

Early Reading Skill Pattern of Student With Reading Difficulties

Bahrudin¹, Mohammad Arif Taboer², Endang Rochyadi³, Sunardi⁴

^{1,2}Universitas Negeri Jakarta

^{3,4}Universitas Pendidikan Indonesia

E-mail: taboer@gmail.com

Abstract: Reading Difficulties is one of the challenges which students face in elementary school in Indonesia. This research purpose is to find a variety of challenges for students in early reading. 31 students with early reading problems who come from 7 elementary schools are used as respondents. Data collection is used by informal early reading tests which validate with experts in special education needs and Bahasa Indonesia. Finding of this research is that almost all students with reading problems can read the letters, both vowel and consonant. They have problems in blending between letters becoming syllables and words.

Keywords: reading difficulties, students with reading problems

INTRODUCTION

Reading is a process of understanding written language symbols. Understanding these symbols is done through the process of decoding and understanding (Mercer & Mercer, 1989: 334; Lyster, 1999; 18). The decoding process is the process of converting from printed language into spoken language (Sadoski, 2004: 59). This process is the process that was first performed by someone when reading. After that, the reader will try to understand what he is reading. First process is early reading.

Reading is an unnatural process (Lyon, 1997). This is obtained through a learning process that is designed in a planned manner. It means that reading skills must be taught by a teacher or adult to children.

According to the area of reading, reading difficulties are challenging for children to break the code (Tarigan, 2008) or understand the meaning. Early reading is part of the student's skill in breaking orthographic codes.

Teaching process in reading is one of the causes of reading problems (Westwood, 2001). Others causes are phonological awareness (Pratt & Brady, 1988)(Stanovich, 2005) (Rochyadi, 2010) and visual perception (Spache, 1964), (English, 1981), (Lyster S. A., 1999), (Rochyadi, 2010) (Safaei, Bafrooe, & Yarmohammadian, 2014), (Mona P, Dhadwad, Yeradkar, Adhikari, & Setia, 2015).

Early reading problem is a phenomenon that is still a problem, especially in Indonesia elementary schools. Problems is shown in spelling, omission of letters, insertion of letters, letter reversal, in pronouncing the

letter, identify letters and arranging the order of the letters, the letters flipping, turning, remove the letters in words the wording, spelling out the stammering, mouthing the words wrong, haven't been able to read the double vowel, a diphthong, and a consonant cluster, not able to read the sentence, read choked-slowly, haven't been able to mention some consonants, yet can spell, reading is not as stated in the text, quickly forgot the words that have been read, additions and replacement of words, spelling out the time for quite a while, and haven't been able to read completely (Masroza, 2013) (Lili Kurniasih, Rosnita, Rustiarso, 2013) (Pratiwi & Ariawan, 2017).

This research purpose is to find a variety of challenges faced with children with reading problems when they read. It could be the same with predecessor research or we can meet other phenomena.

METHOD

This research focus studied the variety of challenges in early reading faced by students with reading problems. The result is not for generalization. This research purpose to describe the phenomenon happened in some schools which were respondent.

All schools which are respondents choose according to affordability. There were 7 schools which were respondents to this research. All students who identified early reading problems by teacher were being respondents. There were 31 students who identified early reading problems by teacher report. They are grades 3,4 and 5.

Table 1. Early Reading Skills Score

S	Beginning Reading Aspect				Decode
	Vocals (V)	Conso- nant (C)	CV	CVC	
a	100	89,47	100	70	56,67
b	100	78,95	70	30	36,67
c	100	78,95	50	40	23,33
d	100	73,68	80	80	50,00
e	100	63,16	90	90	43,33
f	100	73,68	70	40	36,67
g	100	100,00	90	50	53,33
h	80	42,11	50	30	36,67
i	100	52,63	50	10	20,00
j	100	68,42	60	40	20,00
k	100	84,21	60	80	70,00
l	100	47,37	30	40	43,33
m	100	78,95	40	40	26,67
n	100	100,00	0	20	40,00
o	100	89,47	70	30	26,67
p	100	100,00	70	90	50,00
q	80	94,74	60	90	46,67
r	100	100,00	100	90	30,00
s	100	100,00	60	40	23,33
t	0	0,00	30	10	0,00
u	100	100,00	100	80	63,33
v	80	68,42	70	50	40,00
w	60	63,16	50	40	46,67
x	80	73,68	70	50	50,00
y	80	84,21	80	60	43,33
z	60	68,42	60	50	33,33
aa	60	47,37	20	30	40,00
ab	80	100,00	30	40	36,67
ac	100	100,00	40	20	10,00
ad	100	100,00	70	40	10,00
ae	60	52,63	30	40	46,67

Data was collected by test. Test was validated by expert judgment. They were specialists in special education, especially in learning difficulties and Bahasa Indonesia.

