

Teaching Reading to Children Ages 7-8 Years to Early Light Tunagrahita and Their Difficulties Following the Inclusive Primary School

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Abstract

Teaching Reading to Children Ages 7-8 Years to Early Light Tunagrahita and Their Difficulties Following the Inclusive Primary School. This study aims to determine the difficulties faced by early childhood mental retardation in reading and to find out the cause of reading difficulties. Design of this planning research, is a case study using a qualitative approach. The subjects of this research were light mental retardation early childhood 7-8 years, amounting to 8 people. Data were collected using observations, using interview, and documentation. Data were analyzed with the case study design. Results of this study indicate that, the problem in reading lies in the difficulty in reading words, reading fluency, perception, concentration, attention, memory, motor skills and understanding. Reading difficulties in children light mental retardation is caused by two factors, namely: (1) Because of physical abnormalities include speech synthesizers, motor disorders. (2) Because of mental / psychological, include lack accuracy of perception, less ability to concentrate, can not give any attention in many things at once, his less memory, and low intelligence.

Keywords: Teaching reading, early childhood mental retardation, difficulty reading

1. Introduction

Education as the new terminology, when UNESCO in 1994 organized a conference in Salamanca Spain and bring to the Salamanca's agreement in a deal organized by UNESCO and has determined that implemented inclusive education, which entitles every child to get education in school, including children who require special education services either temporary or permanent and entitles every child to go to school which is located in their community environments in inclusive classes (Arum, 2005:124). Inclusive interpreted to include children with disabilities regular class with other children with and in a broader sense, involving all students without exception (Ichrom and Watterdal, 2004: 2). The importance of inclusive education is to promote the right of the child to education as well as to realize the mission of expanding educational opportunities (Arum 2005: 104). In inclusive education, children with special needs learn together with normal children in regular classes. Bredekamp defines Early childhood is a group of individuals aged 0 -8 years (1992: 1). According to this definition of early childhood is a group of children who are in the process of growth and development continuously. It describes the early childhood is a unique individual where he has growth patterns and cognitive development, physical, social-emotional, language appropriate to the stage of development is being passed by the children. Meanwhile, Tunagrahita (Mental retardation) according to Heward and Orlansky refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive, and manifested during development period (1984: 70). Meaning of the statement refers to general intellectual functioning existing concurrently with weakness adaptive behavior, and occurs during development.

In inclusive elementary school, the beginning reading learning program are developed by teachers based on assessment results. Data assessment results is learning to read programs that address the needs of early childhood mental retardation learn individually and reading learning program based on the curriculum materials. In the implementation of learning reading learning materials provided to children of different mental retardation with another child, methods, teaching and teaching strategies adopted by different teachers, but in the same class.

Inclusive primary school as a formal educational institutions that cater for normal children and children with special needs and a service charge of providing the widest possible opportunity for every child to be able to develop themselves optimally. This development must be in accordance with the capabilities of any early childhood environment and situation. In elementary school reading inclusive learning programs are developed by beginning teachers is based on the results of assessment. Data assessment results is learning to read programs that address the needs of early childhood mental retardation learn individually and reading learning program based on the curriculum materials. Principles underlying the curriculum is goal-oriented. Teachers in inclusive elementary schools are required to make a lesson plan (Implementation Plan for Teaching). In the RPP (Teaching Implementation Plan) this formula can be found teaching purposes. Teaching objectives contained in the RPP (Teaching Implementation Plan) is teaching objectives to be achieved early childhood light mental retardation after the course.

The fact is, that the purpose of teaching that have been formulated in the RPP (Teaching Implementation Plan), the vast majority can not be achieved by early childhood mental retardation. This is due because they have difficulty in learning to read. In the case of reading is one of the basic skills students need to acquire knowledge. That knowledge consists of information in the form of facts, concepts, principles represented in the text or reading material. One way to get it is through the act of reading. Reading is the key to process information text or reading material. Thus, in the process of digging this knowledge, reading is very important. Reading has a significant meaning for the continuation of study in the future, also for the purposes of life in society.

