

The Use of Language Learning Strategy (LLS) to Master the Reading Skills among the Special Remedial Students Year One

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Abstract

Failure to master the basic skills of reading, writing and Counting (3M) among primary school pupils in the country is still ongoing. The performance gap of the 3M skills mastery between mainstream pupils and remedial pupils remains noticeable. The Failure of some teachers to implement remedial programs resulting in students being left behind in the learning proses. This study aims to explore the most effective language learning strategy (LLS) practices to master the reading skills for the Malay language subjects in Year 1 special remedial program in primary school students. This qualitative study uses case study design. This study uses the Searchlight Model. A special remedial teacher and a total of 20 special remedial students from a primary school in the northern Kinta district, Perak was selected by the state. Data review is obtained through observations, document review, and interviews. Data is analyzed using a continuous method of analysis. Reading skills are the main focus of research participants, the study will be able to contribute to the remedial education in mastering of Malay reading skills to provide the most effective exposure of the LLS practices in remedial teacher teaching by discovering the teaching Model of a remedial teacher.

Keywords: Remedial Student, Language Proficiency, Language Learning Strategy

Introduction

Reading issues have never been out dated. Even though our community is experiencing the changes in the world of globalization, as well as the world of information technology and computing, but the fact that reading interests cannot be neglected. Only by reading, the country is able to produce knowledgeable and visionary generation. Reading Society also makes knowledge as a platform of life. The ability to speak among students in primary schools in Malay is a very important skill to be controlled since the early schooling stage.

Through NKRA, KPM intended to ensure that all pupils should be able to master the literacy in Malay language, except for the special needs pupils after three years of study in primary school. However, KPM recognized that the basic and numeracy issues have yet to be

fully overcome despite the implementation of various remedial programs. The KPM has found that students who have learning problem such as not mastering the basic skills of reading have not been fully overcome although KPM has implemented various remedial programs. The Intervention Class of Reading and Writing Program (KIA2M) for the year 1 students was the early program implemented in 2006, the remedial program for the year 2 and 3 students were conducted by remedial teachers in their schools, programs for basic remedial of reading skills, writing and Counting (PROTIM) for pupils Level 2, and PROTIM was conducted after the primary school evaluation test (UPSR) and LINUS Program.

Based on the statistics issued in 2008, there were 54,000 pupils of the Year 1 do not master the skills of Literacy (Government Transformation Program Roadmap, 2009). The KPM analysis also found that the average of pupils did not master the literacy at primary school are 0.3 per cent for male pupils and 0.2 per cent for female pupils (10th Malaysian plan, 2010). The issue in mastering the literacy has been the focus in the national educational agendas. In the year 2011, 302 million of adult Indians were illiteracy and 40 million children do not master the literacy, 69% was in Nigeria and 45% was in Saudi Arabia (Nazariyah, 2014). In Malaysia itself this situation is not an exception, according to the NKRA Education Report (2010), the percentage of pupils did not master the literacy in year five found to be alarming, with a percentage of 15.4% in Selangor, Johor 15.9%, Sarawak 11.4 %, Sabah 9.2%, Kelantan 8.4%, Perak 6.7%, Pulau Pinang 5.8% and Pahang 5.7%.

The remedial program was implemented by the Ministry of Education Malaysia (KPM) since the 1960 to assist students in primary schools who were facing problems in learning to master the basic skills reading, writing and Counting (3M). The integrated curriculum of the primary School (KBSR) was introduced in the national education system. Through the new curriculum, emphasis is given to the basic education focused on the 3M and the students who do not master the basic skills need to be assisted through the remedial program. Teaching and learning at Level 1 primary school will enable teachers to identify students who have problems of basic 3M. The focus towards eradicating this 3M problem is stated in the third core of the empowerment of the National School and the fourth core, bridging the education gap in the Education Development Master Plan (PIPP) 2006-2010. Through these two cores, a number of action plans are planned to ensure students master the basic 3M skills at one level by strengthening this remedial field (PIPP, 2006-2010).

The implementation of remedial program is based on the circular letters issued by KPM which is the instructions to the school in effort to help students who have problems in mastering 3M. The implementation of remedial program claims to solve problems of mastering 3M, planning the diversity of learning strategies by teachers, preparing resource by the school, attention and school leadership support, the challenge to overcome the learning weaknesses is very high for teachers, however, with proper planning and strategy, the performance of these remedial programs can be improved.

