

## STUDY SKILLS AND ITS RELATIONSHIP TO MALAY SUBJECT ACHIEVEMENT OF VOCATIONAL COLLEGE STUDENTS

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### Abstract

This study aims to measure the influence of learning skills with the achievement of Malay language subjects among Malaysian Vocational Certificate students studying at vocational colleges in the state of Pahang. In addition, this study also aims to see if there is a difference in learning skills between gender and the location of students' residence such as urban and rural. The study respondents were 297 students who were selected using a random sampling procedure consisting of Year 1 and 2 Malaysian Vocational Certificate students who followed various study programs including Electrical and Electronic Engineering Technology, Mechanical and Manufacturing Technology, Civil Engineering Technology, Information and Communication Technology, Hospitality and Tourism, Education and Community Services, Business and Agriculture. A total of 55 question items using a 4-point Likert scale became the instrument of this study. The level of learning skills is determined by looking at descriptive data analysis while inferential analysis is used to see the difference in learning skills of students at vocational colleges in the state of Pahang which is the focus of this study. Analysis of the findings of the study shows that vocational certificate students have a moderate level of learning skills (mean=2.86 sp= 0.40). A study of the relationship between learning skills and student achievement using the Pearson correlation test. The results of the study found that there is a significant relationship, but the  $r$  between learning skills and student achievement is 0.0 to 0.2. This finding shows that there is a relationship between learning skills and Malay language achievement among vocational college students but at a very low level. This study has also found that listening skills are the most dominant learning skills practiced by students in vocational colleges in the state of Pahang.

**Keywords:** Study Skills, Malay Subjects, Vocational Certificate Students, Pahang Malaysia

### INTRODUCTION

Effectiveness something method learning which owned by each individual is a combination from various method and skills learn Skills learn is ability or efficiency which need dominated by each student in collect, process and summarize information which accepted regularly self and to direction learning throughout life Each individual free using anything only way which liked them. In master learning, none a way which most perfect and more good Someone individuals can take advantage of importance skills learn suitable its function follow context, time and environment learning which followed him. An effective way of learning is

actually a combination of various strategies and learning skills. Each method and skill is useful and suitable for a specific context, atmosphere, time and place. Students who can master study skills will find it easier to gain knowledge in a systematic and meaningful way.

Learning skills is one of the activities of memorizing and making drills by the students. Another meaning is that learning skills are the skills of obtaining information and making references from various sources. Overall, learning is one of the important areas for the psychological development of every student. There are various opinions from various famous philosophical figures who define the meaning of learning. According to Gagne (1970) based on the book he wrote, learning means a change in a person's behavior or ability can be maintained. According to another philosopher, namely Woolfolk, A. (2001), learning means when a change occurs in terms of a person's knowledge and behavior permanently and it is highly likely that the change occurs intentionally. Learning is information processing that leads to changes in knowledge, behavior, and skills.

In addition, learning skills will also cause changes that are active and positive, that is, as a result of learning, there is an increase and change in terms of competence within a person. In addition, purposeful and directed change also results when a person has high learning skills. Holistic behavior change means that an individual has experienced a learning process when a person has been able to master what he has learned as a whole in terms of thinking, feeling, belief, and behavior. For example, an individual who has succeeded in an exam and knows how to study with interest will change his way of thinking, the way of learning, and the attitude of a certain individual and the attitude of a successful person

## STUDY OBJECTIVES

This study has four main objectives which are:

1. Identifying the level of Malay language learning skills of students at a vocational college.
2. Identify differences in learning skills according to gender.
3. Identify differences in learning skills according to the location of residence.
4. Identifying the relationship between learning skills and Malay language achievement of vocational college students.

## STUDY QUESTIONS

For achieve goal research this, research strive answered the questions like following:

1. What is the level of Malay language learning skills of students in vocational colleges?
2. Are there differences in learning skills according to gender?
3. Are there differences in learning skills according to the location of residence?
4. Is there a relationship between learning skills and Malay language achievement of vocational college students?

