

*The Diversity of Learning Skills among Entrepreneurial Students in MARA
Professional College Malaysia*

Nik Hasrawati Nik Hassan, Mumtaz Begam Bt Abdul Kadir

MARA Professional College, Malaysia

0128

The Asian Conference on Education 2013

Official Conference Proceedings 2013

Abstract

This study was aimed to investigate the study skills acquired by the entrepreneurial students of MARA Professional College, Malaysia. The study involved 106 randomly selected respondents. The study using questionnaire and Likert five-point scale to measure six categories of skills learned by Dunn and Dunn which are reading skills, note taking skills, time management skills, listening skills, reference skills and examination skills. The result showed listening skills (mean 3.67) is the most dominant learning skills practiced by the respondents. The second category is the category of reading skills (mean 3.61), followed by the third is category note taking skills (mean 3.51), fourth is reference skill (mean 3.49), fifth is the category for the examination skill (mean 3.26) and the sixth is time management skills (mean 2.82). The level of the lowest management skills is time management skills. The result of this study showed that time management skill is the skill that with the lowest mean. Entrepreneurial students are less skilful in managing time well, One of the key success factors of a high achiever is having an efficient time management. This will allow them to take part in various activities successfully (Khalid Mohamed Noor, 2005). In addition, efforts should be taken to increase the level of learning skills to improve the effectiveness of teaching and learning.

iafor

The International Academic Forum

www.iafor.org

INTRODUCTION

Learning is an activity that is influenced by the cognitive skills. We can distinguish the brain mechanism that is involved in learning activity and the factors that drive the mechanism. The factors that drive the mechanism are motivation and attitude, whereas the brain mechanism involved in learning activity is called study skills (Mace 1976). Undeniably, being successful in academic and co-curriculum is the main goal of every student in the college. An excellent academic achievement is not impossible if the students know the effective styles or strategies of learning. There are a few factors that contribute to the excellent achievement by students, among them are intellectual quotient, extra efforts, extra concentrations during the process of teaching and learning as well as good learning strategies. (Khalid, 2005:3).

An institution of higher education plays a role in producing quality graduates and thus become an important asset for the development of the country. Undoubtedly, learning in higher education demands the commitment from the students. According to Sheal (1994), learning is a mental and physical process that leads to qualitative changes in a person to see, comprehend and appreciate something. Learning process is not limited only to attain knowledge and recall what have been learnt before. Learning activities should focus on the concept of knowledge and information and turn it into their life as well as the development of attitudes. (Hargreaves 1996).

MARA Professional Colleges Malaysia (MPCM) are educational institution that operates under the supervision of Higher Education Division, Majlis Amanah Rakyat (MARA). There many diploma and higher National Diploma Courses in this colleges. One of the diploma course offered is Diploma in Entrepreneurs (DEN). In this course students are trained to be entrepreneurs. There isn't any research done on this students study skills. Therefore, the research on study skills was carried out to identify the dominant study skills among the students of Entrepreneurship Programme in MARA Professional Colleges Malaysia (MPCM) and its impact on academic achievement.

STATEMENT OF THE PROBLEM

The six aspects of study skills that are investigated here; Reading Skills, Listening Skills, Time Management Skills, Note-Taking Skills, Reference Skills and Test – Taking Skills are believed to be the aspects that influence the academic achievement of a student. (Yahya Othman, 2003; Mohd Nashuha Jamidin et al., 1995).

Time Management Skills can be defined as the skill of making use of time efficiently. Reading Skills is a thinking process related to explicit and implicit meaning, as well as applying the information gained from lectures, from a book or from other sources. Reference Skills is the skill of reading and searching extra references to acquire knowledge, whereas Listening Skills refers to listening activity and to store the information together with the existing information in mind. Lastly, Test – Taking Skills means to know the strategic ways in making preparation for the examinations.

Dunn dan Dunn model (1978) is used in this investigation to identify the study skills among the students of Entrepreneurship Programme in MARA Professional Colleges Malaysia (MPCM). What are the dominant study skills practiced by these students? In addition, what are the dominant study skills practiced by these students according to

gender and academic achievement? This research was conducted to answer these questions.

OBJECTIVES

There are three objectives of this research:

1. To identify the dominant study skills among the students of Entrepreneurship Programme in MARA Professional Colleges Malaysia (MPCM)
2. To identify the study skills possessed by the students of Entrepreneurship Diploma Programme according to gender.
3. To identify the study skills possessed by the students according to academic achievement.

