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Motivating Struggling Malaysian Primary ESL Readers Through The 'Read and Record Project'

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ARTICLE INFORMATION	ABSTRACT
	This research was conducted to explore how the 'Read and Record Project' could help motivate struggling Malaysian primary ESL readers to read. This paper will report on motivating effects of the 'Read and Record Project' towards struggling readers. A case study was employed as the research design and four instruments were used to collect the data which were semi-structured interview, observation notes, and reflective journal. The data collected were analysed thematically. The participants were chosen through purposive sampling. Before this study was carried out, a preliminary study was done in a primary school located in Betong, Sarawak. From the preliminary study, four struggling readers from Year 3 were chosen to participate in the 'Read and Record Project'. Findings revealed five elements of the project that could help motivate struggling readers to read through the project. The elements include independent learning, parents' involvement, video production, sense of accomplishment, and fun learning. To conclude, the findings proved that the 'Read and Record Project' could enhance the motivation to read among struggling Malaysian primary ESL readers.

1. Introduction

Reading skill is a much-needed skill to be mastered by English as a second language (ESL) learners in order to excel in the language. Nyarko et. al. (2018), through their study, showed that "a positive relationship existed between reading proficiency and academic performance" (p. 7). According to Denton (2012), "multiple studies have demonstrated that with typical instruction, children who do not learn to read adequately in the primary grades will likely continue to struggle with reading in subsequent years" (p. 233). In that case, motivation to read is the affective factor that should be enhanced in learners to make them love reading more. Protacio (2012) agreed that "if students are motivated to read, they read more. When they read more, they are more likely to improve their reading abilities, specifically their comprehension" (p. 69). However, as mentioned by Komiyama (2018), reading in a second language requires a lot of effort and patience. As suggested by Wigfield, Gladstone and Turci (2016), learners should commit time and effort to learn and master the necessary skills and strategies in reading and to do that they need motivation. Thus, above all, motivation to read should be enhanced first to ensure students are at their grade level in reading skills.

Teachers are encouraged to be well-versed with differentiated learning in order to carter to the needs of students in a classroom of mixed ability. Easier said than done, if the gap between skilled readers and poor readers are too big, the struggling ones will be left behind somehow. Furthermore, limited time in the classroom as well as the need to complete the syllabus do not allow teachers to help and support each individual in reading development. While juggling between tasks, students who improve in a slower pace eventually become struggling or reluctant readers as they feel demotivated. Indeed, "increasing motivation to read is a gradual process that requires teachers' creativity and patience" (Komiyama, 2018, p. 5). Incorporating technology in learning is one of the ways to create engaging and purposeful lessons which could motivate even the struggling readers to participate

actively in the lesson. In fact, there are a lot of researches done on the positive effect of incorporating technology in learning. However, as stated by Young, Lagrone and McCauley (2020), "reading research has been conducted for centuries, but yet, there is still a need for additional reading interventions, as no one intervention will work for every student" (p. 3). Considering the interest of the students and the approachability of this tool to be carried out with their parents at home, video recording of reading session project was introduced to motivate students to read more.

This study would be significant for teachers who need simple and motivating intervention to help their struggling readers read more. The objective of this research is to explore how the Read and Record Project could help motivate struggling Malaysian primary ESL readers to read. So, the question that will be answered through this research is; how does self-recorded video motivate struggling ESL readers to read more?

In this article, the issue and topic of the research is presented in the introduction part followed by several past studies in the literature review. The methodology of this research is also explained in details preceded by the findings, discussion and implication. The article is concluded with recommendations for future research.

2. Literature Review
2.1 Learning to Read
Teachers rely on different theories of reading to ensure that they could provide a successful reading lesson for the students. On that note, there are two main theories of reading that explain the nature of learning to read and they are the bottom-up and top-down theory. The bottom-up theory involves a step-by-step mastery of reading components such as phonics and phonemic awareness so that the student eventually becomes literate. As cited by Forstall (2019), "the theory recognizes that students must first learn the basics in order to fully understand the more complex components, such as comprehension and inferences". On the other hand, the top-down theory gives emphasis on a student's engagement with the text. According to Friedman (2019), "top-down readers learn by reading actual texts that they choose and begin to decode with the help of a teacher". The top-down readers are active readers who read text they of their choice and try to make meanings beyond learning to sound the words. However, top-down theory could not stand on its own as students would still need to have a grasp of phonics to be able to read fluently.

