Conceptual Framework of Scaffolding Literacy Module to help Remedial Students Mastering Reading Skills

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Ramli Hasan & Noor Aini Ahmad

Special Education Department, Human Development Faculty, Sultan Idris Education University

Abstract
Able to read and understand words and sentences are important for every student. Students who had mastered this skills should be able to follow the lessons in school with ease. Students from the remedial class who demonstrate difficulties in mastering reading skills need help to ensure that they are not left behind in class. The Scaffolding Literacy (ScafoLIT) module is specially designed to help remedial students in mastering the basic skills of reading words with open syllable patterns (CVCV, VCV, and CVCVCV), closed syllable patterns (CVC,VCVC and CVCVC) and simple sentences which are related to this words pattern. This paper will discuss about the theories and models used to design a conceptual framework for the ScafoLIT module. Vygotsky's Sociocultural Theory, active learning theory, Top Down Reading Approach and ADDIE model are embedded in developing ScafoLIT module.
Keywords: Remedial Students, Scaffolding, Reading Skills

Introduction
Malaysia Education Blueprint 2013-2025 has set a target of a reduction in the 50 percent achievement gap between urban-rural, gender and socio-economic (Ministry of Education Malaysia, 2013). In order to achieve this goal, it is essential that literacy capability to be the most basic skill for all students to continue the learning process at school. Each student needs to have a full literacy and numeracy capability at the most basic level at lower primary level. Support and assistance will be given to any student who has difficulty in mastering reading, writing and numeracy skills so that they are on the same platform with other peers (Ministry of Education Malaysia, 2013). Hence this article will focus on intervention for remedial students who had difficulties in mastering reading skills in order to improve their reading skills.

Literature Review
The literature review includes Vygotsky's Socio Cultural Theory, Active Learning Theory, Top Down Reading Approach, ADDIE Model and remedial students.

Vygotsky's Socio-Cultural Theory
The two main gist of Vygotsky's Socio-Cultural Theory is the Zone of Proximal Development (ZPD) and scaffolding (Karpov, 2014). The ZPD is a level or skills that are not yet mastered by children alone and this skill can be achieved with the help and guidance from adults or peers (Vygotsky in Mohd Zuri & Aznan, 2015). The concept of scaffolding can be used to describe different types of adult guidance, with different purposes, in multiple settings, and across varied time scales (Moschkovich, 2015).Scaffolding involves teacher's behavior shaping according to the learner's needs, but this simplification is not for the task itself, but rather it is more related with the simplification of the learner's role in the task. The simplification process can be carried out by the adult or more capable peer, where the adult or the peer assists the child gradually. As stated previously, Vygotsky claimed that children can learn in the ZPD and they need assistance in this zone (Bekiryazici, 2015).

Scaffolding is a method of adapting teaching based on the individual needs of students in the classroom (Pfister, Moser Opitz, & Pauli, 2015). Providing immediate guidance as to whether the student shows weakness or mistakes is very effective in the process of building a student's understanding (Wischgoll, Pauli, & Reusser, 2015). Guidance should be carried out taking into account the ZPD of each pupil in a class; the ZPD identification of pupils is very helpful in their learning process, especially for low achieving pupils in certain subjects (Pesco & Gagne, 2017).

In the context of this article, ZPD for the remedial students refers to their incapability to read and comprehend words with open syllable patterns (CVCV,VCV, and CVCVCV) and simple sentences in the Malay Language subject. Therefore, the immediate scaffolding by adapting existing teaching practices are needed to help them overcome this problem. This article will discuss on ScafoLIT Module as a scaffolding tool for remedial students in mastering reading skills. ScafoLIT module expected to be useful for remedial students in order to improve their reading skills.

Active Learning Theory
Active learning is defined as learning activities that require students to actively participate in learning activities conducted and students are aware that they are undergoing a learning session(Mariotti, 2009). Active learning is more flexible and gives students the opportunity to master literacy skills (Normarini, 2016). Active learning is anapproach that involves students actively learn in lessons that have criteria such as: (i) students actively involved in learning rather than simply listening to what teachers are saying, (ii) student does not act as the recipient of the information presented by the teacher solely but involved in the process of obtaining information, (iii) integration of high level thinking skills in learning, (iv) students actively reading, discussing and writing (Bomwell and Eison in Mariotti, 2009).
The level of information retention of pupils pursuing passive learning is only at the level of 10 up to 50 percent only, while the level of information retention for students pursuing active learning is at 70 percent up to 90 percent. The two forms of teaching considered as active learning by Dale (1969) are (i) involving students in discussion activities and completing tasks to retain information learned by 70 percent,and (ii) teaching through simulation or doing the actual things to help pupils retain information obtained in learning as much as 90 percent (Dale, 1969).

