

Early Reading Methods for Children with Disabilities in Primary School

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ABSTRACT : Quality literacy instruction in primary school can be critical to the future academic success for all children, but may be even more so for children with disabilities. This research aims to give some information of method which can be used by teacher to teach earliest reading for Children with Disabilities. The research methods are using literature reviews and the relevant research. The results of this research are descriptions of some methods in theory or the results of previous studies. The method used in Earliest Reading for Children with Disabilities must be appropriate with the situation and environmental conditions, human resources, also Children with Disabilities. The method chosen and used by the teacher must be effective and efficient in order for the success of Earliest Reading for Children with Disabilities. Different types of children respond differently to different methods, and their progress varies from one project to another and from one teacher to the next, even when a similar method was employed.

KEYWORDS : *Earliest reading, method, Children with Disabilities*

I. INTRODUCTION

Children when they are entering the school, naturally have requirements for learning skills so that they are ready to receive lessons in writing, reading, and arithmetic from basic class (Van Tiel, 2007: 290). In America, children must be ready to read and write at the age of six or six and a half years. Reading readiness is influenced by differences in culture, subculture, and the background of individual experiences, and in each case varies with the method of instruction and IQ of children (Ausubel, 1963: 33).

Learning to read is the most important skills that a child has to master in order to succeed later on at school. Early reading experiences are also essential in expanding development in different knowledge domains (e.g., Cunningham & Stanovich, 1997). Not surprisingly, literacy skills (that is, reading and spelling skills) have gained an enormous amount of attention during the recent decades. Also, their development has been studied (Leppänen, 2006). According to Lyon (2000:28) learning to read is a relatively lengthy process that begins very early in children's development and substantially before they enter formal schooling. There is a strong and critical relationship between the amount and quality of early language and literacy interactions and experiences and the acquisition of the linguistic skills necessary for reading. Moreover, frequent language and literacy interactions from birth onward serve to aid in the development of oral vocabulary, an awareness of print and literacy concepts, and an understanding of reading. Exposure to oral reading and language play (e.g., rhyming) has been found to serve a foundation role in the development of phonemic awareness.

Efforts to improve basic literacy skills of children before school are given while they are in kindergarten or pre-school (Ramey & Ramey, 2004; Duncan et al., 2007) and their long-term academic achievement (Doherty, 2007; National Early Literacy Panel (NELP), 2008; National Institute of Child Health and Human Development Early Child Care Research Network, 2002; Snow, Burns, & Griffin, 1998; Storch & Whitehurst, 2002).

II. METHODS

This study used qualitative method in a case study approach. According to McMillan and Schumacher (2001:37), data and human knowledge must ultimately lead to factual information. In qualitative research the point of departure is the object, namely humankind, within unique and meaningful situations or interactions. An important aspect of this approach is that it is often generated by observation. The research object is a primary teacher and student with learning disability.

III.FINDING

The Concept of Earliest Reading

Earliest Reading is reading which is taught programmatically to preschoolers. The program is concerned with the comprehensive words, meaningful, and interesting games for the lesson (Steinberg, 1982: 197). Solchan (2008: 65) states the reason of being called Earliest because this type of reading is a form of transition from kindergarten to the school. Based on this statement, Earliest Reading is a basis for students in mastering abilities or other skills.

Teaching Indonesian Language in elementary school (SD) aims to improve the ability of students to communicate effectively, both oral and written, both in non-official and official situations, to whom, when, where, for what purpose. The basic ability to read and write also needs to be directed to achieve the discourse mastery.

Definition of Inclusive Education

Inclusive education is a form that organized by the government as an obligation to fulfill the needs of citizens without distinction. According to Sumiyati (2011: 15) inclusive education is education based on spirit to embrace all circles in education with a multicultural perspective that can help students understand, accept, and respect other people with different ethnic, cultural, values, personalities, and physical and psychological functioning.

The concept of inclusive education mentioned according to Divine (2013: 24) is as follows. The concept of inclusive education is an educational that represents all aspects related to openness in accepting Children with Disabilities to obtain their rights as citizens. Inclusive education is defined as a concept that accommodates Children with Disabilities or children who have difficulty in reading and writing. Meanwhile, Kustawan (2012: 8) states that inclusive education is education that respects children's differences and provides services to each child according to their needs. Inclusive education is education that is not discriminatory. Education that provides services to all children regardless of physical, mental, intellectual, social, emotional, economic, gender, ethnic, cultural, residential, language, and so on. All children learn together, both in formal and non-formal classes / schools in their homes that are tailored to the conditions and needs of each child.

Reading for Children with Disabilities

Hornby (2014) mentions that children have vary in learning to read. Some learn with instructional guidance is in small term, while others find the methods that are almost impossible to give in ordinary schools. A substantial body of research that has accumulated over the past two decades shows that the earliest learning difficulties can be prevented through the implementation of targeted and intensive instructional interventions. When teachers are trained to obtain appropriate teaching techniques and skills, appropriate methodologies and pedagogical skills will be used to enhance the development of educational needs in the early years (Barton and Smith, 2015). Children acquire independent learning skills, the teacher's teaching strategies, or teaching methods meet the diverse needs of children. Developing a good teaching strategy depends on a number of factors such as the child's level of development, goals, teacher's goals and objectives, content, and environment including time, physical organization and resources. There is one method that cannot fulfill all objectives or one method can accommodate all learning styles at once.

