

**translated from Malay language original article*

Improving Reading Skills KV Syllables in Students with Learning Disabilities Using the BABY Technique

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ABSTRACT

The BABY Technique/Teknik BAYI is a reading instruction method that incorporates musical elements. The letters in the words BAca and nyanYI are combined to form the word BAYI/BABY. The BABY method is the best practise that practitioners(teachers) have implemented to improve the ability of students with learning disabilities to read syllables. In layman's terms, the BABY Technique is a technique for reading while singing. Students can read while singing different families of syllables with different melodies using this technique. Students and teachers only need to access '**Teknik Bayi Cikgu Bai**' via smart phone, computer, tablet, or smart television to conduct reading activities anywhere and at any time. Students with learning disabilities are known for being easily bored and having difficulty focusing while studying. This scenario occurs as a result of their learning disabilities, which include developmental delay, Autism, hyperactivity, and others. As a result, practitioners(teachers) have taken the initiative to make learning more engaging by using the BABY Technique. When students enjoy learning, their concentration and mastery of the subject matter improve. The BABY Technique has many syllable families, but this year's best practise focuses on second year students who need to master the kv syllable. This method was successful in getting students to master the reading of kv syllables faster than usual. After students have mastered the kv syllable, the teacher can easily move on to other syllables, phrases, single sentences, and the next reading topic. Students enjoy learning and teachers enjoy teaching when the BABY Technique is used.

Keywords: Pupils with Learning Disabilities, Reading, Music

Introduction to Best Practices

Reading is the foundation of all fields of knowledge, allowing a person to acquire lifelong education because most knowledge is found in the form of reading material. According to Abdul Rasid (2011), reading ability requires a person to recognise visual forms by connecting forms and sounds and to interpret their meaning. Most students with learning disabilities are unable to read. They also take a long time to master reading. Individuals with

Disabilities Education Improvement Act (IDEA 2004) (Public Law 108-446) defines learning disabilities as disorders in one or more basic psychological processes for understanding or using language, speech, or writing that manifest as imperfection in listening, thinking, speaking, reading, spelling, or counting (National Research Center on Learning Disabilities, 2007).

Due to the difficulty of students learning to read, practitioners have developed the BABY Technique, which teaches students to read while singing. This method makes students enjoy learning, increases concentration, and aids in the process of mastering learning. Singing is a song and music-related activity. Children enjoy this activity, and they frequently respond positively when songs and music are played. A study conducted by Professor Dr. Ezgi and Professor Dr. Sezen (2012) in Turkey found that music contributes to the development of children with learning disabilities in academic, social, emotional, motor, and cognitive skills through singing, movement, and playing musical instruments in a journal article titled "Using Music and Musical Activities in Special Education."

The BABY Technique was developed in 2015. This method focuses on syllable mastery, beginning with the syllable kv. Students with learning disabilities will learn the syllable kv in the second year of the Standard Curriculum for Special Education Primary Schools (KSSR PK). In addition to kv syllables, the BABY Technique teaches kvkv syllables, kvk syllables, kvkvk syllables, vkkvk syllables, and more. The practitioner's choice of syllable is determined by the current year's class. Practitioners have used the kv syllable this year for Al Farabi class students at Sekolah Kebangsaan Batu Berendam 2. According to the second year, Al Farabi class students have mastered the alphabet and must now master the kv syllable.

Justification on the Implementation of Best Practices

According to the American Academy of Child and Adolescent Psychiatry (2012), students with learning disabilities struggle to follow instructions, concentrate, and master the tasks assigned by the teacher, causing them to fall behind their peers. When a teacher loses focus while teaching, what the teacher teaches is less likely to be accepted. For example, if students do not pay attention every time the teacher teaches reading, they will fail to master the skill. This lack of concentration could be due to a learning disability or the teacher's tedious teaching methods. Teachers must be creative in order to capture students' attention by employing interesting and enjoyable teaching methods. According to Jamila, Hanafi, and Rosadah (2012), when there are no effective teaching strategies and learning opportunities, the level of reading failure worsens, with long-term consequences for students.

The BABY Technique was developed in response to the emphasis on lack of concentration among students with learning disabilities. This is because there are numerous advantages to incorporating musical elements into learning and teaching sessions. Hands-on activities such as playing musical instruments and singing can improve brain function. This function can

also simulate the brain system to make it viable and creative (Yasmin & Zainal, 2013). According to Droscher (2006) and Adam (2008), exposure to music accelerates reading age, improves speaking ability, communicates through 'eye contact,' develops different voice changes, builds dialogue with others, and learns to remember words.

