

Effect of Beginning Reading Methods and Spatial Spasial Intelligence on the Ability of Reading Beginning

(Experimental Study in Grade 1 Elementary School Children in Tarumajaya District Regency of Bekasi in 2018)

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Abstract:- The purpose of this research is to determine the effect of the initial reading method and spatial visual intelligence on the ability to read the beginning of grade 1 elementary school in Taruma Jaya sub-district, Bekasi in 2018. This research method uses experimental research with treatment design by level 2 X 2. The population of this study is all first grade students of the Bekasi Kabupaen elementary school with sample collection techniques using multistage stratified random sampling. The data analysis technique uses descriptive statistics and inferential statistics. Descriptive statistical analysis in the form of a description of research data, while inferential statistical analysis in the form of two-way ANOVA test and Tukey test with a significant level $\alpha = 0.05$. The results of this study indicate the ability to read students who are taught by multisensory methods is better than students who read taught by phonic method proved by the results of ANOVA test two paths calculated = 11,642 > $f_{table} = 4,11$. Furthermore, the initial reading ability of students who have a high level of visual spatial intelligence is better than the group of students who have a low level of spatial visual intelligence as evidenced by the results of the two-way ANOVA test count = 5.484 > $f_{table} = 4,11$. In addition, there is an interaction between the initial reading method and spatial visual intelligence on the initial reading ability with $F (OAB) = 33,080 > f_{table} = 4,11$. Based on the results of the Tukey test obtained $Q_{count A1B1-A2B1} = 8.82 > Q_{table} = 4.60$. This shows that in the group of students who have high spatial visual intelligence, the ability to read the beginning of students given a multisensory reading method is higher than the group of children given the phonic reading method. The Tukey test results obtained by the value of $Q_{count A1B2-A2B2} = 4.84 > Q_{table} = 4.60$. This shows that the group of students who showed low spatial visual intelligence, the ability to read the beginning of students who were given a multisensory reading method was lower than the group of children who were given phonic reading methods. Thus each H_1 in each hypothesis is accepted.

Keywords:- Reading Beginning Methods, Visual Spatial Intelligence, Reading Beginning.

I. INTRODUCTION

The development of early reading activities is aimed at children who have low literacy so that they can be skilled in language and understand information textually. These skills can be realized ideally through the implementation of initial reading learning that relies on meaningful and enjoyable activities. Experts advise teachers to be involved in every reading activity that children do interactively. Kraus (2018: 18) states that meaningful and enjoyable activities in learning should be pursued through initial reading content that is appropriate to the age and level of development of the child.

Early reading, also known as early reading, is part of the language aspect for early childhood. In the International National Association document for the Education of Young Children (NAEYC) states that preliminary reading is one of the learning contents adapted to aspects of the language development of pre-school children to third-grade elementary schools.

According to Sattar (2012: 463), early reading content trains children to develop their cognitive domains which include; knowledge, understanding, application, analysis, synthesis and evaluating. The more complex the ability to read, the more children understand the textual reading content learned, children gain new knowledge from the results of reading various types of media. Especially if you have skills in reading, children will use their skills to explore their knowledge. Like for example when interacting with gadgets, children will easily operate the menus inside such as opening applications to play, browsing and searching a website. Conversely, the low initial reading skills will make it difficult for children to understand words textually. As the findings of Van Der Schoot et al., Which explain that children who have low reading skills will need more time to recognize each meaning of the word contained in the text.

The multisensory method trains children to master the initial reading content through stimulation of visual, auditory, kinesthetic and tactile sensory devices. The more stimulated all the sensory tools, the stronger the child's understanding of the letter symbols obtained from meaningful experience. As the results of the research by Helene Labat et al (2015: 388), which suggests that through visual-tactile and visual-kinesthetic approaches in multisensory, help children to obtain full understanding of the characteristics of the shape of each letter symbol. This statement is supported by Jamaris

(2016: 769) who states that a neurosensory-based learning approach is a reflection of the natural processes in the brain that occur when children learn or do certain activities. Children will constrain their understanding of the initial reading content through natural processes obtained through stimulation sensory.

