in the three activities mentioned above than in reading English materials. The analysis shows that other activities hindered the students to read because they found that other activities were more fun and enjoyable than reading.

4.5 Did respondents buy English reading materials?

Table 4.9. Respondents' response to buy English reading materials

Respondents' response	No. of respondents	Percentage of respondents
Bought English reading materials	6	30%
Did not buy English reading materials	14	70%

Only 30% of the respondents liked to buy English reading materials. On the other hand, 70% of them didn't buy the materials. The respondents not only didn't buy English materials but they were also reluctant to read the materials. Again, low income factor hindered them from buying books or English reading materials. Therefore, they had low English proficiency because they lacked reading.

4.6   Types of English reading materials the respondents bought

Table 4.10. Types of English reading materials the respondents bought

Types of English reading materials the respondents bought

5%

20%   30%

15%   10%

20%

☐ comics   ☐ novels
☐ story books   ☐ English reference books
■ magazines   ☐ English newspapers
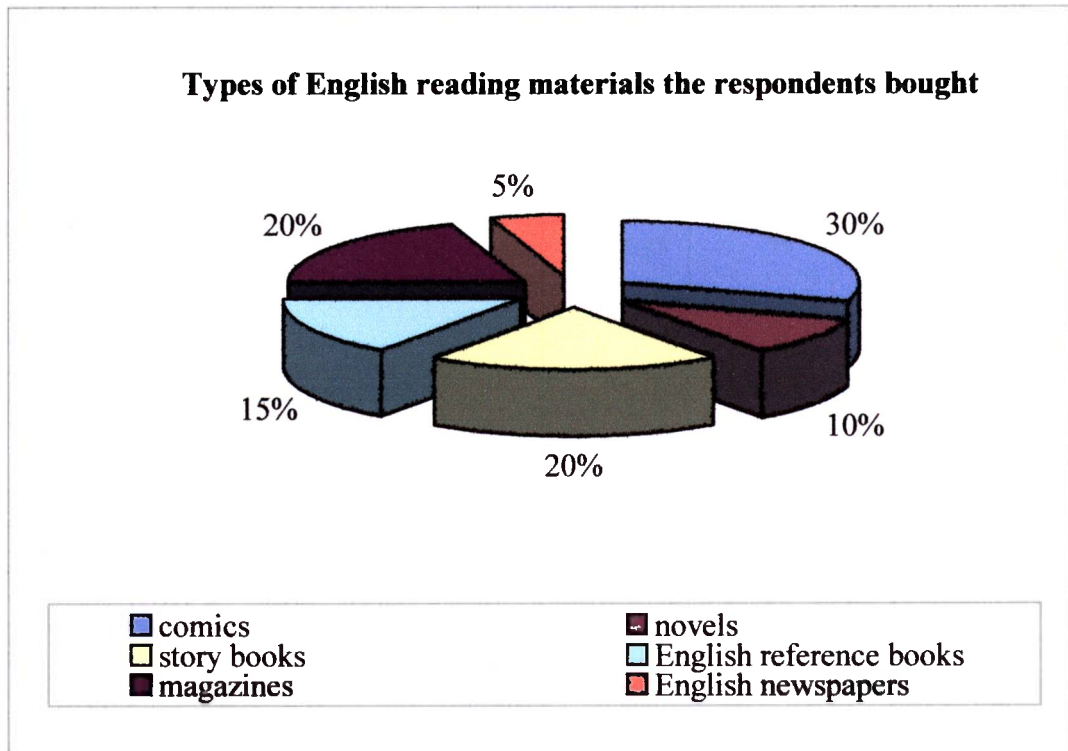
It is important to note that 30% of the respondents bought comics, 20% storybooks, 20% magazines, 15% English reference books, 10% novels and 5% English newspapers. The majority of the respondents bought comics because comics are materials that are considered " light reading" with attractive illustrations. Comics are a popular genre among the boys.   The presence of illustrations and less-dense text made the materials non-threatening for readers especially the boys. Besides that, English newspapers are considered neglected materials among the students. They were not interested to read the newspapers because they were not exposed to the materials.

4.7   Respondents' attitudes toward reading English materials

Table 4.11. Respondents' attitudes toward reading English materials according to gender

Respondents' Attitudes	No. Of Respondents			
	Boys	%	Girls	%
Liked to read English materials	3	30 %	6	60%
Disliked to read English materials	7	70%	4	40%

60% of the girls liked to read English reading materials compared to only 30% of the boys. That is to say 70% of the boys disliked reading English materials while only 40% of the girls disliked to read the materials. This shows that boys had negative attitudes toward reading English materials. Boys were more interested with reading activities outside of the curriculum which was known as "recreational reading" because boys' literacy levels were quite high in 'extracurricular' engaged outside of class.

