


Chapter in Book

# Lajur Ampuh Membaca Bahasa Melayu (LAMBAM) in The Teaching and Learning Process

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**Abstract:** *Lajur Ampuh Membaca Bahasa Melayu (LAMBAM) is an innovative teaching aid (ABM) for the basic learning in Malay Language created and produced to help Malay Language teachers to solve the problem of the inability to read in Malay Language among students. The implementation and formation of this process adopt the Research of Design and Development approach (DDR), QAIT Model by Slavin (1994) and ARCS Motivation Model by Keller (1988). This syllable basic learning approach employs five learning techniques in the form of games as the teaching aid, namely sound segment, syllable cards, syllable column basic board, syllable consolidation table and syllable poster. Every teaching aid has reading mastery levels starting from introduction to consonants and vowels, pronunciation of letter sounds, reading basic syllables, forming the combination of two syllables, syllable recovery, syllables consolidation and syllables enrichment. LAMBAM has undergone a trial segment of 4 schools and obtained positive feedback from teachers. The test result at school also shows that LAMBAM can engage students to read in Malay Language easily. With LAMBAM approach in teaching and learning in class, weak students are able to involve themselves actively in the games while strengthening their mastery of syllable to further increase reading skills. LAMBAM has a wide market size in and outside the country. The use of LAMBAM increases students' individual and group participation. LAMBAM can also engage weak students to take part actively in class activities. Thus, use of LAMBAM in schools demonstrates innovative initiative in the 21st century teaching and learning.*

*Keywords:* reading skills, students, teaching aid, innovation, LAMBAM



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## 1. INTRODUCTION

Every student in Malaysia needs to master Malay Language well and be skill full in reading, writing and verbal skills. This is because these are the three main components in Malay Language subject (Hafiz, 2016). These skills are very important in helping students during the teaching and learning of Malay Language and other subjects. Other than that, these three skills can also be used in daily life. Before students can actually write, they need to master the skills in reading first. Reading ability is not only regarded as fundamental to reach success in economy and social, but the school system itself regards it as the very essence for one to push himself or herself to a higher academic level. (Kamarudin, 1998). Reading mastery among primary school students is crucial because it can help

students understand and learn new knowledge for future needs. This is due to the fact that reading is the core to all capabilities to explore the universe, strengthened by the significance of the knowledge culture (Wan Mohd. Noor, 1994).

The reading issue is still very seriously debated among the society in this country. Although we have been experiencing a surge of change in the globalised world, as well as mingling in the world of information technology and computerization, the reality is that reading significance cannot be neglected (Sofee, 2007). Reading issues will affect students' capability to achieve better results in all subjects, including Malay Language subject. The Malaysian Ministry of Education (2000) has stressed on and paid attention to the process of reading, especially through the determination of the language skills that need to be achieved, as contained in the teaching and learning of Malay Language be it at the primary or secondary school level (Tamam, Zamri, Nik Mohd & Jamaludin, 2010).

## 2. LITERATURE REVIEW

In carrying out the process of teaching and learning of Malay Language among primary school students, teachers need systematic and effective teaching techniques so that they will engage students' focus. Most of the educators do not reach the objectives intended after they have taught the students and most of the students, in turn, cannot follow the whole process effectively. Upon this realization, various issues have emerged in the teaching and learning session.

The study about reading problems by Tamam Timbang, Zamri Mohamad, Nik Mohd Rahimi and Jamaludin Badushah (2010) seeks to identify factors causing reading problems among Year 6 students in Brunei Darussalam and identify the root of the problem despite its advanced and world-class education system. The findings show that the contributing factors to the existing reading problems among government primary schools' Year 6 students in Brunei Darussalam are caused by individual factor, psychological factor, teacher's teaching method, teaching period, environmental factor, and the reading textbook used. The implication of this study explains that the teacher's teaching method needs to be improved and increased to overcome the issue of reading among Year 6 students in Brunei Darussalam.

