

Multi-Senses Explication Activities in Words Mastery Among Dyslexic Children



Physical Education

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ABSTRACT

This study aims to apply the multi-senses explication activities and language game in the words mastery of the dyslexia children. Dyslexic children are having abnormal difficulties in reading, spelling and writing. The awareness on these problems leads researcher to conduct a case study in the psycholinguistic field about the multi-senses explication activities in the words mastery among the dyslexic children in Sekolah Kebangsaan Padang Temu Melaka. Starting from the Information Processing Theory by Robert M. Gagne (1975) as the theoretical framework, this research aims to apply the multi-senses explication activities in words mastery among the dyslexic children. The subjects are five dyslexic children from Sekolah Kebangsaan Padang Temu Melaka. They are in the middle of following through the Dyslexia Specific Learning Problem Integration Programme in that particular school. Data were gathered from Test 1 and Test 2, questionnaire, interview sessions and observations conducted. The findings showed that the multi-senses explication activities could provide the language learning mode, especially on the mastery of the suitable words based on the dyslexic children's mind. Besides that, researcher also emphasized on the language game element in the students' learning of the Malay language. The interview sessions and the observations showed the improvised language learning game managed to pull the attention of the students and trigger the fun feelings of the dyslexic children in learning the Malay language which they felt difficult to master previously.

Dyslexia children have talent and specialty in arts because they are identified as having the inclination towards using their right side of the brain compared to the left. The usage of the right brain has the association with emotion, face recognition and determining the object structure. Therefore, the way these children think is always different from the normal ones. As a result, the dyslexia children will have difficulties in reading, spelling and writing (Ministry of Education Malaysia, 2003).

Basically, the education system in Malaysia is aiming to produce a more balanced generation from the aspects of physical, spiritual, intellectual and emotional. The quality of education directly or indirectly will contribute to the development of excellent generation (Muhammad Idham et al 2010). Sheila Devaraj & Samsilah Roslan (2006), once stated that many dyslexia sufferers are talented in singing and music. Not forgetting, some of them even have talent in building and technical. According to the writers, they are many international companies out there looking for dyslexia candidates to fulfill the respective positions in the field of creation and building because to them these dyslexics have pure and unique way of thinking. Their talents are creative and they can even think literally and imaginatively. This can be proven by taking the historic personalities like Leonardo Da Vinci, Thomas Alva Edison, Albert Einstein, John F. Kennedy and Auguste Rodin as examples (Ryden, 1998; Sheila Devaraj dan Samsilah Roslan 2006).

Ronaldi Salleh et. Al. (2011) reported that the Malaysian Government is hoping that the people to master the competency of literacy 100 percent by 2020. Nevertheless, the basic skills like reading, writing and calculating are difficult to obtain. This opinion is being supported by Julina Johan (2005) by saying that one of the contributing factors for these students to have problems in mastering basic skills like reading, writing and calculating at the primary school level is possessing a heavy cognitive memory development.

According to the *International Dyslexia Association* (2010), 10% - 15% of the world population is suffering from dyslexia. In Malaysia, the Department of Special Education Statistics, Ministry of Education Malaysia (Nor Afzan Mohammad Nor, 2006) estimated that 314,000 children in Malaysia are suffering from dyslexia. Komala Devi (2004), as the parliamentary secretary, Ministry of Education Malaysia reported that there were 5% of dyslexia cases detected in any community or one in every 20

students. This high population was also reported by the President of the Malaysia Harmonic Social Association (PSHM), Nor-din Ahmad (2005) through the association research found that 10%-15% of the primary school children all over the country (majority are Malays) suffer from dyslexia. From the survey conducted by the Federal District Association of Dyslexia (Sin Chew Daily, 2003), it was estimated that almost 10% of the secondary and primary students are suffering from dyslexia.

The 21st century blast of globalization era has brought forward new challenges in language literacy and communication to a developing country like Malaysia (Koo, Yew He & Hazita Azman, 2010). It clearly shows that the syndrome is capable to stop the individual's ability to read and write and it can even go far from their real ability. Realizing this fact, Ministry of Education Malaysia has outlined a new programme known as the Dyslexia Specific Learning Problem Pioneer Programme to overcome the difficulties faced by these students. This programme exists because dyslexia occurs so oftenly here in Malaysia.