The problem of not mastering the literacy in particular mastering the reading skills can also affect the performance of students' achievement in all subjects. When a student does not dominate the reading skills, it causes lack of interest and full focus in them. Therefore, this study is made to analyses and discuss the practice of Language Learning Strategy (LLS) through reading skills among remedial teachers in terms of their intended usage patterns effectively

in learning and teaching session.

Problem Statement

The main objective of primary School Remedial Program is the mastery of reading, writing and Counting (3M) skills. Calculation of the gap between the level of students' achievement and remedial students refers to the inconvenience of basic 3M skills and the failure to achieve minimum standards (KPM 2006). In the aspect of the educational achievement gap contained in PIPP 2006-2010 noted that the number of primary school pupils who have not mastered the basic of 3M skills, exceeding 115,000 people or 7.7% of pupils of a primary school in the year 2004. Students' failure issues dominated 3M continued in the country. Based on the data of the Jemaah Nazir and Quality Assurance (JNJK) showing out of 461,559 students of the year one who sat for the reading and writing-class filtration Test (KIA2M), 254,125 pupils had dominated the reading and writing (2M) that is 55.06%. In the remedial program, reading and writing for year 4 and post of primary school evaluation test (PROTIM), the data received from the state showed 115,371 pupils of four occupying the Praujian, 69.62% have not yet to dominate the writing skills (reports Annual, KPM, Curriculum Development Division (2008).

Failure in reading will lead to the student's dropouts in mastering learning and mastering various fields of knowledge. Still many students in primary schools who have not mastered good literacy (Peng, 2012), KPM (2013) have found that various problems that cause them to have no chance and have no exposure to master the skills of literacy before or when it was formal education, the problem was not contained and as a result, more serious impact occurred, this was in line with the views of Peng (2012) and Chin and Yusoff (2017) which noted that problems in the mastery of literacy in the range of primary school students in the early stages should be overcome quickly and effectively so that it would not go on till secondary school levels. Students who had problems in the reading were also faced with problems in learning, thinking ability was limited and subsequently gained an overwhelming level of achievement in the lesson of Mohamad, Mahamod (2014). This situation will also lead to lack of learning interest, demotivated and being left behind from learning flow that occurred in the classroom Mahmod (2012).

Failure to read and remedial actions are always been given attention and priorities by KPM and the government. This is because reading is a basic necessity to enable learning and mastering various fields of knowledge. Since the new primary school curriculum (KBSR) was introduced to the primary school Standard curriculum (KSSR) which began since 2011 until to the current year, that is the Classroom Assessment System (PBD), the target of making 3M as a goal to primary education with the hope of every primary school student to master 3M when they completed their studies, this is in line with the KPM that targets all students will be able to master the literacy after three years of learning at level 1. This matter is in line with the Education Master Plan (2015-2025) second wave to equip the younger generation with skills and produce individuals who are able to thrive and compete at global level.

The main work target (SKU) of KPM, 1995 in article 1, the inequality in education of the year 2000, has determined that there is no illiteracy students in the National education system (KPM, 1998). This means that literacy is the main vision, however, based on a statement of problems in the report by the Planning and Research Section of education Policy (BPPDP, 2002) only 28, 811 students or 53.08% were successful in mastering of 3M skills and continued their studies in mainstream streams out of 53,544 students. The number of pupils

who follow the special remedial program from mid-year one to mid-year four is only half of the students who successfully dominate 3M through this program (Chin, 2016).

In Malay language, researchers were more of a survey and did not represent the entire realm used by pupils, especially the LLS based on reading skills among remedial pupils either study in Malay or English language. Through the study of Mahamod, Ayu, Ghani, Ab Ruzanna, Mohd, Wan (2016) studies were conducted to identify the LLS and the frequency of usage based on language proficiency among Chinese students in the four districts in Muar, Johor. There are also studies conducted to study on the style and the LLS used by foreign students in the learning of Malay language such as studies conducted by Hassan (2017) discussing on style and the LLS among French students, Zulkifli, Bakar (2016) has conducted a research on the usage of the LLS among German students, while through the study of Ling, Jong (2018) aims to identify the relationship Significant between the use of the LLS and students' achievements in Mandarin learning process as the third language, the researchers felt a study on LLS among the remedial students in primary schools in the reading skills should be implemented to enhance the students' mastery in mastering the skills of this language.

