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RESEARCH ARTICLE

DESIGNING TEACHING AND LEARNING OF MALAY LANGUAGE THROUGH LESSON STUDY BASED APPROACH

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ABSTRACT

This study aimed to explore the skills possessed Malay language teachers based on option and non-option in providing the planning of teaching and learning of Malay language. Teachers' skills were acquired based on their sharing experiences through the program of Professional Learning Community based-approached Lesson Study in the teaching and learning of Malay language. The conceptual framework of this study incorporates three models, namely *Model Standard Guru Malaysia* (BPG KPM 2009), *Model Standard Kualiti Pendidikan Malaysia* (JNJK KPM 2010) and *Model of Lesson Study* (Yoshida 2004) as the reference of teaching skills and the learning of Malay language. This qualitative study using multiple case study design and data were obtained through the study protocol interviews, observations and document analysis. Eight Malay language teachers involved in this study were selected through purposive sampling. The study was conducted in four secondary schools in Kapit District Education Office, Sarawak. Validity and reliability of the survey data were assessed through a pilot study, triangulation data, field notes, confirmation of study participants, and approved by experts based on the Cohen Kappa agreement coefficient. Data were analyzed by using Atlas Ti software version 7.1.0. The findings indicated that teachers with option and non-option of Malay language has many similar expertise in providing the design of teaching and learning of Malay language. However, the similarities and differences that exist in this finding are interesting phenomenon and should be backed up as best practices in designing the teaching and learning of Malay language. This study suggested that Malay language teachers either option nor non-option should inculcate the culture of collaborative in Lesson Study. This is to establish the practices of sharing knowledge continuously in order to improve in designing of teaching skills and effective learning of Malay language.

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INTRODUCTION

In order to enhance the skills among the students, Malay language teachers play a very important roles. According to Roselan (2003), language skills is the most important basic skills that need to be emphasized in teaching and learning process in the classroom. As the implementer agent of curriculum, teachers should concern towards the Malaysian curriculum objective so that government desires will be achieved. Aspiration philosophy of education aims to expand the individual potential of pupils overall and integrated both physical, emotion, spiritual and intellect. Thus, education system should taken into consideration of potential and needs of students outcomes. Next, the school should pay attention towards students that always get lower marks in examination. A guidance towards this group of students needed an effective teaching and learning skills.

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Effective teaching and learning skills are synonym with strategies that implemented by teachers. Zamri (2013) also explained the situation in his speech "Merekayasakan Pendidikan Bahasa Melayu pada Abad Ke-21" as:

"... nowadays Malay language teachers weak in their pedagogical knowledge, especially in method, skills and the latest technique of teaching and learning in class ..."

Zamri (2013:4)

According to Zamri (2013), these weaknesses have been notified in the studies that conducted by the Malay language educators like Zamri (2004, 2012a), Zamri, Jamalullail & Mohammed Sani (2011), Juliawati (2006), Nor Razah (2007), Norlela (2007), Nor Aini (2008), Juriah (2010) and many more. Zamri (2013) also reported that Malay language teachers have to use methods, approaches and techniques in teaching and learning of Malay language to ensure that the transmission knowledge of pedagogical content is effective. This means that

the effectiveness and expertise of the Malay language teachers should pay attention to the patterns and processes of teaching and learning itself. In this case, the possibility to improve and enhance the quality of teaching and learning of Malay language can effectively be backed-up by exploring and investigating in depth about skills in Malay language teachers. So far, the PLC strategy is one of the initiatives of Malaysian Education Ministry to improve the quality of teachers based on the trends and developments of education in developed countries like the United States, Germany and Japan. This is because the stabilization of PLC among educators is seen as an effort to improve the qualities of teachers. The concept of PLC in the countries included collaborative activities between the school and outside the school communities when schools can bring in stakeholders (knowledgeable others) from outside the school into the classroom to transform the curriculum delivery.

Based on the concept of PLC practiced in developed countries, the objective of its implementation in Malaysia are: i) extensive participation of stakeholders and educators to ensure the success of NKRA and Blueprint 2013-2025; ii) ministry of education expressed commitment to ensure the success of PPPM 2013-2025 through a specific, comprehensive and integrated action plans; iii) improved the quality of teaching and learning of teachers; iv) the occurrence of events provide opportunities to share knowledge, expertise and collaboration among teachers; v) creating teamwork; vi) develop a group of subject matter expertise (SME) to assist and provide guidance to teachers; vii) doctrinaire SME to express their identity as instructional leaders; and viii) popularize and develop the PLC as a strategy in the service of course to increase the professionalism of teachers in Malaysia (BPG KPM 2012).

