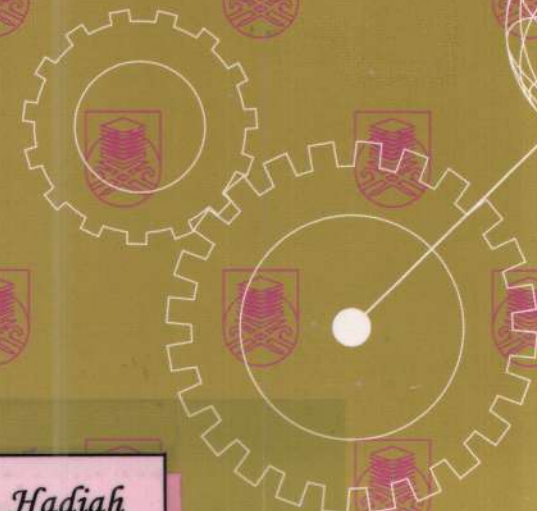
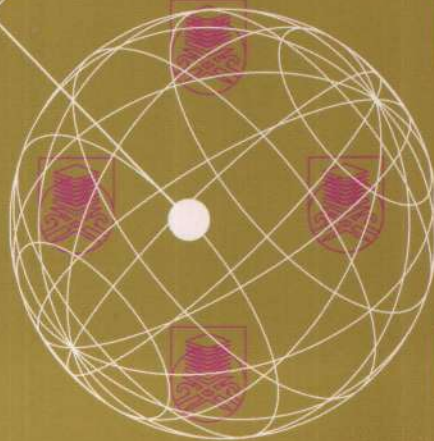
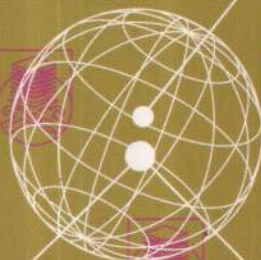
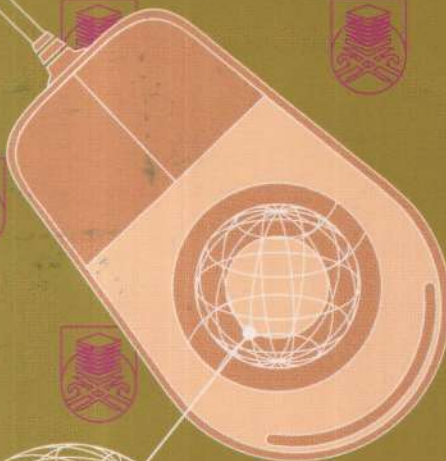


ESTEEM



ACADEMIC JOURNAL VOLUME 1. 2003 • ISSN: 1675-7939



Hadiah

UiTM
(PENANG)

Universiti Teknologi MARA Pulau Pinang

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BHG. JOURNAL 1 November 2013

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Reading Attitudes of UiTM Penang Students: An Exploratory Study

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Abstract

Reading is a vital behavioural factor in a knowledge-based society. Positive reading attitudes particularly in English would lead to a higher level of proficiency. A study by Gan Say Eng (2000) revealed that students with poor reading habits and attitudes reflect low levels of proficiency in the language. Within this context, a study on reading attitudes in English was conducted among 250 students at UiTM, Penang Branch pursuing BEL250, which is a proficiency course. The objective of the study was to examine students' perception of their reading attitudes. The study revealed that these students were aware of the importance of good reading attitudes. However, results also indicated that reading in English is not a priority among the students. Their reading attitudes in English remain largely intensive. They perceived reading in English as important but somehow they lack time due to their busy schedule related to their studies. It is hoped that the findings on students' reading attitudes would provide significant information where English proficiency is concerned.

Introduction

Reading is a vital behavioural factor in a knowledge-based society. As Malaysia is venturing into a fully developed nation by the year 2020, reading is seen as a very useful tool for self-development. Nevertheless, the habit of reading does not appear to be a prominent feature in the lives of most Malaysian students in Institutes of Higher Learning. Atan Long (1984) asserts that Malaysians had poor reading habits and dislike reading. It was reported that besides textbooks and compulsory reading materials in the classroom, on average, Malaysians read only half a page a year. This is below the recommendations from the United Nations Educational Scientific and Cultural Organization (UNESCO) that the reading rate should be 80 pages per year for a developing country like Malaysia (New Straits Times, 1988).

