



p-ISSN: 2798-5040
e-ISSN: 2798-3218



**THE EFFECT OF WHOLE LANGUAGE APPROACH TOWARD IMPROVING
READING CAPABILITIES IN SLOW LEARNER CHILDREN IN PRIVATE
VOCATIONAL SCHOOL (SDS) X JAKARTA**

Faisal Rachmat, Siska Senia Aghillah
Institut Ummul Quro Al-Islami Bogor
faisal.rachmat@iuqibogor.ac.id

Naskah masuk:03-03-2020, direvisi:02-04-2021, diterima:01-05-2021, dipublikasi:30-06-2021

ABSTRACT

In this study, researchers focused on children ABK by category slow learner, where children Slow learner that has a low learning achievement or slightly below normal average child at one or all academic areas and have an IQ test scores between 70 and 90 Cooter. In this case the subject is still not able to read properly. The subject is very child spirit and want to try on every subject but when it enters the activities in the Paper-Pencil subjects look to avoid and often show psychosomatic behavior. Researchers are keen to improve reading skills in children slow learner in SDS X Jakarta method of Whole Language Approach which presents a learning method of teaching the language as a whole, not separately. The purpose of this study was to analyze the effect of Whole Language approac to the reading skills of children in SDS X Jakarta.

Keyword: Whole Language Approac, slow learner

ABSTRAK

Dalam penelitian ini, peneliti memfokuskan pada anak ABK dengan kategori Slow learner, dimana anak Slow learner yang memiliki prestasi belajar rendah atau sedikit di bawah rata-rata anak normal pada satu atau semua bidang akademik dan memiliki nilai tes IQ antara 70 dan 90 Cooter. Dalam hal ini subjek masih belum bisa membaca dengan baik. Subjek sangat anak-anak semangat dan ingin mencoba pada setiap mata pelajaran tetapi ketika memasuki kegiatan di Paper-Pencil mata pelajaran terlihat menghindari dan sering menunjukkan perilaku psikosomatik. Peneliti tertarik untuk meningkatkan kemampuan membaca pada anak lamban belajar di SDS X Jakarta metode Whole Language Approach yang menyajikan metode pembelajaran pengajaran bahasa secara utuh, tidak terpisah-pisah. Tujuan penelitian ini adalah untuk menganalisis pengaruh pendekatan Whole Language terhadap keterampilan membaca anak di SDS X Jakarta.

Kata Kunci: Pendekatan seluruh bahasa, anak lamban belajar.

INTRODUCTION

Education is the right of all segments of society, in Indonesia the government making compulsory education 12 years continue to be pursued by Kemendikbud through the implementation of Indonesia Pintar Program (PIP). Head of Planning and Budgeting, General Directorate of Primary Education Secretariat Yudhisthira Widadiana Revelation says that today Kemendikbud was trying to reach the age of at least 12 years of education, the quotation of PSMK Kemendikbud (2016). 12 years compulsory education covers the age

range of children up to teenagers (SD - SMA). Education is very important for a child to acquire knowledge and be equipped a child to improve their living standards in the future. This is no exception in children with special needs (ABK), which also has the right to a decent education.

Children with special needs (ABK) is a child who has a difference with children in general. ABK is defined as children who require special education and services to develop their human potential is formed (Hallahan and Kauffman, 2003: 12). Education for children with special needs can be a tremendous school and school inclusion. Inclusion is education that includes all children.

According to data from the calculation of National Education, the number of children with special needs who are at school age is about 1.25 million children. According to the Director of Special Education (PLB) MONE, Mujito, only approximately 55 thousand of that amount deposited in Schools (SLB) and only 6 thousand can enjoy Educational Inclusion (Education Children's Forgotten, in Hendriani, 2011). Meanwhile, according to the latest data, the number of children with special needs in Indonesia reached 1,544,184 children, with 330 764 children (21.42 per cent) were in the age range 5-18 years. Of these, only 85 737 children with special needs who attend school. That is, there are 245 027 children with special needs who have not been educated in the school, either special schools or inclusive schools. (Education Children with Special Needs will Secured, 2012).