Thus, teachers need to apply active learning by involving students in the discussion activities and complete the task in the learning sessions using the ScafoLIT modules to ensure the retention of the inputs of the acquired lessons are at optimum level. Based on previous literature, researchers believes that active learning will brings benefit to remedial students in mastering reading skills.

Top Down Reading Approach

The Top-Down Reading approach is a model of reading introduced by Goodman and Smith in the late 60's. According to Goodman (1968), readers will try to predict the textual content of the text to understand the contents of the text based on the existing knowledge and vocabulary they possess (Zaidah Zainal, 2003). Children master the reading comprehension through a top-down process where they need to get an overview of the text and not necessarily they need to understand the meaning of the whole word in the text. The process of nurturing understanding the meaning of the word will be taught after the student is able to understand the text (Angosto, Sánchez, Álvarez, Cuevas, & León, 2013). Students who are taught to read using the top-down approach will find it more fun and convincing to read a text (Konza, 2016).

Teaching using a top-down model focuses on students understanding on reading texts. Teachers start reading lessons by guiding students to read the entire reading text before breaking it into small units that have not been mastered by students like the patterned words (Towell, Powell, & Brown, 2018). The Top-Down Reading Model is summarized as: (i) the process of predicting the meaning based on existing knowledge, (ii) reading instruction should be done using meaningful and relevant texts to the existing knowledge of the students, (iii) assessment of reading ability of pupils is carried out by looking at the ability of students to express their understanding of the texts read and not evaluated based on accuracy of pronunciation and intonation during reading(Manzo & Manzo, 1995). The top down reading approach is suitable for this context of study because the main aim of this study is to overcome reading and comprehending skills among remedial students. Thus, reading materials in ScafoLIT Module will be structured according to the Top Down Reading Approach Model. Learning process with ScafoLIT module will be start by guiding remedial students to read the entire text then guiding remedial students to read the single words which not been mastered by them.

ADDIE Model

ADDIE is an acronym for Analyze, Design, Develop, Implement and Evaluate. ADDIE is a product development concept (Branch, 2009). ADDIE model is a model of instructional system design that shows a systematic process to develop an instructional system (Branch, 2009). This model is a guideline for instructional developers to design a teaching system. All instructional system design models are based on ADDIE (Jamalludin, Baharuddin & Zaidatun, 2003). The ADDIE model is suitable for use by teachers and educators involved in education (Dimas, Munir, Eka & Jajang, 2018). The construction of ScafoLIT module according to the recommendations of the ADDIE model is surely to produce good and quality teaching aids and meet the needs of the target group. Systematic work processes ensure that the module are capable of giving optimal effect to the remedial students.

Remedial Students

Remedial students are students with learning difficulties in certain skills, are negative in learning and have behaviors that affect learning, with lack of self-confidence and positive attitude towards learning (MOE Special Education Division, 2012). In the context of language education, reading

difficulties faced by remedial students are such as difficulty reading and speaking words, difficulty reading words fluently and difficulties in understanding the words and verses they are reading (Cirino et al., 2013). Students with difficulty in reading comprehension may read a word or sentence correctly but are unable to interpret the meaning of the words or the paragraphs (Sung & Shu, 2017).The three weaknesses often shown by the student in the process of reading comprehension are: (i) difficulty in understanding the meaning of the new word for them, (ii) difficulty in re-explaining the texts read with their own verses and (iii) unable to make a summary of the texts read (Yang & Qian, 2017).

Reading difficulties experienced by children are different for each individual and there is no magic intervention that can meet the needs of every child(Williams, 2016). Initial detection using appropriate diagnostic instruments is necessary to detect the difficulty of reading that the remedial students are facing and teachers need to provide appropriate interventions to help remedial students to overcome the difficulty of acquiring basic literacy skills (Wise, D'Angelo & Xi, 2016). Intervention can be carried out as soon as possible because the sooner the intervention is started the better the remedial students will gain in acquiring reading skills (Lim & Oei, 2015).

Reading difficulties experienced by most remedial students is reading skills words with open syllable patterns, closed syllable patterns and simple sentences which is related to words with both of this syllable patterns (Mohd Mokhtar, 2016). In the context of this current study, researchers will only focusing on reading skills of words with open syllable patterns known as CVCV, VCV and CVCVCV and simple sentences which are related to this words pattern. Thus, ScafoLIT module is one of the initiative by researchers that can be apply by the teachers to helps remedial students in mastering reading skills.

Conceptual Framework of ScafoLIT Module
Based on the literature review, Figure 1 shows a conceptual framework that will lead the development of the ScafoLIT module for remedial students who have difficulty in mastering the basic skills of reading words with open syllable patterns (CVCV,VCV, and CVCVCV), closed syllable patterns (CVC, VCVC and CVCVC) and simple sentences which are related to this words pattern.

