The Challenges of Teachers in Teaching and Learning Process for Early Malay Reading Skills in Malaysian Primary School

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Abstract: Education is critical in the formation of a develop nation. Language literacy is a fundamental ability that students must master in order to help them have a good quality learning. This study aims to explore the challenges faced by the teachers in teaching and learning process for the students who is weak in Malay Literacy in primary school. This study was conducted as a case study using qualitative approach. The data collection is conducted through semi-structured interviews. A total of 4 teachers were selected as a respondents. The interview data was analyzed using thematic analysis. The result from the interviews found there is a need to develop a malay literacy teaching management module. The study found 6 themes of challenges that faced by the teachers which is student learning capabilities, classroom management, teaching aids, student behavior, and also parent behavior. The implication of this study is can assist teachers in planning and implementing quality learning and teaching.

Keywords: Challenges, Literacy, Learning, Module, Teaching

INTRODUCTION

Changes and reforms are taking place in educational systems all over the world. Reading is one of the most important skills that students must learn. Reading necessitates the mastery, integration, and application of numerous skills and knowledge. Scholars characterise the concept of the importance of reading as the emergence of phrases such as "read the bridge knowledge" and "reading the founder of the mind" to demonstrate the value of reading abilities (Baharom 2012). As a result, reading skills must be taught as early as possible before beginning the basic education level. The National Institute of Child Health and Development's (NICHD) National Reading Panel (NRP) identified five important aspects of effective reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension (NICHD, 2000).

The position of Malay Languange as the medium of instruction has been enshrined in the Education Act 1961 and the Education Act 1996. Malay language literacy education is becoming increasingly important in schools, in line with the government's National NKRA strategy of producing a literate and forward-thinking generation. Malaysia's Ministry of Education has taken the lead in providing literacy education to children from an early age. As a result, the Malaysian Ministry of Education (MOE) has taken a wise initiative in elevating the Malay language as the national language by ensuring that all students in Malaysia receive early exposure to master reading and writing skills.

Primary school kids are future assets for the country, ensuring the country's continuity in improving the country and providing a high standard of education. Early reading skills are vital for children since they can assist them enhance their future learning performance. Children who fall behind in their early literacy abilities are more likely to struggle with reading and writing. As a result, children accept a lack of practice and enthusiasm in reading and are less likely to learn topic knowledge, vocabulary, and language skills than children who have gained early literacy before being enrolled in low-grade schooling again. According to Bordia (1985) and Kadir (2011), all pupils must master literacy in order to be literate and thrive in school. Literacy is learned through a structured schooling system in which educational institutions play a significant role (Maya, 2010).

As a result, this study was carried out in order to investigate the perspectives of research participants who were instructors. Their perspectives are on the difficulties encountered throughout the teaching and learning process for pupils who are deficient in Malay literacy in elementary school. The study's findings are intended to provide policymakers with advice for adopting literacy initiatives in order to improve student learning.

PROBLEM STATEMENT

The purpose of this study is to identify the challenges that teachers face when dealing with students who have poor reading skills. Teachers' perspectives on teaching, learning, and school experiences are critical considerations in education. Teachers, as curriculum implementers, must be concerned about the curriculum objectives that are developed to enable the government's goals to be met.

Several earlier studies have demonstrated the significance of acquiring early reading abilities beginning in childhood; even modest activities can have a favourable influence on the mental development of children. According to Juppri (2013), the development and mastering of children's reading skills is typically thought to begin during formal reading

instruction in preschool or primary school. Noting the importance of reading, initiatives to promote reading competence are being adopted at many levels. However, the issue of reading abilities never seems to go away. Dr. Mazlee Malik, Malaysian Minister of Education, claimed during his address at the National Reading Decade Pre-Launch Ceremony that the research of The World's Most Literate Nation in 2016 put Malaysia 53rd, considerably behind nearby Singapore, which is ranked 36th (Berita Nasional 13 December 2018). According to the Executive Report of the Malaysia Education Development Plan (2013-2025), Malaysians' mastery of reading abilities ranks 54th out of 74 participating nations.