4.8 Types of English reading materials the respondents liked to read according to gender

Table 4.12. Gender differences in the choice of English reading materials

Gender differences in the choice of English reading materials		
Types of English reading materials	Girls (Percentage)	Boys (Percentage)
Comics	10%	40%
Magazines	20%	30%
English Newspapers	10%	0%
Novels	20%	10%
Storybooks	30%	10%
English Textbooks	10%	10%

There were some differences in the choice of English reading materials between the two genders. 40% of the boys liked to read comics, 30% magazines, 10% novels, 10% storybooks and 10% English textbooks. On the other hand, 30% of the girls liked to read storybooks, 20% magazines, 20% novels, 10% English textbooks, 10% comics and 10% English newspapers. The majority of the boys liked to read comics while girls preferred to read storybooks. The boys liked to read comics because they liked to see the attractive illustrations though they were not quite interested in the content. On the other hand, girls liked to read storybooks because they loved the stories and expressed more positive attitudes toward storybook reading.

4.9   Places where the respondents got their English reading materials

Table 4.13. Places where the respondents got their English reading materials

Places to get English reading materials	Percentage of English reading materials the respondents got
Home	5%
School	40%
Library	45%
Friends	10%

The respondents obtained their English reading materials primarily from the library and the school. Only 10% of them obtained the materials from friends and 5% from their parents. This shows that the respondents' parents didn't contribute much towards their children's reading habit. Again, parents' low economic factor hindered them to buy reading materials for their children because they didn't have extra money to buy the materials. Therefore, the majority of the respondents read books and English reading materials found in the library and school. Actually, parents should provide their children with sufficient reading materials at home to motivate them in reading because they spent more time at home than in school.

4.10   What attracted the respondents to read English reading materials?

Table 4.14. Factors attracting the respondents to read English reading materials
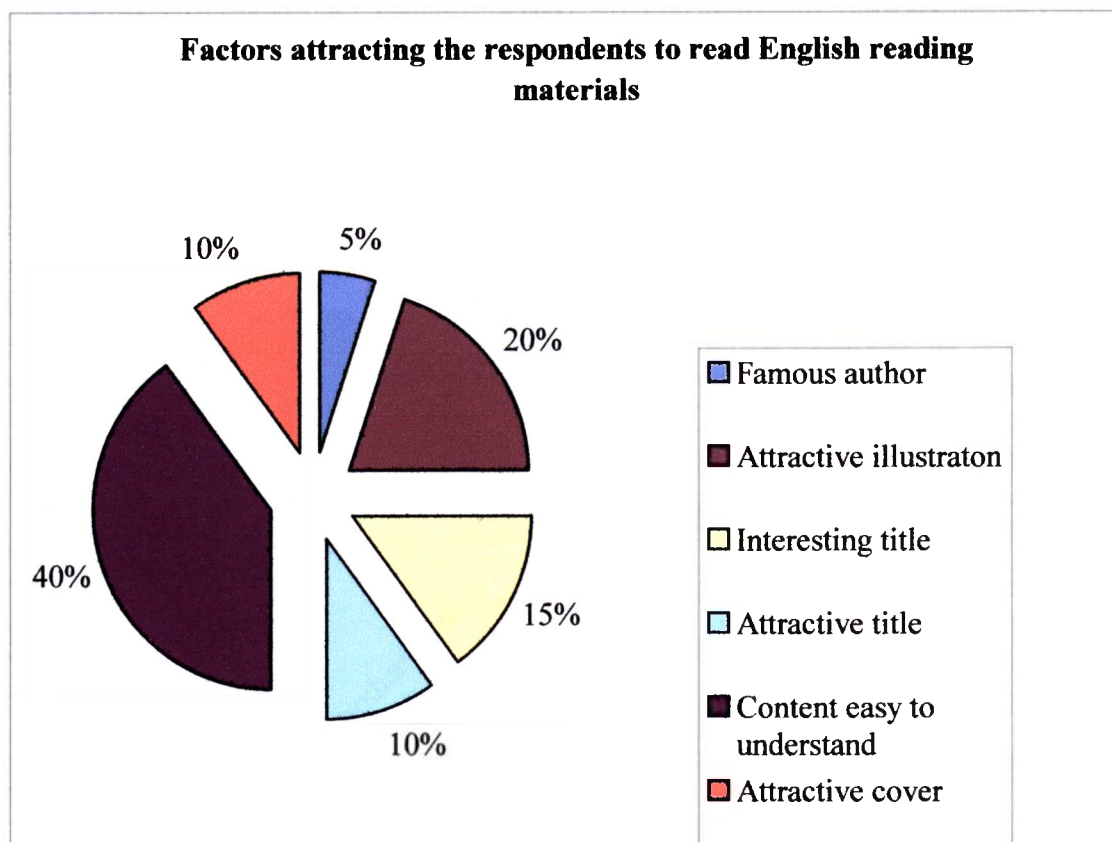
The factor that attracted the respondents most was the content of the materials. This was followed by attractive illustration, interesting title, attractive title and attractive cover. 40% of the respondents read English reading materials when they found that the content of the materials was easy to understand. Besides the content of the materials, 20% of them were also attracted by the attractive illustrations. The interesting title and cover of the materials also influenced the respondents to read though they played a minor role. The author of the books or reading materials didn't influence much in attracting the respondents in reading.

