

IMPROVING SLOW LEARNER STUDENTS' WORD RECOGNITION SKILL THROUGH GLOBAL METHOD ON BUDI MULIA DUA BINTARO ELEMENTARY SCHOOL'S THIRD GRADE STUDENTS

Indira Raissa Jasmine^{1*}, Ishak G. Bachtiar², Leliana Lianty³

^{1,2,3}Universitas Negeri Jakarta

¹indiraraissajasmine_1102618036@mhs.unj.ac.id

Abstract

Reading may have been taught in the early grades, however it is not an easy task for students with special needs, especially those with slow learning problems. If slow learners have not fully mastered word recognition skills, which is a prerequisite for reading comprehension phase, they will fall behind and need constant help for their studies. Hence, this research aims to improve slow learners' word recognition skills using a global method. This research was held from October to November 2023, with the research subjects being slow learners at third class in elementary school. Classroom Action Research (PTK) with a Two-cycle Kemmis & McTaggart model was used as the method, which consists of three stages: planning, action + observation, and reflection. Results show that throughout the process, the slow learner students' word recognition skill increased slowly, gaining an average score of 45.66% to 83.55% when cycle II was implemented with the score of 75% as a minimum standard of success. The results concluded that the global method is suitable for students who are not yet fluent in reading and want to learn simple sentences and words because it teaches students to understand how sentences and words are formed so they do not only memorize them.

Keywords: word recognition; global reading method; slow learner

Abstrak

Pembelajaran membaca sudah diajarkan pada kelas awal, namun pembelajaran tersebut tidaklah mudah untuk peserta didik berkebutuhan khusus, terutama peserta didik dengan permasalahan lamban belajar atau *slow learner*. Apabila peserta didik lamban belajar saja belum sepenuhnya menguasai membaca permulaan yang merupakan pra-syarat untuk dapat lanjut ke fase membaca pemahaman, maka peserta didik lamban belajar akan banyak tertinggal dan perlu dibantu terus menerus pada saat pembelajaran berlangsung di sekolah. Oleh karena itu, tujuan dari penelitian ini adalah untuk meningkatkan kemampuan membaca permulaan peserta didik lamban belajar menggunakan metode global. Penelitian ini dilaksanakan bulan Oktober hingga bulan November 2023 dengan subjek penelitian peserta didik lamban belajar kelas III SD. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan desain Kemmis & McTaggart yang terdiri dari tiga tahapan yaitu perencanaan, tindakan + observasi, dan refleksi dan dilakukan sebanyak dua siklus. Hasil penelitian menunjukkan bahwa melalui metode global kemampuan membaca permulaan peserta didik lamban belajar kelas III di SD Budi Mulia Dua Bintaro meningkat secara perlahan pada kemampuan awal memperoleh rata-rata nilai 45,66% menjadi 83,55% ketika siklus II diterapkan dengan standar keberhasilan minimal 75%. Dari hasil tersebut, metode global dapat diimplementasikan untuk peserta didik yang belum lancar membaca dan ingin belajar kalimat serta kata sederhana karena melatih peserta didik untuk memahami bagaimana sebuah kalimat dan kata terbentuk sehingga tidak hanya sekedar menghafalkan saja.

Kata Kunci: membaca permulaan; metode membaca global; lamban belajar

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Introduction

Reading skills has to be developed when a person enters school, since reading is a basic life skill that must be wholly mastered. A person that masters reading skills can understand or decode the context of a written text that contains countless information. There are stages that we have to go through to achieve the main purpose of reading, starting from a person/student learn to identify symbol form and phonetic transcription first that is called word recognition. Word recognition is oriented to every person ever since their childhood so when a person enters early school grade, they will be introduced to phonetic transcription and pronunciation. Word recognition will be a fundamental to reading comprehension.

Even though basic reading skill has been taught in early grades, every school and teacher has the expectation for them to mastered it wholly but that's not case for special needs students especially slow learners. According to Supena (2021), Slow learners has lower intelligent skills but they are not included in the mental retardation category. Ways to help them study and mastering word recognition skills are give them reading task/practice continuously and concrete because slow learners take more time to understand new concepts or learning materials. Besides that, teachers has to monitor their slow learner students' study progress so they can implement the correct reading method.

