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PHONIC VISUALS APPROACH IN OVERCOMING DIFFICULTIES IN READING JAWI FOR PRIMARY SCHOOL STUDENTS

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Abstract:

Visual communication in learning reading Jawi for primary school students. Visual communication employs elements like images, symbols, graphics to convey messages without verbal communication. The visual communication is one of proses in processing of information by the brain, facilitating quick comprehension and saving time. The main problem in learning Jawi is the lack of illustrations and visuals that can increase their understanding and interest. Furthermore, students find it difficult to read Jawi but they still know Jawi letters. Additionally, students fail to master Jawi reading skills well. The objective of this study is to propose a method for easier Jawi reading using visual techniques for elementary school students. This project uses two methods, qualitative method by interviewing a Kafa teacher and 15 primary school students. They are - 5 from Year 1, 5 from Year 2 and 5 from Year 3, and quantitative method by conducting a Google Form survey and receiving feedback from 120 respondents who are parents. The findings indicate that 50 parents reported their children are not proficient in reading Jawi, and 97 respondent believed that a combination of text and images are easier for their children to understand when learning. In order to improve comprehension, Baca Jawi flash card (Phonic visual) was created to make learning Jawi reading easier, this initiative resulted in the creation of interesting and simple as a visual method. By offering a multimodal experience, these flashcards are intended to assist elementary school pupils in developing their Jawi reading abilities. After the pre-test, interactive features like Mobile Apps Scanner and QR codes that connect to pronunciation aids, animated graphics, and audio playback further improve the learning process, images are essential for successfully communicating Jawi pronunciation and reading procedures. The flashcards are made more lively and captivating by these interactive elements, which guarantee improved comprehension and memory of Jawi reading abilities.

Keywords:

Visual Communication, Reading Jawi, Phonics Visual, Interactive.

Introduction

Jawi writing and reading is one of the cultural heritages that is closely related to the identity of the community, and national identity and has its historical value that has been slowly forgotten. In the subject of Pendidikan Islam in primary school Jawi has been used as the content text. Primary school students already need to learn it from age 7 until 12 years old and use the knowledge in secondary school. It's important for everyone, including students and adult experts, to say people in Malaysia should keep using Jawi because it shows the uniqueness of Islamic writing and represents the identity of the Malay people, who have two different scripts, Rumi and Jawi, but convey the same meaning, future generations need to keep learning and using Jawi as part of Malay cultural heritage (Ibrahim et al., 2019). According to Fauzi & Halim, (2023), the difficulty that students face in reading Jawi is evident, with 20% of Year 4 students being less proficient and 25% not proficient in writing Jawi. This highlights the importance of teaching Jawi from an early age to build a strong foundation. Atan (2022) supports this by stating that the Jawi script in textbooks should be simplified, especially for Year 1 students who are still unfamiliar with the script and find it challenging to read. This suggests that both early exposure and carefully designed learning materials are critical to improving proficiency in Jawi. The issue of students' failure to master Jawi reading skills effectively is a concern highlighted by Tamyis (2021), who stated that the current curriculum's focus on Jawi is insufficient to create a society that can sustainably use the script in everyday life and the curriculum is not yet robust enough to establish Jawi as a cultural practice. This view is supported by Hamdzah (2020), who emphasized that a deep interest in a subject is crucial for fostering motivation, which in turn helps individuals remain engaged with tasks and activities. This implies that sparking interest in Jawi might be a key factor in improving students' mastery of the script.

Addressing both the curriculum's strength and fostering motivation through interest could be essential in promoting the sustained use of Jawi and enhancing students' reading skills in this script. The lack of illustrations, particularly in phonic visuals, is a major issue in helping students understand and engage with Jawi. Without adequate visuals that effectively represent the phonics of the Jawi script, students may struggle to grasp key concepts. Furthermore, when images and colors are not chosen carefully, it can lead to confusion rather than clarity. Properly designed, well-illustrated visuals are essential for stimulating students' understanding and maintaining their interest, especially for those who are just beginning to learn Jawi. Visual communication is the use of elements like images, symbols, graphics, and others to communicate messages, thoughts, ideas, or concepts without speaking. Visual communication takes in many forms such as infographics, billboards, presentations, mind maps, flow charts, and others. Visual communication is important because people's brains process it faster than text makes it easy, and quick, and saves time to understand. Visual communication proves that illustration, information, and visuals are 60,000 times more rapid than words individuals can retain 80% of visual stimuli while 20% from reading and 10% from auditory information (Motwani & Tilak, 2021).