As with the multisensory method, according to Bashrin (2015: 9), the phonik method is a reading method that applies the principles of cognitive development, in which the process of implementing presents objects as a medium for learning to read the beginning. Theoretically, this is in accordance with the cognitive development characteristics of children aged 2-7 years who describe that in the pre-operational phase children have the capacity to understand and remember relationships between objects. Phonetic methods that emphasize multiplication activities can stimulate the ability to read the beginning of a child because they apply the principle of early reading learning that is adapted to the characteristics of his age.

The application of these two reading methods will be better if the child has the ability in the visual spatial field. They will be easier to understand the symbols of letters, syllables, words, semantics, syntax and phonemes through their ability to understand patterns, lines, shapes and imagination that are mutually integrated in children's cognition. As according to Jamaris (2014: 166) in his journal explained that spatial visual intelligence develops in line with visual perception abilities that are integrated with cognitive processes, such as the ability of both when understanding lines, colors, shapes, sizes, widths and relationships between aspects.

In the context of initial reading, children who are visually spatial intelligent will find it easier to understand the characteristics of letters and the meaning of words. This is in line with the results of the research of Pupung and Myrnawati (2017: 22) which state that there are significant differences in scores between the ability to read the beginning of children using multisensory methods and phonetic methods with high and low spatial visual intelligence on children's school readiness. Spatial visual intelligence has an important role in the construction of children's understanding in building textual understanding of reading developed through learning activities using multisensory methods and phonetic methods.

In contrast to the explanation above, the reality is contrast to the explanation above, the reality that occurred in several elementary schools in Taruma Jaya sub-district, Bekasi Regency, is still far from expectations. Based on the results of observations and interviews with several classroom teacher informants, there were at least 76 percent of the number of grade 1 elementary school students who had the ability to read early under the competency standard. Some of them still have difficulty when reading words in sentences with syllable arrangements consisting of a series of letters patterned VK, KVV, KVK, VKK and KVKK like the words "an-tar", "hi-jau", "min-um", "Ang-sa" and "bin-tang". This difficulty is seen when children read reading content in all subjects on their LKS. Some teacher informants also revealed

that students whose ability to read low experienced difficulties when understanding learning instructions textually and answered simple questions on all subjects in their LKS. This reality then shows the analysis that the lack of mastery of the content to read the beginning, will make it difficult for children to understand the word textually.

The follow-up of this observation was then directed at the teacher's practice in applying various types of reading methods such as spelling methods, syllable methods, word methods and global methods. Like conventional learning models, the application of the above methods is limited to teaching reading through breaking sentences into letters or vice versa. In other words, the process of beginning reading in a number of elementary schools in Taruma Jaya sub-district, Bekasi Regency did not provide an opportunity for children to explore sensory devices in the learning process, because the implementation conceptual framework only emphasizes the visual and auditory abilities that are generally carried out. In addition, these methods emphasize the behavioristic learning approach with the law of learning the law of exercise, where this approach in implementation emphasizes the method of drill or practice memorizing in the abstract without presenting a concrete form of what has been learned.

The empirical facts that are still far from expectations then show that student involvement in the initial reading learning process is needed to provide meaningful experiences for students so that they have an understanding and mastery of content reading beginning. The accuracy of the selection of reading methods considered by involving the use of media, is the basic concept that needs to be applied in the implementation of learning to read the beginning. One way to achieve this is by implementing reading learning activities through multisensory and phonetic methods.

II. RESEARCH METHOD

The method used in this study uses a quantitative approach through the experimental method. The design that will be used is the Treatment by Level 2x2 design. This research was conducted in Bekasi Regency, West Java, with the target population in this study being all elementary school students entering the even semester of the 2017/2018 academic year in Tarumajaya District, Bekasi Regency, West Java. The sampling technique is done by Multistage stratified random sampling technique.