Other than that, Abdul Rasid Jamian (2011) carried out a study about the issue of reading and writing skills in Malay Language among primary school students in rural areas. This study has identified the issue of reading skills in Malay Language among primary school students in rural areas, identified the problem of mastering students' writing skills in Malay Language and looked into students' perception towards teachers' teaching in reading and writing. The finding further shows that students fail to understand the content of the information in the text read and they do not understand the meaning of the sentences they read. Meanwhile, the study finding on the issues surrounding writing skills shows that students cannot differentiate small from capital letters through detection and they do not identify with punctuation.

As opposed to the study by Nor Laila Kuslan (2014), she made an observation on the implementation of reading recovery activity in primary schools. The study finding shows that teacher, infrastructural facilities, elements related to teaching and learning of reading recovery and support are the four factors that support the success of reading recovery activity implementation. However, the teacher and the elements related to the teaching and learning of the reading recovery can also be an obstacle to the success, other than factors like student, parents, sound and spelling systems of the Malay Language itself and the influence of mother tongue.

In overcoming the reading issues among students, an effective learning strategy would be essential. Tuzana Mohamad (2014) carried out a study about the effectiveness of Graded Reading

Module to help Linus students to develop skills in reading (KVKV). Meanwhile, the study carried out by Roslan Chin and Norahimah Yusoff (2017), a researched about the use of language learning strategy to master reading skills among students of special needs. They used several techniques, namely techniques based on (a) letters, (b) pronunciation of syllables and the reading of meaningful words, (c) drilling, (d) language formula, (e) focused reading, (f) Visual, Audio, Kinesthetic, Tactile (VAKT), also (g) record and play, applied by the study subject to resolve the issue of reading skills mastery among students of special needs.

All in all, past studies have examined a great deal the problems surrounding students' reading skills in Bahasa or Malay Language. However, there are several gaps that need to be recognised in the entire work, one of which is that the solution for the problem has not been stated. Accordingly, previous studies have mentioned about the solutions to the reading problems among students. This leaves the gap to the researcher and hence, a study concerned with identifying the best solution to overcome students' reading problems.

### **3. METHODOLOGY**

The scope of this study is confined or limited to testing the effectiveness of LAMBM as a teaching aid. Therefore, researcher only limits the study subjects to 85 weak students. They are Year 1 students from 4 schools, namely SJK(T) FES Serdang; SJK(T) Sg. Choh, Rawang; SK Sg. Pinang, Sarawak; and SJK(T) Batu Caves, Kuala Lumpur. To identify weak students in particular groups in class, students' reading skills in Malay Language are first tested using a diagnostic test. They are then asked to undergo the teaching and learning using LAMBM. This teaching aid is only limited to 5 aids only: sound segment, syllables card, syllables box basic board, syllables consolidation board and syllables poster.

In this study, researcher uses several methods such as field study, observation and questionnaire, also the LAMBM teaching aid and the Malay Language Smart Reading Kit. The diagnostic test seeks to help the researcher to identify in detail the issues faced by the students in their Malay Language reading especially to target students. To evaluate the level of effectiveness of LAMBM on students' reading, the book Malay Language Smart Reading Kit has been used. Other than that, a set of questionnaire comes in the form of feedback form to get the response and feedback from teachers about the effectiveness and the suitability of the use of LAMBM teaching aid in teaching and learning.

Data in this study is formed from both quantitative and qualitative methods. The quantitative data is taken from the diagnostic test, questionnaire and instruments to test students' readability. These data are collected through the diagnostic test carried out on the students to see their reading skill levels in Malay Language. Other than the Smart Reading Kit used to collect the data related to the effectiveness of LAMBM teaching aid to students, questionnaire instrument in the form of feedback form is also given to teachers to get their feedback about the effectiveness of the teaching aid. For the qualitative approach, data is gathered from the interviews. The interview session is done with the school teachers selected. This is to obtain some oral feedback with regard to the effectiveness of LAMBM teaching aid.

