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ABSTRACT

This study was carried out among eight Form One students in a residential school. The Reader Self-Perception Scale (RSPS) was used to find out the relationship between the high achiever's and low achiever's self-perception and his reading ability. Findings showed that high achievers displayed high perception of themselves as good readers whereas low achievers showed otherwise. The high achievers scored a higher mean in aspects of monitoring self-progress, comparison with peers, social feedback and physiological states.

The high achievers' and low achievers' perception of textbook usage in the classroom was based on the Textbook Awareness Performance Profile (TAPP). Both groups could give a detailed account of activities, assignments and tests carried out in class, indicating strong awareness of textbook usage.

The Metacognitive Reading Awareness Inventory was used to investigate differences in the awareness of different learning strategies between the two groups. There was no difference between the high achievers and the low achievers. Both groups were aware of the different reading strategies used during the reading process.

To find out the ability to apply the different learning strategies, the TAPP was used. The high achievers group displayed high efficiency in the application of

learning strategies such as summarising, notetaking, underlining and usage of headings and graphics, as compared to low ability from the low achievers group.

ABSTRAK

Kajian ini dijalankan ke atas lapan orang pelajar Tingkatan Satu daripada sebuah sekolah berasrama penuh. Skala Persepsi Diri Pembaca digunakan untuk mengkaji hubungan di antara persepsi sendiri pelajar cemerlang dan pelajar lemah dengan keupayaan pembacaannya. Hasil kajian jelas menunjukkan pelajar cemerlang menunjukkan persepsi sendiri yang tinggi. Sebaliknya, pelajar yang lemah menunjukkan persepsi sendiri yang rendah. Kumpulan pelajar cemerlang mencapai min yang lebih tinggi dalam semua aspek iaitu penilaian kemajuan sendiri, perbandingan dengan rakan sebaya, maklumbalas sosial serta persepsi fisiologi.

Persepsi kedua-dua kumpulan pelajar cemerlang dan lemah mengenai penggunaan buku teks di bilik darjah didapati dengan mengguna Profil Pencapaian dan Kesedaran Buku Teks (TAPP). Kedua-dua kumpulan dapat memberi gambaran yang jelas mengenai aktiviti, tugas dan ujian yang dijalankan di bilik darjah. Ini menunjukkan kesedaran yang tinggi mengenai penggunaan buku teks di dalam bilik darjah.

Inventori Kesedaran Pembacaan Metakognitif digunakan untuk mengkaji samada terdapat perbezaan dalam kesedaran strategi pembacaan yang berlainan di antara dua kumpulan tersebut.. Hasil kajian menunjukkan tiada perbezaan yang ketara di antara pelajar yang cemerlang dengan pelajar yang lemah. Kedua-dua

kumpulan pelajar sedar akan strategi pembacaan yang berlainan yang digunakan semasa proses bacaan.

TAPP juga digunakan untuk mengkaji kebolehan dalam penggunaan strategi pembacaan yang berlainan. Pelajar cemerlang menunjukkan kebolehan yang tinggi dalam penggunaan strategi pembacaan seperti ringkasan, pengambilan nota, penggarisan dan penggunaan tajuk serta grafik. Pelajar yang lemah tidak memiliki kemahiran untuk menggunakan strategi pembacaan dengan baik.

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