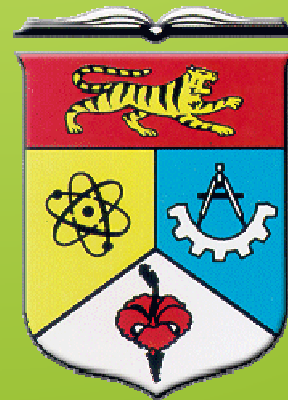
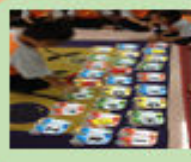


THE DEVELOPMENT OF PLAY-BASED MODULE FOR PRESCHOOL CHILDREN'S LANGUAGE LEARNING

MODUL PENGAJARAN DAN PEMBELAJARAN
BERASASKAN PENDEKATAN BERMAIN
BAGI KEMAHIRAN BAHASA
KANAK-KANAK PRASEKOLAH

UNTUK
GURU
PRASEKOLAH

Beraskan Kurikulum Standard Prasekolah Kebangsaan (KSPK) 2010



Dr Aliza Ali

BACKGROUND OF THE STUDY

Play has an important role in language learning, thus a play-based module for teaching preschoolers language skills has a potential to be developed.

LITERATURE REVIEW

Past Research

The usage of play-based approach in the teaching and learning process were found to have helped the pre-schoolers to gain better understanding and increase their motivation of learning language in school (Subadrah, Najeemah and Logeswary, 2014; Norling, 2013; Almon and Miller, 2012; Einarsdottir, 2012, Jamieson, 2009; Christie and Roskos, 2009; Neuman and Copple, 2004).)

Theories

- Play is the best way to make children understanding the abstract concept of language through the use of concrete materials (Piaget, 1951)
- Vygotsky (1978) stressed the fundamental of play through social interaction and language expression

RESEARCH PROBLEM

Preschool teachers in Malaysia are not ready to adopt play-based approach in the national curriculum (Aliza, Zahara and Rohathy, 2011; Sharifah Nor, Manisah, Norshidah & Aliza, 2009; Mariani, 2003).

Constant pressure for achievement of academic standard, lack of **knowledge** and **skills** are the factors that hinder teachers decision to integrate play activities in teaching (Miller & Almon, 2009; Brodova and Leong, 2010; Chervenak, 2011; Aliza, 2012).

RESEARCH GAP

Majority of existing study in early childhood focus on **how children can benefit from play** (Subadrah et al., 2014; Razali and Zulkifli, 2013; Zakiah, Azlina and Yeo, 2013; Haney and Bissonnette, 2011; Scott & Gary, 2013; Schweinhart and Weikart, 2010)

or

reflect on **issues pertaining the use of play** in early childhood education (Norsuhaily, Normadiah, Nadhirah and Abdul Hakim, 2015; Sharifah Nor et al., 2009; Fauziah, 2009; Saayah, 2004; Izumi-Taylor et al., 2010; Chervenak, 2011; Einarsdottir, 2012; Wen, Elicker, and Mc Mullen, 2011).

Little attention has been paid to provide specific guidelines to support teachers to teach children language skills in a meaningful way. Early childhood educators need **appropriate guideline** that they can apply with flexibility (Almon & Miller, 2011). However, program developers often fail to provide **clear guidance** in how to enact the activities correctly, in particular for language activities (Gunn, Vadasy and Smolkowski, 2011).