Statement of the Problem

There has never been any special learning method for the dyslexia children. Teachers are comfortable in using the traditional methods to teach these dyslexic children. Hence, the performance of these children was very low since this traditional method failed to support the weaknesses possessed by these dyslexia children. This view was proven true through Brownell's (1997) opinion when he associated his study with the weakness of the traditional method. Among his points were, teachers put more emphasis on the learning outcome rather than the learning process. The traditional way of delivery and exercises are not suitable to these dyslexia kids. Even though these traditional methods were improved from time to time, the learning situation was still formal, deductive, passive and teacher centered. In addition, most of the teachers who teach these dyslexia children did not possess the special education background in dyslexia. The teachers were actually teaching in the mainstream but they were pulled in to the dyslexia classes by the administrator to teach these dyslexics. Due to this, the teachers are still looking for the suitable method to overcome this problem. The study also found that teachers were not exposed to the western ever popular multi-senses method. Irwin (2000) said that these dyslexia children need a programme or a special course to teach them reading, spelling and writing. Normal programme or course is never effective on these children.

Thus, he suggested teachers to put more concern on the multi-senses teaching and learning method. Not having this proper learning method, these dyslexia children have open a gap to the researcher to introduce the multi-senses explication activities and language learning game to be adopted by the dyslexia children for them in mastering words in the Malay language.

Objective of the Study

To apply the multi-senses explication activities and language game in the words mastery test by the dyslexia children.

Significance of the Study

1. Act as a learning source to enhance the language mastery of the dyslexia children especially in words that have the combination of diphthongs, vowels and consonants. It is hoped that all parties could accept and make use of the multi-senses explication activities to help teachers to attract attention of the dyslexia children towards Malay language subject which has been difficult to them. Therefore, teacher must be brilliant in taking the opportunity in making the teaching varied to have a more meaningful learning atmosphere (Zamri Mahamod & Nur Aisyah Mohamad Noor, 2011).
2. Is hoped to be able to help teachers to understand the relationship between language when they use the multi-senses explication activities. The understanding is hoped to help them to improve their teaching methods especially in overcoming the language problem among the dyslexia children.
3. The activities are also for the parents to enhance and improve the usage of Malay language effectively. The rationale of this study can also be shared and practised by all organization for the betterment of the learning process of these dyslexia children.

Literature Review

Research on Characteristics of Dyslexia Children in Malaysia

This research was conducted at the Pudu District Federal Territories by Musa Abdul Wahab (2002) where he was concentrated on determining the common characteristics among the treated dyslexia children and determining the differences in the percentage of the female and male dyslexics. From the 153 children participated in the study, there were 36.3% of the children possess the characteristics of malignant dyslexia. Those who have benign and mild dyslexia were between 30.2% and 33.5%. Besides that, he also found that male children have higher percentage, 69% compared to the females 51% only.

Mansor Kasim (2003) in his 'Study on Characteristics of Treated Dyslexia Children' summarised that there were differences in the percentage of male and female dyslexia characteristics towards their study. He also managed to identify numbers of dyslexia children who have the symptoms on behaviour and health dyslexia. The instruments used were based on the dyslexia components checklist from the aspects of level, behaviour and health problem. The subjects used were children in the primary school in the area of Centre Malacca. There were 8 teachers from 8 primary schools used to observe 120 samples. The study found that the female students' performance was very low (they had more problems) with the difference of 2.7% and the behaviour problem did not show any differences in terms of gender. The percentage of the children who have cleared dyslexia characteristics was 17.5% with 21 children from the total population.