There are five critical elements of PLC, such as i) reflective dialogue; ii) sharing practices; iii) collective focus on student learning; iv) collaboration, and v) shared values and norms (Paidela 1990; Hord 1997; DuFour 2001, 2004; DuFour & Eaker 1998, 2008; DuFour, Eaker & Many 2006; *Bahagian Pendidikan Guru* 2011; Zanaton, Siti Nor Aishah & Siti Nor Aini 2013; Zanaton, Siti Nor Aishah, Siti Nordiyana & Effandi 2014; Zanaton, Effandi & Md. Yusoff 2014; Muzirah & Nurhana 2013). In this study, researcher focused on element of Sharing Practices (De-Privatization of Practice). Based on the approach, option and non-option Malay language teachers collaboratively working on a program of teaching and learning that focuses on the effectiveness of student learning. Strictly speaking, collaborative practices that requires the mobilization of ideas, experiences and skills will enhance pedagogical content knowledge in preparing their lesson plan by sharing ideas in the discussions of reflection in Lesson Study (Yoshida 2002; Zanaton, Siti Nor Aishah & Siti Nor Aini 2013; Zanaton, Siti Nor Aishah, Siti Nordiyana & Effandi 2014; Zanaton, Effandi & Md. Yusoff 2014; Muzirah & Nurhana 2013).

The Problem of Statement

The issue of teaching based on the option and non-option Malay language teachers is nothing new in the world of education today. In the country endeavor to reach a global standard of education, the issue of Malay language teachers based on non option is no longer an obstacle. This was because many people think that teaching Malay language was a daunting task. In Seman (2005), the findings showed that all teachers who became the respondents admitted they are

interested and enjoy teaching as they consider that Malay language subjects were easy to be taught. Thus, their responses were accepted by the school administrators. So, based on the matters, the teaching of Malay language among non option teachers are continually to this day as the school or the authorities taken an issue into consideration that the Malay language subject can be taught by any non option teachers.

Previous studies by Seman (2005), Zamri (2012a), Zamri and Magdeline (2014) also reported that many schools, especially in rural schools faced a shortage of teachers. These constraints led to teachers who have not set a specific option in the schools. This also led school administrators to define problems facing teachers based option. Previous studies also found that teachers with option of others subject such as science, mathematic and others subject also teaching Malay language in schools. Such things were expected to solve the shortage of teachers in school but cannot help to improve language proficiency among students. Teachers who were not an option in Malay language much less master in the aspects of language skills. The situation eventually posed a problem when they take the discourse on teaching (Shimon & Brawdy 2001; Seman 2005; Magdeline 2014).

The phenomenon of teaching based on the option and non option teachers to continue pursuing the lips of various parties and even this issue were often debated by earlier researchers such as Nurul Huda, Nik Mohd Rahimi and Kamarulzaman (2010), and as well as Magdeline (2014). Their findings reported that teachers who were not in options but were given the opportunity to teach other subjects have many weaknesses. The scenario that was described in the findings given by the previous researchers were really disappointed as the IPG and the IPT has implemented various trainings and courses to meet the needs of trainers to ensure teachers produced high quality in learning and teaching. Thus, the Inspectorate and Quality of Assurance (2013) recommended the teaching and learning of Malay language should be based on the option in order to meet the demands of SMT and QSME (BPG KPM 2009; JNJK KPM 2010).

Based on the findings, there should be need to make a research on teachers' skills in designing teaching and learning of Malay language by option and non option teacher. This was so because in the context of teaching practices that affected the quality of knowledge, mastery of teacher on the basis field of linguistics was a widely field of knowledge that focusing studies on all aspects of languages such as phonology, morphological, syntactic and semantic.

In according to Arbak Othman (1988), linguistic science is to study the language and create theories to explain all the phenomenon studies on languages. Mean while, in the field of language teaching, there was also an area of complex linguistic and multi discipline nature, which aims to teach the language to students to enable them to master the language and can communicate with others by using language that has been learned. To achieve this goal, the field of language teaching cannot isolate itself from the discipline of others linguistics, especially in the discipline of theoretical linguistic, social linguistic and psycholinguistic. All these disciplines provided a useful contribution to the success of a program of teaching and learning languages. The absence of the knowledge in these basis field could be a hurdle to Malay language teacher, especially non option teacher because they can have different

disciplines in the teaching of language (Norismayati Aida, Anida Sarudin & Mohd. Rashid 2013; Nur Ain Elzira & Zamri 2016). On the other hand, we often heard that teachers do not need linguistics to teach the Malay subject. According to Abdullah Hassan (1980), this may be true because there are many Malay language teachers, especially those past generation teachers claimed that they never heard the term of linguistic but can teach Malay language so well. But today, teachers were given the knowledge of linguistics and were also equipped with a variety of exercises in a programme of continuing professional development, provided with all kinds of equipment and facilities but still produce students who sometimes could not even speak perfectly in Malay language. So, the question now is, should Malay language teacher need linguistic? The problem could be overcome if all the Malay language teachers work together and cooperate collaboratively in designing teaching and learning of Malay language through acculturation of PLC. Based on the discussion in Lesson Study, sharing of best practices between teachers with option and non option can be implemented in order to transform the Malay language teaching and learning becoming more meaningful.

