



UNIVERSITI TEKNOLOGI MARA

**STUDY ON THE EFFECTIVENESS OF READING STRATEGIES IN  
SUSTAINING STUDENT'S INTEREST IN READING  
COMPREHENSION**

**BY**

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## **ABSTRACT**

Reading is one of the four skills which students should have in order to perform well in their academic field. As such, reading comprehension is taught in schools to help students to master the reading skills which can come in handy when they leave school and enter the working world. However, there are still many students who do not have interest in reading comprehension lessons and many studies have been carried out to find out why this phenomenon occurs. Many theorists have come up with various suggestions which teachers could follow in order to sustain their students' interest in reading. This study is undertaken to study the effectiveness of reading strategies in sustaining students' interest in reading comprehension and this involves 70 students from two classes from SMK Sungai Tapang, KM 13, Penrissen Road, 93250, Kuching. From this study, it is found that varying their strategies in their teaching; teachers can help to bring about a better performance in their students' test. This is because the students are motivated and interested to learn and therefore participate whole-heartedly in the lessons.

## **Chapter I**

### **INTRODUCTION**

#### **1.0 Introduction.**

To most people in the real world there are a number of reasons why they choose to read. The prominent reasons to read would be for pleasure or for intellectual purposes. They assume that reading will give them the special kind of pleasure that comes from the experience of reading literature or that the accent of whatever that they have chosen to read will be 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 the content areas in order to complete assignments and ultimately to pass the examination. The implication is that the students are being forced to read and they are practically 'graduated' from reading upon completing their studies and consequently perceive reading for the wrong reasons which diminish their interest and finally decide not at all. This paper is concerned with the obviously limited English proficiency and lack of interest in reading among the students. The cause of this deficiency involves the students' attitude towards reading and education as a whole and the social traits that they practice in their daily lives. However, their social economic factor is not the main focus of the solution but a change of attitude towards

## CHAPTER II

### LITERATURE REVIEW

#### 2.0 Introduction

A persistent problem faced by many English teachers in schools nowadays is the attempt to sustain genuine interest among students in continuing to learn English and to use the language after they have left schools .A lot of effort and money has been spent towards improving the standard of English among the students and the teachers have been encouraged to teach or incorporate all the four skills in their teaching pedagogy .One of the skills that is of prime importance and is under research in this study is related to reading.

Many of our school children today are passive participants of any reading comprehension activity undertaken by their teacher. The poor reader is not a highly motivated student. For this student, reading has been punishing. The student may often profess indifference “I don’t care if I can read or not” but the student’s behaviour gives strong suggestions that the student cares a great deal. The student’s ineffective reading strategies and negative attitudes towards reading become more ingrained as the reader gets older. To overcome them requires a very careful program that systematically replaces the strategies with new ones and that provides a lot of practice (Hempenstall, 2001).