SIGNIFICANT OF RESEARCH

1. The college is able to identify the dominant study skills among the students in their learning activity.
2. The college can either improve or modify the regulations or infrastructure in order to provide a conducive and stimulating environment.
3. The research findings can be an additional value in this field.

LITERATURE REVIEW

Shiqin (2003) in a case study related to the learning of Chinese language by foreign students in Australia had explained in more detail about the study skills needed by the students to ensure that they are able to master the language. A number of samples that was tested by using graphic pictures and flashcards showed that this method can help the students to remember the meaning or the correct use of Chinese words according to context and obtained high scores in three tests conducted compared to the other group that just listened and observed. Furthermore, a case study by Ng et al. (2005) which focus on the expectations of self-directed learning by using information technology showed that the students in smartschools realized that self – directed learning skills are important to help them towards achieving excellent academic achievement. Besides, the students also realize that motivation is crucial as a ‘drive factor’ in their learning and consequently help them to obtain high grades in academic.

Further research on this topic was done by James, Chris dan Michael (2003). As many as 88 respondents were involved in the research, with 70 from them are females and 18 are males. Their findings showed that there was a relationship between the success of students pursuing a degree and the study skills possessed by them, as well as the teaching challenges, response strategies and study skills.

To strengthen the argument, we can also refer to a study made by Heidrun and Albert (2005) on self-learning program evaluation for competency in Mathematics for low achievers in primary schools. The findings of the study show that there was an increment in academic achievement when these students were assisted with various study skills such as time management. Consequently, there was an improvement in the group under study.

This coincides with the opinion expressed by Dieter, Petra and Maria (2005) in a study entitled "Factors Affecting Reading Achievement in Germany and Spain." The study used data from Germany and Spain, and was divided into two components, students and schools. The purpose of the study was to analyse the factors that influence the reading activity among the students in Germany and Spain. The results derived from this study show that positive factors such as interest and concentration in reading contribute to the reading achievement, therefore help the students to have more comprehension on the reading material. On the other hand, negative factors such as absenteeism, late to schools and not completing homework lead to low reading and academic achievement.

Hence, a study by Yesim Somuncuoglu (2001) entitled the relationship between performance goal orientation and the use of learning can be used to complement the research studied. This is because this study is related to the past studies that are discussed previously. The purpose of this study was to identify whether there is a significant relationship between student achievement and learning strategies. The results of this study show that there is a positive relationship between the student achievement and the cognitive skills in learning. The conclusion of this study shows that the value of learning and achievement should be concurrent with the study skills gained.

A study by Keefe (1987) explains that the study skills possessed by students are different from each other. This difference can be traced from various aspects such as gender, physical form, behavior, way of thinking, way of interacting, study skills and cognitive styles that are preferred by the students to acquire new information. As a student, they should understand their style of study skills. This can be done by the students by taking measures such as understanding and applying the learning style that can be applied to improve their academic achievement and creativity (Griggs, 1985). The researches done show that there is a relationship between study skills and academic achievement. Therefore, these researches are suitable to be used as a reference to prove the relationship between study skills and academic achievement.

In conclusion, study skill is as a metacognition in the students to learn in the best way in order to acquire useful information for their learning. In researcher's opinion, study skills are important elements that should be emphasized, for instance reading skills, note - taking skills, time management skills, listening skills, reference skills and test - taking skills as it will help the students to grasp the information better and convey it in a useful form. The methods of the study skills should be fully utilized by the students in teaching and learning process.

DESIGN OF RESEARCH

The design used for this research is descriptive survey, in which the data was collected using questionnaire. A descriptive research is able to provide an insight or information regarding specific thing at specific times, as well as helping to plan for the future. (Wiersma 1995; Mohd Majid Konting 1994).

POPULATION AND SAMPLING

The population of research is drawn from the students of Entrepreneurship Programme MARA Professional Colleges Malaysia (MPCM). As many as 106 students are selected as sample group. Stratified sampling is used to select the sample.

DATA COLLECTION INSTRUMENT

This survey is divided into two sections. Section A consists of the questions on the demographic data of respondents such as gender, age, college, programme, academic achievement Cumulative Grade Point Average (CGPA) and residence. Whereas, Section B consists of 54 items that have been translated and modified from Dunn and Dunn model of study skills questionnaire. (1978).The six study skills proposed by Dunn and Dunn model are Reading Skills, Note-Taking Skills, Time Management Skills, Listening Skills, Reference Skills and Test – Taking Skills. The summary of items according to Dunn and Dunn model is shown in Table 1.

