READING STRATEGIES OF DAYAK ESL STUDENTS

SAIRA AK. JOE

A Dissertation Submitted to the Faculty of Languages and Linguistics in Partial Fulfilment of the Requirements for the Degree of Master in English as a Second Language

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ABSTRACT

Reading Strategies of Dayak Students

This study aimed to analyse the reading strategies employed by Dayak students at Uitm Sarawak. Data was gathered by the use of Questionnaires and audio taping the subject during retrospective interview. The data was compiled into Learners' Profiles and analysed.

The result of the study showed that: (a.) Dayak learners especially the high achievers, employed effective reading strategies that would aid their comprehension; (b.) High achievers and Low achievers differ in the strategies that they use when completing reading tasks; (c.) Strategy Training is important for creating the awareness on reading strategies and help students improve in their reading comprehension.

Findings from the questionnaires and interviews clearly distinguished the skilled and less skilled readers. The findings revealed that skilled readers employed better reading strategies and this result is confirmed by the data gathered from the Reading Questionnaire.

Some pedagogical implications were drawn based on the findings: (a.) verbal reports (think aloud and retrospective interview) can be used as diagnostic base for investigating strategies used by learners as they read; (b.) a need to introduce Strategy Training especially in higher learning institution to create awareness on reading strategies and to train students with effective strategies that would aid reading.
ABSTRAK

Strategi Pembacaan Pelajar-Pelajar Dayak

Kajian ini bertujuan untuk mengkaji strategi pembacaan pelajar-pelajar Dayak di UiTM Sarawak. Data berkaitan diperolehi melalui soal selidik dan rakaman temuduga ‘retrospective’. Data kemudiannya dikumpul didalam Profile Pelajar dan dianalisa.

Hasil kajian ini menunjukkan bahawa: (a.) Pelajar Dayak, terutamanya pelajar yang fasih, menggunakan strategi pembacaan yang efektif; (b.) Pelajar yang fasih dan kurang fasih menggunakan strategi pembacaan yang berbeza ketika menyempurnakan latihan; (c.) ‘Strategy Training’ adalah penting untuk memupuk kesedaran berkenaan strategi pembacaan dan untuk membantu pelajar meningkatkan pemahaman pembacaan mereka.

Dapatan daripada soal selidik dan temuramah menunjukkan dengan jelas perbezaan di antara pelajar yang fasih dan kurang fasih. Hasil kajian telah menunjukkan bahawa pelajar fasih mempunyai strategi pembacaan yang lebih berkesan dan pendapat ini telah dibuktikan oleh dapatan yang diperolehi dari soal selidik mengenai strategi pembacaan.

Implikasi pedagogi yang telah ditunjukkan dari hasil kajian adalah: (a.) ‘verbal reports’ boleh digunakan untuk mengkaji strategi pembacaan pelajar; (b.) ‘Strategy Training’ perlu disyorkan terutamanya di institusi pengajian tinggi untuk memupuk kesedaran berkenaan strategi pembacaan dan untuk melatih pelajar menggunakan strategi pembacaan yang efektif.
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