



UNIVERSITI TEKNOLOGI MARA

READING HABITS AND INTERESTS

AMONG PRIMARY 6 PUPILS

A STUDY IN SEKOLAH KEBANGSAAN SAINTS

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ABSTRACT

This academic writing is conducted with the purpose to investigate the reading habits and interests among Primary 6 pupils of Sekolah Kebangsaan Saint Francis Xavier Seratau, Kuching, Sarawak. Factors and aspects related to reading habits and interests were highlighted.

In eliciting the data for the research, a study involving a questionnaire survey was conducted on 45 respondents (25 girls and 20 boys) of the school. The pupil's responses were analyzed in percentages. Results of the analysis showed that family social economic status, parental roles, pupils' attitudes and teacher's role influenced the reading habits and interests among these pupils.

Few suggestions were forwarded to further develop the reading habits and interests among primary school pupils.

CHAPTER I

BACKGROUND OF THE STUDY

1.0 Introduction

The School is a place for students to gain knowledge and to acquire the four basic language skills of listening, speaking, reading and writing. In the **Kurikulum Baru Sekolah Rendah (KBSR)** syllabus, the reading lesson is carried out to enable pupils to read and understand the reading texts. Silent reading is carried out in most school in Malaysia before the formal lesson is carried out in order to encourage the students to read and implant in them the spirit of the love to read. In a formal learning lesson, the teacher provides the reading materials and carries out reading activities based on the selected skills. Through these activities, teacher imparts the required skills to pupils. This process will enable pupils to become successful readers in future.

Schools carry out reading programs hoping that pupils acquire good reading habits and develop reading interests during their tender years. As **Peggy Heeks (1981)** said:

"Reading success depends on a complexity of factors; one cannot isolate one element in reading development as being all-important. We edge forward by attention to a range of factors."

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Reading is a receptive language process. **Kenneth Goodman's (1970)** in his work on reading captures the spirit of the bottom-up process whereby it starts with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. Further, proficient readers are both efficient and effective. They are effective in constructing a meaning that they can assimilate or accommodate and which bears some level of agreement with the original meaning of the author. Readers are efficient in using the least amount of effort to achieve effectiveness. To accomplish this efficiency, readers maintain constant focus on constructing the meaning throughout the process, always seeking the most direct path to meaning, always using strategies for reducing uncertainty, always being selective about the use of the cues available and drawing deeply on prior conceptual and linguistic competence. Efficient readers minimize dependence on visual detail. Any reader's proficiency is variable depending on the semantic background brought by the reader to any given reading task.