Based on the above data, it can be concluded that there are no mengenyum crew members with the best possible education. However, not a few of the students ABK-educated but have not targeted as often happens on inclusive education services, which in practice is still not optimal, there is no adequate -Program program as well as in the implementation of teachers tends not been able to be proactive and friendly to all child. Furthermore, due to limited school facilities, implementation of learning not to use the media, learning resources, and environments that vary according to the needs of children (Sunardi, in Zahidi, 2012).

Ability to read to children is certainly very important to support the children absorb and accept a wide range of science, for the researchers seek to improve the ability to read a subject with a method or approach to individualized learning that can be done or applied to children Slow learner besides of methods thematic applied teachers in the classroom by using the Curriculum 2013, which are still not effective in improving children's ability Slow learner. There are various methods of reading such as phonic method or methods mention the sound the letter in its context can be called a spell. Then there are methods Basar Reader or read the beginning of which is a series of reading activities after his son had done to know and understand the various forms of letters and various series of variations combination of letters into words. And also a reading program with DiStar method where this method is another form of early reading program / starters or bazaar readers (Jamaris, 2014).

From some of the above approach, researchers interested in improving literacy in children slow learner in SDS X Jakarta method of language learning approach (Whole Language Approach) which presents a learning method of teaching the language as a whole, not separately. Whole Language Approach assumes that language is a unity that can not be separated, therefore learning the language component (phoneme, morpheme, clauses, sentences, discourse) and language skills (listening, speaking, reading, and writing) must be presented intact in a real situation (authentic) and meaningful to the learner (Hidayah, 2014).

Theoretical Basis

Reading is one of the skills of language skills. Reading itself according to according to Tarin (1990: 7) is one of the processes carried out and used by the reader to get a message to be conveyed by the author through the medium of words or spoken language. In terms of linguistic reading is a recording and decoding process. Reading is a process that connects the written word with oral language meaning which includes the conversion of paper or mold into meaningful sounds.

Reading is divided into two types described by Tarin (1986: 12-13) as follows::

1. *reading aloud; oral reading*
2. silent reading
 - a. *extensive reading*
 - b. *intensive reading*
 - 1) *content study reading*
 - 2) *language study reading*

Whole Language Approach

According Hidayah (2014) whole language is a way to develop language or teaching the language to do a thorough covering specific to the skills listening, speaking, reading, and writing. These skills have an interactive relationship and whole language is the first key in the School to encourage children to use the language and learn the language in no way separated.

The whole language approach has principles, Eisele (1991: 29-47) states that the principles of whole language approach as follows:

1. Children grow and learn more readily when they are actively invited himself to learn.
2. strategies and their proficiency in complex processes such as reading and writing but should be facilitated by the teacher. They need to be supported psychologically.
3. To build the emergence of the ability to read and write, students should try to emulate the strategy of parents or teachers
4. Teaching to the whole language is based on the observation that many things he learned on students, so teachers need to provide the opportunity and push into the learning process.
5. with the whole language learning stimulate students to learn independently. The task of the teacher providing guidance to students.
6. Teachers and students together to learn and to take risks and make decisions together in learning.
7. he introduces social interaction between students, discuss, share ideas, work together to solve problems encountered in the study.
8. Teachers provide materials to students in the form of tests to be able to distinguish which is not optimal capability and to encourage students to discover and criticize their own weaknesses.
9. combined with learning.
10. Teachers build and develop the kinds of behaviors and attitudes required in students' progress.

