

**MOTIVATIONAL STRATEGIES IN THE LANGUAGE READING
CLASSROOM.**

BY

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It is hereby confirmed that the students has done all the necessary amendments of the project for acceptance.

(MR. Joseph Ramanair)

Date: _____

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I would like to dedicate my heartiest thanks and love to my family members especially my mother for her continuous support and encouragement throughout all my years of studying in UNIMAS.

“MAY ALL BE BLESSED”

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APPROVAL LETTER FROM MINISTRY OF EDUCATION.

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ABSTRACT

Motivation is often considered essential for the success of second language learning. Recent literature suggests motivational strategies as another potent technique in enhancing students' eagerness to read in the language learning classroom. Subsequently, this case study attempts to identify kind of motivational strategies that the teachers use to encourage reading in the language learning classroom, to determine teacher's preferred types of motivational strategies in encouraging reading in the language classroom and the reasons why teachers used the preferred motivational strategies in encouraging reading in the language learning classroom. Two investigative instruments were used to elicit the relevant data. The main instruments were questionnaire and a semi-structured interview. There were 100 respondents who were filling in the questionnaires and they were teachers from five secondary school, morning and afternoon session from localized context. The findings showed that all the 100 teachers were aware and had the knowledge about the use of motivational strategies in encouraging reading in the language learning classroom. This case study also explored the implications of the findings and recommends ways to promote and develop the use of motivational strategies in encouraging reading in the language learning classroom.

ABSTRAK

Motivasi sering dianggap memainkan peranan yang penting untuk menentukan kejayaan pembelajaran bahasa kedua. Namun hasil kajian pada masa kini telah mengenal pasti dan menunjukkan jenis-jenis strategi yang berbentuk motivasi sebagai satu lagi teknik penting di dalam meningkatkan minat para pelajar untuk suka membaca di dalam kelas bahasa. Kajian kes ini bertujuan untuk mengenalpasti jenis-jenis strategi yang berbentuk motivasi yang digunakan oleh para guru untuk menggalak para pelajar supaya suka membaca di dalam kelas bahasa. Ia juga bertujuan untuk menentukan jenis-jenis strategi yang digunakan oleh para guru untuk menggalak para pelajar supaya suka membaca di dalam kelas bahasa. Selain itu, kajian ini juga mengkaji sebab-sebab mengapa guru-guru memilih strategi tersebut di dalam menggalakkan mereka supaya suka membaca di dalam kelas bahasa. Untuk memperolehi data bagi tujuan ini, dua buah instrumen penyelidikan telah digunakan. Instrumen kajian yang utama ialah melalui borang kaji selidik and kaedah temubual separa berstruktur pula digunakan untuk mencari maklumat sokongan. Subjek kajian adalah terdiri daripada seratus orang guru daripada lima buah sekolah menengah tempatan, sesi petang dan sesi pagi. Di akhir kajian, penyelidik telah membuat beberapa saranan berdasarkan kepada kajian yang telah dilakukan.

CHAPTER ONE.

1.0 CHAPTER OVERVIEW.

This chapter will cover the background perspectives of the issues addressed and focuses the readers' attention the important of motivational strategies in encouraging reading in the language learning classroom.

The research aims and questions are also addressed in this chapter. The researcher will use these aims and questions as a guideline to carry out this study. The final section of this chapter defines a few terms that related in the study.

1.1 BACKGROUND OF THE STUDY.

In Malaysia, the government has identifies individuals from 15 years old and above as a literate. 88.9% population in Malaysia is literate, with male who can read 92.4% and female 85.4% (Vandenberg, 2004). Apart from that, in ELT classroom, it is often heterogeneous with students of different level of language mastery skills. Therefore, it is important for the teachers to provide students with plenty of choices on reading materials. In doing this, students should have the chance to find reading materials suitable to their reading level comprehension. It is suggested that for learning a second language, one should read a text with minimum of 98% (approximately 5 difficult words) understanding (Bamford & Day, 2002). Due to lack of interest in reading, Browne (1998), suggested that a teacher should divide a reading lesson in three stages; the pre-reading, during – reading and after-reading period. These stages can help students to read more

meaningfully. In addition, positive attitudes of the teachers, such as motivation and enthusiasm will encourage students for extensive reading. Based on Nuttle (1996, in Bamford and Day, 2002), teachers should read those materials they intend to ask their students to read. It serves as a platform for the teachers to share their feeling and experiences with the students, as reading is only utilized when one reads with pleasures.

