

Universiti Teknologi MARA

**A Teaching Tool on Malay Language
for Primary Students – A Case Study on
Remedial Education**

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ABSTRACT

Ministry of Education (MOE) has introduced remedial education classes for students who are weak in *Membaca, Menulis, Mengira* (3M) in order to train students in 3M. Students have problem to understand the content from a text and they cannot understand the meaning of the text. Furthermore, the factor of reading materials provided by the schools and teachers also become a problem in terms of vocabulary and less use of graphics. This teaching tool will focus on children under 9 years old from the remedial class to help them in mastering 3M. This project will use phonetics techniques with graphics and animation support. A part from that, the use of the ADDIE model of instructional design module is used for the subject of Malay that will focus more on remedial students. User testing was done formally at *Sekolah Pusat Penyelidikan Pertanian Tun Razak, Jerantut, Pahang*. After they completing the exercises and data was collected from 11 students. Students' performance was measured after them complete the exercises and it shows that the students can improve their performances by using the teaching tools to complete the exercises. This teaching tool provides an attractive way to learn and understand about how to read in Malay language especially for remedial students and level 1 at primary school.

TABLE OF CONTENTS

CONTENT	PAGE
SUPERVISOR APPROVAL	ii
STUDENT DECLARATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	ix
LIST OF TABLES	xi
LIST OF ABBREVIATIONS	xiii
 CHAPTER ONE: INTRODUCTION	
1.1 Background of Study	1
1.2 Problem Statement	3
1.3 Research Objectives	4
1.4 Research Scope	4
1.5 Research Significance	4
1.6 Conclusion	5
1.7	
 CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	6
2.2 Overview of Remedial Education	6
2.2.1 LINUS (<i>Literacy and Numeracy Screening</i>)	8
2.2.2 PBK (<i>Perisian Pembelajaran Berbantuan Komputer</i>)	11
2.3 Malay Learning	11
2.3.1 Overview of Malay Language	13
2.3.2 Development of Malay Language	13
2.4 Phonetics Techniques	15

CHAPTER 1

INTRODUCTION

Ministry of Education (MOE) has introduced remedial education classes for students who are weak in *Membaca, Menulis, Mengira* (3M) in order to train students in 3M. These problems become more crucial because every student is different persons and their abilities to accept the learning in classes are also different. The problems of learning and the factors that cause that problem are lack of intelligence related to mental problems which is slow learner, difficulty in understanding and poor in observation. Apart from that, they also have a health problems which make they lose their focus on learning. In fact, there are also sensory problems such as impaired vision, hearing and speech problems that affect their learning. The students also have unstable emotions and low self confidence that make it difficult for them to focus on what they are learning. According to the Handbook of General Integrated Primary School Curriculum (MOE, 2003), every students are different in terms of experience, behaviour, talent, abilities and others. Because of that, all teachers in that school are responsible to help their students by preparing all teaching resources that can attract their interest especially for remedial students. The students among rural primary school children often reveal that they have problems when it comes to the parts where they need to read and write (Jamian, 2011 & Othman, 2005). Research found that students have problem to understand the content from a text and they cannot understands the meaning of the text.

1.1 Background of Study

The research done by (Ismail, 2015) found that before Malaysia implements the remedial education for elementary school students, the western country has already introduced this education system in advance, especially in Britain and America. However, in terms of this kind of education, Malaysia is less advanced compared to west country because they are faster and advanced.