Data collection techniques are carried out using primary and secondary data collection. Data obtained from the results of data collection, are analyzed in stages through descriptive analysis by calculating and determining the average, median, mode, maximum value, minimum value, variance and standard deviation. Testing requirements for data analysis is testing data normality and homogeneity. Furthermore inferential analysis is intended to test the hypothesis of the research using a two-way 2x2 analysis of variance (ANAVA) technique at a significant level of $\alpha = 0.05$ whose aim is to test the main effect A and the main effect B (interaction effect).

III. RESEARCH RESULTS AND DISCUSSION

Based on the results of the preliminary tests that have been fulfilled, further analysis is carried out by testing hypotheses using the two-way Anava statistical formula (2x2 ANOVA). If the calculation results show an interaction, then to find out the interaction effect of the treatment and attribute variables, it is continued by using the Tuckey test.

A. Differences in the Ability of Early Reading Between Groups of Children Given Reading Learning Through Multisensory Reading Methods and Phonics Reading Methods

Based on the results of data processing and calculation of ANOVA described earlier, it can be seen that $F_{count} = 11,642 > F_{table} = 4,11$ and significant $\alpha = 0.05$, thus H_0 is rejected and alternative hypothesis H_1 is accepted. In the group given reading learning through the multisensory method, it was found that = 71.90 was significantly better than the group given reading learning through the obtained phonical method = 69.60. This is me

This proves that there are significant differences in the ability to read the beginning of the child in the group of children given reading learning through the multisensory method with children given the phonik method. Shams & Seitz (2008: 11) states that each person is able to remember as much as 10% of what is read, as much as 20% of what is heard, as much as 30% of what is seen and as much as 50% of what has been seen and heard.

As what Kennedy (2012: 60-62) says with the Multimodal / Multimodality theory which states that in providing language learning to children it is necessary to include various methods and materials and use interesting visual forms whether they are images, varied letters and colors. , in addition to gestures, there are interactions and manipulated media.

In psycholinguistic theory it is said that to train children to read can use two learning models including using the bottom up process here children learn the parts of reading by themselves such as recognizing letters, the relationship of letters to sounds, and looking for the same meaning by uniting the parts, things this can be obtained through phonic methods. The second model is the top-down process where children can obtain information through learning experiences obtained through context effects wherein the words that are read by children can be mentioned directly in each letter so that the meaning of the word can be stored in memoranda, letters are more easily captured and understood. for example through a whole language approach with multisensory. The results showed that the effectiveness of multisensory methods in improving children's early reading skills was conducted by Joshi et al (2002: 229) found that there were significant differences in values between groups of children given multisensory methods in understanding phonology, decoding and reading comprehension while in control group children with different methods of good grades only on aspects of reading comprehension. In addition, the results of other studies conducted by Campbell, Helf and Cooke (2008:

267) state that Class 1 and 2 students with multisensory methods can be used to facilitate reading through fingering, magnetic letters and letter carpet formations.

While research conducted by Ruhaena (2008: 192) mentions an increase in literacy skills in Indonesian and English in the group of preschoolers who received higher learning methods of Jolly Phonics compared to groups of preschoolers who received regular method learning. This proves that the use of Jolly Phonics reading and writing teaching methods is effective in improving the ability to read and write Indonesian and English in preschool children.

B. Differences in the Ability of Early Reading between Groups of Children Who have High Levels of Spatial Visual Intelligence and Groups of Children Who have a Low Level of Spatial Visual Intelligence

Based on the results of data processing and calculation of ANOVA which has been described before, it can be seen that $F = 5.484 > F_{table} = 4.11$ at a significant level of $\alpha = 0.05$, thus H_0 is rejected and the alternative hypothesis H_1 is accepted. In the group given reading learning in the group of children who had a high level of spatial visual intelligence it was found that = 71.55 was significantly better than the group that had the lowest spatial visual intelligence obtained = 69.95. This proves that there are significant differences in the ability to read the beginning of children who have a high level of spatial visual intelligence with children who have a low level of spatial visual intelligence.

