



## HOW TO TEACHING THE EARLY READING TO MENTALLY DISABLE STUDENTS IN ELEMENTARY SCHOOL?

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**Abstract:** Children with mentally disable is a children who has cognitive barriers experience, in early reading it is often disturbed by the difficulty of remembering the letters, and also connecting phonemes with the objects. This article presents innovations on how to teach early reading to mentally disable students in elementary schools. To provide an overview of how teachers teach early reading to mentally retarded students in elementary schools. This study uses qualitative methods that describe how teachers teach early reading, with the subject of mentally disable classroom teachers at SDLB Kasih Ibu Pekanbaru. Data collection techniques are through observation and interviews. The results of research observation planning data, the teacher gives emphasis to the letters and shows the image in accordance with the initial letter given emphasis, and linking the material with everyday life that can be found by students using an easy to understand reading method. Observation data of the presentation component, the teacher in explaining the material using simple language, by verbal media and giving emphasis to the letters that students' will be read. The conclusion of this study is the application of one component of the skills explains in teaching initial reading, the component of material presentation in the first day's observations has been going well.

**Keywords:** early reading, mentally disable students

**Abstrak:** Anak-anak tuna grahita adalah anak-anak yang memiliki pengalaman hambatan kognitif, dalam membaca permulaan sering terganggu oleh kesulitan mengingat huruf, dan juga menghubungkan fonem dengan benda-benda. Artikel ini menyajikan inovasi tentang cara mengajar membaca permulaan untuk siswa yang tuna grahita di sekolah dasar. Memberikan gambaran tentang bagaimana guru mengajar membaca permulaan kepada siswa yang mengalami keterbelakangan mental di sekolah dasar. Penelitian ini menggunakan metode kualitatif yang menggambarkan bagaimana guru mengajar membaca permulaan, dengan subjek guru kelas tuna grahita di SDLB Kasih Ibu Pekanbaru. Teknik pengumpulan data adalah melalui observasi dan wawancara. Hasil data perencanaan observasi penelitian, guru memberikan penekanan pada surat-surat dan menunjukkan gambar sesuai dengan huruf awal yang diberikan penekanan, dan menghubungkan bahan dengan kehidupan sehari-hari yang dapat ditemukan oleh siswa menggunakan metode membaca yang mudah dimengerti. Data pengamatan komponen presentasi, guru dalam menjelaskan materi menggunakan bahasa sederhana, dengan media verbal dan memberikan penekanan pada surat-surat bahwa siswa akan dibaca. Kesimpulan dari penelitian ini adalah penerapan satu komponen keterampilan menjelaskan dalam pengajaran membaca awal, komponen presentasi materi pada pengamatan hari pertama telah berjalan dengan baik.

**Kata kunci:** membaca permulaan, siswa tuna grahita

The Reading ability is the most important skill possessed by children in elementary school, without it will be difficult to follow other learning (Kurniaman, Zufriady, Mulyani, & Simulyasih SB, 2018), in communication reading skills greatly influence speaking skills, because by reading the cognitive abilities of students will grow due to the many vocabulary words students master (Pratama, Nurkamto, Rustono, & Marmanto, 2017). The ability to read must be possessed by every child, especially for mentally disable children, because mentally disable children who have the ability to read can help them to study subjects that are in school (Alsamiri, 2018), besides, the ability to read is one of the important competencies that must be mastered by children. If the child has difficulty reading, it can cause the child to not be able to get the information taught by the teacher during learning and cannot continue to the next level (Kurniaman, et al, 2018).

Children will experience anxiety when told to read, especially in early reading who are not familiar with letters so that they will experience problems describing letters verbally (Lu, & Liu, 2015), therefore, children with mental disorders have problems with delay in language development, they also have difficulty with abstract meaningful words, while others can understand it more concretely (Marlyn, 2005). mentally disable children need parental support in reading, teacher patience in teaching early reading (Shastina, et al, 2019), for this reason it is necessary to understand how teachers in teaching early reading so that families who have children with abnormalities can teach correctly how to read.

Children with Mentally disabled in reading ability are influenced by two aspects, namely perception and memory which the process takes place in the brain, with limited intellectual function in mentally disabled children will affect their ability to learn to read. Perception (vision) plays a role in the learning process because it is useful in analyzing information. For example, if children are shown letters / h / and / n / mentally retarded children it will be difficult to find characters that can distinguish between the two letters because they experience perceptual disturbances, while nominal children will be able to distinguish them (Schmidt, & Brown, 2015).

Reading activities are indeed not only reciting sound symbols. Reading activities require understanding, responses from the text have been read, and express the contents of the reading. Reading is a form of communication in written form. But for children who have cognitive deficiencies, reading is not an easy task. Because reading actually involves cognitive terms that are large enough to work. So that children who have cognitive barriers will experience difficulties in the reading process (Mulyanii, Sunardi, & Yamtinah, 2017). Academic success is strongly influenced by reading because even though having abnormalities such as mental retardation still have to master the initial reading (Kurniaman, & Sismulyasih Sb, 2019). The perceptual process is the introduction of the correspondence of the letter series with the sound of the language. At this stage students are emphasized in introducing the first reading letter with the sound of the language.

Students are asked to voice their writing or symbols even though the meaning of what is read cannot be ignored (Mulyani, et al, 2018).

