

BAHASA

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Perbezaan, Individu & Literasi

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UNIVERSITI SAINS ISLAM MALAYSIA

جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

BAHASA KEDUA

Perbezaan Individu dan Literasi

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Perbezaan Individu dan Literasi

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Penerbit
Universiti Sains Islam Malaysia
Bandar Baru Nilai
Negeri Sembilan
2010

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Data Pengkatalogan-dalam Penerbitan

Harison Mohd Sidek

Bahasa kedua: perbezaan individu dan literasi / Harison Mohd Sidek.

Mengandungi indeks

Bibliografi : ms.133

ISBN 978-967-5295-39-3

1. Second language acquisition--Research--Malaysia. 2. Language and language--Study and teaching. I. Judul.

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PRAKATA

Perbezaan individu dan literasi bahasa kedua adalah merupakan dua aspek berkaitan pembelajaran bahasa kedua yang masih memerlukan perbincangan berlainan peranannya di dalam bidang pedagogi dan penguasaan bahasa kedua. Sebagai satu langkah menambahkan pengetahuan serta mengasah pemikiran, adalah bermanfaat untuk penyelidik dan pendidik bahasa kedua menerokai kedua-dua aspek ini bagi tujuan meningkatkan mutu penyelidikan yang boleh membantu menambahkan keberkesanan pedagogi bahasa kedua. Aspek literasi bahasa kedua sememangnya mendapat tumpuan penyelidik dan pendidik bahasa kedua. Namun, aspek kepelbagaian perbezaan individu pelajar masih memerlukan banyak ruang perbincangan.

Oleh itu, perbincangan dalam buku ini berfokuskan diskusi berkenaan perbezaan individu di kalangan pelajar bahasa kedua dan juga isu-isu berkaitan literasi bahasa kedua. Sudut perbincangan berlandaskan dapatan kajian lepas yang disimpulkan dan dikaitkan dengan penyelidikan dan pedagogi. Di antara lapisan unsur yang dianalisa secara kritis ialah pengaruh variasi ciri keperibadian pembelajaran pelajar ke atas proses pembelajaran, elemen-elemen yang memberikan kesan ke atas penguasaan literasi, kemahiran membaca sebagai pemangkin kepada kemahiran-kemahiran bahasa yang lain, integrasi praktikal penyelidikan dan pedagogi serta peranan konteks.

Dalam usaha menerokai aspek-aspek bahasa kedua ini, cabang-cabang kecil yang berkaitan dengan isu-isu yang dipilih juga dibincangkan. Tujuannya untuk menambahkan pengetahuan dan keprihatinan para pendidik bahasa kedua khususnya dalam membantu semua pelajar untuk lebih berjaya tanpa mengira kemampuan pembelajaran sedia ada pada mereka. Keupayaan pendidik memahami hasil penyelidikan dan mengaitkannya dengan pedagogi dapat membantu mereka membina pengajaran bahasa kedua secara praktikal

dan prihatin. Berdasarkan pengetahuan dan keupayaan pendidik mengintegrasikan dan membina kesinambungan di antara penyelidikan dan pedagogi amat diharap akan menambahkan keberkesanan pedagogi mereka yang mencakupi semua pelajar dalam usaha memenuhi matlamat memajukan serta memantapkan penguasaan bahasa asing di kalangan pelajar. Apabila penyelidik dan pendidik dapat memperluaskan pandangan dan dapat menghalusi perkaitan aspek-aspek bahasa kedua ini dengan lebih menyeluruh, ianya akan membuka ruang kepada kemajuan dan pembangunan kedua-dua bidang penyelidikan dan pedagogi yang bakal menyumbang kepada kemajuan pembelajaran.

PENGENALAN

Bahasa Kedua: Perbezaan Individu dan Literasi berfokus kepada skop perbincangan isu-isu berkaitan variasi pembelajaran pelajar dan pembacaan dalam bahasa kedua. Perbincangan berdasarkan kepada dapatan kajian-kajian lepas dengan tumpuan kepada pengajaran dan pembelajaran bahasa kedua. Tujuannya untuk mencetuskan pemikiran dan perhatian para penyelidik dan guru bahasa kedua terhadap keperluan pembelajaran pelajar serta kepentingan literasi bahasa kedua.

Perbincangan ini juga sebagai satu usaha menambahkan kepekaan dan keprihatinan para penyelidik dan guru bahasa kedua terhadap kepentingan yang mengambil kira perbezaan individu di dalam penyelidikan, pembinaan kurikulum, dan pengajaran bilik darjah. Rangka penyelidikan dan perancangan serta pelaksanaan bahasa kedua sedia ada dapat dimantapkan lagi melalui perbincangan hasil penyelidikan yang dikaitkan dengan pedagogi dan pelajar. Dengan usaha sebegini, penyelidik dan guru di dunia akademik akan terus berusaha meneliti lapisan-lapisan ilmu yang boleh dimanfaatkan di dalam konteks akademik dan juga pembelajaran sepanjang hayat. Sehubungan itu, penghasilan buku ini merupakan perbincangan awal untuk mengetengahkan beberapa aspek pendidikan dan penyelidikan bahasa kedua sebagai titik permulaan bagi perbincangan yang lebih mendalam pada masa hadapan.