Khayati Rafie@Rani (2007) in the 'Study on Characteristics of Dyslexia Children KIA2M', did an analysis to show the characteristics of the dyslexia children among the KIA2M, types of errors happened from the aspect of KIA2M learning, teachers' knowledge on dyslexia and multi-senses method. This research was done in one of the primary schools and the subjects were the standard one children who were following the KIA2M programme. The findings showed that 6 from the 25 subjects possessed the dyslexia characteristics based on the checklist given by the Special Education Department, Ministry of Education Malaysia. Based on the observations and interview sessions conducted on the KIA2M teachers, findings showed that the teachers did not apply the multi-senses method in the process

of teaching and learning. Therefore, he suggested strongly for the teachers to adapt the method in helping the children to understand the lesson better.

Research on Language Learning Problems among Dyslexia Children

Nor Hasnizam Parman (1997) found that dyslexia children cannot pronounce the whole words and always face confusion among letters that are of the same shape. The findings of the study showed that the dyslexia children studied were retarded in their skills of making sounds of the letter, making errors in the arrangement of the letters and having confusion in identifying letters that look alike. Other than that, the children also were having visual problems when they failed to copy the words showed to them properly and auditory problems when they were making errors by writing wrong letters. These difficulties give high impact on the students' ability to read.

Mercer (1997) in his research explained that the dyslexia children are having difficulties in learning components of letters, words and sentences. In his study he has proven that the dyslexia children had problems in discriminating the letters 'b' from 'd' and 'm' from 'w', numbers '39 to 93' and '15 to 51' and words 'was' became 'saw' that look alike to sound alike. These children did not only have problems in differentiating letters that look alike but also in reading up words from sentences and sentences from paragraphs. This scenario can cause a low level of reading skills.

Shaywitz et al(1998), has conducted a study on the literacy inability of dyslexia children clinically by using the 105 image of Telsa Sigma MR onto 61 participants. They found that the dyslexia problem was closely related to the neurology since they were born. This also gave effect to the phonology arbitrarily. A set of 5-level ask was developed in the aspect of phonology like focus orientation test, letter focus, similarities of sound and letter, complex structure and semantics. This study used two experimental groups; dyslexia reader and non-dyslexia reader. Dyslexia reader failed to show systematic modulation while performing the task. The findings also found that the dyslexia reader faced mental and behaviour disorder that contribute to the reading problem. They were seriously having the neuro system problem that is related to the sense of sight and the effect was dyslexia did not able to connect letters and sounds. The dyslexia readers were not only failed to give meaning to symbol that they saw, but also to link the symbol with the utterances. These restraints caused them a failure to give meanings to any letters and words.

McCray et al(2001) has done a research on 20 children who have learning problems in dyslexia specific where the children could not read. The participants were studying in their 6th to 7th grade and they were between the age of 11 to 13 years old. The findings portrayed that the dyslexia specific learning problem children were ready to learn how to read and they were aware of the importance of reading in their life. The participants were very stressful when they knew that their friends know the fact that they cannot read. The study also presented the findings on the parents who were unhappy when their children were not given any language related homework. The parents had to do their own reading exercise schedule for their kids everyday.

Manisah (2005) has also conducted a phonology awareness test. The samples were 20 students who had problems in learning two languages with varieties of performance levels in Malaysia. In her study, the skill task was on the phonology awareness in both languages; Malay and English. The findings showed that the weak bilingual students showed lowers behaviour in the phonology awareness skills for both languages compared to other bilingual students.

Noor Hayati Che Mat (2007) in her study found that the reading problems affect the dyslexia kids fluency in mastering the reading of the Malay language. From the 100 subjects taken from the Hulu Langat district, reading problem was the most serious and highest problem with the average percentage of 78.6.

Only 21.4% students could read. The findings also showed 99% of the subjects had some kind of intonation problems in their reading. This percentage is high and it was followed by 96% of children who could not read. There were 93% of the children who could not spell while reading and 62% of them skipped sentences when they read and 83% did not comprehend when they had been reading.

This has proven that the subjects for this research underwent a very atrocious degree in reading because they had confusion on the same letters, lost the ability to read words (some parts and even whole words) and failed to read fluently. According to the researcher, if this reading phenomena is not controlled as soon as possible, it can cause a bigger problem to the country because the number of illiterate people will increase especially among dyslexia kids.

