

**translated from Malay language original article*

Student Reading Skills Improvement Through Dyslexia Reading Procedures

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ABSTRACT

By using a window ruler, this best practice aims to improve dyslexic students' reading skills based on the reading module. Reading is a complex activity that involves both physical and mental activities. Reading activities are also linked to eye movements and visual acuity. Reading methods based on the Dyslexia Reading Procedure can help students improve their reading skills and reduce syllable, word, and sentence reading errors without skipping lines. This practice involves four Sakura dyslexic students from SMK Padang Temu Melaka (Padang Temu Secondary School) in a report and observation format. The use of this best practice implies that teachers can use the Dyslexia Reading Procedure during teaching sessions by using teaching aids. It is hoped that this best practice will help boost the confidence and motivation of special education students, particularly dyslexic students, as well as make the teaching and facilitation process (PdPc) more enjoyable to implement.

Keywords: Dyslexia Special Education Students, Reading Problems, Dyslexia Reading Procedures, Learning Aids.

Introduction to Best Practices

This best practice aims to improve dyslexic students' reading skills through the use of reading modules and learning aids. Reading is a critical component of the knowledge acquisition process (Hasnalee 2011). Dyslexia is a specific learning disability that manifests itself in oral, written, and reading expression or acceptance. Dyslexia is a type of learning disability that primarily affects reading. This issue can be seen when students, despite their best efforts, are unable to master the lessons they have been given. This problem arises due to differences in the way each individual's brain connects visual and sound symbols. Students will struggle with reading, writing, understanding, spelling, and counting (Abdul Aziz Busri, 2021). Reading entails two components: comprehension and interpretation of ideas represented by writing. This viewpoint holds that reading and comprehension activities occur concurrently in human behavior. One of the most common issues that students with dyslexia face are a lack of mastery in sentence and passage reading skills.

Reading skills need to be mastered, especially in Bahasa Malaysia subjects. The Malay language is not only the mother tongue but also the main language used other than English. The subject of Bahasa Malaysia includes communication skills, oral skills, writing skills, and listening skills (Ministry of Education Malaysia 2019). Mastery of communication skills is related to interaction skills, listening, speaking, reading, writing, counting, and problem-solving in daily life (Ministry of Education Malaysia 2019). Failure to master reading skills makes it difficult for students with dyslexia to read correctly and fluently, further affecting their achievement in Malay (Mazlinah 2016).

Justification on the Implementation of Best Practices

According to the teacher's observations of the problem of reading Malay Language among dyslexic students, they found out that dyslexic students frequently skip lines and find it difficult to read long sentences. Dyslexic students also struggle to read comprehension passages with more than two paragraphs. The results of reading miskiu revealed that three out of four students made errors in reading words, sentences, skipping lines, and changing the meaning of words (Aspalaila 2006). Irdamurni (2018) backs up this finding by stating that dyslexic students struggle with reading, writing, and spelling. Blagovesta (2015) agrees that students with dyslexia need to be in a good language environment and exposed to reading comprehension activities.

Teachers in schools need to familiarize students with reading techniques by skimming and scanning. In this way, reading skills can be improved to the comprehension aspect of the reading material. Dyslexic sufferers will have difficulty in identifying how spoken words should be converted into letter and word forms, and vice versa (Haifa 2020).

Implementation Objectives

The objectives of implementing this best practice are:

1. Improve students' mastery of syllable reading skills.
2. Improve students' mastery of word reading skills.
3. Improve students' mastery of sentence reading skills.

Implementation of Best Practices

The Best Practice introduced is to use the Dyslexia Reading Procedure (PMD) involving four steps of reading activities. While the use of learning aids is used as a medium during reading activities. The Dyslexia Reading Procedure (PMD) is a procedure constructed by teachers based on modifications made according to Ronald D. Davis's (2010) Dyslexia Rehabilitation Model. This dyslexic reading procedure is built based on the study of teachers through the reading comprehension of students with

dyslexia. Among the studies on reading misconduct have been done by Goodman and Burke (2005), Pollock (2005), Paulson (2007) Karima (2007), Tamam et al. (2011) and Khairuddin (2013). The frequency of errors when reading among dyslexic students is more focused on substituting letters and words, leaving letters, syllables, adjectives and words, repeating syllables, adjectives, words, frequent spelling, silence (not reading), changing words read and skipping line (Mazlinah 2016). A study conducted by Neale M.D (2007), found that there are three categories of reading errors based on NARA Analysis involving self-sufficient category (errors less than four), category in need of instruction (5-9 errors) and difficult reading category (more than 10 words). To that end a Dyslexia Reading Procedure has been developed to help dyslexic students be more focused and train them to think holistically through a variety of teaching methods in the classroom.

