

Knowledge, Skills, and Readiness of Teachers in Using Entertainment Teaching Methods to Address Malay Language Reading Issues among Vernacular School (SJK) Students

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Abstract

In Malaysia, the proficiency in Malay language reading among vernacular school students, particularly in Sekolah Jenis Kebangsaan (SJK), has been a concern for educators and policymakers. This study examines the knowledge, skills, and readiness of teachers in employing entertainment teaching methods to address Malay language reading issues among vernacular school students in Malaysia. Through a quantitative survey methodology, data from 100 teachers were collected and analyzed. Findings indicate that teachers possess a high level of knowledge (mean = 3.83, SD = 0.41) and readiness (mean = 4.12, SD = 0.38) but demonstrate moderate skills (mean = 3.52, SD = 1.15) in utilizing entertainment education methods. Implications include the need for targeted teacher training programs, curriculum development, and policy initiatives to enhance the effectiveness of entertainment-based approaches in improving Malay language reading proficiency among students. This study contributes to the discourse on literacy education in Malaysia and offers recommendations for fostering better language instruction in vernacular schools.

Keywords: Knowledge, Skills, Readiness, Vernacular Schools, Malay Language

Introduction

In Malaysia, the proficiency in Malay language reading among vernacular school students, particularly in SJK (Sekolah Jenis Kebangsaan), has been a subject of concern among educators and policymakers. With the growing emphasis on holistic education and the development of well-rounded individuals, the ability to read effectively in the national language holds significant importance. This introduction seeks to explore the knowledge, skills, and readiness of teachers in employing entertainment teaching methods to tackle Malay language reading issues among vernacular school students in Malaysia.

According to recent statistics from the Ministry of Education Malaysia, the proficiency levels in Malay language reading among vernacular school students have shown room for improvement. A survey conducted in 2023 revealed that only 60% of SJK students demonstrated proficiency in Malay language reading, while the remaining 40% struggled with

various reading difficulties. These challenges encompassed issues such as poor vocabulary acquisition, limited comprehension skills, and a lack of interest in reading among students.

The utilization of entertainment teaching methods presents a promising approach to address these reading issues effectively (Agus, 2021). By integrating elements of entertainment, such as storytelling, games, and interactive activities, into the teaching pedagogy, educators can create engaging learning environments that stimulate students' interest and motivation to read. However, the successful implementation of such methods hinges upon the knowledge, skills, and readiness of teachers to adapt and apply these strategies in the classroom effectively.

Recent studies have highlighted the importance of equipping teachers with the necessary competencies to utilize entertainment teaching methods proficiently. A research paper published in the *Journal of Education Strategies* in 2022 by Ahmad et al. emphasized the pivotal role of teacher training programs in enhancing educators' capabilities to incorporate innovative teaching approaches, including entertainment-based methods, into their instructional practices. Furthermore, findings from a pilot study conducted by Tan and Lee (2023) underscored the positive impact of entertainment-based interventions on improving Malay language reading proficiency among SJK students.

In light of these insights, this paper aims to delve into the current landscape of teacher preparedness in utilizing entertainment teaching methods to address Malay language reading issues among vernacular school students in Malaysia. Through an exploration of teachers' knowledge acquisition, skill development initiatives, and readiness assessments, this research seeks to provide valuable insights into the effectiveness of entertainment-based approaches in enhancing reading outcomes among SJK students. Additionally, this study aims to identify potential areas for improvement in teacher training programs and pedagogical support systems to facilitate the widespread adoption of entertainment teaching methods across vernacular schools in Malaysia.

By examining the intersection of teacher readiness and entertainment pedagogy, this research endeavors to contribute to the ongoing discourse on literacy education in Malaysia and inform policy recommendations aimed at bolstering the quality of Malay language instruction in vernacular schools. Through collaborative efforts between educational stakeholders, including policymakers, school administrators, teacher training institutions, and educators, it is hoped that effective strategies can be devised to nurture a generation of proficient and passionate readers among vernacular school students in Malaysia.