The debate on whether to incorporate the phonics approach which uses bottom-up theory or whole-language approach which use top-down theory in the classroom is still ongoing. Both approaches have negative and positive impacts, and thus most teachers subscribed to using blended approach which incorporate both theories. A blended approach to reading allows students to start with a phonics-based program and then transition to the whole-language approach as they develop their reading skills (Clark, 2013). Through this approach, students would be able to master all five components of reading which include phonics, phonemic awareness, vocabulary, fluency and reading comprehension. When they are younger, students could learn phonemic awareness and phonics through a phonetically based program and once they are older, they would develop reading fluency, vocabulary, and reading comprehension through whole-language approach. In our local context, students are also learning to read through phonics approach at school and by Year 4, they are expected to be able to answer reading comprehension independently. However, students have different pace in learning and thus there are still struggling readers who are left behind.

2.2 Struggling Readers
The ability to read is not an option, but an expectation of all children throughout their school career (Garret, 2012). However, children would not have a similar ability in reading as "all students learn differently and at different paces, therefore reading is not naturally an easy accomplishment for all children" (Bills, 2016, p.11). Struggling readers are usually lagged behind their peers in term of reading ability. They could not master the five components of reading and lacking in some parts compared to their friends. They are viewed as low achievers which according to Guthrie and Davis (2003) can be seen as 'lacking cognitive competencies, which may include reading comprehension, study skills, word recognition and reading fluency. Bills (2016) also defined struggling readers as "students who do not comprehend the reading process and have not yet created a reading system that helps them construct meaning" (p.9). On top of that, Hamilton and Glascoe (2006 as cited in Hairston, 2011) believed that "children who have difficulty with rhyming games, learning the alphabet, and associating sounds, and those who fail to recognize the letters of the alphabet by the start of kindergarten are at risk of developing reading difficulties" (p. 29). Griffin (2017) in her paper mentioned that "students who read well are able to perform at high standards but students who struggle with reading can experience many difficulties, ranging from doing poorly in all subjects to behaviour issues" (p. 2). Unfortunately, according to Moreau (2014), "as struggling readers end up reading less, students tend to fall farther and farther behind" (p. 2). As they feel demotivated with frequent failures, struggling readers refused to read and avoid any linguistics activities.

In addition, Taylor (2012) in a study listed several characteristics of a struggling reader which include; reluctance to participate in reading activities, negative attitude about reading, unwilling to read, has low self-esteem or confidence level, hiding the fact that he or she can't read, accuracy is missing, and rarely reads with fluency unless selection is memorized. Most of these characteristics lead to the importance of instilling motivation and confidence in reading among struggling readers. Moje et al. (2000) suggested to expand the view on struggling readers and stated that their difficulties happened as they are individuals who are disengaged from literacy. In line with that, Griffin (2017) stated that "not only do students need the skills to read, they need the desire to read daily too" (p. 9). Compton-Lilly (2008) supported this and stated that "teachers should not teach reading skills only but they must be "social and cultural 'border crossers' who can recognize, extend, and capitalize upon the rich differences among all children" (p. 669). They should be encouraged and motivated to read and to do so, teachers should know their interest. Thus, "an environment where success is possible and students set reachable goals can have a profound, positive effect on struggling students" (Bills, 2016, p. 10).

