

Management of Special Education Teacher to Upgrade the Mastering of Reading Skills of Dyslexia Pupils

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Abstract: *The aim of the research is to investigate the effectiveness of drilling on spelling and reading words on KVKV for the dyslexia pupils using “Pocket Note” strategy. This special observation is to check on the research sample on spelling, pronunciation and reading words KVKV. The scope of dyslexia is very wide so the researcher only chooses on reading aspect, so as to help the dyslexia pupils to gain new knowledge. The researcher had done a research in SJKC Malayan, Ayer Hitam, Malaysia pupils. Two pupils were selected to carry out the observation research from January to February. The research mythology is based on interviewing, observation, Pre-test and Post-test. The results of Post-test are much better than the Pre-test. The outcomes of the research had shown learning using drilling “Pocket Note” method is very effective. The following research will be continued by using IT based Smart Method.*

Keywords: dyslexia, Pocket Note, effectiveness, drilling, cognitive, syllable

1. Introduction

Malaysian government expects people will be able to control the efficiency of one hundred percent literacy by 2020. However, the basic skills of reading, writing and arithmetic (3M) may be difficult to realize. According Julina (2010), one of the contributing factors to the problems students are not capable of low -level control 3M caused by students with severe cognitive difficulties such as dyslexia. According Mulyasa (2005) children with dyslexia can largely offset the combined forces considering letters and words as they are easily forgotten. While reading they are not able to scan letters, words or sentences and get them often leave or skip every word I read. Therefore, they cannot comprehend reading material being read because there is no focus on reading and comprehension. While according Udin (1998) says teaching aid teaching aids involve direct interaction between the teaching materials and students is very important for children with dyslexia. Among the strategies carried out using the aid of suitable materials are drills, simulations, and multimedia teaching. In the same case is also disputed by Lee (1998) also characterize some of the advantages of using the materials in teaching and learning. Therefore, students need to experience category dyslexia and learning the material that will interest students and focus more time during reading activities.

2. Back Gourd Problem

The population of dyslexia syndrome is rather high locally causing multiple problems to be faced by the individual, family, society and the country. According to International Dyslexia Analysis (2010), 10%-15% of world populations have the above mentioned problem. In Malaysia, the Statistics Department of Special Education, Ministry of Education (Nor Afzan, 2006), estimated about 314000 school children suffer dyslexia syndrome. Parliamentary Secretary, Ministry of Education in 2004 (Komala , 2004), stated that there was 5 % dyslexia cases in any community or in the ratio of 1 : 20 school children. In addition, the dyslexia problem is

more serious if compared to Syndrome Down, one in every 600 pupils while the Spastic Syndrome is about one in every 700 pupils. From Nordin Ahmad (2005) research, 10%- 15% of primary school children in the whole country faced such problem especially the Malay pupils.

The dyslexia problem always exists in the reading process but many teachers do not realize it because they have less knowledge about such syndrome. So many dyslexia pupils are put in the normal class in school. As a result these dyslexia pupils cannot cope with the lessons and are assumed as weak pupils. So such research tries to prove that drilling strategy using “Pocket Note” can upgrade the reading skills for dyslexia pupils.

3. Research Objective

Dyslexia pupils have their own unique learning process. Hence they need special suitable teaching aids different from those used for normal pupils in school. One of the problems faced by dyslexia pupils is reading difficulty. Reading skill is the most important basic skill that every pupil has to master so that they can understand the given lesson. Realizing the important of it and wish to help the dyslexia pupils, so a research is carried out to ensure the proper and suitable teaching aids needed by dyslexia pupils. By the end of the research, the researcher hopes to achieve the following objectives:

- a) General Objective: Review the effectiveness of management in Improving Special Education teacher mastery of reading skills for students’ category dyslexia.
- b) Specific Objective: The specific objectives are as follows:
 - 1) Pupils can spell the KVKV characters.
 - 2) Pupils can pronounce KVKV characters.
 - 3) To upgrade pupils memory by using drilling skill to master pronunciation of KVKV words.

4. The Targeted Group

Two pupils from the Special Education Class in SJKC Malayan, Ayer Hitam, Johor, Malaysia were selected to do the test. They are under the special children category which belongs to dyslexia pupils.

5. Important of Research

This research involves drilling method by using Pocket Note for dyslexia pupils with literary problem. It is based on the necessity for the dyslexia pupils to benefit the guidance given from Pocket Note. Hopefully by doing so can reduce the number of dyslexia pupils with literary problem in school. The content given in Pocket Note not only helps these children to learn spelling of words but also prepare them to pronounce KVKV words correctly with confidence. Dyslexia pupils will be able to adopt themselves to the learning process according to their desire. According to Mortimore (2008), way of learning for dyslexia pupil is called automaticity. Through this research, one can get multiple means of learning process for dyslexia pupils. Indirectly, it is useful for teachers to plan strategies in lessons which will be impressive to learner. In addition, the drill method use Pocket Books can increase students' interest in reading and dyslexia can improve teacher practice and help others to solve problems reading difficulties among students with dyslexia.

