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BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING
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EFFECTIVENESS OF WHOLE WORD READING APPROACH FOR STUDENT WITH LEARNING DISABILITIES

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Abstract: Your abstract should be one paragraph summarizing the content of the paper and should consist of more or less 250 words. Please use Times New Roman of 9-point font size, justify, and have a hanging indent of 2-centimeter. Students with learning disabilities encounter a variety of academic difficulties, one of them is reading. Therefore, they must receive special educational services with effective approach. The purpose of this study was to determine the effectiveness of whole word approach for student with specific learning disabilities who has reading difficulty. The approach used in this study was a single-subject research by taking subject student who has specific learning disabilities. Data collection methods used are interviews, documentation and informal tests. Data were analyzed by descriptive statistics and content analysis. In the baseline phase consisted of 3 sessions and 5 intervention sessions. The results of the baseline phase (A) by using the data obtained misspelled the average reading ability of 8.33 and average ability at the time of the intervention (B) 21.2 . Both the data A and B declared stable and level ability in phase A parallel (no change) while the phase (B) there is an increase (8). Therefore, whole word approach is effective for improving reading ability of student with learning disabilities. Significant findings will be discussed.

Keywords: Children with learning disabilities, whole word reading approach

1 INTRODUCTION

The research was motivated by 2 main reasons, which are: **first:** the existence of children with learning disabilities (AKB) particularly on studying reading in regular school. They are recognized by their friends and teachers as slow learner because of lack of their achievement. Some profiles of children with learning disability are caused by some internal and external condition. There are some findings of research showing the variety of children with learning disabilities. In 2002, Pujaningsih et al. found that there are 36% children with learning disabilities in Berbah District with the detail: 12% slow learner, 16% learning disability and 17% mentally retarded. Marlina (2006) found 55 children with specific learning disabilities in Padang. Specifically, reading difficulty is 10%-20% found in students of elementary school (Gorman C in Time Magazine on 31 August 2003). **Second:** the complex impact of learning disability. Children with learning disability (AKB) including reading difficulty often get failure in describing their self concept, negative emotional

and personality development (Lackaye and Margalit, 2006). If the failure is not immediately overcome, it will evolve to be kind of depression (Maag & Reid, 2006).

Reading skill is being a main focus indicating mastery of other subjects. Problems of reading skill of children frequently are related on lack of mastery of other subjects. Story-based question in mathematics, some written instructions in evaluation test, supporting reading material of other subjects (religion, citizenship, science, etc) need reading skill. The inability of reading on children must be taken care of seriously.

The research focused on children with specific learning disability in one of Elementary School in Yogyakarta. The inability of students in recognizing letter gives problem to teacher to give other subjects. Suitable method development of learning for children can prevent them to the accumulation of problems in the following level. The finding of the research can be an input for teacher to conduct remedial learning to children with learning disabilities in the class.

Some learning method on reading are developed for elementary students yet still the unsuccessful students are found failed in mastering reading skills with some existing methods because it does not meet their needs. Accordingly, the research wants to examine global method as the result of needs of children with specific learning disability by comparing with the previous method applied by teacher in remedial class. Teacher applies method in which student has to read by syllable in 4 months yet it has not showed the satisfying result.

2. Children with learning disability

Terrell (Smith. 1998) believes that the problem of reading on children give impacts on their low level of learning as well. Language problems are frequently related with difficulty in understanding other people, speaking clearly, choosing suitable words to bring up ideas and finding it hard to construct language to communicate effectively (Smith, 1998; Harwell, 2001:36). Reading difficulty in the early stage will complicate the advance level of language lesson, e.g: reading comprehension, sentence structure, and writing skill, if it is not taken care of immediately. The other difficulties they will possess are when they are trying to communicate to others. Being understandable in conveying the ideas and understanding people talk are uneasy for them. It is not a problem of their listening, but it is a matter of verbal information process. It wil also influence in their: abstract thinking, idiomatic, jokes etc.

