Use Staged Reading To Improve Sentences Reading Skill In Chinese Language Teaching:
Qualitative Research Management

Ms. Kiu Su Na
Faculty of Psychology and Education
Universiti Malaysia Sabah
Sabah, Malaysia

Dr. Lee Bih Ni
Faculty of Psychology and Education
Universiti Malaysia Sabah
Sabah, Malaysia

Abstract—This study was to examine the effectiveness in improving the skills of reading sentences. Skills in reading sentences focus on teaching and learning Chinese. In the study, the samples were identified as non-Chinese students. They are among those who use or learn Chinese as a second language. The method used in this study is reading stages. The methodology of this study is qualitative. The study was conducted in one of Sekolah Jenis Kebangsaan Cina (SJKC) or Chinese National Type School in Lawas, Sarawak, Malaysia. The samples selected were 4 students who are studying in year one based on their results in the summative evaluation on the Chinese Language subject at this point. The research data will be collected and analyzed through observation, interviews, record reflections of researcher and also the supporting documents. Through the data obtained from the 3 cycles of studies, students can recognize available samples and pronounce of 5 simple words, 5 average difficult words and 5 difficult words with correct pronunciation. Samples students can also read at least two simple sentences, 1 average difficult sentence and 1 difficult sentence correctly, fluently and with the correct intonation.

Keywords-Staged Reading, Reading skill, Chinese Language, Second Language

I. INTRODUCTION

Harison [1] in his study had been discussing how to improve reading skills among students. Reading is a skill in which one can identify and establish a visual relationship between the shape of sound through his experience and ability to evaluate or determine intent. For those who have not mastered reading skills, they cannot identify a form of visual show. They'll just think, what they saw was a very strange shape. With it, they will not be able to establish a relationship between visual form that saw and sound. If unable to sound the visual form is seen, then he will not be able to understand what they had seen. Thus, reading is a skill that is very important and should be mastered by students at an early age. This is supported by Lam, Yau, Yeo [2] in their study stating that the teaching and learning of the Chinese Language consists of four components, namely the skills of listening, speaking, reading and writing. This assertion is supported by Ooi [3] in his study which stated that a second language is the language learned by someone besides her mother tongue obtained.

II. RESEARCH BACKGROUND

Referring to the study population [4] from 2011 to 2016, Sekolah Jenis Kebangsaan Cina, which is better known as SJKC often favored among parents in Lawas. The numbers of Chinese students are not in school SJKC growing in this area. When researcher examined the non-Chinese student population at the school, researcher namely one of the SJKC schools in this area, the researcher found that the number of non-Chinese students in each classroom to achieve at least 30 percent of the pupils in the class. According to the latest data obtained from the school in 2016, the number of non-Chinese students accounted for 35 percent of the students at this school. This is the data that need attention rather than the school. This is due to the overall academic achievement of students who are non-Chinese in SJKC is not satisfactory. Most of them can only capture but weak in understanding spoken and written Chinese. This in turn contributed to the failure percentage of pupils in the subjects of science and mathematics. This is because these two subjects are taught in Chinese SJKC schools. For students in the Chinese vocabulary is limited, they will continue to fail in the two subjects.

A. Statement of Problem

Based on the reflection on teaching and learning are ongoing, students an identified problem is a problem reading the verses that contain Chinese characters. Students who learn Chinese as a second language did not understand a word of Chinese characters read by them. They merely follow what is taught only.

B. Research Objective

The objective of this study was to examine how to improve sentence reading skill among students whose mother tongue is not Chinese Language by using a staged reading.
C. Research Question

How to improve sentence reading skill among students whose mother tongue is not Chinese Language using the method of staged reading?

D. Research Interests

With the advent of this study, is expected to contribute a little bit of information on teaching and learning in the classroom for teaching Chinese as a second language to pupils whose mother tongue is not Chinese. This is because many people or other nations SJKCs learn in school today. In addition, this study is also expected to address the problem or to assist in addressing critical problems existing in Sekolah Jenis Kebangsaan Cina (SJKC) in rural areas such as Lawas, Sarawak. This is due to Chinese primary schools in rural areas have a majority of the pupils are not of Chinese descent.