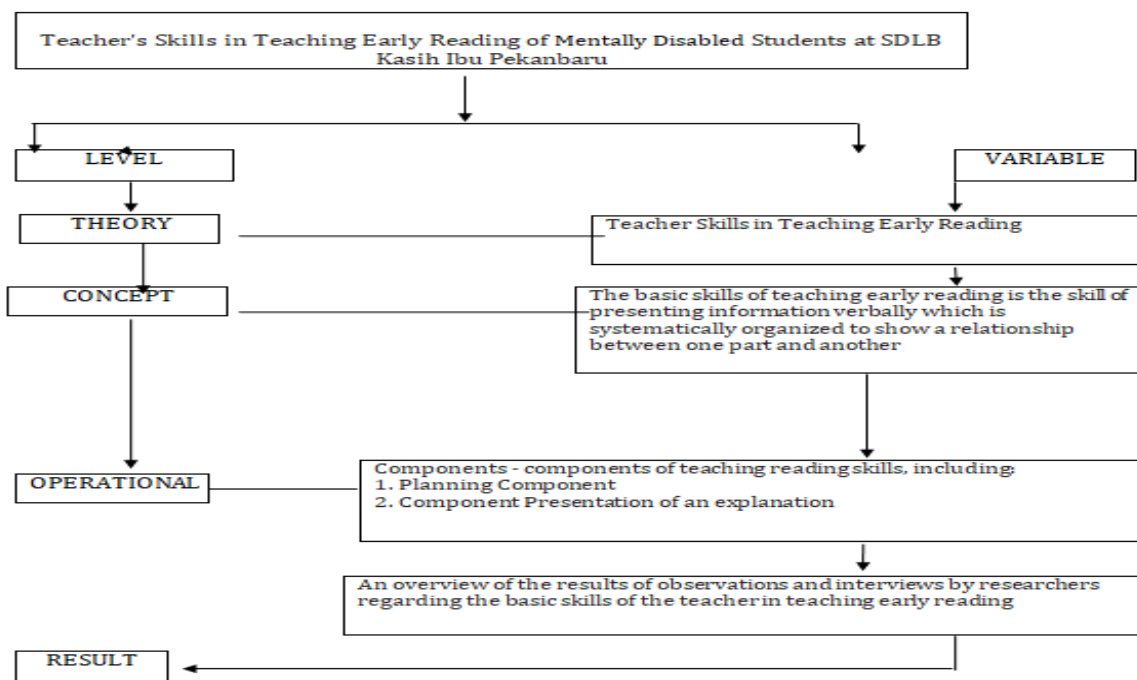
Mentally disabled children are children who experience cognitive barriers, as stated by Carney (2013), that mentally disabled children are children who have low intellectual or known as a developmental disability. Retardation mental is someone who is socially incompetent and mentally below normal. Intelligence and maturity are inhibited from birth or young age. Meanwhile, according to The American Association on Mental Deficiency (AAMD), mentally disabled is someone whose intelligence is generally below average and has difficulty in adjusting socially in its developmental phase (Frielink, & Embregts, 2013). On the intellect of mentally disabled students have characteristics: 1) IQ intelligence level of mild Mentally disabled which ranges from 50-55 to 70, 2) moderate mentally disabled ranging from 35-40 to 50-55, 3) severe Mentally disabled ranging from 20-25 to 35-40 and 4) very severe mentally disabled below 20-25 (Grossman, 1984, Pandudinata, Sumarlam, & Saddhono, 2018). Mentally disabled children will generally be slower to learn new knowledge and skills because they will experience difficulties in one field, namely: attention, perception, processing thinking, memory, and generalizing learning (Myklebust, 2014). Children who has abnormalities (mentally disabled), are part of a generation that must get the opportunity to develop themselves according to their potential. One of them is getting proper education because every citizen has the right to get the same education both normal and abnormal children (Janine, et al, 2011). Education for some people who experience abnormalities such as mental retardation must be considered so that they are able to be independent in every activity they will go through in life (Ristovska, Andonovska, Trajkovska, & Georgievska, 2017). As a result of the low cognitive impairment of children causes problems in learning, they have difficulty being able to think abstractly, any learning must be related to objects that are concrete, such conditions have to do with weaknesses in short-term memory, weakness in reasoning, and difficulty developing ideas (Chowdhury, & Benson, 2011). Characteristics of children such as having weaknesses in cognitive difficult to adapt in new circumstances, moods are often difficult to control so they like to experience disturbances in physiological activities so that they have difficulty learning. A bad mood will affect a bad psychic, marked by the number of hyperactive children among his friends (Angelka, & Goran, 2018).

The purpose of this research is the students who has limitations or abnormalities, focused on parents who give attention to their children in placing themselves in education (Balboni and Pedrabissi, 2000; Reversi et al. 2007; Lauchlan and Fadda 2012), this problem is raised to illustrate the teacher's ability to teach early reading by providing a student character approach and using several media capable of connecting letters and phonemes so that mentally disabled students are able to remember and be able to read. Schools in SDLB Kasih Ibu Pekanbaru are inclusive

schools, to provide education so that they are able to interact in the community. The role of the teacher in teaching contributes positively to the success of mentally disabled students (Zanobini, et al, 2017). This study provides a real picture and innovation in how to teach mentally disabled students in reading the beginning, so that it will make the teacher's reference in inclusive schools.

