

Implementation of Entertainment Learning Elements through Reading Skills among Students Minimum Achievement

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Abstract

This study aims to identify the application of entertainment learning elements through teaching and learning Reading Skills in Students Minimum Achievement Level (TPM) at Segamat Baru National School, Segamat. The main problem identified is that teachers have difficulty in incorporating entertainment elements in the classroom due to challenges such as lack of professional training, no good technological facilities and so on. This study uses a qualitative approach through observations and interviews involving three Level 2 Malay teachers and three Year 5 TPM students selected by sampling methods. The findings show that students are able to learn calmly without any pressure and are more enthusiastic when teachers incorporate entertainment elements such as acting, singing and humor (humor) in the classroom. However, teachers are seen as facing some challenges to incorporate this element in the teaching and learning sessions especially reading skills. The implications of this study provide guidance for Malay teachers to continue to consistently learn pedagogical knowledge to provide students with a more dynamic, engaging and effective learning experience

Keywords: Entertainment, Reading Skills, Teaching and Learning , Minimum Achievement Level (TPM), Malay Language

Introduction

Background of the study In general, education is a pillar and a pillar, even being analysed as one of the basic elements of shaping a knowledgeable, skilled and competitive society globally. This is said because the stable and stable education system will be able to further strengthen the fundamentals of the country and thus bring people to the face of the paradigm shift caused by the current changes (Azizi et al. 2011). In this regard, Malaysia as a rapidly developing country is very important in the education aspect of its citizens especially in this modernization. In fact, the agenda and efforts to reform and transform education in our

country have been sealed in the Malaysian Education Development Plan (PPPM) 2013-2025 (Ministry of Education Malaysia, 2013). Therefore, there are 11 shifts in the PPPM 2013-2025, and even education is now entering the third wave of focusing on the shift towards excellence to produce quality human capital (Ministry of Education Malaysia, 2013). In the meantime, Minister of Education Malaysia Fadhlina Sidek in the Awani Online newspaper (7.12.2023) has stressed that the Ministry of Education Malaysia (KPM) will be proactive, committed and always looking for initiatives to ensure that Malaysian students master the basic literacy of reading, writing and count (3m) as early as possible. This can be seen through the coercion of programs such as the Literacy and Numeracy Program (Plan), the Mobim Module (Mobim) and the Stem Executive Consult (STEMEC) program aimed at providing students with early intervention to further their 3M skills. However, based on the data and statistics released by the Malaysian Education Leadership Report 2023, a total of 175, 304 (13%) students at the end of the school age in Malaysia have not yet mastered the skills of reading properly (Faida Rahim, 2023). It is such a scenario that will invite and lead to a more difficult issue of student dropout. This is said because the failure to master these basic skills will indirectly prevent students to realize their true potential. For example, students who fail to master reading skills will be more exposed to a variety of negative effects of psychological aspects such as being isolated, left behind and eventually losing interest in learning (Fatimatul Nafisa, 2022). Basically, reading is an important activity that is a demand in human life. In addition, reading skills are also the basis of knowledge exploration for producing quality human capital (Abdul Said, 2018). However, the issue of mastery of reading among students is still in turn, and even worse in this era (Nora'azian, 2020). In this regard, the educational revolution should now be fully addressed among educators to meet the 21st century learning needs (Joseline, 2019). In this regard, every educator needs to make a paradigm shift by streamlining their skills and knowledge to address this reading issue. This is said because there are still many Malay language teachers who prefer to teach using conventional approaches such as the use of textbooks, additional notes and writing on white boards only during the teaching process (Rozita Radhiah et al. 2016). Therefore, the application of 21st century learning should be given attention and emphasis through the teacher training program. This is to ensure that every teacher plays an important role in mobilizing the latest curriculum transformation in teaching sessions especially in Malay language subjects. In this regard, the Ministry of Education's Curriculum Development Division has emphasized the approach to entertainment elements as a teacher teaching method (Melvina et al. 2018). The main purpose of this entertainment method was introduced by the MOE at the primary level was to realize the desire to transform teaching in the classroom and to make the learning process more interactive (Nurul Nadiah and Shamsudin, 2016). This is said because the entertainment method is very important to the elements of jokes, aesthetics and so on that can increase the motivation of students to continue the spirit of knowledge (Tay, 2015).

Statement of Reading

Problems among students in primary school every day, increasing. This may be due to the teaching methods applied by teachers are less effective and less than 21st century learning. This can be evidenced by the study of Alis Puteh (2016) which shows that many of the teachers still apply bad learning methods and are not in line with the passage of time especially when teaching reading skills such as teachers to apply "chalk and talk" teaching methods, teacher-centred learning and so on. Therefore, after researching several research papers, I obtained a variety of inputs that discuss this reading issue. Based on the study of Abdul Rasid et al. ,

