Teaching Aboriginal Students in Post Brooke Primary School, Gua Musang District, Malaysia

Dr. Ramlah Bt. Jantan, Education and Human Development Faculty, Sultan Idris Teaching University, Malaysia

ABSTRACT

Amidst the jungle from Cameron Highlands to Gua Musang you will be stunned when you pass by a primary school named Post Brooke. This school was named after Englishman named Brooke, who was the founder of this school. Students of this school comprises almost hundred percent of orang asli students. They were mostly from Temiar sub-ethnic. This school was always visited by YAB Tengku Razaleh. The people around there love him because when he comes, the people will prepare ‘kenduri’ (feast) for him and organize cultural show for that day. How about the teachers in the school? They love the school because of the serene beauty around them and their obedient and compliant students. This is a survey research to identify the level of student’s reading capacity and to determine the reading modules and books use by the Bahasa Melayu teacher to teach these students. The headmaster also allow researcher to observe the students whilst the Malay Language teacher teaching. He also allow our research assistants to teach reading in the class using module ‘Ceria 2M’, created by Emeritus Professor Dr. Isahak Haron. Findings of this study showed that most of the teacher used module by Oslan Osni to teach before we introduced ‘Ceria 2M’ modules. These findings have important implication to the curriculum development, education administrators, teachers, teacher’s teaching college and university, and parents of the aborigines students.

INTRODUCTION

According to the 2020 vision, the government hopes that all of Malaysian citizen will be able to enhance their lifestyle qualities by enhancing their knowledge towards the development of world class minds including the aborigines in our country. Mastery of reading among the children’s plays an important role as this is their first step towards developing their knowledge, because when they can read, they can understand and read every sentences that are shown to them. Accordingly the information transfer will be much faster. It is the vision and mission of the year 2020 to produce a citizen that is knowledgeable, communicative competence and self-motivated. Realization to this matter, the Ministry of Education have launched “Education Development Master Plan” (PIPP) that is to strengthens the education in all level including the primary level in the efforts of producing human capitals that is competitive in the labour market that are world class professionals. In the effort of helping the teachers imparting teaching and learning in the preschool and primary levels, there are many module on reading, writing and counting in the market. These developments have encouraged us to develop our knowledge but it needs a thorough observation and research as for its effectiveness. In this research, the writer have observed the pedagogical content knowledge and techniques used by the Malay language teacher at the Pos Brooke Primary school in teaching the aborigines students to read. The researcher have introduced a reading module in collaboration with Professor Emeritus Dato’ Dr. Isahak Haron to the remedial students at that particular school. Through the discussions with the teachers and the observation on the students teaching and learning at the Pos Brooke Primary School have offer the researcher a new perspective on the way the aborigines students thinks and also the learning method that suits them. The research findings have shown important implication to the education administrator, teachers, parents, the teachers training colleges in enhancing the academic achievement among the aborigine’s students in primary schools.
STATEMENT OF PROBLEM

It is the vision and mission of 2020 to produce human capital that are knowledgeable, skilled and self-directed. Accordingly, the Ministry of Education has launched the ‘Education Master Plan’ (PIPP), which aims to strengthen education at all levels including primary education in producing human capital that is competitive in the world-class workforce. In an effort to help teachers convey their knowledge effectively in preschools and primary schools, there are many modules of teaching include reading writing, and counting modules in the market. These phenomenon are encouraging but must be monitored and review of its effectiveness.

Statistics in the New Straits Times article (July, 2007) showed that 34.31 percent or 1.322 from 3.853 Aboriginal students who have completed standard six in primary school failed to continue their schooling to form one. This is clearly showing the participation and achievement of Aboriginal students is still far behind the mainstream students. Therefore, measures for narrowing the gap between the Aboriginal and mainstream students in education will be achieved by providing an appropriate learning methods. In accordance with the mission and vision of the government to become a developed nation by 2020 and mould the students to be knowledgeable human capital, we need to ensure that all communities in Malaysia get a proper education.

Emphasis should be given to educate the Aboriginal children because the level of awareness among Aboriginal parents on the importance of education to their children is very low (Colin Nicholas, 2006). Therefore, monitoring of these modules is important because we can identify the modules that are suitable for students with different levels of knowledge and understanding. This is because even in this advance information technology era, especially in the teaching and learning in the classroom, there are students who have not mastered reading skills. Therefore, it is the most important role of the teachers to help their students to be capable to read because the mastery of reading will open the door to ample knowledge and facts.