Jamaris (2014: 127-128) argues in view of the development of children's spatial visual intelligence can be seen by the lack of ability / sensitivity in integrating aspects of visual perception or what can be seen with aspects of cognitive ability / thinking and changing both aspects into various forms both size, color, and relationships are available and among all of them there are relationships that may exist. The things inside it are accompanied by the ability to visualize, and graphically describe visual and spatial ideas, and precisely orient themselves into spatial matrices.

One of the factors that can influence children's reading ability is the children's visual spatial intelligence. In a study conducted by Tjoe (2013: 25), stated that reading in the beginning is very closely related to reading written visually or mentally called imagery. In the process of reading all the modalities both visual and auditory, this can be seen from the visual ability of the child in reading, understanding directions, understanding of similarities and differences, being able to identify various colors, shapes, words, and having a sense of perception or name others are sensitive to seeing pictures. Therefore, it can be said that children who have high spatial visual intelligence are better than low visual spatial children.

C. Interaction between Reading Methods and Spatial Visual Intelligence on the Ability to Read the Beginning (INT A X B)

The results of testing the second hypothesis of two-way ANAVA, In the ANAVA table on the AXB interaction line shows that H_0 is rejected based on the value of $F_{count} =$

33.080 > $F_{tab}(0.05) = 4.11$ thus a decision can be made that there is an interaction effect between reading methods and spatial visual intelligence on initial reading ability. The interaction effect is shown by the results of testing the hypothesis as shown below:

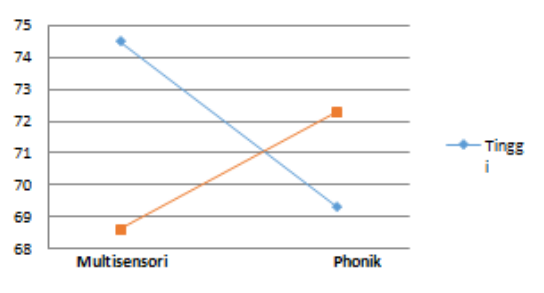


Fig 1:- Interaction of Reading Methods and Spatial Visual Intelligence Against the Beginning Reading Ability

Based on the picture above, it can be seen that the ability to read the beginning of a group of children who have high spatial visual intelligence who are given reading learning through multisensory reading methods is higher than the group of children who have high spatial visual intelligence given reading learning through phonic reading methods. This shows that children who have high spatial visual intelligence if given a multisensory method are superior to their spatial visual intelligence compared to students who have high spatial visual intelligence given the phonics method treatment.

This is in line with the opinion of Jamaris (2012: 101), which states that spatial visual intelligence is an ability or ability possessed by a person to visualize his mind to find out the realities or locations that are related to the work done by hand.

The above is in line with the opinion of Pramudianto (2015: 117), who said that spatial visual intelligence is an ability or ability possessed by a person to see and observe the spatial visual realm more accurately. He further stated that visual intelligence means images while spatial means spaces or places which both involve awareness of colors, lines, shapes, spaces, sizes and also the relationships between these elements.

Juel in Washburg (2011: 21), said that student learning success in participating in PBM is determined by mastering the ability to read in order to get good results at school. This can be explained that every child must be able to have the ability to read early in order to be easy in following the teaching and learning process with the teacher in the class.

The results of research conducted by Anwar in Sukartiningsih (2004: 51) found that in reading there are many factors that influence the development of reading a child, it can be seen from the different forms of training or methods of reading the beginning given to children is influenced by social environmental factors, teachers, background, and supporting infrastructure.

Apart from the method or method of teaching carried out by the teacher the reading is also influenced by the learning style that is possessed by each student. Each student has the power of sensory learning commonly referred to as learning style. There are children who have a type of visual, auditory, kinesthetic or combination learning. Learning methods given by teachers to children in school are not necessarily effective or can be applied to all children, this is because each child is unique they have their own way of learning. So thus, it can be concluded that there is an influence of the interaction between the reading method and the students' visual spatial intelligence on their initial reading ability.