Teaching reading to early childhood mental retardation are generally aimed at obtaining the ability to read fluently with correct pronunciation, understand the content of reading, retelling the content according to his own sentence structure. In this regard, efforts to improve children's success in reading, has a lot to do. The technique is often used to answer reading questions. But of the various efforts made in the process of learning to read, the results obtained are generally not satisfactory. This is due because they have difficulty reading.

The difficulties faced by children in the light mental retardation in reading basically caused by disturbances in thinking. In this regard the National Advisory Committee on Handicapped Children (in Isbani (1983:2) states that the inability to learn the students showed a disturbance involving the basic psychological understanding and use of spoken and written language. Briefly tunagrahita impaired students think. relation to this, argues Prasadio mental retardation is not a disease, but a state in which individuals exhibit impaired function of intellect, which began development period which manifests in a learning disorder and adjustment disorder with the environment (1982: 6). Tunagrahita's children lack the ability to analyze and assess the events at hand, fantasies of power is very weak, it is hard for him doing abstract thinking and he is very attached to his environment. The thing he learned is that the things that had to do with the environment. It was difficult for him to transfer it in other situations. Money (1963: 79) suggests the characteristics of mental retardation students who have difficulty in learning to read, is (a) the presence of abnormalities of vision, (b) It is hard to learn things visually, (c) Unable to read orally, (d) At the beginning of reading and writing, they showed confusion in recall, (e) Having trouble motor movement, and (f) Having trouble talking. In relation with it, Van Gerder (in Isbani, 1983: 45) states the characteristics of children who have difficulty reading, are: (a) They are experiencing difficulty in learning certain letters, such as distinguishing error or read error, (b) to spell but her voice was not up to form words, (c) difficulty reading and writing, and (d) It is difficult to distinguish colors.

Difficulty reading the students' mental retardation tend to result in difficulty learning in other subject areas, particularly by using written language. The reading needs special attention because the child mastered reading skills by mental retardation, they will be able to learn other subjects. According to Kirk that the problems faced by children very complex mental retardation, enough reason to put forward, that they require education care individually (1954:72). Purpose of individual service in order that they can learn well. Implementation of individual services is very important for light mental retardation children given their very limited capabilities. They require special education services and certain individually so that they can learn adequately.

Based on the ideas which have been elaborated on the background of the problem, the research problem can be formulated as follows: (1) what are the difficulties faced by light mental retardation in children learning to read? (2) what are the factors that cause reading difficulties in children light mental retardation?. On the basis of the problem, this study aims to determine the difficulties faced by early childhood light mental retardation in reading and to determine the factors that cause early childhood mental retardation difficulty in reading. This research is important because knowing the difficulties faced by early childhood causes of mental retardation in reading and reading difficulties, reading difficulties solving can be done so that the students get immediate tunagrahita proper treatment of teachers. Teachers' efforts to help children cope with light mental retardation difficulties encountered in reading, has been increasingly considered important, especially when associated with the hope that they can adjust themselves in public life. This study was conducted to reveal the difficulty of reading and also reveals the causes of reading difficulties in early childhood mental retardation. With the disclosure of these things, to light mental retardation students it can be organized teaching appropriate to the personal characteristics of each.

2. Method

Design or design of this study, is a case study using a qualitative approach. Bogdan and Biklen argues categorized research design case studies, best if presented in the form of a funnel (1982:59). Cause difficulty reading and reading difficulties is assessed using a variety of data sources underlying the selection of case study research (Gay, 1987). In addition, the form of case studies and the description of the nature of explanation (Goetz and LeCompte, (1981: 51-70) is very suitable for the purpose of realizing this study.