Schedule 1


Categories and Errors of Students Reading
 Based on NARA Analysis






Category	Error	Note
No reading problems	0-4 errors (> 95% read correctly)	Students can read independently.
Require guidance.	5-9 errors (90% read correctly)	Students can still read, but only with assistance
Having problems in reading	More than 10 errors (<90% read correctly)	Readers can assist students.


Source: Neale M.D. 2007

Dyslexia Reading Procedures Implementation


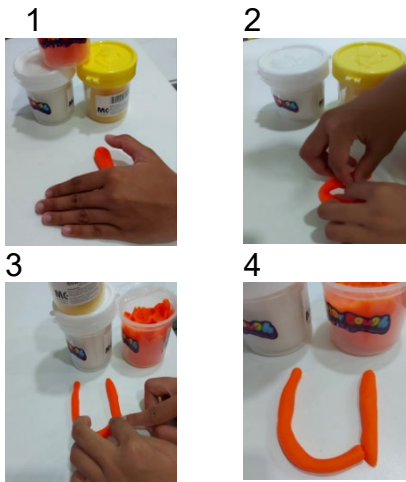
Step 1: Materials, Tools, and Environment Orientation


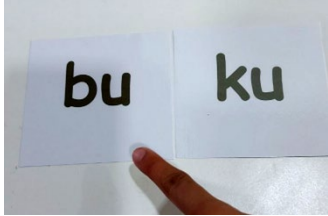
No	Tools	Activity	Notes Mastery/Not Mastery
1.	 Bola. Bola Baru. Ball New Ball	1. Introduce the ball as well as its spelling. 2. Read the syllables bo+la to get bola. 3. Reading the word repeatedly. 4. Use syllable cards to help with memory.	

<p>2.</p>	 <p>Gigi. Gigi susu.</p>	<ol style="list-style-type: none"> 1. Explain the book and dental spelling. 2. Read the syllables gi+gi to get gigi. 3. Reading the word repeatedly. 4. Confirm memory with quarter cards. 	
<p>3.</p>	 <p>Sate. Sate Suri.</p>	<ol style="list-style-type: none"> 1. Introduce and spell sate. 2. Read syllables sa+te = sate. 3. Reading the word repeatedly. 4. Use syllable cards to reinforce memory. 	
<p>4.</p>	 <p>Yoyo. Yoyo laju.</p>	<ol style="list-style-type: none"> 1. Introduce yoyo and the spelling of yoyo. 2. Read syllables yo+yo = yoyo, 3 Reading the word repeatedly. 4. Use syllable cards to reinforce memory. 	
<p>5.</p>	 <p>Buku. Buku biru.</p>	<ol style="list-style-type: none"> 1. Introduce the word book and its spelling. 2. The syllables bu+ku = buku. 3. Reading the word repeatedly. 4. Reinforce memory with quarter card words 	
<p>6.</p>	 <p>Dadu. Dadu Saya</p>	<ol style="list-style-type: none"> 1. Introduce the word dadu as well as its spelling. 2. Read the syllables da+du to get dadu. 3. Repeat the reading process. 	


		4. Use syllable cards to help the student remember the word easily.	
7.	 Paku. Paku Batu	1. Introduce the word paku and its spelling. 2. Read the syllables pa+ku to get paku. 3. Repeating the reading process. 4. Use syllable cards to help the student remember the word easily.	