Hence, the needs to resolve the issue of appropriate diversification of teaching strategies is necessary so as Malay language teachers apply the approaches, methods and techniques that can help and overcome the problems in teaching and learning. One of the proposed approach to solve this problem is through the enculturation of PLC via Lesson Study based approach (Fernandez & Yoshida 2004). Thus, research on teaching and learning skills of Malay language based on option and non option teachers should be carried out in order to strengthen the existing skills of the teaching and learning of Malay languages. The best practices and effectiveness in teaching and learning can be generated through the session of reflection in Lesson Study (Yoshida 2002). It was expected that the best practices among Malay language teacher whether the option nor non option can be incarnated in the teaching and learning in each classrooms with much attractive and meaningful to improve the students achievement.

LITERATURE REVIEW

The literature review discusses matters relating to the study of Malay language teachers skills in designing teaching and learning of Malay language. The discussions involved aspects such as Lesson Study, Quality Standard of Malaysian Education (QSME), Standard of Malaysian Teacher (SMT) and the pedagogical of 21st century.

Lesson Study

In Japan, Lesson Study commonly called as Jugyoukenkyuu. "Jugyou" means learning or teaching, "kenkyuu" means research or investigation. In others words, Lesson Study is a research or investigation towards teachers teaching in the classroom (Fernandez & Yoshida 2006). The process in Lesson Study which includes meeting and discussion group of teachers to foster the pediteration of knowledge, development of ideas and individual creativity in the process of daily lesson plans together. This plug-in can foster the sense of belonging among teachers in schools. The good practices should be fostered and strengthened continuously in order to be unshakeled by teachers at the next school. The practices was

expected to produce a school of excellence, quality and world class. According to "The Teaching Gap" book (Stigler *et al.* 1999), Lesson Study was characterized as, i) focusing on student learning; ii) a collaborative effort among teachers; iii) teachers involve in the Lesson Study to see themselves contribute to the development of knowledge about teaching and profesional development in themselves; iv) focusing directly on enhancing teaching based on suitability; and v) model-based continuous profesional development of teacher in long term (Stigler & Hiebert 1999; BPGKPM 2009). The characteristics of Lesson Study that described above were consistent and in line with the principles of effective teachers profesional development in literature (Darling-Hammond & McLaughlin 1995; Guskey 1986; Hawley & Valli 1999). Thus, it could be concluded that Lesson Study met the criteria for a model of effective profesional development (Nur Ain Elzira, Zamri & Nur Aishah 2015).

The Quality Standard of Malaysian Education (QSME)

Based on 12 principles of teaching and learning (Tiberious & Tipping, 2000), Inspectorate and Quality of Assurance (IQA) under the Ministry of Malaysian Education has outlined 12 principles of effective teaching and learning in QSME Standard 4. The principles are: i) students participation; ii) mastery learning student; iii) student work; iv) planning and preparation of teacher; v) method of delivery; vi) communication skills; vii) the use of education resources; ix) questioning techniques; x) mastery of content; xi) classroom management; and xii) professionalism in teaching practices. According to IQA, teachers were considered excellent in teaching when they achieved a score of 6, which mean the highest score and showed the result in between 90 to 100 percent in Standard 4. Therefore, the Malay language skills of teachers should be strengthened to enhance their skills in teaching and learning to achieve the roadmap 2010-2015 IQA by emphasis on student outcomes (JNKKPM 2010).

The Standard of Malaysian Teacher (SMT)

One of the purposes of the standard formulation of Malaysian teachers was to identify the level of profesional competence of teachers in terms of teaching and learning skills to ensure the competence level of teachers that being achieved. This enables SMT to identify policies and development strategies that teachers education should be improved and inline with current developments and challenges in education. SMT consist of 3 aspects such as: i) Standard 1: The professionalism of the teaching practices; ii) Standard 2: Knowledge and understanding; iii) Standard 3: Teaching and learning skills (BPG KPM 2009). By exploring the Malay language teachers' skills in designing of teaching and learning, this study focused on 3rd standard which emphasis the ability of teachers to plan teaching and learning of the Malay language. In addition, teachers should be able to provide a design based on the syllabus, yearly lesson plan and daily lesson plan with a set of learning objectives, activities, resources, and assessments and evaluation. The designed should taken into account the differences in students' abilities, existing knowledge and expectations of students' achievement.

