

## **ABSTRAK**

Kajian ini telah dikendalikan untuk menguji kebolehan komunikasi enam kanak-kanak yang menghadapi masalah Down Syndrome. Mereka telah menghadiri satu program Intervensi di dalam kelas yang dikendalikan oleh Sekolah Menengah Kebangsaan Sagil Johor. Kanak-kanak ini berumur antara 13 hingga 18 tahun dan baru sahaja dimasukkan untuk intervensi secara formal. Kebolehan komunikasi kanak-kanak ini sebelum dan selepas intervensi dikaji. Kajian ini memerhati pencapaian individu setiap kanak-kanak dalam setiap kemahiran dan juga pencapaian keseluruhannya. Kajian ini juga membincang tentang kesukaran yang dialami oleh kanak-kanak tersebut.

Data untuk kajian ini telah dipungut melalui pemerhatian di dalam kelas dan menerusi temuduga yang telah dijalankan dengan guru-guru. Instrumen untuk kajian ini adalah satu senarai semak berdasarkan kemahiran reseptif, ekspresif dan perkembangan sosial. Cara pemerhatian telah digunakan supaya kanak-kanak yang berkenalan rapat dengan guru-guru mereka dapat menyempurnakan tugas mereka tanpa perasaan takut.

Satu profil yang mengandungi 5 band telah digunakan untuk menilai tahap komunikasi kanak-kanak tersebut. Profil band 1 merupakan skor yang paling rendah manakala profil band 5 adalah skor yang paling tinggi. Melalui analisis data yang dikumpul kelemahan dan kekuatan kanak-kanak dalam kebolehan berkomunikasi telah dikenalpasti.

Analisis data telah menunjukkan bahawa kanak-kanak Down Syndrome boleh berkomunikasi untuk menemui keperluan mereka walaupun tahap kebolehan mereka berbeza. Juga cadangan telah disyorkan untuk kerja pemulihan. Adalah diharapkan bahawa kajian seperti ini akan mewujudkan kesedaran dalam kalangan para pendidik dan ibubapa mengenai kebolehan berkomunikasi kanak-kanak Down Syndrome dan juga kepentingan program intervensi awal.

## **ABSTRACT**

This study was undertaken to diagnose communication abilities of a group of six children who attend an intervention programme at a class conducted by Sekolah Menengah Kebangsaan Sagil, Johor. These six children range from ages 13 to 18 and have just been admitted for formal intervention. The children's ability in communication before and after the intervention is noted. This study looks into the performance of each individual child in each skill and also the overall performance of the children in each skill. The study also discusses the difficulties faced by the children.

The data was gathered through classroom observations and through interviews conducted with parents and teachers. The research instrument was a 15 item checklist based on receptive language, expressive language and social development skills. The observation method was adapted so that the children who are familiar with their teacher, were able to perform their tasks without behaviour tantrums due to unfamiliarity.

A 5 – band profile scoring was adapted to evaluate the children's ability in communication. Profile band 1 was the lowest score while profile band 5 was the highest score. Through the analysis of the data, the strengths and weaknesses of the children in The various communication skills have been identified. The analysis of data showed that children with Down Syndrome can communicate to meet their personal needs although their degree of ability varied. Recommendations for remedial work have also been suggested. It is hoped that a study such as this will create greater awareness among teachers and parents regarding the communication ability of children with Down Syndrome and the importance of an early intervention programme.

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