Research from previous studies state that reading learning is a continual growth process that has existed from the dawn of time and is referred to as early literacy abilities (Beaty 2009; Lonigan 2006). Thus, early literacy abilities are the strongest predictor of children's eventual mastery of reading skills, whether in preschool or primary school (Bailet 2008; Storch & Whitehurst 2002). Isahak et al. (2006) support these findings by emphasising that children who enter the school setting with excellent early literacy experience and skills may read fluently or vice versa. According to Fahrurrozi (2016), the success of early reading primary schools is due to a variety of factors, including students, teachers' instructional methods, and school facilities and infrastructure. According to Abdul Rasid (2011), the ability to read and write is a network of abilities that serves as the primary source or foundation in the process of successful teaching and learning (T&L) in numerous disciplines in schools. As a result, critical reading abilities are gained anew during the early childhood education stage (PAKK). Language skills are, in reality, interconnected and complimentary.

For almost fifty years, experts have debated the ideal technique to teach reading. In truth, there is no single strategy that can properly teach all students to read and write. Various techniques of raising accomplishment have fallen in and out of popularity throughout the years. These include stricter curriculum specifications, prescribing frameworks for literacy blocks, offering instructional scripts, and raising accountability, all of which have a negligible influence on student learning results (Boykin & Noguera, 2011). Teachers play an important role in helping these students improve their language skills. Language skills, according to Roselan (2003), are a very important and necessary basic skill that is emphasised in the process of teaching and learning in the classroom.

Teachers must diversify reading teaching techniques in order to make instruction more varied, interesting, and capable of arousing students' interest in learning more fervently. This issue, however, is not a hindrance to teachers and schools, and it is used as an excuse not to assist students who have learning difficulties. The government's and MOE's various efforts

and assistance should serve as a catalyst and encouragement for teachers and schools to continue working to assist students with learning difficulties.

As a result, this study was carried out in order to investigate the perspectives of research participants. Their perspectives are on the difficulties encountered during the teaching and learning process for students who are deficient in Malay literacy in primary school. The study's findings are intended to provide policymakers with guidelines for implementing literacy programmes in order to improve student learning.

RESEARCH PURPOSE

The main purpose of this study was to explore challenges faced by teachers in teaching and learning process for the students who is weak in Malay Literacy in primary school.

RESEARCH OBJECTIVES

To explore the challenges faced by school administrators in teaching and learning process for the students who is weak in Malay Literacy in primary school.

LITERATURE REVIEW

Literacy Programme

Humans gain information and knowledge in a variety of methods, one of which is reading. Reading skills are also a source of information and a foundation for self-formation in the pursuit of knowledge (Abdul Rasid 2011). Under the National Key Success Areas (National Key Result Areas - NKRA), the Prime Minister's Department (2010) aimed for all pupils to be able to grasp the basics of literacy after three years of primary schooling by 2012. This issue should be taken seriously since students who do not grasp fundamental reading abilities are at risk of dropping out and having trouble achieving the criteria for pursuing their education and careers. In this aspect, the Curriculum Development Division (MOE 2011) has been held responsible for spearheading efforts to address literacy challenges among primary school children.

Scholars acknowledge literacy competence in people who contribute to the advancement of a country. Because of the significance of development, the world's main countries are likewise concerned about the attainment of literacy among their people. Malaysia has not been left behind in terms of recognising the significance of reading competence among the people. Shakirah and Saiful (2017) performed a literacy study in Malaysia to determine the level of reading comprehension of Year 1 students at a school in the north of Peninsular Malaysia using the LINUS Program. Wong (2014) conducted research on LINUS Program management techniques at National Schools. Furthermore,

Marina (2012) performed a research to determine the influence of instructional strategies on the reading performance of LINUS student recovery abilities. Literacy and numeracy issues continue to plague Primary School pupils in Malaysia and throughout the world. Bruner's Learning Theory, according to their research, suggests that children have the symbolic capacity from Year One if they are exposed to an effective teaching and learning process. They investigate the feasibility and efficacy of teaching reading skills using song and computer-based music in our nation. In this research, they demonstrated that reading skills learned via songs and music are highly beneficial in assisting in the resolution of the issue of learning reading skills.

According to a research done by the Belize National Sustainable Development Report (2000), 92 percent of people can read, yet 50 percent or more do not comprehend what they read. This is supported by Snow's (2002) report, which states that one of the issues that is currently considered serious and a topic of discussion among researchers in America is that primary, secondary, and high school students lack the ability or proclivity to read comprehensively with the material they say. Following this recent research (ibid) in reading teaching, it is clear that this scenario may be considerably improved during early childhood teaching and learning lessons can be provided to children to equip them with fundamental reading skills. According to the RAND Reading Report Group study, elementary school students' reading performance in America has remained flat over the last 30 years, but secondary school students' reading achievement has declined dramatically. This is believed to be lower than that of students from the Philippines, Indonesia, Brazil, and other underdeveloped nations.