Objective and Significance

So, this study focused on identified answers for objectives and research questions as mentioned in table 1.

Table 1

Research Objective with Its Significance

Research Objective	Research Questions
Identify the level of teachers' knowledge in using entertainment teaching methods to address Malay language reading issues among SJK students.	What is the level of teachers' knowledge in using entertainment teaching methods to address Malay language reading issues among SJK students?
Identify the level of teachers' skills in using entertainment teaching methods to address Malay language reading issues among SJK students.	What is the level of teachers' skills in using entertainment teaching methods to address Malay language reading issues among SJK students?
Identify the level of teachers' readiness in using entertainment teaching methods to address Malay language reading issues among SJK students.	What is the level of teachers' readiness in using entertainment teaching methods to address Malay language reading issues among SJK students?

Material and method**Design of Study**

The design of this study is quantitative and utilizes the survey research method. This method is employed to measure knowledge, skills, and readiness of teachers in using entertainment teaching methods to address Malay Language reading issues among vernacular school students. The researcher distributes survey questionnaires to respondents and conducts descriptive and correlational analysis of the survey items. After collecting data from the random sample, it will be analyzed and presented using descriptive statistics and significance tests. The outcomes of these statistical tests will offer conclusions regarding the characteristics of the population under study.

Sampling Method

The population in a study determines the required sampling for that study. The population in this study consists of teachers from SJK (vernacular schools) in the state of Johor. In total, 120 teachers from SJKT are identified as the study population. The total sample size for this study will be 100 teachers. The study sample will be selected using random sampling to choose teachers as the study sample.

Research Instrument

This questionnaire consists of two sections, namely section A and section B. Section A comprises demographic questions, while section B is further divided into three parts: a) knowledge, b) skills, and c) readiness. Each of these three subsections contains 10 questions that respondents need to answer. This questionnaire set is adapted from studies by (Ahmad & Othman, 2020; Agus, 2021). The validity and reliability of the research instrument indicates a very high value, with a Cronbach's alpha of 0.973 (Agus, 2021). The questionnaire employs a

five-point scale to determine the subjects' responses to the presented items, ranging from Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Agree (4) and Strongly Agree (5).

Research Findings

A total of 100 teachers were involved in this study. Data analysis related to the gender of respondents indicates that 82% of participants in this study are female educators, while the remaining 18% are male teachers. Meanwhile 50% of respondents having a bachelor's degree, 49% with masters in education and only one teacher with diploma in education. The tenure as teachers reveals that 54.5% have experience ranging from 10 to 15 years, while 37.6% of them have experience between 5 to 10 years. Finally, findings also indicate that 7.9% of them have experience of 15 years or more.

Meanwhile, this study conducted to identify the level of teacher's knowledge, skills and readiness. Data showed mean score of knowledge is 3.83 (SD=0.41), mean score skills 3.52 (SD=1.15) and mean score of Readiness 4.12 (SD=0.38). Based on findings, teachers skills still in moderate level only compare with other two variables.

Table 2

The level of teachers in knowledge, skills and Readiness

Variables	Min	Sisihan Piawai	Levels
Knowledge	3.83	0.41	High
Skills	3.52	1.15	Moderate
Readiness	4.12	0.38	High

Discussion

Firstly, regarding knowledge, the minimum value of 3.83 indicates that even the lowest level of knowledge among teachers is relatively high. This suggests that teachers possess a solid understanding of the concepts and strategies related to using entertainment education methods to address Malay language reading problems. The small standard deviation of 0.41 further reinforces this conclusion, indicating that there is little variation in knowledge levels among teachers. Overall, the high level of knowledge among teachers implies that they are well-equipped with the necessary information and theories to effectively implement entertainment education approaches in their teaching practices.

Secondly, concerning skills, the minimum value of 3.52 suggests that while the skills level is not as high as knowledge, it still falls within the moderate range. This indicates that teachers have some proficiency in applying entertainment education techniques but may benefit from further training or development opportunities to enhance their skills. The larger standard deviation of 1.15 compared to knowledge suggests that there is more variability in skills levels among teachers. Therefore, while some teachers may already possess advanced skills in using entertainment education methods, others may require additional support and resources to improve their proficiency. Overall, the moderate level of skills among teachers suggests that there is room for growth and improvement in this area.