4.11 Who motivated the respondents to read English reading materials?

Table 4.15. Persons motivating the respondents to read English reading materials
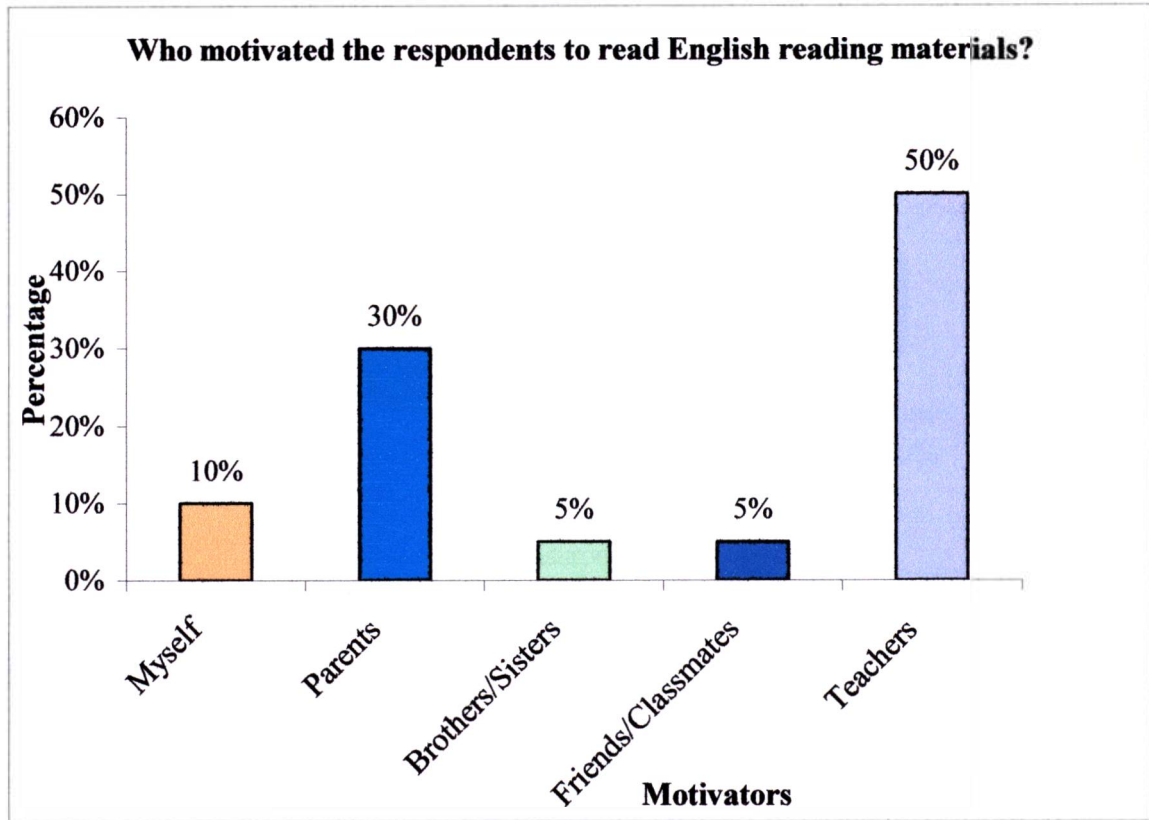
50% of the respondents were motivated to read English reading materials by their teachers, 30% by their parents, 10% by themselves, 5% by their brothers and sisters and another 5% by their friends and classmates. Teachers played an important role in the students' reading activities and they were the primary motivators to the students. Parents also played an important role in motivating the students in reading. Teachers should be the role models to the students and parents be the role models to their children to inculcate their reading habits. Both parties should work hand in hand in order to gain the students' interest in reading English materials in order to improve their English proficiency.

4.12   Places where the respondents read English reading materials

Table 4.16. Places where the respondents read English reading materials

Places where the respondents read English reading materials.

