

Language Learning Strategy (SPB) Used by Remedial Teachers for Remedial Students Mastery of Reading Skill in Bahasa Melayu Class

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Abstract

Failure in mastering basic reading skill, writing skill and counting skill (3M) among primary school in the country is still persistent. The 3M skill mastery performance gap between mainstream student and Special Remedial students are still apparent. The failure of some teacher to implement Special Remedial Program had caused student to be left out in learning. Study is intended to observe SPB implementation in Bahasa Melayu teaching and learning in mastering reading skill in remedial class. This qualitative study used case study design. This study used the Searchlight Model. One Special Remedial teacher and 22 Special remedial student from a primary school in Kinta Utara district, Perak state were chosen *as intended*. Study data were collected through observation, document researches, and interviews. Data was analyzed thematically using continuous comparative analysis technique. Study results found that constructs which were derived from this study to answer *problem* are remedial teachers' preparation, language learning strategy (SPB) processes in teaching and learning Bahasa Melayu to master reading skill, as well as teaching aid tools and materials (ABM/BBM). Reading skill became the main focus for study participants. This study is expected to contribute to the Special Remedial education in mastering Bahasa Melayu reading skill as giving exposure to remedial teachers the most effective SPB practice in Special Remedial teachers' teaching.

Keywords: Special Remedial Student, Language Skill, Language Learning Strategy, Special Remedial Teacher

Introduction

The issue of reading is never out of the question. Although our society is experiencing changes in the world of globalization, as well as being overwhelmed in the world of information technology and computing, but the fact of the importance of reading cannot be ignored. Only by reading, a nation could produce knowledgeable and visionary generation. Reading society could also uses knowledge as a way of life. The lingual literacy ability of primary school students in Bahasa Melayu is an essential skill for them to master from the early stage of schooling. Through NKRA, the MOE also want to ensure all able student to master literacy in Bahasa Melayu, except special needs student after three years of accepting education in

primary school. Nevertheless, *the MOE body* realized that the basic literacy and numeracy issue cannot be eliminated completely even though multiple remedial programs has been implemented. For instance like Reading and Writing Early Intervention Class Program (KIA2M) for Year 1 student that first being implemented on the year 2006, remedial program for Year 2 and 3 students which being handled by special remedial teacher at their respective schools, Reading, Writing, and Counting Basic Skills Recovery Program (PROTIM) for Grade 2 students, and PROTIM after 'Ujian Penilaian Sekolah Rendah' (UPSR). Based on the statistic issued on the year 2016, there are 19.59% of Year 1 students did not master literacy skill, with the same group of student in Year 2 of school on the year 2017 with rate of 9.13% of students still unable to grasp, even after they are at Year 3, rate of student who failed to master literacy were rated at 9.13% ('Pelan Hala Tuju Pendidikan Bahasa Melayu', PADU, 2018). The problem of not mastering literacy especially in mastering reading skill also can compromise student performances in all subject. Therefore, this study was conducted for researchers try to analysis and discuss remedial teachers' knowledge on language learning strategy (SPB) especially for teaching to master reading skill

Objective and Research Question

This implemented study in particular intended to achieve its main objective which is to describe SPB implementation in teaching and learning Bahasa Melayu in order to master reading skill in remedial class. Research question which been identified to be solved is, how remedial teachers implement Bahasa Melayu teaching and learning to master reading skill using SPB in remedial class

Literature Review

Through Kavitha (2009); Vikneswari (2014) has stated that there are nine type of reading mistake which is often done by remedial special children during spelling and reading words, that is letter elimination, letter replacement, letter reversal, letter repetition, letter addition, usage of English when spelling Malay words, unable to differentiate the pronunciation of 'e pepet' with 'e taling', incorrect way of ending syllables, and unable to read sentences due to not knowing syllable sounds because of memorizing problem

In syllable reading skill also showed that remedial children are more likely to hide KV (vocal consonant) syllable compared to other form of syllable. Nevertheless, these children were found to be confused between the alphabet's name with the pronunciation of aa alphabet in syllables especially syllables that start with the letter 'G'. Usually, special remedial students will pronounce the syllable 'gi' as 'ji' like in the example word 'gigi' Haniza (2017).