Lastly, regarding readiness, the minimum value of 4.12 indicates that teachers generally exhibit a high level of readiness to implement entertainment education methods to address Malay language reading issues. This suggests that teachers feel confident and prepared to incorporate these approaches into their teaching practices. The small standard deviation of

0.38 further supports this conclusion, indicating that there is minimal variation in readiness levels among teachers. Overall, the high level of readiness among teachers implies that they are eager and willing to embrace new teaching methodologies and adapt their practices to better meet the needs of their students.

Implication

The conducted study offers various implications, and one significant implication is for teachers. Findings indicate that the level of knowledge and readiness of teachers in using entertainment education methods to address Malay language reading issues among primary school students is high, while the skill level is moderate. The implications for teachers in the context of the study on knowledge, skills, and readiness in using entertainment education methods to address Malay language reading problems among primary school students are manifold.

Firstly, the findings can have a significant impact on teacher training programs. Teachers can benefit from workshops, courses, and ongoing training sessions focused on enhancing their effectiveness in implementing teaching and learning strategies in the classroom. This statement supported by (Saktianayakan, 2023)

Secondly, the incorporation of entertainment education methods can be integrated into lesson plans to make the learning process more enjoyable, interactive, and relevant. This approach not only addresses Malay language reading issues but also fosters a positive and inclusive classroom environment that supports diverse learning needs.

Lastly, research can influence collaboration and knowledge sharing among teachers. By identifying teachers proficient in using entertainment education methods, a community of practice can be established with experienced educators mentoring their peers. This collaborative approach can lead to the development of support networks within schools, enabling teachers to share resources, exchange best practices, and collectively strive to improve the overall quality of education for students facing Malay language reading challenges in primary schools (Lin & Mohammad, 2020).

The use of entertainment education methods can make the learning process more enjoyable and engaging for students. Incorporating entertainment elements into the curriculum can spark interest and motivation, especially among young learners. By addressing Malay language reading issues through interactive and culturally relevant methods, students can develop positive attitudes towards learning, potentially leading to increased participation and deeper understanding of the subject matter. Ultimately, the implications extend to long-term educational outcomes for students. Improving Malay language reading skills not only contributes to academic success but also equips students with essential literacy skills fundamental for lifelong learning. This research can serve as a catalyst for educational reform prioritizing student-centered teaching methods, fostering a positive learning environment that benefits students beyond their immediate academic endeavors.

Conclusion

The data findings indicate that teachers possess a high level of knowledge and readiness but demonstrate a moderate level of skills in using entertainment education methods to address

Malay language reading problems among primary school students. These findings have several implications for teacher training programs, curriculum development, and educational policy.

In conclusion, this study sheds light on the proficiency of Malay language reading among vernacular school students in Malaysia, particularly in Sekolah Jenis Kebangsaan (SJK), and the readiness of teachers to employ entertainment teaching methods to address this issue. The findings indicate that while teachers possess a high level of knowledge and readiness, their skills in utilizing entertainment education methods are moderate.

This suggests a potential gap between theoretical understanding and practical application, emphasizing the importance of targeted teacher training programs, curriculum development, and policy initiatives. By enhancing teachers' skills in employing entertainment-based approaches, significant strides can be made in improving Malay language reading proficiency among students in vernacular schools.

Ultimately, this study contributes to the ongoing discourse on literacy education in Malaysia and offers actionable recommendations aimed at fostering better language instruction in vernacular schools, thus paving the way for improved educational outcomes for students.

Overall, the data findings underscore the importance of equipping teachers with the knowledge, skills, and readiness to effectively use entertainment education methods to address Malay language reading issues among primary school students. By investing in teacher training, curriculum development, and educational policy initiatives, stakeholders can work together to improve the quality of education and promote literacy development among students.

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