E. Study Limitation

In the study, it was aimed to investigate whether the method can improve the skills of reading stages recited in teaching Chinese as a second language. Thus, the design of the study in this research is qualitative. This study used a small sample only and will only be conducted at one of the schools in the area SJKCs Legacy with four samples of students only.

III. LITERATURE REVIEW

Staged reading method is not something new. According to Hamid Sofia in Backhoe [5], this method was introduced by Smith to explore the field of research on the subject of reading among children starting from 1891 until 1966 in Europe. At first, this method is known as the verse and short stories. This method continue to be explored by Bolt [6] and adapted to become a new method known as a method of reading the card. This method starts with simple words and then replaced with a short story to the next level.

Referring to a statement from the Ministry of Education in the study of Tan [7], the Chinese language of national primary schools were a new subject introduced in conjunction with the implementation of the Primary School Standard Curriculum (Kurikulum Standard Sekolah Rendah/KSSR) which become effective on 3 January 2011.

There are several studies that support the use of reading stages seen in improving reading skills. Tuzana [8] in her study showed the effectiveness of the module grade reading in assisting students in reading. The findings obtained from the pre-test and post-test as well as observations and interviews conducted. After this study, it was found in the use of these modules can help students master reading skills as well. In addition, this tool can also meet the needs of literacy for students in early reading levels, taking into account the characteristics of the development of thinking and learning of pupils and their natural environment.

Aspalaila and Maslinda [9] in their study proves that the guidance focuses conducted successfully enhance student reading through word cards, card verses and passages of easy understanding. This proves that the use of staged readings can enhance students’ reading. Through this consolidation, formerly poor students have shown that changes significantly with the number of students can also answer questions submitted in writing comprehension.

Rozia [10] also supports teaching and learning in stages. In his study, he was more focused on the reading of one syllable or two syllables for drills. This is also a kind of learning stages, but emphasized using drills. There's no denying the learning stages should also be emphasized using other methods pertaining to enhance student achievement. At the end of the study, this study found to yield good achievement and students' reading skills improved.

Suzamreh [11] in her study that the findings of technical drills card reading has managed to achieve the objectives. Signs reading skills among the study subjects had improved. Their reading level improved. The subjects were able to read simple sentences that contain more than five words V + CV and CV + CV. Mastery of the basics first before going to a higher level is one of the best ways to see the improvement of skills.

This is supported by Yahya [12] in his book stating that reading is a process of interaction between text and reader's imagination. It is also the same in learning Chinese as a second language. So, we should try our best to help students in mastering reading skills in Chinese. In addition, educators must also adhere to the principle of recovery as early as possible in order to help and recover the weak students in Chinese so that they can master reading skills through fun activities.

Through a study conducted by researchers last year, cannot be denied that the use of staged readings can improve reading skills among students. Nevertheless, a study conducted numerous focus in Bahasa Malaysia and English only with learning as a first language. It gives room for researchers to carry out such a study among students who learn a second language. In this study, the researchers focused this study in teaching and learning Chinese as a second language.

IV. THEORETICAL FRAMEWORK REVIEW

Generally, the researcher’s study theoretical framework is based on the adaptation of the Perfetti Theory of Action Plan Reading proposed by CK Leong & MK, Ho in "Theory-based Assessment of Reading and Its Difficulties in The Chinese Language System" [13]. According to Perfetti, literacy includes three main processes, namely the words, keywords and text processing. The word means to understand the words used and can use them correctly. Keywords derived from the word to be stored in memory so it can be used at any time when needed. Through text processing, a person will use the knowledge gained as best as possible. Overall, these three processes are closely linked with each other. Perfetti based on the proposed theory, the theoretical framework on which the study was formed as the following figure.

Figure 1: Theoretical Framework Review
The theoretical framework of the study by researchers started by identifying the objectives and the underlying theory of this study. The objective of the study identified was to examine how the use of staged readings in improving reading sentences skills among students whose mother tongue is not Chinese.