## RESEARCH HYPOTHESES

There are three hypotheses built to achieve the purpose of the study.

- a) H<sub>01</sub> There is no significant difference between learning skills according to student gender.
- b) H<sub>02</sub> There is no significant difference between learning skills according to the location of residence.
- c) H<sub>03</sub> There is no significant relationship between learning skills and Malay language achievement of vocational college students.

## LITERATURE REVIEW

Effectiveness something method learning which owned by each individual is a combination from various method and skills learn Skills learn is ability or efficiency which need dominated by each student in collect, process and summarize information which accepted regularly self and to direction learning throughout life Each individual free using anything only way which liked them. In master learning, none a way which most perfect and more good Someone individual can take advantage of importance skills study accordingly its function follow context, time and environment learning which followed him.

Nurahimah Mohd Yusoff et al. (2012) in his study to identify the relationship between students' study skills in higher education institutions and students' academic achievement based on Cumulative Grade Point Assessment (CGPA). Study skill constructs tested are attitude, note taking, time management, concentration and retrieval, memory, writing, exams, and reading. From the analysis done, the findings of the study show that the level of students' learning skills is only at a moderate level. Pearson's correlation test was used to determine the relationship between learning skills and academic achievement. The findings of the study show that there is a significant relationship, i.e.  $r = .23$ ,  $p < .5$  between learning skills and academic achievement.

Damn, Assefa, Mengiste and Mohit (2019) study relationship between skills learned and style learning in case students less performing at some school secondary selected at Wolaita, Ethiopia. Results research show that the majority of students are less balanced in choice they are for four dimensional scale style learning. The result also shows that students who achieve low, more liked style category learning are more active, intuitive, visual and global.

## RESEARCH METHODOLOGY

This study aims to examine whether study skills have an impact on the Malay language achievement of vocational college students through a descriptive quantitative study. This study uses a questionnaire to collect research data. The sample of this study consisted of Year 1 and 2 Malaysian Vocational Certificate (SVM) students who took Malay subjects at several vocational colleges in the state of Pahang based on a simple random sampling technique. The total sample size of this study is 297 people which is required based on the table for determining the size of the study sample presented by Krejcie and Morgan, (1970). This research instrument consists of a 55-item questionnaire on a 4-point Likert scale that contains six dimensions of learning skills, namely reading skills, note-taking skills, time management skills, listening

skills, reference making skills and examination skills. The researcher chose to use questionnaires to obtain data because the use of questionnaires is said to be effective and save time compared to other methods (Junaidah, 2007)

## BACKGROUND OF RESPONDENTS

The design of this study is a descriptive survey. According to Mohd Majid Konting (2005), a descriptive study is a study that aims to explain a situation that occurs. This is in line with the purpose of this study to identify the level of learning skills in Malay subjects among certificate students at vocational colleges. The process of research data collection and analysis using Computer Aided Statistics *"Statistical Package for the Social Sciences 26*. The results of the study are presented in descriptive form, namely mean and standard deviation. A total of 297 respondents involved in this study consisted of 187 (63%) male students and 110 (37%) female students from vocational colleges around the districts of Bentong, Kuala Lipis, Temerloh, Maran, Kuantan, Muadzam Shah and Rompi. in the state of Pahang. This study only involves certificate level students consisting of Year 1 and 2 who are following the Malaysian Vocational Certificate study program. The overall distribution of the number of students by field of study is Electrical and Electronic Engineering Technology with 62 students (20.9%), Mechanical Engineering and Manufacturing Technology with 94 students (31.6%), Civil Engineering Technology with 55 students (18.5%), Hospitality and Tourism with 4 students people (1.3%), Studies and Community Services 10 people (3.4%), Business 30 people (10.1%), Information and Communication Technology 4 people (1.3%) and Agriculture 38 people (12.8%). Data was collected through the distribution of questionnaires that included the students' background, reading skills, note-taking skills, time management skills, listening skills, reference making skills and exam preparation skills. The acquisition of questionnaire data is through the help of teachers to enable students to answer it well.