This is in line with the study of Mohamad Sofee (2017) that although the Malaysian community is experiencing a change in the world of globalization and struggling with the Information and Communication Technology (TMK) world, the issue of students is not fluent in reading our country's education system. Among the causes and factors of this issue are due to the approach of teachers who fail to provide appropriate reading methods, thus causing students to be bored, less interested and sleepy while reading (Samsiah and Yahya, 2008). As a result, failure to master these reading skills will cause students to face low self-esteem and shame on dealing with the general public (Mazlan, 2016). In this situation, students who are unable to master the reading skills will be left behind because of the concept of reading that across all curriculum. This statement is supported by the study of Abdul Rasid et al. (2016) stated that students' weaknesses in the basis of reading skills have made them not interested in continuing to learn and improve their weaknesses despite their potential to succeed in comparison to other smart friends. Therefore, in the context of reading issues among these students, the role and approach of the teacher can be questioned as the problem is like there is no sign of its period. Basically, educators are individuals who play an important role in the pursuit of reading skills among students so that quality human capital can be generated. In line with the passage of time, the 21st century saw the world undergoing many changes, including aspects of education. As a result, technological advances are now indirectly resulting in conventional teaching in the classroom, it is not appropriate for teachers to practice during the learning session, especially in relation to reading skills (Mohd Rosmadi and Hafizhah Zulkifli, 2020). This is said because the teacher-centered PdP process and students only receive passive information, making it difficult for learning objectives to achieve because every student's mastery is different (Khor Huan Chin and Noraini Mohamed, 2016). However, there are still many teachers who prefer to teach using conventional methods during reading skills teaching sessions. In fact, Junaidah Jamaluddin et al. (2016) shows that the percentage of teachers who love to use bad reading techniques are only textbooks, markers and whiteboards in the classroom. Not only that, the study of Mohd Paris Salleh (2016) also found that many teachers are still fond of making memorization techniques in reading skills that create boredom among students to learn without the teacher trying many other approaches that can motivate students to learn. In addition, there are also teachers who do not use any teaching aids (BBM) while teaching reading skills making it difficult for students to describe what they want to read (Rashidi and Abdul Razak, 1998). As a result, this will result in disciplinary students such as harassing their classmates, not submitting teachers' assignments or classrooms because of teaching sessions that do not interest students to learn (Alis Puteh, 2016). Therefore, in response to these issues, the researcher expanded the study by focusing on the challenges faced by the teacher to apply the entertainment and mastery of students in reading skills through the application of entertainment elements.

Objectives and Questions of the Study

Purpose of the Study

This study aims to identify the application of entertainment learning elements among teachers through teaching and learning Reading Skills for Minimum Achievement Level (TPM) at Segamat Baru National School, Segamat. This study also aims to identify teachers' challenges to incorporate entertainment elements in helping to improve student reading mastery.

Study Objectives

The objectives of this study are to:

- 1) Identify the application of entertainment learning elements among teachers through teaching and learning Reading Skills for Students Minimum Achievement Level (TPM).
- 2) Identify teachers' challenges to incorporate entertainment elements in helping to improve student reading mastery.

Importance of Studies

In essence, this study is capable of providing many benefits to various parties, teachers, teachers and Ministry of Education Malaysia (MOE). This is said because the issue of reading can certainly be curbed and addressed if the teachers implement 21st century learning methods, especially the entertainment approach. In fact, the study of Ramlah et al. (2016) shows that the application of entertainment learning methods can help improve children's literacy especially students in the aspects of reading skills. At the same time, this study also was able to identify and address the challenges faced by educators especially during the learn planning process so that the education system in Malaysia became more effective and dynamic over time.

The Importance of Students in the Context of a Student

This entertainment method can attract students while also helping them develop the potential for learning. This is said because the implementation of entertainment methods makes the teaching and learning process more interactive and understands the needs of students (KPM, 2013). As a result, such things make the students able to maintain the content they are achieved more effectively and meaningfully (Zanariah and Zamri, 2017). In addition, with the application of entertainment methods, students are able to learn in peaceful situations without any pressure as this method emphasizes the concept of "learning is fun". Not only that, reading practices will also produce knowledgeable and visionary students (Yahya, 2008). In addition, Yahya (2008) argues that studies on reading processes are important to help students increase their knowledge. Therefore, research related to reading aspects reflects the awareness of making reading practices a culture of knowledge that needs to be maintained.

Importance of Teachers in the Context of Educators

This study is able to open the eyes of teachers to apply teaching methods more creatively and innovatively in line with the requirements of the MOE. This is said because the entertainment method has elements of humor, aesthetic elements and more that can create more effective learning (Tay, 2015). In addition, Malay language teachers can use this method in their teaching sessions in order to continue to improve the quality of teacher teaching practices. For example, teachers can carry out music, acting, dance and so on that can give students more meaningful learning. According to the report in the study of Ardani et al. (2018), the implementation of teaching with the application of entertainment methods in this new norm is still very poorly applied by teachers (Ardani et al. 2018). In this regard, this study is certainly capable of curbing issues such as no sign of this.

