

Faculty of economics flashcard



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- Mentions

Abstraction

This research was carried out at module of economic sciences at Luong The Vinh Univesity (LTV) to turn out the premise that reliable stuffs could heighten motive of economic pupils in reading proficiency.

Fifty 3rd twelvemonth economic sciences pupils at the module of economic sciences at LTV University divided in to two groups serve as the topics for this research. The mark category uses the Market Leader- Pre- Intermediate as the class book with reliable stuffs as a addendum. The other category uses Market Leader- Pre- Intermediate as class book merely. The research was conducted in the 12th hebdomad of the course of study with three learning hours (of 45 proceedingss each) per hebdomad. Authentic stuffs were the reading texts selected from different beginnings and were chosen by the research worker at the module of English and ensured of dependability. The same subjects, similar types of exercising and learning methods were designed by the research worker to measure proficiency degrees of pupils in the 2 groups and to utilize them as grounds for the dependability of the premise. The research worker uses pre-test, post-test and questionnaire as informations aggregation instruments. Consequences from the experiment prove that the mark group with reliable stuffs as auxiliary stuffs to the class book was the group where pupil motive in reading was significantly enhanced.

The consequences of the research prove that the function played by reliable texts in linguistic communication categories, particularly in English for Specific Purpose (ESP) category was of great significance. Authentic auxiliary reading texts are hoped to be used for the third- twelvemonth pupils at economic sciences module at LTV in the close hereafter. With the consequence of this research, it is recommended that reliable texts should be used for English categories in general and third- twelvemonth ESP classes in particular at economic sciences module at LTV University.

Chapter 1

Introduction

1. Introduction

In Viet Nam, English for Specific Purpose (ESP) has long been considered as an important topic because of its practicality-related demand. To run into the demand of the existent economic-social life, ESP is used in the course of study of Vietnamese universities and colleges and Luong The Vinh University is no exception. At the University, ESP courses in different subject countries such as Economics, Construction Engineering, Industrial Engineering, Foreign linguistic communication and Tourism, Informatics Technology, and Agricultural scientific disciplines are taught with strong involvements from the subject pupils. In response to these involvements of the pupils much attention has been paid to the usage of ESP text books and texts that develop professional accomplishments. Robinson & A ; , Nunan, (1991) assert that texts in general play a cardinal portion in linguistic communication acquisition. Materials not merely supply scholars a broad scope of useful and absorbing information but they besides can play a portion in heightening scholars motivation- one of the indispensable issues in

linguistic communication learning- therefore, easing their acquisition (Dudley- Evan & A ; St John, 1998, Nonaka, 2001) . However, roll uping stuffs that best serve the scholars ‘ involvements and demands is an obstruction for many instructors. There originate such inquiries related to this obstruction as what learning stuffs should be selected? Where a instructor should get down? What a instructor should make to hike the motive of the pupils and whether reliable stuffs boost motive of pupils in reading. These inquiries should be considered as reliable stuffs can certainly supply pupils with fresh cognition, “ expose ” them to the universe of reliable linguistic communication, while they can convey the existent universe into the schoolroom and inspire the category (Martinez, (2002) , Kaprova, (1999) , Leloup & A ; Ponterio, (2000) , Dumitrescu, (2000))

The purpose of this research is to look into the function of reliable stuffs in heightening third- year-students ‘ motive in categories for non-English majored pupils, to be more specific, pupils of economic sciences at LTV University.

To look into ways to actuate third- twelvemonth economic sciences pupils at LTV University to read by utilizing reliable auxiliary reading stuffs and To give recommendations on how to utilize reliable reading stuffs expeditiously.

To heighten economics pupils ‘ English reading proficiency and suggest ways to actuate the instruction of ESP in general and ESP reading in peculiar at LTV University every bit good as other universities that portion the same authorization.

The specific aims of this research are as follows:

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- to look into the effects of the reliable auxiliary stuffs on the pupils ' reading proficiency degree.
- to happen out about the pupils ' attitude to the usage of reliable stuffs as a agency to heighten motive of pupils in station reading activities.

This research is organized in 5 chapters, with a list of mentions and appendices.

Chapter one : Introduction and research inquiries

Chapter two : Literature reappraisal

Chapter three : Methodology

Chapter four : Findings and treatments

Chapter five : Decision

Research inquiry

Question 1 : To prove the premise if there is a important difference between the English reading proficiency degree of the control group (pupils who do the class with the text edition merely) and those of the mark group (pupils who do the class with the text edition plus auxiliary reliable stuffs) .