6. Research Methodology

There were four stages to do this research by Model Kemmis and McTaggart (1998). The following description and discussion are based on their model that applies in the research. The stages used are observation, planning, action done and reflection.

6.1 Problems Survey (Observation and Pre-test)

These two selected pupils were quiet and failed to spell correctly. They were also unable to pronounce the words correctly. So to carry on the survey, the researcher had to identify and understand the problems. The survey was carried out by collecting data as follows:

Pre-test

A Pre-test was given to the targeted pupils in the study to direct the dominance of the skills that would be tested. The test consisted of 5 KVKV words with pictures for them to read. (As attached in APPENDIX 1)

Table 1: Pre-test Results

Test	Score Pupil A	Score Pupil B
Test 1	1/5	2/5
Test 2	0/6	1/6

6.2 Planning Methods

The results of the Pre-test were shown in table 1. The researcher found that the targeted pupils could not pass the target scores when they were tested for reading based on

KVKV words with pictures. Therefore, the researcher had to make learning materials in the form of interactive syllable in Pocket Note for them to spell and pronounce the KVKV words. In such a way can help them to master the skills as required.

6.3 Implementation Actions

At this stage, the researcher used the Pocket Note method which required 555 books for researcher to make the aids especially for the targeted pupils. The purpose for using the Pocket Note is to make the reading skills easy for the pupils to carry and keep in the pocket. They can use the Pocket Note whenever they have spelling session. Activities to be carried out:

- 1) Reading syllables
- 2) Singing song syllables
- 3) Spelling and pronunciation

a) Activity 1: Reading syllables. The Means of implementation.

- 1) Teacher printed out the syllables and binds it into a Pocket Note.
- 2) Teacher taught the pupils to read each syllables given.
- 3) Pupils read the syllable based on the Pocket Note.
- 4) Drilling to read the syllable every morning till the pupils are able to read properly and fluently.

b) Activity 2: Singing song syllables. The means of implementation.

- 1) Teacher prepared the song and pastes it on the Pocket Note.
- 2) Pupils spell the syllables in the song every morning.
- 3) Pupils listened to the song sung by the teacher.
- 4) Individual singing.
- 5) Pupils sing the song with music.

To consolidate their learning, the teacher substituted other words in the song lyric.

c) Activity 3: Reading and pronouncing of polysyllable KVKV words. The means of implementation.

- 1) Teacher showed the Pocket Note content using power point presentation.
- 2) Pupils used the Pocket Note which were provided by the teacher for spelling and pronouncing the syllable KVKV words.
- 3) Pupils were asked to read the syllable words each morning before the lesson began.

6.4 Reflection Activities

From these activities, the researcher found that the targeted pupils enjoyed learning in each activity. From the activities 1, pupils had fun and enjoyed to sing the syllable words in the song. This will arouse their interest to read the words. Besides that, pupils also could remember the syllable words given. The use of picture words for the song lyric also can help the pupils to remember the KVKV words given.

In the activity 2, researcher got to know the targeted pupils were able to spell and pronounce the words easily because the KVKV drills helped them to master skill reading by using the

Pocket Note. The syllable words in the Pocket Note were added a variety of pictures so that pupils could remember the meaning of words that they had read.

The third activity was successfully carried out because the pupils were interested to follow the lesson by using the power point presentation. There were a wide range of activities such as initial and final syllable words filling, matching words and write out the word with missing letter. The use of power point hyperlinks application also helps to attract pupil’s attention and raise their interest to continue their learning. The researcher was very excited to see the targeted pupils’ change of attitude in learning. They were keen to repeat and do the exercises that had prepared for them. In the course of these activities, the researcher found that the targeted pupils were able to fill in the missing letter in a word with help of picture given. Repetition of their exercise is very helpful to complete any missing letter in KVKV words. In addition, the pupils could also learn to do the exercise through computer by using the keyboard and mouse. In this way it enabled them to be liberated but also IT liberated.

7. Findings

Base on the reflections, the researcher could see the change of interest in reading of the targeted pupils. The use of Pocket Note as a stimulus for drilling had helped the pupils to be more confident and proficient in spelling and reading KVKV words. The researcher made two post-test to identify the objectives in the research.

Post-test

Two Post-test were given to the targeted pupils to keep track of the dominance of the skill tested. The test consisted of KVKV words with picture that the pupils had to pronounce them. (As attached in APPENDIX 2).