Data collection techniques in this study were: (1) Interview. Interviews with teachers to obtain information about reading difficulties and causes of reading difficulties. Interviews were conducted in order to obtain the data that has depth and performed many times. Patton expressed purpose of the interview is to obtain

what is in one's mind, we are interviewing people to get the things that we can not observe directly (1986:45). (2) Observation of participation. Spradley observation suggests a role as well, is the process in which the researcher enters the setting or atmosphere of how the participants in the background has a relationship (1979: 89). Positions researchers as observers conducted to observe the activities of teachers and students in the process of learning to read, while they are not disturbed by the presence of observer. Recording observations recorded as field observations. (3) Documentation. Documentation as secondary data collected from various records, such as report cards, historical aberration children.

The research was conducted in the Inclusive Elementary School Tomohon. The research was conducted in September 2011 s / d in January 2012 the second semester of academic year 2011/2012. The subjects of this study were light mental retardation children aged 7-8 years, amounting to 8 people. The answers obtained from the observations, interviews and documentation of observations recorded as field notes.

The process of data collection and analysis of qualitative research data in practice are not easily separated. Both activities are sometimes run concurrently, meaning that data analysis should be done concurrently with data collection is complete (Spradley, 1979: 84). Analysis of research data includes the data work, arranging, dividing into units that can be managed, synthesizes it, searching for patterns, discovering what is important and what will be learned, and deciding what will be reported. The final results in the form of grain (Bogdan and Biklen (1982:145). By integrating the data analysis recommended by Bogdan and Biklen, then the study data analysis is done through the following steps: (1) analysis during data collection, including activities: (a) Make decisions regarding the type of study that would be obtained and limit the scope of the study, (b) Develop questions, (c) Planning the data collection phase with respect to the results of previous observations, and (2) analysis after data collection activities include: (a) Develop coding categories with defined coding system later, and (b) Develop mechanisms for data that has been categorized.

3. Results and Discussion

Results of this study consists of two things, namely: (1) difficulties in early childhood reading light tunagraita 7-8 years and (2) Some of the things that cause reading difficulties.

1. Reading Difficulties in early childhood light mental retardation

Difficulty reading in early childhood light mental retardation who were subjected to the study there are six (6) difficulties, namely:

1.1. Speech

1.1.1. Difficult brings together two consonant sounds in words.

The data collected showed of 8 children, there are 7 people difficult child together two consonant sounds in words (Oktia, Haris, Gunawan, Nina, Yunu, Roni and Lastri. Was only 1 person had no difficulty (Siti). Example : Neutral (Ind: netral) read ne a

1.1.2. The letters are not voiced when reading a word

There are 4 children that are often not voiced some of the characters when reading a word (Oktia, Haris, Nina, Yunu), and there are 3 children that sometimes there is not voiced letters in a word (Gunawan, Roni, and Lastri) . There is only 1 child who voiced all the letters are in a word (Siti). Example :Live (Ind: hidup) read i up

1.1.3. Changing the sound of the word

There are 5 children, often replacing sound (Oktia, haris, Nina, and Yunu, and Gunawan), there are 2 children who sometimes mengganti sound of the word (Roni, and Lastri). There is only 1 child did not change the sound of the word (Siti). Example: Happened (Ind: terjadi) read Keg ya yi

1.1.4. The letters are hard to read, among others, are

- b, p, m, and w

Of 8 early childhood light mental retardation, which is difficult to read or pronounce b, p, m and w are 2 people (Oktia and Nina), there were 6 children have no trouble saying b, p, m, and w (Harris, Roni , Lastri, Yunu, Siti and Gunawan).

- T, d, n, l, and r

Who have difficulty reading or saying t, d, l, and r there are 3 children (Oktia, Nina, and Yunu), and there are 5 children are difficult to read or pronounce r (Harris, Roni, Lastri, Gunawan and Siti).

- F, v

The data collected showed that of the 8 children light mental retardation, there were 7 children who have difficulty reading or saying f, v (Oktia, Haris, Gunawan, Nina, Yunu, Lastri, and Roni). There is only 1 child was not difficult to read or pronounce f, v (Siti).

