

**READING HABITS AMONG PRIMARY SIX PUPILS:
A STUDY IN SEKOLAH KEBANGSAAN SAMPUN (AS 49)
ASAJAYA, SAMARAHAN, SARAWAK**

SINAU TAI @ SINAU PANUS

**This graduate study is hereby submitted in partial fulfillment
of the requirement for the degree of Teaching of English as a
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**FACULTY OF EDUCATION
MARA UNIVERSITY OF TECHNOLOGY
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ABSTRACT

This study was conducted with the purpose to investigate the factors that influenced the reading habits among the Primary Six pupils of Sekolah Kebangsaan Sampun (AS.49), Asajaya, Samarahan, Sarawak. Factors related to their reading habits were highlighted.

In eliciting the data for the reaserch, a study involving a questionnaire survey was conducted on 15 respondents (11 girls and 4 boys) of the Primary Six pupils, some interviews and observations done at random. The pupils' responses and findings were analyzed in descriptive analysis using SPSS programme. Results of the analysis showed that family, social, economic status, parental roles, pupils' attitudes and teachers' role influenced their reading habits.

To boost the pupils' reading habits, some suggestions were forwarded that would be opened for implementation or discussions.

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CHAPTER 1

INTRODUCTION

1.1. Background To The Study

Educationists deal with teaching and learning and a lot of other related responsibilities and transactions. They impart the very basic but important components of learning in the lives of children when they enter their first day in school. These four components on skills are listening, speaking, reading and writing.

This study was started sometime in July 2003 in SK Sampun (AS.49) Asajaya, Samarahan, Sarawak. The school is approximately 70 KM from Kuching. It is in Asajaya District. Its enrolment is 120, and is almost 100 per cent Iban. There are 11 teachers in the school. This study is to find out the factors that influenced the reading habit of the pupils in Primary Six in particular and the school in general other than to study the ways and means to boost their reading to maximum level.

More information about the school and this study is presented in Table 1.1.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Reading is one of the four skills in the language acquisition. It is a psycholinguistic process in which it starts with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. In this process, the pupils are like a mould of shapeless clay that needs to be shaped or sculptured into a realistic product. As has been stated in the chapter one, this study is to identify the factors that affect the pupils reading habit and to find ways and means to boost it. This issue is discussed and elaborated in empirical as well as from the current situational assessment and views based on related theories.

Pupils are in the process of developing in various aspects of life. In their learning processes they are easily influenced by things around them. According to **Piaget's theory of cognitive development**, pupils **"respond to what they can touch, taste or see."** Their reactions and development will be **"increasing with each subsequent stage until** adults are able to manipulate abstract concepts and consider hypothetical alternatives". Reflecting on this theory, it is apparent that pupils are directly or indirectly "monitored" or influenced by the various factors above that are related to them.