

Enhancing Reading Skills among Remedial Pupils Recall of Colored Words

Yusop Hj. Malie, and Nurul Afifah binti Zainuddin

Abstract—This research was conducted to find out how the application of colored word enhancing remedial pupils in pronouncing the closed syllables words (kvkkvk) accurately and fluently. This research involving three respondents from remedial class in standard three from SK Downton, Kuching, Sarawak. The instruments used to collect the data were observations, document analysis and interviews. The results showed that after using color words in the intervention, the respondents were able to pronounce the words accurately and fluently. Proposed further research is to assist the remedial pupils to read sentences by using color words strategy.

Keywords---Closed syllable words (kvkkvk), colored word, reading skills, remedial education

I. INTRODUCTION

GENERALLY, remedial pupils certainly have problems in reading, especially at the level of basic reading skills. The teachers should play a big role in order to improve the language skills of remedial pupils. According to [8], skills are basic skills that should be emphasized in the teaching and learning process in the classroom. According to [10] remedial pupils often faced with the problem of the restoration at the pre-reading stage. They are weak in recalls the lessons taught in the classroom. After undergoing diagnostic tests, the three pupils were found to be having problem pronouncing and reading words and simple sentences that contain closed syllables words (kvkkvk). Therefore, this study focuses on the problem of remedial pupils mastering reading skills with LINUS problem construct four such as the ability to read closed syllables words (kvkkvk).

A. Focus / Issue Concerns

Our research focuses on the issues faced by three pupils (who were the research participants in this study) who had problems reading provided by the remedial teacher. The three pupils had a variety of problems. However, what is significant, they have problems in reading and pronouncing the words containing closed syllables words (kvkkvk) accurately and fluently. During the reading process, all the three pupils spell the word in the text before reading the word. However, the pupils still spell the word wrongly. This leads a longer time to acquire the reading process.

Yusop Hj. Malie and Nurul Afifah binti Zainuddin is with Institute of Teacher Education Batu Lintang Campus, Kuching Sarawak Malaysia (phone:+600145968739; e-mail: malieyusop@yahoo.co.uk)

B. Objectives / purpose of study

The purpose of this study is to:

1. To what extent enhancing reading skills among remedial pupils to recall of colored words accurately and fluently pertaining to the closed syllable words (kvkkvk).
2. Improving our teaching and learning process through recall of colored words accurately and fluently pertaining to closed syllable words (kvkkvk) to enhance reading skills among remedial pupils.

Study questions

This research was conducted to answer some of the following questions:

1. How do the recall of colored words pertaining to closed syllable words (kvkkvk) could enhance reading skills among remedial pupils accurately and fluently.
2. How do the recall of colored words pertaining to closed syllable words (kvkkvk) enhancing reading skills among remedial pupils accurately and fluently could improve teaching and learning practices as remedial teacher?

II. LITERATURE REVIEW

A. Elements of color in the application of learning

Color elements applied in this study is to address the problem of pupils that are difficult to read words pertaining ot closed syllables words (kvkkvk). The use of color and contrast to help them to view the closed syllable words (kvkkvk) easily, accurately and clearly. Even the rsearch participants can pronounce the syllables quickly and easily. Thus, through the application of colored word cards and sentences help the pupils to spell, pronounce and read the closed syllable words (kvkkvk). According to [6], colors play an important role as a symbol of describing emotions, feelings, memories, reflection and unity. Reference [5] stated the previous study showed that stimulation through color control help to improve memory retention. Whereas [3] stated that the colors in the fabric of student learning can help to improve the effectiveness of students attention thus increasing the productivity of students during the learning process in the classroom. In addition, we chose to use colored words as our reading material in our research because the color will be a boost to the pupils to read the syllable directly. In order to enhance the capacity and speed of the pupils to read, using a color that contrast also allows them to discriminate against a syllable or in other words accurately, easily and quickly. According to the theory of

classical conditioning, Pavlov (1849-1936) emphasized that the relevance of the individual response to stimuli is a learning process in order to establish a new behavior.