Table 1 : Distribution of items for each category of study skills

Study Skills	Number of Item
Reading Skills	10
Note – Taking Skills	11
Time Management Skills	10
Listening Skills	5
Reference Skills	8
Test – Taking Skills	10
Total Item	54

Five point Likert scale was used to obtain the responses, in which ‘1’ is for ‘strongly disagree’ and ‘5’ for ‘strongly agree’. Pilot study was also carried out and the result indicated that the reliability for the components of learning styles is between $\alpha = 0.86$ to 0.91. The value obtained show that all the items used for each component in the questionnaire have high reliability and consistency.

RESULTS

The respondents involved in this research were drawn from the students of MARA Professional Colleges Malaysia (MPCM). The mean score interpretation as in Table 2 was used to interpret the average mean score obtained from each item.

Table 2 : Mean Score Interpretation

Mean Score	Mean Score Interpretation
1.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

Sources : Barnett 2000; Jamil 2002; Jainabee 2005 & Mumtaz 2008

RESPONDENTS' PROFILE

This research was conducted in MARA Professional Colleges Malaysia (MPCM). The respondents for this research were drawn from the students pursuing full – time Entrepreneurship Diploma Programme. As many as 106 students were chosen as respondents. The distribution of students according to gender, residence and academic achievement is shown in Table 3 and Table 4.

Table 3 : Distribution Analysis of Respondents by Gender

Gender	Number	Percentage (%)
Male	39	36.8
Female	67	63.2
Total	106	100.0

The total respondents sum up to 106 respondents. Out of this number, 39 (36.8%) are males whereas 67 (63.2%) are females.

Table 4 : Distribution of Respondents by Overall Grade Point Average (Overall GPA)

Achievement	Number	Percentage (%)
1.66 to 1.99	1	0.9
2.00 to 2.49	5	4.7
2.50 to 2.99	53	50.0
3.00 to 3.49	41	38.7
3.50 to 4.00	6	5.7
Total	106	100.0

The majority of the respondents were within the moderate academic achievement category, with overall GPA of 2.50 to 2.99 (50.0%), followed by 38.7% of respondents within high academic achievement category with overall GPA of 3.00 to 3.49, 5.7% of respondents within very high academic achievement category with overall GPA of 3.50 to 4.00 and 0.9% within very low academic achievement category with overall GPA of 1.66 to 1.99.

DATA ANALYSIS

This section answers the questions on the variety of study skills possessed by the students of Entrepreneurship Diploma Programme in MARA Professional Colleges Malaysia (MPCM). Descriptive analysis was done by using mean value of each study skills for six study skills proposed by Dunn and Dunn model.

Table 5 : Analysis of Mean of Study Skills

Study Skills	Mean	Standard Deviation	Interpretation
Reading Skills	3.6189	.54451	Moderate
Note – Taking Skills	3.5106	.66526	Moderate
Time Management Skills	2.8203	.92645	Moderate
Listening Skills	3.6785	.84588	High
Reference Skills	3.4910	.89229	Moderate
Test – Taking Skills	3.2653	.90762	Moderate

The overall analysis of study skills for students of Entrepreneurship Diploma Programme in MARA Professional Colleges Malaysia (MPCM) indicated the highest mean for Listening Skills Category (mean 3.679 SD= 0.846). This is followed by Reading Skills, (mean 3.619 SD= 0.545), Note – Taking Skills (mean 3.511 SD= 0.666), Reference Skills(mean 3.491 SD= 0.892), Test – Taking Skills (mean 3.265 SD= 0.908) and lastly Time Management Skills (mean 2.820 SD = 0.92645).