Literature Review

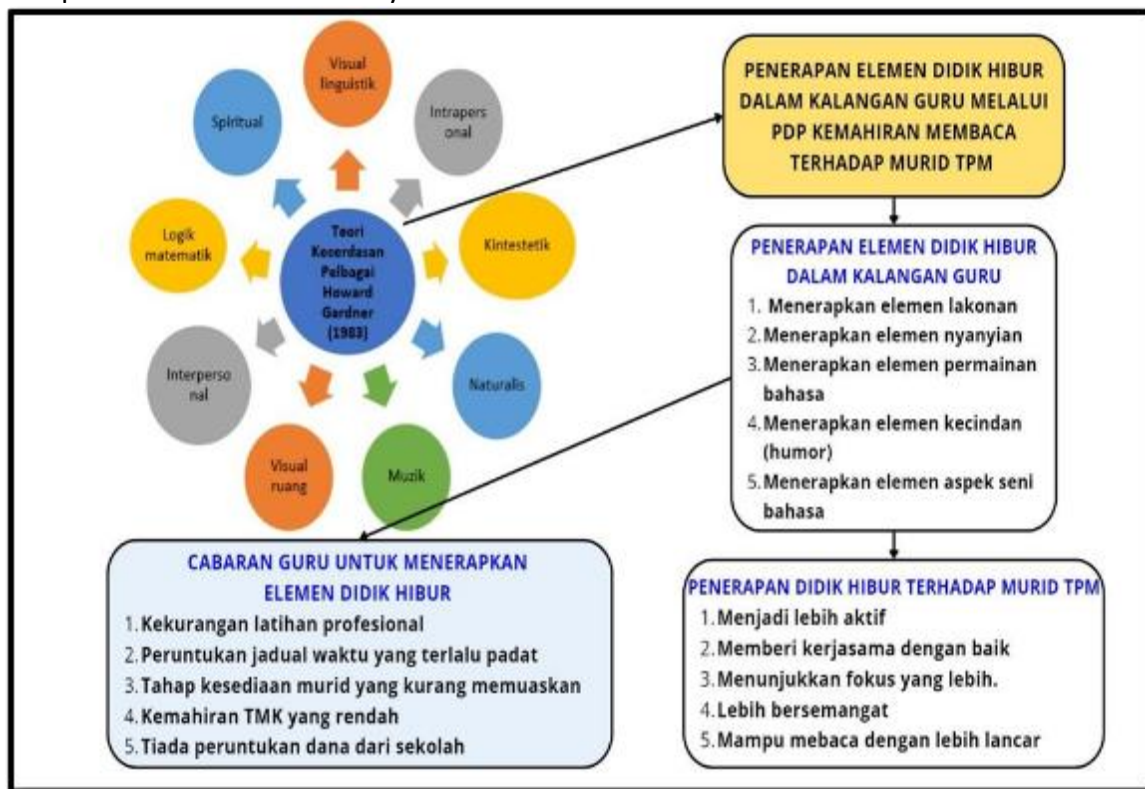
Introduction

The context of this case study was conducted to see the application of entertainment elements through reading skills among students who have not reached a minimum. In this regard, this study aims to identify the application of entertainment elements among teachers through teaching and learning Reading Skills on Students Minimum Achievement Level (TPM). This is said because there are still a few of the 6th graders at the New Segamat National School who have not yet reached a minimum achievement in reading skills such as stuttering and irregular speech. Other than that, this study also aims to identify teachers' challenges to incorporate entertainment elements in enhancing student reading mastery. This is said because there are still among the Malay language teachers at the New Segamat National School which is difficult to apply for the 21st century learning, which is a method of entertainment for students in teaching sessions especially in the aspects of reading skills. Therefore, to facilitate the research process, the researcher has been guided by the appropriate learning theory to support this study more relevant. Therefore, the researcher has researched these problems so that the national education aspiration can be fully realized.

Theory/ Model

Further study from this, this section will discuss the theories used from previous studies that are related to the theory used by the researcher. Accordingly, the study of Kho Ai Peng et al. (2020) shows that the various intelligence of Howard Gardner is able to improve students' reading skills as this theory emphasizes on the linguistic, interpersonal verbal aspects and many more capable of improving a student's reading skills. In this regard, Gardner (2006) reports that various intelligence theories need to be developed in the field of education. This is said because this theory evaluates an individual as a whole that covers various aspects of human behaviour that has the potential to develop (Gardner, 2006). Basically, Gardner (1983) states that each individual has at least nine intelligences namely linguistic intelligence, mathematical logic, visual space, music, kinaesthetic, interpersonal, intrapersonal, spiritual and naturalist. Through the theory of Multiple Intelligence, students will be exposed to learning styles to gain appropriate knowledge based on their true potential and strength, which will lead them to their career that is in line with their intelligence (Ikhsan, 2010). This can be supported by the opinion of Lazear (1991) who agree that various intelligence theories need to be applied in education as they have a positive impact on students' confidence and motivation. In fact, the study of Noor and Mohd Ali (2015) reports that the application of various intelligence theories in education has been able to improve student performance in education especially in reading skills and to stimulate poor academic and non-academic achievement. Not only that, various intelligence theories are also seen as one of the theories that teachers should be applied in the classroom. This is said because the theory of various intelligence makes the teacher wise in diversifying the teaching methods and thus helping every student to gain knowledge evenly (Darling-Hammond, 2010). For example, teachers can carry out interpersonal, music, linguistic verbs and so on in learning sessions that are seen to educate students to read more effectively while creating a more effective learning environment. In this regard, the researcher made the theory of various Intelligence Gardner (1983) a guide in the study. This is said because this study aims to identify student mastery of the Minimum Achievement Level (TPM) in reading skills through the application of entertainment elements. Basically, entertainment methods that include activities such as acting, singing and so on are closely related to the theory of various intelligence. As a result,

with the application of this theory, such things will indirectly help students learn to read more effectively and meaningfully and create a more effective learning environment. Not only that, this various theory of intelligence is also seen as helping teachers to further diversify their effective teaching methods so that the issue of reading can be better. As a result, based on the study of Noor and Mohd Ali (2015) who have shown student achievement in education, especially in terms of reading aspects, the application of various intelligence theories is seen to help researchers in this study.