The color is a visual experience that is important to people. It serves as a powerful channel of information to the human cognitive system and plays an important role to improve and strengthen the human memory. Application of color elements is very effective in the learning process, marketing, communications and sports. For example, research in the field of local marketing done by [4] shows a new brand marketing to increase up to 80 percent with the use of various color elements in the process of advertising the brand. Most advertising works use color as one of the key elements to influence the public's attention, feedback and wishes of the peoples concerned to make a decision on the purchase of the product. Therefore, this research suggests that the importance of the usage of color elements in the delivery of information or messages can influence and attract the target to respond. Hence, we use the color element on the word card in order to attract more pupils to focus during the learning process pronouncing the words more clearly and accurately.

At the same time, the color help us to remember a piece of information by increasing the level of concentration. Reference [9], there is no denying that color could help to enhance an individual focus. If the level of concentration focuses on a number of stimuli, the more opportunities the stimulus will be transferred to a permanent storage memory. As stated in the beginning, color elements can attract students. Reference [1] say that color has a huge impact on individual attention. A study was done with one group use multimedia presentations with color and another group using the same approach without color to enhance their memory power. The study found that a multimedia presentation that uses color to focus on high student performance compared multimedia without color.

B. Planning and implementation of the action

We applied the color words approach and call on syllable word cards during the intervention phase. We introduced the pupils to read 30 words pertaining the closed syllable words (kvkkvk) then was followed by activity interventions using edutainment concept and integration of ICT. The word cards are highlighted on the second syllable colors visually stimulating the pupils. We chose a combination of red and black background with a white card for the words. At the beginning, each pronunciation is included with the card image so the pupils could read the whole word and make the detection of a stimulus in the form of picture cards. The word is repeated various way according to the phase of the planned intervention.

Implementation intervention activities of the pupils were implemented gradually and in accordance with the level of each pupil. Overall, the intervention has four phases over seven weeks, covering the phase before, during and after the intervention phase. Before the intervention phase, pre tests will be carried out on the pupils to identify their more specific areas of weakness. Then, during the intervention phase was divided into three phases, which spell and pronouncing the words pertaining to closed syllable words (kvkkvk), phase two which read and pro nounce the word colorless (kvkkvk). The

activity has been determined to be repeated for two weeks The third phase involves the verses that have the word (kvkkvk) colorless. This activity is carried out to test the level of the pupils in reading words pertaining the closed syllable words (kvkkvk), i.e read simple sentences that contain the word colorless containing the closed syllable (kvkkvk). For the final phase, all the pupils were having the oral examination to test the proficiency of the skills to read words and simple sentences that contain closed syllables (kvkkvk).

Briefly, the material used in this study are the word cards, using powerpoint displays the words on the screen, using powerpoint display color sentences on the screen and simple colorless sentences in reading text. Video recording will be carried out during the period of intervention activities as evidence and reference for data analysis.

III. METHODOLOGY

A. Research participants

The study involved three pupils in the School 3rd grade class that are Christopher, Emmanuel and Qadir. All the three pupils were male and had problems in pronouncing words and reading material. All three pupils had problems in spelling words containing the closed syllables words (kvkkvk) and cause their reading process takes some time.

B. How to collect data

Observations were made to detect the weaknesses of the pupils in reading and pronouncing words with closed syllables (kvkkvk). We undertake structured observations to assess the reading level of individual pupils to count the number of the closed syllable words (kvkkvk) correctly read by the pupils. We have compiled a list of 30 words containing the closed syllable (kvkkvk) colored and non-colored words. 20 non-colored simple sentences that contain closed syllables (kvkkvk) consists of three key passages, to gauge the pupils pronunciation and reading before performing the intervention activity. Structured observations was made using a checklist to make it easier for us to analyze the data and information obtained as a result of the observations.

We perform a post test intervention shaped the oral test, to assess the level of proficiency of the pupils recall and read closed syllable words (kvkkvk) using colored words that they have learned during the intervention. In addition, an oral examination was also performed to evaluate the effectiveness of interventions in helping pupils to read the words fluently. All items in the test papers will be asked to pupils and the score will be given a mark based on the rubric provided.