Generally most Malaysian students have the ability to read but they are not using it for self-development. They often associated reading with academic tasks and not for knowledge or pleasure (Sunday Star, May 26, 1991). The vast curriculum scares them and kills their interest in reading extensively. Schools and institutes of higher learning have somehow over-emphasized academic excellence and nothing has been done to arouse students' enthusiasm in extensive reading.

Extensive reading should be an integral part of preparing students for academic reading. In the present context of higher education in Malaysia, though students read intensively, they are unable to cope with the demands of academic texts due to their vocabulary limitations. Professionals in the teaching of ESL are convinced that if ESL learners read extensively, their command of English would improve greatly (Krashen & Terrel, 1983; Nuttal, 1982). The ongoing reading experiences would also indirectly establish confidence and positive attitudes towards the second language. In this perspective, extensive reading in the second language classroom can, not only increase their word knowledge but also establish a positive reading attitude among the ESL learners.

Statement Of Problem

At present, many students do not realize the relevance of reading and are poorly motivated to read particularly in the English language. They often need immediate satisfaction. Therefore, they resort to entertainment such as television programmes, and computer games. This resulted in the decline of proficiency level among ESL learners. Study reveals that there is a direct relationship between reading and the learners' proficiency level. Nuttal (1982) and Krashen and Terrel (1983) advocated the point that good readers with good reading habits usually have higher language proficiency.

Based on personal experience and observation, UiTM Penang Branch lecturers, share a common view that students do not undertake reading as part of their personal and university learning lifestyle. To them, reading appears to be confined to the limits of the curriculum. It is, therefore, apparent that students read in English to fulfill the classroom tasks, assignments or projects. It is not a common habit for them to read in English for self-interest. Hence, reading in English is largely done more for extrinsic than intrinsic purposes.

In addition, the analysis of students' results (May – October 2002) revealed that 64.89% of the BEL250 students scored 'C' grade and below. This alarming percentage is mainly due to the 70% emphasis on the reading component in the final examination paper. Apparently, reading has an effect on the learners' proficiency level. It seems to be the major hindrance towards better results. Within this context, this study explored the learners' reading attitudes towards the English language.

Research Question

This study is guided by the following research question:

- (i) What are the students' perceptions of their reading attitudes in English?

Literature Review

New ways and approaches have been developed to help our learners read but they are still reading below the recommended level. Therefore, reading is an aspect that has received greater attention in research studies.

In the context of non-western countries where English is learnt as a second language, Scales and Burley (1984), as cited in Mokhtari, K. & Sheorey, R., (1994) carried out a study on college students in Senegal. The study revealed that all students, irrespective of marital and educational status, enjoyed reading and welcomed the opportunity of improving their reading skills. A survey conducted by Mokhtari & Sheorey (1994), on international students in ESL composition classes at Oklahoma State University, USA, also showed that students perceived the ability to read well to be important. Nevertheless, both good and poor readers reported they spent more time on academic reading than any other types of reading in college.

In the local context, a study by Gan (2000) on English reading habits of teacher trainees reveals their poor reading habits and attitudes. Reading remained largely intensive to them due to the heavy curriculum, which did not allow them adequate time for reading. This resulted in their low level of proficiency in the English language. However, these students also showed awareness on the importance of reading and the interest to develop their reading habit.

Several other studies of Malaysian university and secondary school students were carried out by Pandian (1997). He reported the increasing phenomenon of reading reluctance. According to him, students choose not to read though they are literate. Reading is not a part of their pleasurable, routine activity. Instead, they prefer to watch television programmes, listen to the radio or spend time in other recreational activities. Pandian as cited in Gan (2000) also found that 86% of high school students are reluctant readers. This is mainly due to their attitude towards the English Language and reading in English, parental influence, improper reading environment, and inadequate exposure to English materials at home and school.

