

PEMEROLEHAN KEFAHAMAN AYAT TANYA-WH DI KALANGAN KANAK-KANAK PRASEKOLAH CINA

Phoon Hooi San

Penyelia: Lim Hui Woan

Kajian perintis ini bertujuan untuk meninjau perkembangan dan pemerolehan kefahaman keenam-enam jenis ayat Wh di kalangan kanak-kanak Cina di Malaysia yang bertutur bahasa Mandarin. Subjek kajian terdiri daripada 48 orang kanak-kanak yang berumur antara 2-6 tahun, dengan sela umur 6 bulan (3 lelaki dan 3 perempuan untuk setiap sela umur). Sebanyak 24 ayat tanya Wh yang mengandungi kata tanya Wh apa, siapa, di mana, bagaimana, mengapa dan bila telah dikemukakan kepada kanak-kanak berdasarkan kepada 4 keping gambar berwarna. Kerumitan ayat rangsangan dikawal dengan menggunakan bentuk struktur ayat yang serupa dengan keenam-enam jenis ayat tanya Wh. Hasil kajian menunjukkan bahawa kefahaman ayat tanya apa, siapa, bagaimana dan di mana diperolehi lebih awal berbanding dengan mengapa and bila. Kekekapan respons yang betul untuk keenam-enam jenis ayat tanya Wh ini meningkat dengan peningkatan umur. Kanak-kanak cenderung untuk memberi jawapan ayat tanya apa untuk ayat tanya siapa, di mana, mengapa dan bila. Peratusan untuk pelbagai bentuk respons ayat tanya Wh bagaimana, bila dan mengapa telah ditentukan. Penempuan hasil kajian dengan kajian-kajian lepas turut dilakukan dan dibincangkan secara ringkas. Bentuk pemerolehan kefahaman ayat tanya Wh kajian ini didapati berbeza dengan bentuk pemerolehan kefahaman ayat tanya Wh dalam bahasa Inggeris tetapi selaras dengan kajian-kajian lepas dalam bahasa Mandarin.

Kata kunci: kefahaman ayat Tanya-Wh, kanak-kanak Cina, prasekolah

DEVELOPMENT OF UNDERSTANDING OF WH QUESTIONS IN PRESCHOOL CHINESE CHILDREN

This preliminary study aimed to discuss the development and the acquisition of WH questions in Mandarin speaking Chinese preschoolers. Subjects were 48 children between the ages of 2 to 6 years old with 6 months interval. A total of 24 WH questions in mandarin consisted of “what”, “who”, “where”, “how”, “why” and “when” questions were asked based on four coloured pictures. The syntactic complexity was controlled by using similar sentence structures across six types of WH questions. The findings revealed that “what”, “who”, “how” and “where” were the earlier acquired WH questions as compared to “why” and “when” questions. The correct responses for these WH questions increased with age. The children showed tendency to give a “what” response over “who”, “where”, “why” and “when” questions. The percentage of different types of responses of “how”, “why” and “when” questions were identified. The error responses for all the WH questions were identified too. The findings revealed that there was no significant difference between male and female in the acquisition of WH questions. The results were also discussed in comparison with past studies. The acquisition of WH questions in this study appeared to be different from those of English language, but were similar with the findings of past Mandarin studies.

Keywords: comprehension, Wh questions, Chinese preschool children

Phoon, H. S. 2003. Development of Understanding of Wh Questions in Preschool Chinese Children. Bachelor of Speech Science Thesis. National University of Malaysia.