## METHODOLOGY

This type of research is qualitative. Qualitative research is research that tells a phenomenon, event, or event that happened now. Qualitative research centers on actual problems that occur when research takes place (Heppner, Wampold, & Kivlighan, 2008). The subject of this study was aimed at class I and II teachers in teaching early reading of mentally disabled students at SDLB Kasih Ibu Pekanbaru, in this study wanting to know the teacher's skills in teaching early reading, based on research methods, first reducing teacher data in applying teaching reading skills based on components of observation and interview. In accordance with the objectives and formulation of the problems that have been determined, the flow of this research is as follows:



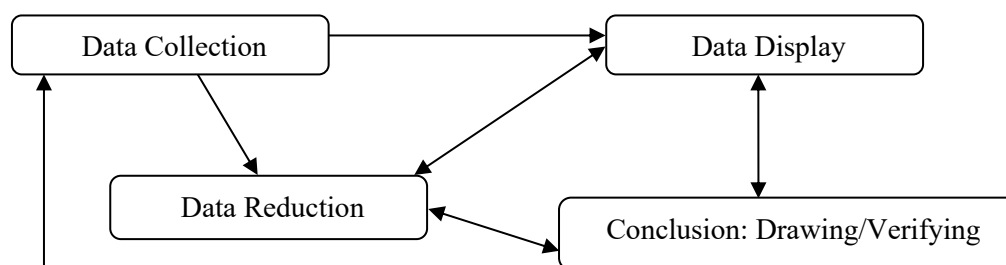
**Figure 1. Research Flow**

This study, which is the primary data source, is a retardation class teacher. Primary data is obtained by conducting observations and interviews with homeroom intellectuals. Data obtained in the form of clarity in teaching early reading, the use of illustrations that can facilitate mentally disabled students learn to read, use variations intonation, provide relevant examples, ask questions and provide opportunities for students to ask and provide feedback. The technique of collecting data is by interviewing two mentors of mentally disabled and the principal of SDLB Kasih Ibu

Pekanbaru, in this interview data obtained are teacher data, techniques used in explaining, methods used in teaching early reading, media that can support reading learning, availability student reading material, difficulties experienced in the teaching and learning process, difficulties experienced by students in learning, teacher efforts in overcoming the difficulties experienced in teaching, and the causes of the three levels of classes put together in one class. The research instrument uses interview techniques, with the instrument grid shown in appendix.

Observation techniques are used in the form of teaching and learning processes by teachers in teaching early reading to mentally disabled students. Such as observing teacher clarity in explaining, using appropriate illustrations, using variations in intonation, giving students the opportunity to ask questions and ask questions, provide feedback, and how teachers create a pleasant atmosphere in the learning process so that it is not monotonous, with indicator grids research like the appendix below.

The Data analysis techniques in this study, data collected is data about basic skills explained by the teacher in teaching early reading taken through the observation sheet in the form of a checklist and interview sheet. Observations were carried out by one observer, the researcher. In the assessment carried out by the observer by giving a check mark for each activity that appears and does not appear. In data analysis researchers used qualitative data analysis techniques according to (Heppner, Wampold, & Kivlighan, 2008). Activities in the analysis included:



**Figure 2. Data Analysis Process in Qualitative Research**

The data that has been obtained in the study is written in detail in the form of a report. The prepared reports are selected based on the main and important matters. Then, the data is sorted according to themes, concepts or certain categories. From this, a clear picture of the results of the observations will appear, making it easier for researchers to find additional data. The researcher finished collecting observation data and interviews about the basic skills explained by the teacher in teaching early reading. Researchers began to reduce data that had been obtained from observations and interviews based on data that was considered important. Like from observation activities researchers sort data based on observation guidelines. The Data obtained from research are categorized based on the main problem and made in the form of a chart or matrix making

it easier for researchers to see the relationship or connection between one data with other data. After the researcher has finished reducing the data, the researcher groups the reduction data based on its components. Like data from the teacher's observation in teaching, the researcher grouped it according to the components of the skill to explain and separate data between one mentally disabled teacher and two mentally disabled teachers. The researcher also classified the data based on the data source between the principal's data and the data on mentally disabled teachers. The researcher grouped the data based on the observation guideline grid and interview guide grid. So that it will be easier to connect the same data.

The final activity is to conclude, data that has been reduced and presented systematically with temporary conclusions. Conclusion activities must have a strong foundation, temporary conclusions need to be verified. The technique used in verifying data is triangulation of data sources and methods, peer discussions and member checks. After the reduction activities and presentation of the data have been completed, the researcher draws a temporary conclusion from the data that has been presented. Then, the researcher triangulated the data to verify that the conclusions obtained were correct. After being verified, the researcher can draw conclusions from the basic skills analysis explained by the teacher in teaching early reading of mentally disabled students at SDLB Kasih Ibu Pekanbaru.

## **RESULTS AND DISCUSSION**

A teacher must have basic skills explained in teaching early reading, this skill is one of the main capital in learning activities. The presentation of the results of this study will be discussed in each component of the basic skills explaining based on the indicators of each component which includes the planning component including the content of the message, the recipient of the message, and message designation including clarity, illustration, emphasis, and feedback, and application remedial teaching so that the basic ability to explain the teacher is more visible in the learning process. This assessment was carried out by 1 observer, namely the researcher himself and interview to assess the appearance or absence of the activities carried out by the teacher in each component of the basic skills explained in the mentally disabled class.