Research Objective

The purpose of this research are based on the increment towards the difficulty that students face in reading Jawi, the low proficiency rates - 20% of year 4 students being less proficient and 25% not proficient in writing Jawi. This indicates that a significant portion of students are struggling with this foundational skill. By addressing this gap, it is essential for preserving cultural and linguistic heritage, as well as ensuring that students are equipped with the necessary skills to excel in their education and future opportunities. Because of this, phonic visual becomes one of the approaches to address the challenges students face in learning jawi. Therefore, the main objective of this research is to explore how phonic visual can assist in the learning process of reading jawi among students. Second objective is, to examine how visual communication and visual phonic can collaborate to enhance the teaching, learning and reading jawi among students. By integrating both method, students will not only find it easier to master reading jawi techniques but also gain a clearer and more structured understanding of the jawi script.

Literature Review

Reading Jawi

It's important for everyone, including students and adult experts, to say Malaysian people should keep using Jawi because it shows the uniqueness of Islamic writing and represents the identity of the Malay people, who have two different scripts, Rumi and Jawi, but convey the same meaning, future generations need to keep learning and using Jawi as part of Malay cultural heritage (Ibrahim et al., 2019). Therefore, the Jawi script in the current curriculum is seen as not yet capable of preparing a community to sustainably use Jawi writing in daily life because it is still not strong enough to be a cultural practice in everyday life (Tamyis et al., 2021). A deep interest in something can shape and cultivate motivation in individuals to persist in activities and tasks that are undertaken (Hamdzah & Surat, 2020). This indicates that the Jawi script is very important and can be learned by anyone, whether elementary and high school students or adults and the learning and inheritance of the Jawi script should continue for generations as part of the Malay heritage (Ibrahim et al., 2019). The younger generation among the Malays themselves no longer have an interest in reading and writing Jawi. This often poses a problem that requires a solution promptly handled by all parties to rejuvenate the Malay identity (Kamaruzaman & Abdullah, 2021).

Phonics and Visual Phonic

The phonics method focuses on mastering the relationship between letters and their sound, encouraging students to able read directly without need to spell the alphabet (Othman et al., 2012). The phonetic approach is proposed in teaching reading skills presented with the power effect in reading learning process (Farah & Mohamad, 2010). Finding study by (van Rijthoven et al., 2021) phonics-based spelling interventions can help children with dyslexia improve their pseudoword reading, word reading, and spelling skills these interventions are effective regardless of the children's individual cognitive profiles. Finding by (Ahmad et al., 2012) "Bijak Membaca" with phonic reading technique, multisensory and other multimedia element are able to creating interesting, user – friendly, engaging and supportive in facilitating the learning process. According to Woolsey et al., (2006) Visual Phonics is a multisensory teaching method to teach phonological skills such as phonemic awareness, phonics, and alphabetic principles. Visual Phonics, also called See the Sound – Visual Phonics, has 46 hand cues and corresponding written symbols for the sounds of the English Language. Visual Phonic has the potential to

empower teacher to improve reading outcomes for students and the teacher may need guidance on the usage of visual phonics and how to incorporate visual phonic to teach foundationally literacy skills to diverse students with attention to early reader (Kart, 2023). The phonic approach are widely recognized as an effective method for learning and reading ABC, mastering Malay Language and supporting students with dyslexia. Phonic method emphasize the relationship between letter and the sound. However, its application and approach remain limited and has not been extensively explored in other language discipline. By integrating phonic visual into Jawi learning reading, able to gain deeper understanding of the sound – letter. Phonic Visual, such as animated or visualize sound guides able to help learners easily recognize and pronounce Jawi letter and syllables.