Based on SMT specification, the standard would be achieved if teachers: 1) produce an annual teaching plan based on the curriculum, syllabus and the school calender into differences in abilities, existing knowledge, and as well as expectations of

students achievement; and 2) generate daily lesson plan that includes such things as: i) learning objectives are explicitly that would be measurable and achievable; ii) induction set in accordance with the title, attractive, stimulate the mind and willingness to help students; iii) activities that stimulate multiple intelligences, skills of students, students participation optimally, students abilities and the time allocation; iv) appropriate resources, engaging and interactive enough to help learning; and v) assessment and evaluation are relevant and pliers can measure achievement of learning objectives (BPG KPM 2009).

The 21st Century Pedagogy of Malay Language Teachers

The 21st century pedagogy of Malay language teachers should master the skills of pedagogy that inline with the development trend of the latest information and communication technologies. Professional development should be towards the construction of knowledge and pedagogical skills of the 21st century by making themselves as a resourceful teacher like: i) Higher Order Thinking Skills (HOTS); ii) encourage collaboration; iii) technology development; and iv) students evaluation. The 21st century pedagogy also taken into account the purposed acquisition by The Partnerships 21st Century Skills (2008) to foster generic skills among students. Therefore, the sensitivity of teachers on the skills is very important to ensure that all skills can be applied to the method of their teaching process. In according to Zamri *et al.* (2011), teachers often failed to implement various skills in their teaching. By right, the pedagogy of the 21st century requires a lot of skills to be mastered by Malay language teachers.

The Malay Language Methods of Teaching and Learning

In according to Zamri (2012a), to implement such varieties of teaching and learning, Malay language teacher should be able to choose a suitable method that inline with the 21st century pedagogy skills. There were followed by planning such suitable techniques to complete the method such as story telling, practical, memorise and etc. Thus, the 21st century skills that would be as references to explore the skills of option and non option teachers were; i) cooperative learning; ii) problem solving; iii) contextual; iv) future research; and v) constructivism (BPG KPM 2015).

RESEARCH GOAL

The research was explore the skills of teacher based on option and non option in designing teaching and learning of Malay language through enculturation of PLC via Lesson Study based approach.

IMPORTANCE OF RESEARCH

The findings can be the useful contribution to Malay language teachers, thus as the references in designing their lesson plan and as well as an effective Malay language learning. The findings also can be useful to help the next researchers in their research more detail and precise in preparing the effective lesson plan for Malay language subject. Moreover, the findings also help teachers to evaluate their readiness before teaching been implemented. In addition, teachers are able to evaluate and identify students strength and weaknesses in their teaching. Then, students weaknesses and strength helps teachers to plan and implement the teaching and learning of

Malay language subject effectively. Teachers should prepared the teaching aids, objective and study content that best suit the level of the students ability (Nur Ain Elzira & Zamri 2016).

RESEARCH METHODOLOGY

This were the multiple case of qualitative study. The data were collected by method of interview, observation and document analysis. The research were conducted in 4 secondary schools in Sarawak, Malaysia. About 8 participants involved in the study were selected by purposive sampling technique (Patton 1990) that also been called as judgement sampling (McMilan 2002). Four of them were option in Malay language and the other four were not. Data were analysis by application of ATLAS.ti 7.1.8 to code categorial and theme to answer the research question. Experts review were conducted by methods of reliability of Cohen Kappa (Yin 2003). This showed that it was in the level of high approval with index total value of 0.89.

RESULTS

The findings reported that there were seven elements involved teachers skills in designing the teaching and learning of Malay language by both option and non option teachers based on Lesson Study approached. The seven elements were; i) learning objective; ii) lesson content; iii) daily lesson plan; iv) teaching and learning activities; v) teaching aids; vi) assessment and evaluation; and vii) teaching reflection. Details about those mention skills were as evaluated below.

The Learning Objectives

The findings on teacher skills in designing learning objectives obtained through interviews and document analysis by reviewing their Teaching Record Book (TRB). The study found that teachers set up their learning objectives in the form that can be measured student achievement, appliance of knowledge and skills taught, can be achieved within the prescribe period, based on subjects and syllabus, students environmental and existing knowledge, and finally by setting up specific success criteria based on the students' ability. Triangulation data through document analysis clearly showed that all participants noted the learning objectives in their TRB.