Implementation Objectives

The goal of implementing this best practise is to:

1. improve concentration while studying; and
2. improve ability to read kv syllables.

Implementation of Best Practices

The BABY Technique is the best practise that practitioners have been implementing for a long time while teaching Malay language subjects in the Special Education Program at Sekolah Kebangsaan Batu Berendam 2, Melaka. When I noticed that the student's response when reading the syllables was rather bland, as were the facial reactions, I had the idea to teach reading while singing. Learning becomes joyful and students enjoy learning after practitioners practise the BABY Technique of reading syllables. Reading abilities of students are also improving. The BABY Technique has many syllable families, but in 2022, practitioners used kv syllable learning for the second year class named Al Farabi. Al Farabi's students have mastered the alphabet.

How to Implement the BABY Technique

In class, here's how to use the BABY Technique. Practitioners have divided into three groups: the first checks kv syllable mastery before using the BABY Technique, the second teaches using the BABY Technique, and the third checks kv syllable mastery after the majority of students have shown progress:

1. Checking For KV Syllable Mastery Before Using the BABY Technique

The teacher will test the students with a checklist called 'Kv Syllable Mastery Analysis' before beginning the learning (pdpc) to determine the level of initial mastery of kv syllables. The kv syllable has 126 syllables; teaching all of them at once would be inappropriate. As a result, practitioners have taught these syllables in four phases. The first phase is the syllable ba be bi bo bu to ga ge gi go gu, the second phase is the syllable ha he hi ho hu to ma me mi mo mu, the third phase is the syllable na ne ni no nu to sa se si so su, and the fourth phase is the syllable ta te ti to tu to za ze zi zo zu. Before using the BABY Technique, this checklist is used to determine the student's level of mastery. The same checklist will be used after all students have mastered

more than 80% of the reading. If the student has mastered the reading the second time, the teacher does not need to check for a third time. New kv syllables will be taught.

Figure 1
*KV Syllable Mastery Analysis PHASE 1 Begins with The Syllables
 ba be bi bo bu to ga ge gi go gu.*

PHASE 1

MALAY LANGUAGE
KV SYLLABLE MASTERY ANALYSIS

NAME : _____ AGE : _____ SPECIAL NEED: _____
 CLASS : _____ START DATE : _____

PERCENTAGE OF READING MASTERY:
 FIRST TIME : _____
 SECOND TIME : _____
 THIRD TIME : _____

Mark (✓) if the student has mastered it, and (0) if he has not.

| DATE | | | | DATE | | | | DATE | | | | DATE | | | | DATE | | | | DATE | | | |
|------|---|---|--|------|---|---|--|------|---|---|--|------|---|---|--|------|---|---|--|------|---|---|--|
| 1 | 2 | 3 | | 1 | 2 | 3 | | 1 | 2 | 3 | | 1 | 2 | 3 | | 1 | 2 | 3 | | 1 | 2 | 3 | |
| ba | | | | be | | | | be | | | | bi | | | | bo | | | | bu | | | |
| ca | | | | ce | | | | ce | | | | ci | | | | co | | | | cu | | | |
| da | | | | de | | | | de | | | | di | | | | do | | | | du | | | |
| fa | | | | fe | | | | fe | | | | fi | | | | fo | | | | fu | | | |
| ga | | | | ge | | | | ge | | | | gi | | | | go | | | | gu | | | |
| T | | | | T | | | | T | | | | T | | | | T | | | | T | | | |

NOTES:

T=TOTAL
 Checked by: _____ Verified by: _____

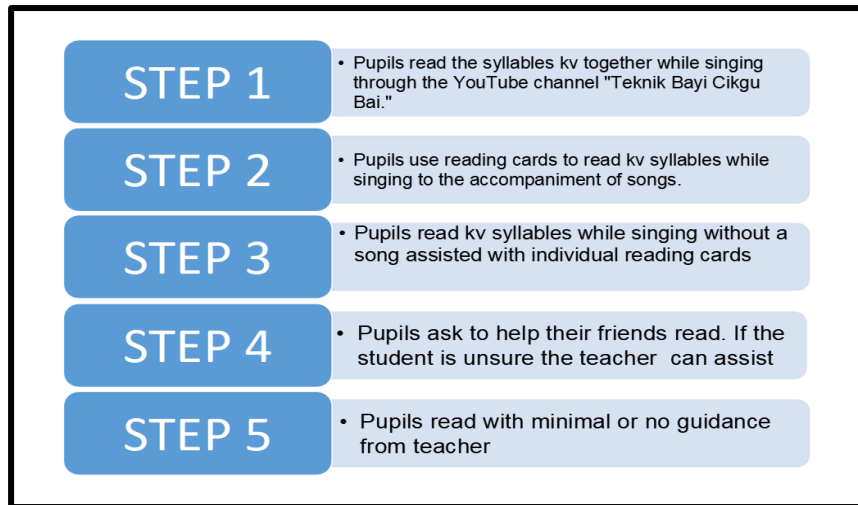
TOTAL READING MASTERY: 30 KV SYLLABLES
 FIRST TIME : _____
 SECOND TIME : _____
 THIRD TIME : _____

