

The Effectiveness of Collaborative Teaching Approach to Mastering the Basic Standard of Malay Language among Students with Learning Difficulties

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Abstract--- *The study was conducted to examine the effectiveness of the Collaborative Teaching Approach (CTA) on the mastery of the basic standard of literacy writing Malay language level one. The study was conducted by quasi experiment using CTA in teaching and facilitating. This study was conducted in Primary School in Pasir Gudang district which involved a sample of 70 students in the year two. The two teachers involved were Remedial Teacher and Malay Teacher in this study. The t-test is used to test the hypothesis of the study. The findings showed that there was a significant difference to the experimental group using CTA in achieving the overall basic standard of literacy writing Malay language students. The findings show that the use of CTA is able to increase the level of literacy mastery more effectively to the students with learning difficulties*

Keywords--- *Collaborative Teaching Approach (CTA), Teaching and Facilitation (T&F), Malay Teachers (MT), Remedial Teacher (RT), Malay Language Literacy, Students with Learning Difficulties.*

I. INTRODUCTION AND BACKGROUND OF STUDY

In the face of the industrial revolution 4.0 (IR4.0) the various challenges that teachers must face and overcome in order to achieve their goals and objectives in education. Teachers now need to take more proactive and collaborative action by sharing information in fulfilling mandated duties and responsibilities. In pedagogy, when two or more teachers share a lesson on a group of students in one of the same classes known as Collaborative Teaching (Cramer, 2010). Salend (2008) referred to cooperative or collaborative teaching as teachers who share responsibility and accountability for planning and delivering instruction, evaluating, grading, and disciplining students. In collaborative teaching, teachers share ideas or information, provide moral support and encouragement when faced with difficulties either personally or professionally. Collaborative teaching improves the effectiveness and creativity of the two united people's minds. Teachers do not work alone, instead refer to each other to get ideas for progress or improvement of T&F (Mohd Asnorhisham et al., 2019).

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According to (Mohd Asnorhisham & Abdul Rahim; 2017) collaborative teaching combines the strengths, beliefs and expertise of teachers who can help them meet the challenges of reform or better change. In addition, collaborative teaching is a professional source of learning through friendship and sincerity of colleagues. Collaborative among teachers is a powerful mechanism for teachers to look at their own teaching and learning practices (Bailey, 1996; Mohd Asnorhisham & Abdul Rahim, 2016). Collaborative planning encourages the creation of creative and innovative thinking. Produced products are better than those produced alone. Collaborative in the classroom provides an opportunity for each teacher to observe 'one model' being taught. Collaborative teaching approaches are one of the best ways to integrate students with special needs in the mainstream education system (Bhavani Somasundram & Zamri Mahamod, 2017). Murphy and Beggs (2010) reported that CTA resulted in improving primary students' science attitudes and preservice teachers' scores on teaching evaluations. In Sweden, a physics professor and primary school teacher CTA science workshops for preservice teachers (Nilsson, 2010), and Australian parents volunteering in middle school science classes CTA a multi-disciplinary unit utilizing cogenerative dialogues to plan and evaluate instruction (Willis & Ritchie, 2010). In the United States, collaborative teaching has been identified as a promising approach for improving clinical field experiences (National Council for Accreditation of Teacher Education, 2010). CTA on the basic standard of Malay literacy means collaboration between teachers for the success of T&F activities including the support and guidance of administrators and counseling officers to achieve the goals and goals known as collaborative teaching approaches.

The basic standardization of literacy is crucial in order for literate and subsequently successful students in education (Diamond & Karen E, 2012). Literacy and Numeracy Program (LINUS) was introduced in August 2009. The implementation of the LINUS program targets 100% of year 3 students to master literacy and numeracy skills before the fourth year of 2013, except for special needs students. Full literacy of basic literacy and numeracy basic skills becomes a very important foundation in the quest for good human capital with knowledge, thinking skills, leadership skills, bilingual, ethical and spiritual skills as well as national identity as expected in the Malaysian Education Blueprint 2013- 2015 through pre-school education until the middle of last (MOE, 2015).

The problem of basic standardization of writing among pupils still exists either in primary or secondary school. One of the factors identified is the teacher. Teacher factor is the most important factor in ensuring the basic standard of literacy of pupils (Mohd Asnorhisham et al., 2019). Although the effective T&F process is the result of teachers, pupils, classes and schools (Dunkin, M.J. & Biddle, B.J., 1974; Mohd Asnorhisham et al., 2017; 2018) but teacher factors dominate other factors. (Mohd Asnorhisham et al., 2017; 2018) reported it is difficult for MT to carry out differentiation in the classroom due to a large number of pupils. The number of students in a class after being grouped through streaming class has become a source of difficulty for teachers to implement T&F and to work on the basic standardization of the students' standardized Malay language. MT is unable to perform differentiated teaching and learning activities when there is a large number of pupils in the mainstream class up to 40 students in a class.

Writing skills is an interaction process between the text and the imagination of the reader. Therefore, teachers need to diversify teaching writing techniques to make T&L more varied, attractive and can create students' interest in learning more diligently (Bhavani Somasundram & Zamri Mahamod, 2017). Students of varying levels of

heterogeneity and heterogeneous require differentiation in T&L. Students who have just mastered the basic standard of writing Malay in the first level require a differentiated teaching and learning in the mainstream class. The differentiated teaching and learning exercise is a continuation after these students successfully undergo a special remediation program and the LINUS program.