However, there were some interesting elements that can be detected from both option and non option teachers regarding the learning objective. The findings showed that the objective of teaching and learning were plan accordingly to S.M.A.R.T Goal Model. The S.M.A.R.T Goal Model was inspired by George T. Doran (1981) which means specific, measurable, attainable, relevant and time bound (Nur Ain Elzira & Zamri 2016).

The Daily Lesson Plan

In preparing daily lesson plan, the findings showed that all participants were guided by syllabus and yearly lesson plan. In addition, the document analysis also found that all participants attached a copy of syllabus and yearly lesson plan to the TRB. On the other hand, researchers also found that the daily lesson plan were synchronised with yearly lesson plan. However, such interesting findings also found that participants planned their daily lesson plan that taken into consideration of

their previous teaching and learning reflection. According to all participants, the well prepared of daily lesson plan should included all the skills that been stated down in the syllabus or latest curriculum standard document and performance. Next, all the element in daily lesson plan should be completed and followed the format consistently. Finally, the daily lesson plan should taken into consideration of students' ability in terms of content, context, process and results (Nur Ain Elzira *et al.*, 2015).

The Learning Content

The findings from the interview showed that almost all the study participants agreed that they prepared the content according to curriculum syllabus or curriculum standard document and performance, and also referred to yearly syllabus. Study participants also reported that, upon sharing session of Lesson Study, teachers may planning the lesson content by focusing most on the ability of students in classroom, targeted activities to achieve learning objective, students general knowledge, stage of content accordingly to pedagogy principle, combination of language skills in one daily lesson plan such as reasoning, listening, reading and writing. Next, the learning content also need to be adapted to teaching and learning strategies (Nur Ain Elzira *et al.*, 2015).

As for the non option Malay language teachers, researcher interested with the skills in preparing the lesson content. Even though they are not in option of Malay language subject, but from the sharing session in Lesson Study, they were able to plan the learning content as well as the option teachers. Yet, the daily lesson plan also found synchronised with the yearly lesson plan. The triangulation data through observation and analysis document also found that teachers stated text book as their main reference whereas teaching reflection would be as their guidance for their next daily lesson plan.

The Teaching and Learning Activities

Researcher found that designing the teaching and learning activity must consider the ability of the students. Lots of interesting activity will lead to achievement of learning objective, suitable with students environment and higher order thinking skills (HOTS). As for option Malay language teacher, the teaching and learning activities were planned more to 21st century skills. The planned activities such as Jigsaw puzzle, three strays, match mine, Think-pair-share, Gallery tour, Round table, Rally Robin and Round Robin, Teams-Games-Tournament, Problem solving, Travelling file, Study group, brainstorming, simulation and showing way. According to them, this can be done from group discussion or individual with the application of i-Think such as mind map, KWL Chart, Plus-Minus-Interesting Chart and etc.

However, the findings can't denied the underestimated ideas from non option Malay language teacher in preparing activities for their teaching and learning. This was so because they produced relevant and brilliant ideas while preparing for their planning in teaching and learning methods. The findings from the document analyse and observation also showed that the activities that always been stated down in their daily lesson plan were hands-on, brain-storming, hot seat, find-someone-who, gallery tour, match mine, teams-games-tournament, jigsaw puzzle, gallery walk, round table, simulation and show-ways. This is how discussion and sharing regarding on

Lesson Study gave chances for teachers to apply sorts of activities for transformation in classes.

Nevertheless, the conventional methods were remained implemented in their teaching such as public speaking, simulation and show-way. The happened phenomenon could be affected by numbers of students and classroom environmental for the activities such as group discussion.

The Teaching Aids

The data analyse from interviews and document analyse TBR showed that Malay language teachers prepared for the teaching aids before the lesson started. According to them, the teaching aids must be suited with the learning topic. As for Malay language option teachers, they planned the teaching aids with the concept of higher order thinking skills (HOTS) such as i-Think, mind map and graphic management. According to document analyse, participants recorded the teaching aids into their daily lesson plan such as i-Think, mind map, LCD, video, news recording, songs, slide, sticky note, A4's paper, manila card, PMI chart, six thinking hats, graphic tools, newspaper, pictures card, wording card, notes, text book, whiteboard, dictionary, and etc. This also happened to all teachers with non option. The interesting findings about this research were both option and non option Malay language teachers using multimedia facilities in their teaching and learning session.