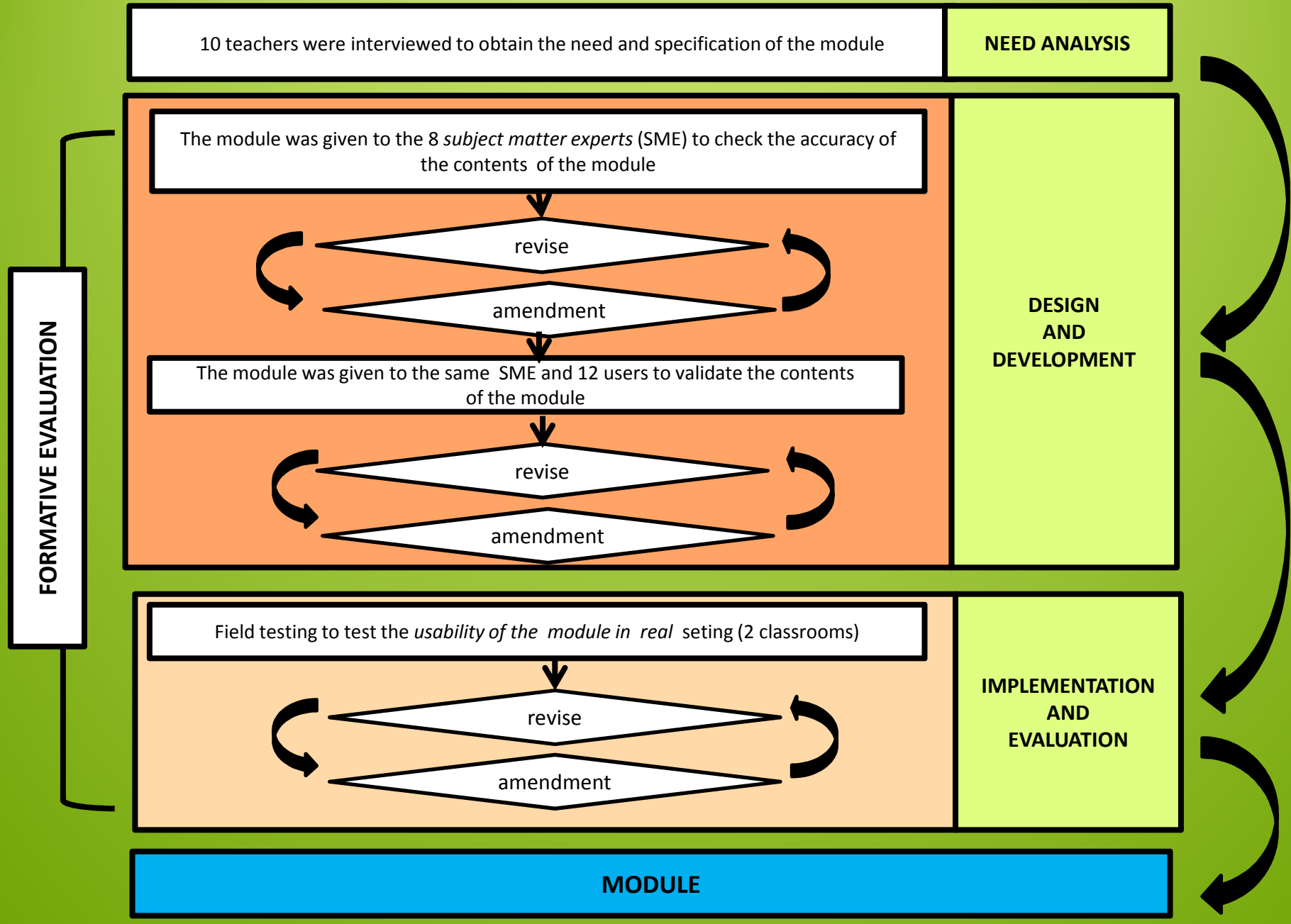
The Purpose of The Study

This study intended to develop child-centred instruction module to enhance teachers' **knowledge** and **skills** as well as to increase teachers' use of play pedagogies practice in language learning.



