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PERPUSTAKAAN UNIVERSITI MALAYA

THE USE OF STUDENT-GENERATED QUESTIONS
AS A SELF-HELP STRATEGY

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ABSTRACT

This study seeks to understand why students who may be expected to have difficulties understanding their texts and lectures, do not ask questions of the lecturer in class or outside of class, about problems that they have with their work. It looked, not at whether students ask questions or not, but at whether they had a question to ask when they did not understand. A secondary focus was to find out how they resolve their problems in understanding, in particular whether they consult their lecturers. This involves two areas of language and learning:

- a) metacognitive awareness of one's own thinking during reading and use of question-generation as a strategy to resolve comprehension failure, and
- b) seeking help by asking those questions of a knowledgeable person which is regarded as a social act. The finding is that students are usually unable to say what it is that they are unclear about and are therefore unable to formulate a question about their comprehension difficulty. They invariably do not seek the lecturer's help preferring to ask friends and if that does not help them, they memorise. The method of assessment and the examination-orientation of the lectures enables them to get by without that understanding. The surprising finding that the subjects had and still have a great aversion to reading and to "reading subjects" in school and in college both in English and in Bahasa Malaysia gives rise to the question of whether their reading problems in English stem from a deficiency in reading skills in their L1. Finally, this study suggests a need for students, making the transition from school to college, to make an adjustment that is cultural in nature.

Penggunaan soalan yang dikemukakan oleh pelajar sebagai suatu strategi untuk membantu sendiri.

ABSTRAK

Penyelidikan ini dijalankan untuk mengenal pasti mengapa pelajar-pelajar yang dijangka mengalami masalah untuk memahami teks dan kuliah tidak bertanya kepada pensyarah didalam atau pun diluar bilik darjah mengenai masalah yang mereka hadapi. Kajian ini tidak melihat sama ada pelajar bertanya soalan atau tidak, tetapi melihat dari sudut sama ada mereka mempunyai soalan untuk dikemukakan apabila mereka tidak faham. Fokus sekunder kajian ini adalah untuk mengenal pasti bagaimana pelajar menyelesaikan masalah untuk memahami, terutamanya sama ada mereka bertanya pensyarah atau pun tidak. Ini melibatkan dua bahagian dalam pembelajaran dan bahasa: a) kesedaran metakognitif pemikiran seseorang semasa membaca dan penggunaan soalan yang timbul sebagai satu strategi untuk menyelesaikan ketidakfahaman, dan b) meminta tolong dengan bertanya kepada yang lebih mengetahui. Perbuatan ini dianggap sebagai satu perbuatan sosial. Kajian ini mendapati bahawa pelajar-pelajar biasanya tidak berupaya untuk menyatakan apa yang sebenarnya tidak jelas kepada mereka dan dengan demikian mereka tidak berupaya untuk membuat satu soalan untuk menyatakan tentang kesukaran kefahaman yang mereka hadapi. Mereka tidak meminta pertolongan daripada pensyarah, tetapi sebaliknya lebih suka bertanya kepada kawan-kawan. Sekiranya perbuatan ini tidak dapat menyelesaikan masalah, mereka menghafal. Kaedah ujian dan peperiksaan yang digunakan oleh pensyarah membolehkan mereka lulus tanpa memahami dengan sebenarnya.

Penemuan yang memerlukatkan ialah subjek didapati tidak gemar membaca bahan-bahan bacaan dalam Bahasa Inggeris atau pun Bahasa Melayu semasa disekolah mahupun dikolej. Perkara ini memberi tanda tanya sama ada masalah bacaan dalam Bahasa Inggeris bermula daripada kelurangan kemahiran bacaan dalam Bahasa ibunda mereka. Akhir kata, kajian ini menyarankan satu keperluan kepada pelajar untuk melakukan satu penyesuaian yang bersifat kebudayaan dengan cara peralihan dari sekolah kekolej.

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