According to Perfetti [14], all types of writing systems represent the spoken language of its own. But, his principles have a different design. In a speech in Chinese, the meanings of many different words have the same sounds in the context of the conversation. But, reading the Chinese characters depends on the writing in Chinese. A Chinese character known as Chinese characters or as Hanzi in Chinese Each has a form of writing, pronunciation and meaning of its own.

The Chinese writing system is not the system logographic Latin alphabet. So, it requires guides to mention Chinese writing. The guide is a commonly used Hanyu Pinyin system. Without the Hanyu Pinyin system, it is quite difficult for one to mention Chinese writing, especially for those who are not native speakers of non-Chinese ancestry. Thus, this system is the best method to pronounce Chinese characters.

Reading verse refers to reading a few words pieced together and has a specific meaning. In teaching these skills, he has a certain rank level. The rank level began with the image, the word, or better known as Chinese characters in the Chinese language teaching, reading a combination of two or three words combined that is better known as a phrase and the next five to seven words combined into sentences simple.

Observations provide an understanding of higher cognitive processing and learning, such as reading, interacting with low perception of sensory processing and learning. Perfetti study had previously reported that the visual perception training enlarging visual span. As a result, it improves reading skills among individuals with visual observation. Perfetti study visual perception training on individual non-native speakers of Chinese found that the threshold of visual texture discrimination these children in visual perception training have a significant relationship with their performance in Chinese character recognition. This shows that processing visual perception may be partly supported learning to read words and sentences in Chinese.

In this research study, reading exercises and training in observation sheet read passages used to review the performance of reading samples. Read performance is evaluated in terms of Chinese character recognition, pronounce Chinese the word (character), and read sentences in Chinese. Four non Chinese children were selected for this study for three cycles of the survey before and after the study through observation and practice reading sheet passage in the textbook. In each cycle of reading exercises carried out, the samples are given a set of exercises and training observation sheet read passages that are read in a textbook and a set of interview questions that are similar in terms of children's reading. Each set of exercises, reading has a different title for the variation and validity of Chinese character recognition to samples.

A. Research Design
Merriam [15] stated that the study is not to test a hypothesis is categorized explore, make discoveries and interpretations. In the study, it was aimed to investigate whether the method can improve the skills of reading stages recited in teaching Chinese language as a second language. Thus, the design of the study in this research is qualitative.

Marohaini [16] explain that the small number of participants in the study is sufficient to enable researchers to explore in greater depth and thus answer the research questions for the study more meaningful and holistic. Therefore, this study will use a small sample only and will only be conducted at one of the Chinese national type primary schools in the district of Lawas, Sarawak, Malaysia with four samples of students only.

The study conducted was an action research which aims to explore and collect qualitative information so that researchers can learn in depth about the research conducted.

In this study, the reading of the stages used to improve student reading skills section. Reading stages designed this is a form of literature that was built through the rating process to allow a pupil to master reading fluently in a short period of time. Reading stages built by the researchers are for a single card with each card there is only one story only. Pictures are included to help students understand.

In this study, researchers will use this type of evaluative research, better known as survey ratings. Through the evaluation, researchers can determine the learning outcomes that have been made and the extent to which students understand what is being taught. Assessments will determine
whether the program is suitable to run. The results obtained are of qualitative nature.

B. Research Area

Places are selected for each study by the researchers for this study was a primary school (SJKC) located in rural areas in Lawas. The main source of this study, the researchers chose is because researchers are one of the teachers who teach at this school. In addition, the samples of students identified also derive from this school.

C. Research Sample

The samples are selected from the group of students who are not of Chinese descent. They were four students who were studying in one at this point. All samples were selected based on their results in the summative test subjects in Chinese. In addition, they are also the students who learn Chinese as a second language in their learning in school (SJKC).

D. Procedures For Conducting Study

This is a research study. The action research process will start with an overview of the research problem, research design, observation data collection and reflection on the study.