Visual Communication

Visual communication is an interesting style to use during teaching, producing promotional items, and others because of the elements and style that can be chosen. This is supported by a statement by Motwani, that using visuals makes teaching more enjoyable and engaging for students. Visual communication enhances students' cognitive processes and allows for greater flexibility in interactions between students and teachers during the learning process (Motwani & Tilak, 2021). Modern educational tools and media technology, with their interactive and flexible features, efficiency, and appeal to young people, can integrate diverse visual educational information and adapt to individual student characteristics, ultimately enhancing interest in classes and improving overall effectiveness (Kalina et al., 2019). Using visual communication in learning positively impacts the learning experience and memory recognition, suggesting that frequent use of visual aids can be beneficial (Jamal & Mustaffa, 2023). Visual communication proves that illustration, information, and visuals are 60,000 times more rapid than words individuals can retain 80% of visual stimuli while 20% from reading and 10% from auditory information (Motwani & Tilak, 2021). Utilizing visual communication in education, such as incorporating graphics, colours, animations, videos, typography, and other visuals, enhances course content delivery, attention, comprehension, and retention, fostering better memory recall and learning motivation (Vanichvasin, 2021). Colour is important in everything that people do such as teaching, creating posters, flyers, or banners, doing presentations, and others. This can be supported by a statement of Bo, which to showcase overall fashion style and design effects, it's essential to integrate various elements to a certain extent for a better display of style, characteristics, and enhanced texture and colour integration (Bo, 2020). This study show that the use of colour can significantly influence learners' mood, attention, productivity, accuracy, communication, classroom performance, and overall achievement, as studies suggest that colour has both positive and negative effects on emotions and moods (Amarin & Al Saleh, 2020). The study suggests that employing colours as instructional aids enhances the recall of learning experiences and aids learners in remembering letter sounds associated with objects (Okoro et al., 2022).

Teaching Method

The efficacy of using flashcards and images as educational tools is influenced by various factors, including the quality of the materials, instructional approaches, and the individual characteristics of the learner (Wani et al., 2023). The use of big books is effective for students in reading because of the elements used in the material like colourful pictures, with illustrations and the size is good (Nifa & Nurrohmatul, 2022). Using pictures during teaching sessions can help students get more attached to learning, decrease anxiety in language, give more entertainment, confidence, motivation, and imagination, and the teaching environment more

relaxed and interesting (Al-Khresheh et al., 2020). Utilizing visual aids like flashcards not only enhances students' enthusiasm for learning English but also encourages active participation in the learning process (Lisa, 2019). Finally, students find reading printed or physical materials more convenient than digital formats. Supporting this, (Støle et al., 2020) discovered in their study that 10-year-old children performed better on reading test-instructions using paper compared to screens.

Research Methodology

The data collection method to be implemented will involve both qualitative and quantitative approaches, with the data being gathered at Sekolah Kebangsaan Seri Bandi 2, Kemaman, Terengganu.

Stage I: Research Approach

Qualitative

The purpose of the interview is to gain insight from Kafa teachers regarding the teaching, learning reading jawi among students level 1 at Sekolah Kebangsaan Seri Bandi 2, Kemaman. This aimed at gathering feedback to take further action in enhancing jawi reading skills through the use of the phonic visual methods. Second interview is students; standard 1,2,and 3 (level 1) at the same school. The interview among level 1 Kafa students aims to assess their ability to read jawi without using the phonic visual method and to explore how visual graphic communication able to assists in improving their jawi reading techniques.

Quantitative

Quantitative approach in this research is to support qualitative method. The purpose of quantitative method is questionnaire survey. The survey for parents in this study aim to understand their perspective on their children`s achievement in reading jawi and to determine whether improvement in jawi reading method could enhance their children learning experience. 120 respondent were distributed by Kafa teacher across various platform such as WhatsApp`s and telegram.

Stage II: Data Analysis.

The findings or each method under the dimension are systematically compiled. The validated result are then analysed based on the data obtained from the interviewees and survey responses.

Stage III: Pre Test & Post Test.