### ***Basic Skills Explaining by Classroom Teachers in Teaching Early Reading***

The implementation of learning to read the beginning that has been done, obtained a change in basic skills explaining the teacher in the implementation of learning to early read in the mentally disabled class. The planning component consists of two sub-components of assessment, namely the subcomponents of the message content and the recipient of the message. The components of material assessment include clarity, illustration, emphasis, and feedback, and the

application of remedial teaching. The researcher describes the results of observations based on the indicators of these subcomponents, from the results of data analysis, the data obtained as follows.

**Table 1. Data on Planning Component Observation**

Sub Component	Indicator	Data Observation
Contents of the Message (Material)	Submission of important elements of early reading material	At the beginning of learning, the teacher emphasizes the letters that are taught and repeated. The teacher teaches the letter "a-p" with the help of the appropriate object image. With the example of the picture, the teacher emphasizes the letters taught to students. Apple image = a-pel (Appel), letter / a / remember "apel" (apple) writing.
	There is an association of elements with an explanation of early reading	The teacher associates material taught with examples that students often encounter in their daily lives. The teacher introduces letters / a / then the teacher gives examples of apples, other examples of grapes, clouds, smoke and others.
Message Recipient (Student)	Submission of material considers: - Background to mentally disabled students - Ability of mentally disabled students - Learning environment for mentally disabled students	In teaching the teacher to know the ability of students, the teacher also knows the social environment of students, relationships with family or parents. So that the teacher can determine what learning approach must be, the learning method. There are students whose abilities are still limited to thickening letters, there are students who are still spelling and there are students who have started to be able to read.

The results of the above data analysis can be seen that the application of the planning component in the learning of early reading at the first observation has been well implemented. This is evident when observations appear all indicators of the planning component. Seen in the picture of the learning process being carried out by the teacher emphasizes the letters on the board and gives pictures according to the words so students do not think abstractly in reading the beginning, such as the word "apple (Apel)" the teacher draws an apple to concrete learning. Learning material is also associated with everyday life beginning with the letter / A / not just the word "pel" but there are still many words that can be found around us. The learning process of mental retardation must be supported by the family to improve the quality of life, in socializing to the environment to provide self-confidence as social beings (Hu, Wang, & Fei, 2012). Submission of material teachers must know the ability of students who are different, the teacher also knows the association of students and relationships with family and parents. The teacher's ability to teach must have pedagogical competence in mastering learning methods (Sakhiyya, Agustien, & Pratama, 2018). Teaching early reading must be in line with early writing because the child will concretize abstract letters. Seen the ability of students who are still limited in reading and writing, by reading spelling, because in reading is a complex process, this process involves a number of physical and mental activities (Kurniaman, Charlina, & Noviana, 2018). The reading process starts with sensory visual which is obtained through the disclosure of graphic symbols through the sense

of sight. Children learn to distinguish visually between graphic symbols (letters and words) that are used to represent spoken language.

***Content Subcomponents Message (Material) Indicators of delivering important elements of preliminary reading material***

During learning the teacher explains the main material in the form of introducing letters repeatedly. The teacher introduces the letters with the help of the picture media made by the teacher on the board, then the teacher introduces the letters based on the prefix of the name of the image such as introducing letters /a/ with an apple image. The teacher emphasizes the letter form / a / from the name of the apple image so that mentally disabled students will remember the letters / a / by remembering the apple image. Effective involvement of readers uses a variety of reading strategies that are appropriate to the context in order to construct meaning when reading (Yas, et al, 2017). A teacher must also understand the curriculum in the development of early reading material, the teacher will take part as practitioners who have full knowledge of their students and about life and work in class (Chan, 2012, Adeleke, 2018). The teacher's ability to deliver material will be influenced by experience in teaching. Learning is done by stimulating students to have access to various sources that are relevant to the problem being examined, which facilitates understanding (Hamdu, & Yulianto, 2018).

Teacher activities in considering the readiness of students in listening by giving a response to always focus on learning (Suhandi, et al, 2018). This is very important so that students can receive material explanations taught by the teacher well. The teacher must know the background of each student with mentally disabled, and the ability of each mentally disabled student, in this case the teacher knows the limits of students' ability to learn to read such as: students who do not know letters at all, and students who have difficulty distinguishing letters (Barcelos, 2015) The learning environment of mentally disabled students' role in guiding students in learning at home should be a very important concern (Luijckx, et al, 2019).

***The indicators are related to the elements with an explanation of Early Reading***

When learning the teacher associates the material taught, namely the introduction of letters with examples that are often encountered in everyday life in the form of images so that students with intellectual disabilities can be more interested in learning and easy to remember the letters taught by the teacher. This data is in accordance with the results of interview data, the teacher states that in determining the method must be adjusted to the level of ability of mentally disabled students, usually using the alphabetical method and SAS (Synthesis Analytic Structur) method using media images. During the learning process the methods that have been used by the teacher can not be in accordance with students' abilities so that the teacher must be able to overcome them. In explaining the material the teacher adjusts the teaching technique to the ability of the student, with the condition of students of different levels or in one class there are grade 1, 2

and 3 levels using the lecture method whose subject matter starts from the low grade level, so the high class students adjust to the material.