Table 6: Analysis of Mean of Study Skills by Gender

Study Skills	Gender	Mean	Standard Deviation	Interpretation
Reading Skills	MALE	3.6333	.54451	Moderate
	FEMALE	3.6045	.61161	Moderate
Note – Taking Skills	MALE	3.5150	.66526	Moderate
	FEMALE	3.5062	.61328	Moderate
Time Management Skills	MALE	2.8436	.92645	Moderate
	FEMALE	2.7970	.65203	Moderate
Listening Skills	MALE	3.6974	.84588	High
	FEMALE	3.6597	.76753	Moderate
Reference Skills	MALE	3.5865	.89229	Moderate
	FEMALE	3.3955	.77868	Moderate
Test – Taking Skills	MALE	3.4128	.90762	Moderate
	FEMALE	3.1179	.61544	Moderate

Analysis of study skills according to gender indicated that male students have high mean for Listening Skills (mean 3.697 SD= 0.846). On the other hand, female students have moderate mean for all category of study skills. However, the highest mean for female students is Listening Skills (mean 3.660 SD=0.768). The least study skill possessed by both male and female students is Time Management Skills.

Table 7: Analysis of Mean of Study Skills by Academic Achievement

Study Skills	Achievement	Mean	Standard Deviation	Interpretation
Reading Skills	3.50-4.00	3.6400	.58566	Moderate
	3.00 – 3.49	3.6755	.52143	High
	2.50-2.99	3.5415	.67933	Moderate
	2.00 -2.49	3.4500	.43704	Moderate
Note – Taking Skills	3.50-4.00	3.6000	.71054	Moderate
	3.00 – 3.49	3.5094	.55989	Moderate
	2.50-2.99	3.5244	.72319	Moderate
	2.00 -2.49	3.1667	.36515	Moderate
Time Management Skills	3.50-4.00	3.2400	.58992	Moderate
	3.00 – 3.49	3.0000	.79373	Moderate
	2.50-2.99	2.5463	.60087	Moderate
	2.00 -2.49	2.3833	.75211	Moderate
Listening Skills	3.50-4.00	3.9600	.43359	High
	3.00 – 3.49	3.6642	.80744	Moderate
	2.50-2.99	3.6488	.84354	Moderate
	2.00 -2.49	3.4667	.32660	Moderate
Reference Skills	3.50-4.00	4.1000	.62124	High
	3.00 – 3.49	3.5920	.75684	Moderate
	2.50-2.99	3.2287	.88472	Moderate
	2.00 -2.49	3.3542	.77628	Moderate
Test – Taking Skills	3.50-4.00	3.4600	.49800	Moderate
	3.00 – 3.49	3.3019	.78654	Moderate
	2.50-2.99	3.0366	.66248	Moderate
	2.00 -2.49	3.0333	.84063	Moderate

The academic achievement of students is categorized according to overall Grade Point Average (Overall GPA) as the following:

Overall GPA	Interpretation
2.00-2.49	Low
2.50-2.99	Moderate
3.00-3.49	High
3.50-4.00	Very high

As for analysis of study skills according to academic achievement, the result indicated a high mean for Reference Skills for students with very high overall GPA (3.50-4.00). This shows that students from this category have good Reference Skills (mean 4.100 SD=0.621), whereas the least skill possessed is Time Management Skills (mean 3.240 SD= 0.589). On the other hand, the students with moderate overall GPA (2.50-2.99) shows the highest mean for Listening Skills (mean 3.648 SD= 0.843) and the lowest mean for Time Management Skills (mean 2.5463). So, the result for students with low overall GPA (2.00-2.49) indicated the highest mean for Reference Skill (mean 3.354 SD= 0.776) and the lowest mean for Time Management Skills (mean 2.383).

DISCUSSIONS AND IMPLICATIONS

In this research, the study skills among the students of Entrepreneurship Programme in MARA Professional Colleges Malaysia (MPCM) were measured based on six dimensions study of skills, which are Reading Skills, Note-Taking Skills, Time Management Skills, Listening Skills, Reference Skills and Test – Taking Skills. The conclusion of this research indicated that in overall, the dominant study skills possessed by the students of Entrepreneurship Diploma Programme is Listening Skills (mean 3.67). The second category goes to Reading Skills (mean 3.61), followed by Note – Taking Skills (mean 3.51), fourth is Reference Skills (mean 3.49), fifth is Test – Taking Skills (mean 3.26) and the sixth category is Time Management Skills (mean 2.82). The summary shows that the least study skills mastered by the students is Time Management Skills.

From the six aspects that have been measured, the three study skills that have high range of mean values are Listening Skills, Reading Skills and Note – Taking Skills. Following the list are Reference Skills, Test – Taking Skills and Time Management Skills which have moderate mean values. Listening Skills shows the highest mean, whereas Time Management Skills shows the lowest mean.