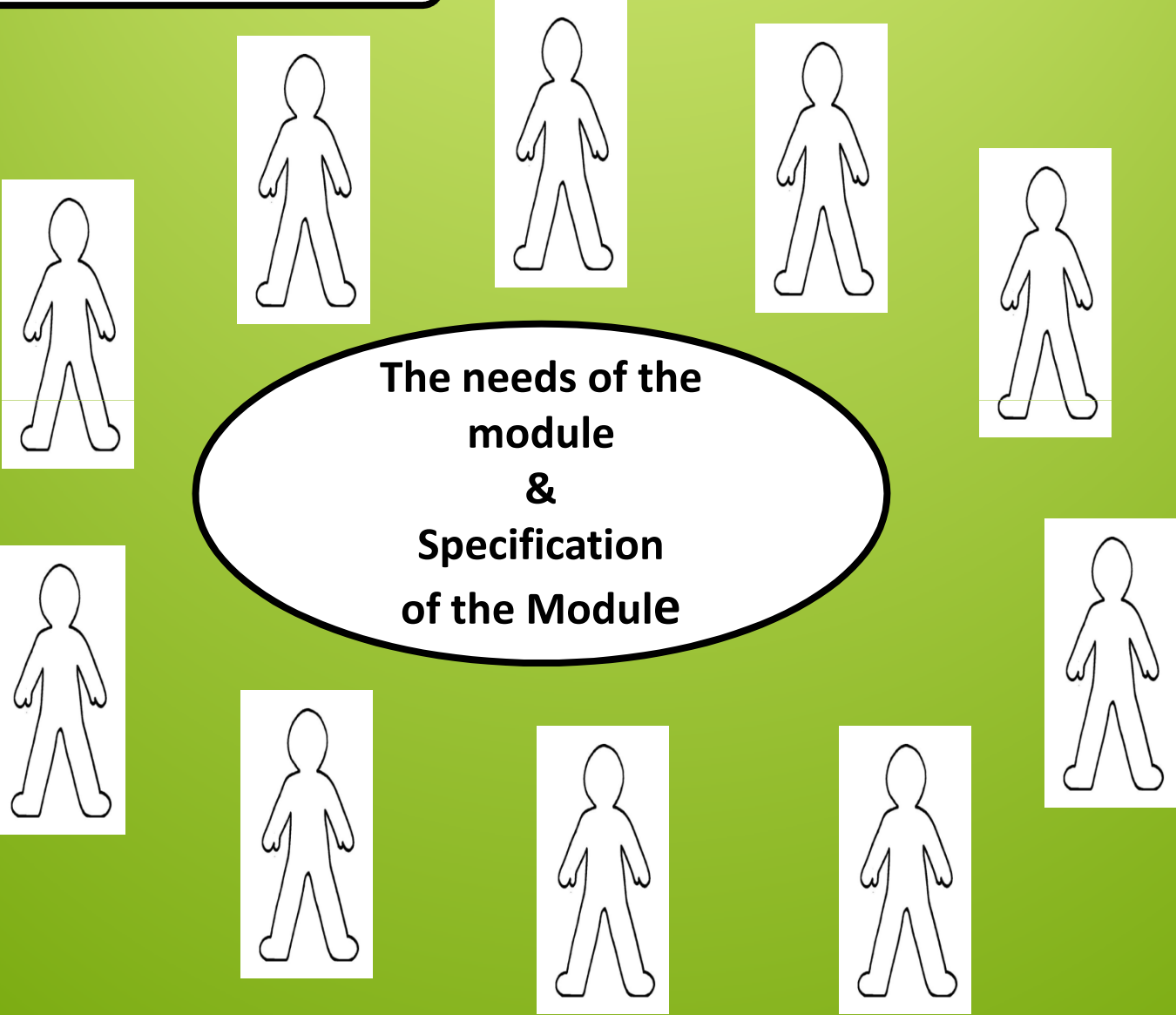
Branch (2009), stated that instruction is appropriate only when the competency of the individual can be increased through improved **knowledge** or **skills**.