Many studies on the implementation of literacy education programmes have been undertaken both locally and abroad. It may be inferred that literacy mastery is essential for ensuring that pupils can develop themselves.

Teachers Challenges

The task of teachers in schools is becoming increasingly complicated in today's challenging and critical environment. Literacy has been identified as a prerequisite for successful transitioning through these times and spaces, as well as future success in school and life (Jensen, 2012; Dickinson, McCabe & Essex, 2006). Teaching is a profession that necessitates knowledge and training in psychological knowledge because a career as a teacher is inextricably linked to human beings. Different abilities among children necessitate teachers educating and motivating themselves to improve pedagogical skills in teaching and attempting to understand the various traits of weak and excellent students. The diversity of

students' interests and backgrounds will serve as a benchmark for teachers to identify students' needs and abilities, particularly in mastering reading skills.

As a result, it is critical for teachers to become aware of these students' reading disabilities early on and to take the appropriate steps to improve their reading abilities. Teachers should be cautious when identifying students who require special education services. This means that students in this group are more likely to experience health and learning issues such as dyslexia, hyperactivity, and other issues that prevent them from concentrating or, more importantly, from learning to read. Teachers must shoulder a variety of heavy responsibilities in implementing a good strategies in teaching and learning, which can be very stressful and have an impact on work performance and self-motivation if they are unable to control their emotions and stress.

As a Malay language literacy teacher, it is responsibility to ensure that students succeed in becoming useful human beings when they reach adulthood. The role of teachers in implementing effective teaching and learning to ensure that students master the fundamental literacy skills. Early reading learning is part of the activities that take a crucial place in primary school. Since 2010, the National Key Results Areas (NKRAs) have aimed for all students, except those with special needs, to be able to master the level of literacy and numeracy after three years of primary education by the end of 2012. Despite the fact that various programmes to improve reading skills have been implemented in Malaysia, the problem of Malay literacy mastery among primary school students persists. Primary school students in Malaysia must master 12 Malay language literacy constructs before progressing to the next level.

RESEARCH METHODOLOGY

Research design, population and sample, instrument, and data collection and analysis are all covered in this section. This study's intellectual foundation is based on a constructivist approach. The constructivist approach is suited for this study, which employs qualitative methodologies and seeks to understand the perspectives of research participants from various backgrounds. This technique is known as ontology, and it is based on the study participants' personal experiences and communication activities with the community. To ensure a high level of axiology, the researcher must be involved in the subject of research for data gathering purposes. This effort is known as epistemology, and it aims to improve the validity and reliability of the study results. As a result of this study process, a bottom-up pattern emerges.

The participants in this study were chosen at random and through purposive sampling from among the teachers who teach malay literacy. The number of chosen is four. The

sample size was four respondents. Patton (1990) stated that there was no specific rule for determining sample size in qualitative research as long as the researcher achieved the study's objective. The researcher established specific features to determine the study participants' criteria: (a) engage in literacy management and literacy learning; and (b) voluntarily participate in this study. This study applies semi-structured interview protocols with open-ended questions. research informants used this instrument format to express their opinions based on the questions provided. To be understandable, data interviews must be analysed and summarised. Lacey and Luff (2012) described the situation in terms of the implications of locating a qualitative study capable of assisting policymakers in decision-making and dismantling the findings of uncertain previous studies. As a result, to achieve desire. The data in this study is analysed using a thematic analysis method developed by Richie et all (1994). The method is appropriate for social science research to obtain specific information, findings, or recommendations (Lacey and Luff, 2012). The following is a method for analysing interview data: (a) the researcher examines the instrument's data, (b) identify the theme is a process that requires the researcher to identify the content in relation to the study's purpose and discard unrelated content. (c) Coding necessitates that researchers adopt the developed theme. To distinguish one theme from another, the coding process employs specific numbers or text. (d) developing charts entails researchers using a variety of themes to create a chart that allows readers to see the findings as a whole, and (e) mapping and interpreting necessitates researchers understanding the challenges faced by school administrators in the teaching and learning process for students with low Malay literacy in primary school. The results are depicted in the form of a diagram.