2.3 Motivation to Read

Motivation plays a powerful role in children's literacy growth and development (Bates et al. 2016). According to Cambria and Guthrie (2010) "motivation is often linked to interest and when it comes to literacy, motivation is enjoying a book, being excited about an author, or being delighted by new information" (p. 16). Plus, reading motivation also defined in terms of the incentives the reader attaches to reading (Schiefele, Stutz, & Schaffner 2016). Readers can either be intrinsically or extrinsically motivated. Schiefele, Stutz and Schaffner (2016) proposed core dimensions of reading motivation which include curiosity and involvement as indicators of intrinsic reading motivation, and grades, competition and recognition as indicators of extrinsic reading motivation. On top of that, Unrau, Ragusa and Bowers (2015) in their findings after interviewing several teachers found out their view on what affected reading motivation and conclude their opinions on the subject which include "the importance of how students view themselves as learners, of individual interests, and of providing choices for students along with support for autonomy" (p. 118). In line with that, Taylor (2012) agreed that ways to stimulate and engage children in their own learning should looked for. Indeed, even in the aspect of reading motivation, differentiation is important too as children would be motivated by different things so teachers should know what works for each child.

Considering the positive impact of differentiation in learning, 'student choice' is one of the simplest and important approaches adopted in this research where students are given the opportunity to choose their own reading materials. Miller (2015) believed that students are more motivated when allowed to choose which books, they would like to read. Teachers usually do not allow students to choose their own reading text for their concern of standardized test. The text selected to be used in the classroom usually are required texts for the curriculum. It has contributed to the decrease in motivation to read. Kohn (2010 as cited in Ericksen, 2016) stated that "students' intrinsic motivation drops drastically when teachers solely focus on test preparation and isolated skills" (p. 9). Opportunity to choose their own reading materials is important to both good and struggling readers as by having the right to choose, students are given the "feeling of empowerment and aids in building their self-efficacy, while boosting their self-confidence" (Johnson & Giorgis, 2003 as cited in Ericksen, 2016, p. 10). Hence, the right to choose should be given to students to ensure that motivation to read could be enhanced from early schooling years.

Moreover, Wigfield (2000), in an article, stated that researchers focusing on the development of reading motivation in particular generally have found decreases over age in reading attitudes and motivation. One of the reasons stated by Wigfield, Gladstone and Turci (2016) is because of "evaluative information such as report cards and feedback about performance on academic projects and tests" (p. 2). Over the school years, as they understand more about their academic performance, children realise that they are lagged behind their friends thus lead to decrease in intrinsic motivation to learn. Motivated readers will read more and demotivated readers will read less thus lead to them being struggling readers without any improvement. To add to that, Stanovich (1986 as cited in Bates et al., 2016) also believed that "the choices motivated readers make contribution to an ever widening gap between less proficient and more proficient readers, a phenomenon often referred to as the Matthew Effect" (p. 47). Hence, as "reading proficiency and motivation appear to be inextricably linked, it is important to provide early intervention for a child that jointly addresses both constructs" (Bates et al., 2016, p. 48). Teachers should be able to identify them during early schooling years before they are more demotivated to read. Interventions should be employed in the early schooling years.

2.4 Project-Based Learning and Video Production

Project-based learning is an innovative approach that is promoted to teachers to have student-centred learning session. In PBL, "students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge" (Bell, 2010, p. 39). Through PBL, students are given the right to have total control over their own learning hence at the same time differentiation strategy is incorporated too allowing students to move at their own pace based on their own interest. Students are more motivated when they value what they are learning, when they are involved in personally meaningful

tasks, and when they believe that the result of the learning is under their control (Basilotta, Martin, & Garcia-Valcarel, 2017). A study by Dole, Bloom and Doss (2017) found out that students are highly engaged, feel greater ownership of their project and exert more effort in PBL compared to the traditional classroom. Bell (2010) believed that as PBL enhances motivation, "it is not unrealistic to suspect that students who are highly motivated will improve their reading abilities as they strive to understand and learn during PBL" (p. 41)

To add to that, Bell (2010) asserted that "an authentic use of technology is highly engaging to students" (p. 42). Basilotta, Martin, and Garcia-Valcarel (2017) agreed to that and mentioned that "technology has the potential to sustain student motivation and support student learning and doing during the various phases of the projects" (p. 502). Indeed, incorporating technology in PBL can therefore help to increase the effectiveness of PBL by "strengthening interactivity and making communication smoother, as well as by facilitating work, an interdisciplinary approach and education based on real problems and situations" (Basilotta, Martin, & Garcia-Valcarel, 2017, p. 502). While, Henderson (2010) in his study stated that "video production was reported to have had an observable impact on literacy skills which was reflected in higher scores in student assessment" (p. 18). Hence, taking into consideration the benefits of both PBL and use of technology, specifically video production this study incorporated project-based learning and video production task to enhance motivation to read among the struggling readers.