Question 2 : To prove the premise of the function of reliable stuffs in heightening pupils ' motive in reading activities.

Chapter 2

LITERATURE REVIEW

2. 1 English Reading Textbook

2. 1. 1 Textbook Description

At LTV University, Market Leader Pre-Intermediate is the text book used for 3rd twelvemonth pupils of economic sciences. This class book is written by Cotton. D. , Falvey. D. , & A ; Kent S.

The class book consists of 12 units which can be completed in 30 two hebdomads with three periods of 45 proceedingss per hebdomad in eight 4 per hebdomad 45 proceedingss category period each. The entire clip of 120 periods is divided every bit in to two footings of the academic twelvemonth. Third – twelvemonth economic pupils complete 4 periods and each period lasts 45minutes a hebdomad. The usual format of each unit is coherency among Get downing up, Vocabulary, Discussion, Reading, Listening, Languages, Skill, and Case survey. The book besides contains four alteration units, based on stuffs covered in the preceding three class book units. This class book is intended for pre-intermediate pupils taking the class of English in Economics. By the terminal of the term, pupils are designed to get and develop indispensable concern communicating accomplishments:

1. Getting for information and note pickings.
2. Making presentation, taking portion in meetings, negotiating, calling, and utilizing English in societal state of affairss.
3. Scanning and planing, larning and increasing concern vocabulary.

Students are required to read book able to take part in category on a regular basis and affect in the lessons, to make mid-term trial at hebdomad 8th and the concluding trial at the terminal of the term.

2. 1. 2 Textbook Evaluation

Mentioning the issue of measuring the text editions Nunan (1988) provides his reader with valuable informations ensuing from rating, which may help them in make up one's minding whether a class needs to be modified or altered in someway ; hence adequate aims may be achieved more efficaciously. Harmonizing to Cunningsworth (1995: 15-17) , there are four general guidelines with particular accent on the course of study and methodological analysis such as the followers.

Guideline one : Course books should match to scholars ' demands. They should fit the purposes and aims of the linguistic communication larning plan.

Guideline two : Course books should reflect the utilizations (present and hereafter) which scholars will do of the linguistic communication. Choice class books which will assist to fit pupils to utilize linguistic communication efficaciously for their ain intents.

Guideline three : Course books should take history of the pupils ' the demands as scholars and should ease their acquisition procedures, without dogmatically enforcing a stiff " method "

Guideline four : Course book should hold a clear function as a support for larning. Like instructors, text editions mediate between the mark linguistic communication and the scholars.

Looking at the English text edition being used at the LTV University, it is found that the chief purposes of the class book Market leader- pre-intimidate is to offer chances for either pupils or business people to better their English communicating accomplishments in general, their English for concern intent in peculiar. Harmonizing to Richards and Rodgers, (1986: 66) , the nature of communicative attacks is to (a) make communicative competency the end of linguistic communication instruction and (B) develop processs for the instruction of the four linguistic communications skills that acknowledge the mutuality of linguistic communication and communication. ” . To recognize these (Internet Explorer. communicative competency and mutuality between linguistic communication and communicating) , the class book being used at LTV University maps as the major provider of learning stuffs in 12 topic-based units and four alteration units. Each unit consists of linguistic communication reappraisal and vocabulary development activities. Additionally, cardinal concern maps are focused on a regular footing and pupils can pattern the linguistic communication which they have learned during the unit in the subdivision on Case Study.

In amount, the text edition is indispensable for instructors, concern work forces and concern pupils to provide for their demands.

With respect to pupils following the class at LTV University, third-twelvemonth economic sciences pupils have studied some economic big leagues since they are pupils majoring in economic sciences. Reading texts in the class book seem to be non disputing to them (as it is easy for them to introduce themselves with English economic footings and vocabularies related to economic sciences) .

However, measuring the Textbook which is presently used for learning ESP at LTV University is needed for ESP instructors to place the strengths and failing of a presently used text edition.