RESEARCH FINDINGS

The following are the study's findings, as presented in this section.

Findings

The following are the informant perspectives offered by specific themes.

The effectiveness of a teaching and learning process is when students are able to give full attention and good response in class. However, each student has various learning abilities. Therefore, teachers need to be more creative in organizing strategies to address this challenge. Among the challenges faced by I1 is when the level of students' ability to remember lessons is low. This is evidenced by the interview clippings below;

Laugh (hahaha). Only 'JU' can. Sometimes the word shirt (BAJU) or they say another word that has 'JU' behind it. They just say any word as long it has 'JU' behind it. It's really hard to remember what it feels like aaaaa…

(I1, 363-365)

Ketawa. JU je boleh. Kadang-kadang baju tu kan ataupun dia bagi perkataan lain yang JU tuh perkataan belakang JU tuh. Main sebut je asal belakang bunyi JU. Susah betul nak ingat rasanya aaaaa…

(I1, 363-365)

It was align with challenges faced by I1. This is evidenced by the interview clippings below;

Why didn't you try to teach the student, just try? You try teach them something. Tomorrow, you come again and ask them back about the things that You've teach them yesterday. You can feel the student difficulty as they didn't remember anything that you teach them yesterday, they can't remember, that's the problem…

(I1, 337-340)

awak amik je budak tu. awak buat je, awak bagi satu latihan ke soalan ke awak tengok lepas tu esok awak datang lagi awak cuba try balik awak akan dapat darjah kesukaran budak tu, mesti awak rasa eh budak ni semalam aku dah ajar harini dia tak boleh ingat, itulah masalahnya…

(I1, 337-340)

Next I2 also states that pupils are not able to identify letters. The interview excerpt from I2 is as follows;

They know the sound but can't identified the letters, we say 'd', sometimes they writes 'b', how come…

(I2, 250-251)

ada pulak reti bunyi tak kenal huruf pulak, kita sebut d kadang kadang dia tulis b dah macam mana..

(I2, 250-251)

The next challenge that I1 also faces is the level of ability of students, some are fast and some are slow. The argument from I1 is as follows;

The student is actually if it's Linus, we're focusing on him here, right? I don't know if it's like me, I'm 3rd year in that class, there's speed. So when Linus has 4 people, we want him to focus on the plaque. So sometimes I don't have time. Sometimes dropped out. We teach reasons to be even in class, but these 4 people are sometimes kind of excited. We want to read in a textbook too. Read that passage that Linus sometimes doesn't read, so it's hard to divide here. That's the constraint in that class actually.
   (I1, 414-421)

Murid tu sebenarnya kalau linus nih kita kene tumpu kat dia kan. Macam tak tahulah kalau macam saya kan saya tahun 3 dalam kelas tu ada laju. So bila linus yang 4 orang nih kita nak bila kita dah bagi kerja nih kita kene tumpu kat dia plak. So kadangkan tak sempat. Kadang-kadang tercicir. Kita ajar sebab untuk secara serata dalam kelas tapi yang 4 orang ni kekadang macam terngaga-ngaga. Kita nak baca dalam buku teks pun. Baca petikan yang tu yang linus ni kekadang tak membaca so nak kene divide pun susah jugak kan. Kekangan kat situ lah dalam kelas tu sebenarnya.
   (I1, 414-421)

I2 also stated that among other challenges faced is when students lack mastery of data analysis skills. Argument I2 is as follows;

My challenge is that people are slow to slow down. ok if it's for the concept of language as well. aaaa he really can't read. ok but he can read. can actually read but it's too late to study, to make it difficult too. I have a book, everything is fine. but his question is not like usual. is food feeding aaa right.
(I2, 158-163)

cabaran saya lah memang lah diaorang lambat sikitkan. ok kalau yang macam untuk konsep bahasa jugak. aaaa diaorang memang tak boleh baca. ok tapi diaorang boleh baca. boleh baca sebenarnya tapi lambatlah untuk meng kaji, untuk membuat tuh susah lah jugak.

saya ada buku semua boleh lah. tapi soalan dia takdelah macam tu kan. adalah memberi makan kepada aaa kan.