In this study, the researcher try to determine the level of readability among standard three Aboriginal students, and practice teaching using module ‘Ceria 2M’ (which was designed by Professor Emeritus Dato Dr. Isahak Haron) in teaching and learning process to see the students' achievement in reading after using the modules.

LITERATURE REVIEW

Review of literature on literacy and the readability level of indigenous students is limited even though many aboriginal settlement was established in the jungle such as Post Brooke, Post Raya, and Post Bersih.

According to Colin Nicholas (July 2006), the main factor aboriginal children did not go to school is their economic circumstances that is very low or poor. Colin explains, "To illustrate the point, I can cite the case of the Semai community in Woh, Tapah where prior to 1993 no indigenous people went to school from that area. However, a parent then was very keen for his child to attend school and the Aborigines asked the Department of Orang Asli Affairs (JHEOA) to help with the transport. The JHEOA agreed to provide transport on the condition that there be more than 18 students agree to go to school in order to justify the cost of hiring a school van monthly. With this assurance, 18 children began school within a month. Clearly it was not a case of the 'poor attitude' towards education of the parents". Based on the fact, Colin argued that the poverty has caused many problems among Aboriginal children, include left behind in education. This is a common phenomenon. But we and the government must help the Aboriginal children to receive the same education opportunity as other children. So that they can change their lives for the better in the future. Newman (1995) cited a theory that there is the existence of poverty culture. This culture is difficult to be abolished. This is because, the children of this poor generation still continue way of life as their forefathers. Children aged six or seven years, will absorb the basic values and behavior of the sub culture of poverty-related premises. Newman (1995) believes that we can bring out the children from slum areas, but we can not bring out the nature of the squatter in the child.
Family is the most important social agent in a society. This is because, the family has a responsibility to give the children meaningful experience while in childhood. In their house, child begins to receive norms and cultural values that are practiced within a society. When children go to school they undergo a process of socialization based on their experiences. To what extent can these children receive the values of the school and socialized with the values and norms in the school, depending on what they experienced at home (Clark 1994; Fatanah, 1997; Rozman, 2006;).

Colin Nicholas (July 2006) added, “However, merely attending school is not fully indicative of educational attainment. Pass rates among Orang Asli schoolchildren have not been too encouraging, though it has been increasing over the years. For example, Lim (1997:45) comments that, the percentage of passes among Orang Asli schoolchildren taking the SRP (Primary 6) exam in 1990-1992 was between 43 to 59 per cent, compared to 69 to 78 per cent at the national level. Similarly, for the 1993-1995 period, the proportion of Orang Asli passing the SPM (Secondary 5) exams was 51 to 54 per cent, compared to 66-67 per cent nationally. While the pass rate is expected to be higher in recent years, it is not expected to be significantly higher since many Orang Asli students would have dropped out prior to these public examinations.” Based on the information above, due to lack of awareness on the importance of education, the children of indigenous people not interested in education as a way to improve their living standards. Due to attitude not wanting to go out from their community placements, and more interested in the work of the village caused the young Aboriginal people not concerned about their education.

According to Rozumah, Rohani and Yew (1996) who conducted a study to determine the relationship between socioeconomic status, home environment and mental performance of preschool children. The respondents of this study consisted of 34 children aged 6 years (17 Chinese, 17 Malays) from a Chinese kindergarten and a Malay kindergarten in Kampung Haji Ismail, Bagan Serai, Perak. This study was to measure the home environment using the HOME Inventory and the mental performance of children was measured by using the Wechsler Intelligence Scale For Children ‘and' Goodenough Draw-a-man test. 'This study found that parents' education, family income and family size have a significant correlation with the HOME. Family income has a positive relationship with the mental scores of children and the family size showed a negative correlation. Significant correlation was found between the quality of home environment and child mental scores. Based on the results of these studies researchers have concluded that children's mental abilities are related to the home environment. Home environment, providing early learning environments for children before they are sent to school. The study also found that socioeconomic status has correlate directly with the home environment and indirectly with children's mental abilities.

RESEARCH OBJECTIVES

The purpose of this study was to examine the reading proficiency among Aboriginal students in primary schools, determine their readability level in Malay Language, their, review remedial teachers opinion on teaching reading to the Aboriginal students. The specific objectives of this study was to:
1. view the Malay language readability level among Aboriginal students in primary schools.
2. entity readability benchmark among Aboriginal students at level 1 primary level.
3. view the reading modules use by the Malay language teachers in the teaching of reading to the indigenous students.
4. aminating teachers’ views on reading achievement levels of the Aboriginal students.