Result from a study done by Peng (2015) also found Remedial Teachers has less expertise in psycholinguistic knowledge (mental and linguistic capabilities). Teachers whom were chosen did not have expertise and were not sent to undergo necessary trainings to gain familiarity on psycholinguistic knowledge. Remedial teachers must have the ability to determine students' preparedness, as well as be clear on the guidance that must be delivered to remedial students. Other than that, it is important for remedial teachers to acquire psycholinguistic teaching method that emphasizes mental capabilities and lingual mastery. Remedial Teacher must be given substantial training and courses particularly in psycholinguistic field so that it can give a better outcome to provide skills for students to master literacy skill especially reading skill.

Sani had carry out philosopher doctorate level study entitled "Pelaksanaan Program Literasi dan Numerasi (LINUS): Satu Analisis'. In her study which was conducted on the year 2014 was

to analyse four school Program LINUS implementation in Hulu Langat district, Selangor. She stated that the effectiveness of Program LINUS implementation does not only dependent on the factor of teacher's teaching and learning. This study found the main factor that ensure students to master literacy in Program LINUS implementation is the factor of teachers and students themselves. Throughout this study, she found that Program LINUS has not reaches its full implementation level (full swing) and still kept improved from time to time.

In Malaysia, most SPB study being reported whether it is in Bahasa Melayu or English language tends to be observative in nature and does not represent the whole SPB that being used by students, particularly reading skill based SPB among special remedial students. A study conducted by Zamri and Amin (2007), lean toward the SPB comparison between Malay students and non-Malay students in SPB usage for Bahasa Melayu subject. Meanwhile, a study from Zamri, Jamaluddin and Amin (2006) focused more on the multi-ethnic SPB students diversity study in Malaysia. Through a study performed by Bakar (2003), he conducted the study to investigate and identify problems faced by teachers in doing remedial education and determine the problems that exist and undermine the effectiveness of remedial program. To the researcher's knowledge based on the observation conducted, there are only two people of scholar or researcher that had done SPB research among Special Remedial Program students in Malaysia particularly in reading skill, this could be seen through a study by Chin and Yusoff (2007) entitled "The Usage of Language Learning Strategy to Master Reading Skill among Special Remedial Students".

Methodology

This study uses the case study design by using qualitative approach. The main focus of this qualitative study is to discover the knowledge level of "Bahasa Melayu" Remedial Teacher about "Bahasa Melayu" SPB to master reading skill using SPB in remedial class in a primary school. To obtain deep data on the teaching and learning process, multiple data gathering techniques such as observation, document analysis and interviews with participants were conducted. Analysis from these data will depict a description or picture in depth of "Bahasa Melayu" teaching and learning that uses suitable SPB among Special Remedial teachers in mastering reading skill at the chosen school. Researchers chose case study as the study method because the researcher views that a case study result is more realistic and meaningful to achieve. This is because, to observe the entire process, qualitative approach through case study is the suitable method because case study can provide a lot of data in depth to the researcher. Other than that, case study design also will provide opportunity to the researcher to meet participants from the study, as well as to provide opportunity to the researcher to understand directly the occurring phenomena and could interact with them. Data collection were obtained through observation method, document analysis and interviews to get actual depiction of the language learning strategy practice based on reading skill by Special Remedial teachers. Diversifying data collecting method is important to give triangulation or study data confirmation. Triangulation technique were used to minimised bias and to ensure the validity of internal and external data gathered and analysed by the researcher (Gay, 1996). A teacher was chosen to be the study participant.

Study Results

To answer the study question which is "How remedial teachers implement Bahasa Melayu teaching and learning to master reading skill using SPB in remedial class?" study result were

discussed based on the data collected from interviews, observation and analysed documents. Through this study, the implementation of teaching and learning of “Bahasa Melayu” using SPB in remedial class had been found through constructs formed from the collected data. Constructs that came up are preparation of remedial teacher, language learning strategy (SPB) implementation process in teaching and learning “Bahasa Melayu” to master reading skill, evaluation as well as teaching aid tools and materials (ABM).

Preparation of Remedial Teacher

Through this study, preparation of teachers were observed to their syllabus selection aspect, daily lesson plan (RPH) as well as planning and determining resources usage and as teaching aid tools and materials (ABM) were used.

