



**FACTORS THAT AFFECT THE EFFECTIVENESS OF
THE EXTENSIVE READING IN THE SECOND
LANGUAGE. A STUDY ON THE YEAR SIX
STUDENTS OF SK(A) DATUK HJ ABDUL KADIR
HASSAN, KUCHING.**

by

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ABSTRACT

This is an exploratory study which aims to investigate students' Extensive Reading in SK(A) Datuk Hj Abdul Kadir Hassan. In investigating students' ideas of the Extensive Reading, the researcher was guided by the research question 'What are the factors that affect effectiveness on Extensive Reading in terms of the following aspects: the usefulness of the various ways to improve reading and the activities that motivate students towards reading and how they learn. The study also aims to find out if there are differences in students' ways of reading.

60 students of Year Six, participated in the study which was carried out in the form of a questionnaire survey and administered with the help of English teachers in SK(A). The study was conducted in July, 2004. Questionnaire items were in the form of multiple response tasks. Data was analyzed using both descriptive and qualitative data analysis methods.

The study found that the students do possess views on Extensive Reading which are very reflecting, different styles of reading and orientations. There were also significant differences between the perceptions of the students reading in different classes regarding the Extensive reading activities, their ideal language learning situation and how they learn English. Significant differences were also found between the perceptions of the students of the different class involved in the study.

CHAPTER 1

INTRODUCTION

1.0 Introduction

1.1 The need to master English for progress

The English language is the international tool of communication and a poor command of the language among Malaysians will only hamper the country in areas of trade and industry, communication, and international relations. Towards this new globalization era, English is well known becoming the most important language used in the world. With the new coming of Information Communication Technologies, whether we want or not, we have to master English for the lots of future benefits that promise us individual success for the vision 2020. Every body have to open their eyes because whatever we have or wherever we go even in Malaysia itself, we can see most of the materials, media, television programmes and internet are published and written in English. So what happen if we cannot read and write in English? It is obvious that we ourselves will be left far behind among the rest of our friends and colleagues. As Malaysians we will face lacking of knowledge and experience in terms of economic, and politics. As for the lecturers, teachers and students or any individuals either in Universities, colleges or schools, they have to equip themselves with the mastering of English because the new and modern teaching and learning methodology will be most based on Information Communication Technology for example, the reading materials, references, research models and others will be issued and discussed in English. If

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Extensive Reading can be defined as the independent reading of a large quantity of materials for information or pleasure. The primary aim of ER programmes, according to Day and Bamford, is

*“to get Student reading in the second language and liking it”(p.6).
Reading extensively means reading lots and lots of printed materials
with the main aim of getting a global understanding of what you are
reading.”*

Extensive Reading has been around for a long time. Day and Bamford report that Louis Kelly, in his *Twenty-five Centuries of Language Teaching* book credits Harold Palmer is the first to use the term Extensive Reading in foreign language pedagogy in his 1917 book, ‘*The Scientific Study and Teaching of Language*’ (p.5). Today, reading looms large as perhaps the most important linguistic skill for much of the L2 (second language) population, with listening comprehension a close second. According to Krashen {1984}, the most significant element in the learning of writing is reading). Teachers are encouraged to introduce and implement ER in their classes and consider the place of ER in the second language curriculum.