Umami Hani Mohamed Zaid (2008) in her writing 'Spelling Problem among Dyslexia Specific Learning' identified 6 spelling errors through Malay language readings and writings, analysis performance of spelling errors to determine the level of learning needed, strategies of teaching and learning in spelling that can be used to overcome the spelling problems faced. The findings showed spelling problems that still occurred although subjects have undergone the dyslexia learning programme for almost 2 years. The difficulties in learning among these dyslexia children are different from one and another and the spelling errors are also different. These slow kids were worrying and they hampered the planned treatment programme. This research was a case study that involved 4 standard four students who were undergoing the Dyslexia Pioneer Programme in Sekolah Kebangsaan Bukit Cerakah, Kapar, Selangor.

Lee Lay Wah (2008) studied on 'Testing and Evaluation of Reading to Identify Reading Problem among Dyslexia'. He aimed at constructing and determining the validity and reliability of a test and to determine dyslexia students from the samples in the form of dyslexia reading profiles in Malay language. The methodology of the case study was a quantitative. The research design was related to the conforming of the reading test conceptually and statistically. The samples were the 117 standard one students from Pulau Pinang. The findings showed that the reliability of the test was high. The sub-test of the single word reading contributed to 71.4% from the variation in the reading comprehension skills. This showed that students who have problems reading a single word also contributed highly to the overall passage. For the speed naming skills, 73.4% were contributed to the identifying words skill. Thus, the students have more problems in mastering the skills of identifying words in Malay language.

Research on Dyslexia Children Learning Strategies, Approaches and Methods

Thomson's research (1990) in Tonnessen (1999) has identified important components in the methods of teaching dyslexia children. They need to use the same materials over and over again in the forms of a different teaching modules. The students will be able to understand if the lesson was not repeated and strengthen. In giving help to the dyslexia students, emphasis needs to be given to the fact that reading is a skill that requires consciousness and a relationship between cognitive and behaviour. This approach is important in the process of mastering a language especially in their reading skills.

Haraza Malek (2001) has written in his research on 'Teaching Strategies that can be Used by Special Teachers to Overcome Reading Problems among Dyslexia Children' and she has portrayed common reading errors made by the children while reading and given common learning strategies that could be adopted by the special teachers. Reseracher used survey design to come up with questionnaire and to be administered to 100 special teachers teaching in the problematic classrooms in both primary and secondary schools around Kuala Lumpur. The data was analysed using the descriptive statistics and found that the most common errors made by the students was reading sceptically. The learning strategy used by the teachers was the

electical method. The findings showed that in whatever strategies adopted by the teachers in the classroom, teachers must be smart in making the activities colourful especially to the teaching and learning activities needed by the children.

Tressoldi et al (2007) has conducted a research on identifying the effectiveness of the fluent reading method which is called subsyllabic for the dyslexia children. The subsyllabic method has 2 versions; the versions depend on abilities and automatic recognition on syllables that use the software of WinABC. This method has been compared with other method like phonology awareness, assisted reading and psycholinguistic exercises. There were 63 respondents dyslexia children were chosen in his study. 41 were males and 22 were females. The findings showed that the teaching with syllables was more effective than the other method. This study was parallel with Shaywitz et al.(1992) dan Catts' (1996) findings as well. They said that the language development of the dyslexia students was influenced by the students' abilities in recognising syllables and pronunciation.

Nor hasbiah Abdullah (2007) has done a research on the multimedia course software in the mathematics literacy (D-Mathematics) for the dyslexia children. This research aims to develop the D-Mathematics software to motivate the mathematics literacy among the dyslexia children. The findings showed that the use of the D-Mathematics contains modules of learning numbers, addition, subtraction, multiplication, division, modules on times and some additional modules can motivate the dyslexia children in obtaining the mathematics literacy compared to the conventional method. This is also a software multimedia that uses Malay language to absorb the *Scaffolding* and *Mnemonics* V/A models.