3. Methodology
3.1 Research Design
This study aims to explore the impact of the 'Read and Record Project' in enhancing the reading motivation among struggling readers and thus the research design that would suits the purpose more is qualitative study which is case study. According to Creswell (2013), a qualitative research conducted because "a problem or issue needs to be explored" (p. 47). Through a case study, the researcher will be able to discover how the 'Read and Record Project' could help motivate the struggling readers to read more.

3.2 Instruments
It is necessary to select suitable and proper instruments that would help to ensure an organised and efficient flow during the implementation of the research. With that aims, this research employed semi-structured interview, observation notes, and reflective journal to collect data needed.

Semi-structured interview was carried out in this study as it aims to look at the issue in depth and detailed manner. The participants were involved individually and the interview sessions were carried out at the end of the project. The participants were not fluent in English so the researcher allowed them to answer the questions during the interview session in their mother tongue and the transcript were then translated to English.

Next, this study also used observation notes as an instrument. They were recorded by the parents of the participants and submitted to the researchers weekly every time their children submitted their videos. As the project is done at home, parents are responsible to facilitate their children in doing the project as well as acting as the observer of this research. They were told to write simple notes based on their observation of their child without adding their own opinion. In order to make things easier for them, they were given a list of things to look into.

While conducting this study, the researcher had kept a record of any significant event or improvements of the participants and this record is called reflective journal which is one of the instruments used here. The researcher analysed the reactions of the participants through the videos they submitted. The facial expression and the mood based on the videos play and important roles for the researcher to write the reflective journal. Plus, for the first month of the research, students were still going to school and the researcher asked them for simple oral feedbacks from time to time. Thus, they were also included in the reflective journal.

3.3 Research Participants
This study was conducted in a national primary school in a suburban area of Sarawak, Malaysia. There is only one class for each year and thus there are students of mixed- ability in a class. The majority of the students are of Iban ethnicity and only a few are Chinese. Based on a preliminary study done in the school to identify struggling readers, almost half of the students in Year 3 are reading below grade level.

The researcher was required to study the issue mentioned intensively, only a small number of participants were selected through purposive sampling. Four students from Year were chosen from the preliminary study. Students of Year 3 were chosen because the researcher aims to help improve their reading motivation and achievement before they go to Level 2 of primary school where the reading task would be so much harder. Their names were kept anonymous thus in this research, they were called Pupil A, Pupil B, Pupil C, and Pupil D. The participants could read simple words but they would refuse or are shy away from reading activities as they were not confident with their pronunciation which indicates low motivation. Hence, they were chosen to participate in this project to explore whether this project would impact them positively in term of motivation or not.

Name	Gender	Mother tongue	Burt Reading Test result
Pupil A	Male	Iban	two years behind
Pupil B	Male	Iban	a year behind
Pupil C	Female	Iban	two years behind
Pupil D	Female	Iban	a year behind

Table 3.3 Demographic profile of participants

3.4 Data Analysis
This study employed a thematic analysis to analyse all the data collected to answer the first research question. Four predetermined themes based on the conceptual framework were use as the main elements expected to be found and reflected in this study. The themes are 'independent learning', 'parents' involvement', 'video production', and 'sense of accomplishment'. In addition, new themes were also expected as the strength of qualitative study is new insight gain from the data.

3.5 Data Collection Procedure
The participants were given an explanation about the project that they will carry out outside of school session. The researcher also ensure that they have the tools which is either smartphone or camera. Their parents were also briefed about the project that their children participated in.

This intervention was carried out for a period of two months. They recorded the video at least once a week and they are given the right to decide the number of videos they want to submit. The participants were also given many simple reading texts and they are free to choose any text that interest them. For the first month, the researcher could meet them at school and asked for some feedbacks from them and asked if they have any problems in doing the project. During this period, the researcher would keep track of their response by writing the reflective journal.

