



# JOJAPS

eISSN 2504-8457



Journal Online Jaringan Pengajian Seni Bina (JOJAPS)

## Reading Habits and Attitudes : A Case Study of POLIPD

Izawati @ Siti Zawiyah<sup>a</sup>, Wan Mohd Hujjatullah<sup>a\*</sup>

<sup>a</sup>Port Dickson Polytechnic, Km 14, Jln Pantai 71050 SiRusa, N.Sembilan, Malaysia

### Abstract

The issue of reading has received much attention in recent years. Generally almost everyone believes that reading is important in learning and for the overall development of a human being, culture and nation. Those who read a lot gain a lot. *Recite, and your Lord is the most Generous Taught man that which he knew not.* As claims, in Malaysia reading as a leisure and skills have tended to diminish. This study, therefore, is conducted as an attempt to report the reading habits and attitudes of Polytechnic of Port Dickson. A total number of 110 diploma learners were randomly selected from four departments as research subjects. The subjects were exposed to a reading test, a questionnaire on reading attitude and habits. Results of the study revealed that; (i) the polytechnics students have moderate interest and attitude in reading and they are reading for general knowledge; (ii) students prefer to read from phone & computers (iii) reading for personal reason motivates them to read and iv) they do not enjoy reading biographies and adventures. Finally, the paper will discuss the implications of the findings in terms of instructional material development within reading context.

© 2012 Published by JOJAPS Limited.

*Key-word:* - reading habit, attitude and instructional

### 1. Introduction

Reading is an essential activities that everyone should conquer particularly the students.. They must read in order to become and remain aware of their subject, to keep their knowledge and understanding up to date and to check their works and ideas and research against those of their peers (Fairbain & Faribain, 2001 in Annamalai ,S. and Muniandy B . 2013 ). Lack of literacy skills including reading causes problems for living, working and survival in general. Several claims that Malaysians are hardly ever read., not only BI book but also BM books. Based on previous researchers (Pandian, 2000 in Annamalai ,S. and Muniandy B . 2013 ), studies show that many students are found to be reluctant readers not only reading for information but also for pleasure. In additional, there was a claim that due to the digitalize information, reading habits and interest have been affect.

\* izawati. Tel.:0196177679

E-mail address:.

It is our goal that students spend times to read as much as they could so that they would be informative and advance in related knowledge. Unfortunately Malaysian students sometimes read academic reading and rarely read for pleasure (Pandian, 2000 in Annamalai ,S. and Muniandy B . 2013 ).

Loan (2010) defines reading as reading is the ability to recognise, and examine words or sentences and understand the information within. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Meanwhile, reading habits are acts or good behaviours in reading that come naturally, just like eating everyday. According to Karen Haag, there are 9 good reading habits such as reading to others, building sustained personal reading time to 90 minutes, reading phrases ,learn vocabulary, set reading goal. As for reading attitudes, most present researchers agree that reading attitude consists of three components: cognitive, affective, and conative (Yamashita, 2007). Mathewson (2004) as cited by I-Chia Chou (2014) states that the cognitive ,affective and behavioral intentions are affected by an individual's past experience with reading and may lead to an intention to read or to continue reading. Yamashita (2004, 2007) as cited by I- -Chia Chou (2014) examined the relationship between EFL learners' L1 and L2 reading attitudes. Both studies found the connection between L1 and L2 reading attitudes. More specific, learners who had a positive attitude toward L1 reading were more likely to have it for L2 reading. Hence, this present study intending to find out reading habit and attitudes among college learners .

## **2. Reading Culture in POLIPD**

POLIPD offers English Communicative for semester I, 3 and 5 at a diploma level. Basically, the emphasis on the syllabus is on speaking skills where the students are required to develop and achieve the ability to communicate effectively at all levels. In English Communicative syllabus for polytechnic students, only in semester one, students are required to respond to selected texts using appropriate reading skills with the weightage of 30 % of the assessment. Since reading is a must in developing other critical language skills such as writing, listening and speaking, the reading habits and attitude should not be ignored by educators. Moreover, this study intends to see to what extent the digital information and entertainment have engulfed students' reading habits and attitudes in PPD.

## **3. Scope of the Study**

Out of 28 polytechnics in Malaysia, this study is limited to one polytechnic only. This is due to the time, budget constraints and all the polytechnics are using the same curriculum

## **4. Objectives of the Study**

This paper reports the results of a survey of polytechnic students addressing these objectives which are to know the reading habits of POLIPD students as a whole & by ethnic group in term of enjoyment of reading, purpose of reading, time spent in reading, preferred format for reading, preferred genre of reading and to know the reading attitudes of POLIPD students.