## RESEARCH FINDINGS

In order to answer the questions and hypotheses of the study, the results of the study are described in descriptive and inferential form.

### a.) Level of Malay Language Learning Skills of Vocational College Students

Table 1 shows the findings of the analysis of learning skills practiced by students when learning Malay. The high mean scores are for listening skills (3.01), reading skills (2.97), note taking (2.85), time management (2.80) and facing exams (2.77). The skill of making references (2.76) was recorded as one of the least practiced skills among students at vocational colleges in learning the Malay language. This finding shows that listening skills, reading skills, note taking skills, time management skills and exam preparation skills are most often used compared to reference making skills. The difference between the mean between these learning skills is not too big. Overall, the level of study skills of certificate students in vocational colleges is moderate.

**Schedule 1 Analysis of Study Skills of Vocational College Students Study**

Skills	N	Mean	Standard Deviation	Skill Level
Reading Skills	297	2.97	0.36	Medium
Note Taking Skills	297	2.85	0.42	Medium
Management Skills	297	2.80	0.39	Medium
Listening Skills	297	3.01	0.42	Medium
Reference Making Skills	297	2.76	0.40	Medium
<b>Overall</b>		<b>2.86</b>	<b>0.40</b>	<b>Medium</b>

**b.) The difference in learning skills according to gender.**

Based on the findings of the study in table 2, there is no significant difference in the learning skills of male students  $p = 0.186$  and female students  $p = 0.176$ . Overall, the mean difference between male and female students is small. Therefore, the gender factor does not affect learning skills among vocational college students.

**Table 2: Difference in Learning Skills According to Gender**

	Factor	N	Min	<i>t</i>	<i>p</i>
Mean Learning Skills	Male	297	2.84	-1.326	.186
	Female	297	2.89	-1.357	.176

**c.) Difference in learning skills according to residence location.**

Based on the findings of the study in table 3, there is no significant difference in study skills with the location of the student's residence. The data shows that urban location  $p = 0.166$  and rural location  $p = 0.164$ . Overall, the mean difference between students living in urban and rural areas is small. Therefore, the factor of residence location does not affect study skills among vocational college students.

**Table 3: Differences in learning skills according to place of residence**

	Factor	N	Mean	<i>t</i>	<i>p</i>
Mean Learning Skills	Urban	297	2.89	1.387	.166
	Rural	297	2.84	1.395	.164

#### d.) Relationship Between Learning Skills and Malay Subject Achievement Vocational College Students

Based on the findings in Table 4, there is a significant relationship between the dimension of listening skills and Malay language achievement which is  $r = .220$  and  $p = .000$ . Based on the  $r$  it was found that there is a weak relationship between listening skills and Malay language achievement among vocational colleges students. In the field of social science, most of the correlation coefficient  $r$  is below 0.50 (Cohen, Manion & Morrison 2011), A very low correlation coefficient and heading towards  $r = 0$  refers to a weak or insignificant relationship. Correlation coefficient,  $r$  below a value of 0.35 indicates a weak and less significant relationship (Fraenkel, Wallen & Hyun, 2015).

The findings of Table 5 show that there is a significant relationship between learning skills and Malay language achievement among certificate students at vocational colleges with a value of  $r = .125^*$  and  $p = .016$ .

**Table 4 : Relationship Between Learning Skills Dimensions and Malay Language Achievement**

Learning Skills Dimensions	N	<i>r</i>	<i>p</i>
Reading	297	.106	.068
Notes	297	.065	.062
Time Management	297	-.053	.363
Listening	297	.220**	.000
Making References	297	-.006	.916
Facing Exams	297	.067	.249

**Table 5 : Relationship Between Study Skills and Malay Language Achievement**

Construct	<i>r</i>	<i>p</i>
Study Skills	.125*	.016

\*. Correlation significance at the 0.05 level (1-tailed).

