

UNIVERSITI TEKNOLOGI MARA

**READING HABITS:
PARENTAL FACTORS THAT AFFECT POOR
READING HABITS AMONG THE SLOW ESL
LEARNERS IN YEAR 4 CLASS OF SK. RIIH DASO.**

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ABSTRACT

The year 4 students of SK. Riih Daso were found to have poor reading habits to English reading materials. Due to this, they failed in their English tests. This is because their lack of reading English books makes them not competent in the language. Their attitudes towards English make them not interested in reading English books and they found the language difficult to learn. To find the cause, the researcher selected 20 students in the class to answer the close-ended questionnaire in 20 minutes time. After that the researcher interviews the students to get additional information. The researcher used English and Malay languages to conduct the questionnaire and interview. A quantitative and qualitative research was used in the study. The responses were analyzed using the Statistical Package for the Social Science (SPSS) to get the result from the correlation and significant of the variables in the study. The aim of the research is to find out the parental factors that affect poor reading habits among the slow ESL learners in the class so that further actions can be taken to solve the problem. The result of study will be use to help parents, teachers and the students to improve their reading habits on English reading materials so that the students are competence in the language and pass in the English tests given to them. The data collected from the study shows that parental factors do affect the poor reading habits among the slow ESL learners in Year 4 class of SK. Riih Daso. This is because the parents do not really care about their children reading habits and their studies as a whole because as why they have to works hard to earn a living for their families. The correlation of the variables gives a strong significant relationship on the parental factors to affect the students' poor reading habits.

(309 words)

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CHAPTER 1

INTRODUCTION

1. Background of the study

Reading in English in school appears to be confined to the limits of the curriculum. It is, therefore, apparent that students read in English to fulfill the classroom tasks. Based on personal experience and observation, teachers share a common view that reading in English is not a regular habits among the learners in SK. Riih Daso. They observed that the students do not undertake reading as part of their personal learning style. Alderson & Urquhart (1984) and Carrell (1988) maintained that reading, as one of the skills in language learning and teaching, should be given more emphasis because reading competency gives access to the world of knowledge.

As far as *Ujian Pencapaian Sekolah Rendah (UPSR)* (Primary School Performance Examination) is concerned, educators in the rural school in Serian District are aware of the students' performance in their studies. They do not want their school to be under *Sekolah Prestasi Rendah (SPR)* (School of Low Performance Record). Schools under SPR have to work hard to upgrade the performance of the students in the school. The UPSR result published in the *Wahana Guru* (Teachers' Magazine) in Serian District shows schools came under SPR is because the percentage of pupils passed in English is below 30% compared to Science, Mathematics and Bahasa Malaysia subjects. According

CHAPTER II

REVIEW OF THE LITERATURE

According to the last National Literacy Survey carried out in 1996 by the National Library, the average Malaysian reads only two books a year! This is an improvement compared to an earlier survey in 1982 which revealed that an average Malaysian read a mere page or two a year. The Sunday Star newspaper (8th August, 1999:p2) reports that the poor reading habits among Malaysians was common knowledge but, in true Malaysian fashion, it took an official survey to jolt the education sector that something had to be done fast. When the survey findings hit the headlines, the Education Ministry came up with the NILAM (Nadi Ilmu Amalan Membaca) program in 1998 to nurture the reading habit among school children. In this reading project, students are awarded marks for the number of books they read and the Education Ministry has suggested an award ranking system for primary and secondary schools. Various reasons for setbacks in the implementation of this reading program have been cited, among which include the recent economic downturn making a national launch impossible. Many teachers have also expressed confusion about the concept and are unsure about implementing it in their schools.

The 2004 assessment of reading by the school through SBOA, NILAM and Extensive Reading Program involved all students in grades 1 to 6. The report contains information about demographic characteristics, instruction, reading strategies, reading