



UNIVERSITI PUTRA MALAYSIA

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

ZEINAB MIHANDOOST

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READING SELF- CONCEPT AND ATTITUDE, AND MOTIVATION
TOWARDS READING AMONG DYSLEXIC STUDENTS**

By
ZEINAB MIHANDOOST

**This thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment
of the Requirements for the Degree of Doctor of Philosophy**

October 2011

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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October 2011

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 sendiri 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 sendiri 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 sendiri membaca, motivasi membaca dan

kemahiran membaca dianalisis menggunakan “*repeated measures ANOVA*” dan MANOVA. Keputusannya menunjukkan perbezaan ketara dalam konsep sendiri 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 sendiri 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 sendiri membaca, sikap membaca, motivasi membaca dan kemahiran membaca dalam kalangan pelajar disleksia.

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I certify that a Thesis Examination Committee has met on 06,10,2012 to conduct the final examination of Zeinab Mihandoost on her thesis entitled “Effectiveness of Persian-adapted Barton reading program on reading self-concept and attitude, and motivation towards reading among dyslexic students” in accordance with the Universiti Pertanian Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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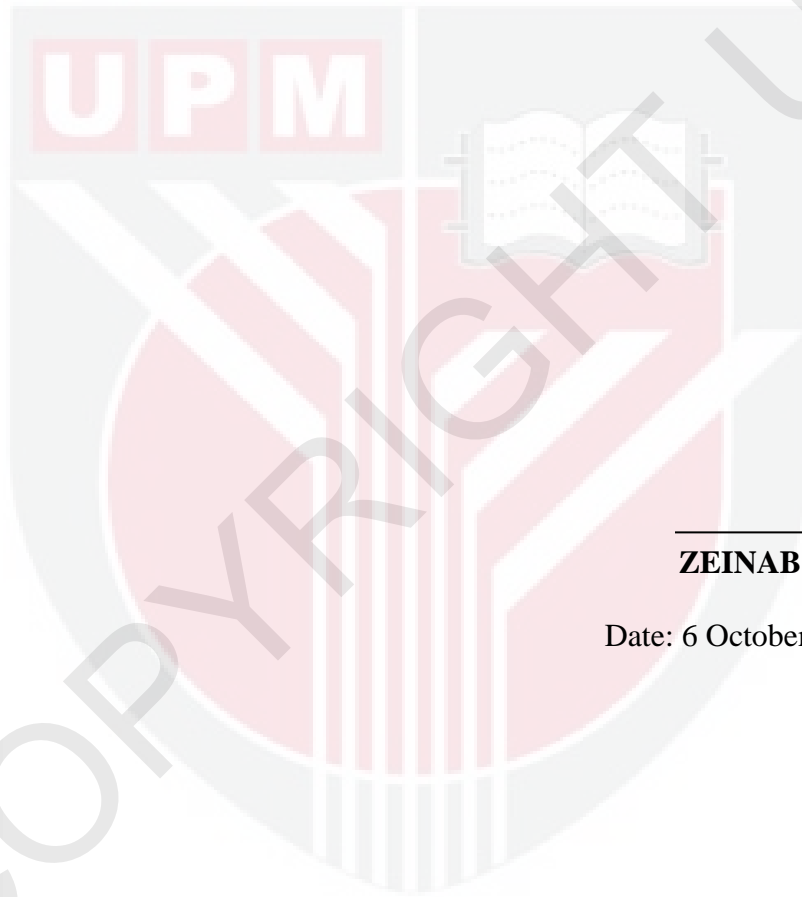
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Date:

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



ZEINAB MIHANDOOST

Date: 6 October 2011

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Research Objectives
Hypotheses
Significance of the Study
Scope
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CHAPTER I

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5 SUMMARY, IMPLICATIONS, CONCLUSIONS AND RECOMMENDATION

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