According to this research, out of the six study skills, the students have a high mastery level of Listening Skills. Students with good Listening Skills are able to concentrate on the lecturer who is giving lecture. Students need to ignore all the distractions going on inside or outside the classroom. However, to gain the best result from Listening Skills, students need to jot down important facts and information during lecture in classroom. (Abdul Rahim Selamat, (1989). A study done by Siti Hawa Munji (1989) shows that during lecture, students need to focus to the content of lectures actively and precisely. Students are also encouraged to share notes or materials with their friends. Besides, it is also essential for the lecturers to understand and know the creative and attractive ways of giving lectures so that the students will not feel bored and are able to concentrate on the content of lectures.

The fact that Time Management Skills is the skill with the lowest mean in this research indicated that the students of Entrepreneurship Programme in MARA Professional Colleges Malaysia (MPCM) have low capabilities of managing time well. This is a worrisome problem, as the main factor of a successful and high score student is an effective time management, that enable them to take part in various activities successfully (Khalid Mohamed Noor, 2005). Padilah Ali (1994) claims that the planning and preparation of time table can reflect the real workloads faced by the students. Aziz Shah (2009) also states that excellent students always divide and utilize their time effectively. This is because they always appreciate time. The students have to realise that they have to appreciate every seconds because time waits for no man. Time is irreversible. However, there are still a number of students who deliberately waste their time by doing unbeneficial activities, which in some cases may lead to harming themselves. The root to this problem is believed to be the low mastery level of study skills, especially Time Management Skill.

Students who are excellent in Time Management Skills will plan their activities efficiently. Lack of time or excess time is not going to happen. This is because with proper techniques, strategies and commitment they will be able to fill their time with

useful activities. Furthermore, the activities done will also be more effective, beneficial and give maximum return to the students and consequently may help to shape them into well – rounded students.

Based on the results of this research, several recommendations are suggested to the college as the following:

1. The college needs to facilitate their students in their learning by giving them more exposure on study skills through workshops or courses. This is important as it can help to create awareness among the students about the correct study skills and their impacts to their learning. The majority of Malaysian students lack of study skills. Their perception that study skills are mastered indirectly during study is a wrong idea. Khalid (2005) explains that the low achievers assume that the study skills are developed in them indirectly when they become a student. Every year, we read about the success stories of excellent students in our country. However, the situation is different when it comes to students who have academic achievement within moderate and low categories. It is necessary for the students with low and moderate academic achievement to get an early exposure on study skills so that they can apply it as early as when they start their courses. This will consequently improve their academic performances.
2. Apart from giving workshops and courses to the students, it is also necessary for the lecturers to be exposed and trained with the correct study skills to facilitate both teaching and learning hence making the learning – teaching cycle more effective. This is because as a lecturer, they need to understand the students' learning styles and skills so that teaching and learning will be more attractive and effective. The lecturers should teach and promote the correct study skills to the students. The teaching of study skills is not necessarily done directly and formally, it can also be integrated in the teaching and learning process.
3. The college, especially the Counselling and Careers Development Unit (CCDU) should conduct motivational programmes especially those regarding study skills. Besides, the CCDU unit should also play a more effective role in promoting the students to join positive lifestyle and attitude development sessions in order to boost their motivations in studying. Moreover, the counsellors should also play their roles as a friend, advisor and student's advocate in any circumstances. The counsellors have also been trained with specific skills to handle with students. Therefore, the students may identify their strengths and weaknesses in learning.