Methodology

Study Design

In essence, the study methodology is a well-organized, orderly and careful technique of all the problems studied (Ghazali and Sufean, 2016). In this regard, this study uses descriptive case study design. Generally, a case study is an intensive study of social units to study phenomena specially through data collection such as observation, interviews and document evidence (Sofiah Mohamed et al. 2016). Meanwhile, descriptive studies are a study that describes a phenomenon that is taking place (Mohd Majid, 2009). In line with these views, this study focuses only on cases or phenomena in the classroom, schools and selected teachers only to study the application of entertainment elements among teachers through teaching and learning Reading Skills on Minimum Achievement Levels (TPM) for Malay language subjects. The justification of the use of the case study design is intended to facilitate the researcher to identify the study area and to make more detailed and detailed observations (Creswell, 2003).

In addition, this case study will use a qualitative approach to data analysis. The data will be collected by researchers through field research processes such as observation and interview. In line with the methods that the researcher wants to apply, this data collection process is suitable for implementation to answer each of the research objectives and

questions. Such a thing indirectly makes all the purpose and objectives of the study achieve the maximum rate. Therefore, the researcher analyses and describes the findings of the study obtained through descriptive field studies

Sampling

Generally sampling is a research strategy to obtain information about a population of some individuals representing the entire population. According to Nirwana Sudirman and Zulkifley Hamid (2016), sampling refers to a specific group of individuals selected by the researcher to represent the whole population studied in the study. In this regard, the researcher has selected three Level 2 Malay teachers and three students the Minimum Achievement Level (TPM) in reading skills at Segamat Baru National School, Segamat as a sample of study. According to Hamzah's (2010) opinion, qualitative studies (including case studies) do not require the number of respondents in large quantities but quality information can be obtained by focusing on a small study sample in a group. This is in line with Marohaini's (1999) opinion that the number of small study samples is sufficient as the main purpose of the study is to obtain findings that can give a holistic and meaningful picture. Accordingly, the researcher used sampling aimed at selecting the main subject in the study. According to Mohd Najib (1999), the sampling method is intended to refer to the intention of intentional researchers in the sample selection process. Justification of sampling methods is because the researcher wants to focus on the application of entertainment elements through reading skills among students who have not reached a minimum. If the researcher chooses a random sample, this will cause difficulty if the selected study sample is a fluent and fluent student. Therefore, only three students will be selected from 30 study subjects. This is said because, the researcher only wants students who are really appropriate to the objectives and purposes of the study, which are weak students. Later, this study also involved three Malay language teachers at the school as informants. In the end, the selection of the study subjects of three students and three Malay language teachers was sufficient to conduct qualitative cases to explore more specifically on the application of entertainment elements through reading skills among TPM students.

Study Instruments

Basically, the research instrument can be defined as the tool or method used in the study for the purpose of data collection. Accordingly, there are two instruments that have been used to conduct this study, interview questions and checklists through observation. This is said because the design of the case study is appropriate using research instruments such as interviews and observations to obtain qualitative data (Noor Zuhidayah et al. 2023). The use of various data collection instruments enables data triangulation to be produced which indirectly enhances the validity of the findings and results of the research.

Observation Methods

The researcher uses observation methods to obtain data related to the application of entertainment learning elements among teachers through teaching and learning Reading Skills for Students Minimum Achievement Level (TPM). This is because, the method of observation is seen as appropriate to use the application of teachers in entertainment and student behaviour based on variables or aspects they want to identify. This is supported by the statement of Noor Zuhidayah et al. (2023) is that observation is an effective method for collecting data as it involves the formation of knowledge together with the researcher and

the subject of the study (interim objectivity). Therefore, the researcher will not be involved in the learning activities, but only observes the back of the class and records all the events that occur. In this regard, the researcher will also build a checklist for guidance to record any information about what to study. In this regard, it can be seen that the researcher has adapted the study of Noor Zuhidayah et al. (2023) by looking at and evaluating the behaviour of students during their learning session. In addition, the researcher performs as much observations as possible to the subject of the study so that all research questions and objectives can be achieved. This is said because the main purpose of the researcher is to look at the application of teachers in entertainment and student behaviour especially during the application of entertainment elements. Therefore, the researcher has held several observation sessions in different situations. In the first situation, the researcher observes the aspects of the mastery and engagement of the students especially when teachers use conventional methods to teach reading skills. In the second situation, the researcher observed the mastery of the students after the teacher incorporated the entertainment element in teaching reading skills. In this regard, researchers will also provide assistance and suggestions to teachers on the application of entertainment elements that include activities such as singing, acting and more to reduce their burden. In addition, the researcher also recorded video on all observations during the teaching session. Such is the aim of enhancing the reliability and validity of the observation. This is said because, such matters can make it easier for the researcher to make any records and review of the observation sessions. This can be supported by the opinion of Creswell (2015) that the recording of observation is certainly capable of helping to simplify the process of review. Overall, it is clear that the methods of observation that the researcher will use will make it easier to obtain data in more detail and clearly on the study subject. This is said because the researcher also had the opportunity to be in the same situation during the observation session, thus the validity and reliability of the study data. This is in line with Creswell's (2015) income that the presence of researchers in the field for a long time can improve the quality of the data collected. Not only that, Nur Ain Elzira Abdullah's (2018) views also emphasized that a long observation period helps build the researcher's relationship with the study participants and thus create a conducive environment for them to share information comfortably. However, after the end of the observation session, the researcher will once again hold a brief interview with the teacher on student behaviour. This is said because some students are shy, afraid to speak and respond if the researcher is together during the observation session. Fortunately, it is hoped that the instrument of this observation method will be able to assist the researcher in obtaining effective and beneficial information to make the quality of the study.