A study by researchers will begin with identifying the problem. The problem identified is that many students do not reach the level of a simple test for the evaluation of subjects in Chinese. The moderate level in question is to achieve a score of at least 60 marks in the grade range of the new evaluation test in school. After identifying the problem, the researchers reviewed and analyzed to identify students who failed subjects in Chinese. After analysis, it was found that most students who do not achieve a moderate level of assessment tests in school are students who learn Chinese in Chinese primary schools as a second language.

After identifying the problem, the researchers will provide general supplies and provide reading texts appropriate to use a staged reading method. In the method of staged readings, the researchers will use a picture with words, phrases, sentences short and so small paragraph.

Initially, researchers will introduce a picture with words alone. Pictures and words learn will start from the one word to two words. All words learned are repeated in learning phrases and sentences in one day. Further, the phrase of words you have learned will be traced in the teaching and learning so on. After learning phrases, then they will continue to the next stage, namely the opening lap sentences. Students will be given the opportunity to recognize and read words and sentences that appear on the card as most words in sentences given it have been studied before. Next, the teacher will read one word by one word and the students repeat it. For the words are still dominated by students, teachers repeat it several times before moving to the next step. All card readings provided regardless of card reading words, phrases and sentences will be accompanied with appropriate diagrams to help students understand.

While teaching and learning, observation of student performance runs. Observations will be carried out in each recovery session using a staged reading. The results of the observations will be recorded in the form of observation that has been provided previously. This observation is to help teachers determine whether all pupils dominate what they studied.

Overall, the reflection of every teaching and learning using a staged reading is provided as a written report about their daily achievements. Finally, the overall reflection is provided to assess the effectiveness of staged readings in helping students who are poor in Chinese Language be able to master the skill of reading sentences.

E. Data Collection Procedures

Instrumentation is the process of preparing to collect data. It is comprised of selecting or designing instruments and procedures and signals that the instrument was administered. In this study, researchers will use several types of instruments to collect data, which includes observation, interviews, record reflection researcher and also the supporting documents.

F. Data Analysis Procedure

The researchers analyze the data from observation, interviews and document support using the triangulation method. Through this method, the data gathered by the researchers can be closer to the truth to be achieved through this research.

V. FINDINGS

<table>
<thead>
<tr>
<th>Observations Form (Third Cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1a</td>
</tr>
<tr>
<td>1b</td>
</tr>
<tr>
<td>1c</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2a</td>
</tr>
<tr>
<td>2b</td>
</tr>
<tr>
<td>2c</td>
</tr>
</tbody>
</table>
### TABLE 1.2. OBSERVATION OF THIRD CYCLE IMPLEMENTATION PROGRESS IN READING WITH READING FLUENCY AND INTONATION

<table>
<thead>
<tr>
<th>No</th>
<th>Observations Aspects</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Read at least two simple sentences correctly</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>1b</td>
<td>Read at least two average difficult sentences correctly</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>1c</td>
<td>Read at least two difficult sentences correctly</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>2a</td>
<td>Read at least two simple sentences fluently</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>2b</td>
<td>Read at least two average difficult sentences fluently</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>2c</td>
<td>Read at least two difficult sentences fluently</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>3a</td>
<td>Read at least two simple sentences with correct intonation</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>3b</td>
<td>Read at least two average difficult sentences with correct intonation</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
<tr>
<td>3c</td>
<td>Read at least two difficult sentences with correct intonation</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
<td>2/2</td>
</tr>
</tbody>
</table>

---

**A. Observation Findings**

The study has three cycles. In the run cycle, a different topic is used. Topics to be used are what are close to their daily life. The results below are the findings of the third cycle.

Teaching and learning using a paragraph staged reading is to improve reading skills among samples pupils in classes conducted during the intervention. Through observations made during teaching and learning, students seem sample has a higher interest in learning what is available in the reading stages. They managed to capture short paragraph learned in reading stages. During the observation conducted at the end of the three cycles, it was found that all samples of students can read simple sentences given, while three out of four samples of students able to read at least one simple sentence hard and difficult sentences. Among a sample of students achieving the minimum standard set by reading at least two simple sentences, simple hard and difficult at the end of the study.