Step 2: Procedure for Symbol Mastery (Letter Features)


No	Tools/ Materials	Activity	Notes Mastery/Not Mastery
1.	Presenting plasticine 	1. Identify the dough and notice the colour difference. 2. Mention each the colour of the plasticine.	
2.	Knead the plasticine/dough 	1. Knead the dough to make letter shapes. Concentrate on the vowel letters 'a,' i 'e,' 'o,' and 'u.' 2. Knead and form vowel consonant letters [kv]. 3. Knead and divide the word into quarters, as in [bu + ku = buku]. 4. Can do activities with different quarters of words. 5. After producing two syllables bu and ku, the teacher then	

		<p>reads the word, which is then followed by the students. (Machine read)</p> <p>6. Students can imitate letter features created with their hands.</p>	
3.	<p>Dough with syllables</p> 	<ol style="list-style-type: none"> 1. Take a book and point to it while saying /buku / 2. The teacher says the word buku and the students follow right after. 3. Say it slowly. 4. Move the book and read with the letter dough 5. The activity is repeated several times. 	
4.	<p>Card with Syllables</p> 	<ol style="list-style-type: none"> 1. Repeat the activity using the syllable cards. 2. Take a book, point to it, and say /buku/ 3. The teacher reads the students' syllables. 4. Read slowly 5. Move the book and read using the syllable card 6. The activity is repeated several times. 	
5.	<p>Reading practise</p>	<p>* Steps one through four can be used to introduce new syllables, for example:</p> <ol style="list-style-type: none"> a) Bola b) Gigi c) Yoyo d) Paku e) Dadu 	


Step 3: Procedure for Reading Practice

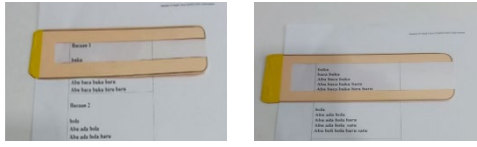
No	Item/ Description of Activity	Notes	Mastery Level (TP): 1,2,3
1.	Breathing Exercises (facial expression)	1. The teacher invites the students to follow his/her facial expressions and speech. 2. Began with vowel letters /a/, /i/, /u/, /e/, /e/, and /o/. 3. Pronunciation exercises and facial expression i- / aaaaaaaaaa... / (10times) ii- / iiiiiiiiii / (10times) iii- / u u u u u u u u / (10times) iv- / e' e' e' e' e' e' e' e' e' e' e' / (10times)(10times) v- / e e e e e e e e e / (10times) vi- / o o o o o o o o o / (10times) This can be done repeatedly.	
2.	Examine the Letters  buku baca buku Abu baca buku baru Abu baca buku biru baru (15 words) /u//u/ /a//a/ /u//u/ /a//u/ /a//a/ /u//u/	1. The teacher reads the entire passage first. 2. The teacher reads the word one by one accordingly. 3. Students read one by one as they follow the teacher. 4. The teacher reads in a row, and the student follows. 5. The reading process is carried out until it is completed.	

	<p>/a//u/ /a//a/ /u//u/ /a//u/ /a//u/ /a//a/ /u//u/ /i//u/ /a//u</p>		
<p>3.</p>	 <p>bola Abu ada bola Abu ada bola baru Abu ada bola satu Abu beli bola baru satu (17 words)</p> <p>/o//a/ /a//u/ /a//a/ /o//a/ /a//u/ /a//a/ /o//a/ /a//u/ /a//u/ /a//a/ /o//a/ /a//u/ /a//u/ /e//i/ /o//a/ /a//u/ /a//u/</p>	<ol style="list-style-type: none"> 1. The entire passage is read aloud by the teacher. 2. The teacher reads the word line by line according to the vowels of the letters. 3. Students read one by one as they follow the teacher. 4. The teacher reads in a row, and the student follows. 5. The reading process is carried out until it is completed. 	
<p>4.</p>	 <p>paku Abu ada paku Abu beli paku batu Abu beli paku kayu Abu beli paku batu dan paku kayu (19 words)</p> <p>/a//u/ /a//u/ /a//a/ /a//u/ /a//u/ /e//u/ /a//u/ /a//u/ /a//u/ /a//a/ /u//u/ /a//u/ /a//u/ /a//a/ /u//u/ /i//u/ /a//u</p>	<ol style="list-style-type: none"> 1. The entire passage is read aloud by the teacher. 2. The teacher reads the word line by line according to the vowels of the letters. 3. Students read one by one as they follow the teacher. 4. The teacher reads in a row, and the student follows. 5. The reading process is carried out until it is completed. 	