CONCEPTUAL DEFINITION

Among those concepts are:

Aboriginal Students

In the Aboriginal Peoples Act 1954 (“Act 134) revised 1974, indigenous children are from where his father was a member of the ethnic groups of indigenous peoples and often lives in a way of life of indigenous peoples and customs and beliefs of indigenous peoples, and includes a descendant through the male person. Any person of any race who adopted the boy by the Orang Asli and have grown up as an indigenous people, often speak the language of indigenous
people, often live a way of life of indigenous peoples and hold to customs and beliefs of indigenous peoples are members of the Aboriginal community or; Children of any union between an Aboriginal woman with a man from the other races, provided that the child was habitually speak Aboriginal language, often live a way of life of Aboriginal and hold to Aboriginal customs and beliefs and still be a member of the community of Aboriginal people. Any aborigines who no longer hold on to Aboriginal beliefs because he had converted to any religion or for any other reason, but he is still in the manner of life of Orang Asli and the indigenous or Aboriginal language speaking shall not be deemed as no longer Aboriginal solely by reason of his religious practice.

Reading Modules

Modules are used to test the reading skills of the aboriginal students. These books was designed by Prof. Emeritus Dato’ Dr. Haron Isahak call ‘Ceria 2M’ reading and writing books comprises of ‘2M Ceria’ Reading Activity Book 1 and ‘2M Ceria’ Activity Book 2. In addition, the researcher also used the Diagnostic Method of Combined Sound Words (KGBK) for Reading Malay.

Integrated Sound-Word Method

The proposition or model of reading used by Prof. Emeritus Dato’ Dr. Haron Isahak in designing his module was call “Integrated Sound-Word Method” (Kaedah Gabung Bunyi Kata).

Intervention Program for Basic Reading and Writing (KIA2M)

Intervention Program for Basic Reading and Writing (KIA2M) used in testing the reading skills of Aboriginal students by Malay language teacher. Intervention Program for Basic Reading and Writing (KIA2M) aims to help students who have not mastered reading and writing in the Malay language. This student group is made up of those who are slow or have not mastered basic skills in reading and writing. They are not just made up of a special remedial students but also among students who really need remedial classes. Thus, teaching and learning strategies should be used in accordance with the requirements for helping students master basic skills as soon as possible.

Research Conceptual Framework

This study consists of the dependent variable, diagnostic tests and reading tests and the independent variables consists of gender, age and parent income.
Diagram 7.1: Conceptual framework of Teaching Reading Among Aboriginal Students.

Conceptual framework of Teaching Reading Among Aboriginal Students in Post Brooke.

In the conceptual framework for this study there were four important part of students' existing experience, input, output and demographic variables. The first part of the existing experience students need to be taken into account to increase the effectiveness of the study, while input refers to the module - the module that is used to conduct this study. Output refers to the impact of the module. This study assumes that the demographic variables related to the level of student achievement in reading.

RESEARCH DESIGN

This study used a qualitative design in which the researcher used camera to video tape teacher’s teaching the aboriginal students using ‘Ceria 2M’ module. Diagnostic test was used to identify readability benchmark among Aboriginal students. The researcher also interviewed remedial teachers to collect data.

SAMPLE OF THE STUDY

The study population consisted of ten students from Post Brooke Primary School, Gua Musang, Kelantan. Respondents in this study consisted of students who were from aboriginal tribes (Temiar) and family background of farmers and forest products collector who are not influenced by the modern world, such as the Malay community.

RESEARCH INSTRUMENT

This study used an interview method with the teacher to see the teachers' views on the achievement of aboriginal students at the school. In addition, researchers want to know what modules are used by the school to help students
master the reading skills of indigenous peoples and the views of the teachers' needs better module for students. The researchers also conduct diagnostic tests and reading tests to the students.

**DATA ANALYSIS**

The data were analyzed using qualitative methods. Qualitative methods used by researchers in interviews with teachers were transcribing and coding. Analyzing the results of diagnostic tests and readability test was measured by their level of readability.

**FINDINGS**

In this study, researchers have used the two books produced by Professor Emeritus Dr Isahak Haron that is ‘Ceria 2M’ Malay Language - Activity 1 for ten students and “Ceria 2M” Malay Language - Activity 2 for preschool. In addition, researchers also use the Early Reading Diagnostic Test for Malay Language.