1.2 STATEMENT OF PROBLEM.

Malaysian students are exposed to reading activity since they are six to seven years in primary school before entering secondary school. Based on The Star (2006, August 29), the National Statistics Department shows more than half of the 60,441 odd Malaysian surveyed read less than seven pages a day. In addition, those 10 years and above read about two books a year (The figure excludes text books for students and books that are work-related for working adults). According to Borneo Post (2007, April 29), India leads the world with very high level of the reading habit. In terms of hours spent on reading per week, India leads the world at 10.3 hours per person per week. Compare to Malaysia, it is more shocking when those who read books and magazines read less than three hours a week. Students do not like to read because they are unmotivated to do it and the blame is not on the teachers. Due to the situation above, the teachers should find out kind of motivational strategies to encourage reading in the classroom. The motivational strategies will motivate the students to love reading. Hence, this study hopes to find out kind of motivational strategies the teachers' use to encourage reading in the language learning classroom.

1.3 RESEARCH OBJECTIVES.

It is the interest of this study to address the following research objectives:-

1. To identify the kind of motivational strategies used in encouraging reading in the language classroom.

2. To determine teacher's preferred types of motivational strategies in encouraging reading in the language classroom.
3. To investigate reasons that influence language teachers' preferred motivational strategies used in encouraging reading in the language classroom.

1.4 RESEARCH QUESTIONS.

1. What motivational strategies do teachers use in encouraging reading in the language classroom?
2. What motivational strategies do teacher's prefer in encouraging reading in the language classroom?
3. What reasons influence teachers' preferred motivational strategies in encouraging reading in the language classroom?

1.5 SIGNIFICANCE OF THE STUDY

This study hopes to find out kind of motivational strategies the teachers' use to encourage reading in the language learning classroom. Through the findings, educators both novice and experience teachers would benefit by knowing kind of motivational strategies use to encourage reading in current practices. In addition, this study would benefit the language teachers in secondary school who teach reading skill in the language learning classroom.

1.6 OPERATIONAL DEFINITION OF TERMS.

1.6.1 MOTIVATION

Motivation is eagerness and willingness to do something without needing to be told or forced to do it. Dornyei (2001, p.8), defined it as the 'choice of a particular action, the persistence with it and the effort expended on it'. In addition, according to Schopenhauer (1841/1960, cited in Deckers,2001), defined motivation as inducing behaviour implies several things. First, there is a prior

circumstance or incentive that activates as motive, along with potential energy necessary to perform the behaviour. Second, the motive and incentive select the behaviour that is expected to satisfy the motive. Third, the anticipated incentive releases the potential energy necessary to power or motivate the selected behaviour.

Therefore, in this study, motivation refers to the reasons why people decide to do something, how long they are willing to sustain the activity and how they are going to pursue it.

1.6.2.MOTIVATIONAL STRATEGIES

Based on Dornyei (2001, p.28), motivational strategies are the techniques that can promote the individual's goal-related behaviour. This is because human behaviour is rather complex, and there are many diverse ways of promoting it. Thus, motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

In this study, motivational strategies refer to motivational influences that influence learners' motivation and behaviour that lead to increase learning, reading and academic achievement.

1.6.3.READING

Seylar (1997), defined reading is the process of obtaining or constructing meaning from a word or clusters of words. Thus, meaning is found in "cluster of words", and not necessarily in complete sentences. In some contexts fragments, including just a word or two, it is also express meaning. Bartlett & Rumelhart (cited in Copper, 2000), noted that when students are reading, they are interact with the text and try to relate it to their schemata and connect new information to

the existing ones. Moreover, there are two types of reading; reading to get the information and reading for pleasure.

In this study, reading is an active, fluent and complex process which involves the readers and the reading material in building meaning. Good readers ask effective questions to increase probability to get the answer for the questions whereas, poorer readers ask trivial question and fail to put their information seeking process into gear.

