

EFFECTS OF ONLINE READING STRATEGY
INSTRUCTION ON READING
COMPREHENSION, STRATEGY USE AND
AFFECTIVE ATTRIBUTES OF
TERTIARY ESL LEARNERS

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SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

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STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

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Effects of Online Reading Strategy Instruction on Reading Comprehension,
Strategy Use and Affective Attributes of Tertiary ESL Learners

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ABSTRACT

With the fast growth of technology and prevalent use of online reading platforms, online reading has become a main source of input for ESL learners at the tertiary level. While online reading has become ubiquitous, readers are not naturally reading online materials efficiently. One of the useful solutions to overcome the challenges for ESL learners in an online reading environment is online reading strategy instruction. It is also imperative for educators to understand clearly students' affective attributes toward online reading as these affective attributes play an influential role in students' reading process. This study therefore aims to investigate the effects of online reading strategy instruction on online reading comprehension performance, strategy use and affective attributes of ESL learners at the tertiary level. This study also investigates the profiles of learners' online reading strategy use and their affective attributes toward online reading, as well as the relationships between online reading strategy use, affective attributes, and online reading comprehension. This study employed a mixed research method with pre-test post-test quasi-experimental design as the predominant data collection method. Four research instruments were used in the study, which are Second Language Online Reading Strategies Survey, Survey of Online Reading Affective Attributes, online reading test, and reflective diary. In this study, the five-stage strategy instruction model was employed to teach students reading strategies. These five stages consist of preparation stage, presentation stage, practice stage, evaluation stage, and expansion stage. There are seven types of online reading strategies instructed in this study, which include skimming, inferring, locating, translating, navigating, evaluating, and synthesizing. The affective attributes examined in this study include self-efficacy, motivation and anxiety. Results from paired samples t-tests showed that students from the experimental group improved significantly in online reading comprehension performance, strategy use and affective attributes after the strategy instruction. However, there were no significant change among students from the control group, indicating the significant effects of the five-stage strategy instruction on students' online reading comprehension performance. Descriptive statistics showed that the students' overall usage of online reading strategies was moderate or relatively frequent, and the students had relatively positive dispositions toward online reading. The results also revealed the significant correlations between online reading strategy use, affective attributes, and online reading comprehension at both pre- and post-instruction stages. This study contributes to the development of applied

linguistics and is beneficial for students' development of linguistic competence in L2 by examining the effects of online reading strategies. It also provides useful and specific teaching methods for educators to help students improve their use of online reading strategies. In this study, quantitative data were given priority and it is recommended for interested researchers to conduct a mainly qualitative study, and make comparison about the findings between different methodology designs. Finally, it is recommended for researchers to investigate the affective attributes individually with more focus.

ABSTRAK

Pertumbuhan pesat teknologi menjadikan penggunaan platform membaca secara dalam talian menjadi sumber input utama kepada pelajar bahasa Inggeris sebagai bahasa kedua di peringkat pengajian tinggi. Walaupun pembacaan secara dalam talian mendapat sambutan yang meluas tetapi para pembaca tidak melakukan pembacaan secara cekap. Salah satu penyelesaian untuk menangani cabaran ini untuk para pelajar bahasa Inggeris sebagai bahasa kedua ialah melalui strategi membaca. Selain itu, para pendidik juga disarankan untuk memahami sifat afektif pelajar terhadap pembacaan secara dalam talian kerana pemahaman jelas sifat afektif mempunyai pengaruh terhadap proses membaca para pelajar. Oleh itu, kajian ini bertujuan mengkaji kesan pengajaran strategi membaca secara dalam talian terhadap pencapaian pemahaman membaca dalam talian, penggunaan strategi ini dan sifat-sifat afektif di kalangan pelajar di peringkat pengajian tinggi. Kajian ini juga mengkaji profil pelajar dari sudut penggunaan strategi membaca dalam talian, dan sifat afektif pelajar terhadap pembacaan dalam talian. Seterusnya, kajian ini mengkaji hubungan kait di antara penggunaan strategi membaca di dalam talian, sifat-sifat afektif, dan pencapaian pembacaan dalam talian. Kajian ini menggunakan kaedah kajian gabungan dengan reka bentuk kuasi eksperimen dan penggunaan ujian pra dan pasca sebagai kaedah pengumpulan data utama. Empat instrumen kajian digunakan di dalam kajian ini iaitu Tinjauan Strategi Membaca Dalam Talian Bahasa Kedua, Tinjauan Atribut Afektif Bacaan Dalam Talian, ujian bacaan dalam talian dan diari reflektif. Seterusnya kajian ini mengaplikasikan model arahan strategi lima peringkat untuk mengajar pelajar berkaitan strategi membaca. Lima peringkat ini ialah peringkat persediaan, peringkat persembahan, peringkat latihan, peringkat penilaian, dan peringkat pengembangan. Strategi membaca secara dalam talian yang digunakan dalam kajian ini merangkumi tujuh jenis iaitu membaca sepintas lalu, membuat kesimpulan, mengesan, menterjemah, memandu arah, menilai dan membuat sintesis. Manakala sifat afektif yang dikaji ialah sikap asertif, motivasi dan kebimbangan. Keputusan daripada sampel t-ujian berpasangan menunjukkan bahawa pelajar dari kumpulan eksperimen meningkat dengan ketara dalam prestasi pemahaman membaca dalam talian, penggunaan strategi membaca dan sifat afektif selepas intervensi. Manakala tidak terdapat perubahan yang ketara dalam kalangan pelajar dari kumpulan kawalan. Dapatan ini menunjukkan kesan ketara penggunaan strategi membaca secara lima peringkat tentang tahap kefahaman terhadap pembacaan secara dalam talian. Statistik deskriptif menunjukkan bahawa penggunaan

keseluruhan strategi membaca dalam talian pelajar adalah sederhana atau agak kerap, dan pelajar mempunyai kecenderungan yang agak positif terhadap membaca dalam talian. Hasil dapatan ini menunjukkan terdapat korelasi yang signifikan antara penggunaan strategi membaca dalam talian, sifat afektif, dan tahap pemahaman bacaan dalam talian pada kedua-dua peringkat pra dan pasca pengajaran. Kajian ini menyumbang kepada pembangunan linguistik gunaan dan bermanfaat untuk pembangunan kecekapan linguistik pelajar dalam L2 dengan mengkaji kesan strategi membaca dalam talian. Kajian ini juga mencadangkan penggunaan kaedah pengajaran yang berguna dan khusus untuk para pendidik untuk membantu pelajar meningkatkan penguasaan penggunaan strategi membaca dalam talian. Di dalam kajian ini, penggunaan kaedah metodologi dan data berbentuk kuantitatif diberi keutamaan. Oleh itu, penyelidik yang berminat disyorkan untuk menjalankan kajian berbentuk kualitatif dan membuat perbandingan tentang penemuan antara reka bentuk metodologi yang berbeza. Selain itu, adalah disyorkan untuk penyelidik untuk menyiasat sifat afektif secara individu dengan lebih fokus.

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