- C, j, s, z, sy, and ny

There are 5 children were difficult to say the letter c, j, s, z, y, and ny (Oktia, Haris, Nina, Yunu, and Gunawan, and Roni). Only 1 orag is no trouble (Lastri)

- K, g, q, x, kh, n and h

There were 7 children who sulir pronounce or read the letters k, g, q, x, kh, n and h and only 1 child no trouble.

1.2. Smoothness (repeat)

There are 3 people who sometimes repeating syllables of the words they read. There are only 5 children not repeating syllables of the words they read. Example: The ship (Ind: kapal) read ka-ka-kap-al

1.3. Perception

Difficult to distinguish letters, numbers, and words that looks like. Of 8 children, there are two children who are sometimes difficult to distinguish, letters, numbers, and words that looks like (Nina and Oktia). Example: b is read p, or b read d, 6 reads 9, Age (Ind: usia) read usai, Head (Ind:kepal) read coconut (Ind: kelapa)

1.4. Concentration, attention, and memory

Eight children, mental retardation often letters, syllables, words, and sentences in a word, sentence and paragraph is not read. For example: mother (Ind: ibu) read iu; go(Ind: pergi) read gi; mother bought mango in the market (Ind: ibu beli mangga di pasar) read buy (Ind: beli mangga); even anyone reading mom market (Ind: ibu pasar)

1.5. Adding syllables of words they read, and add another word

There were 7 children who add syllables, add another word sentence reading. For example: Budi goes to school (Ind: Budi pergi ke sekolah) read Budi go to his school (Ind: Budi pergi ke sekolahnya) and some of them reading Budi did not go into the garden (Ind: Budi tidak pergi ke kebun) and there is only 1 child read all syllables, words and sentences that read (Yunu).

1.6. Understanding

The collected data showed that the eight children studied, it is difficult for them to understand the content of reading and hard to retell the content of reading

2. The causes of reading difficulties in children light mental retardation

2.1. For the physical

2.1.1. Abnormalities in speech synthesizers.

The data collected showed that there was 1 child who does not experience abnormal speech synthesizers (Gunawan), there were 7 children who experience abnormal speech synthesizers, the cleft lip, tongue stiff, thick tongue, thin tongue, large and short tongue. This causes difficulty in reading

2.1.2. Motoric disturbances

There are 3 children, who have motoric disorders (Nina, Gunawan, and Roni). By the time the child is reading, it is accompanied by the movements that are not reasonable that is the gestures, movements jolt, writhing movements, hand and shoulders gestures.

2.2. For mentality / psikhis

2.2.1. Lack of accurate perception

Lack of accurate perception cause the difficulties to distinguish letters, numbers, and words like. b reads p, or b read d, 6 read 9, Age (Ind:Usia) read After(Ind: usai)

2.2.2. Emotion obstacle

There is 1 child (Haris) often times when told to read, these kids choose to write and out of the classroom. If not followed his will, this kid banging the table, angry and shouting.

2.2.3. Low Intelligence

Eight children, light mental retardation were studied, all of them have difficulty in understanding the content of reading he had read as much as 3x, rose quickly forgotten again. The difficulties caused by child mental retardation does have low intelligence.

4. Discussion

4.1. Utterance

In general, children mental retardation have difficulty in pronouncing the letter, word, sentence even a paragraph. This speech difficulties commonly caused by several factors, both physical factors and mental or psychological factors or influence each other simultaneously, so that they have difficulty in reading or pronounce the letters, the words, even sentences within a paragraph. Physical causes such as abnormalities or damage to speech synthesizers (cleft lip, upper lip and lower lip is too thick tongue stiff, thick, short tongue, greatly affect the speech of tunagrahita's child. The effect of mental or

psychological brings to trouble in reading. As expressed by Robert and Neisworth (1975: 341) that the spelling and pronunciation disorders in child's mental retardation caused by disorders or damage to the tool of speaking and mental or psychological effects that are less supportive.