Development Phases

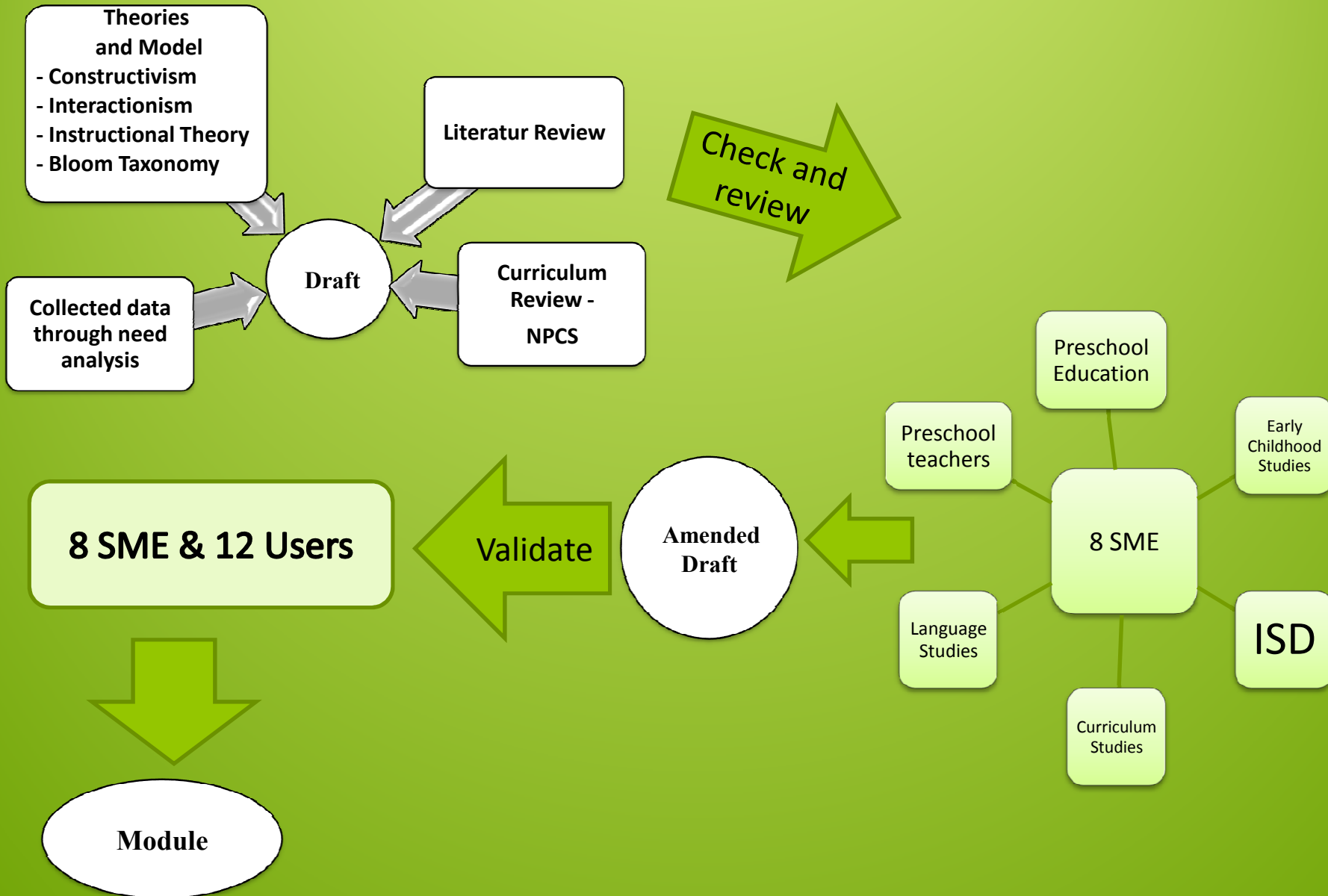


METHODOLOGY

Phase 1: Need Analysis



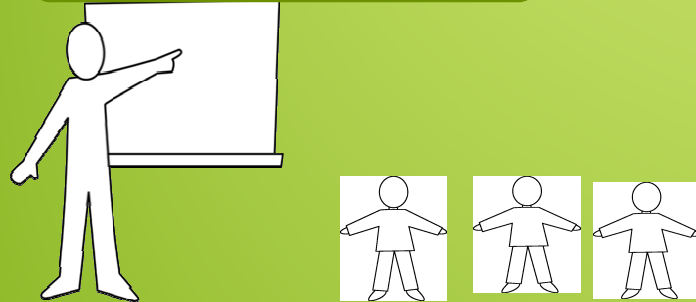
Phase 2: Design and Development



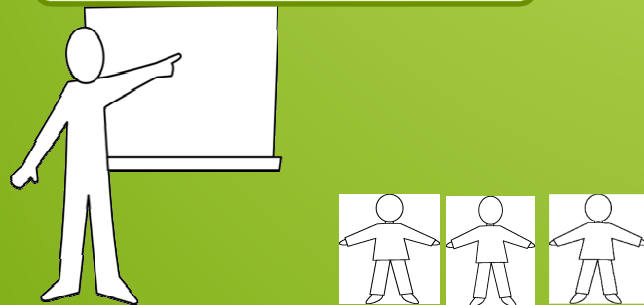
Phase 3: Implementation and Evaluation

Field Testing (Usability Test)