In this work, the formation of LAMBM teaching aid is produced through three approaches, namely:

### 3.1 Design and Development Research Approach (DDR)

DDR is a concept of research that develops a development study systematically. This approach is basically formed through four phases (Richey dan Klien, 2017) :

- i. Phase one: needs analysis phase
- ii. Phase two: design phase
- iii. Phase three: development phase
- iv. Phase four: evaluation phase (testing of usability)

**Table 1.** This is a Phases of DDR.

<b>PHASE I Needs Analysis</b>	:	Identify the target subject: Year 1 Primary students
	:	Identify students' level of readability in Malay Language through diagnostic test
	:	Innovation planned as basic learning of syllables in Malay Language
<b>PHASE II Design</b>	:	Product design:
	i.	Sound segment
	ii.	Syllables Card
	iii.	Syllables Row Basic Board
	iv.	Syllables consolidation board
	v.	Syllables Poster
<b>PHASE III Development</b>	:	<ul style="list-style-type: none"> <li>• The production of teaching aids through 3 approaches namely DDR, QAIT and ARCS</li> </ul>
	:	<ul style="list-style-type: none"> <li>• The prototype produced – Lajur Ampuh Bahasa Melayu (LAMB M)</li> </ul>
	:	<ul style="list-style-type: none"> <li>• Discussion with expert</li> </ul>
	:	<ul style="list-style-type: none"> <li>• The improvement of the product through teachers' feedback</li> </ul>
<b>PHASE IV Assessment (Testing &amp; Usability)</b>	:	<ul style="list-style-type: none"> <li>• The implementation of the teaching aid has been tested at 4 schools</li> </ul>
	i.	SJK(T) FES Serdang
	ii.	SJK(T) Sg. Choh, Rawang
	iii.	SK Sg. Pinang, Sarawak
	iv.	SJK(T) Batu Caves, Kuala Lumpur
		Evaluation is taken from the feedback of 110 Malay Language teachers through questionnaire forms.

### 3.2 Qait Model by Slavin (1994)

This model is fundamental to the formation of LAMB M influenced by four factors: Quality, Appropriateness, Incentive and Time. Slavin Model (1994) covers the input-output. In this study, input is based on QAIT model, while output is the increase learner's Malay Language reading skills.

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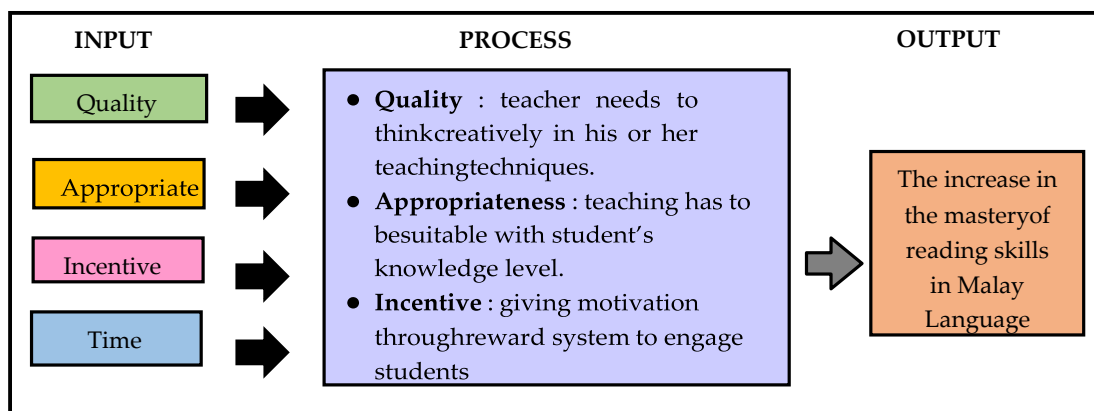


Figure 1. This is process of QAIT Model (1994).

### 3.3 ARCS Motivational Model by Keller (1988)

This model is a form of a problem-solving approach to plan motivational aspects and also the learning scope in encouraging and defending students’ motivation to learn (Keller, 1987). This learning model is very closely associated with student motivation especially the motivation to master reading skills easily. ARCS itself is an acronym established from student’s attitude, namely Attention, Relevance, Confidence, and Satisfaction. ARCS learning model is a form of learning that prioritises student’s attention and adapts learning methods with student’s existing knowledge and experience.

## 4. FINDINGS AND DISCUSSION

In this research, there are three objectives, are; to identify reading skills in Malay Language among students through a diagnostic test; to produce LAMBM teaching aid in reading skills; and to test the effectiveness of LAMBM teaching aid in overcoming the issue of reading among students.