2. 2. Authentic stuffs for ESP class book

2. 2. 1. The function of reading stuffs

To all Vietnamese pupils in categories for non-language big leagues in general and to economics pupils at Luong The Vinh University in peculiar, reading is a undertaking that they do everyday, it is an built-in portion of their work to go through the test or to better their cognition. Karlin & A ; Kartin, (1998: 2) provinces that “ Reading without reading comprehension is nonmeaningful. ” Alderson (2000) defines reading as “ ... an gratifying, intensive, private activity, from which much pleasance can be derived, and in which one can go wholly captive. ” How to roll up stuffs plays an of import portion in developing reading accomplishment. Mentioning to stuffs Alderson (2000: 28) defines reading stuffs as “ anything which is used to assist to learn linguistic communication learners. ” . Brown (1985: 139) defines stuffs as “ any systematic description of the techniques and exercisings to be used in schoolroom instruction. ” If the stuffs are interesting to pupils, they will be far more likely to desire to read them. Dudley-Evans & A ; St John (1998: 171) demo some grounds why stuffs are used: (1) as a kind of linguistic communication: (two) as a larning athletics: (three) for motive: (four) for mentions. “ Materials so play a important function in exposing scholars to the linguistic communication, which implies that the stuffs need to show existent linguistic communication, as it is used, and the full scope that learners requires. ”

2. 2. 2. Definition of reliable stuffs

Wallace (1992: 145) defines reliable text as “ ... real-life text, non written for pedagogic intents. ” (p. 145) , it is used for native talkers and contains echt linguistic communication. Harmonizing to Peacock (1997) reliable stuffs are stuffs that have been produced to carry through some societal intents in linguistic communication communities. It means that they are aimed for larning proposes. Richards (2001) holds that reliable stuffs refer to the usage in instruction of text, exposure, videos choice, and other learning resort that were non specially prepared for educational intents. There are many different point of views which view reliable stuffs from different angles but all the writers portion things in common in their definitions: Authentic stuffs refer to “ exposure to existent linguistic communication and its usage in its ain community ” , “ rightness ” and “ quality ” in footings of ends, aims, scholar demands, involvement and “ naturalness ” in footings of realized and meaningful communicating.

2. 2. 3. Advantages of reliable stuffs

There are a figure of books and diaries which refer to the advantages of utilizing reliable stuffs, particularly in ESP trade name.

First, reliable stuffs have a positive consequence on scholar motive. One of the chief motives for larning a new linguistic communication is to acquire closer to native talker, to understand them better and to take portion in their lives, reliable stuffs strongly use this motive by their lingual breeding and spirit of mundane life. “ Authentic text can be actuating because they prove that the linguistic communication is used for existent life intent by existent people. ” Nuttall (1996: 172) . When pupils are extremely motivated, they

prefer to work with reliable stuffs, happening it more interesting, more up to day of the month than the text book. They can bring forth a sense of accomplishment (Martinez, 2002)

Second, reliable stuffs provide exposure to existent linguistic communication. Many writers who support the usage of reliable stuffs have shared thought of reliable stuffs: that are reliable stuffs provide pupils with “ linguistic communication exposure ” - the benefit pupils get from being exposed to the linguistic communication in reliable stuffs (Martinez, 2002) . Authentic stuffs give pupils more opportunity to derive existent information and real-to-life linguistic communication that help convey the existent universe into the schoolroom. Authentic stuffs and media can reenforce for pupil the direct relationship between the linguistic communication schoolroom and the outside universe (Briton, 1991) . The nexus between the schoolroom and existent universe enables pupils to grok the relationship between larning and practising.

Third, reliable stuffs provide reliable cultural information. Authentic texts bring scholars closer to the mark linguistic communication civilization with the stuffs of native talker. Books, articles, newspapers, and so on besides contain a broad assortment of text types, linguistic communication manners non easy found in conventional instruction stuffs (Martinez, 2002)

Because of these benefits, reliable stuffs result in an overall addition in motive, a more positive attitude towards larning every bit good as active engagement and involvement in the capable affair.

2. 2. 5. The standard of choosing reading reliable stuffs

Three chief standards for choosing text suggested by Nuttal (1996: 170) are utile in application of choosing reliable reading stuffs.