The pre-test will be conducted to evaluate students' initial proficiency in reading Jawi and to identify specific challenges faced by each grade level. After implementing the "Baca Jawi" product, the post-test will be conducted to analyse the effectiveness of the interactive flashcards and mobile scanner with QR codes.

Stage IV: Finding and Recommendation.

To develop and propose a new approach or method to overcome the difficulties in learning and reading jawi, ensuring that it addresses the key challenges and enhances the overall learning experience.

Data Analysis

Interview Analysis

Face to face interview session has been conducted with teacher of Pendidikan Islam on 14 November 2023. Based on the interview, student of year 1, year 2, and year 3 still learn to read and write Jawi's words that need to connect letters and the teacher are using slides and other materials to teach. Other suggestion from that, the colour also play an important role and need to be bright and include pictures together with illustrations. Furthermore, she added that it needs to be in one or two colour are enough. KAFA teacher agrees to use visual phonics as a new alternative to help with the problem of reading jawi. Interview session with 15 students and the session divides into three group which first group with Year 1, second group with Year 2, and third group with Year 3. Every group had five members in mixed gender but same age. The session was done around 15 until 30 minutes to make sure all students understood the questions asked. From the analysis, it can be concluded that students' Year 1, love a combination of picture and word because it can make them understand and learn Jawi better. The percentage of elements of visual communication that were chosen by the students in Year 1 shows 100% chose a picture with colour, picture, tertiary colour, and combination tone colours while only 80% chose 3 colours and above because the student like only a few colours. Students in Year 2 and Year 3, also love a combination of picture and word because it can make them understand and be more interested in learning Jawi. The percentage of elements of visual communication chosen by the student in year 1 shows 100% choose a picture with colour, picture, tertiary colour, 3 colours and above, and combination tone colours.

Questionnaire Analysis

120 Respondent has responded to the questionnaire. Based on the results of the study, the children's knowledge of the letter of Jawi and the highest percentage of the question is 71.7% that yes while the lowest percentage is 28.3% no. When it comes to reading jawi, almost 45 % were not fluent in reading jawi, it show know Jawi letter doesn't mean the students are able read jawi competently. Meanwhile, 85% parents agree, their kids are love learn reading jawi with visual to help them to get better understanding on the pronunciation of jawi. On the aspect of visual communication, 75.8% agreed that colour, visual aids, explaining well, making learning fun, and making it easier to memorize—are crucial for effective learning and 75% agreed that, the information must be easier to remember and explain Jawi concepts more clearly, while incorporating engaging elements.

Pre test

The "Baca Jawi" Flash Card product was created with the goal of improving Jawi reading ability among pupils, especially those in the early stages of learning. Baca Jawi Flash Card product is designed to be visually appealing, with little colour use to reduce distractions while improving memory retention. The phonics method is presented in a way that allows pupils to easily relate Jawi letters to their corresponding sounds, resulting in smoother reading and pronunciation. By using flashcards to teach students to read Jawi. Flashcard is a way to teach or learn to read Jawi by using visuals and words. In Figure 1 show the idea development of phonic visual and flashcard and all the development for flashcard. The design was develop it into digital. The software of digital development is Adobe Illustrator. The first set of flashcards develop from colour, illustrations of mouth, and design of background flashcard. It needs to be change from one colour to another to get the suitable colour. The background of flashcard changes from simple to a little crowded to suitable design. Figure 2, represent the idea development for the

phonic visual approach. The research takes into account the factor and elements of visual communication to ensure that the message intended to be conveyed through this techniques is effectively delivered to students. Colour and design play an important role in this approach, in addition to the method itself. These element help create an engaging and visually appealing learning experience, making it easier for students to focus, understand and retain the concepts being taught. Effective use of colours can highlight key information, while thoughtful design ensure clarity and accessibility, enhancing the overall effectiveness of the phonic visual approach.