However, in the second month, as the school was closed due to Covid-19, the researcher could not observe them other than from the video submitted. Thus, the parents as observer played a very important role to deliver data to the researcher. Every week for the two months, the parents help the researcher by submitting observation notes in the form of text messages.

Then, after two months, semi-structured interview through video call was carried out as there were some limitations for the researcher to meet the participants. Video call made it easier for the researcher to record the interview.

In the period of two months doing this project, the participants submitted the videos personally to the researcher. However, they were also allowed to share their videos in the classroom WhatsApp group if they wish to do so.

3.6 Validity and Reliability
There are three additional strategies that should be taken into consideration for researchers to be ethical and trustworthy which include triangulation of data, member checks and peer review. In this study, only triangulation of data and member checks were used to ensure the validity and reliability of the data collected.

3.6.1   Triangulation of data
         There are multiple sources of data used in this study.

3.6.2   Member checks
         Interview transcript would be rechecked by the participants to ensure the originality of it.

4. Results and Discussion
4.1 How does the 'Read and Record Project' help motivate struggling Malaysian Primary ESL readers to read?
Five themes were identified from the data collected to answer this question. Four of the themes which include 'independent learning', 'parents' involvement', 'video production' and 'sense of accomplishment' were predetermined and a new theme was also gained after the data analysis which is 'fun learning'.

4.1.1 Independent Learning
The most important theme from this study is the element of independent learning in the 'Read and Record Project'. Teacher and parents are only facilitators called when needed. Through this project-based learning, pupils were given greater control over their learning such as the text they want to read, ways they want to record, time needed to record and submit the project as well as the amount of video they want to produce each week. As they have the freedom to control this learning, they started to feel the excitement and motivation to be actively involved. The data from the interview transcript shows that the participants like the responsibility and freedom of choice given to them which made them eager to do their best. Below are their responses to the question 'what do you like about reading in this 'Read and Record Project' compare to our activities in the classroom?'

> *I can read the text again and again. Before I record, I can practice.* (Pupil A)
> *I can choose the text that I like. Easy one teacher (choosing easier text).* (Pupil B)
> *I like it because I can record anytime. After I play or at night.* (Pupil C)
> *I record and then watch my video. I record again if I read wrongly.* (Pupil D)

The responses from Pupil A and Pupil D shows that they like the fact that they were given opportunity to assess their own learning. Besides that, Pupil B and Pupil C mentioned about the flexibility of time and materials in this project hence they could choose any time they want to record the video and they could also choose text that they like. On that note, having the authority to choose would make them feel less burdened by this project. Plus, Bell (2007) stated in her study that "for students to become lifelong readers they need opportunities to select their own texts, read them and share what they have read" (p. 72). Pupil B's comment about choosing easier text for himself should be highlighted more as this proves that students were able to set their own reachable goals and this has helped them feel a sense of achievement. This claim can be further supported by observation notes from their parents. Below are the excerpts from their observation notes.

> *I cannot read. So, my child asked his friend how to read. He practiced many times. (Parent A)*
> *I don't have to force him to do it. (Parent B)*
> *She decided any time she wants to record her reading. I only help. (Parent C)*
> *She asked her sister to help with reading. Her sister taught her to use Google to check pronunciation. (Parent D)*

From this excerpt it can be concluded that students could look for ways to complete the task either by themselves or asking for help. As mentioned by Parent A and Parent D, their children were eager to read. Although they did not know how to pronounce the words, they decided to get helps from friends or family members. While, excerpt from Parent B and Parent C shows that the students were not forced but instead they were the ones who decided when they would carry out the task. All of these are shreds of evidence that independent learning occurred during this study and participants were showing great interest.

Other pieces of evidence that show the element of independent learning in this project can be seen from the reflective journal of the researcher. Below are some of the related excerpt.