### 4.1 Students’ Malay Language Reading Skills Level through the Diagnostic Test

A diagnostic test was done before researcher conducts the application of LAMBM technique to the target group. The test is done to identify the level of letter-literacy and readability of Malay Language among students. Other than that, researcher also carries out this test to know the level of mastery of the reading skills in Malay Language among students in the process of formal learning at school. A diagnostic test is done on the Year 1 students at 4 selected schools as the study sample. In a diagnostic test, there are 12 levels of reading skills in Malay Language. The diagnostic test of reading levels in Malay Language covers the following:

Skill 1 : Capable of reading vowel and consonant.

Skill 2 : Capable of reading open syllables.

Skill 3 : Capable of reading words that have open syllables.

Skill 4 : Capable of reading closed syllables.

Skill 5 : Capable of reading words that have closed syllables.

Skill 6 : Capable of reading words that have closed syllables ‘ng’.

Skill 7 : Capable of reading words with diphthongs.

Skill 8 : Capable of reading words with combined vowels.

Skill 9 : Capable of reading words that have digraphs and combined consonants.

Skill 10 : Capable of reading words with prefixes and suffixes.

Skill 11 : Capable of reading simple sentences.

Skill 12 : Capable of reading sentences based on stimuli.

However, in this study, researcher only chooses 3 skills only out of the 12 levels of skills, and they are skill 1, skill 2 and skill 3. Other than that, researcher also adds another skill which is the pronunciation of letter phonics. Therefore, in this study, researcher has classified Malay Language reading levels into 4 skills, which are :

Skill 1 : knowing vowels and consonants

Skill 2 : pronouncing letter phonics

Skill 3 : identifying syllables

Skill 4 : identifying two meaningful syllables

An emphasis is only given to these four skills because these skills are the basic skills for students at such an early stage in getting to know letters and it is the first step to learning how to read. The following is the results of the diagnostic test implemented at the four schools:

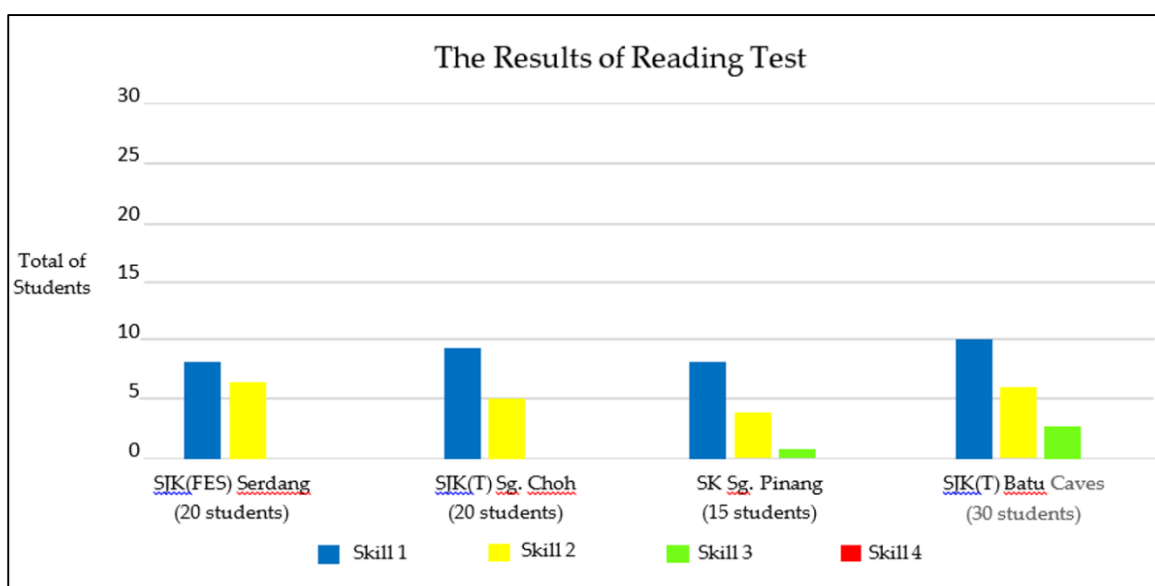


Figure 2. This is process of the results of the diagnostic test implemented at the four schools.