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2. The BABY Technique of Instruction

Anyone can use the BABY Technique because it has spread through YouTube, Tik Tok, Telegram, and Whatsapp. Students and teachers only need to access 'Tenik Bayi Cikgu Bai' and select which syllable to learn or teach. This time, the practitioner teaches the kv syllable song. Figure 2 depicts the steps involved in employing the BABY Technique:

Figure 2
PDPC Procedure Using the BABY Technique



The 5-Step Pdpcc BABY Method is Described Through Pictures and Videos.

STEP 1 • Pupils read the syllables kv together while singing through the YouTube channel "Teknik Bayi Cikgu Bai."



STEP 2

- Pupils use reading cards to read kv syllables while singing to the accompaniment of songs.



STEP 3

- Pupils read kv syllables while singing without a song assisted with individual reading cards



STEP 4

- Pupils ask to help their friends read. If the student is unsure the teacher can assist



STEP 5

- Pupils read with minimal or no guidance from teacher



1. Conduct a Review of KV Syllable Mastery After The Majority of Students Demonstrate Growth.

The second analysis will be carried out using the same checklist as in Figure 1 after a few weeks of PdPC and the teacher has seen the students' level of mastery increase. If the majority of students have mastered the previously taught syllables, the teacher will check the students' initial mastery of the newly taught syllables, teach the next kv syllable, and review when the student has mastered it. This continues until the student has mastered all 126 kv syllables. Figure 3 depicts a revised 'Analysis of Syllable Mastery kv PHASE 1'.

Figure 3
 Analysis of The Revised PHASE 1 KV Syllable Mastery

PHASE 1

MALAY LANGUAGE
 KV SYLLABLE MASTERY ANALYSIS

NAME: K. Hisham AGE: 10 SPECIAL NEED: Learning Disability
 CLASS: 2/FARABI START DATE: 27.8.2022

Mark (✓) if the student has mastered it, and (0) if he has not.

| DATE | | | DATE | | | DATE | | | DATE | | | DATE | | | DATE | | |
|------|---|---|------|---|---|------|---|---|------|---|---|------|---|---|------|---|---|
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| ba | 0 | / | be | / | / | ce | 0 | / | bi | / | / | bo | / | / | bu | / | / |
| ca | 0 | / | ce | 0 | / | de | 0 | / | ci | / | / | co | 0 | / | cu | / | / |
| da | / | / | de | / | / | fe | 0 | / | di | / | / | do | 0 | / | du | / | / |
| fa | 0 | / | fe | 0 | / | gi | 0 | / | fo | 0 | / | fu | 0 | / | | | |
| ga | 0 | / | ge | 0 | / | | | | go | 0 | / | gu | 0 | / | | | |
| T | / | 4 | T | 0 | 5 | T | 0 | 4 | T | 3 | 5 | T | / | 5 | T | 3 | 5 |

NOTES:

T-TOTAL
 Checked by: NORBAIDURA HAINIE BT BADRUL HISHAM
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Verified by: Zaiful Anuar Bin Abu Samah
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 75300 MELAKA.

PERCENTAGE OF READING MASTERY:
 FIRST TIME : 83.3
 SECOND TIME : 83.3
 THIRD TIME : 83.3

TOTAL READING MASTERY: 30 KV SYLLABLES
 FIRST TIME : 10/12
 SECOND TIME : 23/30
 THIRD TIME : 23/30

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Effectiveness from the Implementation of Best Practices