The whole language approach has several components as described by Teuku Alam (2007: 14-17), namely:

- a) *Reading Aloud*

- b) *Jurnal Writing*
- c) *SSR (Sustained Silent Reading)*
- d) *Shared Reading*
- e) *Guided Reading*
- f) *Guided Writing*
- g) *Independent Writing*
- h) *Independent Reading*

Characteristics of Whole Language Classroom

According to Tengku Alam (2001: 21-22) there are seven characteristics that signify the whole language classes:

- a) Class that implements the whole language is full of printed material.
- b) In whole language class students learn through a model or example.
- c) In the whole language class students work and learn according to their ability level.
- d) In the whole language class students share responsibility for learning.
- e) In whole language class students actively engaged in meaningful learning.
- f) In whole language class students are free to take risks and experiment.
- g) In whole language class students received a positive response from teachers and his own.

Assessment In Whole Language Classroom

Assessment in the classroom that uses the whole language teachers are expected to always pay attention to all activities undertaken by learners. The assessment can be done during the learning process. Teachers can provide an assessment by watching the students write, listen when learners discuss, both corporately and in class discussions. Assessment can also be done when children play. Teacher attention and provide an assessment of learners when conversing with friends or teachers, even when learners playing and resting teacher can also provide an assessment. Assessment tool that can be used by teachers as sheets observation, anecdotal records, also with portfolio assessment, a collection of the work of the students during the learning activities. With this assessment students' progress can be judged authentic. (Hidayah, 2014)

Slow Learner

According to Ana Lisdiana (2012: 1) the child slow learner experiencing barriers or delays in mental development. According to Nani Triani and Amir (2013: 4-12) slow learner child characteristics can be explained in terms of aspects of intelligence, language, emotional, social, and moral, namely:

- a) Intelligence
- b) Language or Communication
- c) Emotions
- d) Social
- e) Moral

Causes Slow Learner

There are various factors that cause the slow learner child, both environmental factors children up to a factor of damage to the nervous system of children. Here's an explanation according to Howard and Olansky, Kirk Chalager and Lovit (in Martini Jamaris, 2014) regarding the factors that cause learning difficulties, namely:

- a) Damage to the nervous system damage that occurs in parts of the brain, whether the damage occurs in the cerebrum, cerebellum and brain stem will cause the consequences of brain function regulated by the parts of the brain.
- b) Descendants of linkage between environmental and genetic factors influence
- c) Environment Environment really make a difference intelligence.
- d) Effect of Tetratogonic (chemicals / pharmaceuticals)

Furthermore, other factors that may cause the child to be slow learner by GL Reddy, R. Ramar, and A. Kusuma (2006: 11-15) are:

- a. Poverty
- b. Intelligence of Parents and Family Members Amount
- c. Emotion Factor
- d. Personal factors

RESEARCH METHODS

Literacy

Ability to read to be achieved in this research is the ability of a slow learner child in reading by connecting the written word with the meaning of spoken language that includes the conversion of writing or mold into meaningful sound in the form of pengujaan be loud. Comprehension was measured in this study were children can achieve mechanical skills in reading is done by reading aloud (Reading Aloud) at the beginning and end of each session intervention.

Whole Language Approach

This approach is a combination of skills development of children in aspects such as language skills of listening, speaking, writing and reading are carried out separately and is not exhaustive. Learning materials based on themes of interest to be discussed with the child subsequently conducted in the approach language learning is to read aloud, write a daily journal of children, read stories together, read the guidance, read in the liver, read independently, read with the guidance and writing independently then back again to read aloud. This research was conducted for 90 minutes in the first sessions of intervention.

Type And Design Research

Type of Research

This type of research used in this research is an experimental research, where experimental research is the research methods used to find a specific treatment effect against the other under controlled conditions. (Sugiyono, 2011: 72).

Design of Research

The study design according to Mc Millan (Hadjar, 1999: 102) is a plan and structure of investigation used to obtain empirical evidence to answer research questions. This quasi-experimental research design using a single subject (Single Subject Research Design). According to Tawney, et al (1984) Single Subject Research (SSR) is an experimental research conducted to find out the effects of a treatment (treatment) given to the subject repeatedly in a certain time (Sunanto et al, 2005: 53).