Syllabus Selection

Throughout the research conducted, it was found that remedial teachers in this school use a special Remedial Syllabus based on Special Remedial skills and DSKP (Semakan 2017). To improve the effectivity of teaching and learning, this remedial teacher also referred to “Buku Panduan dan Pembelajaran Pemulihan Khas Bahasa Melayu” that also take into account the remedial teacher’s need to guide and give opportunity to remedial student to reach their potential. Based on interview verbatim below can explain this situation.

PK : I used actual syllabus that were given by the ministry ever since starting remedial teaching. Special Remedial Syllabus based special remedial skill and refers to DSKP 2017 review.

[G TB2 – 100320 PR4]

Remedial teacher considered “Pelajaran Pemulihan Khas” KSSR syllabus is more suitable and effective for remedial students if compared with skill that were in LINUS syllabus, this can be seen through interview verbatim as below,

PK : “Pelajaran Pemulihan Khas” syllabus is more suitable if compared with LINUS syllabus.

[G TB5 – 100320 PR6]

According to remedial teacher, LINUS syllabus has higher level if compared with “Pelajaran Pemulihan Khas” KSSR syllabus, in LINUS though the first construct begins with reading KVK, KVKV syllables meanwhile in “Pelajaran Pemulihan Khas” KSSR syllabus begins with identifying vocal letter and consonant then followed by syllables lesson, this situation according to he/she will complicate remedial students considering these students mastery level are quite slow, through this interview should explain this situation.

PK : If it is in LINUS, this syllabus firstly begins with the first construct, reading KVK, KVKV syllables, this already count as a high level, as we all know LINUS students have weak ability in reading skill, in LINUS syllabus students will learn from open syllables, closed syllables, diagraph, diphthongs, If already reach construct 7, 8 that is already high enough. Diphthongs are rarely used, and they are too difficult to learn.

[G TB5 – 100320 PR8]

PK : To me “Pemulihan Khas” KSSR syllabus is much better, student will be taught from vocal letter, consonants in the beginning then syllables.

[G TB5 – 100320 PR10]

Remedial teacher also had explained skills inside the LINUS syllabuses have advantages on their own such as like through this skill there is affixes skill that can enrich students on that language system skill itself, there is also skill to understand simple sentence based on the information or passage given indirectly by the remedial teachers themselves could identify whether their students have really mastered this reading skill. Student that has achieved skills up to the 12th construct can already arrange words to become a correct sentence structure. This can be explained based on the interview verbatim below.

PK : Based on a LINUS test if student has mastered until the construct 12 they can also arrange word to become proper sentence.

[G TB5 – 100320 PR26]

Based on the document analysis on “Dokumen Standard Sukatan Kemahiran Pemulihan Khas” researcher could see there are certain skills that have been set which cover 32 special skills that need to be mastered by these Year 2 remedial students.

Daily Lesson Plan (RPH)

Daily Lesson Plan (RPH) writing is an official document that shows the preparation of the study participant in planning teaching and learning, through the data study on documents and interviews conducted found that this remedial teacher had already written before teaching and learning started, The example of interview verbatim below proved this statement.

PK : Everyday, usually I'd prepare RPH beforehand to ease me in teaching, RPH as the people says it's a guide to keep on teaching.

[G TB6 – 050820 PR4]

Among the aspect that is written in an RPH prepared by this remedial teacher are date information, day, class to teach, title, skill, objective, learning content as well as teaching steps and impact writing. Based on the document analysis conducted found that RPH prepared by this remedial teacher contained these things, skill to be taught someday, this skill will follows whatever contained in the book Manual IPPM3M. Participant also listed learning standard and content standard desired to be achieved during at teaching and learning session such as the example below,

Table 1.

Daily Lesson Plan

Day/ date	Wednesday 5 August 2020
Skill	Word V KVK
Learning standard	2.1.1 (vi) Reading with the correct pronunciation
Content standard	2.1 Basic reading and understanding

(AD: RPH 5 August, 2020)

Lesson Objective to Achieve in Learning during Learning Session

Based on the study result, it was found that the teacher had listed a few objective in every teaching and learning. These listed objective does fulfill the criteria such like using specific action verb that clarify teacher's objective, using language that describe observable behavior and using language that can describe assessable behavior like,

In the end of lesson students will able to:

- i. Spell and read eight over ten KV KK KV words learnt
- ii. Write KV KK KV words correctly at least eight over ten words specified.

