

Fourth Grade Slow Learners' Reading Error Analysis in Inclusive Elementary School in Indonesia

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Abstract

This study aims to analyze 4th grade slow learners' reading errors in reading Indonesian text in an inclusive elementary school in Indonesia. This study involved four students who were diagnosed as slow learners. The investigation included planning, conducting, and analyzing the stages. The data were collected by recording the results of students' reading tests. The instrument employed was the adapted running records. This study used descriptive qualitative method. The results of the analysis revealed the most common error and the slow learners' reading accuracy. Based on the results of error analysis, there are two kinds of students' reading errors, namely, structure and visual information. The students' reading accuracy rate implied that two students were in difficult level, one student in the instructional level and another student in the independent level. The result of the study can be used by students to find out the location of reading difficulties encountered. In addition, teachers can use the result of this study as a consideration for providing further reading instruction.

Keywords: slow learner, error analysis, reading

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Introduction

Reading is an essential skill which should be possessed by every student. Reading skill is a pre-requirement to master knowledge and the other academic skills (Eissa, 2014). Nevertheless, reading skill is very complex to be mastered by an individual because it involves many aspects such as language, perception, and cognitive (Laberge, 1974; Rasinski, 2014). The challenges related to that reading area lead to the failure in mastering reading skill. The difficulties found can be started from the challenges in mastering the skills of letter identification and the fluency in reading (Rasinski & Young, 2018). Based on the research conducted by (Mokhtari & Thompson, 2006) there is a significant correlation between the lack of letter identification skill and the level of individual's understanding in reading. It is also in line with the study conducted by (Cimmiyotti, 2013) which shows that academic achievements are strongly related to the reading skill.

The acquisition of reading skill is influenced by many factors. (Block, 2006) divided five domains which are related to the reading skill, namely cognitive skill, language factor, physical factor, personal skill, family and education. Cognitive skill consists of intelligence skill, memorizing skill, attention range, and cognitive strategy. Physical factor consists of listening skill, visual skill, brain development, and brain function. Language factor consists of listening skill, speaking skill, language disability, and language difference. Meanwhile, personal factor consists of self-motivation, self-competence, and consistent behaviour. Education factor is influenced by the opportunity in acquiring the appropriate teaching, and the early intervention for the reading problems. Lastly, family factor consists of the access to a friendly environment, and the family's records on the difficulties in reading or writing.

Slow learner is a special challenge implicated with the reading skill. The students with slow learner characteristic have the range of IQ capacity from 70 to 85 (Cooter & Cooter, 2004). The terminology of slow learner is understood as the child who needs the more time in studying, so the terminology of "slow" is starting to be eliminated in the definition of *slow learner* (Borah, 2013). The effect of the IQ capacity of slow learner affects the processing of information in the development of the language and reading skill. Slow learner has the limitation in the skill especially in reading the context understanding and remembering phoneme and vocabularies (Clubok, 1983). In the study conducted by (Clubok, 1983), it also revealed the skills of slow learner which is in one until two years under the level of the recent class. Therefore, the indication of the reading challenges in the slow learner can affect the academic achievements.

An effective reading activity can be conducted if teachers know the location and types of reading error faced by slow learners. One way to identify the reading problems faced by children is through the analysis of reading errors. The research conducted by (Rizkiana, 2016) revealed that the highest reading error occurred in the elementary school is in the area of recognizing letters and understanding the text. However, there is no error analysis found in the higher class. Meanwhile, the number of children identified to have problems in reading will be significantly seen. The higher class will lead to the difficulties of students in mastering academic assignments. Students will retreat from the academic activity especially from the activity which is not mastered

by students. Therefore, it is essential for teachers to recognize the error area of slow learner in the reading skill.

The error analysis which will be conducted in this article will adapt the Running Records Assessment (RRA). RRA is developed to facilitate students who experience problems in learning (Clay, 2000). Running record is the tool which is used to collect information and to analyse the reading difficulties. The development of RR consists of five stages, namely: (1) selecting the text which is appropriate with the skill of students and the text has been read by slow learners, (2) asking students to read the text, (3) recording the text conducted by students, (4) giving the scores and analysing the text, (5) using the information to plan the learning activity for students.

Running record identifies three types of error in reading namely: meaning (M), structure of the sentence (S), and visual information (V). The errors in the meaning (M) occur if the students substitute the similar meaning from the text, such as "*pertandingan*" becoming "*perlombaan*". The structure errors (S) occur if students substitute, add, or eliminate the letters in the words that they read. The visual information errors (V) occur if students have tendency to read by substituting the words that they read becoming the morphologically similar word such as "*Bapak*" to "*Kapak*". Therefore, students guess the words and substitute them with the similar one.

This article aims to analyse the errors in reading an oral text of Bahasa Indonesia conducted by slow learner in fourth grade of inclusion elementary school in Indonesia. This study reveals the accuracy and the most errors conducted by slow learner in oral reading activity.

Conclusion

From the result of the test above, it was concluded that the most common error conducted by slow learners in the fourth grade of inclusion elementary school in Indonesia was in the area of structure. The result of reading accuracy of slow learners showed that two students were included into difficult category, because their reading ability level was not appropriate with the text for the first grade of elementary school students, one student was in the level of instruction and one student was in the easy level. Based on the data obtained, it was concluded that the types of error, the accuracy level, and the level of the text were appropriate to slow learners. The further implication from this analysis, it is expected that this kind of teaching can drive students in doing self-correction from the text. Besides, the adjustment of the difficulty level of the text is based on the students' recent ability level. This research also can be made as the basic description in planning the reading activity for slow learners

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