



IDEALOGY

JOURNAL



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Identifying the Teaching Aid Effect That Parents Use to Enhance Reading Skill of Their Children

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ABSTRACT

This research paper aims to identify the teaching aids that parents use to enhance reading for their children. At the beginning of every school session, few students in primary school in Malaysia will enrol in special recovery classes. Students in primary school will take a particular recovery class because they have a few problems in their studies, such as reading, writing, and calculating skills. The researcher will focus on parents' teaching aid to enhance their children's reading skills in this research. Base on a Utusan Malaysia at 19th March 2019, Dr. Mahathir Mohamad say 'Marilah jadikan sekolah kebangsaan hebat semula'. From these slogans, we can see that every primary school must upgrade their learning system to solve the students' problems in studies. Besides that, the parent must help the government to reach a goal. Parents can use teaching aids to teach their children, such as electronic, non-electronic teaching aids and other manual activities. The outcome of this research paper purposely will be helping the parents on how to teach their children using teaching aids and what the perfect teaching aid that parents can use to solve the reading problem. The study would benefit the education system to arrange the guild line for teachers to improve their teaching skills for students with reading problems.

Keywords: Teaching Aids, Electronic Teaching Aids, Non-Electronic Teaching Aids, Activity, Parents, Reading Skills



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1. INTRODUCTION

At the beginning of every school session, most primary schools will take few students for special recovery classes annually. Based on the research, students in primary school will take special recovery classes because they have a few problems in their study, such as reading, writing and calculation skills. Primary schools in Malaysia have two different categories: exceptional recovery and special education schools. Implementation of the Special Recovery Program by the 'Ministry of Education Malaysia (MOE)' begins in the 1960s to assist students in elementary schools who face problems in learning and have difficulty with reading, writing, and calculating skill. The Ministry of Education established the Special Education Schools for primary school students as 'special needs students. According to the Ministry of Education Malaysia (MOE), special needs students who are certified by medical practitioners or opticians, audiologists or psychologists according to any of them whether in government or private services as students that have a problem such as visual impairments, hearing impairments, disabilities speech, physical inability or any combination of disability. Before children start studying in primary school, the parent must perform their responsibility to teach their children. This teaching needs to be done by parents before schooling to prevent their children from learning problems. This issue arises when children have problems in learning, it will be difficult for them to get excellent results in class or at school.

The parents can personally teach their children to ensure they can learn well in school later. For example, the parents can use teaching aid as a medium to teach their children. This research will focus on how the parent can enhance the reading skill of their children using teaching aids. The Department of special education, in the booklet on the implementation of the Programme of special recovery report that “based on the research report shows between ten to fifteen per cent among school children still face the problem of failing to master the basic skills of reading, writings and counting “(Ministry of education 1999). Besides that, the Department of Education conducted a Special Recovery Programme established in every primary school to eliminate children’s reading, writing, and calculation problems. In *‘Pelan Induk Pembangunan Pendidikan (PIPP)’* 2006-2010, also included in Third Core: Empowering National Schools and Fourth Core: Close up the Education Gap. Several action plans are listed through this core to ensure students will overcome the preliminary reading, writing, and calculating at level 2.

Last year on 19 March 2019, Sinar Harian newspaper released an article entitled *‘Marilah jadikan Sekolah Kebangsaan hebat semula’* explaining the more extensive innovation about education to make the national school great again and further providing a quality workforce. Utusan Malaysia (9 October 2006) citing disclosure General Secretary National Union for Teaching (NUTP), n. Siva Subramaniam stated the number of students that do not conquer the essential skill for education. There are more than 500,000 students, mainly from the standard six students. As we can see, the issue of reading problems in society is never outworn to people talk. Although our society is undergoing a current of change in the world of globalization and rolling with information technology and computing, the importance of reading cannot be ignored (Mohamad Sofee 2007). Through reading, a generation of knowledgeable and visionary only will be produced.

An excellent society is a society that makes a habit of reading as a foundation of knowledge. To ensure people can make reading a hobby, parents need to nurture their children while young so that the practice of reading can result in their children.

2. BACKGROUND OF RESEARCH PROBLEM

Reading is an activity that can bring various benefits and information to the reader. The practice of reading activities through the newspaper, books, and other resources can enhance knowledge among readers. However, there is always a student in primary school who has reading problems which make parents and teachers worry. Often, students who have problems in learning, especially reading, need to get into special recovery classes in primary school. It aims to sharpen the talents of reading skills to prevent them from failing in exams. In 2016, UPSR public examination test results showed 452,751 students in primary school set for examination in Malaysia. The result shows that half of the number of students who sit for the UPSR examination get satisfactory results, with 290,087 candidates who got D and E results (annual report of the ministry of education Malaysia 2016). The poor result of students’ performance relates to their deficiency of understanding the question provided in the exam. Parents need to hone children’s reading skills starting at home to prevent them from having problems when they started schooling in primary school. Parents can use several methods or steps to improve their children’s reading skills at home, such as teaching aids. Teaching aids is an effective method to teach children in learning, especially in reading. Nor Syamimi Samsudin 2018, teaching practices will be more effective if student/children are given the possibility to explore and emphasize on their understanding into practicality. According to Gu & Guo 2017, with the continued growth of multimedia learning resources, it is crucial to offer methods to help the student explore and obtain relevant learning information effectively.