(AD: RPH 1 & 2 Sep 2020)

Main Material and Support Material to be used

Main material is the material that become the source or basic material in teaching and learning session, on the other hand support material is the material that help main material to give understanding on what was learnt. Based on this study, through observation analysis, researcher can see clearly remedial teacher had used real material like letter cards, word cards, short word cards, On top of that, ICT equipment usage also being used such like power point slide uses, song singing as well as images downloaded from the Internet and such.

The Implementation Process of Language Learning Strategy (SPB) in Bahasa Melayu Teaching and Learning

Next study results found SPB implementation also can be seen through teaching and learning process perform in the class starting with induction set, expansion level, closing level, evaluation and teaching aid tools and materials (ABM/BBM).

Induction Set

Through this study, researcher could identify that the study participant had implemented induction set in her teaching and learning. Based on the investigation made through observation, document analysis and researcher interviews found the remedial teacher had use multiple induction set technique to pull students' attention. Based on the data collected through document analysis on daily teaching plan (RPH) remedial teacher had implemented induction set in multitude of ways such as below,

Table 2.

Daily Teaching Plan, Induction Set

Date/Day	Implemented Induction Set
2 March Monday	1. Teacher asked students to sing Happy Birthday song. 2. Teacher told a story about birthday cake
3 March Tuesday	1. Teacher asked students to sing Happy Birthday song. 2. Teacher told a story about birthday cake

(AD: RPH 1 / 24, 2020)

Based on document analysis it is very clearly proven that induction set implementation was taken care by the remedial teacher in one to one teaching and learning session. However through observation, researcher did found once a while the remedial teacher had changed induction sets which were planned in RPH. When interviewed, it was explained the situation need to change due to time restrain, students who were late to the remedial class and also for groups which are easier in mastering preference or keep motivated to study. Based on document analysis on RPH the teacher had a few day of changing induction set for example,

Table 3.

Daily Teaching Plan, Induction Sets Change

Date	Day	Planned Induction Sets	Change by Remedial Teacher
9 March	Thursday	1. Teacher asked the student to guess item inside a box 2. Teacher told a story about the item and relate it to the topic.	-Teacher to asked student to spell syllables.
12 August	Wednesday	1. Teacher told a story about the picture 2. Teacher told a story about the island, flash and relate it to the topic	-Teacher to asked student to spell syllables from chart

(AD: RPH 9 March, 6 August, 12 August, 2020)

From the interview verbatim, researcher could identify situation like this,

PK : Sometimes I could not implement induction set considering the time was running short.

[G TB3 – 060320 PR22]

PK : These students sometimes arrive late to the class, a lot of time were gone. I had to keep on teaching without induction set, but not that often, usually these students like to come in here right away.

[G TB 3– 060320 PR24]

Through observation, researcher could watch this induction set had been implemented by remedial teacher, as well as highly prioritize this step to draw interest and focus from remedial students to learn, for example,

PK : Alright students take a look at this, I have brought a bottle of water called zam-zam water, does any of you had drink this water?

M1 : I had, teacher!

M2 : Me too.

M3 : Haven't, teacher.

M4 : My mum once told me to drink it but I don't like it

PK : Why didn't you like it?

M4 : Not tasty, teacher.

PK : What does it tasted like?

M4 : (*tawar*) bland, teacher.

PK : Oo just bland, a little bit (*payau-payau*) briny right?

M4 : Yeah, that's right teacher, not tasty

PK : Alright, today we are going to spell and read KV KVV words

Observation: The teacher started the teaching and learning session using zam-zam water, had interaction with the students on its taste and next relates the word "payau", "tawar" with the topic that day

P13/GP/M/Pdp12 August]

Induction set that is being implemented by remedial teacher had created student interest, motivation to reading skill which is to be taught on every teaching and learning session for example through observation, researcher could see this situation clearly evident, example:

- PK : Alright students, today, I brought in something special, try to look at this
 M1 : Teacher, what did you bring?
 M2 : Let me see!
 M3 : I want to see it too, teacher.
 M4 : Wah, terrific. What did you bring?
 M5 : Great, teacher, can I eat it?
 M6 : You brought in a cake
 PK : Yes, I brought in a cake, who has celebrated a birthday
 M1,2,3,4,5,6 : Have, teacher!
 PK : Who wants to eat this cake?
 M1,2,3,4,5,6 : Me, teacher!
 PK : If you want, you got to spell first, how to spell (*kek*) cake?
 M1 : k e k
 M2 : K a k
 M4 : I don't know
 M5 : k e k
 M6 : k e k
 PK : Ok, today I could see some of you can spell, some don't know how, so today we are going to learn to spell and read KVK words, do you want it?
 M1,2,3,4,5,6 : Yes, teacher!
 M1 : I want to eat cake too...(laugh)

