Development of Basic Reading Module for Primary Indigenous at Urban Areas in Malaysia

Glaret Shirley Sinnappan[3], Saedah Siraj[1], Norlidah Alias[1], Zaharah Hussin[2], Mohammad Fairus Hamdan[3]

[1]Department of Curriculum and Instructional Technology, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia.
[2]Department of Educational Foundations and Humanities, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia.
[3]Dean's Office, Faculty of Education, University of Malaya,50603 Kuala Lumpur, Malaysia.
glarety@um.edu.my

Abstract: The Malaysian indigenous people are the first settlers in remote areas surrounded with rich nature resources and plants. It is pertinent that the curriculum for the indigenous people in Malaysia Indigenous Primary school should differ from the standard curriculum. This means that the New Primary School Syllabus (KBSR) should be modified to meet the learning needs of the indigenous children. We should take into account their beliefs, lifestyle, methods of communication and their other living aspects, which are different from other Malaysian citizens. The objective of the study is to develop a curriculum module for basic Malay reading for indigenous based on their culture pattern, natural resources found in the settlements of the indigenous people and their body movements. Various theories were used as a platform to design this module. This study consists of three research phases and the semi-structured interview and Delphi technique were used to collect data. The results were then used as a guide and basis for designing primary school curriculum for indigenous at urban areas in Malaysia.
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1. Introduction

The indigenous people are the first settlers in an area and usually referred to the soil (Brent & Smith, 2008, Michie, 1999, Buol, Southard, Graham, & McDaniel, 2011). Michie (1999) stated that these people believe that "The Earth is our Mother". This indicates that these indigenous or also known as natives have their own way of living. This indication is consistent with Magga (2007) who elaborated further that, "*Quality in education for indigenous people means that our education in principle is based on our own culture, our knowledge, our own languages and learning/teaching traditions. From this platform our peoples will be able to reach for the best in the global garden of knowledge*." Wane (2009) in his response to some studies on natives concludes that the education of the indigenous people should be designed suited to their context, culture, philosophy, their way of life and their immediate environment.

Indigenous people usually settle down in remote areas surrounded with rich nature resources and plants and some settlement were found at the boundary of urban areas. Consequently the education level of these people is far below the national education. It is pertinent that the curriculum for the indigenous people in Malaysia should differ from the standard curriculum. This means that the KBSR should be modified to meet the learning needs of the indigenous children. We should take into account their beliefs, lifestyle, method of communication and their other living aspects which are different from other Malaysian citizens. These differences if unchecked, would unable the children to follow the KBSR curriculum. To substantiate this, it is found that most of the primary school indigenous children refused to continue their studies at the secondary level. Only a handful of them were willing to do so. The majority of them would return to their tribal village and resume their lives together with their own people. As Magga (2007: 5) proposed:

Traditional indigenous education and its structures should be respected and supported. Our knowledge has not been written by us - on the contrary: we dance it, we draw it, we narrate it, we sing it, we practice it. There is a need for a deeper understanding of what knowledge and learning is and the many paths to knowledge. This is in line with what was observed by the Delors Commission: western formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning. I think indigenous peoples can contribute in a very significant way both to our own education systems and to the renewal of education systems of other people.

Reyhner, Lee, & Gabbard (1993) in their discussion on high risks status faced by the native children, pointed out that the high risks is the failure in taking into account of the natives' culture and tradition in classroom arrangement and planning. Reyhner, Lee, & Gabbard (1993) also stressed on uniqueness in imparting education to them. The unique learning style among American natives is also found in the findings of More (1989). He found out that the native American-Indians possessed their own strength linking to their life culture as compared to other American children. In another study, Swisher (1994) proved that there is a existence of strong belief among teachers towards the influence of culture value of American-Indians on students' learning style and on how they present their learning. Though there are existence of elements of rejection and refusal from them towards change as stated by Wane (2009). Deyhle, Swisher, Stevens, & Galvan (2008) expressed their firm belief that pedagogy variety based on context would enable the change in the view of indigenous people on education.

Based on the needs and their cultural and natural resources, a curriculum module for teaching and learning is developed. The study was conducted in several selected Primary School for Indigenous People especially those with high rate of truancy among school childens. Truancy issue has impacted the ability of the indigenous children to acquire their reading skills. The study focuses only on the development of curriculum for basic reading. The objective of the study is to develop a curriculum module for primary level basic reading for children based on identified cultural and natural resources found in the settlements of the indigenous people. Based on the identified cultural and natural resources the curriculum was designed to improve reading ability among children of low achievers. There are three research questions were formulated based on the objectives as below:

- What are the cultural and natural resources from the Indigenous settlements and appropriate reading activities that could be used for developing reading modules?
- How the cultural and natural resources were efficiently used in the developing reading module?
- To what extend is the suitability of the use of curriculum module for basic reading to the indigenous children in the school for indigenous people?

The first research focus was to explore the cultural and natural resources at the settlements of the indigenous people that would be used as a platform for development of the curriculum module for basic reading. Various natural materials and resources such as local songs and rhythms, Dancing methods, Bamboo crafts, Leaves, Stones, Sand, Rotan were gathered. The second research is focused the cultural and natural resources were analyzed creatively on how it can be used in the development of the basic reading curriculum module. Lastly the investigations on the suitability of the use of the curriculum for basic reading for indigenous children were implemented in the indigenous school. For this paper, the first objective was focused.

