EFFECTIVENESS OF PERSIAN-ADAPTED BARTON READING PROGRAM ON READING SELF- CONCEPT AND ATTITUDE, AND MOTIVATION TOWARDS READING AMONG DYSLEXIC STUDENTS

By
ZEINAB MIHANDOOST

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Chair: Professor Habibah Elias, PhD

Faculty: Educational Studies

This research dealt with the effects of the Persian Adapted Barton program on reading

self-concept, motivation toward reading, reading attitude and reading skills. The study

included 64 students with dyslexia, from grades 4 and 5 in a public school in Ilam,

Iran. The subjects were randomly assigned equally to two groups, namely the control

and the experimental groups with each group consisting of 32 dyslexic students. The

Persian Adapted Barton program was used as the research intervention for the

experimental group, for a period of three months. The scales for reading attitude,

reading self-concept, motivation toward reading, and reading skills were employed for

the measurement of the above variables. Pretest and posttest scores on reading attitude, reading self-concept, motivation toward reading and reading skills were analyzed using repeated measures ANOVA and MANOVA. The results of the posttest indicated significant differences for reading self-concept, reading attitude, motivation toward reading and reading skills between the control and experimental groups. The results from repeated measures ANOVA illustrated statistically significant differences in reading self-concept (F=18.65, p=.001), reading attitude (F=42.79, p=.001) and motivation toward reading (F=34.22, p=.001) between the experimental and control groups. Furthermore, the results from MANOVA in reading skills (comprehension, phonics, fluency) showed statistically significant difference (F=6.31, p =.001) between the experimental and control groups. Findings showed that the Persian Adapted Barton program was effective in improving motivation toward reading, reading self-concepts, reading attitude, and reading skills of dyslexic students.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KEBERKESANAN *PERSIAN-ADAPTED BARTON READING PROGRAM* TERHADAP KONSEP-KENDIRI MEMBACA, SIKAP MEMBACA, DAN MOTIVASI MEMBACA DALAM KALANGAN PELAJAR DISLEKSIA

Oleh

ZEINAB MIHANDOOST

Oktober 2011

Pengerusi: Prof Habibah Elias, PhD

Fakulti: Pengajian Pendidikan

Kajian ini meneliti kesan-kesan dari Program Intervensi Parsi yang disesuaikan dengan Kaedah Barton ke atas konsep kendiri membaca, motivasi membaca, sikap membaca dan kemahiran membaca dalam kalangan pelajar disleksia. Ia melibatkan 64 orang pelajar disleksia Gred 4 dan 5 di sebuah sekolah awam di Ilam, Iran. Kumpulan ini dibahagikan kepada dua kumpulan secara rawak iaitu kumpulan kawalan dan kumpulan eksperimen dengan setiap kumpulan mengandungi 34 orang pelajar disleksia. Program Parsi yang disesuaikan dengan Kaedah Barton digunakan sebagai program intervensi kepada kumpulan eksperimen selama tiga bulan. Skala terpilih bagi

pembolehubah sikap membaca, konsep kendiri membaca, motivasi membaca dan kemahiran membaca digunakan bagi mengukur tahap pembolehubah tersebut. Sementara itu, hasil skor ujian pra dan ujian pos ke atas sikap membaca, konsep kendiri membaca, motivasi membaca dan kemahiran membaca dianalisis menggunakan "*repeated measures ANOVA*" dan MANOVA. Keputusannya menunjukkan perbezaan ketara dalam konsep kendiri membaca, sikap membaca, motivasi membaca dan kemahiran membaca di antara kumpulan kawalan dan kumpulan eksperimen. Keputusan daripada ANOVA secara statistiknya menunjukkan perbezaan signifikan antara kumpulan eksperimen dan kumpulan kawalan dalam konsep kendiri membaca (F=18.65, p=.001), sikap membaca (F=42.79, p =.001) dan motivasi membaca (F=34.22, p =.001). Begitu juga keputusan daripada MANOVA terhadap kemahiran membaca (kefahaman, fonik dan kelancaran) turut menunjukkan perbezaan yang signifikan (F=6.31, p=.001) antara kumpulan eksperimen dan kumpulan kawalan. Hasil kajian menunjukkan Program Parsi yang disesuaikan dengan Kaedah Barton adalah berkesan untuk meningkatkan konsep kendiri membaca, sikap membaca, motivasi membaca dan kemahiran membaca dalam kalangan pelajar disleksia.