Observation: Based on the teaching and learning session conducted on 11th March this remedial teacher had drawn students interest, motivation to learn that by bringing a cake, they were asked about when does a event usually have cake prepared, how to spell the word “kek” which is a KVK syllable, students were seen excited to spell and having fun when the teacher in the end gave them to eat the cake at the end of the teaching and learning session as a closure for the student because they had spelled and read KVK words correctly. Students were seen very happy and could read all specified KVK word correctly. Students looked very happy and abled to read the specified KVK words correctly.

[P1/GP/MPdp11Mac]

Remedial teacher was also found frequently started the teaching session each day with practising prayer recital, for example:

PK : Alright students! Before we begin the class let's recite a prayer first. We'll read it together.

Students: - recite the prayer-

Observation: This prayer was recited by the students in the correct reading and pronunciation. All of the students read this prayer excellently, thus this will indirectly attract the student's interest and focus to learn.

[P1/GP/MPdp2Mac]

Throughout the teaching and learning session remedial teacher had implemented induction set in three to five minutes of time, through document analysis on RPH clearly is written concisely the induction set being implemented with simple and concise note like,

Table 4.

Daily Teaching Plan, Induction Sets

Induction Sets	Steps : 1. Teacher showing a picture of a mango 2. Teacher tell a story about mango and relates it to the topic
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(AD: RPH, 27 August, 2020)

Remedial teacher also had utilized ICT facilities when implementing induction sets in teaching and learning. This can be seen through document analysis, interviews and observation that had been conducted. The following verbatim interview explained more of this situation:

PK : Usually physical material is which even better for e, like flash card, reading cards, word cards, short story card but for now when LCD application method is being used does help me out a lot, I made PowerPoint, show picture and tons more in colour.

[G TB6 – 050820 PR16]

Expansion Level

According to the remedial teacher, the teaching delivery for remedial class had used a few main method which is individual, paired, group and by class. These four types of strategy was used consistently from the month of February until the last face to face special remedial class for the year 2020 on the 5th November. Then teaching and learning was delivered online dues to the increasingly serious Covid-19 pandemic that would not allow students to attend learning at school. Based on the collected interview data really clearly shown the remedial teacher had delivered teaching by individually, in pairs, in small groups and by classes.

PK : Like always, Ma'am. Four main method I frequently do.

[G TB3 – 060320 PR4]

Through observation in teaching and learning session really clearly had seen remedial teacher had delivered teaching and learning session individually, in groups, in pairs and by class like:

PK : Great students now I want all of you move into the group that I have assigned to you. I want you to spell syllables by group.

PK : Group A read the syllable that I am showing, in this chart.

Students: sa, si, su.

Observation: Through this observation session had clearly shown the teacher had conducted teaching by groups, before that researcher could see students sitting in front of the class, all ten students in each group sat down on a prepared mat and they spelled by class, together.

[P5/GP/MPdp11Mac]

Learning in pairs were also executed, whereby students will learn in pairs, usually the teacher will make sure one of the pair has already mastered the skill, This student will indirectly could help his/her pairs who is still weak at reading, based on the data findings the interview below proves this statement.

PK : There are time I've made both student learn in pairs, Even so need to make sure that one of them I consider a bit better in reading, He or she could listen, cross check and help the partner, If both of them is bad it's going to be pointless nonetheless.

[G TB3 – 060320 PR14]

Language Learning Strategy Usage

Throughout this study the remedial teacher was found had carried out multiple of language learning strategy (SPB) which is specified to teach and guide the students. Among the SPB that were implemented are like drill practice and pairing, drill practice and focused reading, record and listen to the playback drill practice.

Drill Practice

Drill practice is the most dominant language learning strategy practiced by remedial teacher in teaching and learning. Throughout the observation and monitoring conducted it was found that remedial teacher had practiced this strategy, There were times during the teacher's teaching and learning session had delivered teaching session by executing drill practice strategy as well as executing other strategy together like reading in pairs, record and listen to the playback and also focused reading.