## DISCUSSION AND SUMMARY

On the whole, the level of learning skills of vocational certificate students in vocational colleges is at a moderate level overall. This finding shows that listening skills, reading skills, note taking, time management and facing exams are most often used compared to reference making skills. Even so, the difference between the mean of exam skills and reference making skills is very small, which is 0.01. The difference between the mean between these learning skills is not too big. This finding gives the impression that certificate students in vocational colleges prefer to listen in their learning activities during the learning session of Malay subjects.

Findings also show that there is no significant difference in the learning skills of male students  $p = 0.186$  and female students  $p = 0.176$ . Overall, the mean difference between male

and female students is small. Therefore, the gender factor does not affect learning skills among vocational college students. This finding is consistent with the study conducted by Najib Abd. Aziz and Nor Shafrin Ahmad (2008) who stated that there is no difference in learning skills among students of various genders. This is based on Gessel's maturity theory and Jean Piaget's cognitive theory which states that when reaching maturity, a child regardless of gender can master his learning skills. Students can be considered to have matured and reached cognitive maturity to master learning skills.

In addition, the results of the analysis also found that there was no significant difference in study skills with the location of the student's residence. This finding is in line with the study conducted by Abdul Rahman Hj Ismail (2009) who stated that there is no relationship between the location of residence and student learning skills. It can be concluded that the place of residence does not affect students in building their learning skills. A person's learning skills are closely related to the individual's motivation. If they want to succeed in their studies, they will do their best to improve themselves without being influenced by anyone or any situation.

The findings also show that only listening skills have a significant relationship with Malay language achievement which is  $p = .000$  and  $r = .220$ . Based on the  $r$  it was found that there is a weak relationship between listening skills and Malay language achievement among vocational colleges students. Other learning skill constructs do not have a significant relationship with Malay language achievement among certificate students in vocational colleges. Overall, it can be concluded that there is a significant relationship between learning skills and Malay language achievement among certificate students at vocational colleges with a value of  $r = .125^*$  and  $p = .016$ . Although the relationship between the two variable constructs is weak, this finding still supports that there is a significant relationship between learning skills and academic achievement. The findings of the study are in line with the findings of Afsaneh et al., 2010; Najib and Nor Shafrin, 2008; Credé and Kuncel, 2008; Yip, 2007; Meneghetti et al., 2007; Cukras, 2006; James et al., 2003. Study skills are an element that cannot be ignored even though students are already in higher education institutions. In this regard, learning skills intervention needs to be applied directly to students in order to improve their academic excellence. To be an excellent student, students need to be able to manage the needs of cognitive and metacognitive skills, especially thinking skills. Students not only need to know about learning skills, but the most important thing is that students need to have the skills to choose and use learning skills that are appropriate according to the situation (Meneghetti et al., 2007). Without the management of planned learning skills, the learning that takes place in the classroom or lecture hall needs to meet the learning prerequisites in line with the rules of learning based on Bloom's taxonomy levels.

In discussing the issue of study skills, the findings of this study show that the level of study skills mastery of vocational certificate students in college is only at a moderate level, which is mean = 2.86. The findings of this study are in line with the findings of the study by Shakinaz and Husni (2010) at UPSI and Bahrin et al. (2007) at UTM. This finding reflects the inefficiency and efficiency of learning management among students in vocational colleges, especially vocational college students in the state of Pahang. One thing that needs to be given

serious attention by all parties, especially in efforts to generate student excellence in line with the country's important mission is to increase the amount of talent or intellectual capital of the country. The quality of student learning can be improved through the mastery of learning skills, therefore learning skills need to be applied directly in student learning at the upper secondary level.

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