## **5. Literature Review**

Reading has increasingly been the investigations particularly in the era of digital. Kay H. Braguglia (2005) identifies that many business students are not reading on a daily basis whether it is business related or for pleasure. Students report spending fewer hours reading with 3 percent indicating that they spend 12 or more hours reading each week. Meanwhile Nor Shahriza Abdul Karim (2006) reveals that the attitudes towards reading of public university students in Malaysia is rather positive with male read significantly more than female students. M. Cecil Smith (2010) reports that both adults with more education and adults employed in higher-status occupations were found to have more positive attitudes toward reading and to spend more time reading. Also, adults with more education rated their own reading ability higher than did those with less education. There were, however, no educational or occupational group differences in regards to reading interests. Adults with more education also employ more sophisticated “models” of reading. In considering how good and poor readers differ. Erna Iftanti (2012) reports that the students have read English since elementary school, they do not indicate to have good English reading habits.

Their positive belief about reading does not motivate them to read English for pleasure; rather, it is school assignments that appear to be their biggest motivation. Mohd Jafre, Majid & Ooi (2011) depict what motivates students when they read for leisure and their preferred language of reading materials. In addition, it was revealed that the participants prefer the electronic media when reading for leisure but prefer the printed media to pass exams. Aynur Bütün Ayhan, Şükran Şimşek, Ayşe Müge Biçer (2014) identify that variables like socioeconomic level, gender, frequency of reading books, frequency of buying books, frequency of visiting bookshops, having a subscription to children magazine, having a library in class and at home create a significant difference on children’s total attitude scores towards reading. A. K. M. Eamin Ali Akanda, Kazi Mostak Gausul Hoq & Nazmul Hasan (2013) point out that the younger generation, especially young students, are experiencing many changes in their choices, likings and disliking, because of the great changes happening in the socio-economic, cultural and technological landscapes. Their reading habit is quite naturally affected by these changes. Like other age groups, many young people in the West now prefer to read books on e-book readers. It is expected that with e-books becoming more common, students will find e-books a thing of choice and their reading habit may increase because of the increased popularity of e-books. Loan, F.A. (2012) reveals that the reading habits of rural and urban college students of the 21st century show that the reading culture is more developed in urban students than rural counterparts. The need is to bridge the gaps in reading culture between regions for developing a great reading nation. Jenni DeVecchio, et al (2012) discovered some factors that limit students’ abilities to read in English. Both students and staff identified lack of time and lack of vocabulary as barriers. They suggest that building on students’ motivations to read in English for the benefit of their future careers and for improvement in their English skills. Nancy M. Foasberg (2014) reports that students tended to use print for academic and long-form reading and to engage with it more deeply. Although electronic resources were sometimes used for academic purposes, students often used them for shorter and non-academic reading. In addition, it was also found that students found electronic media convenient, but most of them did not wish to switch to electronic media for their academic reading. Eunseok Ro & Cheng-Ling Alice Chen (2014) found that the participants with positive attitudes towards reading tend to read more and that experience in the target-language culture and years of previous English study did not show statistically significant results on the participants’ reading habits and attitudes. Moreover, first language (L1) reading correlated with L2 reading habits, and lack of time was the most selected reasons for poor reading habits. Subashini Annamalai and Balakrishnan Muniandy (2013) reveal that the polytechnics students have low interest in reading, students do not enjoy reading as much as they enjoy doing other technology related activities. Junko Yamashita (2013) Studies concerning the effects of extensive reading on reading attitudes, the result showed increases in Comfort and Intellectual Value and a decrease in Anxiety, with no effect on Practical Value. He sums that the study demonstrates the positive effect of ER on L2 reading attitude. The results suggested that ER exerts a readier effect on the aspects of reading attitude that may foster intrinsic motivation (e.g., positive feelings and intellectual satisfaction) than on those that may relate to extrinsic motivation (e.g., higher grades or future career benefits). I-Chia Chou (2014) in his study of E-book Reading Attitudes in First and Second Language reveals that if a reader has a positive reading attitude in an e-book environment when reading in his or her L1, this same attitude can be transferred to an L2 context. Moreover, a reader’s L2 proficiency plays a more influential role than his or her L1 hardcopy-book reading attitude in explaining one’s e-book reading attitude in L2. Azlina Murad Sani & Zaizati Zain (2011) in their study on reading attitudes among adolescents report that L2 reading ability was found to be somewhat mediocre and reading attitudes were not positive. While girls showed somewhat more promising attitudes, and comprehended significantly better compared to male adolescents.

## **6. Methodology**

POLIPD offers 10 engineering and 3 commerce programmes with more than 1,020 enrolment every semester. This study is considered a single case study approach due to the use of only one organization in defining the population. A survey was used as a method in collecting the data. A sample of 110 first semester students participated in this research. The study included 51 males and 59 females and 38 non malay and 72 malay from all 13 programmes. For the measure of reading attitude, the study adopted a slightly modified version developed by Yamashita (2007) and Tim et al (2012). Subjects respond to the statements on a five-point Likert type scale (where 5 = Strongly Agree and 1 = Strongly Disagree). Six dimensions of reading attitudes were studied; linguistic value (5 items), intellectual values (4 items), anxiety values (4 items) Comfort Values (6 items) Practical Values (4 items) and discomfort Values (3 items). As for reading habits, 9 questions were asked for responses. Completion of the questionnaire required about ten minutes and employed a self-reporting, paper and pencil format. Questionnaires were given to 120 first year students during the Orientation week session. They were briefly informed about the research project and were assured that their responses would remain anonymous and confidential. The surveys were given out and collected back at one of the orientation slots. A total of 139 questionnaires were completed. Due to incompleteness, some of the questionnaires were disregarded. Each questionnaire was tallied and categorized. The data on reading habits were summarized and percentages were calculated while Statistical Package for Social Science (SPSS) was used for data analysis purposes.