1.7. SCOPE OF THE STUDY.

This study is looking for kind of motivational strategies the teachers use to encourage reading in the language learning (Bahasa Malaysia & English) classroom. Also, this study is specific to reading skill in the language learning classroom and only involves five selected secondary school morning and afternoon session from localized context. Hence, the findings should not be used to generalize and reflect the kind of motivational strategies used by the teachers in encouraging reading in the language learning in the state of Sarawak.

1.8. CHAPTER REVIEW.

In the introduction, the background of the study is about the percentage of literacy in Malaysia. Next, the suggestion on how to conduct reading lesson in the class and how teachers' attitude towards reading can influence students to love reading. For the statement of problem, students do not like to read because they are unmotivated to do it and the teachers have to find out appropriate motivational strategies to encourage them to read. Then, followed by it objectives, the research questions, significance of the study and lastly the operational definition of terms in the study which are related to the study.

Next, the chapter will be discussed about the literature review of previous study and the discussion on the taxonomy of motivational strategies to encourage reading in the language learning classroom.

CHAPTER TWO

2.0 CHAPTER OVERVIEW.

This chapter begins by discussing language learning and how people learn language. In learning the language students need motivation so that they have desire and interest to learn it through reading. Furthermore, reading is the interaction with books (texts) and the brain. People read because of many purposes and it depends on the individual. However, to motivate students to love reading, teachers in the language learning classroom should find out kind of motivational strategies to encourage them to read.

2.1 MOTIVATION.

Motivation is an eagerness and willingness to do something without needing to be told or forced to do it. Dornyei (2001 p.8), defined it as the ‘choice of a particular action, the persistence with it and the effort expended on it’. On the other hand, Schopenhauer (1841/1960, cited in Deckers, 2001), motivation as inducing behaviour imply several things. Firstly, there is a prior circumstance or incentive that activates as motive, along with potential energy necessary to perform the behaviour. Secondly, the motive and incentive select the behaviour that is expected to satisfy the motive. Thirdly, the anticipated incentive releases the potential energy necessary to power or motivate the selected behaviour.

Lack of motivation either does not bring results or brings only mediocre results whereas motivation brings faster, better and bigger results.

Lack of motivation also shows lack of enthusiasm, zest and ambition, whereas the possession of motivation makes one full of life and willing to do whatever it takes to achieve and what one sets out to do. According to Skinner & Belmont (1991), a motivated person is a happier person, and sees the positive end result in his or her mind.

Brown (2001), stated that there are four types of motivation which are usually used in the classroom. There are achievement motivation, goal motivation, intrinsic and extrinsic motivation. Achievement motivation was first developed based on the assumption that people strive for excellence not for the sake of some reward but for the sake of fulfilling a need for achievement. Besides that, it is a generalized human tendency towards active exploration of the environment based on a need for competence. Eccles (1983 cited in Wigfield and Eccles 2000), defined and measured the expectancies for success as children's beliefs about how well they will do on upcoming tasks either in the immediate or in longer term future. Besides that, the ability beliefs are defined as the individual's perception of his or her current competence at a given activity.

The use of goals in motivational psychology has emerged as an important direction based on cognitive motivational approaches in learning. As Elliot (1997 cited in Pintrich 2000), pointed out, classic achievement motivation research has been concerned with the energization and direction of competence-related behaviour which includes evaluation of competence relative to a standard of excellence. Hence, current achievement goal constructs address the issues of the purpose or reason students are pursuing an achievement task as well as the standards or criteria they construct to evaluate their competence or success on the task. Accordingly, achievement goal constructs represent an integrated and organized pattern of beliefs about, not just the general purposes or reasons for

achievement, but also the standards or criteria (the ‘target’) that will be used to judge successful performance (Urdu, 1997 in Pintrich 2000). There are two categories of goals; the performance or achievement goal in which the learners focused on how they are judged by others and the learning or mastery goal, where the learner focuses on how to improve. Goal motivation in the classroom is usually practiced by teachers to indicate directions on learning activities as based on learning objectives and teacher expectation of academic achievement among students. In addition, students generally have personal learning goals, which are linked to the quality of learning, such as understanding of concepts and performance goals, which emphasizes achievement. The conclusions drawn from these studies gave a better understanding of the use of goals in instructional strategies which need to be tailored to students’ individual motivational need in order to intervene effectively into students’ learning processes.

