

KOLEJ UNIVERSITI ISLAM MALAYSIA

EXTENSIVE READING:
THE EFFECT ON KUIM
STUDENTS' MUET
ACHIEVEMENTS
UPU(1)/B/2003

Perpustakaan KUIM



1000012880

HAZLEENA BAHARUN
TUN NUR AFIZAH ZAINAL ARIFF
HARISON @ HANISA MOHD SIDEK

ENGLISH LANGUAGE UNIT
KOLEJ UNIVERSITI ISLAM MALAYSIA

EXTENSIVE READING: THE EFFECT ON KUIM STUDENTS' MUET ACHIEVEMENTS

ABSTRACT

In many parts of the world, reading has always been the skill most notably given emphasis in ESL situations. The ability to read in English as the second language is important for academic advancement and for professional and self-development. It is believed that those who read extensively in English, not only will gain significantly in their reading abilities and other language skills, but also will display positive attitudes toward reading in general. Numerous experimental studies have shown strong evidence that extensive reading promotes substantial language level increase among students. The aim of this descriptive research is to investigate the effect of extensive reading on KUIM students' MUET achievements. The results highlight the existence of significant relationship between extensive reading practised by the subjects prior to entering KUIM for their degree programmes and their MUET achievements. Hence, this paper suggests two types of extensive reading programme, which can be adapted by English Language practitioners in developing good reading habits among students. Good reading habits can be cultivated. It should start right from young and should be nurtured well into adulthood. It is definitely important for students' academic advancement as well as professional and self- development.

EXTENSIVE READING: THE EFFECT ON KUIM STUDENTS' MUET ACHIEVEMENTS

ABSTRAK

Di banyak tempat di serata dunia, skil membaca merupakan skil yang sangat dititikberatkan terutama di dalam situasi ESL. Kebolehan membaca di dalam Bahasa Inggeris adalah penting bagi kemajuan akademik, professional dan perkembangan diri. Adalah dipercayai, individu yang membaca di dalam Bahasa Inggeris secara meluas bukan sahaja akan memperoleh kebolehan membaca dengan baik di samping skil yang berkaitan, tetapi juga akan mempamirkan sikap positif terhadap aktiviti membaca secara amnya. Banyak eksperimen yang dijalankan telah menunjukkan bukti kukuh perkaitan antara pembacaan ekstensif dengan pertambahan kebolehan berbahasa di kalangan pelajar. Tujuan kajian ini dijalankan adalah untuk mengkaji perkaitan antara pembacaan ekstensif pelajar-pelajar KUIM dengan keputusan MUET mereka. Keputusan kajian menunjukkan terdapat perkaitan yang ketara di antara pembacaan ekstensif yang diamalkan oleh para pelajar sebelum memulakan pengajian di KUIM dengan keputusan MUET mereka. Oleh itu, dari dapatan kajian ini, penyelidik ingin mencadangkan dua jenis program pembacaan ekstensif yang boleh digunapakai oleh pengamal Bahasa Inggeris untuk meningkatkan sikap suka membaca di kalangan pelajar-pelajar. Tabiat suka membaca boleh dipupuk. Ia patut bermula sejak kecil hingga dewasa. Ia adalah sikap yang sangat penting yang patut ada pada para pelajar untuk peningkatan akademik, professional dan perkembangan diri.

REFERENCES

- Ainon Mohd., (2003). Manual Mengedit Kesilapan Tatabahasa Pada Teks Terjemahan. Translation in the Field of Education. Universiti Pendidikan Sultan Idris.
- Berita Harian. 28 Februari 2003.
- Bell, T. (2001). Extensive Reading: Speed and Comprehension in *The Reading Matrix*, Vol. 1, No. 1, April 2001.
- Bondy, E. (1990). Seeing it their way: What children's definitions of reading tell us about improving teacher education. *Journal of Teacher Education*, 41(5), 33-45. [7]
- Coady, J. (1979). A psycholinguistic model of the ESL reader in *Reading In A Second Language: Hypotheses, Organization And Practice*. Rowley, M.A.: Newbury House.
- Constantino, R. (1995). The effect of pleasure reading: Passing the TOEFL doesn't have to hurt in *Mosaic*, 3(1), 15 – 17.
- Davis, R. S. <http://www.esl-lab.com/research/comics.htm>
- Day, R.R. & J. Bamford. (1997). Extensive reading: what is it? Why bother? in *The Language Teacher Online*, May 1997.
- Day, R.R. & J. Bamford. (1998). *Extensive Reading In The Second Language Classroom*. Cambridge: Cambridge University Press.
- Donnes, T. (1999). Extensive reading revisited, an interview with Richard Day and Julian Bamford in *The Language Teacher Online*.