<p>5.</p>	 <p>roti ini roti ini roti kaya Abu beli roti Abu beli roti kaya Abu sapu roti kaya Abu sapu roti kaya guna sudu (23 words)</p> <p>/o//i/ /i//i/ /o//i/ /i//i/ /o//i/ /a//a/ /a//u/ /e//i/ /o//i/ /a//a/ /a//u/ /a//u/ /o//i/ /a//a/ /a//u/ /a//u/ /o//i/ /a//a/ /u//a/ /u//a/</p>	<ol style="list-style-type: none"> 1. The entire passage is read aloud by the teacher. 2. The teacher reads the word line by line according to the vowels of the letters. 3. Students read one by one as they follow the teacher. 4. The teacher reads in a row, and the student follows along. 5. The reading process is carried out until it is completed. 	
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Step 4: Read Along with Your Eye Movements

No	Notes on Item	Description of Activity:	Level of Mastery (TP): 1,2,3
<p>1.</p>	<p>Using the 'Window Ruler' medium for reading</p> 	<ol style="list-style-type: none"> 1. The entire passage is read aloud by the teacher. 2. The teacher reads in a row, as the student reads using the 'Window Ruler.' 3. Read according to the first row from left to right, followed by the next line until completed) 4. The progress will start at stage 1(Reading 1) until 	

		stage 4 (Reading 4).	
2.	Reading 1 buku baca buku Abu baca buku Abu baca buku baru Abu baca buku biru baru		
3.	Reading 2 bola Abu ada bola Abu ada bola baru Abu ada bola satu Abu beli bola baru satu.		
4.	Reading 3 paku Abu ada paku Abu beli paku batu Abu beli paku kayu Abu beli paku batu dan paku kayu		
5.	Reading 4 roti ini roti Ini roti kaya Abu beli roti Abu beli roti kaya Abu sapu roti kaya Abu sapu roti kaya guna sudu		

Effectiveness from the Implementation of Best Practices

Based on the observations made, it is discovered that dyslexic students are very interested in learning to read. But first of all, the teaching and learning environment in the classroom must be improved. Small improvisation might have significant changes in the outcomes of implemented tests in reading context. Prior to this practice, it was discovered that the majority of all students were disinterested in reading sentences and passages due to some reasons. Firstly, students find traditional techniques less interesting to read when teacher are using traditional method as their way to teach reading lessons. Students are easily get bored and find it difficult to continue reading activities. They would rather look at coloured pictures than read words from a textbook.

Reading Procedures have a positive impact on dyslexic students. Dyslexic students are motivated by ongoing teacher guidance as well as methods of using various student learning aids. The use of senses and observational awareness in learning sessions are also part of this Dyslexia Reading Procedure. This makes reading more enjoyable. The method of learning through some sort of game has also been shown to help dyslexic students improve their reading skills.

Test Evaluation

Table 2 Displays the Reading Test Improvement Results.

Table 2
Reading Test Results for Dyslexic Students

No.	Student	Gender	Diagnostic Test 1	Diagnostic Test 2	Remarks and Proficiency Level (PL)
1.	Student A	Male	14%	56%	2
2.	Student B	Female	18%	42%	2
3.	Student C	Female	17%	56%	2
4.	Student D	Female	04%	18%	1

Conclusion and Recommendations

Finally, after successfully completing the best practice according to this Dyslexia Reading Procedure, it can aid in the development of the skill of reading syllables, words, and sentences. The increase in test results demonstrates positive changes in students that are consistent with the objectives. The use of various learning aids can help dyslexic students focus more, but it must be improved and expanded to other categories on a regular basis. A study found out that students with dyslexia should repeatedly practise remembering and recognising written symbols, translating them into the symbolised sound form, and obtaining meaning for the written forms. The pronunciation of each letter varies (Muhammad Saiful 2006).

This situation has an effect on the readability of the text. Identifying appropriate reading methods and strategies helps a teacher focus on the teaching process (Abdul Aziz Busri et.al, 2021). Passage's or text's headline should be highlighted so dyslexic student can easily attracted to read them. By using existing school facilities such as bulletin board or the club board, it allows dyslexic students to interact with reading materials on their own. This is an alternative to developing a student-centered strategy that continues among students in line with the learning demands of the twenty-first century. If this can be done in the classroom, reading problems and reading miscues can be reduced.

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