Indicators of material delivery take into account the needs of students, student backgrounds and student learning environments. Teachers in delivering material consider the abilities of students, backgrounds and student learning environments, in this case the teacher has noticed the material taught according to the needs of students. This can be seen in explaining the teacher uses image media to introduce letters, the teacher knows that mentally disabled students will more easily remember and understand the material with the help of pictures. The teacher knows the level of ability of mentally retarded students in learning, the teacher also knows what parent relationships with students and their learning environment so that in preparing themselves to teach the teacher can determine the limits of material, methods and media to be used. This data is in accordance with the results of interviews with teachers that in the learning of mentally disabled students sometimes have difficulty in understanding the intentions taught by the teacher when teaching, so that the teacher before teaching must prepare teaching materials with vocabulary according to the level of understanding of students. Conclusions from the first observation conducted by the researcher on the mentally disabled class teacher that the teacher can apply one of the components of the explaining skills in teaching early reading is the component of planning well, because from the results of the first observation all assessment indicators can be fulfilled.

The results of the data analysis above show that the application of the material presentation component in the initial reading learning has been going well. This is evident in the observation that several indicators emerged from the presentation subcomponent. The vocabulary of mentally disabled students, a teacher must be aware of the limitations of student knowledge, when the teacher explains the material to early read, the teacher rectifies the word drawing into words making pictures. This proves the teacher is aware of the limitations of mentally disabled students who do not understand the meaning of the word drawing, so they use words that are easier for students to understand. This is in accordance with the results of teacher interviews stating that in explaining reading material the teacher must use words and sentences that are easily understood by students, the reason being that students are slow to understand and forget quickly (Friedman, & Spassiani, 2018). Choosing the right words in explaining / asking questions to mentally disabled students, teaching teachers introducing letters / s / to mentally disabled students with the help of "sampan", then the teacher asks the question "Do you know until the child?" words that have often been heard by students so students better understand the meaning meant by the teacher.

The Teacher explanation by using uncomplicated sentences, it is known that when explaining the teacher in introducing letters does not use convoluted words, the teacher explains

using sentence whose meaning is easily understood by students. The students better understand the subject matter explained by the teacher. The process of problem solving is not required in reading comprehension, because the teacher does not ask students have understood or not and the teacher does not give students the opportunity to ask questions. This can be because the teacher considers mentally disabled students do not understand because of the limited ability of students so that it does not give students the opportunity to ask questions. However, the teacher makes a relationship between letter recognition material and examples of objects that often mentally disabled students see in their daily lives with the help of pictures. At the time of observation the teacher connected the introduction of letters / a / with examples of images of apples and grapes so that mentally disabled students can remember the form of letters / a / like what. The teacher explains the differences in letters well, in the teacher's observation explains the difference between the letters / b / and / d / by practicing the way of writing letters / b / and / d / so that students know the difference between the two letters, using examples or illustrations to introduce letters to in mentally disabled students, it is evident when teaching teachers to use picture media in the form of pictures of fruits, animals and objects that correspond to the initial letters of the word.

Learning to read the beginning of the teacher uses examples or illustrations that are relevant to the subject matter taught by the teacher, namely letter recognition, while teaching the teacher to introduce letters using media images that correspond to the letters introduced by the teacher to students. Illustration used by the teacher in explaining the images of objects, animals and fruit that are adjusted to the letters introduced by the teacher to students. Images can help mentally disabled students to remember the material taught by the teacher because mentally disabled students can remember things that are concrete rather than abstract, using media images students can be more interested in learning and motivating students. Thus students can remember letters by remembering the image. This data is in accordance with the results of interviews with principals and teachers stating that mentally disabled students can more easily understand the material with the help of pictures. The media used must be in accordance with the abilities of students so that students can be interested, teachers must also be creative in operating existing infrastructure in schools so that even though the means of supporting teaching reading are inadequate, teachers can still overcome these difficulties.

Teachers in teaching use image media which are included in a variety of learning media that can be seen by students. The image media used by the teacher to introduce letters in the form of objects, animals, fruit and plants that are adapted to the letters introduced by the teacher, emphasizes the subject matter of early reading. This is evident in explaining the teacher emphasizes the introduction of letters and differences in letters to students, the emphasis made by the teacher is also assisted with media images. At the end of the explanation the teacher repeats the

material described. Using a rather loud voice intonation to emphasize the subject matter, namely letter recognition, this can be seen during the teacher's observation emphasizing the introduction of letters / b / with examples of flower images so that students can focus their attention on the subject matter. The teacher in explaining the material has emphasized using media that can be viewed by mentally disabled students. The media used by teachers to introduce letters is a media image of objects, animals, plants and fruit that are adjusted to the letters taught. Emphasis on the subject matter of early reading by repeating the explanation of the material at the end of the lesson, carrying out question and answer and strengthening student answers by giving appreciation in the form of thumbs and applause. Emphasis on material can be with the help of body movements and hand movements. When explaining the subject matter of the teacher emphasizes by demonstrating the way of writing letters / a / and demonstrating the different ways of writing letters / b / and / d /. The feedback to the teacher's learning process does not provide opportunities for mentally disabled students to ask questions to their teacher. So that students cannot convey doubts or misunderstandings experienced by students during learning, this can be caused because the teacher considers mentally disabled students to be limited in intellectual abilities so they cannot understand the material being taught if it is only taught in one meeting (Beco, 2016). This indicator has not been fulfilled because the teacher has not yet re-evaluated the results of tests conducted by mentally disabled students, so that they have not been able to determine that students have succeeded in learning or need to do remedial again. This data is in accordance with data from interviews with principals and teachers stating that in the learning process the teacher always repeats the material. Repetition of the material is done until students are able to recognize letters, to find out the student's achievement in learning the teacher performs a test then is measured if the results of student evaluations have not reached the benchmarks that have been determined by the teacher then the students do remedial again. Many methods can be used by teachers in teaching such as lecture methods, question and answer and assignment assignments, to learn to read teachers using the SAS method (synthesis analytic structur). In addition to overcoming learning difficulties for mentally disabled students, good communication is needed between parents of students and teachers.