In particular, they have a problem in their listening comprehension, letter and word identification, word and syllable choice, and reading comprehension (Benner, et al. 2005). Torgesen in (Benner, et al. 2005) believes that we can divide the area of their problem into 2 area, first is their ability to recognize letter correctly and quickly. They cannot associate sound of letters and words. The second area is their language skill in oral e.g listening comprehension. Minimum language skill in oral brings to fewer vocabularies they possess and gives impact greatly on their skill of reading and writing.

Many researchers found that children with social adaptability problem often have problem in reading as well (Benner, et al. 2005). There are 4 findings related in reading skill problems and mal-adaptive problems which are: a) 25 % - 85 % children with social adaptability problem often have problem in reading as well (Betchman et al., Benner et al, Greenbaum, et al in Benner, et al. 2005), b) Prevalence between children with reading difficulty and children with

social adaptability problem tend to be stable and increase by year.

Distinguishing appearances of children with learning difficulties that commonly found, which are:

- a. Reading slowly and grudgingly
- b. Tracing the text or sentences with finger
- c. Neglecting syllable, word, phrase or line
- d. Reversing the arrangement of word or syllable
- e. Sounding known words wrongly
- f. Changing syllable with another words
- g. Arranging meaningless word
- h. Neglecting punctuation

2. Identification and Assessment of Reading Difficulties

Based on the developing definition, Lerner & Kline (2007) explains that there are 4 main elements led to definition of specific learning disability (LD), which are :a) central nervous system dysfunction, b) basic psychological problems, c) difficulties on doing assignment, and d) discrepancy between potential and skill.

Steps to identify learning disability (Lerner. 2006) are explained as follows:

- a) Investigation on cases related with children by collecting information about: 1) identity (children, parents, brother and sister), 2) Birth record, 3) Medical record (health, accident, disease), 4) Medical condition (diet, sleep), growth (standing, walking, sounding a first word, language disorder and locomotors body disorder (if any).
- b) Mapping of ability (able to use scissor, crayon, pencil, able to write down his name, prominent behaviour, depression state, passive or active attitude, expressive or not, love listen to story or not, other activities at school, responsibilities and so on)
- c) External and social factors (friendship, relationship with brothers and sisters, hobby, interest, parental treatment, responsibility taken).
- d) Factors at school (whether through kindergarten, class changing, teacher changing, attitude at school, special treatment).
- e) Self-acceptance (when doing assignment, adaptive attitude to new material.
- f) Psychomotoric condition (when doing writing, the writing, how to hold the pencil).
- g) Attitude when writing, reading and playing).

The research identify reading difficulties by using: 1) interview guide for parents and

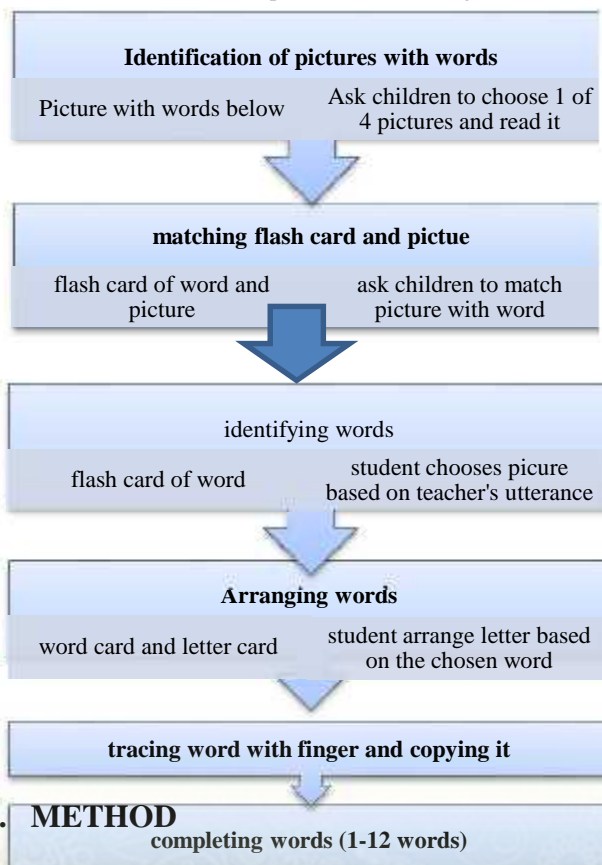
teachers, 2) observation guide to reading activities, and 3) reading instrument of first grade students (curriculum based measurement) which is in form of test of reading words in 1 minute and curriculum based assessment developed by Helen Keller International)

