Teaching Module Requirements Analysis Review Reading Skills among Special Recovery Teachers

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Abstract
This survey study was conducted with the aim of analyzing the needs of Special Recovery teachers for the Module teaching reading skills to Special Recovery students. This module is analyzed aimed at improving the level of knowledge and skills of teachers. This study will use the ADDIE Model which is carried out in three phases, namely (1) Requirements Analysis Phase, (2) Design and Development Phase and (3) Implementation and Evaluation Phase. This survey study used questionnaires used in the Needs Analysis Phase involving 300 recovery teachers from Pahang Darul Makmur State.
Keywords: Reading Proficiency, Module, Needs Analysis, Special Recovery Teacher, Special Recovery Student

Introduction
The problem of reading and writing is a problem that still cannot be solved. Reading proficiency is one of the goals that need to be achieved, especially for students in primary and secondary schools from the beginning of school education (Othman, et al., 2016). According to the Council Dictionary of the Fourth Edition, reading means paying close attention to the content of something written or printed and understanding the meaning of its content. In addition, reading is a process of communicating directly between the reader and the reading material, and indirectly with the author (Ng, 2022). Arshad (2020) also defines reading as a process carried out by readers to form or give meaning to the text they read before acting to make a decision. The correct and effective method will have a great impact on the students of Special Recovery. They will be given a positive perception that this skill is not something difficult for them to master (Aziz, 2018). To achieve the goals in the Special Rehabilitation Program so that students can master reading skills, the reading methods or techniques used must be appropriate to the interests and abilities of the student. Therefore, the teaching process of Reading Proficiency requires appropriate Teaching Aids (BBM) for Special Recovery students. In the process of building auxiliary materials, it was found that there are four processes that need to be passed, namely selecting, processing, building and using them for Special Recovery students (Samsudin, 2017). Thus, this study aims to analyze the needs of Restoration teachers for teaching modules as a guide for Special Recovery teachers to focus on Special Recovery students today. The research will also develop reading and writing modules appropriate to Malay language learning.

Study Background

Transformation in teaching for students with learning problems needs to be carried out so that effective teaching practices can be implemented. Based on statistics released by the Pahang State Education Department (JPN) ending October 31, 2020, it shows that the number of recovery students from years one to six is 3218 first-year students who do not master reading skills, which is 25% of the total number of recovery students in Pahang state in 2020, which is 9400 people. Thus, with the increase in student recovery data, an effective teaching requires teachers to take their own initiative to make modifications in their teaching. Appropriate teaching can help improve students' reading skills according to their ability level (Jamian, 2021). In accordance with this paper, the researchers focused on producing a reading skills module for students with recovery. Mastery of reading skills among children should be emphasized so that the process of transferring information will be faster (Monnas, 2018).

Problem Statement

Reading skills are basic skills that students need to master before mastering writing skills. Students who do not master reading skills will have difficulty understanding what is read. The impression is that students do not know or cannot write well. In fact, some of them don't even know what to read and write (Mazlan, et al., 2020). Reading failure among students and the need for rehabilitation programs are nothing new. The Ministry of Education Malaysia (KPM) has established a Special Recovery Programme, which is an educational programme, provided for students who have problems mastering 3M's basic skills (Recovery Programme Handbook, 2012). Therefore, students with learning problems, especially for Special Recovery students, need to master 2M skills with appropriate teaching materials to improve understanding and memory while being able to motivate themselves and attract them to learn better (Abdullah, 2017). A recovery teacher should also have a broad interest, knowledge and skills in this field to carry out effective teaching and learning (Adam, 2017). The use of tablets is increasingly contagious in Malaysia, especially for educational purposes during this pandemic. Children who are exposed to budget will cause children to become addicted to prolonged use of budget in daily activities of children aged five and six years negatively affecting their cognitive and social development (Shima & Marziah, 2018). Teachers need to make learning and teaching skills interesting, fun, easy for students and meaningful to students. Some teachers also still need in-depth knowledge in their respective subjects (Malaysian Education Development Plan, 2013-2025)

Therefore, this study was conducted to examine the practice of teaching reading skills and the factors that will impact Special Recovery students in mastering Malay reading skills and then develop a reading skills teaching module to Special Recovery students.

Study Objectives

To achieve this goal, several specific objectives are set out in this study according to phases, namely:

1. Identify the needs of special recovery teachers to obtain teacher needs to produce Reading modules.

Study issues
Based on the objectives of the study, the study questions built according to the three phases involved are as follows:

1. What is the view of Special Rehabilitation teachers on the need for reading skills teaching modules for special recovery teachers?