2. Literature Review

The literature reviews were explored on the basic principles of this module where the approaches and strategies used to teach readings. The principles of the curriculum module for basic reading is designed base on the Creative Teaching Resources and Drama (CTRD) approach which was focused on various natural materials to be used as teaching aids and physical movements while giving meaning to words taught for children as well as information technology teaching aids. The natural resources such as clay, sand, bamboo, rubber seed, leave and woven techniques were explored and physical movements by using the body parts, rhythm and creativity were used as well. Creative movements' effects the development of children mind, physical development and their emotion. Among the suggested types of movements would be nature movement which is focused on flora and fauna movements of animals and plants, natural phenomenon like wind, storm, lightning etc, Instinct movement is associated with imagination and emotion for creative movements. Integration of emotion and music may result in creative movements, imitating movement using mirror image, animals' movements and etc. Body language (code and signs) focused on gesture or non-verbal such as eye movement and body movements and other suitable movements for indigenous children. The CTRD approach integrates few theories particularly the Experiential Learning Theory, Experiencing-Appreciating Method, Whole Language and Natural Approach.

Experiential Learning Theory which was developed by David A. Kolb. Kolb (1984) developed the Experiential Learning Theory based on that of John Dewey, Kurt Lewin, Jean Piaget, Paulo Freire and others. The theoretical framework was based on four basic elements which are a) Concrete

Experience, b) Reflective observation, c) Abstract Conceptualization, and d) Active Experimentation. Kolb's theory represents the combination of 2 preferred styles which includes diverging, assimilating, converging and accommodating of the four stage cycle styles (Kolb (1984)). Kolb's model has been adapted to ensure personal experiences (Internal emphasis) and involvements are implanted in learning and module development. This is essential to help the indigenous learning, enhance self esteem and self developing their own direction in their own surroundings with materials that they familiar with.

Another module that was used to design this module is the Experiencing-Appreciating method (Seadah Siraj, 1992). This method uses the students past experience to reinforce new learning. This method emphasized on encouraging students' reading, writing, singing and dancing skills using various methods which are emphasized on students' previous experience on environment and culture to encourage new experience with new learning. This is an essential factor to be considered as the Malaysian indigenous groups as a whole prefer to their own way of lifestyle. Exploring their previous experiences on environment and culture gives significant ideas which can be used as a bridge to new learning. Below is the theoretical framework of the Creative Teaching Resources and Drama (CTRD) approach used as a based to build the basic reading module.

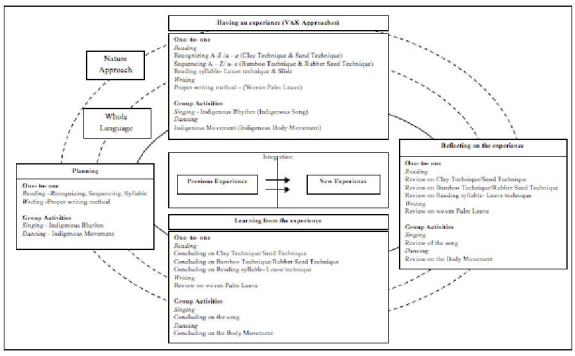

Figure 1: Theoretical framework of Creative Teaching Resources and Drama (CTRD) approach

The activities for the basic reading module are based on the Visual, Auditory and Kinesthetic Model (VAK Model). The VAK model refers to the learners preferred mode of receiving and processing new learning experience. VAK model have became widely known and applied to teaching adults and children from diverse setting (Hughes, 2002, Utley, 2011). Martin (2011) has added to this model that children also learn using tactile method, which is focused on touch. Therefore a teaching approach can be described as "multi sensory" which involve three senses eyes, ears and touch. The natural resources chosen from the indigenous surrounding were used as teaching aids, which involve the learners' multi sensory. Techniques such as clay, sand, bamboo, rubber seed, leave, woven techniques were included.

The clay and the sand were used to help the students to recognize alphabets. Each learner was asked to do the shape of the alphabets and name them. This has helped the learners to recognize alphabets by doing it, which make them literally involved and concentrate longer. The bamboo rings and the rubber seeds were used to teach alphabets sequencing. The learners were asked to put in the bamboo ring and arrange the rubber seeds repetitively in few sessions. The woven technique was used to promote writing skills to learners by improving learners' pincer grip. This is important to develop to fine motor skills and encourage writings. A song was created similar to the indigenous tune to introduce the alphabets and lastly the learners also were taught some dancing steps relating to their cultural dance.

The entire learning process based on the CTRD approach is set mainly in two approaches, which are the whole language approach and the natural approach. Whole Language approach views the basic elements of constructivism as knowledge theory where students contribute to their own learning process and the teaching methodology should focus on what the students could bring into the learning situation based on their immediate environment. This approach originates from Piaget and Vygotsky. The whole language is described where teaching in the classrooms recalls terms familiar to humanistic approaches to education and to learn language (Richards & Rodgers, 2001).