Ronaldi Saleh et. al (2011) in his research on 'Usage of Animation in the Special Instruction for Dyslexia Children' has given the approach to create animation in the development of a learning object instruction which is based on interactive multimedia. There were 11 students taken as samples. They had varieties of background in terms of race; Malay, Chinese and Indians, and level of proficiency; good, average and poor. The schools involved were Sekolah Kebangsaan Taman Tun Dr. Ismail (2) Kuala Lumpur and Sekolah Kebangsaan Bandar Tasik Puteri Rawang. Findings revealed that 82% of students agreed to the concept of Learning Object (LO) to be restructured, and 100% agreed on they like onto whatever that they see and touch. This gave a picture that these dyslexia children did show the reaction of love, desire and motivation towards the usage of the LO. In using the LO, it explained easily on the perception of the dyslexia children in following the learning and activities sent through the animation technique created by the researcher.

Methodology

The theory used by the researcher in this research was the Information Processing Theory by Robert M. Gagne (1975). The scope of the research was limited to the words that have diphthongs, vowels and consonants that are in combination. The subjects were 5 dyslexia children selected among the 8 to 9 years of age. The location was in Malacca, the state that runs the Dyslexia Specific Learning Problem Integration Programme. The research design was survey by using data collections like interview sessions and observations. The instruments used were questionnaire, Test 1 and 2, camera, video camera, multi-senses teaching aids and language games that use informal language/creative. The data analysis was through frequency and percentages.

Findings of the Study

Objectives: To apply the multi-senses explication activities and language game in the words mastery test by the dyslexia children.

The results for Tes 1 for all the subjects showed that they only mastered about 32% from the total words tested to them. The words contain diphthongs, combined vowels and combined consonants. Words that all the 5 subjects managed to master are listed in Table 1.1.

Table 1.1 : Words that can be mastered by the subjects before the multi-senses explication activities

	Skills	Words tested	Words mastered				
			S1	S2	S3	S4	S5
1	Diphthong	wau, sungai, kaloi, kerbau, pulau	kaloi, sungai	kaloi	kaloi, wau	wau, pulau	kaloi, kerbau
2	Combined vowels	tuala, periuk, piano, buaya, daun	daun	periuk	daun	periuk, daun	periuk, daun
3	Combined consonants	monyet, penyapu, nganga, bangau, nyanyi	monyetnyanyi	nganga	bangau	nganga	bangau
	Frequency of words mastered		5/15	3/15	4/15	5/15	7/15
	Percentage of the frequency		33.33%	20%	26.67%	33.33%	46.67%

After the multi-senses explication activities and language game, researcher found that the mastery level of the 5 respondents was getting better. They managed to master 90.67% of the total listed words in the test. The words are listed in Table 1.2.

Table 1.2: Words that can be mastered by the subjects after the multi-senses explication activities

	Skills	Words tested	Words mastered				
			S1	S2	S3	S4	S5
1	Diphthong	wau, sungai, kaloi, kerbau, pulau	wau, sungai, kaloi, kerbau, pulau	wau, kaloi, kerbau, pulau	wau, kaloi, kerbau, pulau	wau, sungai, kaloi, kerbau, pulau	wau, sungai, kaloi, kerbau, pulau
2	Combined vowels	tuala, periuk, piano, buaya, daun	tuala, piano, buaya, daun	tuala, periuk, piano, daun	tuala, periuk, piano, daun	tuala, periuk, piano, buaya, daun	tuala, periuk, piano, buaya, daun
3	Combined consonants	monyet, penyapu, nganga, bangau, nyanyi	monyet, penyapubangau, nyanyi	penyapu, nganga, bangau, nyanyi	monyet, penyapu, nganga, bangau, nyanyi	monyet, penyapu, nganga, bangau, nyanyi	monyet, penyapunganga, bangau, nyanyi
	Frequency of words mastered		13/15	12/15	13/15	15/15	15/15
	Percentage of the frequency		86.67%	80%	86.67%	100%	100%

Subsequently, researcher will explain findings qualitatively as below;

Subjects of the Study

Visual sense: Researcher used cards that contain pictures, words, syllables and puzzle of letters in enhancing memory span of visual candidates S1, S2, S3, S4 and S5. researcher showed pictures of kaloi (fish), sungai (river), kerbau (cow), wau (kite), pulau (island), tuala (towel), periuk (pot), piano (piano), buaya (crocodile), daun (leave), nganga (yawn), nyanyi (sing), penyapu (broom), bangau (flamingo) and monyet (monkey) to S1, S2, S3, S4 and S5. Then it was followed by cards that have words, syllables and puzzle of letters. To strengthen the guessing phase and responses of the candidates, S1, S2, S3, S4 and S5 were asked to see, recognize and determine the photos showed by the researcher.