4.2. Fluently

Problems fluency in speaking is something very difficult to do by early childhood mental retardation, from the analysis of the case turns almost all children sometimes repeating syllables of the words that have been read. Lack of accuracy in reading / pronounce a word most likely caused by early childhood mental retardation experiencing stuttering. Baker (1954: 128) states that stuttering (cluttering) is a speech disorder in the rhythm of mental retardation in children whose symptoms appear in: (a) The mechanism of impaired speech, if speech often halting, (b) existence of body movements. So basically the lack of accuracy in talking to the child caused by experiencing stuttering.

4.3. Perception

The lack accuracy of perception experienced by early childhood mental retardation, will result in their difficulty in reading, especially in distinguishing letters, the shape of the numbers. As stated by Heward and Orlansky (1984: 186) that one of the characteristics of light mental retardation children in reading are those experiencing difficulty in learning certain letters, such as the mistaken to letter p to q ; b. The lack accuracy of perception of the nature experienced by mental retardation children will affect their ability to read.

4.4. Concentration, attention, and memory

Concentration, attention, memory for mild mental retardation children can not be equated with other normal children. The problem facing by mental retardation children in reading is a fundamental problem which is a hallmark for mental retardation children as proposed by Money (1963: 45) that some of the characteristics of light mental retardation children who have difficulty reading, among others, they showed severe damage in pattern recall whole words, at the beginning of their reading indicates confusion in remembering. This problem seems to be caused more by mental factors / psychological. The psychological factors greatly affect the ability basically to learn to read.

4.5. Motoric

Motoric disorders truly experienced by light mental retardation children. The children with motoric disorder, they will always have difficulty in reading. As expressed by Kirk (1954: 153-154) that reading difficulties in children are caused by light mental retardation because of their impaired motor. There are four motor disorders that cause reading difficulties, namely: (1) Tardive, (2) athetosis, (3) Ataxia, and (4) Spasticity. Body movements that are not reasonable as a jolt of movement of the hands and feet, writhing movements, head shaking during the reading process will obviously disturb them in reading activities. The motor movements occur outside consciousness, so it is disturbing children in reading activities. Such movement is due to the influence of psychological factors that result in physical, where the muscular movements of the body are not under the control of the nervous consciousness. As a result of this, while reading, motor movements appear strange, so they are not able to read. Then when the motor movements that emerged was missing or later, they could continue reading again.

4.6. Comprehension

In general, understanding of mental retardation children is very less. From the analysis of the results of this study turned out to all the children who were the subjects of this study had difficulty in understanding the content of reading he had learned. This is in line with the opinion of Money (1963: 78) which states that a child's intelligence is tunagrahita is quite low cause they do not have the ability in the understanding of a reading. Although intelligence is one of the causes of reading success, but intelligence factor seems to be the most fundamental factors that affect the child's reading ability. In addition to the intelligence factor, other factors that affect the child's mental retardation in reading comprehension is poor visual memory skills of children. As expressed by Doehring (in Harris and Sipay (1980: 275) that the person reading difficulties due to the difficulty of re-stimulation revealed that happen in sequence. Given the difficulty in expressing the visual stimuli, then they would be difficult to understand what they read.

5. Conclusion

Based on the results found in this study can be concluded as follows:

1. There are some difficulties experienced early childhood light mental retardation in learning to read. The difficulty lies in speech problems, fluency reading, perception, concentration, attention, memory, motor skills and understanding.
2. Reading difficulties in light mental retardation children is caused by two factors, namely: (1) Because

of physical abnormalities include speech synthesizers, motor disorders. (2) For mental / psychological, include lack accuracy of perception, less able to concentrate, attention can not be directed at a lot of things at once, his memory less, and low intelligence

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