Natural approach was used to collect appropriate teaching resources to be used in the modules. The materials were collected from Indigenous living environment and indigenous cultural. According to Manjunath & Venkatesh (2004), the natural approach is similar to the way a child naturally acquires first language within the home and community. The natural approach methodology emphasizes comprehensible and meaningful input rather than grammatically correct production. Hence this is an ideal approach to encourage learning among indigenous using resources from their surrounding and culture. As a whole, this study integrates theories particularly the Experiential Learning Theory, Experiencing-Appreciating Method, Whole Language and Natural Approach.

From the conceptual framework of the Creative Teaching Resources and Drama (CTRD) approach were shown in figure 2. The fundamental idea of creating the basic reading module for the indigenous is about exploring the indigenous previous experience on their environment and their culture. This is important to integrate the new experience and learning of the indigenous group. Four main process were identified which include selecting the indigenous natural and cultural resources, integrating the resources with a teaching method focusing on VAK approaches, reviewing the resources and the teaching method and lastly concluding the outcome from resources and the teaching method used. These processes were set within the whole- language and nature approach so that the Malaysian indigenous benefits from the curriculum design using resources and method that suit their environment and culture.

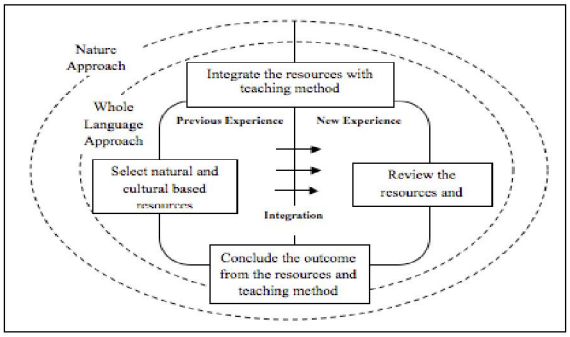

Figure 2: Conceptual model of Creative Teaching Resources and Drama (CTRD) approach

3. Methodology

3.1 Research Design

This study employs the Development Research approach, which is focused on the mixed method in developing the curriculum content for basic reading for primary school for indigenous people. The development of the curriculum is based on semi-structured interviews and two round modified Delphi techniques. The participants of the study consist of experienced teachers, students from the remedial classes and experts from the university.

The research methodology involves both qualitative and quantitative methods known as mix method (Creswell, 2005). The design for the curriculum module for basic reading for the Indigeneous People Primary School at urban areas was started by conducting the need analysis. Two rounds modification of Delphi technique emphasis were conducted. Round 1 were focusing on experts assesment, comments and suggestions were emphasized using interview with expert panel. Whereas, during round 2 the questionnaire on reperts' consensuses. Lastly, the curriculum for basic reading for indigenous people for primary level were published.

During the Phase 1 the semi-structured interview were conducted to seek the needs to develop the curriculum for basic reading. This phase involves 90 students of Indigenous primary school in Klang, Selangor (Klang is a township located 30 km southwest of Kuala Lumpur). The analysis were aimed to identify the students who are weak at basic reading, the strength and the weaknesses of students on the aspects of their sight, hearing, thoughts (mind) and kinesthetic movement and collect natural resources and materials were collected. Apart from this, the researchers have interviewed experienced teachers in an indigeneous school in Kuala Kubu Bharu (Kuala Kubu Bharu is a township located 39 km from Kuala Lumpur) to obtain data on the culture pattern of the lives of indigeneous children and has identified teaching strategies suitable for the children in teaching reading. Series of interviews were also conducted on 15 selected students. Observations were also conducted on how a teacher teaches in classrooms. The outcomes obtained were gathered to identify the basic needs for basic reading module.

During Phase II, the curriculum module development were developed to aid the students in acquiring the basic skills of reading. The development of the content at this phase involves teachers who have many years of teaching experience in school selected for this study especially in teaching of basic reading. This phase adopts a two round modified Delphi technique based on the theoretical framework which was modified from study conducted by Zargari, Campbell, & Savage (2000) and Zaharah Hussin (2008). Delphi technique is selected specifically aimed to validitate curriculum content systematically.

Lastly Phase III is the phase where the curriculum content which had been developed to be evaluated for improvement. The module which had been developed in Phase II was introduced to the teachers in the indigenous primary school. Ten teachers were interviewed and the result of the interview is used to improve the module.

3.2 Data Collection Techniques and procedures

The first technique used is the semi-structured interview technique. Interview has been regarded as one of the most popular quantitative research technique especially in social research including education field (Cohen & Manion, 1989;

Kagan, 1992). There are a few types of interview which are commonly used in education research. Drever (1995) categorised types of interviews to formal type, semi-formal and non-formal; whether in a structured, semi-structured or non-structured, focused or non-focused and whether in the pattern of informant interviews or respondent interviews.