We also conduct interviews after the intervention performed on the three pupils. Method of post intervention interviews were conducted with the pupils, the remedial teacher and 3rd class teachers. We did a structured interview to determine the response of these individuals. After the interview, we will translate the interview in the form of a transcript that can become the evidence and reading text by the other readers. We did a structured interview to determine the response, feelings, perspectives and impact on the pupils, remedial teacher and 3rd

grade class teachers involving the level of proficiency in the reading skills pertaining to the closed syllable words (kvkkvk).

C. Technical data analyzing

The process of analyze the data include qualitative and quantitative data. Qualitative study was conducted to obtain detailed information pertaining to a matter investigated. This means, a study was conducted to qualify to get the detailed and in-depth information relating to a matter being studied. Furthermore, this method can describe holistic events in real events that occurred without any manipulation by researchers.

We analyze the content of the structured observation using checklists and video recording. The findings include the level of the pupils' name and reading skills involving words and phrases that have closed syllables (kvkkvk). Scores obtained by the pupils were analyzed by scoring rubric that has been provided. We also used a questionnaire to evaluate the continuity of the pupils spell, pronounce and read 30 words containing the closed syllable (kvkkvk), taking time the pupils read the words each week. We use video recording while the pupils undergo the intervention activities for 7 weeks involving four main phases that have different intervention measures. We filmed a video for the purpose to see the development level of the pupils to pronounce and reading the closed syllable words (kvkkvk) and simple sentences..

We also record videos the pupils exercised oral exam that focuses on the pronunciation of 30 words and 20 simple sentences that have been learned during the intervention. Furthermore, through the video, we can also tell the time taken by each pupil to call and read words containing the closed syllable (kvkkvk) accurately and systematically. The result of video recording was analyzed using a checklist that focuses on the number of words read by the pupils properly and fluently. We also chose analyzing qualitative data to understand the data and information derived from the research conducted more specific and effective.

We analyzed the interview protocol by translating the interview transcript and focuses on the responses of the interviewees to assess the progress and development of the pupils and to know other opinions and suggestions to improved the performance of the study. The results of the interview will be used to support the findings.

D. Technical data review

Triangulation of data is the collection of various types of data to investigate the same phenomenon. Data triangulation involved the multiple sources of data or information that are different [7]. According to [2], the triangulation is a research approach using a combination of more than one instrument to verify the findings and the results of research conducted qualitatively and quantitatively. In other words, the triangulation is to obtain data from different sources. Through triangulation of data, we can review the data by interview data, observation and post intervention tests.

IV. FINDINGS

Do the recall of colored words pertaining to closed syllable words (kvkkvk) could enhance reading skills among remedial pupils accurately and fluently?

To answer the research question, we used the checklist, video and analysis of the differences in the test scores of the the pupils before and after the intervention. Table 1 and Fig. 2 represent the results of the analysis for each method of data collection that will answer the first research question 1

TABLE I
WORDS (KVKKVK) PRONUNCIATION ANALYSIS BEFORE, DURING AND AFTER THE INTERVENTION PHASE

TIME	IMPLEMENTATION MEASURES	SCORE PER 30 WORDS (GRADE)			
		C	E	Q	
BEFORE	PRE TEST	6 (C)	3 (D)	8 (C)	
ACTUAL	INTERVENTION PHASE	1	13 (C)	10 (C)	17 (B)
		2	24 (B)	22 (B)	24 (B)
AFTER	POST TEST	1	27 (A)	25 (A)	28 (A)
		2	29 (A)	29 (A)	30 (A)

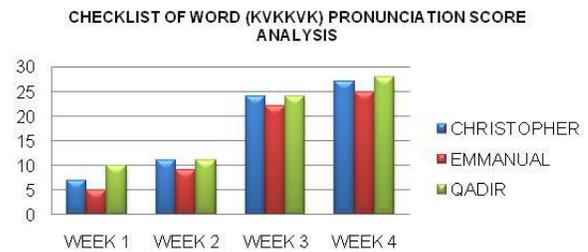


Fig. 1 The pronunciation (kvkkvk) checklist score

Improvement can be seen dramatically in the intervention phase when the proficiency reading skills of the pupils increase due to the role of the colored words that are used to help the pupils read words clearly and effectively. The intervention shows the scores and grades earned by Christopher of 14 points (from grade C to grade A), Emmanuel with 15 points ((from grade D to grade A) whereas Qadir also get 13 points (from grade C to grade A). After the intervention, all of the pupils have achieved an excellent level.