REFERENCES

- Abdul Ghani Awang (1996). *Kemahiran Belajar Di Institusi Pengajian Tinggi*. Kuala Lumpur: Dewan Bahasa Dan Pustaka.
- Abdul Rahim Selamat (1989). *Belajar Cara Belajar*. Kuala Lumpur: Nurin Entreprise.
- Abdullah Hassan dan AINON Mohd. (2004). *Guru sebagai pendorong dalam bilik darjah*. Bentong: PTS Publications & Distributors Sdn Bhd.
- Baharin Abu(2000). *Teaching Effectiveness and Staff Professional Development Programs in HEI in Malaysia*. Published Doctoral Thesis, The University of Birmingham, UK.
- Baharin Abu, Othman Md Johan, Syed Mohd Shafeq Syed Mansor, Haliza Jaafar (2007). *Kepelbagaian Gaya Pembelajaran Dan Kemahiran Belajar Pelajar Universiti Di Fakulti Pendidikan, UTM Johor*. No. Vot Penyelidikan 71881. Jabatan Asas Pendidikan Universiti Teknologi Malaysia.
- Dieter Kotte, Petra Lietz, Maria M. L. (2005). Factors influencing reading achievement in Germany and Spain: Evidence from PISA 2000. *International Education Journal*, 6(1), 113-124.
- Dunn, R., & Dunn, K. (1978). *Teaching Student Through Their Individual Learning Styles: A Practical Approach*. Reston Publishing.
- Erlanawati Sawir. (2005). Language difficulties of international student in Australia: The effect of prior learning experience. *International Education Journal*, 5(4), 65-75.
- Griggs, S. A. (1985). *Counselling student through their individual learning styles*. The National Institute of Education, The University of Michigans.
- Hargreave, D.J (1996). How Undergraduate Student Learn. *European Journal Of Engineering Education*, 21(4), 425-434.
- Heidrun Stoger dan Albert Ziegler. (2005). Evaluation of an elementary classroom self regulated learning program for gifted mathematic underachievers. *International Education Journal*, 6(2), 261-271.
- James Kuo, Chris Hagie dan Michael T Miller. (2003). Encouraging College Student Success. *International Education Journal*, 14, 60-67.
- Kamarudin Haji Husin & Siti Hajar Hj. Abdul Aziz. (1996). *Penguasaan kemahiran membaca, kaedah dan teknik*. Kuala Lumpur: Kumpulan Budiman Sdn Bhd.
- Keffe, J. (1987). *Learning styles theory and practise*. Reston: National Association of Secondary Scholls Principals.
- Khalid Mohamed Noor (2002). *Belajar Teknik Belajar*. Kuala Lumpur: PTS Publication And Distributor Sdn. Bhd.
- Khalid Mohamed Noor. (2005). *Belajar Teknik Belajar*. Bentong: PTS Publication Sdn. Bhd.
- Lee Shok Mee. (1997). *Psikologi Pendidikan 2, teori dan aplikasi dalam pengajaran dan pembelajaran*. Kuala Lumpur: Kumpulan Budiman Sdn. Bhd.
- Lynch, D. J (2006) Motivational factors, learning strategies and resource management as predictors of course grades. *College Student Journal* 40 (2): 423-428.
- Mace, C.A. (1976). *The Psychology of study*. England: Penguin Books Ltd.
- Mohamad Aziz Shah Mohamed Arip (2009). *Kaunseling Motivasi Berjaya Ke Universiti*: Penerbit Universiti Pendidikan Sultan Idris.
- Mohammad Aziz Shah Mohamed Arip. (2009). *Kaunseling Motivasi Berjaya Ke Universiti*. Perak: Penerbit Universiti Pendidikan Sultan Idris.
- Mohd Najib Abdul Aziz & Nor Shafrin Ahmad. (2008). *Kemahiran belajar dan*

- hubungannya dengan pencapaian akademik. *Jurnal Pendidik dan Pendidikan*, Jil 23, 29-47.
- Mohd Najib Konting (1994). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Mohd Yunus Noor. (1990). *Psikologi belajar dan teknik belajar yang berkesan*. Petaling Jaya: Fajar Bakti Sdn. Bhd.
- Ng Lee Yen, Kamariah Abu Bakar, Samsilah Roslan, Wong Su Land & Petri Zabariah. (2005). *Predictor of self regulated learning in Malaysian smart school*. *International Education Journal*.
- Osman Affan. (2007). *Kemahiran Belajar Menjadi Pelajar Smart Study*. PTS Millennia Sdn. Bhd.
- Padilah Ali (1994). *Teknik Belajar Untuk Kejayaan*. Kuala Lumpur: Dewan Bahasa Pustaka.
- Shiqin Hu. (2003). Teaching Chinese to English backgown primary students Vol 3, bil 1, *Flinders University*.
- Siti Hawa Munji (1989). *Strategi Belajar: Lulus Peperiksaan*. K. Lumpur: Usaha C & L Sdn. Bhd.
- Yahya Othman (2003). *Mengajar Membaca, Teori & Aplikasi, Panduan Meningkatkan Kemahiran Mengajar Membaca*. Selangor: PTS Publication & Disributors Sdn. Bhd.
- Yesim Somuncuoglu Ali Yildirim. (2001). Relationship between achievement goal orientation and use of learning strategies. *Journal of education Research*, 92, 267-276.