Based on the facts in the field, there are three third grade slow learner students that are supposed to be mastering word recognition skill in general has the same case as the researcher mentioned before. The third grade students named FY, CL, and SM (initials) in Budi Mulia Dua Bintaro School has not mastered word recognition skills yet. FY has the ability to read some basic words and S-P-O-K pattern sentences, however she still has a difficulty to read a full sentence text, as a result sometimes her teacher modifying some sentences for the purpose to be more easily read by FY. CL has the ability to read some basic words and S-P-O pattern sentences, however she's forgetful and need some time to figure out some words to read (low in decoding). While SM has the ability to read some basic words but still has the difficulty to read some sentences and still need more time to remembering whole alphabets. According to their class teachers, school psychologist has give some advices for the students to be given reading tasks and reading practice on school days and at home. However, the teachers and the students' parent still use inductive, traditional spell reading method so they learn how to read all over again that make them bored and didn't bother to continue their reading practices, while their ability to read is above low, not the lowest. They are also a visual learner.

According to facts and problems above, the researcher is interest to use deductive reading method called global reading method to improving slow learners' word recognition skills. Global reading method is a reading method that use pictures as the representative of the word and sentence that is served by teachers (i.e., when teachers want to taught student how to read the word 'Umbrella', so they have to use a picture of umbrella to represent the word.) followed by disetangle the word into syllables and then alphabet letters. Previously, there are some researchers namely Rima Siti Rahmah and Zulmiyetri (2019) used global reading method to improve the word recognition skills of students with learning difficulties in elementary school third grade. The results of this study showed that the global method is effective in improving the ability to read simple sentences. In other research, Nur Indah Permata Sari (2016) has also used the global reading method to improve the word recognition skills of students with intellectual disabilities in elementary school fourth grade. The results showed that the global method can improve the ability of students to read simple words. Through the conclusions of several previous studies, it is hoped that this method can also help slow learners who can still

be placed in regular classes and read more fluently because they will understand how a word and sentence can be arranged concretely and systematically involving images.

In this research, the researcher will use global reading method with S-P-O pattern sentences and use bahasa Indonesia's core competency for third grade students; 'Read closely to the vocabulary in the text about the concept of characteristics, needs (food and habitat), growth, and development of living things in the local environment that are presented in the form of oral, written, visual, and/or environmental exploration' as the material reference.

Research methods

This research uses the Classroom Action Research method. Classroom action research is a classical method that focuses on improving the process of teaching and learning activities to be more effective (Farhana dan Awiria, 2019). This research uses Kemmis and McTaggart model design which consists of three stages in the form of a spiral; (1) Planning, (2) Action and Observing, and (3) Reflecting.

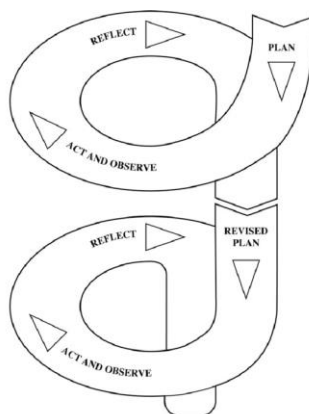


Figure 1. Kemmis and McTaggart Design Model (Source: researchgate.com)

Researcher designing the research plans to improve slow learner students' reading problems in planning stage. Began with the researcher identify the slow learner students subjects based on school principle and class teacher's recommendation that has the students' data. Afterwards, the researcher and chosen collaborator (class teacher) discussing regards the global reading method, the main topic determined by the researcher.

After the planning stage, researcher and collaborator will carry out the action and also observing the action cycle at the same time based on what has been designed in the first stage. The sentences that are presented for students to read closely and distangle are 1. Kucing makan ikan (Cat eats fish), 2. Laba-laba membuat jaring (Spider makes a web), and 3. Ibu menyiram tanaman (Mother waters plants), which were held for two meetings for each sentences, so six sessions/meetings in total. The minimum completeness percentage number is 75% which is an official score conversion at Budi Mulia Dua Bintaro School.