First, reliable reading stuffs are selected on the footing of “ suitability of content ” , which means that reliable reading texts should be suited to scholars ‘ age, background cognition, involvement and demand. Authentic stuffs should involvement the readers by supplying new, interesting information through natural and learnable linguistic communication that suits the class aims. Furthermore, it should be the type of stuff that pupils will utilize outside of the category for heightening pupils ‘ reading accomplishment. They should suit the proficiency degree of pupils ; the input should be disputing adequate to prolong their motive so stuffs which are compatible to the proficiency degrees of the pupils or somewhat above the degree of pupils should be collected. Kennedy and Bolitho (1984) strongly suggest the usage of reliable stuffs appropriate to the conceptual degree of scholars. Authentic reading stuffs should be used in conformity with ability of pupils, with suited undertakings so they feel more confident more secure when passing reliable stuffs. They are designed non merely for the intent of amusement but besides for pattern of reading accomplishment every bit good. They should be applicable to the pupils ‘ cognition of their foreign civilization or to their functional demands.

Second, reliable reading stuffs should fit up with the standard of “ readability ” . This refers to the combination of construction and lexical trouble. It is of import to cognize at which level the pupils ‘ linguistic communication proficiency is in order to happen out about what vocabulary and structures

the pupils are familiar with and take reliable reading stuffs at the right degree equilibrating different degrees of proficiency. How to take stuffs appropriate to pupils is suggested by Widdowson (1990: 67) as follows: “ It has been traditionally supposed that the linguistic communication presented to scholars should be simplified in some ways for easy entree and acquisition. ” (p. 67) besides, the beginnings of reliable reading stuffs are infinite. Teachers can roll up them from the most common beginnings such as ; cyberspace, telecasting, magazines, newspapers, literature and mammal but some of them are full of mistakes, misprint, and spelling errors so instructors should look into the quality of the stuffs while choosing and see the organisation of the text are clear and the content appropriate with the text or non. More of import, the feeling reliable reading stuffs should do is: the pupils feel that they are interacting with quality stuffs because there is “ ... an indispensable interaction between linguistic communication and thought... ” Goodman (1988: 12)

Third, reliable stuffs should run into the standard of “ exploitability ” . These stuffs should ease acquisition. Authentic reading texts will be exploited if it can develop ESP reading accomplishments with assorted sorts of activities that are designed non merely for the intent of amusement but besides for linguistic communication pattern. Davies (1984: 192) gives an interesting account of what an reliable stuff truly is: “ It is non that a text is understood because it is reliable but that it is reliable because it is understood. ... Everything the scholar understands is reliable for him. ”

2. 3 Applying reliable stuffs in extended reading plan

2. 3. 2 Applying reliable stuffs in extended reading plan

Nuttall (1996) regards an extended reading plan (ERP) as the individual most effectual manner of bettering accomplishments in general. An extended reading brings in pupils to be dynamic of reading as it is done in existent life by including such cardinal elements of existent life reading as pick and intent. And in fact, reliable stuffs have been defined as “ ... existent life texts, non written for pedagogic intents ” Wallace (1992)

They are, hence, written for native talker and incorporate the “ existent ” . Hedge (2000) indicates, before any preparation in the usage of reliable stuffs can be effectual, it may be the instance that a certain degree of linguistic communication competency is necessary. Since reading extensively with reliable stuffs are the leading pick for the 3rd – twelvemonth economic sciences pupils who study English with a spot reliable environment.

2. 3. 3 Post-reading activities

Post reading activities provide pupils a good opportunity to reexamine, sum up, and respond to the reading transition. Williams (1984) , Greenwood (1988) , and Jacob (2002) ‘ s clasp that the intents of the station reading phase, is (1) to consolidate or reflect upon what have been read, (two) to associate the text to the scholar ‘ s ain cognition, involvement, or position. Davies (2000) offers some activities in the concluding phase: discussing what is new or interesting in the text, discoursing or debating the subject of the text if it is controversial ; making undertakings on the linguistic

communication or the construction of the text, sum up the text either orally or in authorship.

Jordan (1997: 143) provinces that ESP pupils read for a intent. To accomplish the end, the ESP instructor, should supply the pupils with different sub- reading accomplishment though a large assortment of reading activities covering with contextual differences, paraphrasing. The activities are engendered by the text and are used to widen its potency for meaningful linguistic communication work, a assortment of exercisings follow the station reading choice. These are intended to assist pupils get English reading accomplishment. The exercisings may be

- Asking pupils to make the stopping point exercisings which relates the text to single personal inside informations
- Asking pupils to sum up the economic reading text to name some sentences encouraging pupils to execute their ability about happening out the chief thoughts of the text, and do them possible to show their thoughts in their ain of words.
- Asking pupils to show what they have learned from the text in order to together do programs, proctor and reexamine its advancement.
- Asking pupil to compose concern letters or studies which activities provide an chance for pupils to use their new vocabulary to an reliable and personally relevant.
- Asking pupils to play a function so as to carry audients to affect in the activities.