The interviews could also be conducted in the form of ethnography, open or close questions and survey questionnaires. However in this study, the researchers will only elaborate on semi-structured interviews as this technique is applied in phase I and II. According to Drever (1995), the main aimed of semi-structured interview is to solicit views of a certain situation in the interviewee's own style. Among the characteristics of the semi-structured interview as mentioned in Drever (1995) would be formal meeting based on mutual agreement and the interview will be recorded. The main questions posed by the researcher can cover all structures needed where instantaneous questions and deep questions would strengthen the structure. Combination of both open and close questions and the interviewee is allowed to give their opinions freely, to elaborate their views as lengthy as they want through their own emotion and etc. The interviews were labeled, transcribed, examined by conducting internal validity process, formulated themes and lastly analysis of narrative or table. As a whole, the semi-structured interview technique is suitable to be used for this study because this study involves in gathering views and making certain observations while adopting other research techniques like content analysis and two round modified Delphi technique.

The second techniques used is the Delphi Technique. Delphi technique was introduced as a research technique by Olaf Helmer and Norman Dalkey from RAND Corporation in 1953 (Lang, 1995). However Henson (1980) argued that the technique was named by a philosopher, Abrahem Kaplan. Initially, the technique was used by researchers in the past to conduct research on long term weather forecast, evaluation on financial budget, corporate planning and structure model development (Snyder-Halpern, Thompson & Schaffer, 2000). The RAND Corporation reported that this technique has expanded into various knowledge discipline through articles and journals (Brown, 1968; Dalkey,1967; Dalkey & Helmer, 1962; Helmer, 1994).

Basically, Delphi technique is identified for its function referring to a set of procedure to obtain and refine views and opinions of a certain group, usually a panel of experts on a particular issue in its aim to validate content (Dalkey, 1967; Brown, 1968). According to Woudenberg (1991), this technique has three categories which is the Conventional Delphi, Policy Delphi and Decision Delphi. Although various categories exist, the procedure for all are pretty similar but it may differ in terms of selection of experts for different research sessions. In the application of Delphi technique in this study, firstly the researcher identified the items resulted form Phase I and Phase II which were rearranged neatly to be accessed by the expert panel. Secondly, the researcher identified a panel of experts who are willing to contribute ideas, criticism and improvisation of content given by the researcher. The characteristics of the procedure of Delphi Technique Equality, Interaction and Controlled Feedback were emphasized on neutral feedback by the experts. Every repeated feedback should be controlled and protected from any influence by individuals or expert who are more dominant (Miller, 2006).

All the above characteristics should be implemented efficiently to gain experts' consensus. This is effort attempting to integrate various ideas, opinions and experts' views towards consensus. The unique thing here is that the agreement is acheived without biasness or pressure from more dominant parties (Hasson, Keeney, & McKenna, 2000). In this study, 20 experts were selected. Their consent were obtained to ensure their commitment till the final round of Delphi. The final output of this study will be the development of basic reading curriculum for Indigenous. Phase II involves the use of the modified two round Delphi Technique. This modified Delphi technique is based on the research framework of Stewart, O'Halloran, Harrigan, Spencer, Barton & Singleton (1999). and Zargari et al. (2000). The instrument used in this phase was the interview results generated from phase I and modifications of the Pre-School syllabus and Remedial Reading Class syllabus.

The researchers have met the experts individually in one of the Delphi rounds and the instuments were posted through conventional express mail and email based on the experts' preferences. Every item in the instrument was accompanied by Likert Scales at one side followed by empty space for elaboration or comments from the experts. Once the first round was completed, data was analyzed using Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. The analysis aimed to generate the median and the inter-quatile range. Median is used to determine the majority experts' agreement for every item while the inter-quatile range would show the relationship of the agreement among experts for the items. In the second round, the modified set of

instrument based on the comments and views of the experts from round I was conducted.The aim of this round is to gain and validate agreement rate of the experts which would render high validity and reliability towards the curriculum module for basic reading for indigenous people primary school. The instrument (second set) also contained statistical analysis and consensus value of the experts from round I. In the second round, experts will have the opportunity to validate judgement on items, make changes in judgement on items and maintain his judgement on items.

3.3 Validity and Reliability

Validity and reliability are very crucial in determining the truth and accuracy of the study conducted. This study has adopted several validity process and reliability for all data collection made. For the semi-structured interview the internal validity and the triangulaton methods were used. In order to obtain reliability, theme units in Delphi technique were evaluated by two evaluaters who were also university lecturers. The result of the evaluation is collected and to obtain coefficient value for evaluators' agreement, the researchers applied the formula proposed by Mackway-Jones, Carley & Robson (1999). Later, the curriculum modules version 1 was created based on the obtained consensus from the experts. The modules consist of three basic reading modules and ready to be published and delivered to the primary indigenous school at the urban areas in Malaysia.

4. Findings

This section reports the results for Phase I (Needs Analysis) and Phase II (Module of Development).

4.1 Results of Research Phase I: Needs Analysis

Initially the research was established by visits and meeting with two groups of indigenous people in Klang (School 1) and Kuala Kubu Bahru (School 2), at Selangor state in Malaysia. During the visit to School 1, 90 respondents were found weak in basic reading level and six teachers who handle the remedial classes were interviewed. They students were placed in remedial classes based on the criteria the Ministry of Education. At school 2, three teachers were interviewed and total of 63 students were taken as respondents and interviewed. A total of 153 students were taken as responded and nine teachers were interviewed.