Classroom 30%

School Library 60%

Home 10%

- Classroom
- Home
- School Library
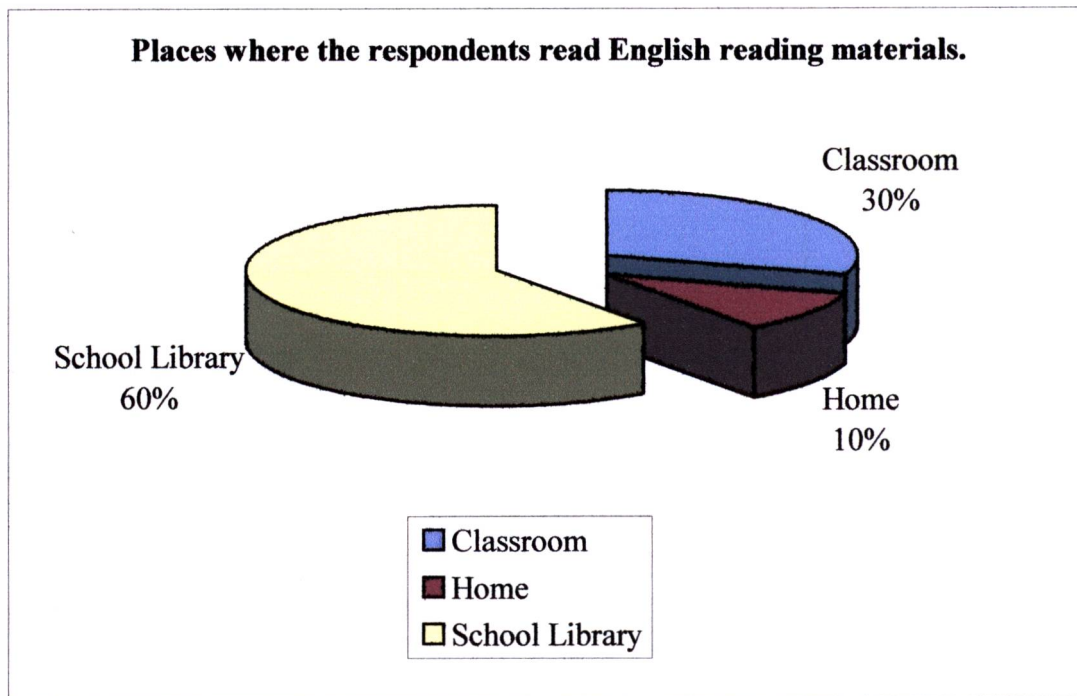
60% of the respondents read English reading materials in the school library. 30% of them read in the classroom. Only 10% of the respondents read at home. The majority of them read in the school library because it was a conducive place for them to do reading activities. There were also many English materials and therefore they had many choices of materials. On the other hand, only a few of the respondents read at home due to lack of materials. Parents should play their role and provide their children with sufficient English reading materials at home to motivate them in reading. The students living situation and their surrounding environment could be one of the factors that hindered their reading habit at home.

4.13   Types of English reading materials that should be available in the school library

Table 4.17. Types of English reading materials that should be available in the school library

Types of English reading materials	Number of respondents	Percentage
i. Comics	5	25%
ii. Magazines	4	20%
iii. Storybooks	6	30%
iv. Novels	4	20%
v. English newspapers	1	5%

As many as 30% of the respondents suggested that storybooks should be available in the school library. 25% suggested comics, 20% novels, 20% magazines and only 5% suggested English newspapers. The analysis shows that storybooks were the respondents' preference that should be available in the school library. Storybooks were primarily chosen by the girls. They liked to read storybooks with easy content and they would love the stories. The presence of comics also helped the student in reading habit especially the boys. Therefore in order to attract the respondents to read English materials, the school library should be equipped with sufficient and varieties of storybooks as well as comics so that the respondents had many choices. Other types of reading materials such as magazines, novels and English newspapers also helped to inculcate the students' reading habit though they played a minor role.

The analysis also shows that the respondents were not interested to read English newspapers. The respondents were reluctant to read English newspapers because they were not exposed to the materials. Besides that, the respondents also had difficulties to understand the content of the materials.