The interview data above shows the teacher's educational background, not in the field of education or non-education, but 40 years of teaching experience dealing with mentally retarded students, by studying with participating in training held by government institutions or private institutions that provide material on how to teach mentally retarded students. Mentally retarded students will be classified according to IQ levels not age, in reading learning using alphabetical and SAS methods with the help of images to concretize learning, and provide pressure and intonation in reciting letters and words. Communication between teachers and parents is very

important to know the development of children and easy to control relationships in socializing with their environment.

The teachers effectiveness must be able to direct students to the topic of the lesson that students will learn, because teaching reading is based on a scheme formed by the text (Burn, Betty, & Ross, 1996). The teacher determines the technique of explaining what will be used in teaching early reading according to the level of ability or IQ of mentally disabled students, with the condition that students have different levels put together in one class (classes 1,2 and 3) causing the teacher to explain the material based on the class material level low to high class material. Training on inclusive teachers is provided through special training on identifying students, as well as appropriate learning for mentally disabled students who need special skills (Florian, 2008). Planning prepares the contents of the message (material) and the recipient of the message (students) so that in explaining the teacher can create an effective and efficient learning process, in this component includes the contents of the message and recipient of the message. Subcomponents The contents of the message (material) are the activities of the teacher in delivering the material as a whole and there are associations between the important elements that are related (Kurniaman, & Zufriady, 2019). Mentally disabled children often have difficulty communicating feelings or seeing inability in cognitive decline, they also have difficulty in collaborating with their friends (Wong, 2011). Health is an important factor for children with special needs, they must provide nutritious foods to improve cognitive abilities, it will not change like normal children generally but is able to make a positive contribution to cognitive development (Elinder, et al, 2018). Mentally disabled students often experience psychology in experiencing spontaneous behavioral or psychiatric problems, for which therapy is very important in managing their psychology and a teacher is very required patience to deal with it (Roeden, et al, 2011), especially in teaching reading often students forget to know letters, must be repeated in pronouncing letters.

## **CONCLUSION**

The conclusion of this study is that the application of one component of the skills explains in teaching early reading, that is, the component of material presentation in the first day's observations has been going well. This can be seen in several assessment indicators that have been fulfilled. Teaching early reading to better understand the components that must be considered in explaining such as clarity, emphasis, feedback and variation in reading learning. So that the teacher can create a more optimal learning process. The school must also pay more attention to the availability of media and learning books that can support the reading learning process.

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## APPENDIX

### Appendix 1. Grid Of Guidelines For Interview With Mentally Disabled Teachers

Indicator	Total Question	Question Number
Learning methods used in learning to early read for mentally disabled children	4	7,8,9,10
Learning media used in learning to early read for mentally disabled children	4	11,12,13,14
Difficulties experienced by teachers in teaching early reading to mentally disabled children	1	15
Difficulties experienced by mentally disabled children in learning to early read	1	16
The efforts made by the teacher in increasing the interest and motivation of mentally disabled students in learning	1	17
Facilities and infrastructure that support teaching early reading in mentally disabled children	2	19,22
Assessment of early reading of mentally disabled children	1	21

Some skills that can be taught to mentally disabled children	1	20
mentally disabled teacher	4	1,2,3,18
The way the teacher concentrates the attention of mentally disabled children in learning	1	23
The teacher's efforts to overcome the learning difficulties of mentally disabled children	1	24
Achievements achieved by mentally disabled children	1	25
Placement of mentally disabled students based on their level of intelligence	1	4
Teacher Explanation techniques	1	5
Age in teaching early reading in mentally disabled students	1	6
Remedial Teaching Method	3	26.27,28

### Appendix 2. Grid Guidelines For Observation Of Mentally Disabled Teachers

Component Explaining Skills	Sub component Explaining Skills	Indicator	Total Item
<b>Planning</b>	<b>Message Content</b>	Submission of important elements of early reading material. There is an association of elements with an explanation of early reading	2
	<b>Message Recipient</b>	Submission of material considers: Background to mentally disabled students. Ability of mentally disabled students. Learning environment for mentally disabled students.	1
<b>resentation of an explanation</b>	<b>Clarity</b>	In using vocabulary, the teacher is aware of the limited knowledge of mentally disabled students. Selection of the right words in explaining / asking questions to mentally disabled students. The sentence is convoluted.  Guide mentally disabled students in the process of problem solving about early reading. Make clear relationships in teaching early reading.	6
	<b>Illustration</b>	Difference in letters. Use examples / illustrations in teaching early reading. Use examples / illustrations that are relevant to the explanation of reading the start Use examples / illustrations that are appropriate to the abilities of mentally disabled students Variation in use: Verbal Hearing - Vision, Touch, Taste, Kiss	4
	<b>Emphasis</b>	Emphasize the basic things about early reading. Use of voice: Hard-weak High and low	5