We were using video recording to focus our observations on the length of time that the pupils pronounce and read the words before, during and after the intervention phase was conducted.

Based on the analysis made shows in Table 2, the timing declining for the pupils to pronounce and read the word (kvk kvk) before, during and after the intervention. The pupils took five minutes to six minutes differences in the time period to complete the pronunciation and reading of 30 words (kvkkvk) accurately and fluently.

Then we made a comparison between the scores and the percentage obtained by each pupil when answering oral test questions that focuses and emphasizes the skills of reading closed syllables words (kvkkvk) and simple sentences.

TABLE II
TIME FRAME ANALYSIS FOR WORD (KVKKVK)
PRONUNCIATION

TIME	INTERVENTION MEASURES	TIME FRAME (m)		
		C	E	Q
BEFORE	PRE TEST	10	12	9
ACTUAL	1	9	10	7
	INTERVENTION PHASE	2	7	8
AFTER	POST TEST	5	6	4

*E: Emmanuel, C: Christopher, Q: Qadir

Percentage will be analyzed through the oral test rubric. Here is a comparative analysis of the percentage score obtained by the pupils in the oral test before and after the intervention:

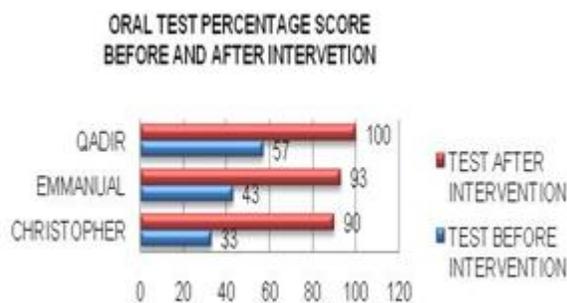


Fig. 2 Percentage increases in proficiency pronounce word and reading simple sentences that contain closed syllables (kvkkvk)

Based on the analysis of the graph in Fig. 2, it concluded that the pupils performed comparative percent increases in the pre-test before the intervention and post-test after the intervention. Qadir show a percentage increase in the oral test scores of pre and post intervention by 43 %, Christopher 67% and Emmanuel 57%. Overall, based on the findings of the study clearly show that the performance and achievements of the pupils indicated a very positive improvement. With the increase in scores of reading the words and simple sentences also decrease the time taken by the pupils in terms of completing the 30 words and reading simple sentences of 20 sentences without colors containing closed syllabic (kvkkvk).

V. DISCUSSION

The findings showed that all the three pupils were able to master pronunciation and read the closed syllables words (kvkkvk) accurately, fluently and efficiently. We can shared the evidence showing the three pupils can read the words fluently without spelling the letters and take a short time to finish reading simple sentences in the passage that has been provided.

If we look back, this study showed a positive growth and progress in the mastery pronunciation of the words with syllables (kvkkvk) and reading simple sentences fluently and

accurately. However, the learning process skills were not only focused on the use and integration of multimedia alone but need training through writing worksheets and activities, or exercises. Therefore, the skills learned can be reinforced and help to improve the memory of remedial pupils. The use of the colored word cards can be one of the strategies for teachers to teach remedial pre-reading skills among remedial pupils. It is indirectly make it easier for pupils to discriminate and spell the words directly without refer to the syllable and read simple sentences accurately and effectively.

For further research, we would like to continue the research focused on the use of color elements for the next skill in reading words and sentences which contain syllables (kvkkvk) words. We hope that the use of colored words can be expanded and diversified into a variety of skills through relevant and appropriate intervention. The use of the colored words in the learning process can have a positive impact on the pupils comprehension and memory consolidation if it is applied correctly and effectively.