4.14 Who demotivated the respondents to read English reading materials?

Table 4.18. Persons demotivating the respondents to read English reading materials
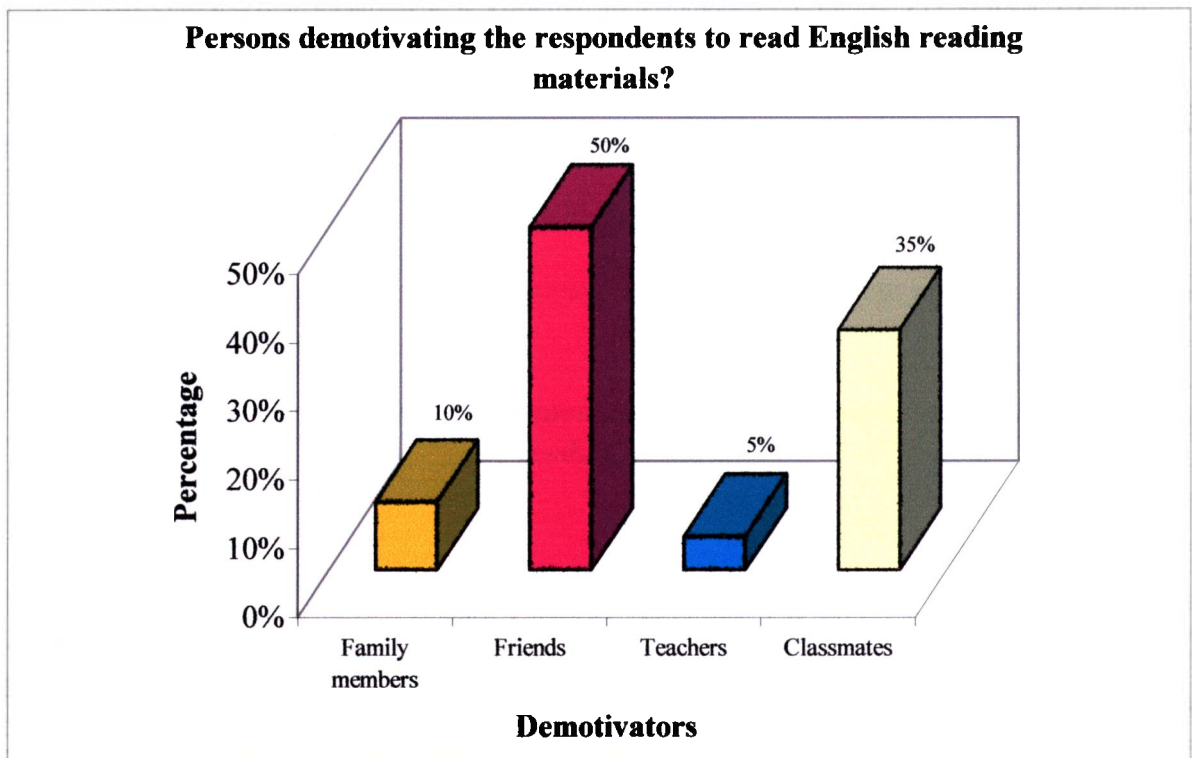
The primary demotivators that demotivated the students to read English reading materials were their friends and classmates. 50% of them were demotivated by their friends and 35% by their classmates. They were afraid to be laughed at when they made mistakes. Besides that, their classmates would also disturb them and the disturbances that they encountered would affect their concentration and hinder their reading habits. Family members played a minor role in demotivating the students in reading due to low economic and educational family background. Students who came from these family background received little guidance and support from their family members. On the other hand, teachers did not influence much in demotivating the students in reading English materials.

4.15 Did reading competition motivate the respondents to read English materials?

Table 4.19. Did reading competition motivate the respondents to read English materials?
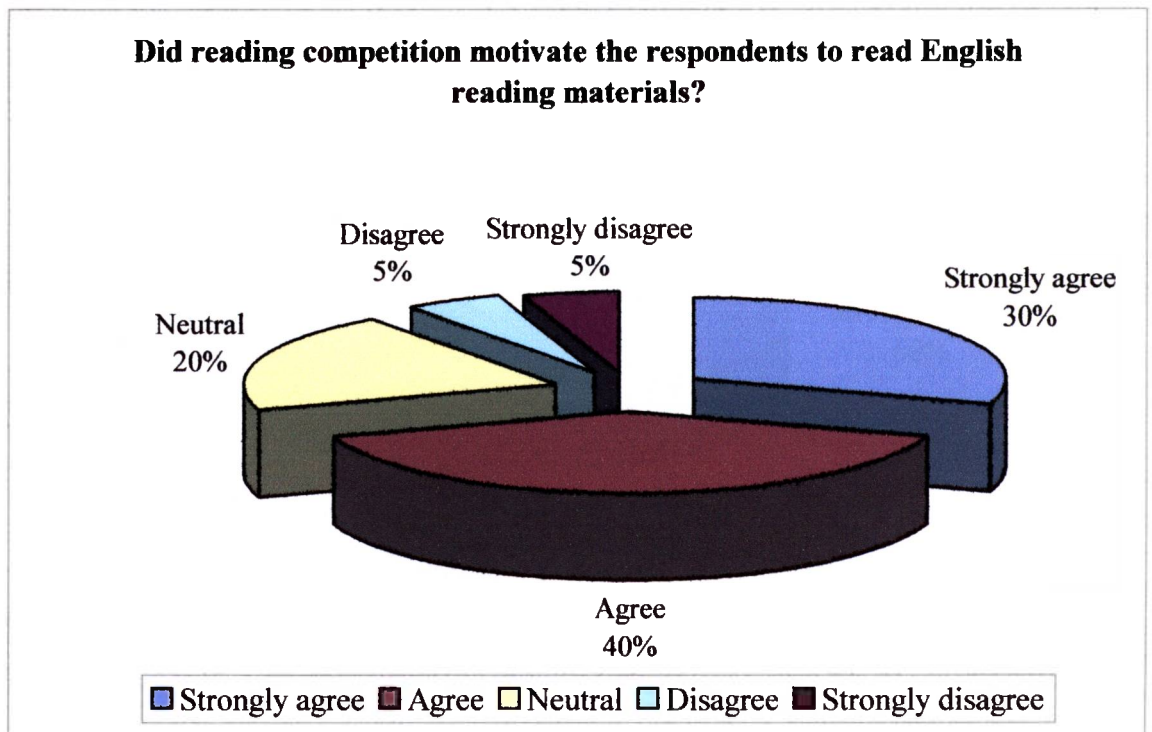
The analysis shows that reading competition was one of the primary factors that motivated the students to read English materials. 30% of the students strongly agreed that reading competition motivated them to read English materials. 40% agreed, 20% neutral, 5% disagreed and 5% strongly disagreed. Reading competition motivated the students in reading because they read not only for knowledge but also to get rewards. Therefore, reading competition should be carried out in the school every year so that the students will keep reading. Through reading competition, it helped to instill the students' interests in reading and to improve their English proficiency.