Sunanto et al (2005: 54). in Sunanto et al (2005: 54) The research design in the field of experimental behavior modification with a single case in general there are two categories: Design reversal and Design Multiple Baseline.

- a. Design reversal (DeMario dkk ,1994)
 - 1) Design A-B
 - 2) Design A-B-A
 - 3) Design A-B-A-B
- b. Design Multiple Baseline (Johnson, dkk , 2005)
 - 1) *Multiple baseline cross conditions*
 - 2) *Multiple baseline cross variable*
 - 3) *Multiple baseline cross subject*

Prior to treatment or intervention, researchers must first determine the target behavior (target behavior) to be changed. Subject when a non treatment given the symbol "A" and the current state of the treatment given the symbol "B". in this study, the research

design used was ABA reversal design. ABA design have shown a causal relationship between the dependent variable and independent variables. Basically the ABA design procedure was originally the target behavior continuously measured at baseline conditions (A1) with a certain time period after the intervention condition (B). In contrast to design AB, the design of the ABA after the measurement in the intervention condition (B) measurement at baseline conditions of the second (A2) is given. The addition of a second baseline condition (A2) is intended as a control for the phase intrvensi making it possible to deduce the functional relationship between independent variables and the dependent variable.

According to the theory of language learning approach (whole language approach), this approach is a way to develop language or teaching the language to do a thorough covering specific to the skills listening, speaking, reading, and writing. Combined with components such as whole language approach Reading Aloud, Shared Reading, Guided Reading, Journal Writing, Independent Writing, Guided Writing, and, Independent Reading, SSR (Sustained Silent Reading).

This language learning approach will be given to research subjects, where he is a 3rd grade student who has been diagnosed Slow Learner with an IQ score of 72 (in the Binet Scale), so that the provision of language learning approach using the selection of attractive themes and adapted for children child. Furthermore, the provision of intervention by starting reading aloud (reading aloud), then write a daily journal (journal writing) as well as the independent daily journal writing serves to express his feelings, recounted in the surrounding area, expressing the results of studies, and use the language in written form. Furthermore, shared reading, followed by a guided reading, and SSR (Sustained Silent Reading), followed by a guided writing, independent reading and the last repetition on reading aloud. In each intervention session will be given over 90 minutes and conducted over 10 sessions.

Subject of Research

In this research, there is only one subject, which means a single subject. Here is the data subject:

Initials Name	NL
Gender	Female
Date of Birth Place Order in	Jakarta, 21 April 2009
Age	8 tahun
sequence in the family	Anak Tunggal
Formal Education	Sekolah Dasar
Religion	Islam
Family Ethnicity	Jawa
Address	Lebak Bulus
Education	Sekolah Dasar Kelas 3

RESULTS AND DISCUSSION

Slow learner child show that child slow learner takes longer and repeatedly to accomplish the tasks of academic and non-academic. This happened on a research subject who is a slow learner child in SDS X Jakarta. Subjects were students who had entered on the

bench 3rd grade, he was diagnosed as a slow learner with an IQ of 72. However, the slow learner child can still be said to be capable learners, but need to approach and special handling to help him in learning such as reading, writing, and arithmetic.

In the initial survey, the subject has a constraint on the ability to read. The ability to read the subject is still low and still not be able to read fluently, to the 3rd grade level reading skills subjects still belong to the mechanical reading that should have been reached on reading comprehension. According to Broughton in Tarin (2008: 12) read mechanically that is still in the form of the introduction of the form of letters, the introduction of elements of linguistics (phoneme / grapheme, words, phrases, patterns clause, sentence, etc.), the introduction of relationship spelling and sound (ability to vocalize written material), and the extent to slow reading speed. This is supported by results of preliminary observations conducted by the researchers, the results are the subject has been able to recognize letters and the forms of letters as well as mentioning the letters AZ chronologically but in distinguishing letters are often mistaken and still being read combine two syllables like bu-ku and still visible difficulty in reading the three parts of letters, reading ability is still at the level of a slow read and spell.