In another study conducted by Atan Long (1984) on the reading habits and interests of Malaysians, he reveals that ethnicity and the language used influence the patterns of reading. He also found readership of newspapers and magazines was much lower among those who received only primary education. The data indicated that heavy readers were mainly those from the high socioeconomic status, middle aged and had an English educational background.

Closer to the current study context was a study by Harris and Sipay (1990) who provided a helpful summary of research on the reading attitudes. The study showed that early experiences with reading would shape attitude, and is the first important step in learning to read.

To date, many studies have been carried out on reading habits and interests but little is featured on the subject of reading attitudes. Researchers hope the findings of this study would heighten teachers' awareness on learners' reading attitudes and provide significant information where English proficiency is concerned.

SOME RELATED KEY CONCEPTS

A. Reading

Day and Bamford (1998) claim the definition of reading is the construction of meaning from a printed or written message. It involves the reader connecting information from the written message with previous knowledge to arrive at an understanding. However, Williams (1984) defines reading as a process that requires a reader to look at a text and understand what has been written. In his terms, one does not need to understand everything s/he reads as reading is often carried out for different purposes. He further describes three basic styles of reading – intensive reading, extensive reading and rapid reading.

B. Reading Attitude

According to Ajzen and Fishbein (1980) attitude is a learned disposition on how to behave, either negative or positive; and the reading attitude refers to the person's predisposition towards reading as an activity. McKenna (1996) suggests that the individual's attitude toward reading develops over time as a result of normative beliefs (how one's friends' view reading); beliefs about outcomes or reading (whether it is pleasurable, useful, frustrating or boring) and competing activities; and specific reading experiences. The degree of positive or negative attitude towards reading differs according to the purpose of reading.

C. Perception

There are many definitions by various researchers like Sainn et al (1980), Covey (1989) and Atkinson et al (1996) on perception. For this study, perception is defined as the reception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation and social interactions. Perceptions are directly influenced by the attitude of an individual in the way s/he performs a task.

D. Extensive Reading

According to Palmer (1968), extensive reading means rapidly reading, "book after book" with attention on the content and not the language. It is an approach that involves students in reading large quantities of material within the students' ability with enjoyment and adequate understanding in the new language (Day and Bamford., 1998). It helps in building fluency for pedagogical purpose.

E. Intensive Reading

John Munby (1978) mentioned that intensive reading involves the learning of reading and comprehension skills and strategies using short excerpts. The pace of reading is greatly slowed down in order to help students observe and acquire new ways of reading and comprehending texts.

METHODOLOGY

A survey method was used in this exploratory study. A questionnaire on reading attitude was administered on 17th September 2002. Data collected was analysed using the Statistical Package for Social Sciences (SPSS).

Respondents

Respondents in the study comprised students who sat for BEL250 English Mainstream 2 from UiTM, Penang Branch Campus. They were from the Engineering faculty. The reason for selecting these students was due to the 70% focus on reading in the syllabus. 282 sets of questionnaires were distributed among the students but only 250 sets of questionnaires were returned.

Instrument

A questionnaire was used as an instrument to gather data. The questionnaire consisted of 20 adapted items in the following nature: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) and Strongly Agree (SA). To facilitate discussion, the researchers collapsed the five-point Likert Scale into a three-point scale. Responses in the 'Strongly Disagree' and 'Disagree' were combined into one category; the 'Undecided' category remained unchanged; and responses in the 'Agree' category were combined with those in the 'Strongly Agree' category.

The items in the questionnaire were adapted from a study carried out on the reading attitudes of Urban Working Professionals, Executives and Managers by Irene Ong Pooi Fong (2002). Key words such as 'job', 'career' and 'work' were changed into 'study related area'.

A pilot test was carried out on 30 BEL250 students for validation of reliability. Overall, the 20 statements adapted to evaluate students' perception in reading attitude towards English are reliable. The reading attitude in English scale displayed a Cronbach's Coefficient Alpha of 0.6428, that is bigger than 0.5. The language in some items was simplified as some respondents found difficulty in comprehending the questionnaire.