**Findings From Early Reading Diagnostic Test (KGBK)**

In the early reading diagnostic Test, there are 12 level reading ability such as below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Readability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aras 1</td>
<td>Pronounce letter and simple consonant</td>
</tr>
<tr>
<td>Aras 2</td>
<td>Pronounce ‘open syllables’</td>
</tr>
<tr>
<td>Aras 3</td>
<td>Read words consisting open syllables</td>
</tr>
<tr>
<td>Aras 4</td>
<td>Read words with closed syllables</td>
</tr>
<tr>
<td>Aras 5</td>
<td>Read words consisting closed syllables</td>
</tr>
<tr>
<td>Aras 6</td>
<td>Read words and differentiate words with vocal e taling &amp; e pepet; and o</td>
</tr>
<tr>
<td>Aras 7</td>
<td>Read words with closed syllables ‘ng’</td>
</tr>
<tr>
<td>Aras 8</td>
<td>Read words with ‘geluncuran’ syllables and diphtong</td>
</tr>
<tr>
<td>Aras 9</td>
<td>Read words consisting ‘nga’ dan ‘nya’ syllables.</td>
</tr>
<tr>
<td>Aras 10</td>
<td>Read words that add with ‘me-, mem-,ber-’ infront of them.</td>
</tr>
<tr>
<td>Aras 11</td>
<td>Read short sentences.</td>
</tr>
<tr>
<td>Aras 12</td>
<td>Read sentences and story.</td>
</tr>
</tbody>
</table>

Result of the diagnostic test was as stated below:

<table>
<thead>
<tr>
<th>Name of Respondent</th>
<th>Level of achievement</th>
<th>Detail of Readability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohd Sharizan Leman</td>
<td>5</td>
<td>Able to read words with closed syllables</td>
</tr>
<tr>
<td>Mohd Suhaimi Agus</td>
<td>8</td>
<td>Read words with ‘geluncuran’ syllables dan diphtong</td>
</tr>
<tr>
<td>Pie Anjang</td>
<td>7</td>
<td>Read words with closed syllables ‘ng’</td>
</tr>
<tr>
<td>Doni Agang</td>
<td>12</td>
<td>Read sentences and story.</td>
</tr>
<tr>
<td>Didi Busu</td>
<td>10</td>
<td>Read words with ‘me, mem, ber’ add infront of the words.</td>
</tr>
<tr>
<td>Sundal Andul</td>
<td>5</td>
<td>Read words with closed syllables</td>
</tr>
<tr>
<td>Tina Along</td>
<td>5</td>
<td>Read words with closed syllables</td>
</tr>
<tr>
<td>Jamariah Rosli</td>
<td>3</td>
<td>Read words with open syllables</td>
</tr>
<tr>
<td>Rita Uda</td>
<td>2</td>
<td>Pronounce words with open syllables</td>
</tr>
<tr>
<td>Norshin Rosli</td>
<td>3</td>
<td>Read words with closed syllables</td>
</tr>
</tbody>
</table>

This study also showed the lowest level achieved among the Orang Asli in the Early Reading Diagnostic Test Malay language is level 2 is just beyond the open syllable sounds like ‘ba’, ‘bi’, ’du’ and so on. While the highest level achieved by students - this student is at level 12 which can read verses and stories. .
Reading Result: ‘Ceria 2M’ Activity Book 2 in Malay Language for Preschool.

In this book there are 22 levels which were tested to determine readability level of the students who studied at this school. In this study, researchers assessed the five students who have undergone the diagnostic. Five of the above students were tested using this book. They only manage to copy sentences which is only the first level out of 22 levels.

From the level of readability that has been established, researchers have investigated and the results are shown in the table below:

<table>
<thead>
<tr>
<th>Name of Respondent</th>
<th>Level of Attainment</th>
<th>Detail of Readability level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mohd Sharizan Leman</td>
<td>1</td>
<td>Read and copy simple sentences.</td>
</tr>
<tr>
<td>Mohd Suhaimi Agus</td>
<td>1</td>
<td>Read and copy simple sentences.</td>
</tr>
<tr>
<td>Sundal Andul</td>
<td>1</td>
<td>Read and copy simple sentences.</td>
</tr>
<tr>
<td>Jamariah Rosli</td>
<td>1</td>
<td>Read and copy simple sentences.</td>
</tr>
<tr>
<td>Rita Uda</td>
<td>1</td>
<td>Read and copy simple sentences.</td>
</tr>
</tbody>
</table>

The findings of this study found that all students which were tested in this study only achieve level one that is can read and write simple sentences.