The purpose of observing is to see if the action cycle is based on what has been designed. Observing also see the study progress of the slow learner students. In reflection stage, researcher and collaborator evaluate the results of the action cycles that have been implemented. The researcher discuss with the collaborator whether the action cycle was appropriate and cause the reading problem is improving throughout the process. Reflection also used as a criterion whether to design another cycle plan or not, and in this research there

are some reflection from the action cycle so Cycle 2 happened, due to Cycle 1 has not reached it's minimum target.

Results and Discussion

Based on the overall data, the average score obtained by the slow learner students from pre-cycle to until given Cycle 2 increased drastically and achieved a final score with the average of 83,05% which had reached above the standard of minimum completeness displayed on table 1 below.

Table 1. Recapitulation of the pre-cycle (Pretest), cycle 1, and cycle 2 developments

No.	Initials	Minimum Completeness	Pretest	Post test (Cycle 1)	Post test (Cycle 2)	Score Conversion
1.	FY		50%	75%	90%	<i>Achieving (A)</i>
2.	CL	75%	45%	68%	81,66%	<i>Developing (D)</i>
3.	SM		42%	65%	77,5%	<i>Developing (D)</i>
Average Score			45,66%	69,33%	83,05%	

Afterwards, the data was analyzed using the triangulation technique displayed in table 2

Table 2. Findings based on the data that has been obtained after research

Research Result Items	Observation (Qualitative Data)	Field Notes (Qualitative Data)	Students' evaluation results (Quantitative)
Data of slow learners' word recognition skill using global reading method	<p>Pre-Cycle:</p> <ul style="list-style-type: none"> - Slow learners weren't yet mastered in word recognition skill - Slow learners cannot disetangle sentences into word and letter <p>Siklus I:</p> <ul style="list-style-type: none"> - Slow learners are taught to read using the global reading method (read and disetangle the sentences using the printed paper with sciccors) - Slow learners are getting used to read using global 	<p>Pre-cycle was held a post-test once, followed by cycle 1 which was held for six meetings and one time evaluation test, also cycle 2 held for also six meetings and one time evaluation. This research was conducted from October until November 2023. It can be seen that when the first cycle was implemented, the students word recognition has been increased even though haven't reached the standard of minimum completeness (KKM) score, 75%. However, when cycle 2 implemented based on cycle 1 reflective points, the score of the</p>	<p>1. FY achieved scores during the after-cycle implementation as follows; Pre-cycle: Point 15, score 50%, Cycle 1: Point 45, score 75%, Cycle 2: Point 54, score 90%</p> <p>2. CL achieved scores during the after-cycle implementation as follows; Pre-cycle: Point 13,5, score 45% Cycle 1: Point 41,3, score 68% Cycle 2: Point 1 49, score</p>

reading method	slow learner students	81,66%
Siklus II:	has increased (All 3. SM achieved above KKM).	scores during the after-cycle implementation as follows;
- With repetition, slow learners were more getting used to read using the global reading method		Pre-Cycle: Point 12,5, score 42% Cycle 1: Point 39, score 65% Cycle 2: Poin 46,5, score 77,5%

Based on the summary above, the act to improve word recognition skill on third grade students using global reading method, pre-cycle test was held once, followed by cycle 1 held for six meetings then last cycle (cycle 2) held for also six meetings and one time evaluation.

Based on the score obtained in the pre-cycle, it can be seen that the average score of slow learners student haven't reached standard of minimum completeness (KKM). FY scored 15 points with a total percentage of 50%. Detailed as follows; reading and disentangle sentences into words: 7.5, reading and disetangle words into syllables: 5, reading and disentangle words into letters (consonants and vowels): 2.5. CL scored 13.5 points with a total percentage of 45%. Detailed as follows: reading and disentangle sentences into words: 10.5, reading and disentangle words into syllables: 2, reading and disentangle words into letters, consonants, and vowels: 1. SM scored 12.5 points with a total percentage of 42%. Detailed as follows; reading and disentangle sentences into words: 5, reading and disentangle words into syllables: 7, reading and disentangle syllables into letters: 0.5. The highest score is 50%, while the lowest is 42%, not near as 75% wherein is it based on the conversion of SD Budi Mulia Dua Bintaro with Beginning (B) category.