Research Objectives

The purpose of this study is to examine the effect of the use of the Collaborative Teaching Approach on the mastery of the basic standard of literacy writing Malay language level one. Additionally, through this approach to achieve the level of mastery of the 12 basic standard constructs of Malay literacy students with learning difficulties through the standard Malay language literacy screening of the Ministry of Education Malaysia. This study is also to answer the question of study whether there is a difference in the mastery of Malay literacy writing in the pre and post-test stage between conventional teaching approaches with Collaborative Teaching approaches with the use of CTA.

II. METHODOLOGY

This study uses the quasi experimental and descriptive design using quantitative methods. The t-test quantitative method was used to obtain data on the mean difference in mean year 2 pupils. Both control and experimental groups were given pre-test before the study was conducted, while the post test was given at the end of the study. The researcher also collected quantitative data on pre and post test of student performance difference in T&F. Two classes of students were selected as a sample of the study. A class uses Collaborative Teaching approaches (experiments) while one class uses conventional teaching (control) approaches.

This study involved 70 year two students, comprising of 33 control group students and 37 experimental groups. All pupils have a feature that still has not mastered 12 constructs of Malay literacy. The researcher reviewed the problems that led the pupils to not mastered 12 constructs of Malay literacy through pre-test, observation and interview. Different class observations are performed on teachers and students in T&F sessions. In addition, document revisions are also conducted based on two (2) or final Malay literacy screening instruments, 2017 as well as the Student's Reporting Disclosure Form. This filter instrument has been provided by the Malaysian Examination Board. Pre and post trials were conducted using a year two screening instrument 2017.

The study takes a month involving two teachers comprising a MT and a RT. The concept of Collaborative Teaching approaches involves two teachers namely MT and RT. This approach is based on a model introduced by Cook and Friend (2010) where T&F occurs in the same class. This study received cooperation and support from Academic Officers (Malay Language), District Education Office acting as counselors. Prior to implementing this approach, teachers will discuss with Academic officers and administrators from various aspects of management and T&F such as the current status of student mastery, data analysis of constituents, issues and background of students. In this study, four times counseling was given to the teacher within one month. With this Collaborative Teaching approach, RT and MT can share the task of delivering Malay language content more interestingly and effectively. In addition, the implementation of remediation, reinforcement and enrichment can also be achieved.

III. FINDINGS AND DISCUSSION

This section presents the profiles of study students from the background to obtaining sufficient data. The research student consists of year two (2) students 2018. The sample of the study also comprises students who have not mastered the basic standard of literacy writing Malay. The total number of pupils of quantitative study was 70 pupils, divided into 37 pupils with a Collaborative Teaching approach or experimental group and 33 pupils with conventional teaching or control approaches. Table 1 shows the sample profiles of quantitative studies.

Table 1: Quantitative Study Sample Profile

No	Group	Year	Sex		Total
			Male	Female	
1	Control	2	29	4	33
2	Experiment	2	28	9	37
Total			57	13	70

Table 2 shows the total number of pupils of control group of 33 people consisting of 4 girls and 29 male students. The students of the experimental group consisted of 37 students comprising 9 girls and 28 male students. The ages of both groups are eight (8) years. Based on the current decision of Malay literacy screening, this group did not master literacy in Malay. MOE (2015) has set a disciple who does not care for all 12 constructs or one of the constructs in the filter is categorized as non-controlling. Therefore these two groups are homogeneous.

Table 2: Min Control and Experiment Group Min Achievements at Pre-Test Levels based on Conventional and Collaborative Teaching Approach

Group	N	Mean	Standard Deviation	P Value
Control	33	20.15	15.18	0.152
Experiment	37	16.06	18.40	

Table 3: Min Control and Experiment Control Minutes at the Post Test Level based on Conventional and Collaborative Teaching Approach

Group	N	Mean	Standard Deviation	P Value
Control	33	35.15	18.92	0.000
Experiment	37	47.83	17.18	

Table 3 shows the mean achievement between the control group and the experiment at the post test level with conventional and Collaborative Teaching approaches. From the findings there were 2 groups of students analyzed. The control group was 33 students while the experimental group was 37 students. In the control group pupils category, the mean score was 35.15 and the deviation was 18.92. The experimental group, however, recorded a mean score of 47.83 with the typical deviation of 17.18. From that analysis, t test scores 0.00. This shows that there is a significant difference in the mean achievement between control and experimental groups at the post test stage in conventional and Collaborative Teaching approaches.

IV. CONCLUSION

In this study, identified that the effect of this collaborative teaching approach is that teachers are able to manage students' with learning difficulties class and behavior well in T&F activities. In addition, teachers are more focused and able to guide students with learning difficulties more effectively. When problems arise in management aspects

and the T&F teacher will discuss and share collaboratively in finding the best solution to achieve goals and targets. Pupils are more interested in learning as well as facilitate teachers to carry out differentiated teaching and learning. The teachers involved in this study show that this collaborative teaching approach was effective in improving the mastery of Malay literacy level one.

CTA is a best practices of teaching methods that can better manage student diversity in education. The effectiveness of the CTA is dependent on the involvement and role of all parties as a whole and in co-operation with them. The implementation of CTA needs cooperation to generate power in the form of mutual agreement. Therefore, both parties involved should cooperate as the basis for the implementation of CTA (Hussin & Hamdan, 2016). Teachers and administrators perceive collaborative teaching to be beneficial for teachers and for students, both with and without disabilities. However, sufficient planning time, compatibility of co-teachers, training, appropriate student skill level, and ongoing administrative support are necessary (Cramer, 2010). The impact of such diverse pupils for the mastery of the basic standard of Malay literacy or other subjects can prevent them from dropping out of education.

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