UNIVERSITI TEKNOLOGI MARA

ATTENTION SPAN AND READING COMPREHENSION AMONG UITM TESL POSTGRADUATES IN SHAH ALAM

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Dissertation submitted in partial fulfillment of the requirements for the degree of Master of Education (TESL)

Faculty of Education

February 2014
Candidate’s Declaration

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

In the event that my thesis was found to violate the conditions mentioned above, I voluntarily waive the right conferment of my degree and agree to be subjected to the disciplinary rules and regulations by the UiTM.

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ACKNOWLEDGEMENTS

This study is done to fulfill the requirement of the course TSL 775 (Dissertation). In completing this study I have the privileged and honor of being assisted by many people, in many ways. Without the help from those who are around me, this project might not have materialized.

First of all my greatest gratitude would go to my supervisor AP Dr. Nor Aziah Alias, for her effort and patience in dealing with me. I would also like to thank her for her input and valuable knowledge, experience and words of wisdom that guides me throughout the process of completing this study. All of the experience that I've learn with her shall be cherished as her approach and method gives me confidence and guides me to complete this dissertation this semester.

I also wish to express my gratitude to all of the lecturers teaching M. Ed. TESL in the Faculty of Education that has helped me in acquiring knowledge and skill in various ways. All of their effort somehow transcend and reflected in this study as well.

My thanks would also go to all 53 Masters of TESL, Faculty of Education students who have participated in this study. Without their help in gathering the data it would not have been possible for me to complete this dissertation.

Last but not least, my gratitude and love goes to my family members especially to my late father Abdul Ghani Bin Ab. Samad for his help in encouraging me and supporting me morally and financially. All the hardship that I’ve endured was dealt with the support and encouragement from my whole family.
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ABSTRACT

This study investigated students' Attention Span and Reading Comprehension level amongst the sample of 53 full-time TESL postgraduate students from the Faculty of Education, Section 17, UiTM Shah Alam. Using an attention span test and a reading comprehension test, the results were then used to find out the correlation between Attention Span Level and Reading Comprehension Level. The students were also asked to rate their own reading ability. The result from the Self-Reported Reading Ability and Reading Comprehension level were used to find out the correlation between them. The CGPA given by the samples were used as a dependent variable and the Attention Span Level were used as the independent variable in the regression analysis conducted. It was found out that the majority of the samples' Attention Span Level was low but the Reading Comprehension Level was at an advanced level. The correlation between Attention Span Level and Reading Comprehension Level was weak and not significant ($r_s = 0.180, P > 0.05$). This showed that both level didn't correlate with one another. However, the correlation between Self-Reported Reading Ability and Reading Comprehension Level of the students showed a moderate but significant result ($r_s = 0.366, P > 0.05$). This proved that the students know how to evaluate reading performance and are aware of their own reading capability. It was also found out that the Attention Span level cannot be used to predict the Achievement which was based on the CGPA. Since the data proved that Attention Span Test were not aligned with the Reading Comprehension Test, future researchers should try other methods and also uses bigger scale sample from different level of education such as primary, secondary, diploma or degree in order to find a better results to investigate the relationship between Attention Span and Reading Comprehension.