The outcomes of this study revealed that most students are weak in basic reading. The study also helped to reveal the students' favorite color, type of food, plants and animals found in the environment of indigenous life. This is important to identify the components to build the basic reading curriculum. Based on outcome of interviews with teachers, it shows that students are not only facing problems in terms of visual, auditory, and kinesthetic but also have difficulties in concentration-learning. Most of the indigenous people were identified as kinesthetic learners. The result from the interviews and observations also indicate that students have language difficulty. The study also revealed that the module should include the activities close to the life experiences of pupils, language, color preferences, fruits, animals and other elements and also other element which are close in their life style. Subsequently the study discovered that the activities should emphasize on the commitment of the students while studying, such as respecting the needs of local communities to build the diversity of techniques, using sources such as customs, environment, lifestyle, language and others who are in the community such as basic construction materials. The implication of this study indicated that the previous experiences of the students associated to new learning experience can be used as a basis to develop indigenous basic modules in Phase II.

4.2 Results of the Research Phase II: Module of Development

The results of Phase I was used to identify some key components in building basic reading curriculum for primary school pupils such as color, type of food, plants and animals found in the environment of indigenous life. A series of workshops were held to build content and delivery methods for reading as described in further discussions. A total of 15 teachers were present to identify the basic reading curriculum content and methods that can be used from various Indigenous schools. The results of the workshop were used as a basis for planning the content and teaching methods as summarized. Analysis and modifications of survey instruments were conducted. Based on the Workshop, a prototype curriculum is developed and this curriculum consists of three basic modules designed to facilitate mastery of reading among indigenous students. It was modified based on pre-school curriculum and classroom reading. In this section, data for each activity carried out has been scheduled for the mean, median, mode and quartile range for each item contained in each module in reading.

4.2.1 Basic Reading Module 1

There are four major coverage of content in Module 1. Firstly, recognize the letters Uppercase (A-Z), recognize lowercase (a-z), recognize and pronounce vocal (a, i, e, o, u) and words associated with daily use. Meanwhile, for each item, various activities and techniques were designed, the mean, median, mode and quartile range of search. Thus, the module Basic Reading 1, the data has been compiled in tabular form as found in Table 1 to Table 4.

Table 1 show the value of the quartile range is 0 to 1.0 for all items that were tested. The value of the mean is between 2.9 to 3.55 and the median is between 3.0 to 4.0 for each item. Meanwhile, the mode for each item under test is 3 and 4. For activities, with the usage of clay to introduce uppercase (A – Z) and sand writing technique to introduce lowercase (a- z) recorded highest value of the mode of 4.

Table 1: Recognize the Uppercase (A – Z) and lowercase (a – z)

	Activity	QR	Mean	MD	Mode
1	Introduce Uppercase (A - Z) and lowercase (a - z)	1	3.35	3	3
2	Introduce Clay technique for Uppercase (A-Z) and Sand technique for lowercase (a-z)	1	3.55	4	4
3	Identify and repeated the letters' name	0	2.9	3	3
4	Recognize the letters A-Z/ a - z	0	3	3	3
5	Writing exercise A - Z / a - z	1	3.5	3.5	3
6	Coloring exercise A - Z / a - z	1	3.45	3	3

Table 2 shows the range of quartile was 1.0 for all items tested. The value of the mean is between 3.25 to 3.55 and the median is between 3 to 4 for each item. Meanwhile, the mode for each item under test is 3 and 4. For the following activities recognize vowels, hand sign and vowel names (a, e, i, o, u), the activity to distinguish the letter and sound and the writing vowel exercise recorded the highest value of the mode of 4. Activities 2, 5 and 7 show high expert consensus, which is 3.

Table 3 shows the value of the quartile range is between 0 and 1.0 for all items tested. The value of the mean is between 2.65 to 3.3 and the median is 3 for each item tested. Meanwhile, the mode for each item under test is 3. Analysis of data showed that expert consensus is higher for the activities 2, 4, and 5 compared with the other activities.

Table 2: Recognize and pronounce vowels (v) a, e, i, o, u

	Activity	QR	Mean	MD	Mode
1	Recognize vowels	1	3.5	4	4
2	Hand sign and vowel names (a, e, i, o, u) (Letters and sounds)	1	3.45	4	4
3	Activity to distinguish the letter and sound	1	3.4	4	4
4	Coordinating hand sign and mouth movement	1	3.25	3	3
5	Exercise group (divided into five groups)	1	3.25	3	3
6	Teachers and students use of hand sign and mouth movement	1	3.35	3	3
7	Writing vowels exercise	1	3.55	4	4
8	Coloring vowels exercise	1	3.4	3	3

Table 3: Recognize vowels and create associations with daily use

	Activity	QR	Mean	MD	Mode
1	Group activity: Pupils are divided and names according to the vowels (a, e, i, o, u)	1	2.95	3	3
2	Students produce words according to their groups	0.25	2.65	3	3
3	Students confirm basic movement according to the words in their groups	0.5	2.85	3	3
4	Students repeat the act and pronounce the letter	0.25	2.8	3	3
5	Student demonstrate few rounds with different words	0.25	3	3	3
6	Performed by the hand sign and mouth movement	0	2.65	3	3
7	Students repeat the pronunciation of letter and vowel sounds	1	2.95	3	3
8	Exercise to match the letters and pictures	1	3.3	3	3

Table 4 shows the quartile range is between 0:25 to 1.0 for all items tested. The value of the mean is between 3.0 to 3.5, and median is between 3.0 to 3.5 for each item. Meanwhile, the mode for each item under test is 3 and 4. Group activities recorded the

highest value of mode which is 4. Data showed that expert consensus is higher for activity 1 compared to the other activities.