The instrument administered consists of 2 major sections as follows:

1. Demographic data of students' gender, age and semester (Section 1).
2. Non-readers dimension (Section 2 with 4 items).
3. Marginal readers dimension (Section 2 with 4 items).
4. Avid readers dimension (Section 2 with 4 items).
5. Reading for study-related needs dimension (Section 2 with 4 items).
6. Reading is important but lacks time dimension (Section 2 with 4 Items).

DATA ANALYSIS AND FINDINGS

Descriptive statistics such as frequency, percentage and range were used to describe the characteristics of the respondents and the data presentation on the students' perception of their reading attitudes in English.

I. Demographic Variables

Table 1, 2, and 3 display the demographic characteristics of the respondents. The demographic variables are arranged in the following order: age, gender and semester.

Variables:	Frequency	Percentage
Age	N = 250	100%
Less than 20 years	147	58.8
20-21	99	39.6
22-23	3	1.2
24 and above	1	0.4

Table 1: Distribution of respondents according to age.

1. Age

Data in table 1 indicates the distribution of respondents according to age. 147 (58.8%) respondents were below 20 years old. This is followed by 99 (39.6%) respondents from 20 to 21 age group and 3 (1.2%) respondents from 22 to 23 age group. However, there was 1 (0.4%) respondent in the age group of 24 and above.

Variables:	Frequency	Percentage
Gender	N=250	100%
Male	157	62.8
Female	93	37.2

Table 2: Distribution of respondents according to gender.



2. Gender

Table 2 indicates the total number of respondents from UiTM Penang Branch Campus according to gender. The population consisted of 157 (62.8%) male students and 93 (37.2%) female students. The distribution of respondents according to gender was unequal. This is probably due to the fact that there are more male than female students in the Engineering faculty.

Variables:	Frequency	Percentage
Semester	N=250	100%
3	213	85.2
4	29	11.6
5	5	2.0
6	1	0.4
7	Nil	Nil
8	1	0.4
Missing value	1	0.4

Table 3: Distribution of respondents according to semester.

3. Semester

Table 3 indicates the distribution of respondents according to semesters. 213 (85.2%) respondents were from semester three. This is followed by 29 (11.6%) respondents from semester four, 5 (2.0%) respondents from semester five and 1 (0.4%) respondent each from semesters six and eight. It can be inferred from the table that the majority of the students came from semester three. This is because the BEL250 paper is offered to students who have succeeded their BEL200 in semester 2. Students who were from semester 4 and above are normally repeaters. Therefore, the number is quite small as compared to semester 3 students.

II. Students' Perception on Reading Attitude in English

1. Non English readers dimension

	Items	SD/D	UD	SA/A	MV
13	Reading in English sends me to sleep	121 (48.4%)	73 (29.2 %)	56 (22.4 %)	
14	It usually takes me a long time to finish reading in English	65 (26 %)	52 (20.8 %)	133 (53.2 %)	
15	Reading in English is too time consuming	48 (19.2 %)	116 (46.4 %)	86 (34.4 %)	
19	I have a hard time focusing when I am reading in English	57 (22.8 %)	84 (33.6 %)	103 (41.2 %)	6 (2.4 %)

* Numbers between parentheses represent percentages in this table and in all the succeeding tables in this study

* SD = Strongly Disagree, D = Disagree, UD = Undecided, SA = Strongly Agree, A = Agree

Table 4 : Non-readers dimension

Generally, the students responded negatively to items pertaining to the non-readers dimension except for item no 13. Those items should be analyzed in the reverse order. Pertaining to item no 14, only 65 (26 %) students responded to "strongly disagree" and "disagree" that they "take a long time to finish

reading in English". However, 133(53.2%) students responded to "strongly agree" and "agree" and 52 (20.8 %) students responded to "undecided".

Results based on item no 19 indicate, that only 57 (22.8 %) students responded to "strongly disagree" and "disagree" that they "have a hard time focusing when reading in English". However, 103 (41.2 %) students responded to "strongly agree" and "agree" and 84 (33.6) responded to "undecided".

The results pertaining to item no 15, indicate that only 48 (19.2 %) students responded to "strongly disagree" and "disagree" that "reading in English is too time consuming". 116 (46.4%) students however responded to "undecided" and 86 (34.4%) students responded to "strongly agree" and "agree".