D. Differences in the Ability to Read Early between Groups of Children who have High Spatial Visual Intelligence Who were Given Learning to Read Multisensory Reading Methods and Who were Given Learning to Read Phonik Reading Methods

The fourth hypothesis test results reject the null hypothesis which states that for groups of children who have high spatial visual intelligence given the treatment of reading through multisensory reading methods is lower than the group of children given reading learning through the reading method. As already explained, this is reinforced from data on average differences, namely $X = 74.50$ for group children who have high spatial visual intelligence and are given reading learning through multisensory methods. Whereas the group of children who have high spatial visual intelligence and given reading learning through the phonik method get $X = 68.60$ Furthermore the results of the tukey test show that the Q value is $A1B1-A2B1 = 8.82 > Q_{table} = 4.60$ This means, $Q_{count} A1B1- A2B1 > Q_{table}$ at a significant level $\alpha = 0.05$. Thus, the spatial visual intelligence of children in group children given multisensory methods was higher or showed a positive effect from the group of children given the phonik method who had high spatial visual intelligence. Based on these results it can be explained that in fact the two types of preliminary reading methods can improve the initial reading of children both multisensory and phonetic and can also optimize children's spatial visual intelligence. But the distinguishing thing is in the implementation process, namely in the multisensory method all student modalities are utilized in learning.

The results of this study are in line with the research conducted by Dewi (2015: 6), stating that there is an increase in the ability of children to recognize the word accurately when it is not significant. Even though the increase is not too high, this can be a positive result from a group of children who were given a phonik method that had high spatial visual intelligence.

Based on these results it can be explained that in fact the two types of preliminary reading methods can improve the initial reading of children both multisensory and phonetic and can also optimize children's spatial visual intelligence. But the distinguishing thing is in the implementation process, namely in the multisensory method all student modalities are utilized in learning.

The results of this study are in line with the research conducted by Dewi (2015: 6), stating that there is an increase in the ability of children to recognize the word accurately when it is not significant. Even though the increase is not too high, this can be a positive result. Furthermore according to Lerner in the goddess said sensory devices are used to strengthen children's learning processes, or what is known as the abbreviation VAKT (visual, auditory, kinesthetic and tactile or profit).

The way that is used to stimulate all the sensor devices is that the child listens / listens to the teacher say a word, pronounces the word to himself, listens to themselves say the word, feels muscle movement when they trace the written word, feels the palpable surface on their finger, looks at the hand they move while searching for the writing, and hear themselves say the word while searching for the writing. Thus this multisensory reading learning will be able to improve the reading ability of children who have high spatial visual intelligence where children who have high spatial visual intelligence are children with the ability to manage, organize, create things related to art activities, exploration, games, imagination in the form of images and space.

The above is similar to the opinion of Jamaris (2014: 128), that children who have high visual-spatial intelligence can be identified from: (a) can draw visual ideas in the form of images, (b) can provide a clear picture of things / events, (c) can draw figures of people or animals accordingly, (d) can arrange pazzels correctly, (e) can arrange blocks to build three-dimensional constructions, (f) easily understand the images and illustrations displayed. So in other words children who have high spatial visual intelligence given a multisensory method, in the basic understanding of letters will be quick or easy to understand from the characteristics of the arrangement of shapes from a line pattern. At the higher level of ability children who have high spatial visual intelligence will also easily understand the pattern of letters in syllables, simple words and sentences. Likewise with other content such as recognizing the meaning of words and phonemes that are closely related to the ability of imagination in understanding text words. So that it can be said that groups of children who have high spatial visual intelligence will have better initial reading skills if given a multisensory reading method.