Remedial teacher also explained if the students continuously do drill practices, it would be definitely easier for them to master reading skill. According to the remedial teacher if even only once spelling, high chance that it is difficult or hard for the students to master skill considering these remedial students were quite weak, they need to be taught repeatedly.

PK : Usually I prefer to teach from syllables. When they can identify the alphabets, it will be easier. Everyday doing drill practice, spelling syllables. When they are familiar then only ask them to spell words. Drill practice is important, we make them to spell countless. If only once it's harder to get. As you know these remedial student, this drill practice method is the most important thing. Once taught, how are they going to read?

[G TB3 – 060320 PR22]

The remedial teacher had also explained through the interview below about mentor mentee program or foster child program that were created with other teachers. They absolutely used drill practice method to enhance these remedial students.

PK : They mostly used drill practice, to spell syllables. When the concept of students spelling repeatedly had quickly picked up, it's just a matter of time to fully master. Good at syllables insha Allah surely can. Even with more book surely can spell.

[G TB2– 050320 PR6]

Based on the interview with student Mohd Fahmi also describe that the teacher always asked the students to spelling drill practice to improve them to be good at reading. Aryan Rizqin also mentioned teacher asked to spell countless of time made easy and obtainable. The teacher

always made him to spell together with friends and the teacher regularly gave out candies if they could read.

M2 : Everyday teacher asked us to spell

[M2 TB3 – 270720 PR22]

M1 : Easy, because everyday teacher make us spell with everyone. If we can spell it, teacher will gives us candy

[M1 TB3 – 270720 PR12]

Based on the analysis on Daily Teaching Plan (RPH) prepared by the teacher it is absolutely clear that the teacher through teaching activity steps which were delivered oftenly recorded drill practice execution whether as individually, groups or classes to enhance students in mastering reading skill. Based on the RPH below, it is seen that drill practices were being used in each learning session. Example:

Table 5.

Daily Teaching Plan, PdPc Activity

Learning and Facilitative Activities (Pdpc)	Step 1: 1. Teacher shows flash card to students. 2. Students do drill practice spelling on the syllable given. 3. Teacher displays V KVK syllables PowerPoint slides
	Step 2: Students do drill practice spelling V KVK syllables as individual and in pairs

(AD: RPH, 29 July, 2020)

Results from observation and study interviews had shown that drill practice that were implemented by this remedial teacher consist of six methods like, spelling syllables drill practice, understanding meaningful words drill practice, spelling and reading easy word drill practice and spelling drill practice.

Focused Reading

Based on this study, researcher had found out about eight teaching and learning session where by the remedial teacher had conducted this focused reading strategy. Through document analysis on the prepared RPH. Example:

Table 6.

Daily Teaching Plan, Focused Reading Strategy

Date	Day
5 March 2020	Thursday
9 March 2020	Monday
11 March 2020	Wednesday
13 March 2020	Friday
5 August 2020	Wednesday
10 August 2020	Monday
1 September 2020	Tuesday
2 September 2020	Wednesday

(AD: RPH, 5, 9, 11 & 13 March, 5 & 10 August, 1 & 2 September, 2020)

Based on the interview with the remedial teacher this situation was also been explained, that the remedial teacher usually used the focused reading strategy during reading learning steps in group activities as well as with the entire class. Based on this interview verbatim had clearly demonstrate this statement:

PK : Usually, for focused reading I do when the students are reading in groups or by the whole class.

[GTB8 – 190820 PR38]

According to this remedial teacher, focused reading aims to overcome student loss of concentration problem when reading loudly in groups. Focused reading could give full concentration to students.

PK : It is important, if not the students cannot focus.

[GTB8 – 190820 PR40]

PK : When students read, other students we can ask them check and point out using their finger where reading should be, only then they can focus.

[GTB8 – 190820 PR42]

Record and Listen to the Playback

Based on the document analysis on the prepared RPH by the remedial teacher was found that the teacher had executed record and listen to the playback learning strategy. Through document analysis on RPH was found that record and listen to the playback learning strategy was executed about four times during reading skill teaching and learning session as follows:

Table 7.