4.16 Did respondents read English materials to get rewards or extrinsic motivation?

Table 4.20. Did respondents read English materials to get rewards or extrinsic motivation?

Did respondents read English reading materials to get rewards or extrinsic motivaton?

Neutral 10%

Agree 30%

Strongly agree 60%

☐ Strongly agree   ■ Agree   ☐ Neutral
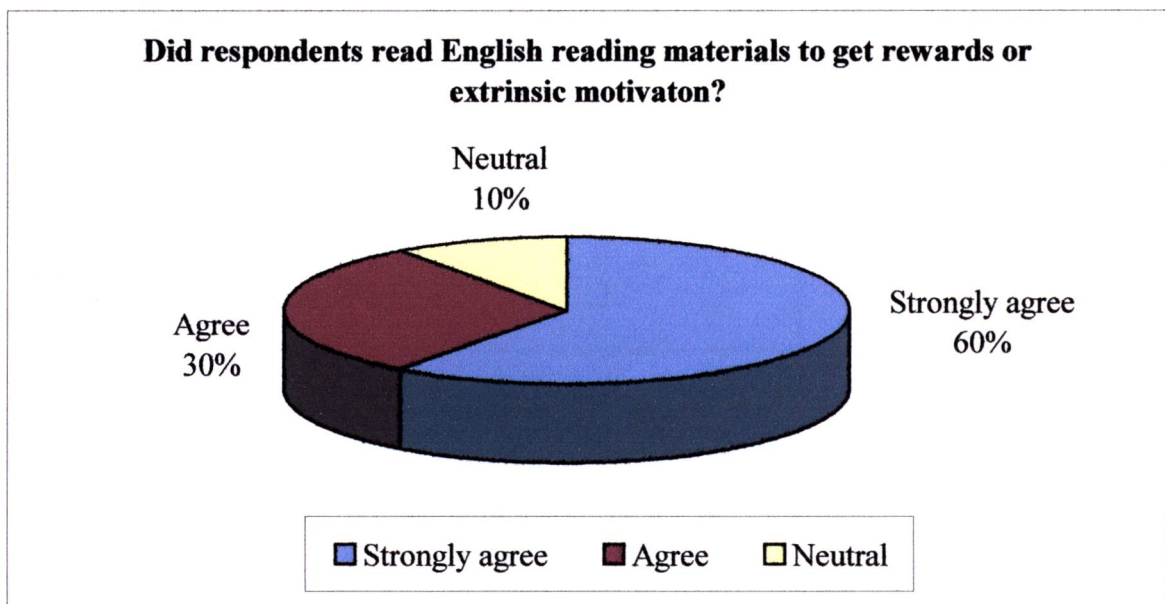
Extrinsic motivation such as rewards was of primary importance to the students in reading English materials. The analysis shows that the majority or 90% of the students read English materials to get rewards. Again it showed that, students read not only for knowledge but also to get rewards. Rewards contributed a lot to motivating and instilling the students' interests in reading. Rewards can be given in the form of prizes and certificates of participation to the students in order to motivate them in reading until they have intrinsic motivation in them.

4.17 Did respondents read English materials for pleasure?

Table 4.21. Did respondents read English materials for pleasure?

