

Use staged reading to improve sentences reading skill in Chinese language teaching: qualitative research management

Abstract

This study was to examine the effectiveness in improving the skills of reading sentences. Skills in reading sentences focus on teaching and learning Chinese. In the study, the samples were identified as non-Chinese students. They are among those who use or learn Chinese as a second language. The method used in this study is reading stages. The methodology of this study is qualitative. The study was conducted in one of Sekolah Jenis Kebangsaan Cina (SJKC) or Chinese National Type School in Lawas, Sarawak, Malaysia. The samples selected were 4 students who are studying in year one based on their results in the summative evaluation on the Chinese Language subject at this point. The research data will be collected and analyzed through observation, interviews, record reflections of researcher and also the supporting documents. Through the data obtained from the 3 cycles of studies, students can recognize available samples and pronounce of 5 simple words, 5 average difficult words and 5 difficult words with correct pronunciation. Samples students can also read at least two simple sentences, 1 average difficult sentence and 1 difficult sentence correctly, fluently and with the correct intonation.