It is an important phase which assists pupils in associating up what they have read with their background cognition and experience. Greenwood (1988) see this phase as stimulating pupils ' contemplation upon what has been read and enabling them to spread out, and reinforce their perceptual experience.

2. 4 Motivation

So far, the function of motive in 2nd linguistic communication acquisition has been the concern of many linguistic communication research workers. They all agree that scholars with positive attitudes towards the topic and high motive are more likely to be successful when learning a 2nd linguistic communication.

2. 4. 1 Definition of motive

Crookes and Schmidt (1991) indicated that motive is the scholar ' s desire that relates to the end of learning a 2nd linguistic communication. In the same vena, Dornyei and Ott & A ; oacute ; (1998) assert that “ motive energizes human being and provides way. ” Brown (2000: 160) adds “ motive is some sort of internal thrust which pushes person to make things in order to accomplish something. ” Although motive is really hard to specify in 2nd linguistic communication field, the chief features of motive can be summarized as: (1) attitudes towards the learning a linguistic communication, (two) the desire to learn a linguistic communication and (three) motivational strength.

2. 4. 2 Factors setting up motive

Harmonizing to Oxford and Shearin (1994) there are 12 motivational theories or theoretical accounts, including those from social- psychological

science, cognitive development, and societal cultural psychological science, and identified six factors that impact motive in linguistic communication acquisition.

- Attitude
- Belief about your ego
- Goals
- Engagement
- Environmental support
- Personal properties

Based on our treatment with co-workers, we learn that these factors are interrelated and if one of the factors is positively effected, all the other factors will consequently be influenced and motive is hence increased.

Chapter III

Methodology

3. 1 Kind of research

In order to accomplish the purpose of the research, pre-experimental research is used by the research worker. Pre- experimental research used in this survey is to happen out how much pupils ' reading motive improved with clip and to look into the consequence of reliable stuffs on heightening motive of pupils in reading. Nunan (1990) stresses that experiments are frequently carried out researching the strength of the relationship between the variables. Salkind (2006) points out those insouciant relationships between variables may be established with this type of research.

3. 2 Participants

3. 2. 1 The research worker

The research worker has been an experient instructor of English for 8 old ages and been learning English for concern for more than four old ages

3. 2. 2 The choice of the topics

Fifty 3rd twelvemonth economic sciences pupils at module of economic sciences, LTV University were divided into two groups as topics for the experiment. They are both males and females aged from 20 to 22. They come from different states in Viet Nam particularly many of them are from the southern country of the Red River Delta in the North of Viet Nam. They all had similar educational background. These pupils have been acquired the equal background cognition and accomplishments of English by analyzing General English for two old ages in a 240 hr learning programme at the university. New Headway Elementary and Pre- intermediate has been adopted for the course of study. In the 3rd – twelvemonth, they have learnt ESP for four months before the experiment.

3. 2 Data aggregation instruments

The experiments were carried out in two categories, which are called mark group and control group.

The mark group uses Market Leader- Pre- Intermediate as class book and reliable stuffs as addendum

The control group uses Market Leader- Pre- Intermediate as class book merely. The research was conducted in the 12 hebdomads coder with three learning hours of 45 proceedingss each.

The research worker used the T-test to happen out the mean (M), the standard divergence (Sd), and the ratio of each group to analyse the informations collected from the research. The information needed were taken from a trial which is used to place the pupil ' s accomplishments. The information on the pupils reading proficiency, motive and attitude towards the rating were collected by a pre-test, and a post-test.

The research worker uses the same trial before and after the experiment to mensurate precisely the different degree of reading proficiency of two groups before and after the experiment. The trials were taken from [www. about. com](http://www.about.com) and Cambridge University. The trial is focus on such specific reading accomplishment as

- Thinking vocabulary from the context
- Matching a word with its appropriate definition
- Comprehension
- Multichoice

The trial consists of 40 inquiries divided in to 4 portion based in subject of economic program, bringings and providers, economic footings, concern people.