Motivation is a very large scope and according to Piaget (1972), intrinsic motivation is more powerful and it covers a long-term retention. In addition, has emerged as an important phenomena for educators. The intrinsic motivation is a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices Ryan & Stiller, (1991, in Ryan & Deci, 2000). Intrinsic motivation results in highly-quality learning and creativity and it is especially important to detail the factors and forces that engender versus undermine it. Intrinsic motivation also involves feeling of self-efficacy and may be affected by external rewards as found in reinforcement. Deci (1975, in Wigfield & Eccles, 2000), viewed intrinsic motivated individuals as engaging in activities for its own sake out of interest and enjoyment.

Next, based on Brooks (1998), typical extrinsic reward are money, prizes, grades and even certain types of positives feedback. In addition, people who are extrinsically motivated always avoid punishment. However, some people view punishment avoidance as a challenge that can build their sense of competence and self-determination. Now after stating the four types of motivation, it can be seen

that extrinsic rewards play a role in learners' motivation and enhance the intrinsic motivation. Extrinsic reward can indeed have an effect on intrinsic motivation: the positive feedback that learners perceive as a boost to their feelings of competence and self-determination. Moreover, intrinsic motivation is not the only determiner of success in reading, but if they are given an opportunity to 'do' reading for their own personal reasons of achieving competence and autonomy, those learners will have better chance of success (Kohn, 1997).

2.2 LANGUAGE LEARNING.

Ager (1997), defined that language is what the members of a particular society speak. However, speech in almost any society can take many vary forms and just what forms should be chose to discuss on when we attempt to describe the language of a society may prove to be a contentious matter. In addition, knowing a language means knowing what sounds or (signs) are in that language and what sounds are not (Bickerton, 1997). This unconscious knowledge is revealed by the way speakers of one language pronounce words from another language. Example, if we speak only English, we may substitute an English sound for non-English sound when pronouncing 'foreign' words.

Krashen (1982), has used the word 'acquisition' in distinguishing it from the term 'learning' language. According to him, second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is when focus is on meaning rather than on form; when language input is at or just above the proficiency of the learner; and then there is sufficient opportunity to engage in meaningful use of that language. This suggests that the focus of the second language classroom should be something meaningful, such as acidic content and that modification of the target language facilitates language acquisition and makes academic content accessible to second language learners (Crandall & Tucker 1997).

In learning the language, students need motivation so that they have desire and interest to learn it. Falk (1998), stated that there are two types of motivations in learning a second language. The two types are integrative and instrumental motivation. In integrative motivation, students learn the target language because they want to be accepted and familiar with the society in which the language is used. Hence, when somebody becomes a resident in a new community in the target language in its social interactions can also assist the learners to develop some level of proficiency in language. Therefore, according to Finegan (1999:568) it is typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation. In addition, the concept of integrative motivation represents the desire of the individual to become bilingual and at the same time becoming bicultural.

LoCastro (1997), noted that in instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or University graduation, applying for the job, requesting higher pay based on the ability, reading technical materials, translation work or achieving higher social status. Example, in Japan the students who want to study in the University must sit for the entrance exams to gain acceptance. The reason why they do that is to motivate the students to learn English when they want to study in University (LoCastro, 1997). Besides that, it can produce students that have fluency and accuracy in using the language, also to increase the desire in learning the target language.

Also, in learning language, students should master the four skills that are listening, speaking, reading and writing. In reading, students need to be motivated so that they love and enjoy reading (Candlin & Widdowson, in Wallace 2001). In addition, any mode of language, whether it be listening, speaking, reading or writing may be used to serve immediate needs, to learn form, or to give us pleasure in language for its own sake. An important feature which reading also

shares with other modes of language use is its role in social interaction. People who read more can use the language better.