Studies on the LLS of primary school remedial students were still under progress. Based on a survey conducted there is only one researcher who conducted research on the LLS at a doctoral level, this can be seen through a study done by Chin (2016), through its purpose is to explore the teaching practices of teachers, analyse the problems of language skills and the LLS among the remedial students in six primary schools in Perlis. Researchers stated that LLS study should be given priority with one language skills that is reading skills, this question arises due to the outcome of Roslan Chin study showed that the implementation of studies covering various skills of this language failed to find the right results where researchers were explained to find the study participants focused on reading and writing skills while listening and is not directly and sometimes ignored. The result of this finding failed to meet the goal of Rozhan research (2002). In this regard, researchers felt that more focus study on the LLS for pupils to master language skills among remedial students should be carried out, the main focus of studies to be implemented will be reading skills, this is in line with the view of Nazi (2016), the student's achievement was further enhanced with the increase in their awareness of the effective and responsible in a language learning field.

With respect to the learning of remedial students, researchers felt the paradigm shift should be made especially by remedial teachers who are directly involved with these remedial students. The important task of a remedial teacher is to provide an effective method or LLS for the needs of these students.

As a summary of the overall problem, researcher would try to explore, analyzing the LLS for Malay language subjects in remedial students, therefore, this study will be able to be an important input to further enhance the dominance among the remedial students especially in mastering the reading skills. In this regard, this study will also be able to produce remedial teachers who have expertise and excellence in teaching and learning of remedial education especially for Malay language subjects.

Research Objectives

In particular, the study is aimed at achieving the objectives of the study as follows:

1. Identifying the knowledge of teachers in remedial class for Malay language about LLS.
2. To describe the implementation of the LLS in Malay language teaching and learning to master the reading skills in the remedial class.
3. Getting students feedback on the implementation in improving in reading skills using the LLS.
4. Proposed a LLS method to improve the reading skills of remedial pupils.

Study Issues

1. What do the remedial teachers for Malay language know about LLS?
2. How does a remedial teacher implement the Malay language teaching and learning to master reading skills using the LLS in the remedial class?
3. What are the response of remedial students to the implementation in improving in reading skills using LLS?

Importance of Study

The study aims to explore the remedial teachers teaching practices among the remedial students especially in mastering reading skills with the most effective use of the LLS in achieving the objective for students to read better, besides teachers' knowledge in implementing LLS remedial students. Further, the study was to expand the field of remedial education through the use of the LLS in mastering remedial students. This study is expected to give a clear picture and enhanced the use of the most accurate and will be a method of LLS to improve students ' reading skills in the remedial program. Apart from that, the findings of this study were also important to policy makers to formulate methods and strategies and also effective teaching and learning methodology to be exposed to of remedial students.

The findings of this study most probably can be used in ministry level and as a guide to KPM in drafting the necessary training and planning for remedial teachers. In addition, the best use of the YHS in Implementation of remedial classes to dominate the reading skills can also be used by other teachers to increase their skill level in teaching and learning.

The education division of the KPM teachers will be able to leverage on the results of the study in order to make plans to produce more skilled remedial teachers, thus, the findings of this study will be expected to provide an early picture to implement students' teaching and learning programs in remedial programs especially in the use of the LLS to dominate the students ' reading skills.

Study on the use of language learning Strategy (YHS) to master the reading skills among year 1 special remedial students are important to be implemented due to lack of study regarding the use of the YHS to dominate the Malay language skills Especially among the students from remedial, the researchers of the research were the survey and did not represent the entire YHS used by the pupils especially the YHS based on reading skills in among these remedial students.

The findings of this study are expected to be a benchmark for special Malay language remedial teachers to re-evaluate their teaching. The mastery of the LLS can also help language

teachers to guide their students to dominate the language quickly and effectively. This has been explained by Hall that teachers need to think about how students and teachers alike use something of the LLS.

Furthermore, the study is expected to benefit students especially those of remedial students toward the use of the LLS to dominate the reading skills. The importance of mastering the LLS has become a requirement to be mastered by each student.

Finally, this study also gives importance to Malay language knowledge. This is because this study is one of the additions in knowledge related to learning problems faced by children

Research Methodology

The investigation aims to examine the use of language learning Strategy (SPB) to master the reading skills of the Year 1 students of the remedial Program. Understanding of the research is important to help improve the Education program (Jack & wallen (1996). Trust and validity aspects also discussed thoroughly in ensuring the outcomes are well founded and reasonable.