In contrast to the children in the group getting treated with phonik methods with high spatial visual intelligence, the results obtained from their initial reading ability will be different from the multisensory method. It can be seen from the learning process in the phonik method in its application that it only emphasizes learning to read in the activities of sounding and seeing images, so that the implementation of the diominan gets influence through this method, namely the child's visual and auditory abilities. Thus it can be said that the development of the ability to read early through the phonik method has less effect on children to be given the opportunity to explore their knowledge.

E. Differences in the Ability to Read Early between Groups of Children Who have Low Spatial Visual Intelligence Who were Given Learning to Read Multisensory Reading Methods and Who were Given Learning to Read Phonik Reading Methods

The fifth hypothesis test results reject the null hypothesis which states that for groups of children who have low spatial visual intelligence given the treatment of reading through multisensory reading methods is higher than the group of children who are given reading learning through the reading method. As already explained, this is reinforced from data on the average difference of $X = 69.30$ for group children who have low spatial visual intelligence and are given reading learning through multisensory methods. While the group of children who have low spatial visual intelligence and given reading learning through the phonik method get $X = 72.30$ Furthermore the results of the tukey test show that the Q value is $A1B1-A2B1 = 4.84 > Q_{table} = 4.60$, This means, $Q_{count} A1B1 - A2B1 > Q_{table}$ at significant level $\alpha = 0.05$.

Basically, visual spatial intelligence is owned by every child with different levels. The visual spatial intelligence possessed by children depends on understanding and strength in the field of spatial visual intelligence and has a strong belief in what is seen. Like the photographer's memory of the results of the picture. In a general context, someone who can visualize between the real world and his thinking. They have space awareness, are strong in estimating size, distance and weight. They use general calculations, such as how the map works and find the right direction.

The steps in the multisensory method encourage children to involve their sensory tools in the form of visual, auditory, kinesthetic and tactile in the process of learning to read. This means that children will get many learning opportunities to explore in order to gain an understanding of the content of reading the beginning. However, children who have low spatial visual acuity will still have difficulty understanding the initial reading content such as recognizing the characteristics of the shape of letter symbols, letter patterns in syllables, syllable patterns in words, to word patterns in sentences and recognizing word meanings the ability to ring it. This is because they have a low ability to understand shapes, patterns, colors, lines and imagination. So that it can be said that the group of children given multisensory treatment methods with low spatial visual intelligence, will still find it difficult to master the content of the initial reading material. This is caused by the low ability of children to understand the characteristics of the form of letters, the pattern of letters in syllables, words, sentences, the meaning of words and how to sound them.

Another case with a group of children who are treated in the form of phonik methods that in the application step emphasizes the activity of sounding letters. Through a tool in the form of pictorial letter cards the child is asked to repeat the sound of letters on the card repeatedly. In the case of children who have low spatial visual intelligence, this method is very useful because in the implementation of the implementation apply the behavioristic concept, namely the

law of exercise. Where in this law believe that the orientation of the ability to read the beginning can be trained from diligent reading practice.

IV. CONCLUSION

Various stages in this research have been passed as a process of scientific discovery of problems studied academically. As the culmination of a research process, framing the research building into conclusions, implications and suggestions is absolutely necessary. Based on the results of the research and discussion described in the previous section, the findings obtained in this study can be summarized as follows:

- Overall the ability to read early in the group of children given reading learning through the multisensory reading method was higher than the group of children who were given reading learning through the phonic reading method.
- Overall the initial reading ability among groups of children who have a high level of spatial visual intelligence is higher than the group of children who have a low level of spatial visual intelligence
- The interaction between reading learning methods through multisensory and phonetic reading methods with spatial visual intelligence in general has a significant effect on the child's reading ability.
- The ability to read the beginning of a group of children who have high spatial visual intelligence is higher when given the treatment of reading learning through the multisensory reading method compared to the group of children who were treated with reading learning through the phonic reading method.
- The ability to read the beginning of a group of children who have low spatial visual intelligence is lower when given the treatment of reading learning through the multisensory reading method compared to the group of children who are treated with reading learning through the phonic reading method.

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