Respondents' response	No. of respondents	Percentage
Strongly disagree	6	30%
Disagree	5	25%
Neutral	3	15%
Agree	4	20%
Strongly agree	2	10%

The majority of the students didn't read English materials for pleasure. The majority or 70% of them disagreed that they read for pleasure and only the minority or 30% agreed that they read for pleasure. They didn't read for pleasure due to lacked of self-motivation. Instead of reading for pleasure, they read for rewards. Therefore, rewards were one of the most crucial factors that motivated the students to read English materials.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter summarizes the findings and the results of the study conducted. It is then followed by the conclusions. Finally, some recommendations are suggested to motivate the Year 6 students of SK St. Michael Entingan to read English reading materials.

5.1   Summary

The objective of the study was to identify factors that helped to motivate students to be interested in reading English materials in order to improve their level of English proficiency.

This study was conducted during June, July and August 2004 by using observation, students' reading record and questionnaires. Based on the observation and students' reading record done in the school, it was discovered that girls read more English reading materials than boys. It was also found that girls harbored more positive attitudes toward reading than boys.

Next, the findings from the questionnaires indicated that the Year 6 students of SK St. Michael Entingan had low interest in reading English materials. Instead, they preferred watching television to reading. It was also found out that only a minority of students (30%) bought English reading materials whereas a majority of 70% did not buy the materials. Besides that, most of them especially the boys liked to read comics. The percentage of girls who read storybooks was satisfactory at 30%.

The findings also indicated that there were several factors that motivated the students to read English reading materials. One of the factors was reward or extrinsic motivation. Reward or extrinsic motivation was the main factor that motivated the students to read. 10% Of them strongly agreed that they read for pleasure and some read for self-satisfaction. On the other hand, as many as 60% of the students liked to read in the school library because they could find more English materials there. The place was also conducive for them.

The findings also showed that reading competition helped to motivate the students to read. In relation to that, they read English materials when they found that the content of the materials was easy to understand. Next to the content were attractive illustrations and interesting title. It was also found out that teachers were the students' most important motivators followed by their parents. Teachers played an important role in motivating the students to read English reading materials. Teachers were also the students' role models in reading English materials. On the contrary, there were several demotivators. 'Friends' were identified as the most important demotivator. Besides that, they were also demotivated by

their classmates because they were afraid to be laughed at. Those students who had these feelings became reluctant readers and they would neglect reading in their lifetime.

The findings also showed the gender differences in the choice of English reading materials. It was found that most boys read comics, followed by magazines, novels, textbooks and storybooks. None of the boys liked to read English newspapers. On the other hand, girls liked to read storybooks, followed by magazines, novels, textbooks, comics and a minority of 5% like to read English newspapers. The boys had low interest in reading English materials compared to girls and therefore boys should be encouraged to read more of what they liked to inculcate their reading habits.

The results showed the types of English reading materials that should be available in the school library. Storybooks ranked the highest with 30%, followed by comics 25%, magazines 20%, novels 20% and English newspapers 5%. Finally, there should be more English reading materials provided in the school library in order to motivate them to read. The English reading materials provided should be of interest to the students.

5.2   Conclusions

It was concluded that the main factor that motivated the students Of Year 6 in SK St. Michael Entingan to read English reading materials was rewards or extrinsic motivation. Secondary important factors were reading competition, reading for pleasure and intrinsic motivation.

It was also concluded that students liked to read English materials with contents that were easy to understand besides the attractive illustration and interesting title that could attract their interests. Besides that, English reading materials such as comics, storybooks, magazines, novels and also English newspapers should be available in the school library and at home because those could contribute towards motivating the students to read.

Finally, students should have self-confidence and interest to read English reading materials especially when they were demotivated. To be successful readers, they must do a lot of reading. Through reading, the students would be more knowledgeable. As the saying goes, "if there's a will, there's always a way".

5.2   Recommendations

The study revealed that extrinsic motivation played an important role in boosting the students to read.   Therefore, more efforts must be geared toward developing intrinsic motivation and not to rely on extrinsic motivations.   Teachers should develop students' intrinsic motivation to make reading an active habit in the life of the students.   Then, the students would slowly instill in themselves the feeling of self-satisfaction in reading.   This was more lasting in terms of its effect on students' reading habit.

Besides that, reading as well as story telling competition should be carried out from time to time to enhance students' interests to read English reading materials continuously. Students' favourite reading materials such as comics, storybooks, novels magazines and English newspapers should be made available in the school library and also at home.   In the school, teachers should continue implementing the reading programme such as the "Nilam Reading Project" and also the "Budding Readers".   These helped to motivate the students to read. Students should be motivated and encouraged to read English materials from time to time and teachers should act as their role models.

Lastly, the school, teachers, parents and students should work hand in hand to inculcate the reading habit among the students.   Reading culture should be developed in school and at home with teachers and parents as their role models.