Figure 1: Conceptual Framework of ScafoLIT Module

Discussion and Summary
Based on the literature review, Vygotsky's Socio-Cultural Theory (Vygotsky,1978), Active Learning Theory (Dale 1946) and Top-Down Reading Approach (Goodman,1968) are perceived as the ideal theories and model to be applied to help remedial students mastering the basic skills of reading word with open syllable patterns (CVCV,VCV, and CVCVCV), closed syllable patterns (CVC, VCVC and CVCVC) and simple sentences which are related to this words pattern i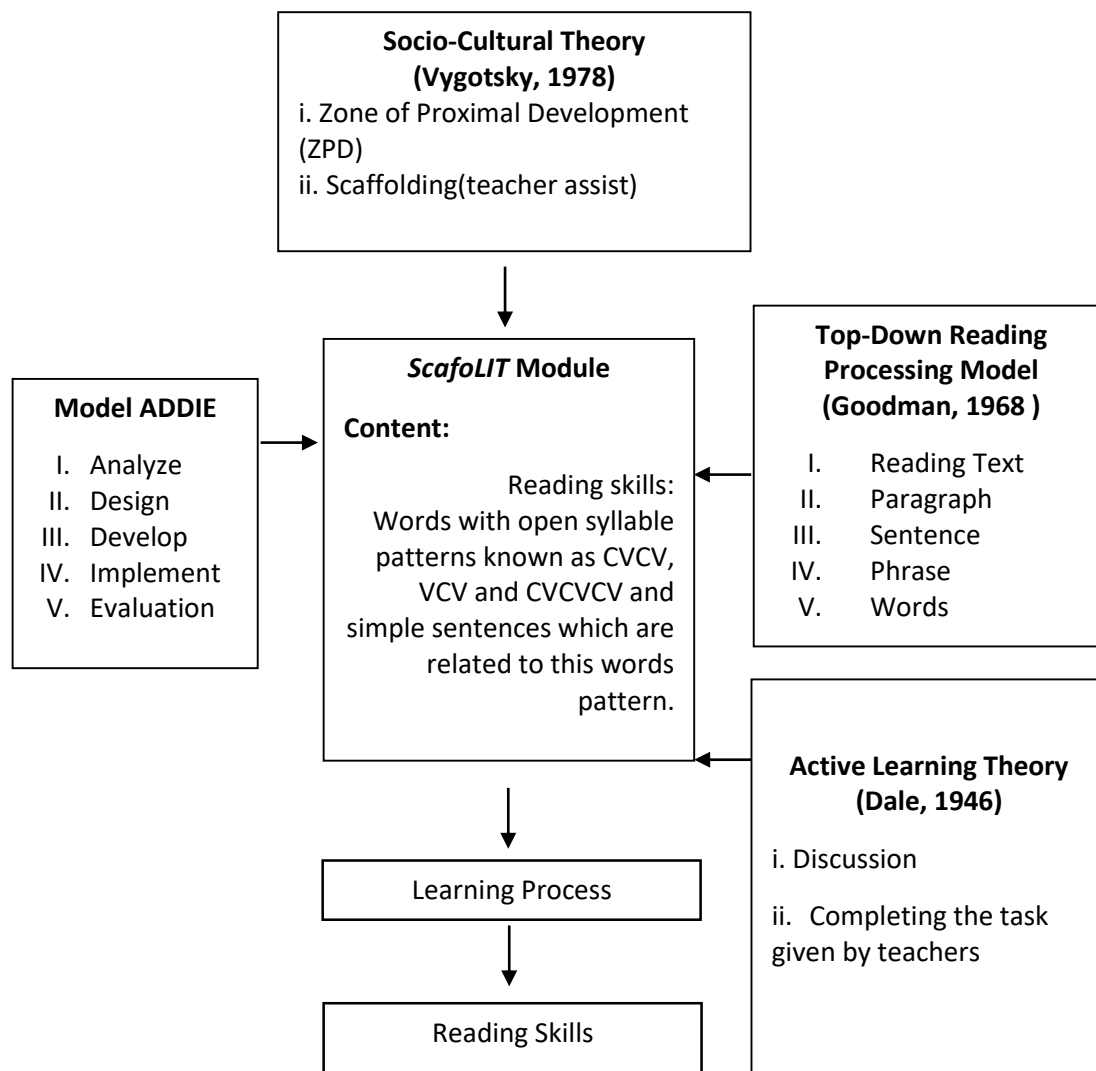n the Malay Language subject. The application of these theories and model is manifested in the ScafoLIT module which is built based on work procedures in the ADDIE model.

This ScafoLIT module is scaffolding one of the teaching aid that can be used by teachers to help remedial students exceed their ZPD. Active learning using ScafoLIT module necessarily tends to increase the level of information retention the students obtain as suggested by the Active Learning Theory of Dale. ScafoLIT module, built through a systematic work process based on the ADDIE model can surely meet the needs of remedial students in mastering reading and comprehending skills.

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