Interview Methods

Interview methods are widely used in qualitative research especially in the field of social science research including education (Mohd Amir et al. 2019). There are generally three types of interview methods: structured interviews, semi -structured interviews and unstructured interviews (Silverman, 2020). In this regard, the researcher conducted a structured and unstructured interview with three Malay language teachers to obtain information on the challenges they faced to incorporate entertainment elements in helping to improve students' reading mastery. The justification of the selection of non -structured interview methods was due to the study of Noor Zuhidayah et al. (2023) showing that this method allows the researcher to be free to ask questions that are not planned but only asked spontaneous. The justification of the selection of structured interview methods is to ensure that the questions

asked are better as this method emphasizes the researcher to develop the questions planned and carefully before being asked to the study sample. As a result, the selection of these two interview methods will indirectly enhance the validity and reliability of the study as it has been adapted from past studies. Accordingly, interview questions will be provided by the researcher before conducting the interview session again. In this regard, the interview session will be conducted once the teacher has completed the teaching and learning session. The time considered to conduct an interview session is at the break or after the school session is over. The appropriateness of the interview time depends on the respondents taking into account the emotional factors and situations. Such is the aim of ensuring that the validity and reliability of the study are high and valid (Taylor and Bogdan, 1984). In addition, during the interview session, the answers provided by informants and audio interview sessions will be recorded to facilitate the data analysis process. This is said because the researcher has the opportunity to hear the respondents repeatedly. Not only that, the same thing is to facilitate the researcher to review the findings of the study. As a result, such a thing will increase the validity and reliability of the findings. However, if the teacher does not allow any elements of audio or video recording, the researcher respects his decision. Thus, the researcher has provided field notes to record any information obtained on the interview session. In addition, interview questions will also be built on the theme of challenges such as knowledge, training, attitudes, time, and students. Questions using sub tema are built to make it easier for researchers to analyse data as all data obtained as a result of interviews have been categorized into sub tema from the beginning. This makes the various data clearly visible, organized and easy to understand. In the context of this study, the researcher adapted and compared the questions of the Norhafidah Hanapiah Study (2023) interview to enhance the validity and reliability of the information obtained.

Data Collection Procedures

In this study, the study data were collected through two methods: observation and interview. Basically, the selection of these two data collection methods is based on the instrument of the observation checklist form and a set of interview questions related to the application of entertainment learning elements among teachers through teaching and learning reading skills in minimum achievement (TPM) and teachers' challenges to apply entertainment learning elements in helping to improve student reading mastery. Therefore, the observation checklist form instrument is used to achieve the first objective of identifying the application of entertainment elements among teachers through teaching and learning reading skills to TPM students. In this regard, the researcher records all the things using the checklist form instrument. This is said because, this checklist form is a document listing aspects of observation that the researcher wants to observe on the three subjects of the study. In addition, for the interview instrument, the researcher used this instrument to achieve the second objective of identifying the challenge of teachers to incorporate entertainment elements in helping to improve student reading mastery. In the second objective context, the researcher asked these questions while interviewing all three informants to know more about the challenges they faced. In conclusion, these findings will help the researcher to smooth the data collection process.

Data Analysis Procedures

In this section, the researcher describes the method of data analysis collected through observation and interview. The data is obtained using instruments such as checklist forms and

interview questions. In this regard, the researcher analyses the data collected by connecting the findings of the study with the objectives and research questions. Based on the observation checklist form, the researcher analyses descriptive the application of entertainment elements among teachers through teaching and learning reading skills in three students Minimum Achievement Level (TPM). Through this analysis, the researcher can identify the application used by the teacher and its impact on the three subjects of the study. For the interview questions, the researcher analyses each answer given by the three informants according to the sub-questions that focus on the teacher's challenge to incorporate entertainment elements in helping to improve student reading mastery.

Findings and Discussion

The findings and discussions of this chapter discuss the findings of the study obtained through field studies. In this regard, the researcher has conducted a study at the New Segamat National School, Segamat, in this regard, the division of the discussion will be divided into two main descriptions of the two objectives set by the researcher. First of all, this description will describe the first objective of identifying the application of entertainment elements among teachers through teaching and learning reading skills in the minimum achievement level (TPM). In addition, the discussion continued with the findings of the study based on the second objective of identifying teachers' challenges to incorporate entertainment elements in helping to improve student reading mastery. In this regard, some of the findings of the study will be presented in forms such as diagrams and tables. This is an additional need to support the findings of the study with empirical, valid and valid evidence. In addition, the description of this chapter is also taken and interpreted from the data collected through several data collection instruments such as interview instruments and observation checklist forms. Other than that, every description and arguments given will also be based on the theory of various Intelligence of Howard Gardner (1983). Not only that, to explain the findings of the study in more specific and detailed, the researcher has taken the initiative by dividing the findings of the study into several small and sub-components. Such a thing is to make it easier for the reader to understand more easily with the writing of this study. Thus, some of the components that have been detailed based on the first objective are in terms of acting elements, singing elements, language games elements, humor (humor) elements and language arts aspects. Basically, these five components have been obtained through observations made. Furthermore, the findings of the study based on the second objective will be divided into five minor subthemes, related to the challenge of teachers to incorporate entertainment elements in helping to improve student reading mastery in the school obtained through interview instruments.

