

Tahap Literasi Dalam Bahasa Inggeris Di Kalangan Belia Di Institut Belia Kebangsaan

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Abstrak

Kertas ini melaporkan dapatan kajian yang telah dijalankan ke atas belia Malaysia di satu Institut Latihan Vokasional. Maupun matlamat keseluruhan kajian adalah untuk mengkaji tahap kompetensi bahasa (Bahasa Melayu dan Bahasa Inggeris) dan kemahiran literasi belia berbanding dengan kemahiran literasi yang diperlukan bagi menangani cabaran abad ke 21, skop artikel ini hanya tertumpu kepada pengajaran Bahasa Inggeris di institut vokasional berkenaan sebagai satu kes kajian. Ianya mengkaji sejauh mana kurikulum Bahasa Inggeris menyediakan belia vokasional supaya berdaya saing dalam penggunaan Bahasa Inggeris di era global ini, dan menunjukkan perbezaan antara tahap dan jenis kemahiran literasi bahasa yang dilatih dengan keperluan kemahiran yang diperlukan untuk kebolehpasaran. Peserta kajian merupakan belia yang telah gagal menyambung pendidikan di institusi pengajian tinggi awam, sebaliknya telah memasuki program latihan kemahiran anjuran pihak kerajaan di Institut Latihan Vokasional Malaysia. Data kajian telah dikumpul melalui soal selidik, temuduga dan analisis dokumen atau isian. Dapatan kajian keseluruhannya pula menunjukkan bahawa golongan belia yang dikaji tidak memperolehi kemahiran berbahasa Inggeris dan kemahiran berkomunikasi bagi mengakses dan menganalisa maklumat ditahap yang diperlukan dalam era ICT dan global kerana mereka kurang menguasai kompetensi linguistik dan komunikasi. Tambah lagi, dapatan menunjukkan mereka tidak menguasai kemahiran literasi kritikal yang diperlukan bagi mengakses maklumat secara bermakna dan berkesan yang boleh menjadikan mereka lebih berdaya saing. Kebanyakan daripada belia kajian menyatakan bahawa mereka berasa terasing dalam aspek intelektual, sosial dan budaya kerana tidak dapat mengamati ilmu serta kemahiran yang diperlukan, termasuk kompetensi linguistik, penggunaan bahasa, isian yang relevan dan jenis kemahiran literasi kritikal. Berasaskan dapatan ini, suatu rombakan semula kepada silibus Bahasa Inggeris dalam program vokasional ini disarankan dengan memperkenalkan kurikulum literasi Bahasa Inggeris yang berkerangkakan pendekatan pedagogi refleksif dan berorientasikan pembelajaran pluriliterasi.

Katakunci: literasi golongan belia, pendidikan Vokasional di Malaysia, kompetensi Bahasa Inggeris, kemahiran literasi abad ke-21

The English Language Literacies Of Young Adults Of A National Youth Institute In Malaysia

Abstract

This paper reports the research findings carried out on Malaysian youths at a Vocational Training Institute. While the overarching aim of the study was to investigate the youths' level of English language competencies and their literacy skills in relation to the required competencies for the 21st century, the scope of this paper highlights the case study of the teaching of English language skills at the vocational institute. It examines the extent to which the English language curriculum prepares the youths for English language use in the competitive and globalized era, and highlights the disparity between the level and type of language skills that they are taught with those that they need and should exit with for employability. The participants in this study were school leavers who had not been able to gain entry into public institutions of higher learning but had obtained entry to the government run skills training programme instead at the Institute of Skills and Vocational Training Malaysia. Data was collated through a questionnaire, interviews and document or content analysis. The findings indicated that the youth have not acquired or mastered the necessary English language and communicational skills, required for accessing and analysing information in the ICT and global era as they mainly lacked in linguistic and communicative competencies. Additionally, the findings indicated that they do not possess the needed critical literacy to access information in a meaningful and effective way for better paying jobs. Majority of the youth pointed out that they feel intellectually, socially and culturally marginalized as the content and skills taught to them lack in terms of linguistic needs, language use needs, content relevance and types of critical literacy skills. Based on these findings the paper advocates for a revision of the current English language for vocational purposes syllabus and instead introduces an English literacy curriculum that is based on the reflexive pedagogic approach framed from within a pluriliteracy view of learning.

Keywords: youth literacy, vocational education in Malaysia, English language competency, 21st century literacy skills.