

**UNIVERSITI TEKNOLOGI MARA**

**DEVELOPMENT AND  
EVALUATION OF EDUXIC  
GUIDELINES AND THE JOMBACA  
TEACHING AID FOR DYSLEXIC  
CHILDREN TO ENHANCE  
READING SKILLS IN MALAY  
LANGUAGE**

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Thesis submitted in fulfilment  
of the requirements for the degree of  
**Doctors of Philosophy**  
**(Art and Design)**

**Faculty of Art and Design**

**September 2025**

## ABSTRACT

Reading development among dyslexic children remains a key concern, especially in syllable recognition and sentence construction in the Malay language. This study aims to address these challenges by introducing the EDUxic guidelines and a structured classroom teaching aid called *jomBACA*. This study adopted a Design and Development Research (DDR) approach, guided by the ADDIE model, to explore needs, design, development, implementation, and outcomes. Eight objectives are formulated to examine the full process from early design to classroom application. Classroom observations, teacher reflections, and dyslexic children's performance formed the basis of the implementation and evaluation phase. The *jomBACA* tool was applied in a focused classroom setting, and its effects were assessed through the post-test (M=14.80) score, which was higher compared to the mean score for the pre-test (M= 8.60). The qualitative analysis indicates that dyslexic children's independence and engagement increase in structured sessions. Overall findings suggest that the ability to recognise open-closed and closed-open syllables, construct sentences, participation, and confidence during classroom activities increase among dyslexic children. The EDUxic guidelines offer a validated reference to guide instructional design, while the *jomBACA* teaching aid reflects these principles in practice. The outcomes suggest that a teaching aid built on clear objectives, grounded in dyslexic children's needs, and applied through real classroom conditions supports reading development among dyslexic children. This study provides practical direction for future instructional efforts and contributes to the advancement of inclusive strategies in special education settings.

## ACKNOWLEDGEMENT

Bismillahirrahmanirahim and thanks to Allah S.W.T for giving me the opportunity to embark on my Ph.D. and succeed in completing this long journey full of mysteries and challenges. Thanks, and gratitude to Allah for having blessed me with the best health and an outpouring of useful ideas for the implementation and writing of this study. Sending blessings and peace upon our beloved Prophet Muhammad SAW and his Ahlul Bayt, his companions, the Tabi'in, and the Tabi'ut Tabi'in. I would like to express my deepest gratitude to my main supervisor, Prof. Assoc Ts. Dr. Azhari Md Hashim, co-supervisor, Prof. Assoc Ts. Dr. Roslinda Alias and Dr. Muhammad Nidzam Yaakob always gave me guidance, advice, support, suggestions, ideas, and patience and really helped me throughout the implementation of this study. Indeed, because of their guidance, they have contributed to the potential success of writing this successful thesis. I am very satisfied and very grateful for the guidance and commitment they have given. I also express my gratitude to Universiti Teknologi MARA (UiTM) for the permission to study leave and the Majlis Amanah Rakyat (MARA) for providing loan opportunities within the Graduate Excellent Program (GREP) program for me to conduct studies at degree level doctorate. Next, I would like to record my deepest appreciation to my family, especially my beloved husband, Kamaludin Mohamad Ali, for his encouragement and permission for me to continue my studies, his love, moral support, unconditional financial support, and understanding throughout the period of this study. To my only brother Ahmad Mustaffa Ali and my husband's nieces and nephews who have lightened my life and helped me without them knowing, my deep love and prayers will accompany you all at all times. I would also like to express my deepest gratitude to my parents-in-law, Muhamad Ali Idress, for their prayers and for understanding me very much. This appreciation is also for all my aunts, uncles, cousins, and friends who always support and encourage me to do the best in all aspects of my life. Do not forget all the lecturers and colleagues at the College of Creative Arts. Thank you for your knowledge, direct or indirect involvement, guidance, and support. Do not miss or forget all my friends who struggle at the master's or doctoral level and are together on this journey. You always provided motivation, information, and constructive opinions in the process of completing this thesis. I pray that you will also be successful in all the fields you venture into. Finally, this thesis is dedicated as a special gift in loving memory to my beloved late mother and father, Allahyarham Haji Ali Ahmed, a person who greatly inspired me to pursue and create my own dream rainbow. Both of them had high hopes to see my success, but Allah had a better plan. A piece of victory, and may the reward from gaining this knowledge flow and be dedicated to both of you.

Al-Fatihah and Aamin Amiin Ya Rabbal Alaamiin.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This chapter discusses the underpinning issues of dyslexic children in Malaysia, focusing on reading skills in the Malay language. The chapter starts by emphasising the study's background, the problem statement, and the research objectives. It also explains some of the terminology used in this study, as well as the significance of the research. The limitations and delimitations of the study are highlighted as well. This chapter ends with a conclusion.

### 1.2 Research Background

In Malaysia's educational context, fostering a distinct shared identity among Malaysians is emphasised by promoting proficiency in the Malay language, the country's common national language. The Malay language serves to unite Malaysia's diverse population and plays a vital role in communication and knowledge sharing. It is the primary language for learning and interaction, which is essential for national identity. Proficiency in the language is often measured through verbal communication, reflecting linguistic competence in a multilingual society (Othman et al., 2023). However, Malay language teaching in schools largely follows conventional methods, with limited focus on language fundamentals and minimal integration of technology (Agus, 2021).

Considering the structure of the Malay language, primary students require specific skills to express ideas clearly during daily interactions. Therefore, teaching and learning the Malay language should focus on enabling students to use the language fluently, accurately, and meaningfully in real-life situations. Students are guided to master three core types of language skills: receptive skills (listening and reading), productive skills (speaking and writing), and interactive skills. Additionally, students are taught essential aspects of Malay language structure, including grammar, morphology (word formation), syntax (sentence structure), spelling, pronunciation, vocabulary, and textual