Table 4: Recognize and name the consonant

Activity		QR	Mean	MD	Mode
1	Recognize and pronounce the consonant according to the categories: Pronunciation lips - b, p, m, f Terms of tongue / palate - c, j References to the end of the tongue - d, l, r, t, s, z Terms of tongue / throat - k, g, h, q, x References to the front lip - w, v	1	3	3	4
2	Read in group showing the lip and tongue movement correctly	1	3.15	3	3
3	Strength the syllable using Leaves Technique	1	3.35	3	3
4	Repetition of pronunciation using slides	1	3.3	3	3
5	Peer teaching of the lip and tongue movement	0.25	3.15	3	3
6	Writing consonant exercise	1	3.5	3.5	3
7	Coloring consonant exercise	1	3.4	3	3

4.2.2 Basic Reading Module 2

For Table 5 to Table 20, all activities are included in the content for Module 2 Basic Reading. The activities were mainly on pronouncing the Malay syllables on vowel and consonant combinations (c + cv), recognize and mention the letter consonant combinations, vowel + consonant (cv + cv) of the terms of the lips - b, m, p, f, recognize and pronounce the letter combination of consonant, vowel + consonant (cv + cv) in terms of tongue / palate - c, j, recognize and pronounce the letter combination of consonant, vowel + consonant (cv + cv) for references to the tongue tip - d, l, r, t, s, z , recognize and pronounce the letter combination of consonant, vowel + consonant (cv + cv) for the term tongue/ throat - k, g, h, q, x and recognize and pronounce the letter combination of consonant, vowel + consonant (cv + cv) of the terms of the front lip - w, v. Table 5 shows the range of quartile was 1.0 for all items tested. The value of the mean is between 3:55 to 3.65 and the median is 4 for each item. Meanwhile, the mode for each item under test is 4. Analysis shows that the expert consensus was high for all the activities.

Table 5: Recognize and pronounce of Malay syllable consonant vowel combination (c + cv)

Activity		QR	Mean	MD	Mode
1	Pronunciation of syllable combination of c + cv	1	3.65	4	4
2	Students underline the syllable and read a combination of syllable and call it.	1	3.55	4	4
3	Writing exercise	1	3.65	4	4

Table 6: Recognize and pronounce of Malaya syllable consonant vowel combination (c + v)

Activity		QR	Mean	MD	Mode
1	Pronunciation of syllable combination of c + v	1	3.4	3	3
2	Students underline the syllable and read a combination of syllable and call it.	1	3.35	3	3
3	Read with slides	1	3.2	3	3
4	Read in group the combination c + v syllable	1	3.3	3.5	4
5	Underline activity according to the syllable	1	2.95	3	3
6	Writing exercise	1	3.55	4	4

Table 6 indicates the range of quartile was 1.0 for all items tested. The value of the mean is between 2.95 to 3:55, and the median is between 3.0 to 4.0 for each item. Meanwhile, the mode for each item under test is 3 and 4. Analysis shows that the expert consensus was high for all activities. Table 7 shows the range of quartile was 1.0 for all items tested. The value of the mean is between 3:35 to 3.6 and the median is between the 3.0 to 4.0 for each item. Meanwhile, the mode for each item under test is 3 and 4. Analysis shows that the expert consensus was high for all activities tested.

Table 8 shows the range of quartile was 1.0 for all items tested. The value of the mean is between 2.95 to 3:55, and the median is between 3.0 to 4.0 for each item. Meanwhile, the mode for each item under test is the third and fourth. Analysis shows that the expert consensus was high for all activities.

Table 9 shows the range between the quartiles were 0 and 1 for all items tested. The value of the mean is between 2.80 to 3.30 and the median is 3 for each item. Meanwhile, the mode for each item under test is 3. Analysis shows that the expert consensus was averagely high for all activities.

Table 7: Recognize and pronounce of Malay syllable consonant vowel + consonant, vowel (cv + cv) for the term lip consonants - b, m, p, f

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the term lip consonants - b, m, p, f	1	3.5	3.5	3
2	Read with slides	1	3.35	3.5	4
3	Read in group the combination cv + cv syllable	1	3.35	3	3
4	Underline activity according to the syllable	1	3.6	4	4

Table 8: Recognize and pronounce of Malay syllable consonant vowel + consonant, vowel (cv + cv) for the term of tongue / palate - c, j

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the term of tongue/palate - c, j	1	3.15	3	3
2	Read with slides	1	3.3	3	3
3	Read in group the combination cv + cv syllable	1	3.25	3	3
4	Underline activity according to the syllable	1	3.25	3	3
5	Writing exercise	1	3.35	3	3

Table 9: Recognize and pronounce of Malay syllable consonant vowel + consonant, vowel (cv + cv) for the end term of tongue - d, l, r, t, s, z