	Slowly Media use: listen Look Verbal technique: Make a summary / repeat Strengthen student answers Using connecting words / between	
	The teacher moves or not: eyes Fingers Body movement face	
<b>Feedback</b>	Give the opportunity for mentally disabled students to ask Submitting questions to mentally disabled students The teacher's answers are in accordance with the questions of mentally disabled students Student answers exactly according to student questions	5
<b>Remedial Teaching</b>	The use of question tracking by the teacher The teacher analyzes the problems experienced by mentally disabled students as well as finding out their solutions The teacher determines the actions that must be taken in overcoming the problem of mentally disabled students Providing guidance and counseling services to mentally disabled students Implementation of remedial teaching Make measurements again of student learning achievement Re-evaluate and re-diagnostic	6

**Appendik 3. Data Observation of Material Presentation Components**

<b>Sub component</b>	<b>Indicator</b>	<b>Observation Data</b>
Clarity	By using vocabulary, the teacher is aware of the limited knowledge of mentally disabled students	During the learning process, the teacher gives an order to make a picture "We draw a child?" Then, the teacher corrects it to "Create a picture of the child" the teacher knows that students do not understand the word drawing, students understand the word making pictures.
	Selection of the right words in explaining / asking questions to mentally disabled students	The teacher in explaining material uses language that is simple or easy for students to understand. Giving questions of words that are used easily understood by students. "do you know the boat ?"
	Convolutd sentence	Teachers in teaching do not use complicated sentences so students do not get confused.
	Guide mentally disabled students in	Teachers in teaching less guide students

	the process of problem solving about early reading	in overcoming learning difficulties, the teacher doesn't ask "whether studentd already understand or not?"
	Make a clear connections in teaching early reading	The teacher in teaching associates the material taught with example that students know. Explain the shape of letters /b/ the teacher gives an example of the word flower = flo-wer. The teacher emphasizes with the example the picture is the spoken.
	Letter differences	Teachers in teaching emphasize letter differences. Letter differences /b/ with /d/, the teacher practies the writing so that students know the difference between the letters.
illustration	Use examples/illustration in teaching early reading	The teacher in teaching uses an example in the form of a picture. The image is adjusted to the sample letter described by the teacher. Example letters /a/ appel, /b/ book /c/ cow.
	Use examples/illustration that are relevant to the explanation of early reading	The teacher uses an example that is relevant to the material being taught, namely early reading, the introduction of letters of thr alphabet
	Use examples/ilustration that fit the abilities of mentally disabled students	Examples used in accordance with the level of ability of students. Mentally disabled and remember things with the help of picture media . so it is appropriate to explain letters with the help of sample images.
	Variations in usage: - Verbal - hearing - vision - touch - tasting - smell	The teacher variations in exampling with the help of verbal media with vision .
Emphasis	Underpoints of the most important things to read the story of anl	In teacher's learning provides an emphasis on essential material. In the start of the beginning, the arrangement of the line, the difference between the two ut explains several times about the material.
	Use of the sound: - highest-cies high-low - fast-slow	In addition to the teacher provided an emphasis on hard votes. Wich students can be concerned with either matter described. As introduction letters, teacher emphasizes " these interest letters". /b/, book".
	Media use : - hear - look at	In thr introduction of the letters, the teachers uses the media of the character. Such as itroducing letters/c/ using cow picture. So that students can remember letters /c/ like what is shape.
	Verbal technique: - Make a summary/ reapep - Strengthen students answer	When learning, dancing once again to have been described to be given question to student or request forward students to

	- Use conjunctions / between	inscribe the word is asked by the teacher. Teacher provides her appreciation for praise the correct students were right to hold onto a hands or the thumbs up.
	Teacher moves or not: - Eye - finger/hand - body movement - face	In teaching teachers use such body movements such as his practices writing letters/a/ and appoints with finger/ hand if giving emphasis on developing alphabet.
Turn it over	Given the mentally disabled students opportunity	During the teacher learning process does not give student a chance to ask. The teacher is not saying “whether the students has already stated or no inintelligic?” or “is a willing to ask him?”
	The question of questions to mentally disabled students.	In the process of teacher learning provides some question about the material described to students. Like “It’s letter what ?” the letter “alphabet /c/ wich one?”
	The exact teacher of the assumption is in the question of mentally disabled students	The teacher does not give the chance of students to ask so this number does not apper in observation.
	The exact student of students in accordance with the question of student.	The teacher does not give the chance of students to ask so this number does not apper in observation.
	Use of the question of track by teacher	In the learning teacher applied . like “form cow word wich letter /c/ student?” of “from the word book wich letter /b/ student?”
Remedial Teaching	The teacher analyed mentally disabled in students mentally disabled as well as searching for his arrival	The learning of the learning school of learning day.the teacher sought to know thw difficulties that student who not concerned with learning the beginning,students are not interest in learning,when asked students just wire only .
	The teacher determined the actions which had to be performed in the tackle with mentally disabled students.	After a meeting of the teacher sought ways to overcome the difficulty of students.
	Counselling guidance and counselling service to mentally disabled students.	The end of the learning of the teaching of the teacher is given a person’s guidance to the students who experienced trouble in the learning.
	The implementation of <i>Remedial Teaching</i>	The teacher has not provided a test to find out whether the student has undergone a change or not.
	Make measurements again of student learning achievement	The teacher has not taken measurements
	Re-evaluate and re-diagnostic	The teacher has not taken measurements so that he does not know that the student has undergone a change or not