After conducting preliminary observations researchers chose to give Whole language approach to improve reading skills in children slow learner. Then the data collection for 18 days carried out during a row, with divide into three (3) phases of conditions, namely the baseline condition perteme (A1) for 4 days, followed by state intervention (B) for 10 days and final baseline condition the second (A2) for 4 days. During the baseline condition perteme (A1) and the second baseline condition (A2) researchers only observed the subject in class without providing any treatment, the first and second baseline conditions investigators conducted for one hour in the classroom when the subjects took place. Furthermore, the intervention condition (B) researchers gave Whole language approach by including components of language learning approach itself. first intervention begins by determining the theme of learning, learning theme is determined by the author with a view to the development of social skills subjects are still difficulties in socializing so that after the intervention subject can implement directly in their social environmentA major theme is learning that investigators lift menganai: "me and my friends" where every day there are small themes. On the first day the theme of little discussed is "I have a lot of ability to" further the theme of the second day until the tenth day is "not showing off to friends", "accept the advice of friends", "asking for input", "encouraging a friend who lost", " do not say rude ", " mendorok friend to go forward ", " persevering in adversity ", " wait in line ", and " not jealous ". After establishing small themes at each session intervention, then the intervention at the start by doing the components that exist on the Whole Language Approach the subject of first reading by reading aloud according to the theme connected with a shared reading and Guided Reading. Once the subject of Journal Writing well as independent writing with jointed guided writing, independent reading. The next subject of silent reading and chatting to review the readings with the same reading according to the theme. After the session is complete the intervention subjects were asked to re-read by reading aloud to assess the development of the ability to read the subject after the intervention. The duration of the intervention lasted for 90 minutes every day diruangan BK and conducted over 10 consecutive days, as well as the results of work (drawing, writing, etc.) that are the subject of ongoing interventions made during the process will be on display in the room BK place that has been provided.

The results of the research that has been conducted for 18 days, to be divided into 3 phases to a condition called baseline condition first (A1) 4 days, Conditions intervention

(B), and a baseline condition second (A2) is shown in chart 4.1 for conditions Baseline first (A1), chart 4.2 for the intervention condition (B), and the graph 4.3 for both the baseline condition (A2). Based on the data that has been obtained from the third graph, an increase from the first baseline conditions (A1) in the intervention condition, and remained elevated at baseline conditions of the second (A2). Average number of words read correctly by the subject of the condition of A1 by 39% rising to 71% in the intervention condition (B), in the intervention condition highest percentage reached 93%, while the highest percentage A1 condition is only 44%. Next on the baseline condition of the second (A2) percentage of the average number of correct words read by the subject by 80% so as to keep rising from the phase after the intervention was dismissed.

The result of the first baseline conditions (A1) shows that the ability to read the subject is still low seen when reading the words correctly the subject has not been able to reach 50% read the words correctly in a sentence. Furthermore, on the condition of intervention (B) to provide treatment approach to language learning in it merukan language learning as a whole by merging language skills such as listening, reading, writing and speaking through the components approach to language learning is Reading Aloud, Shared Reading, Guided Reading, Journals Writing, Guided writing, Independent Reading, Independent Writing and SSR (Sustained Silent Reading). Next on the baseline condition the second (A2) a percentage of the average number of correct words read by a subject is above the baseline condition first (A1) and state intervention (B), this shows an increase in the ability of the subject after the intervention phase was dismissed and re-enter the classroom environment.