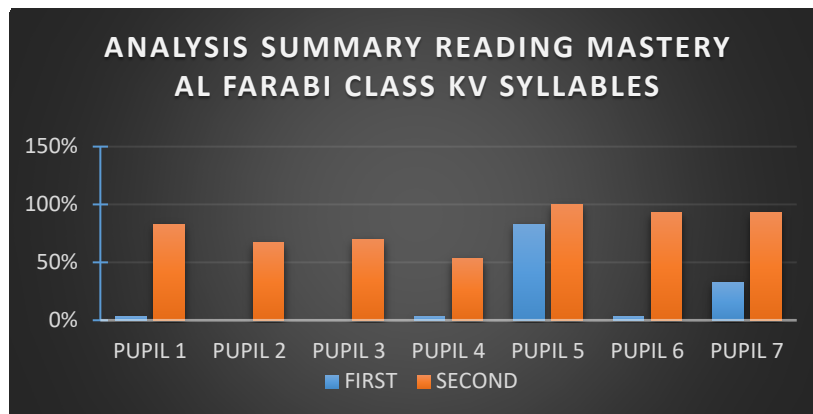
The best practises implemented by practitioners have a positive impact on students' interest in learning and their level of reading proficiency. Practitioners discovered that students could focus for longer periods of time than usual, and that their mastery of reading kv syllables improved. The BABY Technique entails the use of repeated and rhythmic lyrics accompanied by a variety of different and entertaining melodies. When students have fun while studying, their focus improves, and their reading proficiency improves. According to Brewer (2007), in a study titled *The Effectiveness of Integrating Music In The Classroom*, music integration in learning is very effective when music is appropriate for all ages. According to his research, the use of music and singing in learning can help students remember their learning experiences while also encouraging active participation of students in class. The song's rhythm and melody can help students remember the facts and content of the lesson. Ulrike (2012) discovered that songs, as opposed to speech, facilitate learning, particularly when learning a new word.

The results of the Summary Analysis of Mastery of Reading kv Syllables in Table 1 demonstrate the effectiveness of the BABY Technique. After 8 repetitions of PdPC, students successfully improved their reading of kv syllables. Table 1 and Graph 1 summarise the analysis of kv syllable reading PHASE 1 mastery for 7 students in Al Farabi's class.

Table 1
 Summary of Reading Mastery of the KV Syllable in PHASE 1
 Al Farabi Class

| NO | PUPILS | AGE | SPECIAL NEED | TIMES | |
|----|---------|-----|---------------------|---------------|-------------|
| | | | | FIRST | SECOND |
| | | | | 29 MARCH 2022 | 12 MAY 2022 |
| 1 | Pupil 1 | 10 | Learning Disability | 3% | 83% |
| 2 | Pupil 2 | 10 | Learning Disability | 0% | 67% |
| 3 | Pupil 3 | 10 | Learning Disability | 0% | 70% |
| 4 | Pupil 4 | 12 | Hyperactivity | 3% | 53% |
| 5 | Pupil 5 | 10 | Learning Disability | 83% | 100% |
| 6 | Pupil 6 | 9 | Learning Disability | 3% | 93% |
| 7 | Pupil 7 | 12 | Learning Disability | 33% | 93% |

Graph 1
 Summary of Reading Mastery of the KV Syllable in PHASE 1
 Al Farabi class



According to Table 1 and Graph 1, only five students mastered less than 3% of the kv syllable reading. One student mastered 33% and only one student mastered 83%. This demonstrates that six of the seven students are extremely poor at reading kv syllables in PHASE 1. However, after applying the BABY Technique 8 times, the students showed significant improvement, with as many as 6 students managing to read more than 60% of the syllables kv PHASE 1. This is an encouraging mastery because the majority of students have not mastered the kv syllable despite having studied the same topic with the same syllabus the previous year with other teachers. The findings show that the BABY Technique successfully piques students' interest in learning to read and, as a result, improves reading proficiency.

Conclusion and Recommendations

This best practise has made reading enjoyable for students with learning disabilities. Learning to read syllables is no longer as difficult as it once was. Students enjoy learning, and teachers enjoy teaching as well. The BABY

Technique is easily accessible to other teachers because it has been widely disseminated via the internet, and it is also suitable for use when the Covid 19 Pandemic struck the country. Teachers can easily teach remotely. In 2021, the BABY Technique received the Gold Award in the Presentation of Best Practice and Innovation in PdP. This practitioner hopes that by writing this best practise article, other Special Education teachers will be able to use the BABY Technique when teaching syllable headings in Malay subjects. Remember to Like, Subscribe, and Share 'Teknik Bayi Cikgu Bai' for the greater good. Thank you very much.

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Appendix

KV Syllable Song BABY Technique Teacher Bai on YouTube



Award



First (pre-test) and second time (posttest) of the video reading test Al Farabi class

PUPIL 1



FIRST TIME



SECOND TIME

PUPIL 2



FIRST TIME



SECOND TIME

PUPIL 3



FIRST TIME



SECOND TIME

PUPIL 4



FIRST TIME



SECOND TIME

PUPIL 5



FIRST TIME



SECOND TIME

PUPIL 6



FIRST TIME



SECOND TIME

PUPIL 7



FIRST TIME



SECOND TIME