The period between the pre-test and post-test was 12 hebdomads. The clip allowance for each trial is 60 proceedings and the trial was delivered for both groups and so collected and graded by the research worker.

First, the research worker gave pupils a pre-test to happen out about their degree of reading proficiency without utilizing reliable auxiliary stuffs. A Post trial was given to the pupils to happen out about how much pupils ' improved

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the motive in reading with clip and to look into the consequence of reliable stuffs on heightening motive of pupils in reading from the research.

Beside the trials, questionnaires were besides used as informations aggregation instruments so as to measure the experimenter techniques were used of the research worker and the stuffs. Questionnaires besides were collected ; the information of the questionnaires were merely gathered in experiment category. Brown (1995) suggests that questionnaires are more efficient for garnering information on a big graduated table than other attack.

The questionnaire consists of 12 inquiries divided in to four subdivisions. The first subdivision consists of 3 inquiries in order to acquire information on the attitude of pupils to reliable auxiliary reading stuffs. The 2nd subdivision concludes 3 inquiries cognizing about attitude of pupils to extensive reading. The tierces subdivision besides has 3 inquiries to happen out pupils ‘ attitude to post reading activities and the intent of the last subdivision is to roll up information about pupils ‘ suggestions for the future plan.

The questionnaires for mark group were delivered by the research worker and she emphasized the importance of the survey and of the pupils ‘ part. The research worker got the inquiries back after half an hr bringing. Questionnaires were collected and the informations obtained were processed and analyzed. With 25 questionnaires issued, 25 were collected. The rate of aggregation is 100 % .

Chapter IV

FINDINGS AND DISCUSSION

4. 1 Comparison of experimental and control group ' s reading proficiency after the experiment

4. 2 Comparison of reading proficiency in the pre-test and post- trial within groups

The pupils in mark group improved their public presentation after the experiment. This tabular array indicates that the experiment category has higher agencies, manners and medians of the station trial compared to the pretest. In the pre- trial the experimental category had the mean of 6. It means that the cardinal inclination of the mark is 6. However, the mean of the pre- trial was 7, 56. It was higher than it was in the pre- trial. The standard division dropped from 1, 15 to 0. 87. It shows that in the pre-test the scattering was little. The consequence shows that the research worker has achieved success to some extent. That is to state the pupils in the experiment category got better replies in all the trial points in the pre- trial.

On the other manus, the degree of cognition of pupils in the control group is non improved so much. The mean of the pre- trial is 6. 2 and the mean of pre-test is 6. 4. More of import, the values of standard air power of the station trial for the control are higher than the equivalents for the mark group. It means that the two groups have different tonss on the station -test and the difference are statistically important. This fact supports the claim that pupils who were taught reading by utilizing reliable stuffs get better tonss than those were taught conventionally.

4. 3 Comparison of reading proficiency between two groups.

Consequences from the tabular array show that the mark betterment is higher than the control category. The average addition of the mark group is 1.6 comparing to 0.28 of the control group. Besides, standard air power of control group is smaller than mark group (0.68 comparing to 0.87). In the same manner, the values of T- observe is 5.31 greater than tcrit (1.708). It points out that learning economic reading read by utilizing reliable stuffs is able to heighten pupil ' s motive.

4. 4 Capable attitude of the experiment

In order to arouse pupil attitudes about the research worker ' s experiment in experimental group a questionnaire including 12 inquiries was collected by 25 pupils. Here are the consequences.

The bulk of pupils have their thoughts that they are non merely basking holding participated in the experiment but they are besides interested in bettering reading proficiency with reliable stuffs in extended reading.

In response to pupils ' attitude with reliable auxiliary reading stuffs 24 of 25 pupils like reliable auxiliary reading stuffs. Correspondingly, 21 pupils strongly agree and 3 pupils agree that reliable reading stuffs are truly indispensable to do the ESP reading lesson more interesting. Surprisingly, 100 % pupils are extremely motivated with texts written by native economic sciences.

As can be seen from the consequence of inquirers about pupils attitude to extensive reading, the highest per centums fell on the point extended

reading helps me to widen cognition of economic term (80 % of pupils answered strongly agree and 12 % of them answered agree) . 23 pupils thought that extended reading gives them more pleasure in learning English and 84 % of pupils believed that they are motivated by economic extended reading. It means that extended reading is truly necessary for economic pupils in reading accomplishment.