Implementation of Entertainment Learning Elements among Teachers through Teaching and Learning Reading Skills for Students Minimum Achievement Level (TPM)

Implementation of entertainment learning elements among teachers through teaching and learning Reading skills TPM students are pedagogical strategies that are gaining attention in improving learning effectiveness. This is said because, the entertainment approach that incorporates entertainment and education elements indirectly serves as a medium to attract students and reduce stress in reading learning, especially for TPM students who often have difficulty mastering basic skills. In line with the study of Melvina Chung and Norazah Nordin (2021), a entertainment approach that includes activities such as language games, singing, and interactive multimedia can stimulate student intrinsic motivation that indirectly creates

a more exciting and fun learning environment. As a result, the application of this strategy can enhance students' understanding, focus, and interest in reading activities, thus reducing the academic achievement gap between TPM students and their peers. Based on this study, the first objective was determined by identifying the application of entertainment elements among teachers through teaching and learning Reading Skills to Students Minimum Achievement Level (TPM). In this regard, the researcher conducted a two -week observation on the application of entertainment learners among teachers through the implementation of teaching and learning Reading Skills among Year 6 students. A total of 3 study subjects were selected from the total number of pupils in a selected class. The research instrument used is the observation checklist form for 3 study subjects (SK). In the context of this first objective, the researcher looks at the application of entertainment among teachers in the classroom, as well as its impact on TPM students. So, there are several components and criteria that researchers have seen to obtain data to discuss the application of entertainment among teachers through teaching and learning Reading Skills on TPM students. Thus, some of the components that have been detailed based on the first objective are in terms of acting elements, singing elements, language games elements, humor (humor) elements and language arts aspects. Basically, these five subtopics have been obtained through observations made.

Item	Component
1	Elemental Element
2	Singing Element
3	Language Game Element
4	Language Element (Humor)
5	Language Arts Aspects

Implementation of Acting Elements to TPM Students

Based on the observations made to three students of the Minimum Achievement Level (TPM) in the Prime Year's class, the three study subjects (SK) showed the ability to provide good cooperation throughout the learning activities. For example, SK1 and SK3 show courage by coming to the front of the classroom to carry out acting activities especially when teachers provide hands-on puppets during the "Child Story Mini Theatre" activities. In the context of acting activities, this activity not only promotes physical involvement, but also helps to increase their self -confidence and skills to remain confident in communicating. In addition, based on the checklist form, the researchers also found that the three study subjects were also actively involved in the "You Young Entrepreneur" activity, that they showed good focus and courage to answer each question accurately. In addition, SK1 and SK3 also show an increase in classroom interactions such as frequent questions, opinions and collaborating with other classmates. However, the findings show that SK2 is facing some difficulty in understanding the game's implementation method. For example, SK2 did not succeed in performing the entrepreneur's character correctly. Such a thing indirectly indicates that there is a lack of understanding of the concept or instruction given. Other than that, SK2 is also a bit shy and reluctant to act in front of the classroom. This may be due to Jantian SK is that women make their shame in her. Therefore, the situation suggests the need for additional

guidance for certain students, especially in understanding more complex tasks to make their involvement more effective. Therefore, it can be concluded that acting activities are an effective approach to improving student reading skills. This is said because the acting activities are capable of involving a variety of cognitive aspects that are important in the literacy learning process. This can also be supported by Mohd Amir Zahari's (2022) study that shows that acting activities especially in theatre will help students understand and interpret text in a more effective way as students will be exposed to situations that require them to understand the scripts in depth, identify emotions, and convey dialogue with the right intonation and expression. In this regard, the researcher earns that the application of acting elements not only enhances students' literal understanding of text content, but also tests a variety of more complex student cognitive skills such as interpreting implied meaning, emotional understanding, and narrative structure analysis. In addition, observations on this acting element can also be supported by the theory used by the researcher, the theory of Multiple Intelligence of Howard Gardner (1983). For example, various intelligence theories emphasize that acting activities are a learning approach that enhances a student's reading skills. This is said because acting activities are capable of supporting the various dimensions of student intelligence, especially in linguistic, kinaesthetic, and interpersonal intelligence. In fact, the findings of the study through observation of acting activities, the researchers argue that SK1 and SK2 are able to identify important elements in text such as themes, characters, and conflicts as acting activities can enhance their overall understanding by involving a variety of intelligence simultaneously. This can be supported by the study of Mohd Azly Zakaria and Faisal Ahmad (2022) which shows that the application of acting art techniques can enhance the High Level Thinking Skills (EAT) thus leading to improving a student's achievement. In fact, the combination of oral, kinaesthetic and visual elements of acting not only enriches student learning experiences, but also supports the development of a more holistic and in -depth reading skills that further strengthens their ability to effectively master literacy.

Summary Overall

The researcher has explained in detail and in -depth findings of the application of entertainment elements through reading skills among students Minimum Achievement Level (TPM). In addition, the researcher has also used the research instrument that has helped to answer every question and objective that has been created. The findings of the study found that the application of entertainment learners among teachers has had a positive impact on TPM students especially in reading skills. This is said because students look more active, passionate and able to learn more if the teacher incorporates entertainment elements in the classroom. Other than that, the findings of the study also found that there were some challenges faced by informants, which are Level 2 Malay teachers to incorporate entertainment elements in helping to improve student reading mastery. So, there are five subthemes of challenges that have been identified in terms of professional training, time allocation, student readiness, facilities and teaching aids (BBM) technology and funds. The challenges are seen as a bit of an impact on teachers to integrate systematic and comprehensive entertainment in teaching and learning sessions.