The above graph shows the diagnostic test results done in all the four schools involved. Based on the graph, all in all, most students from 4 schools have mastered level 1 test which is knowing vowels and consonants. Next, several students are at moderate level in mastering level 2 skill which is pronouncing letter phonics. A small number of students in the four schools are at a very weak level which is the third level of reading skill which is the syllables identification skill. For the fourth reading skill, none of the subjects has mastered it.

#### 4.2 LAMBM as Teaching Aid in Reading Skills

LAMBM teaching aid is an innovation from the researcher as a new teaching tool in helping students to master the skills of reading in Malay Language easily. In this study researcher tries to help weak students in their reading in Malay Language increase their reading skills by learning to use more interesting teaching and learning techniques. LAMBM technique involves 5 teaching aids namely:

i. Sound Segment



**Figure 3.** This is picture of Sound Segment.

Sound Segment is a video related to the exposure to vowel and consonant sounds accompanied by music and songs. Through this video show, students get to pronounce vowel and consonant sounds one by one clearly. This video functions as an inductive set before the class begins. It seeks to engage students' interest to learn the topic that is going to be learned, and then train students to pronounce the letters as they sing. This aid helps students to master the first and second skills, which is knowing vowel and consonant letters and pronouncing letter phonics.

ii. Syllables Cards



**Figure 4.** This is picture of Syllables Cards.

Syllables Card is a teaching aid comprising of colourful cards of square size containing KV open syllables. (consonant + vowel). These cards function to introduce the students to KV syllables. This aid can also train students to see and pronounce syllables through teacher's guidance and when teachers correct their mistakes in pronouncing KV syllables through drilling (repetitive activity). Students will be asked to spell, read and pronounce the syllables repetitively and try to combine the syllables into two open syllables which is KVKV. The drill helps students to remember better the combination of KV sound after drilling is done according to certain syllables classes. This aid also helps

students to master the third skill, which is identifying syllables. At the same time, this aid can also help students to master the second skill, namely to pronounce letter phonics, and it helps in terms of pronouncing open syllables sounds.

iii. Syllables Row Basic Board

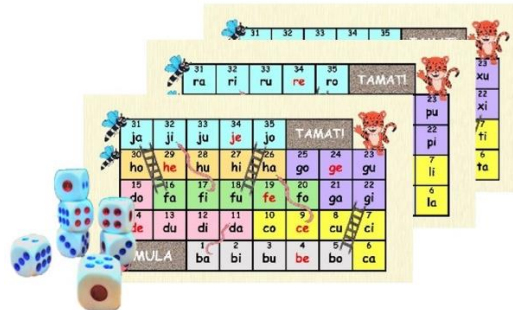


Figure 5. This is picture of Syllables Row Basic Board.

Students will be prescribed with aids like numbered dice and syllables row basic board. The board has rows of boxes with KV open syllables that are arranged at random. It is played like snake and ladder and this activity is performed in pairs. Through these aids, students can see, read and pronounce and make the sound of the syllable on the spot, determined by the movement of the dice. On every box that it stops, students need to spell, read and pronounce the syllables from the initial ones to the syllable box where it stops.

This activity helps students to read and pronounce all syllables on the board with their partner and helps them remember KV syllables better with the help of their peers. This aid can also engage the students to learn syllables with their peers through the syllables basic board. This helps students to master the skill of identifying vowels and consonants through the syllables on every box, which is the combination of vowels and consonants. Other than that, students are able to master the skill phonic pronunciation, where students will be able to read and pronounce syllable sounds on the box. Next, students will be able to master the third skill which is the skill to identify syllables.

iv. Syllables Consolidation Board



Figure 6. This is picture of Syllables Consolidation Board.

Students will be provided with teaching aids like numbered dice, syllables dice and syllables consolidation board. The syllables consolidation board in the form of boxes laid in rows of boxes with KV open syllables is arranged at random and there are more syllables on this board than the ones on

the basic board. The function is to consolidate students' mastery in pronouncing basic syllables. In this game, students will learn to combine one syllable to become two open syllables (KVKV). The function of the numbered dice is for the movement on the snake board. The syllable box on which the dice stops is the first syllables, whereas the second syllable will be determined through the rotation of the syllables dice. Students will jot down the syllables and re-read them.