3. LITERATURE REVIEW

3.1 Teaching Aids

There are many different opinions on the classification of teaching aids. Teaching aid, also known as education media, is defined as visual audio and materials related to implementing something in a lesson (Et.al Heinich year 2002). Brown J.W, 1983 states that teaching aids are a piece of equipment used by teachers or students to assist them in delivering lessons in the classroom. There are three categories of teaching aids: electronic teaching aids, non-electronic teaching aids, and manual activity.

3.2 Teaching Aids Electronic

Electronic teaching aids refer to media that use electrical sources. These electronic teaching materials are becoming increasingly popular used by teachers because they are simple and attract students. Examples of electronic teaching materials include radio, television, computers, Liquid Crystal Display (LCD) projectors, Compact Disc (CD), Digital Video Disc (DVD) player, et cetera.

3.4 Non-Electronic Teaching Aids

Non-electronic teaching aids are the earliest teaching materials used by teachers in schools before electronic teaching materials. The Ministry of Education Malaysia (1987) recommended using teaching and learning materials in printed materials as guidelines for teaching aids. Printed materials such as fiction and non-fiction books and periodicals materials such as newspapers.

According to J.S.Farrant (1981), teaching aids consist of basic teaching aids such as workbooks, pictures, maps, charts, and others. At the same time, W.F. Connell (1981) stated that teaching aids consist of blackboards, printed books, audio-visual aids and new invention tools such as multimedia.

3.5 Activity

The type of experiential teaching materials dramatically affects the students in the teaching and learning process. This teaching approach exposed students to real-life experiences such as going to a museum. It will attract students to improve their knowledge. Students like to do outdoor activities instead of having to face the blackboard all day in class.

3.6 Special Recover Class

The Special Recovery Programme has been implemented by 'Ministry of Education Malaysia (MOE) 'since the 1960s to assist students in elementary schools who face problems in learning and have difficulty with reading, writing, and calculating skill.

3.7 Parents

Parents need to help in their children's learning and education while at home. Parents need to know the methods that can enhance their children's learning by using teaching aids to facilitate the delivery of information related to their children's lessons. It aims to help their child in learning, especially for children who have trouble reading. At the primary school level, children need help, support, attention, and encouragement from their parents to not be deficient in schools.

4. RESEARCH OBJECTIVE AND RESEARCH QUESTION

This study is to identify the practice of using teaching aids among parents. This study also aims to identify the effectiveness of teaching aids used by parents to teach their children who have learning difficulties, especially reading. The research questions identified are ‘What the effects of teaching aids that parents use in teaching their children early education ‘.

5. RESEARCH METHODOLOGY

This research paper employs quantitative methods and observation in analysing the data to achieve the research objectives. Quantitative research methods implicate obtaining the results from data sources. The researcher uses survey questions as a research methodology to find the research objective questions used to gain detailed insights from respondents about a related research topic. The answers received from these questionnaires are analyzed, and a research report is generated based on this quantitative data.

5.1 Research instrument

The questionnaire consists of 2 sections A and B, with three closed-ended and six statements. Section A gather information about the demographic data of respondents which include, gender, age and jobs. Meanwhile, in section B, there is 6 statements with a set of 1-5 Likert scale questionnaire. The respondents must answer the level of the agreement base on 5 points scale from ‘strongly agree’ to ‘strongly disagree’.

5.2 Procedure for data collection

The surveys are among parents with children who undertake special recovery classes in primary school because of reading problems. The researcher gives questionnaires to parents as the respondent who participates in the research.

5.3 Procedure for data collection

The data was analysed based on descriptive analysis such as frequency, per cent, and valid per cent using Statistical Package for Social Science (SPSS).

6. RESEARCH DESIGN

Research design is a design for the researcher conducting the research, and it can help the researcher find the answer to the research objective by focusing on the research question (Lang and Heiss. 1998 as cited in Norfadilah Kamaruddin, 2012).

Table 1: Research design overall

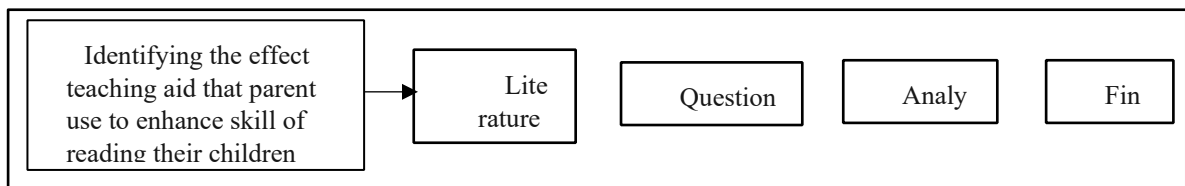


Table 2: Table of research design

	Study	Objective	Research method
What are the effects of teaching aids that parents use in teaching their children for early education	Part 1	To identify the effects teaching aids that parents use to teach their children	Give questionnaire to the parent to know how far teaching aid can help children to increase reading skill

The researcher follows the research design above to make sure the research is entirely successful during the research. The concept of research has to be understood by a researcher to understand which research methods and techniques to adopt, how to use them and where they will fit in the overall research process (Jongbo, 2014). The researcher uses the questionnaire method to identify the effects of teaching aid parents use to teach their children to answer the research question. Researcher using survey data from small scale in area Tangkak, Johor. The parent selected by the researcher to conduct the questionnaire is a parent who has children who attended primary school.