In conclusion, suggestions and implications based on discussions in the previous chapters, the researcher has submitted the overall conclusion based on the study conducted as a cover in this research. In addition, suggestions for the purpose of improving the study are also stated in the interests of other researchers interested in continuing this study in different contexts or highlighting different samples in the future. Finally, the researcher will also explain the implications of this study, especially for students, school teachers and the Ministry of Education Malaysia (MOE).

Conclusion

Based on the findings of the study, the researcher has made several formulas based on the discussion and description of the data in Chapter 4. Accordingly, this section will discuss the conclusions of the first and second objectives based on the instruments used. Therefore, this study has researched in depth with the first objective of what is the application of entertainment elements among teachers through teaching and learning Reading Skills for Students Minimum Achievement Level (TPM). Therefore, based on the analysis performed, the researcher has identified that the application of entertainment elements among teachers through reading skills has had a significant impact on the potential of TPM students. In this regard, the findings show that the application of entertainment elements in reading skills can increase student active engagement in the learning process. This is said Karana, researchers see that the application of entertainment can make the learning environment more interesting and interactive, which in turn can help students learn more calmly and effectively. Things can also be supported by the study of Hanifah Sabin et al. (2019) The view that a fun teaching approach can indirectly enhance students' motivation to read and deepen their understanding of the content. Therefore, the researcher can conclude that when teachers use fun methods such as entertainment or acting activities, students become more interested and focused on lessons that will indirectly help them achieve their learning objectives better. In addition, the findings of the study also found that there are several entertainment elements that can be applied by the Malay language teachers especially in the reading skills of reading skills, namely acting, singing, language games, humor (humor) and language arts aspects. Therefore, teachers should plan and integrate entertainment elements with comprehensive teaching strategies to make the learning process more dynamic and effective. Based on the discussion in Chapter 4, the findings show that teachers who carry out acting -based activities are able to stimulate interest and facilitate the understanding of text among students. For example, researchers have found that the "Child Story Mini Theatre" activities are able to provide additional interactions to students especially in the visual, kinaesthetic and facial (expression) aspects. This is said because the implementation of acting elements among teachers indirectly enables students to better understand the context of reading, strengthen language comprehension and practice more meaningful reading skills. This is in line with the study of Ngik Ting Lee (2022) which states that the application of acting elements can help students to improve self -confidence and communication skills, while encouraging their active involvement in the learning process. Therefore, researchers see that acting elements need to be strategically implemented in reading skills, as these elements not only enhance academic achievement, but also foster more holistic emotional, social, and cognitive development among students.

Furthermore, the researcher also found that the application of the singing element in the Reading Skills is also seen as a significant impact especially for students of the minimum

achievement level. In fact, the findings show that the singing element can facilitate the understanding of weak students in more structured and effective reading skills. For example, teachers' initiatives to produce "questionnaire" indirectly enhance students' memory of learning because students are constantly exposed to sound, rhythm, letters, syllables and words over and over again. In addition, the researcher also found that the singing approach not only made the learning more interesting and fun, but also reduced the fear or anxiety among students who might be left behind. This can be supported by the study of Hanifah Sabin et al. (2023) stating that the application of singing elements can stimulate student active engagement to remain motivated and confident in the face of reading learning challenges.

Based on the discussion in Chapter 4, the application of language game activities in teaching and learning Reading skills are also considered an important entertainment tool for creating an interactive and fun atmosphere especially for TPM students. In this regard, researchers have found that the application of language games activities such as "shoot the target" that can increase student interest and engagement through exciting visual and audio elements. This is said because TPM students often face challenges in mastering basic reading skills such as letter and phonetic introduction problems. In this regard, based on the findings of the study, digital language games are seen as enabling students to learn their own tempo in a less stressful environment. In fact, the study of Angela Koh and Zurina (2020) shows that digital language games applications often contain a variety of difficulties that help students slowly improve their skills. As a result, students are able to learn according to their ability to calmly and less stress.

Basically, quality studies need to be continued so that future generations can continue and improve their research. In this regard, the results of this study show some aspects that can be improved in terms of the application of entertainment to students Minimum Achievement Level (TPM). Therefore, there are several aspects that should be noted especially from the point of view of the further study. In this regard, the proposed improvements are to expand the scope of the study, improve the accuracy of the data and contribute greater and larger to the field of Malay language education in Malaysia.

Advanced Studies

Advanced studies are important to strengthen the findings of existing studies and answer questions that may not be explained in depth in the original study. There are four aspects that researchers see to suggest further studies are conducted. Among them are qualitative studies in the form of quasi-experiments, quantity studies with larger populations, longitude studies and experimental studies on optimal time for the application of entertainment.

Qualitative Studies in the form of Quasi-Experimental Experimental Studies

on the effectiveness of teacher training in the application of entertainment learning can contribute to the understanding of how professional training influences teachers' skills and confidence in conducting entertainment-based. This study can be conducted using quasi-experimental methods involving two groups of teachers, one group, will receive intensive training on the use of entertainment and ICT, while the second group does not receive the training. The assessment instrument can include a questionnaire to measure the level of confidence and skills of teachers before and after training, as well as student performance assessment to evaluate the impact of professional training on student reading skills. The

results of this study have the potential to show the extent to which professional training can enhance teachers' ability to effectively use entertainment elements, thus providing a clear picture of the direct effect of training on student learning performance. This study also helps formulate a more focused professional development strategy to strengthen teachers' mastery of the use of entertainment and technology to improve the quality of teaching and learning in schools.