Based on the above discussion, there is no discernible effect on the baseline condition (A2) compared to the first baseline conditions (A1) which increased by 41% the percentage of the average number of correct words read by the subject. It was concluded that, the subject was able to recognize letters, form letters and read words and sentences but are still at the level of reading slow and simple reading still need to practice to be able to read perfectly and proceed to the stage of reading more of reading comprehension, it is necessary to continuously refined and do exercise continuously with appropriate learning method in accordance with the needs of the subject, because it needs the support of the immediate environment subjects such as parents and teachers of the school to continue to train the ability to read the subject with the Whole Language Approach.

Furthermore, this study also supports research conducted by I Md Arie Kusuma Dwipayana, Ni Wyn Suniasih, IB. Surya Manuaba on Application Effect of Whole language approach Approach To The Indonesian Learning Outcomes in Class V SD in Kesiman in 2013. The analysis shows that there are significant differences Indonesian learning outcomes between the groups studied using the Whole Language approach to group learning to use conventional learning in class V SD Force Dewi Sartika Kertalangu Kesiman Denpasar 2012/2013 school year. It can be seen from the average acquisition value of learning outcomes in the experimental group over the control group = $74.82 > 69.7$ and t-test results obtained by $t = 2.43 > t_{table} (\alpha = 0.05, 58) = 2.000$. Hereinafter in this research is done to slow learner child to improve reading ability. Having a variety of aspects of skill, the whole language approach children's abilities and skills in listening, speaking, reading, and writing developed as a whole or the whole is not in the right split-split or broken it into one entity, the operational and thorough. Kids can form his own knowledge through his active role in the learning process as a whole. (Hidayah, 2014). Then it will be easier for students to learn or improve reading skills by Whole language approach that is comprehensive.

The hypothesis proposed in this study is H_a "There Influence of Whole Language Approach to Improving Reading Ability in Children Slow Learner in SDS X Jakarta" sedangkan H_o "There is Influence of Whole Language Approach to Improving Reading Ability in Children Slow Learner in SDS X Jakarta" , So, the answer to this research hypothesis is H_a H_o accepted and rejected so are Effect of Whole Language Approach to Improving Reading Ability in Children Slow Learner in SDS X Jakarta.

In this study, researchers certainly got some obstacles, such as researchers is difficult to get the data parent because one parent is outside the city and busy working so hard it direct interviews with parents outside of school as well as the limitations of time and consent of the parties concerned. Evaluation can be given in this study is that the application of the intervention is done at a time that is to apply all the components of the Whole Language Approach in each session of the intervention in one day so the child a little trouble and no maximum on the components that have been entered in the (comprehension skills) so it does not maximum. Furthermore, the implementation of the components of the Whole Language Approach can be done by adjusting the stage of development of the ability to read a subject with a fixed thoroughly and not be separated by combining all aspects of language skills (listening, speaking, reading, and writing) as discussed in chapter II.

CONCLUSIONS

These results indicate that the influence of the Whole Language Approach to Slow Learner Children's Literacy with an increase of 41% and the percentage of overlap of 10%. According to the research states that the influence of the Whole Language Approach to Slow Learner Children's Literacy, then the significance of this research is the applicability of the Whole Language Approach method as one of learning methods to improve reading skills in children, especially in children slow learner.

Based on the research results and conclusions that have been described, then there are some suggestions that can be presented by researchers, is as follows:

Theoretical Advice

- a) It is recommended for subsequent research in order to use the method of the Whole Language Approach to enhance the ability of other languages not only reads but like writing, listening and speaking.
- b) Interventions in accordance with the reading skills of children with the components of the Whole Language Approach appropriate and not all at once all of the components in one intervention session but still maintaining the aspects of language learning, namely listening, reading, listening and writing.
- c) Conduct a longer intervention session for the changes to the maximum ability. As well as more innovative and creative in applying language learning approach (Whole Language Approach) to children.
- d) Determine the theme of reading in accordance with the interests of children in order to progress the maximum ability for doing things that are favored by children.