The positive reading attitude in this dimension however is indicated in item no 13. 121(48.4 %) students responded to "strongly disagree" and "disagree" that reading in "English sends me to sleep". Perhaps this could be due to the types of books read by the students. This may include their academic texts and reference books, which resulted in prolonged reading and concentration.

	Items	SD/D	UD	SA/A	MV
6	My busy schedule discourages me from reading in English	103 (41.2 %)	66 (26.4 %)	80 (32 %)	1 (0.4 %)
11	I usually have very little time to read newspapers in English thoroughly	68 (27.2 %)	68 (27.2 %)	114 (45.6 %)	
18	I like reading in English but I have no time	59 (23.6 %)	70 (28 %)	114 (45.6 %)	7 (2.8 %)
20	Reading in English is important but I am too busy	70 (28 %)	72 (28.8 %)	102 (40.8 %)	6 (2.4 %)

Table 5 : Reading is important but lacks time dimension

Generally, the students also responded negatively to the items pertaining to reading as important but lacks time dimension except for item no 6. Those items above should also be analyzed in the reverse order.

Pertaining to item no 11, the results show that only 68 (27.2 %) students responded to "strongly disagree" and "disagree" that they "usually have very little time to read newspapers in English thoroughly". However, 114(45.6 %) students responded to "strongly agree" and "agree" and 68 (27.2 %) students responded to "undecided".

The results pertaining to item no 18 indicate that only 59 (23.6 %) students responded to "strongly disagree" and "disagree" that they "like reading in English but they have no time". However, 114 (45.6 %) students responded to "strongly agree" and "agree" and 84 (33.6) students responded to "undecided".

The results pertaining to item no 20, indicate that only 70 (28 %) students responded to "strongly disagree" and "disagree" that "reading in English is important but they were too busy". 102 (40.8 %) students responded to "strongly agree" and "agree" and 72 (28.8%) students however responded to "undecided".

The positive reading attitude in this dimension however is indicated in item no 6. 103 (41.2 %) students responded to "strongly disagree" and "disagree" that "my busy schedule discourages me from reading in English". 80 (32 %) students responded to "strongly agree" and "agree" and 66 (26.4 %) students however responded to "undecided".



The results from the above items reveal that majority of the students' perceived reading in English as important but somehow they lacked time. Perhaps they were too busy and could not find time even to read extensively such as reading the newspapers. In addition, students' responses on item no 6 seem to contradict with items no 18 and 20. They probably tend to associate the word "schedule" with their study-related reading, which coincidentally is the English language.

	Items	SD/D	UD	SA/A	MV
2	I don't care much for reading in English	144 (57.6 %)	58 (23.2 %)	47 (18.8 %)	1 (0.4 %)
3	I read only materials in English related to my studies / field	91 (36.4 %)	51 (20.4 %)	107 (42.8 %)	1 (0.4 %)
5	I only read in English when a topic really interest me	33 (13.2 %)	43 (17.2 %)	173 (69.2 %)	1 (0.4 %)
9	I only read in English if I have nothing else to do	83 (33.2 %)	75 (30 %)	92 (36.8 %)	

Table 6 : Marginal Readers Dimension

Generally, the students also responded negatively to the items pertaining to marginal readers dimension except for item no 2. Those items above should also be analyzed in the reverse order.

Pertaining to item no 3, the results show that only 91 (36.4 %) students responded to "strongly disagree" and "disagree" that they "read only materials in English related to their studies or field". However, 107(42.8 %) students responded to "strongly agree" and "agree" and 51 (20.4 %) students responded to "undecided".

The results pertaining to item no 5, indicate that only 33 (13.2 %) students responded to "strongly disagree" and "disagree" that they "only read in English when a topic really interest them". However, 173 (69.2 %) students responded to "strongly agree" and "agree" and 43 (17.2%) students responded to "undecided".

The results pertaining to item no 9, indicate that only 83 (33.2 %) students responded to "strongly disagree" and "disagree" that they "only read in English if they have nothing to do". 92 (36.8 %) students responded to "strongly agree" and "agree" and 72 (28.8%) students however responded to "undecided".