   (I2, 158-163)

According to I1, among other challenges faced is when students are able to read and understand but are unable to answer questions. The following is an argument from I1;

Haa. Maybe it's a long question to read. Actually, I said that people can actually read. If he is correct, he can spell one by one. But the plague eats time. When I looked at the 20 questions and wanted to build another sentence. Lots of questions, right? That's it. Problem.

(I1,

552-555)

Haa. Mungkin yelah tiba-tiba soalan panjang nak baca. Sebenarnya tu saya kata kat diaorang sebenarnya diaorang boleh baca. Kalau betul diaorang eja satu-satu tu boleh. Tapi tulah makan masa. Bila dah tengok dengan soalan 20 soalan dengan nak bina ayat lagi. Soalan banyak kan. Tu lah. Masalah.

   (I1, 552-555)

In addition, among the challenges faced is that students have learning difficulties. The following is an interview excerpt from I2;

Aaah. Hurmmm LINUS is stubborn to say that. The disabled. OKU, there is a person, he can't, he doesn't know letters at all.

   (I2, 81-82)

Aaah. Hurmmm LINUS tegar ke nak kata ea. Yang OKU. OKU ada sorang memang dia tak boleh, tak kenal huruf langsung.

   (I2, 81-82)

My current situation is my experience that I am going through now, there is a student who is considered autistic, there is a student who has autism, but this student is smart, he is autistic, smart aaa It's just that he's not like other normal students, he can follow instructions, he can communicate…

   (I1, 206-209)

Situasi akak sekarang pengalaman akak yang akak lalui sekarang ni ada seorang murid yang dikira autism ada seorang murid yang autism tetapi murid ni bijak dia autism bijak aaa Cumanya dia tak macam murid normal yang lain boleh ikut arahan boleh berkomnikasi…

   (I1, 206-209)

In conclusion, the findings showed that the study informants stated the level of students 'ability to remember low teaching, students are not able to identify letters, students' ability level is fast and some are slow, students are able to recognize letters but can not understand questions, students lack data analysis skills , students are able to read and understand but are unable to answer questions and students have learning difficulties.

B) Classroom Management

Classroom management is important to emphasize. This is to help teacher educators to implement effective pdpc in addition to being able to help students be more focused and able to achieve the set learning objectives. According to I2, the challenge he faced was when weak and clever pupils were combined in one teaching session. This is evidenced by the interview excerpt below which explains about the challenges of teachers.

It's true that the foreign takleh class is in the same class. It's just like the second grade, we brought it to recovery…

(I2, 601-602)

Memang kelas takleh asing memang dalam kelas yang sama Cuma macam darjah dua tu kami bawak ke pemulihan…

   (I2, 601-602)

In addition, I4 has stated that weak students need to be segregated and the implementation of teacher teaching for teaching and learning sessions, this is because when students are not segregated, the teaching sessions conducted will experience some problems. The following is an argument from the informant;

another challenge aaaaa another challenge… mean sometimes a student who is so smart he is too dominant aaaa ..

   (I4, 374-375)

cabaran lain aaaaa cabaran lain ye maksudnya kadang kadang murid yang begitu pandai tu dia terlampau dominant aaaa..

   (I4, 374-375)

I3 also agreed by stating the same thing that students should be segregated. The following is an argument from I3;

Haa, he's like a mixed class, he has to do some objectives, like I'm talking about prime students and weak students, so we have to do that, the objective depends on us, actually, we want to keep how many objectives, if we feel a lot , don't put too much, our objective will not be achieved, that objective will not be achieved…

   (I3, 254-258)

Haa dia macam kelas yang campur ni objektif dia perlu kena buat beberapa, macam akk cakap murid perdana dan murid yang lemah ni, jadi kita kena buat tu, objektif tu bergantung pada kita juga sebenarnya , kita nak tetap berapa objektif, kalau kita rasa banyak sangat, jangan letak banyak banyak sangat objektif kita tu nanti tak tercapai, tak tercapai la objektif tu kan…

   (I3, 254-258)

Besides that, I1 stated that the challenge is when teachers have to allocate extra time outside of school hours. Statement I1 is as follows;

So. That's not why it's my time for the morning clinic before the Pdp starts and calls the weak students to read. Call in the morning the students who came early called in the morning to enter the class….

   (I1, 319-321)

Begini. Bukan sebabnya kita masa saya buat klinik pagi tuh sebelum PdP kita panggil budak yang lemah tu membaca. Panggil pagi tuh budak yang datang awal panggil pagi masuk kelas….