Data analysis is tabulation and description statistical. Tabulation is used to describe variation of reading challenges in students. Description statistics is used to describe presentation of challenges. This research focus studied the variety of challenges in early reading faced by students with reading problems. The result is not for generalization. This research purpose to describe the phenomenon happened in some schools which were respondent.

All schools which are respondents choose according to affordability. There were 7 schools which were respondents to this research. All students who identified early reading problems by the teacher were being respondents. There were 31 students who identified early reading problems by teacher report. They are grades 3,4 and 5.

Data was collected by test. Test was validated by expert judgment. They were specialists in special education, especially in learning difficulties and Bahasa Indonesia.

Data analysis is tabulation and description statistical. Tabulation is used to describe variation of reading challenges in students. Description statistics is used to describe presentation of challenges.

FINDINGS & DISCUSSIONS

Findings

Data in table 1 showed that a student in reading vocals has a score below 60. It means that 0.03% of students who have trouble reading are vocal. 16% of students have problems reading consonant. 11 or 35 % of students have problems reading syllables in CV pattern. 20 or 64 % of students have problems reading syllables in the CVC pattern. 29 or 93 % of students have problems decoding the word. According to the data, the difficulties faced with students who have reading problems are reading consonants, syllables in CV and CVC pattern.

Research found that 96% of students can read vocals and 83% of students can read consonants. On the other side there were 64% of students having problems in reading syllables with CV patterns, and 32% of students having problems in reading syllables with CVC patterns. Another found, there were 9 students who could read letters and syllables but had problems decoding.

Results showed that there were not guaranteed reading letters skills that students have, which can make that the students have a decode skill in reading syllables and words. Even though they know the sound of letters, they still can't decode the syllables and words.

Other findings, the research result showed that there were students who can read letters and syllables but they still can read the word and sentence. All of those phenomena are almost a narrow space to discuss in Indonesia context about early reading, Table 1.

Discussion

There are phenomena that appear in this research. First, there is no guarantee That student who can read letters can read syllables and words. Second, there are students who can read letters and syllables but they can

read words. Laubach (2013) and Gleason & Ratner (1998) suggest that learning to read is more effective without naming letters for the first time. Schlutz (2015) in her research found that teaching letter sound is effective to teach children about letters. Paige, et.al (2018), found that not all children can read letters when they are taught the names of letters. All of the research findings explain that to teach children to read, the best way isn't to teach the children the name of letters as a learning experience for the first time.

Reading is part of the language aspect. It means that reading is part of language activity. There will be differentiation between one language and others. If we look at the root of Bahasa Indonesia, it's different from English. Roots of Bahasa Indonesia is Malay. Bahasa Indonesia and Malay have similarity in that the formation of words is syllabic (Lee, Low, & Mohamed, 2013). It means that every consonant must be followed by a vocal. Laubach (2013) found that the Malayan people of Sumatra write to their friends in Singapore, they have to use Arabic letters because Dutch and English Romanized letters have such different pronunciations that they cannot read one another's letters, if Romanized.

The traditional script in Nusantara is called Devana "gari" in Sanskerta. Principles of the letters are all vocal and are phonemic and all the consonants are syllabic (Suryati, 2016). it's means that the vocal can be dependent as a syllable and the consonant should be followed by the vocal to be syllabic. This principle has similarities with Bahasa Indonesia. In Bahasa Indonesia, there is one syllable and it's vocal (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 2014). Therefore in Bahasa Indonesia there are principles in reading, there are one or more letters to represent spoken utterance.

In the Bahasa Indonesia subject at elementary school curriculum document, letter naming is the first learning experience when the student in grade I (Kementerian Pendidikan dan Kebudayaan, 2016). It's contradiction between the nature of spoken language in Bahasa and guidelines on how to teach reading in grade one. It might be the answer to why students with early reading problems can read the letters but can blending to be syllable and word.

Furthermore, there are students who have problems decoding. Beck & Juel (2002) in their article said that word recognition is the base of decode the word. It means that experience in language plays with important rules. But some children lived in an environment which was rich in language. Congested area of people living in a rich language environment. In Indonesia, people who live in congested areas are average-below economic conditions. Social interaction in the average-below community is richer than higher community. Children

can play with others without limitation. It is a good site for language development. Almost all students who are respondents to this research come from the average-below community. Change of language problems especially in vocabulary is a small chance.

