

Importance of Comprehension Skills in ASEAN Economy Community (AEC): A Phenomenological Study

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Abstract— Education plays an important role in developing the human resources. In fact, teachers have to exert more efforts in teaching the learners to have the cognitive, affective and psychomotor domains of learning. These domains are very important to the learners in the learning process. Indeed, comprehension skills across curriculum is needed in analyzing and interpreting the lessons. Thus, this study aimed to analyze how important is comprehension skill towards the ASEAN Economy Community(AEC). The method used in this study was qualitative content analysis. Interview and focus group discussion as well as open-ended questions through essay writing were used in gathering the data. The participants of this study were the students from the college of education. Their perspectives and ideas about the importance of comprehension skills in the ASEAN Economy Community(AEC) have been analyzed using discourse and content analysis. The findings reveal that in order to have comprehension skills, reading strategies are needed in the education curriculum. According to the participants, they have difficulty in comprehension skills and therefore their cognitive development is also affected. They do not want to read and interpret the concept of their lessons particularly about the ASEAN integration framework references because they lack comprehension skills. Hence, education plays an important role in ASEAN Economy Community(AEC).

Keywords— ASEAN, Economy, Community, Comprehension Skills, Education

I. INTRODUCTION

IN the implementation of ASEAN Integration, comprehension skill is needed because this involves critical thinking in solving challenges encountered during the period of implementation. Solution to the problems will be attained through analyzing, evaluating, synthesizing the status of the said implementation of ASEAN Economy Community (AEC). So, teachers have the great role of teaching the learners about comprehension skill. According to Mohammad, Ismail, & Kamarul Kabilan “metacognitive reading strategy awareness plays a significant role in reading comprehension and educational process. Metacognitive reading comprehension skill has a positive effect on learning a second language and learners can gain the skills they need for effective communication in English”.^[1] This implies that metacognition is very important in developing the comprehension skill of the learners. Moreover, in the

implementation of ASEAN Economy Community (AEC), has also discussion through oral and written on how to achieve success in economic development of the ASEAN countries. Hence, listening comprehension and word comprehension is very important.

Indeed, according Kim “listening comprehension and word reading completely mediated the relations of language and cognitive skills to reading comprehension”.^[2] In addition, hierarchical regression analyses also revealed that reading comprehension skill predicted performance on the TE items, and both reading comprehension skill and metacognitive strategy use predicted performance on the TI items. The following findings were obtained unexpectedly: level of background knowledge predicted performance on the TE items, but not the TI items, and skill in reading comprehension was a slightly better predictor of performance on the TI than TE items.^[3]

In study of Kendeou, Papadopoulos, & Spanoudis, the findings showed that the three reading comprehension tests pose different demands to the young reader. Implications of these findings are discussed with respect to reading comprehension assessment and diagnosis of reading difficulties.^[4] As word recognition becomes automated throughout the early grade levels, working memory becomes an important determinant of reading comprehension. There is also evidence that working memory capacity directly influences the development of reading comprehension skills. The direction of the causal flow is discussed.^[5] results indicate that the reading comprehension problems of children with attention difficulties are related to poor word reading and that listening comprehension is particularly vulnerable in children at risk of ADHD.^[6]

In the study of Cain, Oakhill, & Elbro depicted the results supported the hypothesis that children with weak reading comprehension skills are impaired in their ability to integrate information within a text, particularly when that information is non-adjacent and the processing demands are, therefore, high. Analysis of the error data revealed a similar pattern of types of errors for both groups: children with poor reading comprehension were not more likely to produce a thematically inappropriate response than their skilled peers.^[7] Language is very important in the process of comprehension. A study depicted the results support the use of a sequential method of programming language instruction in which

semantics are taught via natural language before the syntax of a new programming language is taught.^[8]

Furthermore, Dyck, & Mayer said that beginning L2 readers with more precise and efficient lexical representations demonstrate better lexical inferencing abilities, most likely due to the increased automatization of word reading, which frees up resources for higher level processing. These results suggest that lexical inferencing from text in the L2 might be limited not only by vocabulary knowledge and higher order comprehension processes, but also by basic decoding skills.^[9] The ability to comprehend written material is a critical skill for successfully functioning in modern society. Consequently, one important goal for many reading researchers is to identify the differences between skilled and less skilled readers in terms of cognitive aptitudes and processes engaged during reading. Developing a better understanding of these differences contributes both to theoretical explanations of the reading process and to interventions designed to improve reading ability. Skilled readers activate and use knowledge more than less skilled readers, either because they know and use more metacognitive reading strategies or because they have more prior knowledge about the text topic. In this chapter we review evidence supporting the knowledge-based explanation of reading skill.^[10]

Accordingly, from the intensive and extensive process of analyzing the literature review articles anchored to this qualitative phenomenological research study, it has been found out that comprehension skill is very important in ASEAN Economy Community(AEC). Thus, strategies in teaching comprehension skill to the learners should be emphasized in the school curriculum particularly in this 21st century education. Since, the implementation of the ASEAN integration has been already started since 2015, it is the rationale of this study to analyze how important is comprehension skill towards the ASEAN Economy Community(AEC).

II. METHOD

The method used in this study was qualitative content analysis. Interview and focus group discussion as well as open-ended questions through essay writing were used in gathering the data. The participants of this study were the students from the college of education. ASEAN Economy Community(AEC) have been analyzed using discourse and content analysis.

III. FINDINGS AND ANALYSIS

The findings reveal that in order to have comprehension skills, reading strategies are needed in the education curriculum. According to the participants, they have difficulty in comprehension skills and therefore their cognitive development is also affected. They do not want to read and interpret the concept of their lessons particularly about the ASEAN integration framework references because they lack comprehension skills. Hence, education plays an important role in ASEAN Economy Community(AEC).

IV. CONCLUSION

Based from the thorough analysis, I have concluded that pedagogy in teaching comprehension is needed across curriculum. It is really very relevant in the implementation of the ASEAN Economy Community (AEC) because critical thinking is always used in planning, implementing and evaluating the status of the ASEAN integration. Hence, it is a great challenge to the Teacher Education Program on how to hone the comprehension skills of the 21st century learners.

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