> *They suggest some stories they would like to read. (Reflective journal)*
> *They share with each other how many videos they plan to submit to me. (Reflective journal)*

Participants suggested some stories they wanted to read and communicated with each other about the project showed that they were enjoying their participation in this project. Interest and engagement are closely related to intrinsic motivation and as mentioned by Kerska (2011), "when students have a vested interest in the learning, they are more engaged, and therefore motivated to read" (p. 6)

This is also in line with a study by Dole, Bloom and Dose (2017) on project-based learning and problem-based learning in middle school and elementary school where they reported that "student choice and ownership over the experience became a contributing factor to its success" (p. 7). On that note, they also mentioned that as students are becoming independent learners, "many noted how their students' engagement and enthusiasm resulted in situations where students did not realize how hard

they were working or how much they were learning" (p. 6). To conclude, the theme of 'independent learning' in this study revealed that having authority over their own learning might be the contributing factor to them being intrinsically motivated to read.

4.1.2 Parents Involvement

This project, most of the time, was done by the participants outside of the school session and it is expected that parents could help in monitoring their children progress at home. Plus, the observers for this study were the parents themselves and they involved actively in it. In the interview session, students were asked about their feelings on parents' involvement in this project with them as the videos were usually recorded with the help of their parents. Indeed, all of them responded positively and throughout this research, it was revealed that the involvement of their parents in the learning process of their children could really enhance their motivation to read. In fact, it is one of the reasons they like this project so much.

> *My family likes to watch me recording my video. I want to show them that I can read. (Pupil A)*
> *My parents help me to read. They are not that good but I like it. We always read together now. (Pupil B)*
> *I like this activity because I can do it together with my family. (Pupil C)*
> *My father bought me storybooks. I love them. (Pupil D)*

Based on the excerpts given, it can be deduced that there are positive impacts by having parents or family members involved in children learning process. The excerpt from Pupil A shows that he was eager to do his best because his family were enjoying his video recording. Plus, as asserted by Pupil B and Pupil C, reading together with parents and family put them in a good mood and made them like this project more. On the other hand, Pupil D's parents gave her storybooks as a gift and from the excerpt she asserted that she loved the books. Loving books as a gift showed that the participant valued reading and this was mentioned as one item in MMRP questionnaire under 'value for reading' scale. To further support the finding, the reflective journal also recorded the positivity of parents' involvement.

> *They keep on telling me they are happy because they can do this together with their parents.*
> *Although their parents cannot help in reading, just because they are involved in recording makes the children happy.*

To sum up, all these data prove that young children need their parents in their learning development and this study corresponded to a study by Najeemah (2010) who mentioned that "students who receive more encouragement from parents are more exposed to reading habit" (p. 1164). Durisic and Bunijevac (2017) also stated in their study that "increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate" (p. 149). Thus, it should not be declined that parents' involvement in the learning process of their children could help to boost their motivation level as well as their achievement.

4.1.3 Video Production

Younger generation today are mostly captivated by the advancements of technology. They are easily engaged if technology is being incorporated. "Projects which use technology can create an authentic, meaningful, collaborative, and active learning environment" (Henderson et al., 2010 as cited in Shin, 2018, p. 99).

Participants in this project showed their interest in video recording and hence they were more engaged in the task. Below are excerpts from interview session which prove that the participants favour video recording.

> *I like having to record my video. (Pupil A)*
> *Other than playing games, now I use my phone to record video too. Learning like this is fun. (Pupil B)*
> *I like that I can record video while read. It is fun. (Pupil C)*
> *I like to record video. I record a lot of my reading. (Pupil D)*

This data could be further strengthened with the observation notes from the parents which all of them did mention about their children's love for video production. The reflective journal also mentioned about the participants' reaction towards the video production task. Below are the excerpts.

> *He always watches his own video. (Parent A)*
> *He always records himself reading now. He told me he likes recording video. (Parent B)*
> *She tried many applications to make her video beautiful. (Parent C)*

She likes video recording. (Parent D)

Participants are amused by their own recorded video.
I can see from the video that they are excited to record the video of them reading.

From the excerpts above, it can be concluded that their children enjoyed the video production processes thus it means they would also voluntarily involve in a reading activity. Parent C even asserted that her child even looked for ways to improve her video presentation. This means that having video production as one of the tasks in this project has helped to boost their motivation and engagement in reading.