Literature Highlights
Model ADDIE
The ADDIE model is a systematic and effective design model. As a result of the use of the ADDIE model in the design of teaching modules, teaching modules will be built that achieve teaching and learning objectives (PDPs) effectively and a systematic approach according to the tastes and needs of students (Nasohah et al., 2015). The teaching module is one of the principles in the Teaching and Learning (P&P) process of a skill. Therefore, design is necessary for a rigorous and systematic theory of design models (Gani, et al., 2015). ADDIE is a systematic model that can guide teaching that is more detailed and learning practices for the purpose of development, evaluation and maintenance of teaching module situations to achieve the expected learning objectives. This ADDIE model involves the process of having relevance in each subsequent phase. The study approach uses qualitative and quantitative to form, develop and assess the resulting teaching modules (Abu et al., 2020).

Teacher Teaching Methods
Teaching practices that are planned and implemented based on good management along with attractive fuel (maujud and non-maujud) can help the effective PdPc process (Masnan & Abdul Halim, 2014). Positive teaching practices and suitable for all ages in mastery of reading skills (Ahmad, 2015). Selection of appropriate teaching practices can improve student performance in reading skills. Students will also pay more attention and focus on learning (Abdullah, Nor, Hutagalung, 2021) The use of interactive multimedia in learning reading skills is very effective and has succeeded in creating a more fun learning atmosphere (Ibrahim et al., 2017). Teaching practices that can stimulate the brain and foster cognitive, social, emotional and physical development of students are through play methods (Damanhuri, 2019) The selection of effective teaching practices shows the ability of a teacher himself. The processing of teaching designs that attract students' interest and encourage students to think creatively has a lot of impact on student learning (Husain, 2021). Thus, this study examines the use of the dominant method implemented by teachers depending on the ability of their recovery students. In general, Special Recovery students are students who cannot master reading skills through conventional methods. This stems from not being able to read if they do not know the alphabet because the pronunciation of the alphabet is abstract. Students need to be helped with other methods or techniques such as objects and meaningful words.

Special Restoration Students
Special Restoration Students are children who face difficulties in mastering skills such as reading, writing and counting (3M) due to environmental and non-cognitive factors. In the Special classification of recovery, students face learning difficulties and do not show special physical signs such as immeasurable vision and hearing. Special Rehabilitation students are also students who are unable to master basic Language skills (Jamian, 2021) defined; recovery children are similar to inert children who have lower endurance than their peers do in the

classroom. A sigh that expresses the meaning of being weak in all things or things. However, it may be weak in one subject or it may be two subjects or even weak in a certain aspect in basic skills. "KPM formulates that" students' different interests, experiences, talents and learning styles make their group slower or laggard in mastering skills compared to their peers. If they are not given rehabilitation instructions, they may fail to obtain the necessary education and their potential will suffer. Therefore, Special Recovery students need to improve their proficiency in reading Bahasa Malaysia for their future and improve their standard of living in this increasingly challenging world. Today, students who fall behind in terms of mastering 3M skills will be impressed by future generations.

Methodology

This chapter will discuss the research methods used by researchers to conduct these studies. In this chapter, the reviewer will explain the study design, study population and sample, study instruments, pilot studies, study procedures, data analysis and validity and reliability. The findings of the study Kaviza (2019) show that there is a need in the development of teaching modules as a reference to the implementation of teaching and learning methods at the school level in an orderly and systematic manner.

Study Design

This analysis of the teaching needs of Special Recovery students is a quantitative study. The ADDIE model can be used to produce effective teaching aids. This model provides a systematic framework guide to suit the diversity of learning environment situations (Gustafson &; Branch, 1997). The Analyze, Design, Develop, Implement, Evaluate (ADDIE) model is one of the teaching design models that are often used. There are several teaching models known as classroom-oriented. Among them are Heinich, Molenda, Russell and Smaldino (1996), Model Kemp, Mrrison and Ross (1994) and Model Dick & Carey. Therefore, researchers can follow these models in designing and building their research artifacts (Adi, 2020).

Table 1
Study Phase-Phase Relationship with Module Development Stages

Module construction	Study phase
Phase I	Analysis of requirements to obtain inputs for module design. Implemented before they form modules.
Phase II	Development after getting input from the needs analysis. Modules are built and verified by experts.
Phase III	Implementation and assessment of modules in a real setting.

Thus, in this study the reviewer only conducts Phase I where the reviewer will conduct a needs analysis to obtain input for the needs of Recovery teachers in a module teaching reading skills of Special Recovery students.