Auditory sense: S1, S2, S3, S4 and S5 were asked to listen to researcher's spelling and pronunciation of the words that have the diphthongs; wau (kite), sungai (river), kaloi (fish), kerbau (cow) and pulau (island). To strengthen the memorising phase, S1, S2, S3, S4 and S5 were asked to spell all the words one by one over and over again with the help of the picture cards. After that S1, S2, S3, S4 and S5 were asked to say the words as enhancement exercises.

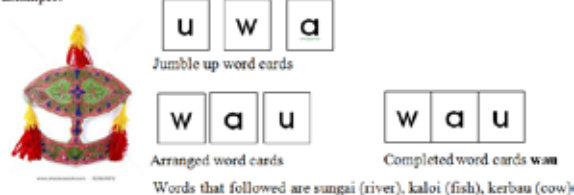
To the words that have combination of vowels, researcher asked S1, S2, S3, S4 and S5 to listen to the spelling of the words **tuala** (towel) by sing the black and red syllable cards. After that, researcher used word cards to pronounce the word **tuala** (towel). S1, S2, S3, S4 and S5 were asked to spell and say the word repeatedly to strengthen the memorising phase of the participants. The next words were buaya (crocodile), daun (leave), periuk (pot) and piano (piano).

After that S1, S2, S3, S4 and S5 were asked to listen carefully to the researcher spelled and pronounced the words that have the combined consonants. They are monyet (monkey), nyanyi (sing), penyapu (broom), nganga (yawn) and bangau (flamingo). Next, S1, S2, S3, S4 and S5 were asked to spell and pronounce the words one by one by using the word cards. The word cards have two colours; black and red to ease S1, S2, S3, S4 and S5 to spell and pronounce them. According to the Malay language teacher, the used of the colour combination can arouse the dyslexia students' thinking skills. For example **monyet** (monkey),

nyanyi (sing), **nganga** (yawn) and **bangau** (flamingo).

Kinaesthetic-Tactile sense- to the words that have diphthongs, researcher asked S1, S2, S3, S4 and S5 to use their muscles movements; hands and fingers to stick the small word cards given so that they can become meaningful word like 'kite'. The activities of sticking letters to become meaningful words have strengthen the responding phase in the process of learning of the S1, S2, S3, S4 and S5.

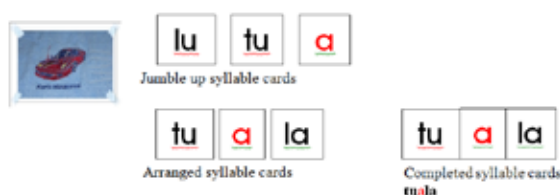
Example:



Words that followed are sungai (river), kaloi (fish), kerbau (cow) and pulau (island). Next, S1, S2, S3, S4 and S5 was asked to write words that have the tested diphthongs one by one by using their index finger on the surface of rough table.

To the words the have vowel combination, S1, S2, S3, S4 and S5 were asked to match the syllable cards **tu a la** so it becomes **tuala** like more examples below.

Examples:



The activities were repeated until all syllable cards have been matched and all words have been tested onto the S1, S2, S3, S4 and S5 correctly. Besides that S1, S2, S3, S4 and S5 were also asked to form a letter t, u, a, l and a by using the clay. The clay

that has been formed as a letter must be arranged one by one as that it will become a word **tuala**. Other words like periuk (pot), piano, buaya (crocodile) and daun (leave) followed. Based on the interview sessions with the Malay language teacher, it was found that the method of forming a letter by using the clay can sharpen the recalling phase of the candidates.

