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READING COMPREHENSION STRATEGIES OF
FORM FOUR ESL STUDENTS:-
A CASE STUDY

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ABSTRACT

This study aimed to determine the awareness and application of reading comprehension strategies by high and low proficiency ESL students. The study also related strategy use to the variables of language proficiency, gender and language background and included an analysis of variation in the use of individual strategies.

The study adopted a qualitative case study design using eight high and low proficiency students from a Form Four class. The subjects were purposively selected to ensure that there was a difference in language proficiency, gender and language background. The study addressed the following research questions: 1) How do the high and low proficiency ESL reading comprehension students differ in their awareness of reading comprehension strategies? 2) How do the high and low comprehension ESL students differ in their use of reading comprehension strategies when completing the same task? . 3) How do the use of reading strategies relate to the variables of gender, language proficiency and language background?

Data pertaining to subjects' strategy awareness was obtained from their performance on the Index of Reading Awareness . Data pertaining to the subjects' application and regulation of strategies was obtained through the think aloud protocols and retrospective interviews while the subjects performed the two cloze passages.

The findings indicated that the high and low proficiency ESL subjects knowledge and awareness of reading comprehension strategies was almost similar. The findings also indicated that some significant differences in strategy application and regulation does exist. A comparison of strategy use through the think-alouds showed that the high and low proficiency subjects differed significantly in their approaches to the same reading task. The

findings also indicated variation in overall strategy and category of strategy use according to language proficiency, gender and language background when the high and low proficiency subjects of this study were compared.

SRTATEGI PEMBACAAN KEFAHAMAN PELAJAR TINGKATAN EMPAT : SATU KAJIAN KES

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti kesedaran dan kebolchan mengapplikasi strategi kefahaman oleh pembaca yang fasih dan pembaca yang lemah. Kajian ini juga mengaitkan kegunaan strategi dengan profisiensi bahasa , jantina dan latar belakang bahasa subjek .

Kajian kes ini dijalankan secara qualitative. Subjek kajian ini terdiri dari lapan pelajar Tingkatan Empat. Pilihan subjek ini dibuat secara khas untuk memastikan wujudnya perbezaan dalam kefasihan Bahasa Inggeris, jantina dan latarbelakang subjek tersebut.

Kajian ini bertujuan menjawab soalan berikut : 1) Bagaimana subjek ESL yang fasih dan kurang fasih dalam pembacaan dan kefahaman berbeza dari segi kesedaran strategi pembacaan? 2) Bagaimana subjek ESL yang fasih dan kurang fasih dalam kefahaman berbeza dalam kegunaan strategi pembacaan semasa menyempurnakan tugasan yang sama. 3) Bagaimana kegunaan strategi bacaan dapat dikaitkan dengan pengubah jantina, kefasihan bahasa dan latar belakang subjek.

Data berkaitan dengan kesedaran strategi di perolehi melalui ‘Index of Reading Awareness’ manakala data berkaitan dengan applikasi dan kegunaan strategi di perolehi melalui “think aloud -protocol” dan temuduga retrospektif semasa subjek menyempurnakan dua petikan kloz.

Dapatan kajian ini menunjukkan bahawa kesedaran dan pengetahuan strategi pembacaan antara subjek yang fasih dan subjek yang kurang fasih adalah hampir sama. Perbezaan telah wujud dalam applikasi dan kegunaan strategi pembacaan. Perbezaan juga wujud antara

variable profisiensi, jantina dan latar belakang subjek dalam kegunaan strategi apabila subjek yang fasih dan subjek yang kurang fasih dalam bahasa kajian ini dibandingkan.

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