

ABSTRACT

ATTITUDES TOWARD READING AMONGST PRIMARY SCHOOL STUDENTS

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Students with positive reading attitudes tend to read more and are more likely to gain higher academic achievement (Mullis, Martin, Kennedy & Foy, 2007). However, results from the Progress in International Reading Literacy Study (PIRLS) 2011 and the Programme for International Student Assessment (PISA) 2009 indicated that reading attitudes have deteriorated since prior assessments. Moreover, Malaysian students' performance in reading literacy in PISA 2012 was definitely a cause for concern. This research aimed to investigate students' attitudes toward print and digital reading between gender and achievement level. To carry out this research, 18-item questionnaires were distributed to 65 students, from Year 1 to Year 5, employing a cross sectional research design. Results revealed that there was no significant difference in attitudes toward print and digital reading between boys and girls. Likewise, attitudes toward print and digital reading between high and low achievers were also not significantly different. Furthermore, no correlation between reading attitudes and academic achievement was found. Implications of this research are presented towards the end of this report, and recommendations are made to policy makers and future researchers.

ABSTRAK

SIKAP TERHADAP MEMBACA DI KALANGAN MURID-MURID SEKOLAH RENDAH

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Murid-murid yang bersikap positif terhadap membaca lebih cenderung untuk membaca dengan kerap dan mempunyai peluang yang tinggi untuk mencapai kejayaan akademik (Mullis, Martin, Kennedy & Foy, 2007). Namun, keputusan Progress in International Reading Literacy Study (PIRLS) 2011 dan Programme for International Student Assessment (PISA) 2009 menunjukkan penurunan dari segi peratusan sikap membaca. Tambahan lagi, prestasi pelajar Malaysia dalam penilaian membaca ketika PISA 2012 amat membimbangkan. Kajian ini bertujuan untuk menyiasat sikap membaca bahan cetak dan digital di kalangan murid-murid, dari segi jantina dan pencapaian akademik. Untuk melaksanakan kajian ini, soal selidik yang mengandungi 18 item diedarkan kepada 65 orang murid, dari Tahun 1 ke Tahun 5, menggunakan bentuk kajian tinjauan rentas. Hasil kajian menunjukkan bahawa tiada perbezaan yang signifikan dalam sikap terhadap membaca bahan cetak dan digital antara murid-murid lelaki dan perempuan. Demikian juga, sikap terhadap membaca bahan cetak dan digital di kalangan murid prestasi tinggi dan rendah tidak menghasilkan perbezaan yang signifikan. Selanjutnya, tiada hubungan dikaitkan antara sikap terhadap membaca dan pencapaian akademik. Implikasi kajian dinyatakan pada akhir laporan ini, dan cadangan dibuat kepada pengubal polisi dan pengkaji akan datang.