Furthermore, to the words that have consonant combination, S1, S2, S3, S4 and S5 were asked to learn the words through the scratch by using the index finger to the mentioned words while mentioning every single letter of the word. The activities were done repeatedly until S1, S2, S3, S4 and S5 can write the words without looking at them.

Words that followed were monyet (monkey), penyapu (broom), bangau (flamingo), nganga (yawn) and nyanyi (sing).



To strengthen the understanding and mastery of words that have diphthongs, vowel and consonant combination, researcher also came up with the idea of language game. This is to strengthen the motivation and behaviour phase of the dyslexia children. The game is called fun and creative language game which involved the usage of the multi-senses. The game has been altered by the researcher to cater the suitability of the dyslexia children tested.

Language game 1:- The fun and creative language game for words that have diphthongs, introduced by the researcher, must use a dice. For example, S1 was asked to throw the dice to get the word in the envelope that is numbered. If S1 throws and gets number 1, S1 will open up the envelope number 1. In the envelope number 1, there is a word '**wau**'. On the whiteboard, the pictures of wau (kite), sungai (river), kaloi (fish), kerbau (cow) and pulau (island) have been pasted. S1 was asked to say the word while matching up the word with the photo. The activity was done over and over again until S1 manages to answer all the 5 words that have diphthongs. The same activity needs to be done by other S2, S3, S4 and S5 as well.

Language game 2: To the words that have combination of vowels, researcher has introduced 'crab fishing' game. S1, S2, S3, S4 and S5 were asked to fish crabs in the transparent aquarium where all the toy crabs have been put into. The crabs were labeled tuala (towel), periuk (pot), piano, buaya (crocodile) and daun (leave). In the aquarium, there are also another 10 crabs that were labeled of other words. The game starts when S1 was asked to fish crabs that have only words that have vowel

combination only. After fishing all the 5 crabs, S1 was asked to spell and pronounce the words while putting the crabs into a pail. The activity was on until S1 manages to answer all the five words. The same activity was also conducted onto the S2, S3, S4 and S5.

Language game 3: To the mastery of words that have the combination of consonants, a fun and creative language game called 'Wheel of Fortune' was introduced by the researcher. S1, S2, S3, S4 and S5 were asked to spin the wheel until it stops at the word that they will be tested. After the wheel stops, S1 (for example) was asked to spell and say the word. The words tested were 5 words that have the consonant combination. The words were monyet (monkey), penyapu (broom), nyanyi (sing), nganga (yawn) and bangau (flamingo). The activity was done again and again until S1 manages to answer all the five words given. The same activity was also conducted onto the S2, S3, S4 and S5.

Language game 1, 2, and 3 are used to test the short and long term memory of S1, S2, S3, S4 and S5 in applying the multi-senses explication activities conducted by the researcher. After they have gone through the learning process by using those activities, S1, S2, S3, S4 and S5 were asked to undergo the Test 2. The findings of the study as shown in Table 1.2. Overall, it can be said that all the five respondents showed a high level of achievement in words mastery. Based on the findings, S1 and S3 managed to get 93.33% of marks, S2 with 80% and S4 and S5 managed to get the highest of all 100%.

Conclusion

Based on Test 2 all the five subjects have shown a better words mastery level. To S1 and S2, the frequency of words mastered was 13/15 from the overall words tested with 86.67%. S3 managed to master 12/15 of words with 80%. S4 and S5 have successfully managed to score 15/15 with 100% words mastery. Therefore, researcher believes that there should be a turn in terms of teaching method among the teachers who are teaching these dyslexia children besides the traditional methods that they have been practicing. They should be moving towards applying the multi-senses explication activities which has been proven effective in arousing senses like visual, auditory, kinesthetic and tactile simultaneously. Researcher's view was also supported with the findings obtained by Halimah Badioze Zaman (1999), when she said that the culture of teaching and learning in school should change from the traditional way to a more dynamic learning. Learning that applies explication of activities through multi-senses and through fun and creative language game. Overall, the findings of the study showed that in applying the multi-senses explication activities and language game onto the dyslexia children's learning, can enhance the students' words mastery of the Malay language.

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