Reading Result: After Reading ‘Ceria 2M Malay Language’ – Activity 1

In this book there are 16 levels which were tested to determine readability level of the students who studied at this school. In this study, researchers assessed the five other students who have undergone the diagnostic test. Students were tested for the level of readability. Result is shown in the table below;

<table>
<thead>
<tr>
<th>Name of Respondent</th>
<th>Level of Attainment</th>
<th>Detail of Readability level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie Anjang</td>
<td>7</td>
<td>Read words with syllables KV and KVK; Read and write their own words.</td>
</tr>
<tr>
<td>Doni Agang</td>
<td>7</td>
<td>Read words with syllables KV and KVK; Read and write their own words.</td>
</tr>
<tr>
<td>Didi Busu</td>
<td>7</td>
<td>Read words with syllables KV and KVK; Read and write their own words.</td>
</tr>
<tr>
<td>Tina Along</td>
<td>6</td>
<td>Read words with KV: La Li Lu, Ma Mi Mu; Read and write their own words.</td>
</tr>
<tr>
<td>Norshin Rosli</td>
<td>7</td>
<td>Read words with syllables KV and KVK; Read and write their own words.</td>
</tr>
</tbody>
</table>

Based on the results of this study we can conclude that the highest readability level of the students is at level 7 whereby they can read syllables KV and KVK, build, read and write words. Only one of the six students achieve level 6 that is can read words with KV; La Li Ku, Ma Mi Mu, build, read and write words.

DISCUSSION

In this study, researchers have applied the method of integrating word-sound (KGBK) to students in the Malay Language remedial class in the Post Brooke Primary School, Gua Musang, Kelantan. This study attempts to see the mastery of reading among aboriginal students, identify benchmark readability, the appropriateness of the reading module, and build a reading module.

Researchers have used the two books designed by Prof. Emeritus Dato Dr. Isahak Haron which is ‘Ceria 2M Malay Language Book’, ‘KIA2M - Activity 1’ for five students and 2M “Ceria” Malay Language Book for Preschool - Activity 2 for another five students. In addition, researchers also used the Early Reading Diagnostic Test for reading in Malay Language. Each book is used by the researchers to determined the level of readability that was achieved by Aboriginal students. In the First Diagnostic Test (KGBK) in reading Malay Language, there are 12 levels of readability,
2M Ceria Malay Language Book, - activity 1 consists of 16 level, and ‘2M Ceria Malay Language for Preschool - Activity 2’ consist of 22 levels.

The findings from diagnostic tests involving 10 students, only one student achieve all level of readability that is can read sentences and stories. From these findings, students been divided into two groups where the first group who were at lower levels of reading will use the ‘Ceria 2M Malay Language Book for Preschool and the rest was using the second book.

The findings of ‘2M Ceria Book Malay Language for Preschool - Activity 2’. Students in this group only reached a level that is can read and copy simple sentences. While the “Ceria 2M” Book-1 activity book which consisted of 16 level readability levels, the students only achieve a low level that is level 6, syllables cv: lu li la, ma mi mu, construct, read and write the words and the rest are at the reading level of 7, read syllables kv and kvk; building, reading and write words.

Result for overall findings can be concluded as follow. These findings may explain that the readability level of Aboriginal students are at low level for at the age of 9 years old compared to students in the mainstream.

Result from Interview with Remedial Malay Language Teacher

Based on the interviews with teachers, it can be concluded that there are several factors that cause low level readability among indigenous students. Among the factors are as follows;

Parents

There are close links between the role of parents and home environment in the acquisition of reading skills in children. Study Durkin (1966) about children who have been found competent to read, although still in the kindergarten classes that the main factors that encouraged them to read quickly and smoothly is a sufficient amount of reading material provided by the parents. Trelease, 1989 (in Lee Lai Guan, Rahman & Salihah, 2007) also believes a reading aloud to children can bring many benefits. Parents who read to children is not only improve the reading skills of children, but other skills related to reading skills. Among other things, parents can improve their children's mental health by extending the concepts, vocabulary, and expand the nature of knowledge and thinking. Aboriginal parents are not encouraging their children to school, this causes the children can not read and more parents encourage their children to help them do that job done. This statement is in accordance with the opinion issued by Mohamed Nor (1990) in his study.

Interference From Native Language In Reading Malay Language.

Malay is the second language for Aboriginal students, because each child have their own native language. In the SK Post Brooke, Gua Musang Kelantan, they were from Temiar people. Therefore, the Malay language is a second language for them. There has been much research done on second language learning problems due to interference from native language students includes a study by International Labour Office (1953) about the lives and conditions of the natives in some countries. The results showed that the level of education among the population of the indigenous peoples is low because of these factors and socio-cultural background.