This finding is in line with a study by Henderson (2010) who reported that "the use of student-generated video as a learning activity was found to encourage a sense of authenticity as well as student autonomy and motivation" (p. 16). He also asserted that through the video projects, it was found that students tend to "be more on-task, motivated, and increasingly autonomous in their enquiry, rehearsal, and reflection" (p. 17). Similarly, Shin (2018), in her study, also reported that by incorporating technology specifically video production in project-based learning, students were more motivated to complete the task. Summing up, the incorporation of video production in this project has helped motivate the struggling readers to stay engage in reading task.

4.1.4 Sense of Accomplishment

Having a sense of accomplishment means having pride and pleasure of completing something. It is very important to have sense of accomplishment as it will help us to stay engaged and motivated to complete a bigger task. In the context of this research, the bigger goal was to have them motivated and skilled in reading. Thus, by incorporating project-based learning students were able to set their own goals in learning to read. They could plan achievable goals by choosing to read easy text or choosing to submit only a video a week. Hence, every time they submit a video, they would feel the pride and pleasure of involving in a reading activity compared to activities in the classroom where the learning objectives are higher. They would feel that reading is not that hard and they could do it too. The excerpts from the interview session below show that students did feel the sense of accomplishment while going through this project.

I like it when other people watch my video. (Pupil A)
I chose easy text so I can read it. (Pupil B)
I practice many times. I am proud I can share my video too. (Pupil C)
I can do this activity. It is not easy but not too hard. (Pupil D)

Pupil A and Pupil D both asserted that they feel proud of their video and like it when others could watch their videos. Plus, Pupil B and Pupil D who has lower level of reading skills also assert that they could do the reading task. Based on the response of Pupils B, it can be sum up that the participants were able to set their own reachable goals hence they could complete the video. To strengthen the finding, excerpts from observation notes also reported about the participants being proud and happy of their work.

I praise my child for his work. He likes it. (Parent A)
He said doing this is not hard as he can read easy text. (Parent B)
My child is quite shy but she could do this. I am proud of her. (Parent C)
I know she is happy every time she could submit her work. (Parent D)

Parent A noted that her child liked it when he was praised thus showed that her compliment might act as the reward that her child wanted from his accomplishment. On the other hand, the phrase "not hard" from Parent B's notes shows that her child was not stress about reading and Parent C's statement about her shy daughter who could complete the video production too proved that sense of accomplishment after doing the project helped to make the participants feel more confident. Thus, lead to them being more motivated and felt great pleasure of their accomplishment as mentioned by Parent D who asserted that her child looked happy every time, she completed her work. To further support this, below are the excerpts from reflective journal.

They look proud and happy when I praised them for their hard work
I noticed that they read different level of text.
The videos are submitted regularly.

The journal also asserted that participants looked proud and happy when they were praised. It was also noted that participants read text with different level of difficulties. The fact that they also submitted the video regularly at least once a week without being forced meant that they could do the tasks and they valued the sense of accomplishment. As they valued reading, children will then choose to participate and fully engage in the task. Plus, Doménech-Betoret, Abellán-Roselló and Gómez-Artiga (2017) in their study stated that "nobody starts a task if they do not expect be feel well during the performance process" (p. 3). Hence, sense of accomplishment does have a pivotal role in motivating the struggling readers to be fully engaged in the project which needed them to read more and more.

4.1.5 Fun Learning

This theme of 'fun learning' was derived from the data and did not predetermined in the conceptual framework. It was not expected for students especially struggling readers to find reading as fun. However, the statement from the participants in the interview session portrayed that they are motivated to do the project because it was fun. Below are the excerpts mentioned.

> *This activity is so fun. It does not feel like reading in classroom. (Pupil A)*
> *Reading is so fun when I record video. (Pupil B)*
> *Interesting. Now I feel like sharing this on Youtube. (Pupil C)*
> *Fun and interesting. I want to do this next year too. (Pupil D)*

Pupils A asserted that the 'Read and Record Project' was so fun compare to the activities done in the classroom. Pupil B mentioned that it was fun because of the video production while Pupil C were already thinking of wanting to share the video on a bigger platform. Lastly, Pupil D liked the project so much that she was already thinking of doing the project in the following year too. Their statements prove that there was fun element in the project that made them feel motivated to participate in the project more. The excerpts from the observation notes below could support the finding too.