Setting 1



Setting 2



TEACHERS

- Teachers' observation
- Teachers' interview
- Teachers' reflection

CHILDREN

- Children's observation
- Children's work samples



FINDINGS

The Product

Guidelines

Support

Provide information

Retakan Aktiviti 3

Nama Guru: _____ Tarikh: _____

Keperluan	
Keperluan	
Keperluan	
Keperluan	

MODUL PENGAJARAN DAN PEMBELAJARAN BERASASKAN PENDEKATAN BERMAIN BAGI KEMAHIRAN BAHASA KANAK-KANAK PRASEKOLAH

UNIT 3: SUKSES PRASEKOLAH

Berasaskan Kurikulum Standard Prasekolah Kebangsaan (KSPK) 2010

UNIT 3 Perdekatan Bermain

Sebelum mengimbas unit ini, anda dapat:

- Mengenal pasti jenis permainan yang boleh dilakukan kanak-kanak
- Menentukan cara kanak-kanak bermain
- Mengenal pasti jenis-pemilihan permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran
- Mengenal pasti ciri-ciri ruang permainan bahasa

UNIT 3.1 PENDAHULUAN

Setelah menamatkan isi kandungan pembelajaran bahasa Melayu, anda ingin membolehkan tingkah pemelajaran yang dipaparkan dalam aktiviti pengajaran dan pembelajaran kemahiran bahasa Melayu di dalam kehidupan di dunia pendidikan. Melalui pendekatan bermain, pembelajaran bahasa Melayu lebih membolehkan pengajaran dan pembelajaran. Pada akhirnya kanak-kanak menguasai kemahiran bahasa Melayu.

1. Penilaian bahan belajar pada bahan permainan.
2. Perhatikan ahli dalam permainan yang dikongsi dengan rakan sebunpulan.
3. Perhatikan terhadap bahan permainan yang dibagikan dengan huruf dan perkataan.
4. Permainan terhadap gaya rakan lain bermain.
5. Solongkan rakan sebunpulan sesama bermain dan sesama menyanyikan tugasan.
6. Minat terhadap bahan permainan dan permainan yang menarik.
7. Dilatih dan motivasi diri.
8. Ditambah dengan bahan permainan dan permainan yang menarik.
9. Keseluruhan sendiri.
10. Dorongan guru dan rakan sebunpulan.
11. Berperanan dalam pembelajaran bahasa Melayu dan dalam meningkatkan permainan.

BERAKSI SEMAK KEMAHIRAN BAHASA MELAYU

UNIT 3 AKTIVITI 3

Nama Murid: _____ Nama Guru: _____

Isikan maklumat tentang aktiviti pembelajaran berikut. Berikan nota mengenai minat, kebolehan, sikap, dan pengetahuan.

No.	Objektif Pembelajaran	TM	BM	BM	Capaian
1	Mengenal pasti jenis permainan yang boleh dilakukan kanak-kanak				
2	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				
3	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				
4	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				

TM - Temai Merguapal
BM - Berani Merguapal
BM - Berani Merguapal

Capaian pembelajaran dan trakan ukuran

Lembaran Kerja 10

Nama Murid: _____ Kelas: _____

Tarikh: _____ Hari: _____

Langkapan jalan cerita di bawah dengan menyalaikan semua perkataan yang sesuai. Salin semua ayat di bawah.

hujan **kolam** **kancil** **pokok**

Kancil berjalan-jalan di tepi .

Kancil hendak mencari makanan. Katak ternampak kancil di tepi kolam. Katak melompat keluar dari kolam.

Tiba-tiba katak dan bertedut di bawah .

Katak ternampak kancil.