Use of ADDIE Model in Studies

The design of teaching modules is the main and most important element in carrying out the teaching process and learning a skill. The ADDIE model is based on behaviorism, the idea developed by Dick and Carry (1996) to design learning systems. The term ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. From the acronym

ADDIE, it can be seen that ADDIE applies five levels or elements to interrelated activities that guide the practice of forming teaching programs or learning modules.
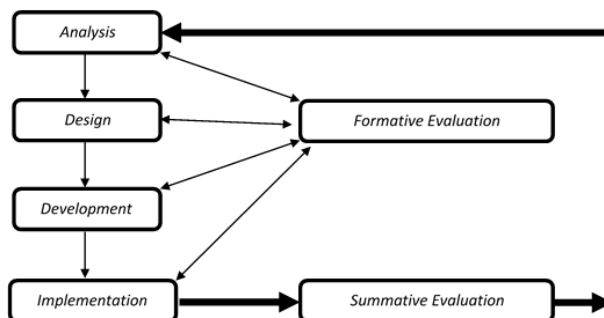

Diagram 1: The study design process based on ADDIE theory

The diagram above explains how the process in designing teaching modules based on ADDIE theory and it clearly shows that the ADDIE model is a comprehensive process of teaching design activities and this is an advantage of the ADDIE model compared to other models. The effectiveness of the ADDIE model has been proven in developing effective and engaging teaching modules. Therefore, based on this study, the use of five processes proposed by the ADDIE model in the development of teaching modules proves to be very effective and effective in attracting student interest and motivating student sincerity in the lessons learned.

Requirements Analysis Phase (*Analysis*)
In this study, only the Requirements Analysis Phase is carried out because it is the basis for the next phases in the design of a teaching module. At this stage, several analyses are carried out and among the most important are problems related to identifying problems and how to solve them. The purpose of this process is to ensure that the teaching design to be produced meets and meets the needs of real Special Restoration teachers. Related problems can be identified through various methods or techniques such as interviews, observations, surveys, questionnaires and so on (Hussin & Marosadee, 2019).

Population and Sample
Quantitative study samples are taken to represent the population/place of research but samples for qualitative studies are selected according to criteria that meet the criteria set out in the study. Random sampling is usually used in survey studies through questionnaires to obtain information for the purpose of identifying characteristics of a population. The study population for this phase is primary school Special Recovery teachers across Pahang State. There are as many as 300 primary school Special Recovery teachers in Pahang State (JPN Pahang, 2020).

Instruments
Phase I Instrument (Requirement Analysis)
This research question has gone through the insight and purification of five experts and has received language validity and content validity from field experts and curriculum experts. The use of questionnaires is to meet the criteria and conditions for using FDM which involves the use of mathematical formulas to obtain expert agreement. The instruments used by the researchers are based on the needs of this study.

In this study, the researcher will build a questionnaire containing four parts, namely aspec of the level of knowledge, teacher skills, consumer needs for the teaching module. Part A is about the respondent's background such as gender, education level, Special Rehabilitation teaching experience and expertise or contribution in the field. Part B is about the background reading skills of restorative students in school. Questionnaire questions part C on the background of teaching Special Recovery teacher reading skills and D on user needs for teaching modules.

There are 10 items for each construct of reading skills knowledge and teaching with a rating scale of five answer choices (1 - very low, 2 - low, 3 - somewhat high, 4 - high, 5 - very high). The questionnaires for the knowledge and teaching part of reading skills are items in the form of positive statements. Positive statements for all items make it easier for respondents to respond, avoid errors and facilitate the process of entering data and analyzing data.

Scores for items that take the form of positive statements are given with the highest score on the "very high" option and the lowest score on the 'very low' option. The determination of the meaning of the Likert Scale is made by taking this view into account while making it easier for respondents to mark the choice of answers without confusion. Measurement of the level of knowledge and skills is carried out by self-report (Self Report Inventory), which is a form of assessment made by a person of himself (Eshak, 2020).

Data Analysis
The study began with a Needs Analysis Phase involving Special Recovery teachers. For this purpose researchers need to obtain permission from the Education Policy Planning and Research Division, Ministry of Education Malaysia (eRAS). Next, the researcher will get permission to conduct a pilot study for the questionnaire built from the Pahang State Education Department. Based on the analysis of the pilot study data, improvements were made before the instrument was used in the study.

In a real study, the researchers distributed questionnaire forms by mail to distant schools and self-distributed questionnaire forms to nearby schools. In addition, the reviewer will also use *google form* as an easy and fast way. The period to be given is for two weeks given to Special Restoration teachers to complete the questionnaires and sent back to the reviewers.

Data Analysis Procedure
Data Analysis Study Phase Analysis Requirements Analysis
Requirements Analysis Phase data is processed using SPSS. Descriptive statistics are used to break down respondents' background data in terms of frequency and percentage. The questionnaire instrument was used to answer study question 1. Frequency, percent and min analyses were used to examine respondents' background data and background teaching reading skills.

To determine the level of knowledge and skills, the rating scale is summed up and converted in percentage scores. This method is used to determine the level of knowledge and skills. The knowledge construct consists of 84 items of which the overall score amounts to

420. Respondents' scores for 84 items are added up and divided by 420 to get a percentage score. The same goes for the skill construct consisting of 84 items.
Example: respondent score 300:

$$\frac{300}{420} \text{ X } 100\%$$

$$= \underline{71.4 \%}$$

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