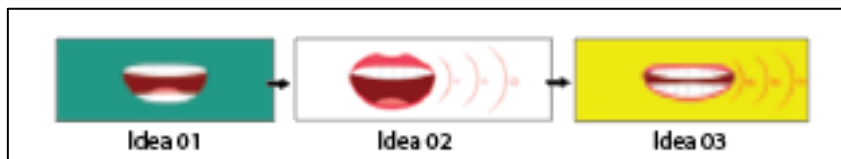


Figure 1: Flash Phonic Design Process.

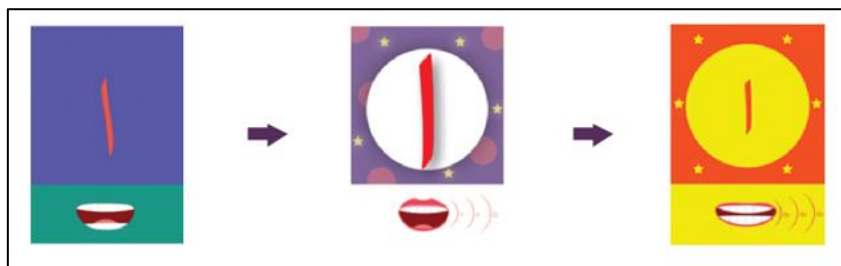


Figure 2: Flash Card Phonic Design Process.

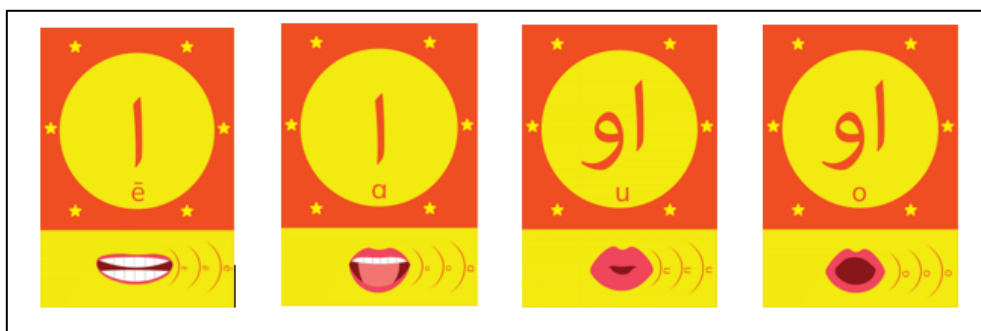


Figure 3: Flash Card, Pre Test at SK Seri Bandi 2.

A pre-test was conducted at Sekolah Kebangsaan Seri Bandi 2 in Kemaman, Terengganu, to gather feedback on the phonic visual product. Feedback from the teacher regarding the flashcards highlighted that the strength of the product lies in its phonic visuals, which are suitable for Standard 1 and 2 students due to their simplicity and ease of understanding. However, the flashcards need to be larger for better visibility during class sessions, and they can be displayed on the classroom bulletin board. Using two or three colors would help students better understand the sound patterns. For Standard 1, students enjoyed using this material to learn Jawi. They found it fun and interactive flashcard because of the phonic visuals and the colours. While they already knew the Jawi alphabet, they struggled to recognize the sounds of

the Jawi letters for reading. With the phonic visuals, they were able to follow instructions but still required teacher guidance to improve their pronunciation. For Standard 2, students could spell and read two-syllable words with visual guidance. They understood the visual structure and were able to follow the phonic visual approach, improving their pronunciation. However, students still needed teacher guidance for further refinement.

Post Test

Contextual Review

Following the pre-test, the results will be analysed to determine the students' baseline ability in reading Jawi and their individual obstacles. These findings will inform the planned visual phonics system, which includes interactive tools and a mobile app scanner. According to the contextual evaluation, the majority of existing Jawi learning tools use graphic communication and ecologically sustainable materials, but lack creativity and interaction. Tools like "Flash Felt Hijaiyyah" and "Puzzle Mari Belajar Jawi" do not use phonic graphics, inventiveness, or interactive elements. "Big Book" incorporates innovation but has limited interaction, whereas "Rainbow Jawi" is accessible on the Google Play Store but does not have phonic visuals..