   (I1, 319-321)

I1 also stated among other challenges is when teachers need to focus on weaker students. The following is an argument from I1;

If the student is actually a Linus, we need to focus more to them, right? I'm not sure how to say but I've experience 3-year teaching in that class, most of them can catchup. So, when there are 4 Linus students, we need to focused more to their work. Sometimes I don't have time. Sometimes dropped out. We teach evenly in class, but these 4 students can't catchup. Sometimes, I ask students to read a passage in a text book, but the Linus students didn't even read. So, it's hard to divide task between students. That is the actual constraint in that class…

(I1, 414-421)

Murid tu sebenarnya kalau linus nih kita kene tumpu kat dia kan. Macam tak tahulah kalau macam saya kan saya tahun 3 dalam kelas tu ada laju. So bila linus yang 4 orang nih kita nak bila kita dah bagi kerja nih kita kene tumpu kat dia plak. So kadangkan tak sempat. Kadang-kadang tercicir. Kita ajar sebab untuk secara serata dalam kelas tapi yang 4 orang ni kekadang macam terngaga-ngaga. Kita nak baca dalam buku teks pun. Baca petikan yang tu yang linus ni kekadang tak membaca so nak kene divide pun susah jugak kan. Kekangan kat situ lah dalam kelas tu sebenarnya…

(I1, 414-421)

In addition, according to I1, weak students need to be segregated. The following is an interview excerpt from I1;

haa streaming. yup streaming. We haven't done streaming so it's a little difficult for us teachers…

(I1, 186-187)

haa streaming. Aah streaming. Kita dah tak buat streaming so kita cikgu sukar sikit lah untuk murid…

(I1, 186-187)

According to informant 7, teachers need to focus on weak students, This is evidenced by the interview clippings below;

if in pdpc in class, regular prime class, first we will teach according to the theme, the theme we wrote according to RPH, we will teach in class we do activities like everything when the activity if we are guided by a book, aaa what is this activity book that is supplied is supplied tu activity book textbook activity weak student he can't he can't master the training So we have to give him separate training according to his ability level, so when he aaaa what is it, when we separate the student it will be…

(17, 79-85)

kalau dalam pdpc dalam kelas , kelas biasa Perdana kelas biasa ni mula-mula kita akan ajar ikut tema, tema yang kita tulis ikut RPH, kita akan ajar secara kelas kita buat aktiviti bagai semualah bila aktiviti kalau kita berpandukan buku, aaa apa ni buku aktiviti yang dibekalkan dibekalkan tu buku aktiviti buku teks aktiviti murid yang lemah ni dia tak boleh dia tak boleh menguasai latihan tu Jadi kita kena bagi dia latihan berasingan mengikut aras keupayaan dia, jadi bila dia aaaa apa tu, bila kita asingkan murid tu jadinya…

(17, 79-85)

In conclusion, for the sub -dimension of classroom management, the informants stated that the challenge they face is a combination of weak and smart students in one teaching session, teachers need to allocate extra time, teachers need to focus on weak students and weak students need to be isolated.

C) Student Behavior

Behavior is an act done or a word spoken by an individual. The challenge faced by the teacher that the informant has stated is student behavior. For this sub -dimension, the informants have stated that students are negative towards learning. This is evidenced by the interview excerpt below which explains about the challenges faced by teachers.

Then maybe he felt a lot, he wrote a lot here. He's just a little smart, isn't he? He's seen a lot, he's lazy. That's her challenge…

(I1, 372-373)

Lepas tu mungkin dia dah rasa banyak dah ni dia kene menulis banyak. Dia baru sikit pandai kan. Dia tengok dah banyak tu dia dah malas. Itu cabaran dia…

(I1, 372-373)

This issue is also in line with the statement by I2 who also stated the same thing. The following is an argument from I2;

ok, if you want to be included, that's the challenge. We've shared it in the future, tell him to copy it, don't copy it, we want to help him. Ok copy one thing. It's true that I said just copy it, no matter what it looks like, just copy it. What you do, do what you don't want to play, right? Ok that's my challenge. The boy will not listen if it is difficult to do school work. Haaaa sebb Usually I share in the katakana class the question of the module in the class haBIs right. In the end of the class, I told you to go home and do nothing. You did it here and I persuaded him to do it here. Teacher signs continue. I am indeed a direct sign. Because I want people to fix it again ..