The Assessment and Evaluation

Actually, the aspect of assessment and evaluation is so important to be implemented in teaching and learning in order to verify the learning objectives and students outcomes. Interview results showed that both option and non option teachers have the similar opinion about the importance of having an assessment and evaluation for Malay languages. According to the study participants, assessment and evaluation were needed to confirm the achievement learning objectives. Besides, assessment and evaluation also important to measure the students understanding and effectiveness of the learning objectives. Examples for the assessment and evaluation were writing task like topical test and the oral test. The assessment and evaluation that set up for students was based on their abilities. Nevertheless, teachers with non option had extremely differ in the findings. As for them, besides defining the achievement of the learning objectives, the result of students assessment and evaluation help to improve and strengthening teachers' teaching strategies. Thus, this is how interesting element to be shared in the discussion session of Lesson Study.

DISCUSSION

The discussion showed the relationship between education theory, latest situation about Malay language pedagogy and the previous findings that link with option and non option Malay language teachers' skills in designing their teaching and learning of Malay language.

The Learning Objective

Research findings showed that study participants with non option of Malay language agreed that they set up their learning objectives earlier before the teaching and learning process started. Findings also showed that the learning objectives were inline with SMT which were simplify as specific,

measurable, assessable with students ability, and as well as creative and explicit (BPG KPM 2009). Findings also showed that the learning objective were synchronise with QSME of Standard 4: 4.4 in aspect of teachers' planning and preparation. According to the score, teaching objective should be stated in action, measurable and suitable with students ability (JNJK KPM 2010). The findings supported Mok Soon Sang (2008) statement whereby learning objective that produce effective teaching were explicit, based on syllabus, looking forward for students existing knowledge and their environmental. As a support to Robert Glaser (1968), the Malay language teachers need to consider students current knowledge to state the explicit objective because this may affected their ability to understand the learning content.

Omardin Asahari (1999) then reported the needs for explicit objective accordingly to syllabus because this would stated the aims, learning and skills unit and would be organised by level of student's ability with clear explanation in teacher's guided book. Just then, the Malay language teacher need to plan learning objective that was clear and explicit to make sure the effectiveness of teaching and learning were achieved accordingly to the action and students performance. No doubts, the interesting findings for this research was the ability of study participants in planning their learning objective according to S.M.A.R.T Goal Model which means specific, measurable, attainable, relevant and time bound. S.M.A.R.T Goal Model was originally ideas from George T. Doran (1981). S.M.A.R.T is the short form for specific, measurable, assignable, realistic and time-related. According to T. Doran, every objective must be specific, the ability level that can be measure, targeted individual, realistic and time limit. But, Paul J. Meyer (2003) explains S.M.A.R.T. Goal is all about attitude.

Thus, either option or non option Malay language teachers, they should grab this golden opportunity to share the skills in designing the teaching and learning of Malay language subject so as to be more systematic. Upon the sharing session, all the positive impact will become the useful input to upgrade teachers skills in planning the learning objective effectively.

The Daily Lesson Plan

In preparing daily lesson plan, findings showed that all the study participants would refer to the syllabus and yearly lesson plan. At the same time, learning topic that would be taught need to be synchronised to all forms level. The findings suited the Quality Standard of Malaysian Education in Standard 4 for aspect of 4.4, that highlighted daily lesson plan must be prepared accordingly to yearly lesson plan (JNJK SKPM 2010). On the other hand, the option and non option Malay language teachers should consider their previous teaching and learning reflection to prepare for the daily lesson plan. This could help teachers to study students performance in their previous teaching and learning activities and at the same time, this would be as references for teachers to plan their next lesson of teaching. This findings also enclosed in QSME of Standard 4 in aspect 4.4, which highlighted teaching and learning reflection would be used as a references in preparing daily lesson plan (JNJK KPM 2010). This mean that teachers' reflection were very important for them to plan their daily lesson plan effectively (Zamri & Nur Ain Elzira 2016).

Nevertheless, the strength would according to the teachers skills when all the elements in the daily lesson plan

were implemented and included as what were in the syllabus or curriculum standard document and performance. The same findings also synchronised with language teaching approach by Drake (2007) and Fogarty (1991) that was about integration method. This method gave highlight towards integration concept within four language skills (listening, speaking, reading, writing) in a natural way in teaching and learning process. Result of the findings was very important as it implemented the complex linguistic teaching and multi discipline attitudes. To achieve this, Malay language teaching should never isolated the linguistic discipline in teaching and learning of Malay language especially in the linguistic discipline, theoretic, sociolinguistic and psycholinguistic. This were all matched with the aim of curriculum of Malay language, the language learning must be taught together in order to fulfill students with communication skills.

