

UNIVERSITI TEKNOLOGI MARA

**A STUDY ON THE READING STRATEGIES OF A
SELECTED GROUP OF TERTIARY STUDENTS**

ROSLINDA ABDUL WAB

**Thesis submitted in partial fulfillment of the requirements
for the degree of
Master of Education TESL**

Faculty of Education

July 2006

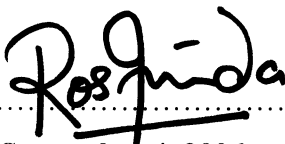
Abstract

The important impact of reading strategies on second language reading has been acknowledged by many researchers for decades. The current study addresses two research questions: (1) What are the types and the frequency of strategy use dominating the students' approach to reading? (2) Is there a relationship between reported strategy use and reading achievement? 50 subjects of a selected group of ESL tertiary learners participated in this study. The Reading Strategy Questionnaire (Puvaneswary, 2001 and Monos, 2003) was adapted for use in this research. The adapted RSQ contained 25 items that measure the frequency and types of strategy use by the students. The items were subdivided into three macro-strategies: Global (G), Problem-Solving (PS) and Support Strategies (S). A TOEFL reading comprehension test was also employed to seek students' achievement in reading. The study conceived interesting results. It has proven that the selected students adopted all three types of strategies. Advanced students mainly employed support strategies, in comparison to their use of problem-solving and global strategies. They, however, displayed strategic use of these strategies (top-down and bottom-up strategies). Elementary and intermediate students, on the contrary, showed poor and infrequent use of all three reading strategies. They frequently utilized problem-solving and support strategies (bottom-up strategies) which explained their low reading achievement. The important impact of reading strategies on second language reading has been acknowledged by many researchers for decades. The current study has the following suggestions: (1) students' awareness on the important-use of reading strategies should be raised, (2) students should be taught on how to use these strategies, strategically, (3) students should be encouraged and trained to report on their strategy use while reading, (4) trainers or teachers must frequently motivate their students because highly-motivated students will become better or strategic readers.

Candidate's Declaration

I declare that the work in this thesis 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 topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

Name of Candidate	Roslinda Abdul Wab
Candidate's ID No.	2003307683
Programme	M.Ed. TESL
Faculty	Faculty of Education
Thesis Title	A Study on the Reading Strategies of a Selected Group of Tertiary Students: A Case Study
Signature of Candidate	
Date	September 4, 2006

Acknowledgements

This dissertation would not have been completed without the support and assistance of many people. My indebtedness and deepest gratitude to Dr.Faizah Abdul Majid for her supervisory help, constructive comments, excellent suggestions and on-going encouragement in making this dissertation possible.

Many thanks to the students of UiTM, Puncak Perdana who have voluntarily participated and cooperated well in this study.

My heartiest gratitude to my friends and colleagues, Mahadi and Akhbariah, who have helped me at different stages of the study.

Special recognition to my family who have stood by me throughout this difficult journey. Thank you for your love, confidence and sacrifices.

Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	vi
List of Figures.....	vii
Chapter 1: Introduction	
Introduction.....	p.1
Statement of Problem.....	p.3
Objectives of the Study.....	p.5
Research Questions.....	p.5
Limitations of the Study.....	p.6
Significance of the Study.....	p.7
Definition of Terms.....	p.9
Conclusion.....	p.10
Chapter 2: Review of Literature	
Introduction.....	p.11
Definitions of Reading.....	p.11
Reading Models.....	p.12
Cognitive Learning Theory.....	p.14
Reading Strategies.....	p.15
Strategic Readers/Reading.....	p.17
Key Features of Reading Strategies.....	p.21
Impacts of Reading Strategies.....	p.23
Factors Affecting Choice of Strategy Use.....	p.24
Research on Reading Strategies: Local Research.....	p.25
Research on Reading Strategies: Other Related Research.....	p.27
Conclusion.....	p.28
Chapter 3: Research Methodology	
Introduction.....	p.29
Subjects.....	p.29
Instrumentation.....	p.31
Data Collection Procedures.....	p.34
Data Analysis Procedures.....	p.35
Conclusion.....	p.35