Design Research

The study used a case study design using qualitative approach to be a choice of researchers to provide a complete, detailed reality for the use of the LLS to ensure that remedial students dominate the Malay language reading skills. Qualitative research is the main concept that can help the researchers to understand the meaning of social phenomena. *Through this study, researchers will be acquainted with the appropriate LLS among the remedial students in mastering the reading skills.*

Study Participants

Based on the study that will be conducted the researchers have chosen the Sempel strategy is to be deemed important to be used to choose a subject that has a lot of information about remedial education. Based on the objective of this study, the study participants consist of remedial teacher and the remedial students in year 1. Participants of the study were the purposive sampling which were the remedial teachers and remedial pupils, the participants were chosen as they had full information of remedial education. Sampling is taken only in a primary school in the northern Kinta District, Perak.

Instruments

In qualitative studies, researchers are the main instruments that will act as field researchers to conduct research, researchers will perform observations, interview sessions and analyse documents, however, to ensure a smooth assessment of the procedures should be made such as providing interview protocols, observation protocols and document checklist to be selected for use when conducting studies to collect as much related data within this study.

Interview Appointment Protocol

According to Lebar (2017); Weda, & Sakti, (2018); Fasan, Marcon, (2018), there are three basic ways to record interview data, among them by recording interviews using recording tape, the second way is to take notes during the interview and the third is by recording as many information you can remember after the interview are completed.

According to the study, researchers will be able to record all interview sessions, the interview recording is intended to allow a permanent record and allow the researchers to concentrate on the interview. The entire interview will be recorded and recopied in the form of Microsoft Word Fair form transcript. Based on this study, researchers choose to use a semi-structural interview. The selection of partial interviews of this structure is to ensure that the process will run smoothly as well as not frozen, also has the flexibility that enables researchers to modify questions to understand the phenomena surveyed.

Observation Checklist

A formatted observation note to record observation data will be used, shaped protocols containing columns for descriptive notes on the left and reflective notes on the right column. The reflective note column is important because it includes analytical views as well as comments on actions and behavior that are observed such as feelings, problems, ideas, etc., for the descriptive notes section, it contains about informant, dialogue, physical background, statements of various events and activities. Observation comments are a source of useful analytical views and provide hints to the focus of data collection, also important to perform further interview questions. While conducting observation, researchers will take notes on events related to research objectives. Observations will be done on remedial class infrastructure, programs and activities for teaching and learning of remedial education, remedial class management, remedial meeting and special remedial education information board.

Document Analysis

Through this study, there are several examples of documents that can be used for analysis, documents are made up of written materials and printed materials. Among the document materials to be analyzed are documents related to remedial education from the Ministry of Education Malaysia and NKRA Unit like Remedial Education Planning, Handbook and operating Special remedial programs, the teaching modules of remedial education, student module, works of remedial students such as worksheets, stationery, data and statistical recovery programs. In addition, documents such as minutes of special remedial education, strategic planning education Special Remedial, School annual report, Remedial room and recovery, staff development Program and special remedial teacher teaching preparatory record book can also be a proof of document to be analyzed. All these documents are important to provide additional data on the practices of the LLS among the remedial students in year 1.

Data Validation Procedure

There are several ways to increase the internal validity such as

Internal validity and external validity

The internal validity in relation to the appropriateness of a study with reality, to the extent that the findings include all aspects that occur at the field, to provide the scope of studies determined by the researchers (Merriam, 2009; Papadopoulos & Kalafati, 2016). Since the researchers are the main instruments in the collection and analysis of these qualitative studies data, interpretation of reality depends solely on interviews, observations, and analysis of researchers' documents. Researchers use three basic strategies to enhance the internal validity of triangulasi, prolonged observation and researchers' bias.

Triangulation

According to Merriam (1998), Triangulation is one of the methods that can increase the reliability of a qualitative research, according to this, the Triangulasi method can also increase the credibility of the findings and recommendations produced in a research. The Triangulation data in this study are chosen through a few ways so that the data can be trustworthy.

Through this study, researchers are using three data collection techniques, which are through observations, interviews and document proof. It is hoped that the use of a method that involves multiple sources is to compare data from observation or other interviews, comparison of data from interviews and analysis of documents grouped in a single time at once is expected to enhance the reliability of this research. Yin (1994) also notes that three important principles of data collection process for qualitative study are to use various sources of evidence, providing a case study database and ensuring continuity of evidence collected. This is a result of this that allows Triangulation to be made.

Conclusion

Hopefully, this study is expected to contribute a systematic information practice of SPB among the remedial Year 1 students to master the reading skills in primary school. In addition, the reviewer also hopes to produce a complete SPB method guide to help the students of special remedial to master the reading skills,

The actual practice that occurred during the implementation of Malay language teaching and learning in primary school, especially the use of SPB to master reading skills of recovery students. In addition, it is hoped that we will be able to find an effective remedial master teaching Model.

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