The positive reading attitude in this dimension however is indicated in item no 2. 144 (57.6 %) students responded to "strongly disagree" and "disagree" that they "don't care much for reading in English". 58 (23.2 %) students responded to "undecided" and 47 (18.8 %) students however, responded to "strongly agree" and "agree". This item reveals significant information. 47 students do not care much for their reading in English and 58 students could not decide. Measures should be taken to expose the students to the importance of reading in English. Negative implications would probably rise due to this poor reading attitude even among the small number of students.

Overall, the results above, suggest that students generally do not have much interest in reading. Reading in English is not a priority to the majority since they only read in English if they have nothing else to do.

	Items	SD/D	UD	SA/A	MV
4	I am more competent in my studies with the new knowledge acquired through reading in English	18 (7.2 %)	121 (48.4 %)	110 (44 %)	1 (0.4 %)
8	I read in English to keep abreast with the latest information	22 (8.8 %)	77 (30.8 %)	147 (58.8 %)	4 (1.6 %)
12	Reading in English can enhance my study-related knowledge and skills	9 (3.6 %)	33 (13.2 %)	208 (83.2 %)	
17	I read in English to seek new knowledge and more information relating to my studies	19 (7.6 %)	57 (22.8 %)	168 (67.2 %)	6 (2.4 %)

Table 7 : Reading In English for study-related needs dimension

Generally, the students perceived positively to all the above items pertaining to reading in English for study-related needs dimension except for item no 4. More than 100 (40 %) students responded to “strongly agree” and “agree” to all the items above except for item no 4. The range was from 147 (58.8 %) to 208 (83.2%).

The highest response from students on the above dimension is item no 12. 208 (83.2 %) students responded to “strongly agree” and “agree” that “reading in English can enhance their study related knowledge and skills”. 33 (13.2 %) students responded to “undecided” and only 9 (3.6%) students responded to “strongly disagree” and “disagree”

The second highest response from students is item no 17. 168 (67.2 %) students responded to “strongly agree” and “agree” that they “read in English to seek new knowledge and more information relating to their studies”. 57 students responded to “undecided” and 19 (7.6 %) students responded to “strongly disagree” and “disagree”.

Students also responded positively towards item no 8. 147(58.8 %) students responded to “strongly agree” and “agree” that they “read in English to keep abreast with the latest information”. 77(30.8 %) students responded to “undecided” and only 22 (8.8%) students responded to “strongly disagree” and “disagree”.

Pertaining to item no 4, the results reveal that 121 (48.4 %) students responded to “undecided” that they are “more competent in their studies with the new knowledge acquired through reading in English”. 110 (44 %) students however responded to “strongly agree” and “agree” and only 18 (7.2 %) students responded to “strongly disagree” and “disagree”.

The positive reading attitude in this dimension however reveals that students were aware of the good reading attitudes towards study-related needs. However, it should be noted that their perceptions towards reading attitudes in English remain largely intensive instead of extensive. This is strongly proven by the students’ responses particularly on item no 12 and also item no 17, which is replicated in a different way.

	Items	SD/D	UD	SA/A	MV
7	I always read in English whenever I have the time	63 (25.2 %)	79 (31.6 %)	108 (43.2 %)	
10	I always encourage others to read English	52 (20.8 %)	112 (44.8 %)	86 (34.4 %)	
16	I always make sure that I have time to read in English	42 (16.8 %)	103 (41.2 %)	99 (39.6 %)	6 (2.4 %)
1	I read in English	28 (11.2 %)	93 (37.2 %)	127 (50.8 %)	2 (0.8 %)

Table 8 : Avid readers dimension

The results above reveal the students' perceptions on reading in English as part of their favourite interest or hobby. The items are classified under the avid readers dimension.

Generally, many students responded positively to items no 7 and 1. At the same time, many students responded to "undecided" towards items no 10 and 16.