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the end term of tongue - d, l, r, t, s, z	1	3.25	3	3
2	Read with slides	1	3.25	3	3
3	Read in group the combination cv + cv syllable	0	2.8	3	3
4	Underline activity according to the syllable	1	3.3	3	3
5	Writing exercise	1	3.3	3	3
6	Quiz -Sound out the syllable	1	3.25	3	3

Table 10: Recognize and pronounce of Malay syllable consonant vowel + consonant, vowel (cv + cv) for the consonant pronunciation tongue / throat - k, g, h, q, x

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the terms of tongue / throat - k, g, h, q, x	1	3.2	3	3
2	Read in group the combination cv + cv syllable	1	3	3	3
3	Writing exercises	1	2.9	3	3

Table 10 shows the range of quartile was 1.0 for all items tested. The value of the mean is between 2.9 to 3.2 and the median is 3 for each item. Meanwhile, the mode for each item under test is three. Analysis shows that the expert consensus was high for all activities.

Table 11: Recognize and pronounce of Malay syllable consonant vowel + consonant, vowel (cv + cv) for the front lip consonant pronunciation - w, v

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the front lip consonant pronunciation - w, v	1	3.35	3	3
2	Read in group the combination cv + cv syllable	1	3.45	3	3
3	Writing exercises	1	3.2	3	3

Table 11 shows 1 quartile range for all items tested. The median value is 3 and the mean is in between 3.2 to 3.5 for each item. Meanwhile, the mode for each item under test is 3. Analysis shows that the expert consensus was high for all activities.

Table 12 shows the inter quartile range is 0 to 1.25 for all items that test. The median value is between 3 to 4 and the mean is between 2.55 to 3.40 for each item. Meanwhile, the mode for each item under test is 3 and 4. Analysis of data showed that expert consensus is higher for singing and body movement with “konga” aid.

Table 12: Recognize and pronounce the combination of consonants, vowels, consonants (cvc) as a syllable

Activity		QR	Mean	MD	Mode
1	Learning words (cvc) with local song rhythm.	1.25	2.55	3	3
2	Using slide to show the body movement.	1	3.05	3	3
3	Singing and acting with "konga" sound	0	2.75	3	3
4	Read the phrase and rewrite exercise	1	3.4	4	4

Table 13: Recognize and pronounce the combination of consonant, vowel + consonant, vowel + consonant, vowel (cv + cv + cv) as three syllable

Activity		QR	Mean	MD	Mode
1	Pronunciation of the sound mix of consonant vowel + consonant, vowel (cv + cv) for the front lip consonant pronunciation - w, v	1	3.35	3	3
2	Read in group the combination cv + cv syllable	1	3.45	3	3
3	Writing exercises	1	3.2	3	3

Table 13 shows 1 quartile range for all items tested. The value of the median is 3 and the mean is between 2.35 to 3.3 for each item. Meanwhile, the mode for each item under test is 3. Analysis shows that the expert consensus was averagely high for all activities.

Table 14: The combination of consonant, vowel + consonant, vowel, consonant (cv + cvc) as two syllable

Activity		QR	Mean	MD	Mode
1	Teach with pictures and words	1	3.3	3	3
2	Read by pronouncing the syllable	1	3.3	3	3
3	Students sing the phrases with the help of konga	1	3.15	3	3
4	Writing exercise	1	3.55	4	4

Table 14 shows 1 quartile range all items tested. The median value is between 3 to 4 and the mean is between 3.15 to 3.55. Meanwhile, the mode for each item is 3 and 4. Analysis shows that the expert consensus was high for activity 4.

Table 15: The combination of consonants, vowels, consonants + consonants, vowels (cvc + cv) as two syllable

Activity		QR	Mean	MD	Mode
1	Teach with pictures and words	1	2.85	3	3
2	Read by pronouncing the syllable	1	3.5	3.5	3
3	Writing exercise	1	3.35	3.5	4

Table 15 shows 1 quartile range for all items tested. The median value is between 3.0 to 3.5 and the mean is between 2.85 to 3.50 for each item. Meanwhile, the mode for each item under test is the 3 and 4. Analysis shows that the expert consensus was averagely high for all activities. Table 16 shows 1 quartile range for both items tested. The median value is 3.0 and 3.5 and the mean is between 3.35 to 3.4 for each item. Meanwhile, the mode for each item under test is 3 and 4. Analysis shows that the expert consensus was high for activity 1.

Table 16: The combination of consonants, vowels, consonants + consonant, vowel, consonant (cvc + cvc) as two syllables

Activity		QR	Mean	Median	Mode
1	Teach with pictures and words	1	3.35	3.5	4
2	Writing exercise	1	3.4	3	3

Table 17: The combination of two syllables (cv + cvcc) and (v + cvcc) as two syllables

Activity		QR	Mean	MD	Mode
1	Teach with pictures and words	1	2.75	3	3
2	Writing exercise	1	2.75	3	3

Table 17 shows 1 quartile range for all items tested. The median value is 3 and the mean is between 2.0 to 3 for each item. Meanwhile, the mode for each item under test is 3. Analysis shows that the expert consensus was averagely high for both activities.