3. Global Reading Method

Global Reading Method is a reading learning method to the whole text. In 1950's, Diary of Dick and Jane published by Scott Foresman tells that whole text is an approach in learning reading. Word is taught repeatedly so that student can keep it in mind. It is what behaviourist says. This method is based on sentence approach. Teacher teaches reading and writing by showing sentence below the picture. Then student has to parse sentence into words, words into syllable and syllable into letter.

The steps of applying the method are: 1) student can read sentence by picture help. If it works, then student will read with no picture. 2) Parse sentence by words. 3) Parse word into syllable. 4) Parse syllable into letter. Visually, this is the application of the method described below:

Picture 1: Steps of Global Reading Method



4.1 Design of Research

The research was using SSR (single subject research) method with pattern A-B. Borg (2003) says that the design can be undertaken by choosing participants for the experiment, then deciding the behaviour target, measuring the behaviour target and applying the treatment. The research will apply global method to children assumed having specific learning disabilities which have studied reading by syllable method.

4.2 Subject

The research was carried out in one of Elementary School in Yogyakarta by taking subject a student named DV who has learning disability on reading based on assessment indicating some criteria of specific learning disabilities as stated by Lerner (2000):

- a. Having academic difficulty, one of them is on reading skill
- b. Writing skill and the problem solving is imbalance
- c. Showing some types of specific reading errors in children with perception disorder causing specific learning disability

4.3 Data Collection

Data collection in this research was carried out by some stages:

- a. Choosing subject for experimental group through curriculum-based assessment and curriculum-based measurement (CBM) which is completed by an observation guide and Bahasa Indonesia test which is suitable with curriculum of class 1.
- b. Doing measurement of reading skill of students by measuring their reading skill per minute.

4.4 The instruments of the research are:

- a. At the assessment point, the researcher aimed to discover problems on children's reading and the record of the cases so the instruments are: a) the result of parent's interview. The draft used to uncover information such as birth record, growing record, medical record and educational record, b) the result of teacher's interview aimed to know problems faced by children in the class, c) CBA (Curriculum Based Assessment) to understand the ability of children's reading ability and children's learning style. This assessment is developed by a team of Indonesian teachers which is modified from book *Grade Level Assessment Device for Children with Learning Problems in Schools* (HKI, 2009)

4. METHOD

completing words (1-12 words)

incomplete words student complete the incomplete word

- b. At the intervention point, the researcher use the measurement of reading ability by CBM (Curriculum Based Measurement) in the form of reading test which ask the subject of research to read letters (a, e, I, o, u, b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z) per minute.

4.5 Data Analysis Technique

Data analysis technique of the research was qualitative analysis to compare the ability of reading before and after interventions. According to Juang, S et. al (2006:43), to increase the validity of research in behavior modification using A-B design, the researcher should pay attention to several points:

- a. Define the behaviour of target being measured.
- b. Measure and note the data in baseline condition until the direction trend and the data level clearly appear.
- c. Do intervention when baseline is stable.
- d. Measure the target's behaviour when intervention is doing continuously in a period of time until it is stable.
- e. Make a conclusion that there is a functional relationship between dependent variable and independent variable.

5. Findings

The subject of the research is a first-grade child in elementary school with specific learning problem. The result of assessment is:

Name : Dd (pseudonym)
Age : 7 years old
Educational record : Dd learned in kindergarten level for 2 years

Medical record : No serious ill. However, parent's interview informed that Dd diagnosed as impaired attention sufferer so the subject is in psychological treatment by couple-game therapy.