7. FINDING

The researcher ummarized the finding of this research to show an overview of the frequency and per cent of the teaching aid that parents use to enhance the reading skill of their children in the area Tangkak, Johor.

7.1 Sample for data collection

The total number of respondents to answer the research questionnaires is fifty people with children who have learning problems. According to data collect, fifty-two per cent more female (52%) than forty-eight per cent male (48%) parents answer the question. The table shows demographic respondents selected by the researcher to conduct the data-related research study. In this demographic question, the researcher gives a few questions to the respondent, such as gender, age, and work. Table 1 shows the demographic profile of the respondent with frequency and percentage (%).

Section A

Table 1: Demographic Profile Of Respondents

	Frequency	Percent (%)
Gender		
Male	24	48
Female	26	52
	50	100
Age		
20-29	2	4
30-39	28	56
40-49	18	36
50 or more	2	4
	50	100
Jobs		
Self-employed	14	28
Privet employed	14	28
Government employed	10	20
Does not work	12	24
	50	100

Section B

The table below was summarized based on frequency, percentage, good per cent and cumulative per cent from section B in the questionnaire.

Statement 1: Are parents interested in teaching their children with teaching aid?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	13	26.0	26.0	26.0
Agree	29	58.0	58.0	84.0
Not sure	3	6.0	6.0	90.0
Disagree	3	6.0	6.0	96.0
Strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Statement 2: Do respondent children like to study?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	13	26.0	26.0	20.0
Agree	27	54.0	54.0	80.0
Not sure	8	16.0	16.0	96.0
Disagree	1	2.0	2.0	98.0
Strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Statement 3: Does the use of teaching aids can help respondent children understand what respondents want to teach?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	17	34.0	34.0	34.0
Agree	20	40.0	40.0	74.0
Not sure	9	18.0	18.0	92.0
Disagree	2	4.0	4.0	98.0
Strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Statement 4: Does using teaching aids can encourage respondents' children to study?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	13	26.0	26.0	26.0
Agree	27	54.0	54.0	80.0
Not sure	5	10.0	10.0	90.0
Disagree	2	4.0	4.0	94.0
Strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Statement 5: Does the teaching aids need to be there for the purpose teaching and learning process?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	11	22	22	22
Agree	27	54	54	76
Not sure	6	12	12	88
Disagree	4	8	8	96
Strongly disagree	2	4	4	100.0
Total	50	100.0	100.0	

Statement 6: Do respondents know what teaching aids are appropriate for the children?

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly agree	3	6.0	6.0	6.0
Agree	15	30.0	30.0	36.0
Not sure	31	62.0	62.0	98.0
Disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

8. DISCUSSION

This study aims to identify the effect of teaching aid that parents use to enhance their children reading skills. Meanwhile, the result aims to answer the research question, ‘What are the effects of teaching aids that parents use to teach their children in early education ‘.

The statement above shows that most respondents agree that teaching aids can help their children understand what parents are teaching to increase the children’s reading skills. The statement of teaching aids can help children to understand what their parents want to present scored more than eighty per cent (80%) in descriptors agreement of ‘strongly agree’ and ‘agree’. We can conclude that the learning outcome can make children understand what they learn through teaching and the parent. Therefore, the majority of parents are interested in teaching their children using teaching aids. This interaction is positively helpful because teaching aids help children explore and obtain relevant learning information effectively. The result shows that eighty-four per cent (84%) of respondents are interested in using teaching aid to enhance their children reading skills.

Next, in another statement above, teaching aid can encourage children to study. The result shows that eighty per cent (80%) majority of respondents strongly agree that using teaching aid can encourage children to study—most teaching aid designerly fun to use and with playful elements. Usually, the majority of children are interested in studying while playing. By using teaching aid, children can enjoy learning while playing. In this way, parents can encourage their children to study, thus improving their reading skills. Additionally, by using teaching aid, the parent can help the teacher reduce the number of children with reading problems in primary school.

9. CONCLUSION

By using teaching aid for children in the learning process, children can gain more experience through teaching and learning from the parent. This interaction between parents and children makes learning more accessible that allows children to get information, and natural teaching aid is more effective than learning and teaching through speech and imagination. Thus, this result from this study is significantly valuable for the design industry to provide baseline information to develop new tools for children teaching aids and be the guideline for the parent to teach their children better.

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