Elley, W.B. (1992). *How in the World Do Students Read? IEA Study of Reading Literacy*. New York: International Association for the Evaluation of Education Achievement.

Fauziah Hassan. (2002). Developing competent readers in *Developing Reading Skills*. Kuala Lumpur: Sasbadi Sdn. Bhd.

Forrest, E. (1997). Reality Bites: Structuring a fourth year reading class in *The Language Teacher*, 21 (6), 19 – 24.

Gill, S. <http://elt.britcoun.org.pl/advert.htm>

Grabe, W. (1986). The Transition From Theory To Practice In Teaching Reading In *Teaching Second Language Reading For Academic Purposes*. Reading, MA: Addison-Wesley.

Grabe, W. (1991). Current developments in second language research in *TESOL Quarterly*, Vol. 25: 375 – 406.

Gradman, H. & E. Hanania. (1991). Language Learning Background Factors and ESL Proficiency in *Modern Language Journal*, 75 (1), 39 – 51.

Hafiz, F. M. & I. Tudor. (1989). Extensive reading and the development of language skills in *English Language Teaching Journal*, 43, (pp 4 – 13).

Hafiz, F. M. & I. Tudor. (1990). Graded readers as an input medium in L2 learning in *System*. 18(1), 31 – 42.

Hazleena Baharun & Tun Nur Afizah Zainal Ariff. (2003). The Usage Of English Language At KUIM in *Proceedings Of The Research Seminar KUIM*. Kolej Universiti Islam Malaysia.

Lesesne, T.S. (1994). Using Short Story Collections in the Classroom. <http://scholar.lib.vt.edu/ejournals/ALAN/spring94/lesesne.html>

Leung, C. Y. (2002). Extensive reading and language learning: a diary study of a beginning learner of Japanese in *Reading In A Foreign Language*, Vol. 14, Number 1, April.

Majlis Peperiksaan Malaysia, Kementerian Pendidikan Malaysia.

Nagy, W.E., & Herman, P.A. (1987). Breadth And Depth Of Vocabulary Knowledge: Implications For Acquisition And Instruction. in M.G. Mckeown & M. E. Curtis (Eds.), *The Nature Of Vocabulary Acquisition* (Pp. 19-35). Hillsdale, NJ: Lawrence Erlbaum. [14-15, 17]

Nation, P. (1997). The Language Learning Benefits of Extensive Reading in *The Language Teacher Online*, 21:5.

Renandya, W. A., B. R. S. Rajan & G. M. Jacobs. (1999). Extensive reading with adult learners of English as a second language in *RELC Journal*, 30, 39 – 61.

Renandya, W. A. & G. M. Jacobs. (2002). Extensive Reading: Why Aren't We All Doing It? in *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Richards, J. C. & W. A. Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Rivers, W. and M. Temperley. (1978). *A Practical Guide To The Teaching Of English As A Second Or Foreign Language*. New York: Oxford University Press.

Robb, T. N. & Susser, B. (1989). Extensive reading vs. skills building in an EFL context in *Reading in a Foreign Language*, 5/2, (pp 239 – 249).

Rosenblatt, L. (1978). *The Reader, the Text, the Poem*. Carbondale, IL: Southern Illinois University Press.

Rossiter, M. (2002). Narrative and Stories in Adult Teaching and Learning. ERIC Digest. <http://www.ericfacility.net/ericdigests/ed473147.html>

Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.