Learning needs strategy to understand what we learn. It includes learning to read. Strategy in learning comes from learning experience. The question is, have the children experienced how to decode the word? Johnsen and SkjØrten (2003) said that learning difficulties can be overcome by changing methods of teaching. It means that students need other strategies on how to read the word. Does this happen in Indonesian schools?.

CONCLUSION

Variety of challenges faced by students with early reading problems are blending letters to be syllable and decode the word. Some students have challenges in reading consonants. The interesting thing in this research is that almost all students with reading problems can read the letters. It can be concluded that there is no guarantee that a student can read letters automatically and can read syllables and words. All this research is in Indonesia context.

For the future, research has to uncover why almost all students with reading difficulties can read the letters but they can read syllables and words in Indonesian context. And why can some other students read with the same method which students with reading problems are taught?

REFERENCES

- Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. M. (2014). *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Beck, I. L., & Juel, C. (2002). <http://citeseerx.ist.psu.edu>. Retrieved September 18, 2017, from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.463.6197&rep=rep1&type=pdf>
- English, K. P. (1981). Visual Perception and Reading Disabilities. *Australian Journal of Ophthalmology*, 9(3), 181-184.
- Gleason, J. B., & Ratner, N. B. (1998). *Psycholinguistics*. Orlando: Harcourt Brace College Publisher.
- Johnsen, B., & Skjorten, M. D. (2003). *Pendidikan Khusus sebuah pengantar*. Bandung: UPI Press. Kemenag RI. (n.d.). <https://admin.kemeng.go.id/files/jambi/file/file/pontren/>. Retrieved from <https://admin.kemeng.go.id/>.

- Kementerian Pendidikan dan Kebudayaan. (2016). Silabus Mata Pelajaran Bahasa Indonesia SD/MI. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Laubach, F. C. (2013). *Teaching the World to Read*. New York: Martino Publishing.
- Lee, L. W., Low, H. M., & Mohamed, A. R. (2013). A comparative analysis of word structures in Malay and English children's stories. *Social Sciences & Humanities*, 21(1), 67-84.
- Lyon, R. (1997 July 10). Why Reading Is Not a Natural Process.
- Lyster, S. A. (1999). *Learning to Read and Write the individual child and contextual interaction*. Oslo: University of Oslo Arch Ltd.
- Mona P, G., Dhadwad, V., Yeradkar, R., Adhikari, A., & Setia, M. (2015, June). Study of Visual Perceptual Problems in Children with Learning Disability. *Indian Journal of Basic and Applied Medical Research*, 4(3), 492-497.
- Paige, D. D., Rupley, W. H., Smith, G. S., Olinger, C., & Leslie, M. (2018). Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge of Kindergarten Children at Risk for Learning to Read. *Hindawi Child Development Research*.
- Pratt, A. C., & Brady, S. (1988). Relation of Phonological Awareness to Reading Disability in Children and Adults. *Journal of Education Psychology*, 80(3), 319-323.
- Rochyadi, E. (2010). *Model Pembelajaran Berbasis Kesadaran Linguistik dan Kesadaran Persepsi Visual untuk Meningkatkan Kemampuan Membaca (penelitian pengembangan pada anak tunagrahita di sekolah luar biasa)*. Bandung.
- Safaei, L., Bafrooe, K. B., & Yarmohammadian, A. (2014). Effectiveness of Visual Perception Skills to Improve Reading Performance of Elementary Second Grade Students With Learning Disabilities. *Indian Journal Science*, 7(1), 269-274.
- Schlutz, M. (2015). *Literacy Strategies for Increasing a Kindergartener's Letter Identification and Letter Sound Recognition: A Self-Study*. New York: Department of Education and Human Development of The College at Brockport.
- Spache, G. D. (1964). *Reading in Elementary School*. Boston, Massachusetts: Allyn and Bacon.
- Stanovich, K. E. (2005, May 1). The Future Mistake : Will Discrepancy Measurement Continue to Make The Learning Disabilities Field A Pseudoscience ? *Journal of Learning Disabilities*, 28(2), 103 - 106.
- Suryati, N. M. (2016). *Bahan Ajar Bahasa Sansekerta*. Denpasar: Prodi Sastra Bali Fakultas Ilmu Budaya Universitas Udayana.
- Tarigan, H. G. (2008). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa .
- Westwood, P. (2001). *Reading and Learning Difficulties approach to teaching and assessment*. Victoria: The Australian Council for Education Research Ltd.