

ABSTRACT

This study is to examine the reading difficulties of five children between 11 – 12 years who have a dyslexic condition.

Various methodologies were applied to collect the data and a variety of tests were given to obtain results that were suitable for analysis and discussion. Part of the DST 10-item Diagnostic test was used to gauge the subjects' dyslexic tendencies towards reading as well as his language and phonological skills.

Questionnaires for parents and teachers were formulated to obtain data about the subjects dyslexic conditions related to language and reading. Other supplementary tests used included syllable identification, phoneme identification, phoneme segmentation, single word reading, reading of words in doubles, reading of words in sentences and finally to reading of words and sentences in a paragraph..

Detailed error analysis of the subjects' reading and decoding errors were carried out to determine their reading competence and error patterns. Results had shown that the subjects of this study had varying degrees of dyslexic symptoms which hampered their reading and language acquisition skills. The failure to perform the reading tasks had created a setback for them to progress further into language acquisition.

Generally, the subjects had moderate to severe reading difficulties and required intervention and intensive remedial reading programmes so that progressive language development could be achieved.

ABSTRAK

Kajian ini berdasarkan kesukaran membaca di kalangan kanak-kanak antara umur 11 hingga 12 tahun yang menghadapi keadaan disleksia.

Berbagai kaedah telah digunakan untuk mengumpul data-data dan berbagai ujian dilaksanakan untuk mendapat keputusan yang sesuai untuk analisa dan perbincangan.

Sebahagian daripada instrumen penilaian disleksia DST telah digunakan untuk menilai simptom-simptom disleksia terhadap pembacaan dan bahasa serta kemahiran fonologi.

Soal selidik bagi ibubapa dan guru-guru diadakan untuk mendapat maklumat mengenai keadaan disleksia yang berkaitan dengan bahasa dan bacaan. Ujian tambahan seperti mengenal suku kata, mengenal bunyi huruf, mengenal bunyi sukukata, membaca perkataan, membaca perkataan berganda, membaca ayat dan akhirnya membaca perenggan.

Menkaji dengan teliti kesalahan pembacaan akan dapat menentukan tahap kebolehan membaca untuk kanak-kanak yang diuji. Keputusan kajian ini menunjukkan masalah pembelajaran bahasa.

Secara am, kanak-kanak disleksia yang menghadapi kesukaran membaca memerlukan program intervensi dan program bacaan intensif supaya pembelajaran bahasa dapat dimajukan lagi.