

## Reading Tutorial Program as an Alternative Intervention to Enhance Early Reading Skills in Low Socio-Economic First Graders

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The goal of this study was to see the effectiveness of the reading tutorial program in increasing children reading ability with low socioeconomic status. The reading tutorial program provides a variety of chances to practice and do activities in reading. This program was expected to enhance the children's reading ability. The focuses of enhancement in the children's reading ability were: (1) sight word acquisition and (2) reading fluency. The subjects of this research were first grade students with poor reading ability and low socioeconomic status. This research used an Untreated Control Group Design with pretest and posttest. The result of this study shows that the reading tutorial program is effective in increasing children's reading ability in sight word acquisition (SW) and fluency in word correct per minute (WPM).

*Keywords:* reading tutorial program, reading ability, low socioeconomic status

Tujuan studi ini adalah melihat keefektivan program tutorial membaca dalam meningkatkan kemampuan membaca anak yang berstatus sosioekonomi lemah. Program tutorial membaca ini menyediakan berbagai kesempatan untuk mempraktikkan dan beraktivitas ketika membaca. Program ini diharapkan meningkatkan kemampuan membaca anak. Fokus peningkatan dalam kemampuan membaca adalah: (1) akuisisi kata yang terlihat dan (2) kelancaran membaca. Para subjek penelitian ini adalah siswa kelas satu dengan kemampuan membaca yang rendah dan bersatus sosioekonomi lemah. Studi ini menggunakan desain Kelompok Kendali Tanpa Perlakuan dengan pra-uji dan pasca-uji. Hasil studi ini menunjukkan bahwa program tutorial membaca ini efektif dalam meningkatkan kemampuan dan kelancaran membaca anak dalam penguasaan kata yang tampak dan kelancaran kata benar per menit.

*Kata kunci:* program tutorial membaca, kemampuan membaca, status sosioekonomi lemah

Issues in early literacy mostly occurs in low social economic status population because the lack of stimulation (Elbaum, Vaughn, Hughes, & Moody, 2000). Mastering reading skills in grade 1 students is the key for success (Wasik & Slavin, 1993) that is why literacy problem identification should be assessed as early as possible. From Elbaum's study that said children with low social economic status are more vulnerable to poor reading, the researcher made a study in Gedongtengen Elementary school. This school was chosen because it was chosen by the Department of Education (DepDikNas) to implement the special service class (Kelas Layanan Khusus). Special service class in a program that serves education for children with the

age of 8-12 who have been dropped out or have not got the chance to gain education at school. The purpose of the program is to give a chance for those children to finish elementary education. The criteria for school serving special service class are for urban people who have no access in working therefore abandoning their children. Their source of income are normally from freelance worker at the market, harbor or as a scavenger (DepDikNas, 2007).

According from the Headmaster, Gedongtengen Elementary School consists of 340 students, with 191 students who own *kartu miskin* (a card published by the government stating that they are poor). The school also got sponsored with nutrition program from the government (PMT-AS; Program Makanan Tambahan Bagi Anak Sekolah.)

The author made an assessment to identify reading

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