Daily Teaching Plan, Record and Listen to the Playback Strategy

Date	Day	Skill	Strategy implemented
12 August 2020	Wednesday	Spell/read KVKVV words.	Drill practice, record and listen to the playback
19 August 2020	Wednesday	Spell/read KVKVV words.	Drill practice, record and listen to the playback
25 August 2020	Friday	Spell/read KVKVV words.	Drill practice, record and listen to the playback
28 August 2020	Friday	Spell/read KVKVV words.	Drill practice, record and listen to the playback

(AD: RPH 12, 19, 25 & 28 August 2020)

Based on the interview with the remedial teacher, the teacher had explained the strategy of reading drill practice and record and listen to the playback to the students was very popular among them. Students will feel more interested to listen to their own reading playback. This could be seen in the following interview:

PK : Sometimes I asked them to spell together, moreover I recorded them spelling and then playback it. It's fun for them to listen, even so they would like more if I give them gifts instead.

[G TB 3– 060320 PR18]

Paired Reading with Friends

Through document analysis on the RPH is was discovered that paired reading strategy already had implemented three times during reading skill teaching and learning session like below:

Table 8.

Daily Teaching Plan, Paired Reading Strategy

Date	Day	Skill	Strategy implemented
2 March 2020	Monday	Spell/read KVKVV words.	Drill practice and paired reading
3 March 2020	Tuesday	Spell/read KVKVV words.	Drill practice and paired reading
Monday	Isnin	Spell/read KVKVV words.	Drill practice and paired reading

(AD: RPH, 2 & 3 Mac & 17 August, 2020)

Based on the RPH prepared by this remedial teacher, the teacher had also recorded the pairing strategy. Among them are:

Table 9.

Pairing Strategy

Date/Day	29 August 2020 , Wednesday
Skill	Spell and read VKVK words.
Learning and Facilitative Activities (Pdpc)	<p>Step 1:</p> <ol style="list-style-type: none"> 1. Teacher shows flash card to students. 2. Students do drill practice spelling on the syllable given. 3. Teacher displays V KVK syllables PowerPoint slides <p>Step 2:</p> <p>Students do drill practice spelling V KVK syllables as individual and in pairs</p> <p>Step 3:</p> <p>Students spell and read words in groups in focused reading</p> <p>Step 4 :</p> <p>Students write V KVK syllables.</p>

Based on the interview verbatim with the students, they also had explained about the execution of paired learning strategy, for example:

M3 : If I don't understand I'll ask the teacher to teach again. Sometimes, teacher asked my smart friends to teach me instead

[M TB3 – 270720 PR30]

Through this observation, researcher also could witness the paired reading activity does not only read syllables and words. Based on the teaching and learning session on 28th August, it was found that the students started to read sentences using this paired reading strategy, for instance:

PK : Now I want you to read small sentences prepared on these sentence cards in pairs. First, I want Nur Aqilah to try reading sentences from the cards. Awatif, you try to check on Aqilah's reading. Then, you two read it together.

Nor Aqilah : a/ yam – ayam, ma/ kan – makan, be/ ras – beras, ayam/ makan/ beras

Awatif : a/ yam – ayam

Nor Aqilah : a/ yam - ayam

Awatif : ma/ kan – makan

Nor Aqilah : ma/ kan – makan

Awatif : be/ ras – beras

Nor Aqilah : be/ ras – beras

Awatif : ayam / makan / beras.

Nor Aqilah : ayam / makan / beras

Observation: Through this strategy, the teacher ordered the students to read in pairs. The first student will listen to his partner spelling, pronunciation and reading. When the first student had read the syllables, words and its sentence, lastly both students, in pairs had read again all the syllables, words and its sentence.

[P16/GP/MPdp 28 August]

Closing Notes

Based on this study, the remedial teacher was discovered had implemented has implemented the closure of a three-way learning session namely singing, re-reading the words learned that day and recording and playback to the students. Through observation and document analysis, it was identified that the teacher had used singing method about eight times, re-reading the words learned that day about twelve times and recording and playback to the students about two times.

Summary

To summarise, the findings of this study can be seen through the constructs that arise as a result of the analysis of interview data, observations that are also supported by the evidence of the documents that have been analysed. Based on the data obtained has formed certain patterns such as the preparation of remedial teachers, language learning strategy (SPB) implementation process in Bahasa Melayu teaching and learning in mastering reading skill. The remedial teacher have made careful preparations to carry out teaching and learning sessions in order to implement effective SPB for the students. A well-organized and orderly SPB implementation process has a very positive effect on students' mastery of reading skills

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