The Learning Content

The results of this study were in the ideas of outlining the contents of Standard of Malaysian Teacher features such as learning content should be matched with learning objectives; learning content should be rank accordingly to pedagogical principles; appraise application, implement of the absorption contents of other subjects and integration skills (BPG KPM 2009). The study results were also enclosed in Quality Standard of Malaysian Education in Standard 4 for aspect of 4.5, the achievement method. One of the score description to explain the critical criteria are teacher's practice the principles of basic instruction, from simple to complex and from concrete to abstract. Same score description is also stated in aspect of 4.10, highly skilled teachers would ranking their learning content according to students potential (JNJK KPM 2010). Thus, teachers selected skills of learning content enable them to plan their learning content that can be suited to the learning objectives (Nur Ain Elzira *et al.*, 2015).

In conjunction to the findings, Mok Soon Sang (2008) stated that selection of content involving a process of learning content based on pedagogical principles to deliver effective teaching and learning through the inductive approach, namely the preparation content of the lesson plan to teach from easy to hard, concrete to abstract, fact to theory and specific to public. Effective teaching and learning depends on teacher lesson plan in upgrade the content accordingly to semester, week and day (Mok Soon Sang, 2008). No doubts, there were interesting findings from both option and non option Malay language teacher about skills in planning of learning content but did not stated in SMT and QSME. The finding can be used as an additional knowledge for Malay language teachers resources because according to Abdullah Hassan (1987), failure in planning and state the techniques in teaching Malay language make the content failed to deliver to the students. As for the non option teacher, researcher were interested with the findings about their skills in preparing the learning content. This findings also supported Mohamad Johdi (2007) that effective teacher must have deeper skills in their option. This is important so as easy for them to deal with their teaching plan and doing high targeted in each lesson and also rearranged plan to achieve those aims of target.

The Teaching and Learning Activities

The findings of the study reinforced by findings of Slavin (1994) that to ensure students can master a concept or skill,

students were grouped by their abilities. This findings supported ideas from Maimun Aqsha Lubis *et al.* (2007). According to her, teaching method in children activity were able to upgrade students ability from their experience and at the same time also upgraded their memory. This findings also in the same track with Mok Soon Sang (2008) and Slavin (1984, 1994, 1995). According to them, student centered strategy means student play the important roles in study process whereby teachers showed their leadership skills in leading them in teamwork. All learning activities should consider the students factors such as their maturity, experience, interest and knowledge. Based on Lesson Study approach, both option and non option teacher able to plan sorts of activities for their teaching and learning process. The examples of activities that listed out such as Jigsaw Puzzle, Three Stray One Stray, Match Mine, Think-Pair-Square, Gallery Tour, Round Table, Round Robin, Teams-Games-Tournament, Problem solving, Traveling File, Study group, Peer study, Brainstorming, Simulation and etc. Previous research such as from Burton, Donelson and Haley (1975), and Zamri and Magdeline (2012) also explained that teaching language would be more effective when teachers able to implement all the methods that were suggested in teaching language subject (Nur Ain Elzira & Zamri 2016).

There were also few interesting findings from non option Malay language teachers in designing their teaching and learning activities that able to boost up students creativity and innovation. These were done throughout activities such as group discussion, in pair or individually. Their creativity and innovation shown when they presented their ideas by using i-Think map like circle map, mind maps, KWL chart, plus minus interesting chart, 6 thinking hats De Bono and etc. Besides, students prefer activities like hands-on, hot-seat, find-someone-who, gallery walk and problem solving methods. This findings supported what Oxford and Crookall (1989) stated in their findings that teachers should plan varieties of teaching and learning activities.

According to Noriati (2009), cooperative learning that was reported by Slavin (1994) was an active learning that able to change learning situation from passive to dynamic and student centered. Many research had been done by researcher to see the effectiveness of the cooperative learning to upgrade students performance such as Abdul Kadir (2002); Borhan (2001); Burton (1987); Johnson and Johnson (1989); Panitz (1998); Nor Azizah Salleh, Siti Rahayah Ariffin and Musa Daia (2001); Abdul Halim Mohd Noh (2000); Effendi and Zanaton (2007); Pate-Clevenger, Dusing, Houck and Zuber (2008); Schrage (1990); Jonassen (1996); Salleh (2005); and Newmann dan Thompson (1987). Nevertheless, the conventional methods were still be the effective ways in preparing the teaching and learning activities. The situation happened due to several factors that dragged the option and non option Malay language teachers to choose those mention methods. This scenario were matching with Abdul Rashid, Soaib Asimiran and Zakaria Kasa (2009) findings that reported teachers get back to traditional method rather than student centered because of the classroom and environmental factors (Rozita Radhiah & Abdul Rasid 2012).