> *He loves this activity. (Parent A)*
> *I know this is fun for him when I don't need to force him to do it. (Parent B)*
> *She always told me that this is so fun. (Parent C)*
> *She really loves doing this. I think this activity is really fun too. (Parent D)*

Thus, based on the excerpts from observation notes, it could not be denied that 'fun learning' was really one of the factors from this project which motivate the participants to be actively involved. As mentioned by Parent A, Parent C and Parent D, their children really enjoyed doing the tasks in the project. To highlight, statement by Parent B which said that she did not have to force her child to do task corresponds to Kerska (2011) who mentioned that "students who like to read will read for enjoyment rather than read because someone is coercing them" (p. 6). This means, the participants were starting to love reading and that was a significant improvement as they were struggling readers who were always shy away from reading. To support further, there were also notation of 'fun learning' in the reflective journal.

> *They always look happy in the video.*
> *The participants told me that they would like this activity to be carried out next year too because this is more fun than our usual reading lesson.*

To sum up, teachers should ensure that 'fun learning' are also an important element in reading lesson so that students would feel more motivated to take part in the session and it could help to nurture positive reading habits.

5. Conclusion

The findings of this study suggest that struggling readers could still be helped in improving their motivation and engagement in reading. Statement by Moreau (2014) about struggling readers who end up reading less and eventually being left behind could be avoided if the right intervention like the 'Read and Record Project' is introduced. The participants in this study were very much interested in video production and hence, they were eager to be part of the project. On that note, if there are students who do not like to be in the video themselves, they could produce other type of videos such as animation, stop-motion and many more. There are also options of recording voice only. Students could be exposed to podcasting or recording audiobook. In short, if there are something that excite the students, it should be incorporated into their learning processes.

Other than that, it was also proven that by giving students chances to choose text that they wanted to read, their anxiety level was lowered. Students perception towards reading was changed too. They found that reading aloud was fun and they even

provide time for personal reading at home. Thus, it is important to bear in mind that reading should not be forced. Instead, a wide selection of reading materials should be provided for them to choose from. Environment at home should also support reading.

From the perspective of a teacher, this study should be a stepping stone of planning reading intervention for students. The 'Read and Record Project' could be used as an example of a good intervention. All the motivating factors identified in this study should be employed. The programme does not need to be held at school but instead students should be given the chances to do the activity at home because they will be more comfortable and ready. On top of that, through this study, teachers especially primary school teachers, should realise that young learners are also capable of being independent learners and there are many positive impacts from it. Thus, project-based learning or independent learning should be practiced at primary school regularly.

On the other hand, as mentioned earlier, teachers are having difficulties to cater to the needs of each students in the classroom thus lead to poor performance of struggling readers. Through this project, teachers could make use of video recording as evidences for progress of each students in reading. They could monitor the reading session of their students from the videos. Hence, video production is relevant to address the issue of reading intervention as well as monitoring and helping the struggling readers.

Findings from this study also provide implication to the administrators. One of the findings from this study showed that parents' involvement in their children learning are playing a very pivotal roles in enhancing their motivation. All the participants reacted positively towards the involvement of their parents in this project. Thus, administrators should take into account this element and be sure to include parents in school programmes as much as possible. Collaborative works between schools and parents would bring a dynamic momentum in students' learning development.

This case study was done with a very small number of students which consist of four Year 3 students only. Thus, for future recommendation, it is hoped that this study could be introduced to more students. On that note, the skilled readers could also be involved in this project to compare their feedbacks towards the project with the ones from struggling readers in this study. Besides that, this project should be a long-term project to investigate whether it could also help to improve the reading skills of students.

To conclude, the main purpose of the 'Read and Record Project' was to serve as an intervention in helping to motivate struggling readers. Through this study, five elements were identified as the factors contributing to the improve in motivation to read among struggling readers. The factors are independent learning, parents' involvement, video production, sense of accomplishment and fun learning. Hence, teachers and educators should be aware of different factors that might affect motivation among students so immediate intervention could be made before it is too late.

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