

**QUESTIONING STRATEGY AND ACADEMIC READING
PERFORMANCE: THE CASE OF LOW PROFICIENT STUDENTS**

**LIYANA BT AHMAD AFIP
2010439958**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
SHAH ALAM
2011**

**QUESTIONING STRATEGY AND ACADEMIC READING
PERFORMANCE: THE CASE OF LOW PROFICIENT STUDENTS**

**LIYANA BT AHMAD AFIP
2010439958**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
SHAH ALAM
2011**

**QUESTIONING STRATEGY AND ACADEMIC READING
PERFORMANCE: THE CASE OF LOW PROFICIENT STUDENTS**

**LIYANA BT AHMAD AFIP
2010439958**

**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF
EDUCATION IN THE TEACHING OF ENGLISH AS A SECOND
LANGUAGE (TESL)**

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
SHAH ALAM
2011**

CANDIDATE'S DECLARATION

I declare that the works in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis is found to violate the conditions mentioned above. I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

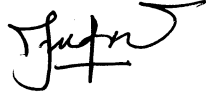
Name of Candidate : LIYANA BINTI AHMAD AFIP

Candidate's ID No. : 2010439958

Programme : MASTER IN EDUCATION TESL (ED770)

Faculty : FACULTY OF EDUCATION

Thesis Title : QUESTIONING STRATEGY AND ACADEMIC READING
PERFORMANCE: THE CASE OF LOW PROFICIENT
STUDENTS

Signature of Candidate : 

Date : 05 DECEMBER 2011

ABSTRACT

This research investigates whether questioning strategy could affect the reading performance of less proficient readers. The main objectives of the research were to 1) determine metacognitive strategies used by the less proficient readers in reading, 2) investigate students' perceptions of questioning strategy in reading, 3) investigate whether questioning strategy could affect students' reading performance and 4) investigate whether questioning strategy could affect students' reading performance by gender. The research employed a quasi-experimental design. A total of sixty low proficiency Form Six students were purposively selected and assigned into two groups namely the Experimental Group and the Control Group. The instruments used were questionnaire, a pre-test, a post-test, three reading lessons (using questioning strategy) and five open-ended questions for reflection session. Both groups had to answer a questionnaire, sit for a pre-test, participate in three reading lessons and sit for a post-test. Only the students in the Experimental Group had to participate in strategy training and reflection session. The findings revealed that non-proficient students were high reading strategy-users. The students in Experimental Group gave positive feedback regarding the use and effect of questioning strategy and the result from independent t-test and paired sample t-tests showed a significant difference, revealing the effectiveness of the strategy. It also had positively affected the reading performance of both male and female students in Experimental Group. These findings have direct implications on the teaching and learning English to the less proficient learners. It proves that strategies are trainable and there are avenues for teachers to help these students.