Practical Advice

To Faculty and Teachers

- 1) Can the application of Whole Language Approach in the teaching-learning process both in class and outside of class to be added as a separate program for children Slow Learner, so that children can balance out and participating in learning activities with both while in class. In addition to the Whole Language Approach) The children can absorb knowledge with a

thorough and not be separated so as to create a new atmosphere in the classroom and be a teacher evaluation materials.

- 2) The teacher must understand all the shortcomings and advantages of their students in the classroom, especially in children with special needs such as children slow learner, this time the subject is still in the process of reading ability of mechanical and not in the stage of reading comprehension for the need for the support of teachers continue the Whole Language Approach in the classroom or in extra classes in individual by implementing the components of the Whole Language Approach to improve the ability to read the subject in order to reach the next stage (reading comprehension).
- 3) Use a pleasant themes and language that is more easily understood by the child in the delivery of information and knowledge.
- 4) Adding to the subject of remedial teaching to improve its ability both in reading or in other capabilities.

To Parents

- 1) For parents to give special attention to the subject by asking her to repeat the lesson home by using the Whole Language Approach implement components of the Whole Language Approach reading aloud, writing in a journal, reading and writing with guidance, read and write independently, silent reading and reading collectively together to help subjects to keep practicing to improve his ability, especially in reading skills
- 2) Understanding all the shortcomings and advantages possessed by the subject, so that parents do not impose the will to the subject otherwise parents need to provide freedom to the subject to explore their abilities and participate in collaboration with the school to continue learning methods specifically to the subject, especially the Whole Language Approach to improve reading ability which in turn will adjust apda more knowledge when the subject was able to read and understand a sentence that may eventually support the subject in absorbing knowledge.

REFERENCES

- Alamsyah, Teuku. 2007. *Pendekatan Whole Language*. (<http://teukualamsyah.wordpress.com/pengertiandefinisiipendekatanwholelanguag e.html>, diakses 18 juli 2017)
- Ana Lisdiana. (2012). *Prinsip Pengembangan Atensi pada Anak Lamban Belajar*. Modul Materi Pokok Program Diklat Kompetensi Pengembangan Fungsi Kognisi pada Anak Lamban Belajar bagi Guru di Sekolah Inklusi Jenjang Lanjut. Bandung: Kementerian Pendidikan dan Kebudayaan Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan (BPSDMP PMP) Pusat Pengembangan dan Pt emberdayaan Pendidik dan Tenaga Kependidikan Taman Kanak-Kanak dan Pendidikan Luar Biasa (PPPPTK TK dan PLB).
- Andriani Dina. 2016. *Sekolah Inklusi, Tempat Anak Berkebutuhan Khusus*. (<https://cantik.tempo.co/read/815528/sekolah-inklusi-tempat-belajar-anak-berkebutuhan-khusus>, diakses juli 2019)
- Ankuntono. Indra. 2012. *Pendidikan anak berkebutuhan khusus akan di jamin*. (<http://edukasi.kompas.com/read/2012/05/07/1503545/Pendidikan.Anak.Berkebutuhan.Khusus.Akan.Dijamin>, diakses juli 6 2019).