The Teaching Aids

The teaching and learning of Malay language through Lesson Study based approach combined varieties of interesting

teaching aids by option and non option teachers. Study participants planning the teaching aids creatively to implement the higher order thinking skills (HOTS) such as i-Think, mind maps and graphic management in their teaching and learning processes. The findings had the same characteristic as features ideas of Malaysian Teacher Standard with the outline that teaching aids should be attractive and interesting, provoke thought, integration of technology and communication, suitable with teaching and learning objective, and as well as varieties of teaching aids (BPG KPM 2009). This criteria would be able to fulfill if teachers choose or prepare suitable and interesting education resources, thus enhance students thinking skills. This would create an interesting environment and encourage students to involve more in the study. Thus, teachers should put into stress to the correct way and aspect of safety according to the expert (JNJK KPM 2010).

In according to the expert such as Henly and Ullmer (1978), effective teaching and learning depends on teacher's creativity and ability in selection of teaching aids. According to them, sight are 75% and hearing are 13% to get the information (Mok Soon Sang 2008). Other than that, teaching aids boost up students mind to study and should be suited with learning objectives. Consciously or not, the option and non option teachers had achieved few characteristic of 21st century teachers that have been mentioned by Zamri *et al.* (2011). Meaning, they have to master the subject that were from the content of curriculum, expert in pedagogy, understand the development of the students and love them, understand the psychology of teaching that is cognitive psychology, have counseling skills, using the latest technology in teaching and learning or outside the session (BPG KPM 2015).

The findings strengthened by Mazhan Arshad (2008) research that teaching aids like audio-visual such as television, film and video recording were related to student centered strategy. Thus, this may help them to improve their memory, thinking and perceptions. According to Norasiah Abdullah *et al.* (2009), graphic material prepared the artistic illustration or symbolic that combined handwriting and sketching such as visual, analogic visual, a symbol that represent the concept and organization from graphic chart, map and category chart. Finally, to ensure that the teaching aids had a profound impact on the teaching and learning, planning and preparation must be done carefully. Varieties of teaching aids that were interesting were suitable with topic that been taught, and as well as students interest and understanding. Then, by using thinking tools like questions and questioning, i-Think, mind map and graphic management in teaching and learning, teacher may able to stimulate creative thinking among students.

The Assessments and Evaluation

The researchers found that all of the study participants are planning an evaluation of student achievement in every of their Lesson Plan. The planned evaluation were divided into two, namely the assessment of oral and written evaluation. Ratings provided involving HOTS. The design of assessments and evaluation according to Malaysian Standard Teacher such as assess objective of teaching and learning; variety of evaluation; assessment information were able to understand students performance; the result of assessment as a guide for teachers to plan for their next teaching plan (BPG KPM 2009). The findings also have some similarities with the original criteria in QSME of Standard 4 for aspect of 4.8, that is evaluation.

Based on the critical criteria aspects, the assessments effectively improved the teaching and learning. According to QSME, this criteria would be fulfilled if teachers implement a variety of methods to make current formative evaluation of teaching and learning, thus able to measure and track the progress of students and ensure learning objectives were achieved (JNJK KPM 2010). In fact, the findings could be an additional value for the assessment and evaluation that outlined in Standard of Malaysian Teacher. Besides, it also as an additional criteria evaluation in QSME of Standard 4 (JNJK KPM 2010). But, never forget about some interesting elements that discovered by researcher from non option teachers. They prepared evaluation activities that more to student centered and need to be observed consistently. Meanwhile, an option teachers also given homeworks to students for their extra exercises (Zamri & Nur Ain Elzira 2016). The findings were also in the same track with Airasian (2001), common practices that done by teachers in classroom including the aspects like detecting the level of student mastery, giving exercises and homework based on their abilities, marking students work and justify the construct that need to be implemented in teaching and learning process to stimulate students interest. To make students familiar with the examination papers, option and non option teachers should prepared the students with HOTS question as these was important elements in SPM and PT3 after just implemented in 2014. Assessments and evaluation should including activities such as writing and performance assessment, exam score assessment, feedback and evaluating in making decision. According to Stiggins (1992), when doing writing tests and performance assessment, teacher should know the strength and weakness of each assessment techniques. This is important for them to trace whether the technique is suitable or not. As a result, the assessments and evaluation also help teachers to identify the effectiveness of their teaching skills (Zamri & Nur Ain Elzira 2016).

Conclusion

The study was obtained a findings that acculturation of PLC based on Lesson Study approach affects very positively and significantly to improve the skills of the Malay language teachers in designing teaching and learning. The findings also proved that the Lesson Study based approach is very effective to be used as practice knowledge sharing among the teachers of Malay language department. Therefore, teachers should be ready with open class teaching system to innovate their respective teaching style to achieve a paradigm shift in pedagogical world-class education.

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