With regard to student attitude to post reading activities, the bulk of pupil believed that station reading activities play a critical function in reading accomplishment. 24 of 25 pupils answered strongly agree and agree that thank to post reading they have more opportunities to reexamine, sum up, and respond to the reading transition and more than 90 % believed station reading activities is really needed and it helps them to understand the economic sciences ' reading text better.

Amusingly, most of pupils hope to hold more opportunities to take portion in the experiment. About 100 % of the pupils felt it a sorrow to portion with working reliable stuff for extended plan if this plan did non go on. 24 of 25 pupils considered the text with reliable stuffs assist them to widen their grammar and vocabulary cognition.

From the consequence of questionnaire suggests that the research worker chose the appropriate stuffs and methods to heighten economics pupils ' motive in reading proficiency.

4. 5 Subjects ' penchant of the station reading activities

In order to happen out what types of exercisings should be used and evolved different linguistic communication accomplishments to run into student

outlook and actuate them in the station reading English for concern. 25 pupils in mark group were asked to take the most suited points of exercisings needed for the third- twelvemonth economic pupils.

The consequence from the tabular array () showed that the third- twelvemonth economic pupils at LTV university interested in sum uping and composing exercisings it means that they like making exercisings separately and mutely at place. 23 of 25 pupils like sum uping merely two pupils dislike. Likewise, 22 of 25 pupils like composing. On the other manus, shutting exercisings is non to the full employed by pupils ; the exercisings simply received 8 out of 25 pupils like the sort of exercising and 15 pupils dislike. Role drama and presenting exercisings were much paid attending by pupils, 20 pupils like function drama exercising and 16 pupils like showing merely few pupils dislike. In add-on, the pupils want to hold more opportunities to introduce with activities which help them hold more opportunities to make texts with their ability.

4. 6 Discussion

With the purpose of utilizing reliable reading stuffs to actuate third- twelvemonth economic pupils, the research worker used pre-test, post-test, and questionnaire to happen out how the efficiencies of two group of the pupils attitude toward utilizing reliable reading stuffs in station reading. The determination shows that major of pupils seem to be less really much interested in reading in the text book. In contrast, more than 90 % of participants in the survey show their extremely positive attitude on the manner to utilize reliable reading stuffs add to current reading stuffs.

It is obvious from the old chapters that, the pupil motive in economic reading significantly increased thanks to the usage of reliable reading stuffs in this experiment. Authentic reading auxiliary stuffs hopefully are used for the third- twelvemonth pupils at economic sciences module at LTV in the close hereafter.

What should be referred here is that the standards for the choice of the reliable stuffs in this experiment were non chosen at random but were selected carefully on standards that were appropriate for the third- twelvemonth pupils at economic sciences module at LTV University. The choice of reliable reading stuffs played an of import function in constructing the positive consequence on the reliable stuffs on the motive of pupils.

When developing standards for choice of the stuffs, it is of of import to take scholars in to consideration. It is necessary to see their degree of linguistic communication and back land cognition Kennedy & A ; Bolitho (1984) . The stuffs selected must be appropriate for the scholars in term of their lingual and conceptual degree.

The research besides revealed that utilizing reliable reading stuffs in station reading activities can ease the junior economic sciences pupils in bettering their reading proficiency and motive.

Chapter V

CONCLUSION

As concluded from the old chapters, reliable stuffs are said to hold a important function in learning reading accomplishment and are one of decisive elements in hiking pupil ' s motive, particularly in ESP course of

study. The reliable stuffs were selected carefully in term of pupil lingual and conceptual cognition degree. The findings province that about every participant in the survey shows their extremely positive attitude to guard utilizing reliable auxiliary stuffs. It is suggests utilizing reliable stuffs is one manner to efficaciously increase motive of pupils at the module of economic sciences at LTV University, that is do it more motivative to the pupils, is to integrate the reliable stuff on to the text edition.

Owing to the little figure of topics in this research, this decision could non be generalized for all ESP categories at LTV University. There forward, reproductions of survey with bigger sum of topics, different degree and at other modules are called for so that the positive consequence of authentic of stuffs on pupils ' motive will be tested with different topics

It is hoped that the survey will turn out worthwhile as a mention to those who want to transport out research in this country and those who are concerned with this job.

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