THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN

MASTER OF SCIENCE
UNIVERSITI MALAYSIA TERENGGANU

2014

1100094924

Pusat Pembelajaran Digital Sultanah Nur Zahirah
Universiti Malaysia Terengganu.

PUSAT PEMBELAJARAN DIGITAL SULTANAH NUR ZAHIRAH
UMT

tesis
bpd LB 1050 .N5 2014

1100094924
The effect of activating background knowledge strategy through pre-reading activities on lower secondary students / Nik Nor Hidayah Mohamed Zuldin.

PUSAT PEMBELAJARAN DIGITAL SULTANAH NUR ZAHIRAH
UNIVERSITI MALAYSIA TERENGGANU (UMT)
21030 KUALA TERENGGANU

1100094924

Lihat Sebelah

THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN

Thesis Submitted in fulfilment of the Requirement for the Degree of Master of Applied Linguistics in the Centre for Fundamental and Liberal Education Universiti Malaysia Terengganu

DECEMBER 2014

DEDICATION

I would like to dedicate this Master thesis of Applied Linguistic to my beloved mother, Nik Khamsiah bt Hj. Nik Mohamed who had given me strength and endless support for me to complete my thesis within the time frame.

Not forgetting my four siblings, Nik Ahmad Khalis, Nik Nur Amirah, Nik Ahmad Kamil, Nik Ahmad Khairi and all family members who always gave me words of encouragement. All of you are my inspiration in completing this thesis.

May all my beloved family blessed by Allah and always live in happiness.

Abstract of thesis presented to the Senate of Universiti Malaysia Terengganu in fulfilment of the requirement for the Degree of Masters of Applied Linguistics

THE EFFECT OF ACTIVATING BACKGROUND KNOWLEDGE STRATEGY THROUGH PRE-READING ACTIVITIES ON LOWER SECONDARY STUDENTS

NIK NOR HIDAYAH BT MOHAMED ZULDIN

DECEMBER 2014

Main Supervisor : **Associate Professor Dr.Noraien bt. Mansor, Ph.D**

Co-Supervisor : **Associate Professor Mohd. Nordin b. Mohd. Abdullah**
: **Dr. Samsiah bt. Abd. Hamid, PhD.**

Centre : **Centre for Fundamental and Liberal Education**

This study examined the reading comprehension performance among English as Second Language (ESL) learners. The aim was to investigate the effect of background knowledge reading strategy among lower secondary school students in Kuala Terengganu. This study also intended to identify the pre-reading strategies that are commonly used by the students. The sample comprised of 160 form one students from one of the semi-urban schools in Kuala Terengganu. The quasi–experimental design was used in the study. Students were divided into experimental and controlled groups. Modules were designed for the purpose of this research which contained six reading texts with ten comprehension questions for each text. For the experimental group, pre-reading activities were included in the module as the intervention.

The English Language teachers conducted the module in their respective reading classes. Students were asked to answer the questions based on the module prepared for them. After the module session was done, ten students from the experimental group were selected for Think Aloud Protocol (TAP) session and interviews. The reading comprehension tasks were analysed to investigate the performance between the experimental and controlled groups. The result of the Think Aloud Protocol (TAP) sessions and interviews were analysed by the researcher to support the result of the reading comprehension marks. The study revealed that the reading strategy helped students from the experimental group in their reading comprehension performance. The t-test result showed that there was significant difference in pre and post–test marks of students from the experimental group. There was also significant difference in the marks of the post-test between the experimental and controlled groups. The results of the TAP and interviews revealed that the students did activate their background knowledge during reading and this activation of background knowledge reading strategy helped the students from the experimental group in their reading comprehension performance. The results of the interviews also revealed the reading strategies that were commonly used by the students are reading the text more than once, reading the first sentence, underlining the difficult words and using the dictionary.

Keywords: reading comprehension, reading strategies, background knowledge

Abstrak tesis yang dikemukakan kepada Senat Universiti Malaysia Terengganu sebagai memenuhi keperluan untuk Ijazah Sarjana Linguistik Terapan

KEBERKESANAN STRATEGI PENGETAHUAN SEDIA ADA DARIPADA AKTIVITI PRA-BACAAN TERHADAP PARA PELAJAR MENENGAH RENDAH

NIK NOR HIDAYAH BT MOHAMED ZULDIN

DISEMBER 2014

Penyelia Utama : **Profesor Madya Dr.Noraien bt. Mansor, Ph.D**

Penyelia Bersama : **Profesor Madya Mohd. Nordin b. Mohd. Abdullah**
: **Dr. Samsiah bt Abd.Hamid, PhD.**

Pusat : **Pusat Pendidikan Asas dan Liberal**

Kajian ini bertujuan mengkaji prestasi kefahaman membaca di kalangan pelajar Bahasa Inggeris sebagai Bahasa Kedua (ESL). Matlamatnya ialah untuk mengkaji kesan strategi pembacaan terhadap prestasi kefahaman membaca dalam kalangan pelajar menengah rendah di sebuah sekolah di Kuala Terengganu. Kajian ini juga bertujuan mengenal pasti strategi-strategi pembacaan yang digunakan oleh para pelajar. Sampel kajian adalah seramai 160 pelajar tingkatan satu dari salah sebuah sekolah pinggir bandar di Kuala Terengganu. Kajian ini menggunakan rekabentuk kajian kuasi-eksperimentasi. Pelajar dibahagikan kepada dua kumpulan iaitu kumpulan eksperimentasi dan kumpulan kawalan.

Modul yang khas telah dibangunkan untuk setiap kumpulan bagi tujuan kajian ini di mana ia mengandungi enam teks bacaan dan sepuluh soalan kefahaman bagi setiap teks. Bagi kumpulan eksperimentasi, aktiviti pra-pembacaan diletakkan sebagai tambahan di dalam modul sebagi intervensi. Guru Bahasa Inggeris mengunakan modul yang disediakan di dalam kelas bacaan mereka bersama para pelajar. Pelajar dikehendaki menjawab soalan-soalan didalam modul yang telah disediakan pada mereka. Selepas tamat sesi penggunaan modul, sepuluh pelajar dari kumpulan eksperimentasi telah dipilih untuk sesi Protokol Berfikir Secara Kuat (TAP) dan temubual. Tugasan kefahaman membaca dianalisis untuk mengkaji prestasi di antara kumpulan eksperimentasi dan kumpulan kawalan. Keputusan bagi Protokol Berfikir Secara Kuat (TAP) dan temubual juga dianalisis oleh pengkaji bagi menyokong keputusan markah kefahaman membaca sampel. Kajian menunjukkan bahawa strategi pembacaan telah membantu pelajar dari kumpulan eksperimentasi dalam prestasi kefahaman membaca mereka. Hasil keputusan ujian-t menunjukkan perbezaan yang signifikan pada markah pasca ujian di antara kumpulan eksperimentasi dan kumpulan kawalan. Keputusan bagi Protokol Berfikir Secara Kuat (TAP) dan temubual juga telah menyokong bahawa pelajar telah mengaktifkan pengetahuan sedia ada mereka dan strategi pembacaan pengaktifan pengetahuan sedia ada telah membantu dalam prestasi pembacaan bagi kumpulan eksperimentasi. Keputusan temubual juga telah menjelaskan

beberapa strategi pembacaan yang biasa digunakan oleh para pelajar iaitu membaca teks lebih daripda sekali, membaca ayat permulaan, menggaris perkataan yang sukar dan menggunakan kamus.

Kata kunci: kefahaman membaca, stategi pembacaan, pengetahuan sedia ada