Teacher information : Dd can spell letters but find difficulty on spelling words. Dd getting of letters b, a, e, i, u,o. Now, Dd learn using a module to read syllables: /ba/, /ca/, /da/, /ha/, /ga/, /ma/, /ja/, /ka/, /na/, /la/ dan /ra/. However, the teacher conveys that Dd find difficulty when letter /a/ switch with /i/.

5.1 Case Record

Dd's mother informed that Dd is now 6 years old plus 9 months. Dd is the youngest child in the family. Dd's

father and mother work as an entrepreneur and aa lecturer. No flaw on birth record. In 2000, the mother was infected by CMV. In the growing record, Dd ever got high fever caused by *fimosi*s. Dd do not eat rice. Dd's growing record is fine except in year 3; Dd spoke too fast and unclear that Dd got electronic diet and blowing candle therapy. Dd's educational record began in 3 months age in Childcare for 3 years. Then, Dd is drawing out to Kindergarten for 2 years.

5.2 Assessment result using CBA (curriculum based assessment)

Language. Dd's language capability in the beginning of the semester grade 1. Dd had no problem on auditory ability. Dd showed the right pictures, letters and words as what Dd heard. It assumed that Dd has no difficulty on auditory perception. Dd also give comment and solve problems related to daily life easily. However, Dd showed the difficulty on visual perception. It can be assumed by:

Table 1: Ability of reading letters

Letters	spoken	description
b, c, d, f, g	b, c, da, fa, ga	Addition /a/
h, j, k, l, m	Ha, l, ka, l, ma	Substitution /j/-/l/
n, p,	h, t, l, b, d	Substitution /n/-/t/, /n/-/h/, /p/-/d/, /p/-/l/, /p/-/b/

Table 2: Ability of reading words

Words	spoken	description
Ban	ba	Omission /n/
Pil	pela	Addition /a/, Substitution /i/-/e/
Sup	pela	Distortion

Table 1 and 2 showed that Dd's error of reading is dominated by Addition. It may happen because of the syllable method which influenced Dd to read with letter /a/. Dd can do summation fast. Dd also can answer story based question with summation under 20 in less than 2 minutes.

5.3 Global Method for Reading Learning

The learning needs 60 minutes. The media are:

- a. Picture card + word
- b. Word card
- c. Letter card
- d. Agreement, use to control Dd's attitude so Dd will show 4 attitudes: sit in the chair, look into



teacher and book, do what teacher ask, and do it seriously. When Dd did those attitudes, Dd will get point. In contrast, when Dd did not do those attitudes, the teacher will get the point.

- e. Puzzle

The method begins with game Puzzle continued by agreement. Then, the learning schedule is:

- a. Read 5 pictures
- b. Re-write 5 words from pictures
- c. Pointing 1 word from 5 pictures according to instruction
- d. Spelling words (5)
- e. Games
- f. Read letters in 1 minute
- g. Dictate letters
- h. Complete 1 letter from 5 words
- i. Complete 2 letters from 5 words

Lesson plan and words list of the learning program is enclosed.

5.4 Data of reading capability at baseline and intervention point.

The research consist of 3 sessions aim to understand the baseline and 5 sessions aim to do intervention. Generally, Dd's reading capability at baseline has validity on 8.33 (mean) while the reading capability after intervention rises to 21.2 (mean). The tabulation of Dd's capability every session can be seen on the tables:

Table 3: Reading capability (Baseline)

Session	Number of right answer
1	8
2	9
3	8

Table 4: Reading capability (intervention)

session	Number of right answer
1	12
2	20
3	28
4	26
5	20

The analysis above is done with success criteria 50%. Juang S. et. Al (2006:68) stated that level of stability can be determined by counting

total data which on 50% stretch above and below the mean. The analysis consists of the length of condition, direction trend, stability trend, data track, Stability and stratch level, and level change. The data can be seen on the table 5.

Table. 5 Case analysis

	A (baseline)	B (Intervention)
1. The length of condition	3	5
2. Direction trend	Parallel (=)	(+) /
3. Stability trend	Stable	Stable
4. Data track	Parallel (=)	(+) /
5. Stability and straches level	Stable (8-9)	Stable (12-28)
6. Level change	8 – 8 = (no change)	20 – 12 (+8)

From table.5, it can be concluded that Dd's way of reading is change in the 5th day after interventions with level change (+8). The detail calculation of 6th analysis data is enclosed.

