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READING PROBLEMS AMONG STUDENTS IN URBAN SECONDARY SCHOOLS: A TEACHER'S PERSPECTIVE

by

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ABSTRACT

As the sophistication of modern technologies continue to grow, reading has become a vital tool for keeping abreast with current development. As such, inability to read can severe the link to this modern world of knowledge. Bearing this in mind, the purpose of this study was to focus on the plight of struggling readers among secondary school students.

This study is an investigation on the various types of reading problems of selected urban secondary school students in the Klang valley from a teacher's perspective. Deficiencies in reading ability, which prevents effective participation in classroom activities, were identified by ESL teachers. The reading problems were found to be contributory factors to other educational and behavioural problems. They also reflected the students' inadequate acquisition of reading skills at primary level.

The analysis of the data related to teachers' attitudes towards students with reading problems and the existing teaching practices revealed that teachers are aware of the reading problems among their students and their needs. However, these teachers are unable to provide the necessary remedial guidance due to various constraints when dealing with problem readers. The findings indicated that most of these teachers lack the relevant knowledge needed in remedial reading. Based on these findings, recommendations were included on developing a positive approach to remediate reading problems among secondary school students.

ABSTRAK

Perkembangan sains dan teknologi yang kian pesat, menjadikan kemahiran membaca suatu alat yang penting untuk mengikuti aliran perkembangan masa kini. Dengan ini, kelemahan membaca boleh memutuskan perhubungan dengan dunia pengetahuan yang moden ini. Memandangkan keadaan ini, fokus kajian ini adalah terhadap masalah kemahiran membaca pelajar-pelajar di kalangan tahap menengah.

Kajian ini merupakan suatu penyelidikan terhadap pelbagai jenis masalah kemahiran membaca di kalangan pelajar-pelajar tahap menengah di kawasan bandar Lembah Klang dari perspektif guru. Kelemahan kemahiran membaca yang didapati menghalang penglibatan yang efektif dalam aktiviti-aktiviti di kelas, telah dikenalpasti oleh guru-guru Bahasa Inggeris (ESL). Masalah kemahiran membaca ini didapati menimbulkan lain-lain masalah pembelajaran dan mempengaruhi tingkahlaku pelajar. Ia juga menunjukkan bahawa pelajar-pelajar tersebut tidak mencapai kemahiran membaca yang sewajarnya semasa di tahap rendah.

Analisis data kajian ini yang berkaitan dengan sikap guru terhadap pelajar yang mempunyai masalah kemahiran membaca menunjukkan bahawa guru-guru memang menyedari kehadiran masalah membaca ini tetapi tidak mampu untuk memberi bimbingan pemulihan yang diperlukan kerana terpaksa menghadapi banyak halangan dalam perlaksanaan pemulihan. Kajian ini menunjukkan bahawa guru-guru tersebut tidak mempunyai pengetahuan yang cukup dalam bidang pemulihan kemahiran membaca. Berdasarkan kepada hasil kajian ini, beberapa cadangan dikemukakan supaya dapat mewujudkan suatu pendekatan positif terhadap pemulihan pelajar-pelajar tahap menengah yang mengalami kelemahan dalam kemahiran membaca.

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