



**PROMOTING READING HABITS AMONG STUDENTS OF  
SK SUNGAI BULU SENANGEH THROUGH THE USE OF  
AUTHENTIC MATERIALS**

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## **Abstract**

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This study investigates the effectiveness and the appropriateness of using Authentic Materials in inculcating positive reading habits among students in SK Sg. Bulu Senangeh, Asajaya. Poor results in English subject and students' limited proficiency in the target language communicatively and written works triggered the researcher to find out other alternative to improve these deficiencies. The subjects of the study were 2 selected groups of students in SK Sg. Bulu Senangeh: The experimental group was represented by the Primary 2 students and the Controlled group was represented by the Primary 1 and Primary 3 students. This study was conducted within a 9-month period. From the findings of the study, it is suggested that the use of Authentic Materials contributed to the students' positive attitude toward reading and motivation to read extensively. Authentic Materials evidently provide the students an alternative to textbooks and these materials clearly paved an opportunity for them to deal with genuine texts they need to aid and improve their reading comprehension. Furthermore, the uses of authentic materials are appropriate and practical to be incorporated in teaching reading techniques and other language skills as they proved to be able to enhance students' reading habits and comprehension besides creating a healthy teacher-students relationship and change the nature of the teacher's and students' role in the academic class.

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## **Chapter I**

### **1.0. Introduction**

To most people in the real world there are a number of reasons to why they choose to read. The prominent reasons to read would be for pleasure or for intellectual profit. They assume that reading will give them the special kind of pleasure that comes from the experience of reading literature or that the essence of whatever they have chosen to read will be useful to them and will assist them to understand the world better. Sadly enough, to the academic world, especially in Malaysia, reading has different perception and meaning. For instance, students read for meaning or to learn in the content areas in order to complete assignments and ultimately to pass examination. The implication is that students are being forced to read and they are practically ‘graduated’ from reading upon completing their studies and consequently percept reading for the wrong reasons which diminish their interest and finally decide not to read at all after they leave school.

This paper is concerned with the obviously very limited English proficiency and no reading habit or interest among students. The cause of this deficiency will involve the attitude towards reading and education as a whole and the social traits that they practice in their daily lives. However, their social