During cycle I, the learning process of the slow learners has improved. They began to understand how to read using the global reading method, resulting in an increase in their scores. FY scored 45 points with a total percentage of 75%. Details as follows; reading and disentangle sentences into words: 28, reading and disentangle words into syllables: 10, reading reading and disentangle syllables into letters: 5, classifying consonant and vowel letters: 2. CL scored 41.3 points with a 68% grade, with the following breakdown: reading reading and disentangle sentences into words: 25, reading reading and disentangle words into syllables: 7.28, reading reading and disentangle into letters: 6, classifying consonant and vowel letters: 3. SM scored 39 points with a 65% grade, with the following breakdown: reading reading and disentangle sentences into words: 24, reading reading and disentangle into syllables: 6 reading reading and disentangle into letters: 6, classifying consonant and vowel letters: 3. The highest score was 75%, while the lowest score was 65%. It shows that one student have success to enter the standart minimum score.

Next is Cycle 2. Data shows the reading improvement results on this cycle, based on the reflection implemented from cycle 1 during the process. Global reading method also helped increase their motivation to learn and this resulted in higher scores details as follows; FY scored 54 points with a total percentage 90% with details following; reading and disentangle sentences into words: 30, reading and disentangle words into syllables: 13, reading and breaking down syllables into letters: 6, classifying consonant and vowel letters: 5. CL scored 49 points with a total percentage of 81.66%, with details; reading and disentangle sentences

into words: 27, reading and disentangle words into syllables: 8, reading and breaking down syllables into letters: 10, classifying consonant and vowel letters: 4. While SM scored 46.5 points with a total score percentage 77.5%; reading and disentangle sentences into words: 25,5, reading and disentangle words into syllables: 10, reading and breaking down syllables into letters: 7, and classifying consonant and vowel letters: 4.

This research is successful because it reached its research target. Slow learners already achieved above standart minimum score 75% with a minimum score of 45 (maximum 60). During the learning process, according to the analysis results of Cycle I, students were initially unfamiliar with sentence distangement, but times pass by they became get used to global reading method and began to understand how a sentence is structured, starting from reading a complete sentence then disentangle it into letters at the end. So, during each cycle meeting, the teacher would always ask questions like, "How many syllables are in word A? How many words are in this sentence?" "Which are consonant letters? Which are vowel letters?" etc. Despite this, there were reflection that need to be evaluated that led to Cycle II being held. Besides the students haven't read standart minimum score and slow learners need to given a consistent tasks, in Cycle 1, the affixes presented were on average only prefixes, which are also learned in third grade, students were still distracted during the learning process (especially SM), making it difficult to keep the class running 100% smoothly.

In Cycle II, due to the modified planning in accordance with the reflection obtained, it appears that students are more comfortable learning to read using the global reading method since the researcher changes the learning media from disentangling by cutting letter papers into powerpoint slide then writing on the whiteboard so that students do not get bored. The given sentences also give students new knowledge, and suffix sentences was also added more in Cycle 2. In Cycle I, it was not held consistently (only 2-3 times a week) and the distance from week to week was quite far (more than 4 days), so there is a possibility that students will forget the mechanism of reading using the global method. However, in Cycle II because it was condensed to only have a one-day gap, the selection of the material or sentences presented is also more interesting because the pictures are in .gif format so they are more concrete.\

Conclusion

Based on the results of the study, it is concluded that there is an improvement in third grade slow learner's word recognition skill at Budi Mulia Dua Bintaro Elementary School using the global reading method, which is the purpose of this study. This can be seen from the reflection and test results as well as the learning process of initial reading ability at pre-cycle, cycle I, and cycle II which are continuously increasing. However, this study is still limited to the structural analysis, which specifically focuses on affixes (affixed words) only, there may be some sentences that also contain other word recognition sub-skills but not in detail.

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