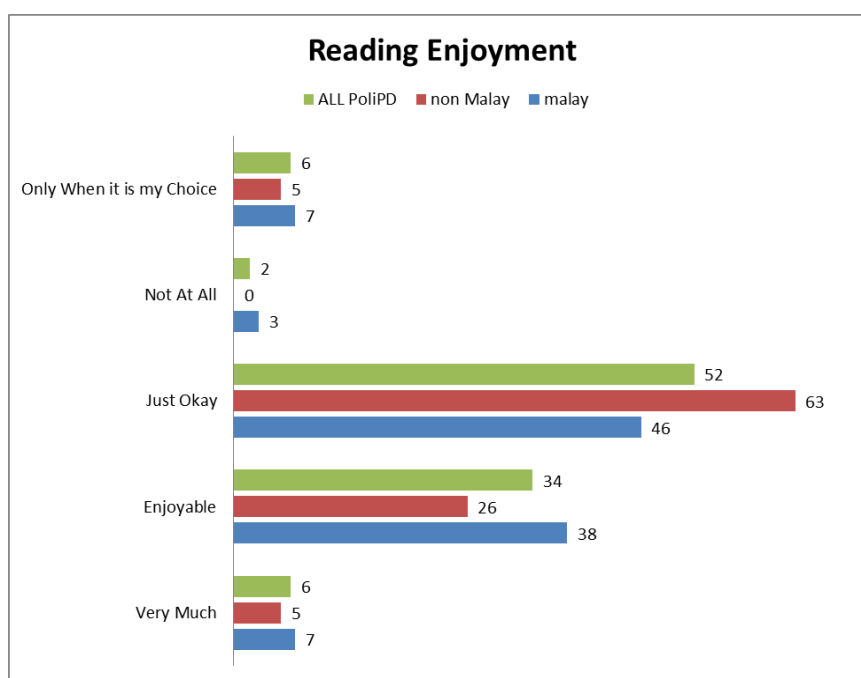
## **7. Findings**

### **7.1 Demographic**

Out of 110 respondents, majority of the participants were Malay 66 % and 59 % were females. This is perhaps due to the imbalance distribution of the polytechnic. In term of English language at SPM level, 10 % and 31 % obtained A and B while only 14 % of them read during their free times.

### **7.2 Reading Enjoyment**

It is revealed from the data (Graph 1) that less than half of the respondents (40 %) enjoy reading with the Malay learners like to read more than non-Malay; 45 %. This variation is possibly due to types of reading that they read. However, the difference is rather average with 14 % more.



Graph 1 : Reading Enjoyment

### 7.3 Purpose of reading

Table 1 shows that the students mostly read for general knowledge or to be well informed ( 63.6 % ) followed by academic/ education purposes (19.1%) and recreation (17.3%). This could possibly be due to availability of information online and the habit of exploring information online. Yet, steps should be taken to encourage them for recreational reading as well. This is because reading is a basic skill for lifelong learning and lifelong reading can be established through leisure reading.

### Conclusions

This wheelchairs that combine mechanical and electrical engineering can benefit to all the users for better life, safe and better environment and comfortable. The proposed design also hoped that this research can somehow contribute to the good of locally manufactured products to be on par with the invention of the wheelchair outside the country.

### References

- Yan, H., S., (1998). Creative Design of Mechanical Devices, Springer-Verlag.
- Anonymous. (Dated 27-04-2015), <http://en.wikipedia.org/wiki/Wheelchair>
- Batavia, M., PH. D, (1998). The wheel chair evaluation a practical guide,
- Chakrobarati, D, (1997). “Indian Anthropometric dimensions for Ergonomic design Practice”, National Institute of Design,
- Chitale, A. C., Gupta, R. C, (2002). Product design and manufacturing, Prentice-hall.
- LaPlante MP, (2003). Demographics of wheeled mobility device users. In: Conference on space requirements for wheeled mobility.
- Mohan Kumar R.1, Lohit H. S., Manas Ranjan Mishra, Md. Basheer Ahamed., (2012). Design of Multipurpose Wheel Chair for Physically Challenged and Elder People. SAS TECH. Volume 11, Issue 1, Apr 2012.
- Kaye HS, Kang T, LaPlante MP (2002). Wheelchair use in the United States. Disabil Stat Abstract , 23:–4.
- U.S. Census Bureau Public Information Office. U.S. Census Bureau News: nation’s population one-third minority, <http://www.census.gov/Press-Release/www/releases/archives/population/006808.html> ; May 10, 2006 [accessed April 25, 2015].