Table 18: The combination of consonant, vowel, consonant, consonant with various combination (cvcc + cv / cvc/ cvcc)

Activity		QR	Mean	MD	Mode
1	Teach with pictures and words	1	3.3	3	3
2	Writing exercise	1	3.45	3	3

Table 18 indicates the quartile range is 1 for both items tested. The median value is 3 and the mean is between 3.0 to 3.5 for each item. Meanwhile, the mode is 3. Analysis shows that the expert consensus was averagely high for all activities.

Table 19: Recognize and pronounce the diphthong

Activity		QR	Mean	MD	Mode
1	Identify and pronounce the diphthong	1	3.55	4	4

Table 19 shows the quartile range is 1 for the items tested. The median value is 4 and is 3:55 min for each item. Meanwhile, the value of the item under test mode is 4. Analysis showed that expert consensus is high.

Table 20: Recognize and pronounce the diagraph

Activity		QR	Mean	MD	Mode
1	Identify and pronounce the diagraph	1	3.4	3	3

Table 20 shows the value of the quartile range is 1. The median value is 3 and the mean is 3.4 for the item tested. The mode value is 3. Analysis showed that expert consensus is high for the item tested.

4.2.3 Basic Reading Module 3

For Table 21 and Table 23, all activities are included in the Basic Module 3. It consists of reading with pictures, reading the letters and simple sentences and easy quotes.

Table 21: Reading the pictures

Activity		QR	Mean	MD	Mode
1	Reading with pictures	0	0.65	0	0

Table 21 shows quartile range is 0 for the item tested. Mean value was 0.65 and the median is 0. The mode value is 0.Analysis showed that expert consensus is high for the activity mentioned.

Table 22: Reading the syllables in simple sentences

Activity		QD	Mean	MD	Mode
1	Reading the syllables in simple sentences	0.75	0.85	0	0

Table 22 shows the quartile range is 0.75 for the item tested. The value of the mean is 0.85 and the median is 0 for items that are tested. The mode is 0. Analysis showed that expert consensus is high for the activity carried out.

Table 23: Read easy quotes

Activity		QR	Mean	MD	Mode
1	Read easy quotes	0.75	0.85	0	0

Table 23 shows the quartile range is 0 to 1.0 items tested. The value of the mean is 0.85 and the median is 0 for items. Meanwhile, the mode is 0. Analysis showed that expert consensus is high.

5. Summary of Analysis

As the whole, all activity in the Basic Module Reading 1 to 3 was a high consensus among the experts. The experts have also has shown agreement that the CTRD approach has furnished encouraging ideas that could help the indigenous people in primary school. The cultural and natural resources such as local songs and rhythms, the use of konga, dance and body movement methods, clay modeling, sand writing, bamboo rings, dry leaves play were used in the module. Unique hand and mouth coordination technique to introduce the vowels also was included. The slides also were used to show the body movement, introduce the Malay syllable with pictures and other activities. Memory retention and repetition techniques were set in to allow students use their previous learning experience to obtain new learning.

The modules were designed to be used as basic reading modules for Malaysian Indigenous people in classroom settings at urban areas. These modules are powerful tools which consist of well-structured teaching aids using cultural and natural resources, creative drama movement and visual animation which has potential to stimulate Malay reading among indigenous at primary level.

6. Research Implication

This study provides direct implications for the basic reading curriculum module that is very appealing to potential indigenous primary school students due to the fact that this module considers their ways of life. The current teaching methods of

reading lack incorporation of indigenous culture during activities perform with students. Therefore, these modules have the potential to encourage indigenous children's attendance and improve Malay reading skills using CTRD approach.

The designed module provides evidence that the pattern of learning to students' reading from indigenous students differ from ordinary schools. The difference is evident in the language options, colors, animals and activities of dancing and acting. At the same time the activities in teaching on how to read should be performed with a cheerful atmosphere to motivate indigenous children. Curriculum module design for basic reading through expert consensus has the potential to provide input to the Ministry of Education for the purpose of improving the existing curriculum.

Panel of researchers have only formulated basic activities for the basic reading Curriculum modules, yet there is still much more room of improvement to add more activities to increase interest in reading among indigenous children. Teachers in indigenous schools must be prepared not only to teach using this module as a base, but also link students' daily life experiences in what to be learned in the classroom. The Basic Reading Curriculum Module is the fundamental module for the development of other modules for other indigenous communities in Malaysia.

7. Conclusion

In conclusion, it is expected that the results of the study as well as the design and development of this module can be used as a guide and basis not only for developing reading curriculum for indigenous in Malaysia, but also for other schools as well. As a nation that adheres to the concept of 'One Malaysia', in line with the motto of "People First, Performance Now," the education of indigenous people cannot be taken for granted and steps should be taken so that the concept 'Education for All' will be achieved. In the meantime, studies and continuing monitoring is also necessary in order for indigenous people not to be left behind and to make them more competitive to face the current modernization and meet the challenges in the era of globalization.

Corresponding Author:
Dr. Glaret Shirly Sinnappan,
Dean's Office, Faculty of Education,
University of Malaya,
50603 Kuala Lumpur, Malaysia.
Email : glarety@um.edu.my

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