Salah satu aspek yang diketengahkan ialah aspek pengaruh perbezaan individu ke atas pembelajaran bahasa kedua. Isu ini telah mula mendapat perhatian ramai penyelidik dalam bidang penguasaan bahasa kedua sejak lebih dari 60 dekad yang lalu. Pengumpulan data yang semakin bertambah secara meluas dan intensif khususnya di kalangan penyelidik barat ke atas unsur perbezaan individu menunjukkan bahawa penyelidikan ke atas elemen ini sebenarnya

adalah kritikal berdasarkan banyak dapatan kajian yang menunjukkan kesannya ke atas proses pengajaran dan pembelajaran bahasa kedua.

Perbincangan ini juga menyerot kembali kajian lepas yang berkaitan untuk melihat kesedaran tentang wujudnya perbezaan individu bermula serta komponen-komponen yang menjadi tumpuan penyelidik bahasa kedua. Elemen-elemen seperti kebolehan semula jadi, motivasi, gaya pembelajaran, strategi, kemampuan kognitif, rasa cemas atau debaran emosi, sikap dan personaliti telah dikaji oleh penyelidik bahasa kedua bagi ke sekian lamanya. Namun, tanpa disedari faktor-faktor ini sebenarnya boleh digolongkan ke dalam kategorinya yang tersendiri iaitu di bawah naungan "perbezaan individu". Dapatan kajian lepas menunjukkan bahawa faktor-faktor perbezaan individu boleh dikupas dan dihuraikan jaringan-jaringannya yang kompleks dengan lebih terperinci. Oleh sebab skop unsur-unsur perbezaan individu ini adalah sangat luas, hanya beberapa unsurnya sahaja seperti motivasi, debaran emosi, gaya pembelajaran dan personaliti yang dibincangkan dengan lebih mendalam. Ini tidak bermaksud bahawa elemen-elemen perbezaan individu lain kurang penting. Walaupun skop perbincangan berkenaan isu-isu ini agak terhad, namun ini diharapkan dapat mencetuskan diskusi yang lebih mendalam dan meluas pada masa akan datang berkenaan kelima-lima unsur perbezaan individu ini.

Selain dari isu perbezaan individu, kepentingan literasi sebagai pendorong utama yang membantu memangkinkan prestasi akademik pelajar juga turut dimuatkan perbincangannya. Diskusi berkenaan literasi ini diasaskan kepada peranannya sebagai gerbang kepada penguasaan maklumat yang menjadi satu perkara yang sangat utama pada masa kini khususnya di dunia akademia. Dengan pemahaman tentang kepentingan menggarap maklumat pada zaman globalisasi ini, perbincangan dihalusi dengan melihat komponen-komponen literasi seperti peranan pembaca dan teks, tujuan pembacaan, jenis pembacaan, proses meta kognitif, sifat unik pembaca, struktur teks, dan pengetahuan sedia. Selain itu, faktor-faktor yang menyebabkan masalah membaca seperti keupayaan bahasa serta cara-cara menanganinya dengan menggunakan strategi membaca seperti penggunaan huraian morfem, penggunaan konteks, penganalisan kosa kata serta faktor pelaksanaan strategi berkesan juga dibincangkan. Kepentingan pengetahuan guru tentang komponen-komponen ini boleh dimanfaatkan untuk menghasilkan pembaca bahasa kedua yang berkemahiran bukan sahaja dalam bahasa kedua tetapi juga dalam bidang akademik amnya.

Bab berikutnya membicarakan variasi sahsiah pembelajaran pelajar dari segi kebolehan kognitif semula jadi serta sikap pembelajaran bahasa. Dua model diketengahkan sebagai nadi perbincangan berkenaan kebolehan semula jadi mempelajari bahasa kedua. Dua model utama ini ialah model Snow (1987, 1994) dan model Sparks dan Ganschow (2001). Perbincangan kedua-dua model ini memberikan pandangan yang memberikan harapan kepada pelajar-pelajar bahasa kedua yang kurang mahir dan masih membangun untuk sama-sama berjaya setanding dengan rakan-rakan mereka yang lebih mahir. Pandangan yang tercetus dari perbincangan ini juga merupakan satu perkembangan nadi pemikiran yang dapat memberikan sedikit santapan minda kepada guru untuk membantu pelajar-pelajar mereka yang selama ini dianggap lemah dan ketinggalan untuk menjadi lebih berjaya. Perbincangan mengenai sikap pula menunjukkan bahawa sikap pembelajaran bahasa pelajar adalah sebenarnya berbeza-beza yang boleh mempengaruhi kemahuan dan minat pelajar dalam mempelajari bahasa asing.