Table 2: Post-test Results

Test	Score Pupil A	Score Pupil B
Test 1	1/5	2/5
Test 2	0/6	1/6

Table 2 showed the results of post-test done by the pupils. Through the test, the researcher got to know that the pupils could achieve better marks than the set scores to pronounce KVKV words with pictures. A table of comparison to show the results of Pre-test and Post-test was as follow:

Table 3: Comparison Results Of Pre-test and Post-test

Pre-test Results		Post-test Results	
Pupil A	Pupil B	Pupil A	Pupil B
Test 1: 1/5	Test 1: 2/5	Test 1: 4/5	Test 1: 5/5
Test 2: 0/6	Test 2: 1/6	Test 2: 1/6	Test 2: 3/6

Chart 1: Comparison the Results of Pre-test and Post-test (Test 1)

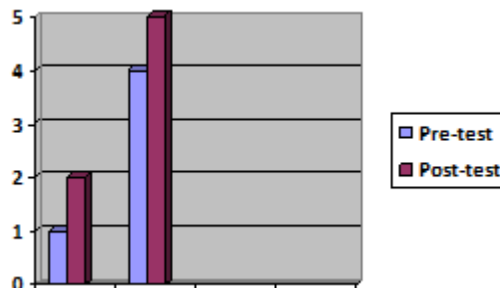
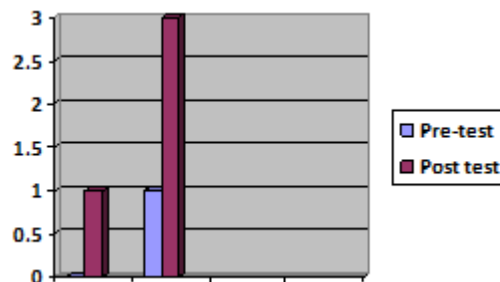


Chart 1: Comparison the Results of Pre-test and Post-test (Test 2)



Hence, drilling method by using Pocket Note has achieved the objectives of the research.

8. Summary and Discussion

Based on the post-test and analysis done, the researcher found that the drilling method by using Pocket Note is one of the most appropriate methods for special children to master spelling and reading KVKV words. This study had shown special children could recognize KVKV words easily. They could spell KVKV words with picture correctly. Besides, the researcher realized that the pupils also used their 4 types of sensory stimulation to remember the KVKV syllables. The four types of sensory stimuli are sense of sight to see the KVKV words with colorful pictures. Sense of sight hearing to listen to the syllable words read by the teacher. Sense of touch is used when they hold and use the Pocket Note. Lastly to train them to read or sing using KVKC syllables.

In addition, through the activities carried out, they motivated the targeted pupils to react and respond positively. That means very encouraging basic skills for spelling, reading and pronunciation of other words. The researcher hope the school will support this new idea of teaching dyslexia pupils and also from colleagues who can contribute other ideas. IN this way, the researcher will be able to make more teaching materials for the benefit of the pupils.

8.1 Identify Syllable Words

Presently the targeted pupils are able it pronounce the syllable root words. This is an extension of reading KVKV polysyllable words. To read the KVKV syllable words, it is important to identify the monosyllabic words in the KVKV words, the syllable letters and the number of syllables in the word. The pupils read the word based on the vowels given

and highlight the vowels in red. Next, identify the consonants before the vowel letters and color the consonants in blue. The last step is to separate the syllable formed by combination of vowels in red and consonants in blue. Then the pupils read them. If the pupils can read them that means this section on open syllable is completed. After this, combine the rest of letters in black in the given word to the previous open syllable to form a closed syllable. Followed by changing the colour of all syllables to black color, so it goes back to the original word. The pupils read it again. Now the pupils are able to identify the syllable in words and read them well.

8.2 Speed Reading

Fast reading is the ability to read many words in short time and can understand the contents of the material read in the correct sequence. Fast reading should be trained from young. In the early stages, train to read the vowel syllable /a/ fast. The vowel sounds provided in the material is to fix the position of the vowel so that it won't budge or move. Only the consonants play the role to form meaningful words. The best kind of technology materials used to train speed reading is a kind of appliance that can measure the speed of reading as well as assess the reading with grades.

8.3 Understand the Contexts Read

Dyslexia pupils like to do things quickly. They easily feel bored and cannot tolerate a situation in a long period of time. (ai-Mucayitah 2005). So the materials prepared for them have to be concise and easily understood within a short time. Questions words should be arranged in order according to the material read. The required questions are put to the left side while reading material is placed on the right. This is because they will read the questions first, and then identify the words. Questions that have been answered and the words read should change colour so that the pupils can focus their attention to the following words. Understand the words and form of material processed for dyslexia pupils even though is different from the original concept but it won't be long. After having trained for a period of time, the pupils are able to understand the normal words processes.

9. Recommendation for Further Research

Through this research, further study of IT-based Smart system to do spelling with basic skills, saying and completing KVKVK words are feasible.

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Author Profile



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