(I2, 397-406)

ok kalau nak diikutkan tu memang lah itulah cabarannya. Kita dah bagi kat depan kan suruh salin diaorang tak salin kita nak tolong dia kan. Ok salin satu hal. Memang lah dah comot saya kata salin sahaja lah kan macam mana rupa pun awak salin sahaja lah. Yang buat buatlah yang taknak tuh main lah kan. Ok itu cabaran saya lah. Budak taknka dengar pastu kalau bagi kerja sekolah memang sukarlah untuk buat. Haaaa sebb Biasanya saya bagi dalam kelas katakana soalam modul tu dalam kelas tu haBIs kan. Dalam kelas tu habis kan saya cakap awak balik rumah awak takyah buat apa-apa. Awak buat kat sini je saya pujuk diaorangkan buat je kat sini. Cikgu tanda terus. Saya memang tanda terus. Sebab saya nak suh diaorang betulkan semula..

(I2, 397-406)

When students are passive, it is quite difficult for teachers to conduct learning sessions. This is evidenced by an interview clipping by I4;

ok if the pdpc is a boy who is more interacting but usually this LINUS boy is a LINUS student when he is in a group, we put him in a group like that he will be quiet…

(I4, 364-366)

ok bila pdpc tu memang budak yang lebih berinteraksikan tapi selalunya budak LINUS ni murid murid LINUS ni bila dia dah dalam group, kita letak dalam group macam tu dia akan jadi quiet…

(I4,364-366)

In conclusion, students who are lazy and negative will make it difficult for teachers to conduct teaching sessions and in turn students will not be able to improve their reading skills.

D) Parental Behavior

Parents play an important role in ensuring that students succeed in their studies. However, informants have stated that parental behavior is a challenge faced by teachers. Findings of the study show that students get less attention from their families. This is evidenced by an interview clipping by I3;

That's the class, the focus for these weak boys. The family is also yes, because it's out of town, there are all kinds of problems with these boys….
(I3, 246-247)
Yang dalam kelas tu lah , tumpuan untuk budak budak lemah ni . keluarga pun yes, sebab ni luar Bandar kan, macam macam kesian pun ada dengan budak budak ni….
(I3, 246-247)

In conclusion, the findings of the study show that students get less attention from their families.

E) Teaching Aids

Teaching aids are one of the teaching media that will be able to help students improve understanding and help teachers in managing teaching and learning sessions is a sub - dimension of the challenges faced by teachers. According to I1, the quantity of modules supplied is insufficient. This explains the challenges faced by teachers in managing the teaching of Malay language literacy. This is evidenced by an interview clipping by I1;

Just hmmm we want to do that module because it doesn't give all his students ..just a little. Haa that's modul

(I1, 221-222)

Cuma hmmm kita nak buat modul tu sebab dia tak bagi semua murid dia bagi sedikit je. Haa modul tu…

(I1, 221-222)

In conclusion, the lack of teaching aids is a challenge faced by teachers. The findings of the study indicate that the quantity of modules supplied is insufficient. So it clearly shows the challenges faced by teachers in managing the teaching of Malay language literacy.

Conclusion

In summary, findings on the challenges faced by teachers in teaching and learning process for the students who is weak in Malay Literacy in primary school are as follows.

Student learning capabilities
- Different student ability
- Students have learning problem

Classroom management
- The combination of weak and clever students in a teaching session
- Time constrainst

Student behavior
- Negative attitude
-

Parent behavior
- Students don't get attention from family

Teaching aids
- Insufficient quantity of modules supplied

DISCUSSIONS

This study was to explore the challenges faced by school administrators in teaching and learning process for the students who is weak in Early Malay Literacy in primary school. The discussion for every aspect below.