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APENDIX A

SURVEY FORM

KEMENTERIAN PENDIDIKAN MALAYSIA

BORANG KAJI SELIDIK UNTUK MURID –MURID SEKOLAH RENDAH

BAGI TAHUN 2004

Kod Sekolah   : _____   Nama Sekolah : _____

BAHAGIAN A   : BUTIR DIRI MURID

Nama Pelajar   : _____

Tarikh Lahir   : _____   No.Sijil Lahir : _____

Darjah   : _____   Jantina   : _____

Tempat Lahir   : _____

Alamat Rumah   : _____

BAHAGIAN B   : BUTIR DIRI IBUBAPA

1.   Maklumat Pendidikan

Bil.	Maklumat Bapa / Penjaga	Maklumat Ibu / Penjaga
a.	Nama :	Nama :
b.	No.K.P :	No.K.P :
c.	Pernah Bersekolah : Ya / Tidak	Pernah Bersekolah : Ya / Tidak
d.	Nama Sekolah :	Nama Sekolah :
e.	Tahap Pendidikan Tertinggi :	Tahap Pendidikan Tertinggi :

2.   Maklumat Pekerjaan

Bil.	Bapa / Penjaga	Ibu / Penjaga
a.	Pekerjaan :	Pekerjaan :
b.	Majikan :	Majikan :
c.	Gaji Sebulan :	Gaji Sebulan :
d.	No. Tel.Pejabat :	No. Tel. Pejabat :
e.	Pengesahan Majikan : .... (Tandatangan dan cop Majikan)	Pengesahan Majikan : .... (Tandatangan dan cop Majikan)

DIARY

Date	Students' Name	Title Of The Book	Version English (ENG) Bahasa Melayu (BM)	Remarks

APENDIX C

NILAM READING PROJECT

Student's Name : _____ Class : _____ Year : _____

No.	Date	Title Of The Book	Version BM / BI / BC	Parent's Signature

Analysis (Amount Of Books Read)

Month / Version	June	July	August	Total Of Books Read
Bahasa Melayu				
English				
Bahasa Cina				

QUESTIONNAIRES

Dear students,

Please kindly complete these questionnaires by ticking (/) or completing the required information given below.

SECTION A (DEMOGRAPHIC CHARACTERISTICS)

1.   Name: ....

2.   Age   : ....

3.   Race : ....

4.   Gender: ....

5.   Address: ....

6.   School : ....

7.   Class   : ....

8.   Father's Occupation : ....

9.   Mother's Occupation : ....

10.   Parents' Income : ....

11.   Parents' Qualification : (Please state)

      i.   Father : ....

      ii.   Mother : ....

12.   No. of brothers and sisters (excluding yourself) : ....

SECTION B (READING)

Please tick (√) the answer that expresses you most.

1.   What do you like to do during your free time?

      i. watching television   (   )

      ii. surfing the internet   (   )

      iii. reading English materials   (   )

      iv. playing computer games   (   )

2.   Do you buy English reading materials?

Yes   (   )   No   (   )

3.   If yes, what type of English reading materials do you like to buy?

      i. newspapers (   )   v. comics   (   )

      ii. magazines (   )   vi. Reference books   (   )

      iii. story books (   )

      iv. novels (   )

4.   Do you like to read English reading materials?

Yes   (   )   No   (   )

5.   If yes, what types of English reading materials do you like to read?

        i. comics   (   )

        ii. magazines   (   )

        iii. English newspapers   (   )

        iv. novels   (   )

        v. textbooks   (   )

        vi. story books   (   )

6.   Where do you get your English reading materials?

        Home   (   )

        School   (   )

        Library   (   )

        Friends   (   )

7.   What attracts you to choose the English reading materials?

        i. famous author   (   )

        ii. attractive cover   (   )

        iii. content easy to understand   (   )

        iv. attractive title   (   )

        v. interesting title   (   )

        vi. attractive illustration (e.g pictures) (   )

8. Who motivate you to read English reading materials?

       i. myself   (   )

       ii. parents   (   )

       iii. brothers / sisters   (   )

       iv. friends / classmates(   )

       v. teachers   (   )

9. Where do you normally read English reading materials?

       Home   (   )

       School Library   (   )

       Classroom   (   )

10. Give your suggestions on the types of English reading materials that should be available in the school library.

       i. ....   iii. ....

       ii. ....   iv. ....

11. Is there anybody that demotivate you to read English reading materials?

       Yes   (   )   No   (   )

12. If yes, who demotivate you to read English reading materials?

       i. Family members (   )   iii. Teachers   (   )

       ii. Friends   (   )   iv. Classmates   (   )

13. Does reading competition motivate you to read English materials?

Circle the number that expresses you most.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

14. Do you read to get rewards?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

15. Do you read English reading materials for pleasure?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Map showing the location of SK St. Michael Entingan, Samarahan