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..... IN STANDARD TWO AT SEKOLAH KEBANGSAAN

..... TAMAN KOOPERASI POLIS - FASA 2

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CASE STUDY : SCREENING FOR DYSLEXIA IN
STANDARD TWO AT SEKOLAH KEBANGSAAN
TAMAN KOOPERASI POLIS - FASA 2

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Abstract

Dyslexia is not commonly understood in Malaysia and the purpose of this research was to effect a case study of a standard two class to establish procedures and assessment measures to determine which children are experiencing difficulty with reading. The author constructed two curriculum - referenced informal reading inventories, one as an oral and written screening test of reading ability, the "Ujian Saringan Bacaan Bahasa Malaysia" (USBBM) and the other as an oral diagnostic test of reading ability, the "Ujian Diagnostik Bacaan Bahasa Malaysia" (UDBBM). Both were field tested for item reliability, construct and content validity prior to the actual pilot study. The Raven's Colored Progressive Matrices (CPM) was also administered as a culture fair measure of mental ability. The findings show that from a sample of 230 children who were given the USBBM, 57 students, or 24.78 % were experiencing reading difficulty. This group was then administered the UDBBM and the Raven's CPM. Out of this group, 43 students were valid cases that were present for all three tests. According to their scores on the Raven's CPM, they were divided into two groups of 25, or 10.86% who were below average mental ability and considered as disadvantaged or slow readers and 18 students, or 7.8 % of students who were average or above average mental ability and considered as dyslexic or specific learning disabled. The other 11, or 4.8% presented low scores on both the USBBM and the UDBBM, but did not have scores for the Raven's CPM and could not be placed with either group. The UDBBM was scored based on a miscue analysis, which could help to formulate a remedial reading plan for each child. By far, the most frequent error was omissions, inclusive of incomplete test items. The next two most frequent errors were mispronunciations and substitutions. Those in the dyslexic category showed more reversals of letters.

Kajian Kes : Ujian saringan bacaan untuk disleksia di darjah dua di Sekolah Kebangsaan Taman Kooperasi Polis - Fasa 2

Di Malaysia disleksia atau “Dyslexia” tidak begitu diketahui umum. Matlamat kajian ini adalah untuk membina satu kajian kes ke atas pelajar darjah dua bagi menghasilkan prosedur-prosedur dan langkah penilaian untuk menentukan pelajar-pelajar yang menghadapi kesukaran membaca (khususnya yang berdisleksia). Pengkaji membina dua ujian sumatif berdasarkan rujukan ujian bacaan; pertama, berasaskan ujian keupayaan lisan dan tulisan iaitu Ujian Saringan Bacaan Bahasa Malaysia (USBBM) dan kedua, berasaskan ujian keupayaan lisan berdiagnistik iaitu Ujian Diagnostik Bacaan Bahasa Malaysia (UDBBM). Kedua-dua ujian ini telah terlebih dahulu diuji dengan ujian percubaan (field test) untuk menentukan keupayaan dan kebolehpercayaan soalan serta validiti isi sebelum kajian “pilot” sebenar dibuat. “Raven’s Colored Progressive Matrices” (CPM) juga dikendalikan bersama sebagai ukuran keupayaan mental tanpa bias budaya . Dari kajian tersebut, seramai 57 pelajar atau 24.78 % daripadanya sejumlah 230 pelajar yang telah diarahkan mengikuti USBBM, menghadapi kesukaran membaca. Kumpulan ini kemudiannya mengikuti UDBBM dan Raven’s CPM. Seramai 43 pelajar daripada 57 pelajar itu yang sah terbukti menghadapi kesukaran dalam ketiga tiga ujian tersebut. Berdasarkan markah dalam ujian Raven’s CPM, mereka telah dibahagikan kepada dua kumpulan. Kumpulan pertama mengandungi 25 pelajar (daripada seramai 230 pelajar) atau 10.86 % yang mempunyai keupayaan mental bawah tahap sederhana dan dianggap lemah atau pembaca lembab. Bakinya 18 pelajar atau 7.8% adalah pelajar yang

mempunyai keupayaan mental yang sederhana atau melebihi tahap dan dianggap sebagai dysleksik atau kesukaran pembelajaran spesifik. Seramai 11 pelajar atau 4.8% yang lemah bacaan, mendapat markat rendah dalam USBBM dan UDBBM tetapi tidak ada markah dalam Raven's CPM, tidak dimasukkan dalam mana mana kumpulan. Kiraan markah UDBBM berdasarkan kepada analisa jenis kesilapan juga boleh menolong membina program pelajaran bacaan pemulihan mengikut kesukaran secara individu. Kebanyakan kesilapan pelajar ialah soalan soalan tertentu yang tidak berjawab atau tidak memberi jawapan yang lengkap. Dua kesilapan lain yang kerap dilakukan oleh pelajar ialah kesilapan menyebutkan perkataan dan menggantian huruf. Mereka yang dikategorikan berdisleksik lebih menonjolkan perkataan-perkataan atau huruf-huruf terbalik (umpamanya ‘b’ menjadi ‘d’).

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