Bab seterusnya membicarakan cetusan-cetusan yang dihasilkan berdasarkan dapatan kajian lepas yang telah menunjukkan bahawa kemahiran literasi sebenarnya dapat membantu memperkukuhkan kemahiran-kemahiran bahasa kedua yang lainnya. Kurikulum bahasa kedua sering memberikan perhatian yang sama rata kepada semua kemahiran. Memandangkan pelbagai kekangan yang wujud di dalam sistem pendidikan bahasa kedua di negara ini, perbincangan berkenaan fungsi literasi sebagai landasan kepada pengukuhan kemahiran-kemahiran lainnya melahirkan saranan yang boleh difikirkan secara mendalam berkenaan rasionalnya dan aplikasinya. Sorotan ke atas pedagogi tradisional dan pedagogi pada masa kini juga dijadikan asas kepada persembahan cadangan memperbaiki dan memperkayakan literasi di kalangan pelajar bahasa kedua.

Bab seterusnya mempersembahkan sorotan kajian lepas serta pelaksanaan pedagogi masa kini. Sintesis yang dibuat menunjukkan bahawa wujudnya percanggahan antara teori dan pelaksanaan pedagogi. Antara sudut-sudut yang dikaji ialah had aplikasi penyelidikan dalam pelbagai bahasa ibunda yang berbeza, dikotomi penyelidik dan guru, kategori teks, isu perbendaharaan kata, kepentingan pengetahuan, strategi membaca, perdebatan teori skema dan masalah pemilihan serta pendedahan bahan. Pelbagai masalah dan had penggunaan yang timbul dalam mengaplikasikan hasil penyelidikan dan pelaksanaan

pengajaran bahasa kedua juga diketengahkan. Cadangan-cadangan juga diberikan mengenai cara perselisihan di antara teori dan praktis yang dapat membantu mengurangkan jurang perbezaannya.

Bahagian terakhir membincangkan pengaruh konteks terhadap keberkesanan pembelajaran bahasa kedua dengan memfokuskan perbincangan kepada perspektif bahasa kedua, perspektif pelajar serta proses pembelajaran. Pelbagai cabang setiap konteks ini dibincangkan bagi melihat kesannya ke atas proses penguasaan bahasa kedua. Saranan-saranan juga diberikan tentang langkah-langkah mengatasi masalah berkaitan ketiga-tiga konteks ini. Saranan ini termasuklah di dalam dan di luar lingkungan pedagogi.

Bagi setiap tajuk yang dibincangkan dalam buku ini, implikasi terhadap pedagogi bahasa kedua merupakan satu perkaitan yang turut disertakan. Ini penting kerana matlamat penyelidikan serta perbincangan akademik seharusnya dijuruskan kepada kemajuan dan pembangunan prestasi pelajar dalam bahasa kedua khususnya dan lapangan akademik amnya. Secara keseluruhannya, perbincangan dalam buku ini bertujuan untuk mencetuskan diskusi awal bagi mencambahkan buah fikiran yang lebih matang dan mendalam seterusnya dapat menyumbang kepada peningkatan ilmu pengetahuan serta keberkesanan pengajaran bahasa kedua. Selain itu, diskusi juga bermatlamat dalam membantu mencetuskan idea-idea yang berpotensi pada masa akan datang dalam usaha meningkatkan mutu penyelidikan dan pengajaran bahasa kedua.

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BAHASA KEDUA

Perbezaan Individu dan Literasi

Buku ini berkisar kepada isu-isu berkaitan variasi pembelajaran pelajar dan juga pembacaan dalam bahasa kedua. Perbincangan berdasarkan hasil kajian lepas yang difokuskan kepada pengajaran dan pembelajaran bahasa kedua. Analisis dalam buku ini bertujuan mencetuskan pemikiran dan menarik perhatian para penyelidik dan guru bahasa kedua terhadap keperluan pembelajaran pelajar serta kepentingan kemahiran membaca dalam bahasa kedua.

HARISON @ HANISA MOHD SIDEK merupakan pensyarah di Fakulti Pengajian Bahasa Utama (FPBU), USIM dan kini sedang melanjutkan pengajian di peringkat Ijazah Doktor Falsafah, University of Pittsburgh, AS dalam jurusan Pengajian Bahasa Asing. Beliau mempunyai kelulusan dalam Ijazah Sarjana Muda (Kewangan dan Bank), Diploma Pendidikan (TESL), Ijazah Sarjana (TESL) dan Ijazah Sarjana (Reading Education). Berpengalaman dalam mengajar bahasa Inggeris sebagai bahasa kedua selama 15 tahun. Fokus penyelidikan beliau berkisar kepada pembacaan dalam bahasa Inggeris sebagai bahasa kedua.

ISBN 978-967-5295-39-3



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