REFERENCES

- [1] Farley, F., Grant, H., and Alfred, P., Arousal and cognition: Memory for color versus black and white multimedia presentation, *The Journal of Psychology: Interdisciplinary and Applied*, Vol 94(1), 147-150. <http://dx.doi.org/10.1080/00223980.1976.9921410>, Sep 1976.
- [2] Gay, L.R. and Airasian, P.W., *Educational research: competencies for analysis and application*, Merrill, 2000.
- [3] Kathie Engelbrecht, Color Effects On Learning. *The Impact Of Color On Learning* , 88-90, 2003.
- [4] Morton J., *Why color matters*, diakses 15 Ogos 2014 <http://www.color-matters.com/color-and-design/why-color-matters/>, 2014
- [5] Myers, D.G., Research Into The Psychological Meaning Of Color. *American Journal Of Art Therapy* 23 , 58-60,2006.
- [6] Olga Dmitrieva, Color Associations: *Color Associations Tomsk State University* , 22-24, 2000.
- [7] Othman Lebar, *Penyelidikan kualitatif: pengenalan kepada teori dan metod*, Penerbit Universiti Pendidikan Sultan Idris, 2006.
- [8] Roselan Baki , *Kaedah Pengajaran & Pembelajaran Bahasa Melayu*. Shah Alam : Karisma Publications , 2003.
- [9] Sternberg, R.J., *Cognitive psychology*, Belmont, CA: Cengage Learning/Wadsworth, 2009
- [10] Yahya Othman, *Mengajar Membaca: Teori Dan Aplikasi*. Bentong: PTS Publications & Distributors, 2004.

Yusop Hj. Malie was born at Kampung Jemukan Simunjan Sadong Jaya Samarahan Sarawak Malaysia on the 14th July 1959. The author's educational background are primary education- SK Jemukan. Secondary education – SMK Tun Abg. Hj. Openg, SMK Jitra Kedah, SMK Pulau Nyior Kedah, Royal Military College Kula Lumpur. College education – Rejang Teachers College Bintangor Sarawak, Maktab Perguruan Ilmu Khas Kuala Lumpur. University education – National University of Malaysia. The degree were B. Ed (Hons) in Special Education, M.Ed in special education from National University of Malaysia, Bangi, Selangor Darul Ehsan Malaysia. The major field of study is special education.

He has 32 years work experience as teacher and lecturer. Job title was as Ordinary Teacher, Remedial Education Teacher, School Headteacher, Assistant Headteacher, Special Education Teacher and Assistant Principal. The current job now is as Lecturer at Institute of Teacher Education Batu Lintang Campus Jalan College 93200 Kuching Sarawak Malaysia. The previous publications were Application of thinking maps for an autistic student to learn science concepts, Nagoya Japan, International Symposium on Education and Psychology (ISEP) 2014. Non-verbal communication skills to enhance the reading skills of learning disabilities students, Bangkok Thailand, Education and Development Conference, 2013. Disgrafia dan Cara Membantu: Kajian Kes ke atas Murid Program Integrasi Pendidikan Khas,

Jurnal Pendidikan Tindakan, Kuching: Institut Pendidikan Guru Kampus Batu Lintang, Volume 4: 1-22, 2010.

Mr. Yusop Hj. Malie is a member of International Association of Special Education (IASE) and The Malaysia Association of Down Syndrome.

Nurul Afiqah binti Zainuddin was born in Terengganu Malaysia. The author is a bachelor degree student in final year (Semester 8) at Institute of Teacher Education Batu Lintang Campus Kuching Sarawak Malaysia. The author's major field of study is remedial education.

She is a final year student at Institute of Teacher Education Batu Lintang Campus Kuching Sarawak Malaysia. She had been studying in pre-university course for one and half year from June 2009 – December 2010. Then she studied for bachelor degree course for four years from January 2011- November 2014 majoring in remedial education