

## ABSTRAK

Kajian ini bertujuan untuk melihat hubungan di antara kecerdasan dan kefahaman membaca di kalangan pelajar Tingkatan Dua. Selain itu kajian ini juga turut melihat hubungan di antara kecerdasan dan soalan kefahaman membaca tersebut. Kefahaman membaca dalam kajian ini menggunakan pengelasan soalan Santoz yang terdiri daripada enam aras soalan iaitu mengecam butiran, menterjemah idea utama, aplikasi, analisis, sintesis, dan penilaian. Manakala kecerdasan sampel kajian diukur dengan menggunakan ujian kecerdasan Raven's Standard Progressive Matrices. Tahap kecerdasan sampel kajian diahagikan kepada tiga kategori iaitu tinggi, sederhana, dan rendah.

Kajian ini dijalankan di salah sebuah sekolah menengah di Alor Setar, Kedah Darul Aman. Seramai 60 orang pelajar terlibat dalam kajian ini yang dipilih secara rawak mudah. Analisis korelasi Spearman's rho digunakan untuk melihat hubungan di antara pemboleh ubah.

Dapatan kajian menunjukkan pencapaian pelajar dalam ujian kefahaman membaca masih belum memuaskan, iaitu peratus pelajar yang gagal dalam ujian ini agak tinggi. Pencapaian dalam soalan pemahaman pula menunjukkan soalan penilaian merupakan soalan yang paling sukar dan memperlihatkan peratus pelajar gagal yang tinggi.

Hasil analisis korelasi Spearman's rho menunjukkan terdapat hubungan yang signifikan di antara kecerdasan dengan kefahaman membaca. Manakala bagi soalan

kefahaman pula analisis data menunjukkan terdapat hubungan yang signifikan di antara kecerdasan dengan soalan mengecam butiran, sintesis, dan penilaian.

A correlation between intelligence and reading comprehension  
amongst form two students

**ABSTRACT**

The purpose of this study is to **determinel** the correlation between **general| intelligence|** and reading **comprehension** among form two students, and correlation between intelligence and level **of questions|** asked in reading comprehension.

Questions used in reading comprehension in this study are categorized according to **Santoz's|** six levels of questioning which include recognizing details, interpretation of main ideas, application, analysis, synthesis, and evaluation. Samples' intelligence is measured using Raven's Standard Progressive Matrices. The level of intelligence among **samples|** is categorized into **three|** categories which is high, medium, and low.

This research is carried **out** in one of the secondary school in **Alor| Setar, Kedah Darul Aman.** 60 students were chosen as samples by using random sampling. Spearman's rho correlation analysis is used to **determined** the correlation between the variables.

Research finding shows that the students' **comprehension| achievement|** has not reached the **level|** of satisfaction **with** high percentage of failure in this test. The achievement obtain **from|** questions **answered|** in the comprehension process shows that the evaluation question is the most difficult and consist a high percentage of failure,

The results obtained from Spearman's rho correlation analysis shows that intelligence correlates with reading comprehension achievement, meanwhile questioning analysis shows that there's significant correlation between general intelligence and the questions at the level of recognition details, synthesis, and evaluation.