**Appendix 4. Teacher Interview Data**

Question	Answer
1. what background was father/firs ladies?	Strata 1 informatika techniques
2. already a father /mother is served as teacher/master of education?	40 years old, but at SLDB i gave my mother only 6 years old.
3. How long father/mothers become strelas students mentally disabled?	6 years old, from the beginning i taught taking mentally disabled children.
4. Whether in class placement, mentally disabled students are adjusted to the classification or level of intelligence?	All adjusted to the level or classification. According to their mental age or IQ of the child is not the age of the calender or according to the date of birth if the term mathes the age of an ordinary child.
5. Whether in class in order, the mentally disabled students adapted to the classification or the level of his own right?	Adapted to the ability of the child each child has different abilities, moreover in this school different levels of children are united in one class or 3 groups there are children in grades 1,2, and 3. So that the teacher is difficult in teaching, it is not possible for the teacher to teach one child who is tall and the other child is silent. Will make a fuss. Should be classical. Forced the teacher to have to teach form low grade material so that all children can pay attention.
6. At the class or age, whether father is taught the beginning in the mentally disabled students ?	The initial claa is adjusted to the child's ability.
7. How father/mother determine the learning method to be used in teaching the beginnings ?	Adapted to the ability of the child. Usual use of alphabetical methods and SAS assisted with picture.
8. What became his father/mother in choosing learning method of the beginnings?	Abilities possessed by children
9. Whether methods of use can help students understand reading the beginning?	Still not yet. Because children are able to train, so they must be repeated more , the material must also be repaid in installments as i taught you letters a,b,c first.
10. Whether methods of use have been appropriate with the needs of his students? a. If already, whether students understand the explanation of the mother is based on the method of lady? b. If not yet, what should the mother did?	Already . there is already. Some have not
11. How much of the way's mother chose the learning media will be the first lady in teach the beginnings?	mentally disabled children are easier to understand and are interested in material through picture, so the teacher uses more media picture in explaining .
12. What is being considered a female student in choosing learning media?	Student needs. Children with picture media are more interested in learning .
13. Whether the first media is learning to able to help students understand the letters?	Yes very helpful. Like before the child remembers more with picture. Asked letters 'a' if you forget it's stimulated with an apple picture . the child will remember the letter 'a'
14. Whether the other media is learning about the needs of the students? a. If already, is student understand an mother's explanation based on an media wich has been an mother uses? b. If not yet, what should the mother did?	Already. Children are easier to understand with the help of pictures.
15. What a matter who is the natural mother during teaching mentally disabled students?	The teacher is difficult in developing communication with parents of students, because

	many parents are impatient and don't care about their children . many parents also find it difficult to accept the condition of their children so that it os more just entrusting children to school. Other than that schools lack the facilities so that learning is less effective and efficient.
16. What a new difficulties the mentally disabled students in learning early reading?	Besides being slow,mentally retarded children are difficult to communicate with meaning students don't understand what we mean.
17. What the father's was in increased interest or motivational students of mentally disabled in learning ?	Children in learning are encouraged,if they are diligent in learning given gifts,praise, the teacher must communicate more with parents to educate children with affection.
18. Whether a special master that taught the beginning of mentally disabled son ?	No
19. Whether or not a reason for you should be changed?	Still not enough. In this school the teacher must be creative in optimizing learning.
20. What he can be taught at the son of mentally disabled?	Depending on the ability of the child he has. There are children who can stick,color and recycle used items with the guidance of the teacher.
21. How assessing learning student in learning early reading?	Through the test. Children are told to go forward one by one for reading test. What is just reading pictures,just imitating or already understand.
22. Whether school provides the book reading or a book at the learning of the start of the mentally disabled, how the way it is how to focus the start of the student of mentally disabled?	There is. Printed book from K13 service. But not in accordance with the ability of students who are still reading. Must be a special book to read the beginning.
23. How do you focus your attention on mentally retarded studenst in learning to early reading of mentally disabled students ?	Attract children's attention with picture media.
24. How the efforts of the mother in overcoming the difficulty of learning to early reading of mentally disabled students?	Develop communication with parents of students to train their children while at home.
25. How the achievements of mentally disabled students in other fields?	Sports. This school is part of the O2SN (National Student Sports Olympiad). Many mentally disabled children win in the field of skills at the national level.
26. Cognitive abilities of children with low mentally disabled make it easy for them to forget. How do you handle it,what kind of learning method or approach?	The lecture method, question and answer, giving assignments, telling stories. The most effective method of questioning and assignment.
27. Whether in teaching to early reading of the father or mother to reapet the material return?	Yes
28. How many times did the father or mother teach about a material?	Depending on the child's ability. Seen evaluation if it hasn't been repeated yet. Children are still memorizing, so when randomized the child becomes confused.