2.3. READING IN THE CLASSROOM.

Seyler (1997) reading is the process of obtaining or constructing meaning from a word or clusters of words. This statement gives three ideas about reading. First, meaning is found in 'clusters of words', not necessarily in complete sentences. In some contexts fragments, including just a word or two, express meaning. Example, 'the thief stole Michael's book bag. And his keys. His wallet, too. The first statement is a complete sentence, but 'and his keys' is a fragment. By itself without the context of the previous sentence, it would not offer a reader much meaning. 'What about his keys?' we usually ask and 'Whose keys?' In this context, however, the cluster of words has meaning.

In simple terms, reading is the interaction with the books (texts) and the brain. Based on Browne (1998), the meaning is made in this interaction. The making of meaning is an active and instructive process. Reading is the interaction of the text (which we call visual information) with information in the brain of the reader (non-visual information). Thus, the effectiveness of a reader in making meaning from this interaction will depend upon the reader's store of available non-visual information. Wallace ((2001), found that the non-visual information comprises into two main groups of information such as semantic or meaning information. Example, declarative and procedural knowledge. Episodic or time related information, such as experiences and events.

In semantic knowledge the readers can know the information about world and further reading can allow the reader to get the concepts, ideas, experiences and procedures. The readers can get the information about language on how the sentences are constructed and their basic patterns. Lastly, in letter sequence knowledge, the readers gain the information about spelling or letter sequences

which represent meaning. This is also includes knowledge about the sound-symbol (grapho-phonetic) relationships with the print-to-sound connections.

Once the readers read the text, he or she will match the information in the text with his or her prior knowledge through the use of prediction. Another way the reader reduces the space and time required by exploiting the redundancies which exist in the language.

According to Candlin & Widdowson (in Wallace 2001), people read because of many purposes. Reading for survival is some kind of reading in response to our environment. Indeed some reading is almost literally a matter of life and death, example a 'stop' sign for motorist. Survival reading serves immediate needs or wishes.

Much day –to-day reading is for the purpose of learning. In fact, a good deal of reading is to support learning clearly takes place in academic contexts. There are many kind of reading activities sanctioned and supported by educational institutions which arguably have little to do with acquiring facts or opinions. Goodman (1984, cited in Wallace, 2001), found that the function of some of these activities are 'ritualistic. In delivering these activities the readers or the teacher will read aloud the text and reading aloud will become the evident on questioning, little understanding of its content.

In addition, reading for pleasure or for information is done for its own sake. Educational practices tend to neglect the pleasure principle, producing young learners of the kind and this is quoted by Clark (1976 in Wallace 2001), who although already a fluent reader, expressed the view that the purpose of learning to read was 'so that you can stop!'. Hence, if the readers do not read for pleasure in their mother-tongue they are very unlikely to do so in a second or foreign language.

Finally, reading habit must be cultivated since young so that young children love reading and become a 'bookworm' and at least spend their leisure time by reading something that related to their interest. If these young people had trained to love reading since young, surely they will not spend their leisure time by doing nothing (Yang, 2007).

Besides that, he also said the language syllabus in Malaysia need to be improved in order to improve the standard of writing. Due to the situation, more reading is the best way to improve students' writing and motivational strategies are very important to encourage students to love reading.

Bamford and Day (2004), suggested that easy books can build speed and reading fluency. Extensive reading can increased exposure to English vocabulary and discourse whereas in SSR (Sustained Silent reading) class, books was read for pleasure. In addition, the successful SSR classes are creating a quiet, relaxing and non-evaluative classroom environment. Moreover, teachers as a role model of silent reading. Valeri-gold (1995, as cited in Yang, 2007) their behaviour and attitude will influence the students.

To encourage students to read in the classroom, teachers might use extrinsic and intrinsic motivation. Extrinsic motivation is based on the ideas that humans are completely regulated by external forces and passive respondents to environmental forces (Lambert, 2001). Besides extrinsic motivation, intrinsic motivation also occur in the students itself. Intrinsic motivation involve an emotional 'process' as individuals personally react to motivation-related situations. According to McDonnal (1992, in Lambert, 2001), described intrinsic motivation as a driver to achieve something.