**C. Short Sentences and Paragraphs**

Teaching and learning using a paragraph staged reading is to improve reading skills among samples pupils in classes conducted during the intervention. Through observations made during teaching and learning, students seem sample has a higher interest in learning what is available in the reading stages. They managed to capture short paragraph learned in reading stages. During the observation conducted at the end of the three cycles, it was found that all samples of students can read simple sentences given, while three out of four samples of students able to read at least one simple sentence hard and difficult sentences. Among a sample of students achieving the minimum standard set by reading at least two simple sentences, simple hard and difficult at the end of the study.

**D. Interview Findings**

Interviews conducted to obtain an opinion on the effectiveness of the reading of the sample rated compared with the syllabus provided in the textbook. Structured interviews were conducted with the interview process is guided and controlled by the interviewers according to the agenda that had been planned in advance with an instrument which items have been prepared for the interview.

**E. Students Feedback Of Chinese Language Subject**

In interviews, respondents or sample of students were asked about their feedback of the subjects in Chinese. Among them, three of the students were the subject of Chinese because in their opinion, this subject can be learned when the words matched with pictures and simple sentences. An informant does not like this subject because the subject is too difficult for her and she cannot master what is taught by the teacher in the classroom.

Through interviews conducted, it was found that the four were studying at one of the private kindergarten nearby. Two samples of the students began to study Chinese from the age of four and two samples of pupils start learning Chinese from the age of five.

From interviews conducted, it was found three informants or better known as a sample of students who love the subject they are studying Chinese at home with the guidance of the older brother or sister who is studying in school (SJKC). For the sample of students who do not like the subject of Chinese, they made no revision at home.

**F. Students Feedback of Chinese Characters**

From interviews conducted, only a sample of students who like Chinese characters. In his opinion, the Chinese characters are very unique. In his opinion, some of the Chinese characters can be read but also written. Three of the samples identified
students do not like Chinese characters. In their opinion, the Chinese characters too difficult for them. In addition, they also could not remember how to read Chinese characters are taught not to mention the master of Chinese characters can be taught and wrote.

G. Students Feedback of Chinese Textbook

Through interviews conducted, it was found that four samples of the students thought that the Chinese language textbooks too difficult for them. They also do not know how to read a paragraph that says in Chinese language textbooks for too long sentences and words used too difficult.

H. Students Feedback Toward Teachers Teaching

With regard to the question of how teaching, the four samples of students do not like teaching in Chinese. In their opinion, they did not understand the lesson being taught at what is to be learned from them is too difficult for them. They also could not recall precisely what is taught by the teachers because they cannot master what needs to be learned. They were only able to understand and remember the lessons fun only.

I. Reflections on Teachers Teaching

Reflections on teaching cover all teaching and learning activities carried out in the first cycle of studies conducted action. Staged readings begin by saying a word based on the rendered image. At the end of the lesson, the students were able to master all the words listed. Next, phrases and short sentences based on word and image is given. Teaching and learning as much as eight times with every word, phrase and sentence differently. Overall, each teaching and learning take about 30 minutes. For subjects that are still not fully mastered, then the loop will run at the next teaching and learning. The study of reading the first stages of the cycle has ended completely. At the end of this cycle, it can be concluded that all four samples of students have mastered. However, there are a few words need to be addressed in the next cycle to help them master the right reading material provided in stages.

VI. SUMMARY

From the three cycles findings, it was found that the sample of students identified as having greater interest in learning Chinese characters. They will directly pay attention to what is taught, but desperately trying to follow the lessons conducted. This is evident in their readings regardless of the words, phrases or sentences in Chinese in a staged reading given. Implementation of teaching in the classroom using the textbook premier class has gone beyond their level. Based on this principle, the reading stages have to be used to modify existing lessons to be easier to help them master the teaching and learning provided.

REFERENCES


[8] Tuzana Bt Mohamad. 2014. Efficacy Grade Reading Module For Helping Hardon Linus Students In CV/CV' Reading Skills. Penang: University of Science Malaysia.