There is media through the teacher providing content material and students achieving the required content. Different methods have been designed for different purposes and different teaching materials. The task of a teacher is to use appropriate methods of delivering content in order to ensure effective teaching and learning. In other words, teaching methods must be in accordance with the needs of students and activate enthusiasm to learn more.

IV.DISCUSSION

The various MMP methods used include the following:

Research conducted by Selviana Sari Isnaini (2013) uses the "aisma" method to improve reading skills in Children with Disabilities with difficulties of learning categories. From the research that has been done, the researchers get the conclusion that the use of the AISMA method can improve the ability to begin reading for children who have difficulty learning to read in the first-grade of SD Negeri I Bangak Boyolali in the 2012/2013 Academic Year.

Spell Method

Learning earliest reading-writing with this method begins with introducing letters alphabetically. The letters are memorized and recited by the child in accordance with the alphabet's sound. For example A / a, B / b, C / c, D / d, E / e, F / f, and so on, pronounced as [a], [be], [ce], [de], [ef], etc. This activity is followed by writing exercises, symbols, such as a, b, c, d, e, f, and so on or with a series of letters a, b, c, d, and so on. After going through this stage, students are invited to get acquainted with syllables by assembling several familiar letters. For example: b, a, d, u become b-a ba (read or spelled / be-a / □ [ba])

d-u du (read or spelled / de-u / □ [du]) ba-du is pronounced □ / badu /

b, u, k, u become b-u bu (read or spelled / be-u / □ [bu])

my k-u (read or spelled / u-u / □ [ku])

Examples of the arrangement of letters into syllables, syllables into words, and words into sentences are pursued following the principles of the spiral approach, communicative approach, and language experience. The selection of teaching materials for MMP learning should start from concrete to abstract things, from easy, familiar with children's lives to things that are difficult and may be something new for children.

Sound Method

The difference with the spelling method lies in the pronunciation of the alphabet or letters (read: how many consonant letters). For example: the letter / b / is pronounced [eb] Note: / d / is pronounced [ed] is pronounced with e strong such as pronunciation. / e / pronounced [e] in the correct, hard, spicy, weak word / g / pronounced [eg] / p / pronounced [ep] Thus. the word "nani" is spelled as: / en-a / □ [na] / en-i / □ [ni] □ read □ [na-ni]. This method is actually part of the Spell Method. The basic principles and learning process are almost same from the Spell / Alphabet Method. Also with the weaknesses comes from it. The difference lies only in the way or system of reading or pronouncing the alphabet (letters).

Syllable Method

The MMP learning process with this method begins with the introduction of syllables, such as / ba, bi, bu, be, bo /; / ca, ci, cu, ce, co /; / da, di, du, de, do /; / ka, ki, ku, ke, ko /, and so on. The syllables are then arranged into meaningful words.

Word Method

The MMP learning process starts with the introduction of a particular word. This word, then used as an institution as a basis for the introduction of syllables and letters. That is, the word in question is broken down into syllables, syllables become letters. Next, the process is combining letters into syllables and syllables into words. In other words, the stripping results are returned to their original form as an institution word (originally said).

Global Method

Some people term this method as the 'Sentence Method'. It is said so because the MMP learning process flows shown through this method begins with the presentation of a few sentences globally. To help with the introduction of the sentence, pictures are usually used as instrument of teaching-learning. Under the picture, a sentence is written which roughly refers to the meaning of the picture. For example, if the sentence introduced reads 'ini nani', then the picture of a girl is appropriate for it. Then, after the child is introduced to a few sentences, the MMP learning process begins.

SAS method

SAS stands for 'Synthetic Structural Analytic'. SAS method is one type of method that can be used for the process of earliest reading-writing for beginner students. MMP learning with this method begins the lesson by displaying a complete sentence. At first the child is given a structure that have meaning, namely the structure of the sentence. This is intended to develop concepts of 'meaningfulness' within the child. It would be better if the sentence structure presented as MMP learning material with this method is the sentence structure extracted from the learner's own language experience.

V. CONCLUSION

The method used in Earliest Reading for Children with Disabilities must be appropriate with the situation and environmental conditions, human resources, also Children with Disabilities. The method chosen and used by the teacher must be effective and efficient in order for the success of Earliest Reading for Children with Disabilities. Different types of children respond differently to different methods, and their progress varies from one project to another and from one teacher to the next, even when a similar method was employed. Teachers have a poor grasp of the methods they use to teach reading to beginners and there is a high level of teacher error in the methods and approaches presented in teaching reading to beginners (Morrow, 2005:3). However, while some teachers create their own methods and achieve excellent results, it cannot be assumed that all do. Indeed, as we learn more about teaching of beginning reading we find that a poor method in the hands of a good teacher produces better results than a good method in the hands of a poor teacher (Teale & Yotoka, 2000:21). These were not trivial findings, but neither was dramatically in favour of one method over another, leaving the door open for publishers and teachers to continue seeking a better approach than the one currently in use.

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