The aboriginal student’s mastery of Malay language were at lower levels due to their mother-tongue interference. This is certainly contribute to their declining educational level. Test word pronunciation, reading passages and writing were done to detect Malay Language disruption for the students. By this stage it can be detected that their native language disrupted in their learning the Malay language. Aboriginal languages are made up of several dialects, especially Temiar. Effects of their native language is obvious in verbal skills.

Home Environment

In the study, Hansen (1969) has incorporated four factors associated with the home environment. These factors are no appropriate reading materials at home, no time allocated for reading to children, no time slot for guiding and encouraging children to read and whether parents become good examples or models for children. All four factors in effect the attitudes of children to read independently. Parents also need to demonstrate love to read to their children.
This idea was supported by Rohani Rustam and Jamiah A. Bakar (1995) states that example by doing is powerful because the children like to imitate. What the parents or adults do, they will try to imitate. Although they are not serious readers, but the act of parents reading the materials will set good examples to their children. In conclusion, the role of parent and home environment was a major factor in influencing the attitudes of children to read. It is the determining factor as to whether a child will become successful readers and vice versa. This is clearly shown in the Newman study (1995).

**Poverty or Low Socioeconomic Status**

The study also found low socioeconomic status or poverty were natural causes for low readability level among aboriginal students. Students sudy progress will be disrupted by family poverty. In this case, the prevailing poverty of their family, parents will ask the children to work to support the family. The students also lack in tools and equipment to come to school due to poverty. In addition, lack of knowledge about the importance of education also causes them never to give serious attention to education. Their culture that cling to their animistic beliefs are also caused them to be left behind in their studies. This is because, most of these tribes still live in rural areas like the forest than in areas of town or sitting area with basic facilities. They still like to practice sitting in thatched houses and walled rattan palm, looking for forest products such as hunting and so forth. As a result of this culture are still strongly practiced, especially on the aspect of education their children are less stressed. Thus, the situation of poverty among indigenous peoples are still plaguing. This statement is in line with Colin in the survey research literature, the real poverty that has resulted in many Aboriginal children are left behind in education.

**Teachers**

During the process of teaching and learning in the classroom, teachers should ensure that all students take part and given an opportunity to share what they know about a topic. Teachers must recognize the success of each individual, especially when they show their ability to plan lessons or activities. Teachers must develop different level of learning objectives. Teachers should also understand what the student needs and provide a system to help students interact with the world of reality. If there are students who have problems learning in the classroom, then teachers should face and help him. Indirectly, these students will feel the teacher are concerned with him and give him the spirit to help themselves. Know how to diversify the teaching methods and adapt to the level of student achievement is one of the special characteristics of a teacher. Each student has the ability, efficiency, talent and different privileges. Therefore, diversifying teaching methods by taking the example of how the learning has to do with the realities of the world, will stimulate students' interest to study further. Language teachers should not use dialect in teaching. This is due to regional dialects are used in teaching Aboriginal students face difficulty to understand the Malay language. Among the aboriginal students, Malay is the second or third language for them, their tribal language is their first language.

**High Absenteeism Rates**

To achieve a successful academic achievement attendance to the school plays an important role. Low level readability among aboriginal students are due to the high absenteeism rate. This will effect their learning in the school. According to past research, students often do not attend school can not read and teachers often have to repeat the lesson a few times.

**CONCLUSION**

Overall, parents play an important role in realizing the dream of seeing their children's reading literacy. Aborigines should be given full attention in order to improve their living standards to a more comfortable level. Parents of aboriginal children should provide opportunities for their children to improve their lives if they do not know how to read. Indigenous peoples should receive the modernization. Not intend to leave their culture and tradition, but some accept changes to improve their standard of living. Teachers also need to play a more important role to help provide the necessary knowledge for students. Teachers need to convince them of the importance of knowledge so that they can
feel the advantage when he is capable of reading. Absence from school can seriously be avoided if the process of teaching and learning in the classroom is interesting and attract aboriginal students to come to school and learn.

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ACKNOWLEDGMENT

The researcher would like to extend her gratitude to Malaysian Higher Education Ministry for their research fund (FRGS/KPT05-49-10-08) and UPSI’s Vice Chancelor, Deputy Vice Chancelor (Academic) and Deputy Vice Chancelor (Research & Innovation) for their support.