Product & Elements	Graphic Communication	Material (Environmental Friendly)	Phonic Visual	Innovation (Apps/ Mobile Scanner)	Interactive
Flash Felt Hijaiyyah	/	/	x	x	x
Puzzle Mari Belajar Jawi	/	/	x	x	x
Big Book	/	/	x	/	x
Rainbow Jawi	/	/	x	Google play Store	x

Table 1: Contextual Review

To address further shortcomings, the researcher created a mobile app scanner that provides a more dynamic learning experience and improves pronunciation using a phonic visual method. The suggested method will include a mobile scanner that uses QR codes to overcome these difficulties. For a more interesting and customised learning experience, this feature enables students to scan QR codes that lead to interactive content, such as visual phonics tools and pronunciation guides. The post-test will then evaluate the effectiveness of this QR code-based mobile scanner in improving students' Jawi reading skills and pronunciation accuracy. "Phonic Visual (Baca Jawi)" stands out, since it combines graphic communication, environmentally friendly materials, and a mobile app scanner, making it the most sophisticated tool.

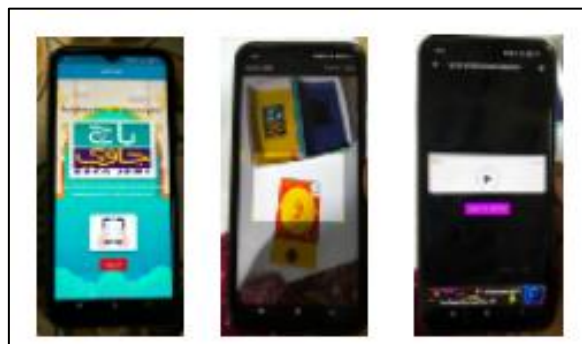


Figure 4: Phonic Visual (Baca Jawi) Mobile Scanner Apps Development



Figure 5: Post test at SK Seri Bandi 2.



Figure 6: Final Product “Baca Jawi Flash Card (Fonik Visual)”

Using the mobile scanner, students enjoyed engaging with the phonic visual method. The audio feature helped them correct their pronunciation when using the visual phonics approach. KAFA teachers appreciated this innovation and believed it was particularly helpful for students who struggle with Jawi reading proficiency. The study revealed that: Year 1 KAFA students were able to write Jawi and could recognize the Jawi letters. They were just beginning to learn how to read, still in the early stages of Jawi reading, and were able to comprehend and follow the visual phonics when shown. They could pronounce the words correctly when guided. Year 2 KAFA students could recognize Jawi letters and read Jawi syllables. However, they were slightly confused with some of the visual phonics associated with Jawi syllables. Year 3 KAFA students, however, required less innovation as most had already mastered Jawi reading. Therefore, this innovation wasn't as essential for Year 3 students, who had already developed strong reading skills. In summary, the mobile scanner with visual phonics was especially beneficial for younger students (Years 1 and 2), helping them engage more effectively with Jawi reading. However, by Year 3, students had already gained sufficient proficiency, reducing the need for this tool.

Result and Recommendation

In conclusion, especially in educational settings, visual phonics has shown itself to be a successful new method for teaching Jawi as a visual-auditory method. Using visual phonics and visual communication able to helps students comprehend and remember material more effectively. Interviews, surveys, and Contextual analyses on visual and method served as the foundation for all of the study's designs. Using colours, visual, text as instructional aids improves memory recall and helps learners correlate letter sounds with objects, the product includes visuals that are no more than three colours, especially for flashcards. Phonic visual integrate with graphic visual communication able to helps students in reading jawi.

The study's flashcards improve the retention and interest of learning Jawi. Anyone, including parents, teachers, friends, siblings, and even self-study, can utilise them because they are portable. Furthermore, pupils' Jawi reading proficiency significantly improved on a post-test administered following the use of the mobile scanner with QR code functionality. The learning process was made more efficient and accessible by the QR codes that were included into the flashcards and connected to interactive materials like visual phonics exercises and pronunciation guidelines. This study can be further enhanced by integrating additional elements, such as audio playback or animated mouth movements, to achieve even better results and make Jawi reading more efficient and interactive.

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