The purpose of this aid is to train students to pronounce the combination of two KVKV syllables which does not have a meaning repeatedly to consolidate students' pronunciation mastery through games. This activity also trains students to work together and mutually helps peers and also boosts the confidence in students to work actively in groups. Other than that, it can help students to continue with syllables learning together with groups through more challenging activities. This aid helps students to master the skills of identifying vowels and consonants through syllables on each box, which is the combination between vowels and consonants. Other than that, students are also able to master their phonic pronunciation, in which students will read and pronounce syllable sounds in the boxes. Next, students will get to master the third skill which is the skill of identifying the syllables.

v. Syllables Poster

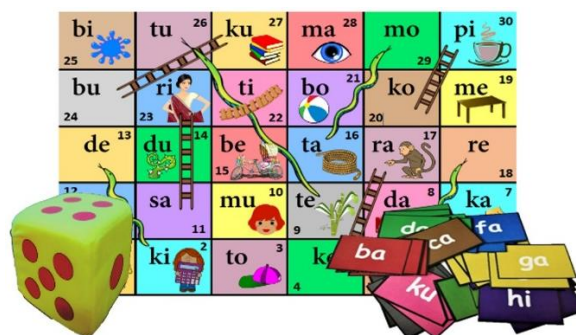


Figure 7. This is Syllables Poster.

Students will be presented with teaching aids like numbered dice, syllables card and syllables poster in bigger size. This poster comes in the form of columns and boxes with KV open syllables. In this game, students will learn to combine two open syllables (KVKV) that are meaningful. The function of the numbered dice is to facilitate the movement on the poster which represents one syllable and to get meaningful KVKV, they have to look for the second syllable, through the syllables card. The combination of two meaningful syllables will be helped by the existence of images or pictures prepared in each box on the poster.

This game is designed to instil students' confidence to read syllables when the dice's movement stops in front of friends and it trains students to combine syllables KV+KV to become a meaningful word. Also, this game also helps students to remember and to add to their Malay Language vocabulary in their knowledge. This aid can help students to master all four skills namely the skill to identify vowels and consonants through spelling, the skill to pronounce phonics through the pronunciation of letter sounds when students read the syllables, the skill to identify the syllables through syllables reading on every box, and the skill to identify two meaningful syllables when students combine two syllables to become one meaningful word.

### 4.3 The Effectiveness of LAMBM Teaching Aid in Overcoming The Issue of Reading Among Students

With the use of LAMBM in the process of teaching and learning, the level of effectiveness of this teaching aid can be measured and evaluated through students' reading mastery after applying the LAMBM technique. Students are required to do reading test based on these four skills of reading:

Skill 1 : knowing vowels and consonants

Skill 2 : pronouncing letter phonics

Skill 3 : identifying syllables

Skill 4 : identifying two meaningful syllables

The following are the results for students' reading before and after using the LAMBM teaching aid:

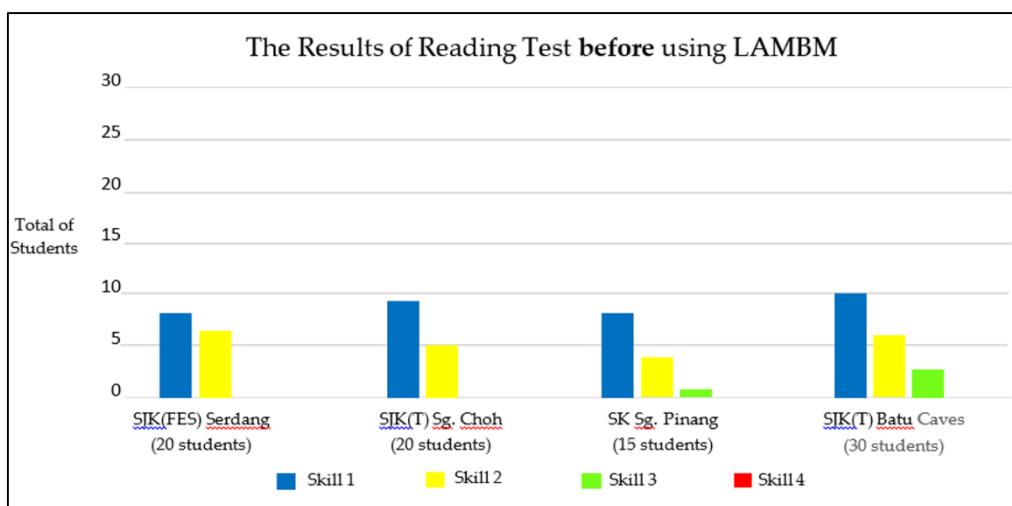


Figure 8. This is The Results of Reading before using LAMBM.

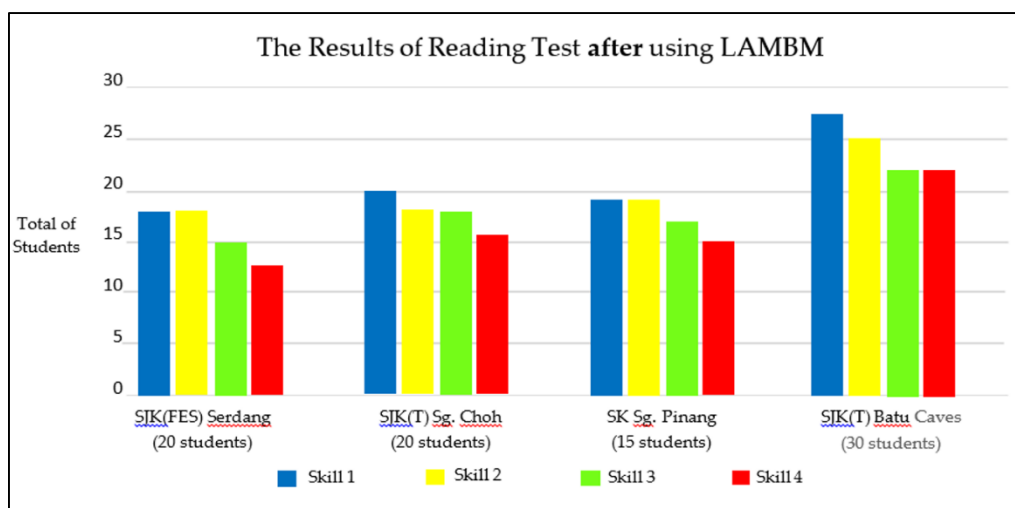


Figure 9. This is The Results of Reading after using LAMBM.

The graphs above show students' reading levels before and after using LAMBM. Before using LAMBM in teaching and learning, it is found that only a small number of students from four schools have mastered skill 1 and a small number have mastered skill 2 and skill 3. There is even no subject who masters the skill 4. Compared to after using LAMBM, it can be seen the study subjects have demonstrated a very good performance when almost all subjects have mastered all four skills.

Other than that, through observation, the researcher discovers that students have given positive feedback. This is evident when the activities done are successful and are able to engage the interest of the students to take part voluntarily. Students are very active and they are willing to answer questions from researcher and read the syllables. They are always excited and do not show any sign of boredom because the teaching aid is colorful and interesting. They are not afraid to try and to make mistakes. Also, through observation, researcher finds that students are very interested in the objects. This is because they are able to touch, read and arrange the aids although some of them still fails to recognize letters. Researcher further finds that the use of LAMBM can be engaging and is able to build the confidence of weak and illiterate students to come forward and try these activities just like their other friend.

## 5. CONCLUSION

In brief, this study has successfully reduced the rate of illiteracy and the problem of not knowing how to read in Malay Language among students. Almost 90% of the target students for every school have mastered reading letters and syllables after using LAMBM teaching aid in teaching and learning in class. Other than that, the use of this teaching aid is also engaging to students where they get involved actively in the process. They do not show boredom or lack of interest to learn because the teaching aid helps them to focus better. The effectiveness of LAMBM is also supported by teachers. Almost 67% teachers from the 110 people involved strongly disagree about the use of the teaching aid, while almost 32% agree and only 1% has a neutral attitude. In sum, no teacher disagrees or strongly disagrees about the use of the teaching aid.

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