Pertaining to item no 7, 108 (43.2 %) students responded to "strongly agree" and "agree" that they "always read in English whenever they have the time". 79 (31.6 %) students responded to "undecided" and 63 (25.2%) students responded to "strongly disagree" and "disagree". The results pertaining to item no 1, indicate that 127 (50.8 %) students responded to "strongly agree" and "agree" that they "read in English". 93 (37.2 %) students however responded to "undecided" and 28 (11.2 %) students responded to "strongly disagree" and "disagree". Even though majority of the students read in English, a small number of students; 28 (11.2%) do not read in English. This suggests that the students' proficiency in the second language acquisition may be affected because of their poor reading attitude. In generating the awareness of positive reading attitude among these students, courses or seminars on the importance of reading in English should be carried out.

In regards to item no 10, 112 (44.8 %) students responded to "undecided" that they "always encourage others to read English". 86 (34.4 %) students however responded to "strongly agree" and "agree" and 52 (20.8 %) students responded to "strongly disagree" and "disagree".

Results on item no 16 however; indicate that 103 (41.2 %) students responded to "undecided" that they "always make sure they have time to read in English". 99 (39.0 %) students responded to "strongly disagree" and "disagree" and only 42 (16.8 %) students however responded to "strongly agree" and "agree".

One important outcome from the above results was, many students are aware of the importance of good reading attitudes, but many too did not regard themselves as avid and confident readers.

Conclusion

The study was undertaken to examine the reading attitudes of students at UiTM Penang Branch pursuing BEL250 which is a proficiency course. A large number of students are below 20 years of age. A majority of the respondents are male students from semester three.

Generally, the students' perception on their reading attitudes towards English is negative for the first three dimensions except for items number 13, 6 and 2. Those items were analyzed in the reverse order. The results on the non-readers dimension suggest that students perceived themselves as readers who believe reading in English is a boring activity and a waste of time. For instance, it usually takes them a long time to finish reading in English, reading in English is too time consuming and they have a hard time focusing when reading in English.

The results on the second dimension reveal that students perceived reading in English is important but somehow they lack time. For instance reading in English is important but they are too busy and have no time. They also usually have very little time to read newspapers in English thoroughly.

The marginal readers dimension generally suggests the category of students who does not have much interest in reading. Basically, the results suggest reading in English is not a priority among the students. Many perceived reading in English only if they have nothing else to do, when a topic really interests them and is related to their studies.

For the last two dimensions, students however perceived differently. They perceived positively on all the items on reading in English for study-related needs dimension except for item number 4. Their reading attitudes in English remain largely intensive instead of extensive. Students mainly read to fulfill the demands of their study-related needs. For instance, they perceived reading in English could enhance their study-related knowledge and skills. It is also to seek new knowledge and more study related information.

The avid readers dimension generally suggests the category of students who love reading in English. Basically, the results suggest majority of the students were aware of the good reading attitudes. For instance, they perceived positively that they read in English. They also read whenever they have the time. However, majority did not regard themselves as avid and confident readers as they were undecided whether they have the time to read and would encourage others to read too.

Recommendation

The researchers would strongly recommend language teachers to chart certain strategies to foster positive reading attitudes among the students. Instead of habitual 'down loading' of the content knowledge in the classroom, opportunities to perceive reading as a process which involves pleasure as well as work should be imparted by the language teachers. For example, lecturers could select interesting and suitable reading materials. They could also allocate an hour a week for students to locate the materials of interest from the library or Internet. These materials could be used for extensive reading in the classroom. It would be a good start to encourage the development of positive reading attitudes.

A collaboration of extensive reading and other reading activities such as reading journal can also be further implemented among the students. This could motivate the students to instill good reading attitude when they start to read and compile their favourite reading topics. Other sub activities can be incorporated in reading journals such as providing opportunities to summarize and comment on the reading topics chosen and later present it orally.

Since reading is a major component skill to acquire the mastery of a certain language, it also can be a tool to acquire knowledge of varied disciplines (William, 1984). The researchers believe a proper selection and projection of interesting and suitable reading materials could instill the love and interest for reading among the students. Students would not only enhance their knowledge but they could also acquire the second language in a subconscious way. Thus, this would develop good reading attitudes and upgrade the language proficiency among the students.

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