6. Discussion

- a. Assessment Result of Dd's need for learn

As the subject of the research, Dd assumed to have a specific learning difficulty as Lerner & Kline (2007:9) stated that there is a gap between achievement and potential. The experts suggested to use these steps to identify learning difficulties (Lerner J. , 2000):

Appreciating the gaps in academic prosperity, for example: a child is really good in Math yet has difficulties in language learning. It is strengthened by Dd's ability to solve problems on accounting or in daily life. However, Dd found extreme difficulty on recognizing symbols which differ in size (long and short) such in letters /n/ and /h/, direction (right and left) such in letters /b/, /d/, and /p/ also /j/ and /l/.

Error on thinking process of Dd headed for visual perception related to size, shape and direction. These are the types of error:

Table 6: analysis of Dd's error type

letters	spoken	description	analysis
b, c, d, f, g	b, c, da, fa, ga	Addition /a/	influenced by previous method which concern on syllable
h, j, k, l, m	Ha, l, ka, l, ma	Substitution /j/-/l/	Difficulty on visual direction perception
n, p,	h, t, l, b, d	Substitution /n/-/t/, /n/-/h/, /p/-/d/, /p/-/l/, /p/-/b/	Difficulty on visual direction perception /p/ = /d/,/b/ Difficulty on shape perception /h/ = /n/

b. Ratio of Dd’s reading capability after intervention

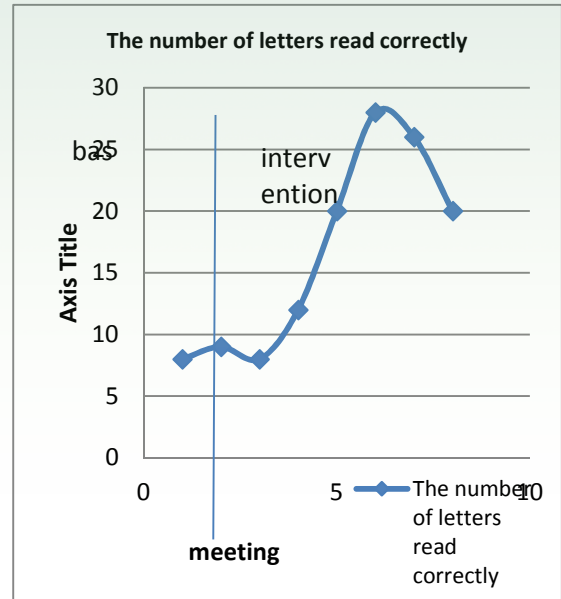
Based on the analysis, there is a significant disparity on Dd’s reading capability in baseline point and intervention point. From direction trend and level alteration point of view, Dd’s reading capability using reading syllable method is the same as before while using global method at intervention point showed an increase (+8)

The global method in this research begins with reading pictures and the students love it because they find no difficulty. Comparing letter cards and word cards is also easy for them because they just need their visual capability. Some experts declare that using pictures in reading learning is suggested to motivate the students (Bursuck & Damer, 2011:125)

Development of reading capability in picture 1 reach the peak in 28 letters but then it eases up. It happens because the test reading for letters /a/, /i/, /u/, /e/ and /o/ substituted with other consonants so the level of difficulty increases.

From the chart, it can be concluded that global reading method is more effective than reading syllable method. Reyhner (2008) said that the use of global method and reading syllable in development country is still arguable. Based on the Dd’s assessment result, it shows that the capability of visual memory is more dominant than auditory one. Then, for this case, global

method which uses visual memory is proven to be more effective.



Picture 2: Dd’s capability of reading

7. Conclusion and Suggestion

Global reading method is much more effective for Dd than reading by the syllable. There is an improvement (8+) in the 5th day of intervention.

It is suggested to teacher, if they find some students with dominant visual memory, they can use global reading method in handling student with reading difficulty.

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