Revisi

Katak dan Kancil

Nilai Pendidikan

- Mengenal pasti jenis permainan yang boleh dilakukan kanak-kanak
- Menentukan cara kanak-kanak bermain
- Mengenal pasti jenis-pemilihan permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran
- Mengenal pasti ciri-ciri ruang permainan bahasa

Objektif Pembelajaran

Menyebutkan jenis permainan yang boleh dilakukan kanak-kanak

- Mengenal pasti jenis permainan yang boleh dilakukan kanak-kanak
- Menentukan cara kanak-kanak bermain
- Mengenal pasti jenis-pemilihan permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran
- Mengenal pasti ciri-ciri ruang permainan bahasa

Dasar Penilaian

No.	Objektif Pembelajaran	TM	BM	BM	Capaian
1	Mengenal pasti jenis permainan yang boleh dilakukan kanak-kanak				
2	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				
3	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				
4	Mengenal pasti jenis permainan yang digunakan dalam aktiviti pengajaran dan pembelajaran				

TM - Temai Merguapal
BM - Berani Merguapal
BM - Berani Merguapal

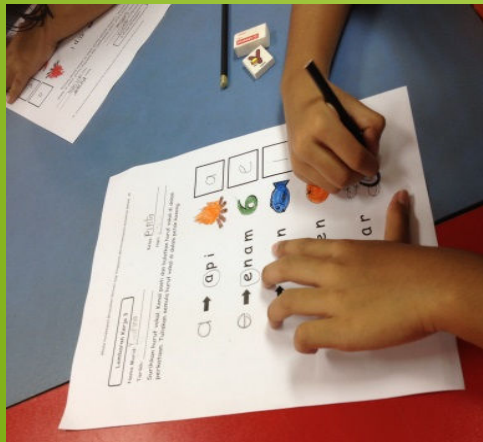
Capaian pembelajaran dan trakan ukuran

To enable teachers to improve their personal pedagogies and integrate play in teaching preschool children language skill.

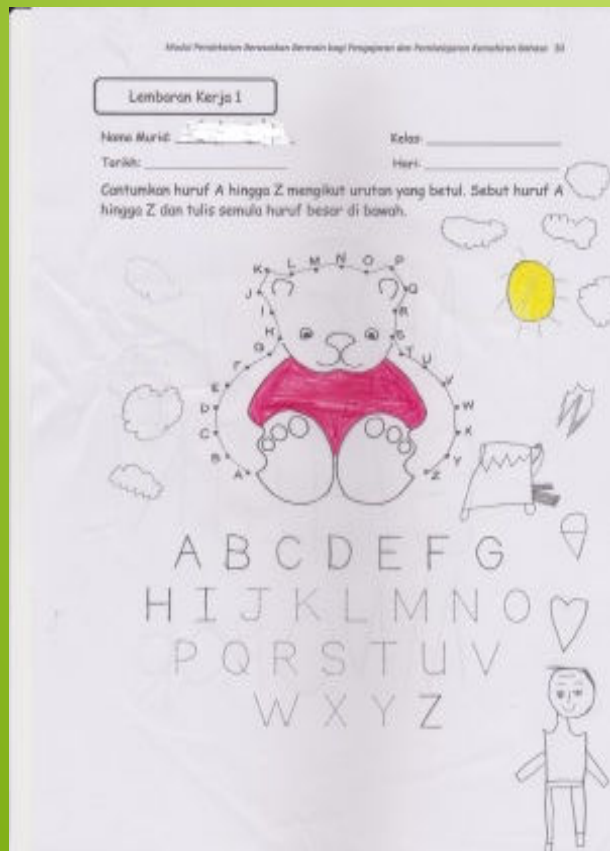
Children's Learning Experience and Engagement in the Classroom



The use of variety of teaching materials has provided children with playful experiences and the ability to motivate and engage children to learn language



They master writing skills through object manipulation, observation of symbols and printed material.



They expressed their ideas on paper and write real things in their own way and perspectives.

- Through appropriate support, children were able to complete the task independently
- At this stage, children have reached area of potential learning and Vygotsky (1978) described this as Zone of Proximal Development (ZPD)
- As the children reached ZPD, less guidance provided as children competence increase

CONCLUSION

- This study points to the importance of providing teachers with knowledge, skills and guidance that contribute to better and informed practice in child-centered pedagogies.
- The knowledge generated from this study is a practical form of knowledge which involves process for putting theories into teaching practice.
- This study showed that knowledge was no longer seen as something transmitted passively to children, but rather was actively constructed by children themselves through concrete experience.

Thank You