Student learning capabilities

Each child has an own personality, interests, abilities, and challenges. They, without a doubt, have their own potentials and strengths that must be expanded and strengthened properly. According to the study's findings, students have different ability and have learning problems that make challenges the teachers to deal it. Reading deficiencies produce a cascade of problems in schooling. According to Abdul Rasid and Zulkifli (2008), the difficulty mastery of reading skills makes pupils weak and uninterested in Malay language topics and other subjects as a consequence of their ineptitude. Among the reading issues observed in the student include being confused to distinguish uppercase and lowercase letters when reading, not sounding words properly and precisely, being unable to pronounce words printed, and often leaving a word of uncertain meaning or failing to sound it. This condition results in a crawling reading pattern, and as a result, the learner does not grasp the information and meaning of the reading material. Besides that, Mahzan Arshad (2008), state that two factors led to the reading problem: internal causes and external influences. Internal factors are physical elements that influence vision, hearing, and speech. Furthermore, internal causes emerge from neurological issues such as brain injury and neurological disorders. Furthermore, biology and emotional variables play a role in reading difficulties. In addition to internal variables, external influences have contributed to children's reading difficulties. Socioeconomic variables, instructional, motivational, and hereditary factors are examples of external elements.

Classroom Management

According to the study's findings, the combination of weak and clever students in a teaching session and Time constrainst was a challenging for them. Classroom management is a conceptual umbrella term that is frequently used interchangeably with discipline but is also distinguished from classroom instruction (Egeberg et al. 2016). Classroom management is widely regarded as an important aspect of teachers' jobs, as evidenced by research that ranks it as one of the most important teaching skills (Huntly 2008; Jones 2006; McKenzie et al. 2011). It is a teacher's capacity to know not just what they want to teach, but also how they will organise and arrange it for their students and their circumstances that makes all the difference in developing a healthy, caring classroom culture in which both students and instructors may thrive (Bennett and Smilanich 2012). Finally, classroom management is a

difficult task to manage. It is because the teaching and learning process can be successful if the teachers manage the classroom effectively.

Student Behaviour

According to the study's findings, students have a negative attitude toward learning, indicating that they are either lazy or uninterested in learning. Attitude is crucial in achieving success in a matter or effort. When a person fails at something, many people say they have the wrong attitude. At school, teachers frequently state that students' failures are caused by negative attitudes such as laziness, dislike, and so on. According to Robins (1986), this attitude is formed by one's experiences and perceptions of a subject or phenomenon. Furthermore, children who are uninterested in learning and make little effort with schoolwork are assumed to be unmotivated. Motivation theories generally explain low motivation in relation to the learning environment, arguing that when environmental features are addressed, children's inherent motivation for mastery should be sustained and enhanced (Alderman, 2004; Ryan et all, 2000). To ensure that students master literacy, they must change their attitude in order to be successful in school.

Parental Behaviour

A child's attitude and behaviour in school are highly dependent on the level of support they receives from their family. The role of parents, in particular, is critical in shaping the child's aspirations and high expectations. However, according to the informants students don't get attention from their family that makes they don't have motivational support to learn well.According to Shumow & Miller (2001) , a child's trust in his or her ability to succeed in school has greater consequences when parents are actively involved. Besides that, according to research by Greenwood & Hickman (1991), parents who are involved in their children's education can foster a high level of aspiration for their children's education. As a result, it can be concluded that parents play a critical role in ensuring their children's educational success.

Teaching Aids

Low achievement students' needs can be identified and met by offering suitable teaching and learning materials based on their cognitive ability. Abdul Rashid and Rashidah (2012) discovered that instructional aids had a substantial influence on student progress, particularly in reading skills. As a result, instructors must constantly be ready to assist kids in mastering reading abilities. Conducting preliminary detection tests, such as diagnostic testing and intervention, is one of the most important aspects to consider. The findings of teaching aids that mentioned by the informants was insufficient quantity of modules supplied.

According to Fahrurrozi (2016), the success of early reading primary schools is due to a variety of factors, including students, teachers' instructional methods, and school facilities and infrastructure. As a result, if the quantity or equipment is insufficient or cannot be used, teaching aid can become difficult.

CONCLUSION

There are numerous challenges that teachers face when teaching literacy. In this study, it was discovered that the children had various types of learning disabilities. In general, the majority of them struggled with spelling, reading complex words, and writing sentences. Another issue discovered in this study is the behaviour of students and parents. Parents must be involved in their children's education and provide good cooperation to teachers in order for the students to master literacy. Aside from that, one of the challenges mentioned by the informants was a lack of teaching aids. Teaching aids are an important aspect that must be considered to ensure that students master literacy. To overcome these challenges, literacy teachers' teaching and learning should be of the highest quality possible, so that literacy education can serve as a platform for increasing the potential of students who are struggling with their reading skills.

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