Quantitative Studies

Quantitative studies on the relationship between the use of entertainment among teachers and student achievement in reading skills can provide a clearer empirical assessment of the effectiveness of this approach in the academic context. This study can be conducted through a survey involving a large number of respondents in various schools. In this regard, the questionnaire instrument can be used to measure the level of application of entertainment and the frequency of use by the teacher. At the same time, students' academic achievement in reading subjects will be evaluated through standard assessment instruments. The data obtained can be analysed using statistical techniques such as Pearson correlation or multiple regression to identify the relationship between the application of entertainment and student achievement. The results of this study are expected to provide quantitative evidence of the extent to which entertainment learning affects student achievement in reading learning, as well as helping to identify factors that influence their effectiveness. These findings will provide a strong foundation for developing a more effective teaching strategy in improving students' academic performance through entertainment approach.

Experimental Studies on Optimal Time for the Application of Entertaining Experimental Studies

Optimal Time for the application of entertainment during the short teaching period aimed at assessing the effectiveness of entertainment activity planning in the teaching session. This study will compare several groups of classes that carry out entertainment activities with different time durations, and evaluate the impact on academic achievement and student motivation in reading skills. Through this assessment, the study can identify the most appropriate time period to maximize the interactive and enjoyment elements without reducing the focus on the main learning objectives. This is because the findings have found that informants have to undermine every step of the activity in the teaching and learning as the one-hour period is relatively short to apply the entertainment. Therefore, academic achievement data and student motivation levels will be analysed to determine the direct impact of activity time on teaching effectiveness. The results of this study are expected to provide valuable practical guidance to teachers in planning more efficient use of time for the application of entertainment, especially in the limited teaching period, while ensuring that students continue to engage and achieve the desired learning outcomes.

Implications

Overall, studies conducted by researchers related to the application of entertainment elements through reading skills among student's Minimum achievement (TPM) are seen as implications for students, teachers, schools and Ministry of Education Malaysia (MOE)

Implications for Students

This study has important implications for students especially in leveraging entertainment elements. It is common for us to know that the application of entertainment in teaching and

learning sessions, especially reading skills, provides a variety of benefits and benefits in ensuring effective and conducive classroom environment. However, the findings show that some students are shy or less confident in being actively involved in these activities. This situation is more prominent among students with a minimal level of achievement that they may feel that their ability is not comparable to their peers. This is in line with the study of Roslinda Yusof et al. (2019) that weak students will tend to exclude themselves from activities that require high emotional exposure or creativity. In this regard, the implications of this study for students are important for them to overcome shame in order to be actively and effectively involved in the learning process. This is said that because entertainment activities not only foster creativity and communication skills, but also help increase students' self-confidence in interacting with peers who will indirectly improve their literacy skills. In addition, this study also shows that students will usually tend to be overly influenced by entertainment aspects of entertainment activities that will indirectly cause them to face difficulties in maintaining their learning objectives. The elements of entertainment that are too dominant can be able to divert students from the content that should be mastered, especially for TPM students who need more support and strengthening in literacy skills. Therefore, in this case, the implication of students should be wise to control themselves and their emotions so that teaching and learning sessions especially in reading skills can be more effective and meaningful.

Implication to Malay Language Teachers

This study proves that Malay language teachers should play an important role in ensuring that students master language skills especially reading well. Therefore, one of the implications of the study of Malay language teachers is the challenge of integrating technology during the session. In fact, researchers have found that there are still many teachers who are unable to use information and communication technology (TMK) in teaching sessions due to lack of technical skills. Therefore, teachers should master the relevant technical skills more deeply. The use of interactive technologies and tools in entertainment approaches such as digital applications, interactive multimedia that integrates visual and audio requires high knowledge and technical skills to ensure planned activities are implemented smoothly. Failure to master these skills can not only cause technical problems during the teaching and learning session, materials also reduce the effectiveness of entertainment learning activities in achieving learning objectives. Therefore, teachers should follow ongoing training and exposure to the latest technologies so that they are more prepared to use BBM based on technology and meet the needs of students. Mastery of these technical skills not only helps improve the quality of teaching and learning session, but also provides a more dynamic, engaging and effective learning experience for students, especially in mastering basic skills such as reading.

Implications for School

The Implications of this study on schools involve the importance of the environment that support the application of entertainment elements during the teaching and learning session. This is said because the findings show that many schools, especially rural schools, do not have technological facilities such as SMART TV, good internet access, ICT lab facilities and so on. Therefore, the school should play an efficient role in ensuring that the application of entertainment elements can be implemented effectively. For example, schools need to seek funds to provide adequate technological facilities such as interactive education software, computers, projectors, and access to digital applications. As a result, this indirectly enables teachers to integrate more comprehensive and effective learning and learning processes. In

addition, the school also needs to ensure that teachers receive continuous professional training through specialized workshops, seminars or courses that focus on entertainment approaches. This is aimed at improving teachers' skills in using technology and planning creative and interactive activities. This support not only facilitates the implementation of the teaching and learning session, but also ensures that teachers are able to leverage the full potential of technology in enhancing student motivation and involvement. In addition, the school also needs to encourage the application of entertainment culture such as the use of mildness, mild jokes and relaxing activities that can reduce stress and stress among students. This fun learning culture will enhance students' comfort and confidence to actively engage in teaching and learning session, while helping them achieve their learning objectives more effectively and efficiently.

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