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**HELPING HEARING-IMPAIRED PUPILS ATTAIN
READING SKILLS THROUGH CUED SPEECH :
A CASE STUDY**

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Membantu Kanak-kanak Cacat Pendengaran Memperolehi Kemahiran Membaca Melalui Pertuturan Kiu : Satu Kajian Kes

ABSTRAK

Masalah utama kanak-kanak yang mengalami kurang pendengaran yang teruk adalah kecacatan mereka dalam memperolehi bahasa. Mereka menghadapi masalah dalam pembacaan dan penulisan dan pada lazimnya pencapaian akademik kanak-kanak ini adalah rendah berbanding dengan rakan sebaya mereka. Kanak-kanak sedemikian ini juga berhasrat untuk memperolehi kecekapan dalam penggunaan bahasa yang dipertuturkan oleh masyarakat setempat. Oleh itu, mereka perlu mempunyai kemahiran membaca dan menulis untuk menentukan kejayaan mereka dalam bidang akademik. Tahap kejayaan seseorang pelajar adalah berbeza dan ditentukan dengan kebolehan mereka menggunakan bahasa pertuturan, maka, adalah wajar jika wujudnya satu kaedah di mana mereka dapat mengembangkan tahap pencapaian bahasa.

Memandangkan kanak-kanak kurang pendengaran mengalami kesukaran mendengar melalui deria pendengaran, maka perlulah dipertimbangkan kaedah lain yang lebih berkesan. Ini dapat diatasi dengan penggunaan Cued Speech atau Pertuturan Kiu. Kaedah ini membolehkan bahasa pertuturan boleh dipelajari melalui pengamatan pendengaran dan penglihatan secara serentak, di mana setiap sukukata yang dipertuturkan diwakili dengan pergerakan tangan di bahagian muka. Ini dapat membezakan satu bunyi bahasa dengan yang lain.

Laporan penyelidikan ini bertujuan memberi pandangan yang lebih berfaedah kepada para ibu-bapa dan guru-guru mengenai kebaikan Cued Speech atau Pertuturan Kiu dan bagaimana ia boleh membantu kanak-kanak ini menguasai kemahiran membaca dan menulis.

Abstract

The main problem with hearing-impaired children with profound hearing losses is severe retardation in their acquisition of the primary language. Due to their hearing losses, they face problems in reading and writing and their academic achievements is often low as compared to their peers. However, they would also like to acquire a competence in language learning just like their hearing counterparts. They need to possess good literacy skills for academic success. The level of success attainable varies widely in their ability to use spoken language which enable them to read and write. Therefore, it is of prime concern to both parents and educators to establish the best and most practical modes for communicating with their hearing-impaired children, so that they will develop as high a level of language skill as possible.

As hearing-impaired children are handicapped by their inability to perceive the language of their community via the normal aural channel, supplementary modes must be considered. The use of Cued Speech allows the spoken language to be presented simultaneously with the manual correspondence of the spoken syntactic structures. This enables them to learn to read and write and to have access to the language of the community. Thus, this report is an attempt to provide parents and teachers a better insight into the advantages of Cued Speech and how it can help hearing-impaired pupils to be literate.

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	10	Test Scores Analysis
	11	Personal Details
	12	Cued Speech in English
	13	Cued Speech in Malay
	14	Fingerspelling
	15	Audiogram

List of Abbreviations

A number abbreviations are used in this report writing. These are listed below:

KBSR	Kurikulum Baru Sekolah Rendah
BMKT	Bahasa Malaysia Kod Tangan
U.S.	United States
ASL	American Sign Language
TC	Total Communication
dB	decibels
i.e.	that is
MCL	Manually Coded Language
FM	Frequency Modulation
p	page
Vol.	volume
&	and
%	percentage
C.A.	Chronological Age
R.A.	Reading Age
e.g.	for example
No.	Number
Q	Questions
BTE	Behind The Ear

PL	Public Law
IDEA	Individuals With Disabilities Education Act
SAT-HI	Standard Achievement Test for the Hearing-Impaired
NFER	National Foundation for Educational Research
MAT	Metropolitan Achievement Test
GRT	Group Reading Test
ISO	International Standard Organization
MKKM	Majlis Kebangsaan Kanak-kanak Malaysia
NSD	National Society for the Deaf

Synopsis

The attainment of academic performance for hearing-impaired children is appallingly low as compared to their hearing peers throughout their school years. This is due to the fact that their ability to acquire a language is difficult. The main problem with hearing-impaired children is severe retardation in their acquisition of the primary language that it hinders their success. They need to possess good literacy skills for academic success. These skills are also a requirement of many occupations and professions in the pupil's adult life. This study shows that the hearing-impaired children are able to acquire speech; their ability to engage in verbal communication and their ability to develop reading skills that is necessary in the process of reading as well as achieving equivalent reading ages that is similar to their hearing peers. This study is an attempt to provide parents and teachers a better insight into the advantages of practicing Cued Speech and how it can help hearing-impaired pupils to be literate. Chapter 1 looks at the language of the hearing-impaired pupils which focus on the process of communication, the purpose and the significance of the study. Chapter 2 discusses why reading is difficult for the hearing-impaired children and highlights the various methodology of the study while Chapter 4 presents the results of the findings. In Chapter 5, the four research questions that the study addresses are discussed based on the findings in Chapter 4 and lastly to draw conclusions or pedagogical implications for future study.