- Ary, D., Jacob, L.C. and Razavieh, A. 1985. *Introduction to Research in Education*. 3rd Edition. New York: Holt, Rinehart and Winston.
- Asmadi Alsa. 2004. *Pendekatan Kuantitatif Kualitatif dalam Penelitian Psikologi*. Yogyakarta: Pustaka Pelajar.
- Chourmain Imam, Prof. Dr. M.A.S. M.Ed. 2008. *Acuan Normatif Penelitian Untuk Penulisan Skripsi, Tesis, dan Disertasi*. Jakarta: Al-Haramain Publishing House.
- Dantes, Nyoman. 2012. *Metode Penelitian*. Yogyakarta : CV. Andi Offset.
- Dwipayana, I Md Arie Kusuma. Dkk . 2013. *Pengaruh Pendekatan Whole Language Terhadap Hasil Belajar Bahasa Indonesia pada Siswa Kelas V SD di Kesiman*. Jurusan Pendidikan Guru Sekolah Dasar, FIP. Singaraja : Universitas Pendidikan Ganesha.
- Fatoni, Fanny. 2013. *Experimental Research*. Palembang: Universitas Sriwijaya. Hal : 7-11.
- Hariyanto. 2009. *Pendekatan Whole Language sebagai Upaya Peningkatan Kemampuan Menulis Pengalaman dalam Pembelajaran Bahasa Indoensia*. Program Pascasarjana. Surakarta: UNS.
- Hariyanto. 2012. *Whole Language Dan Model Pembelajaran Terpadu*. (<http://hariyantountuksenja.blogspot.com/2012/04/wholelanguage.html>, diakses 18 juli 2019)
- Harjasujana, dkk. 1996. *Membaca 2*. Jakarta: Depdikbud.
- Hidayah Nurul. 2014. *Pendekatan Pembelajaran Bahasa Whole Language*. Terampil. Vol 3. Nomor 3. 77-91.
- Jamaris Martini. Prof. Dr. M.Sc.Ed. 2014. *Kesulitan Belajar : Perspektif, Asesmen, dan Penanggulangan*. Bogor : Ghalia Indonesia.
- I. KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN. 2016. *KEMDIKBUD UPAYAKAN WAJIB BELAJAR 12 TAHUN MELALUI PIP*. (<HTTPS://PSMK.KEMDIKBUD.GO.ID/KONTEN/1906/KEMDIKBUD-UPAYAKAN-WAJIB-BELAJAR-12-TAHUN-MELALUI-PIP>, DIAKSES 6 JULI 2019)
- Kusdiyati Sulisworo. Drs. M.Psi, dkk. 2015. *Observasi Psikologi*. Bandung : PT. Remaja Rosdakarya Offset.
- Margono S. Drs. 2007. *Metologi Penelitian Pendidikan Komponen MKDK*. Jakarta : PT. Rineka Cipta.
- Mary Homman., Weikart David. 1995. *Educating Young Children*, Michigan: High/Scope Press.
- Nurbiana Dhieni, dkk. (2009). *Metode Pengembangan Bahasa*. Jakarta : Universitas Terbuka.
- Pichla, Tami, Jackie Gracey, dan Karen Currie. 2006. *Teaching All Students Staff Guide to Accommodations and Modifications*. Huron Intermediate School District.
- Reddy, G. Lokanadha, R. Ramar, dan A. Kusuma. 2006. *Slow Learners: Their Psychology and Instruction*. New Delhi : Discovery Publishing House.
- Sugiyono. Prof. Dr. 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Suharsimi Arikunto. 2004. *Pengelolaan Kelas dan Siswa Psikologi belajar*. Jakarta : PT. Rineka cipta.
- Sunanto, J. K. (2005). *Pengantar Penelitian dengan Subjek Tunggal*. Tsukuba : CRICED: University Of Sukuba.
- Stewart J. Charles, dkk. 2012. *Interviu : Prinsip dan Praktek*. Jakarta : Salemba Humanika.
- Tarigan, Henry Guntur. 2010. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angka Bandung.
- Thama, Andri. 2014. *Kemampuan Membaca Pemahaman Siswa Kelas VII SMP Negeri 1 Kerkap Berdasarkan Taksonomi Baret Tahun Ajaran 2013/2014*. Program Studi

- Pendidikan Bahasa dan Sastra Indonesia akultas Keguruan dan Ilmu Pendidikan.
Bengkulu : Universitas Bengkulu.
- Triani, Nani., dkk .2013. *Pendidikan Anak Berkebutuhan Khusus Lamban Belajar Slow Learner*. Bandung : PT Luxima Metro Media.
- Wuryanto, Agus. 2010. *Pendekatan Whole Language*.
(<http://aguswuryanto.wordpress.com/2010/08/20/pendekatan-whole-language/>,
diakses 18 juli 2019)