A ONE-ON-ONE READING CLINIC FOR BEGINNING READERS: A DESCRIPTIVE CASE STUDY CONDUCTED IN ELEMNTARY SCHOOL IN LEMBANG

Sevia Putri Hastuti Juntara[1], Martina Mulyani[2]
STKIP Pasundan, Indonesia
Email: seviajuntara99@gmail.com[1], martinamulyani@gmail.com[2]

ABSTRACT

Literacy is crucial for the height of a nation's civilization. However, Indonesia's literacy rate is still regarded as poor. To address the problem, Kemdikbud creates Kamjar (Kampus Mengajar), a program for college students to help relieve literacy issues in rural areas. Given that many students in remote areas are still illiterate despite having reached school age, the study created reading clinics to encourage students to learn to read by embracing personalized learning principles. Its purpose is to find out how one-on-one reading clinics can assist students who struggle with reading. Four students of an elementary school in Lembang West Jave were selected to participate in the study. Each one has a different age, personality, and different literacy skills. The instructions for those four students were created in such a way as to satisfy their needs. Employing a case study as the design of the research, the study utilized observation and interviews as data collection. The result of the study showed that one-on-one reading clinic can act as a good strategy for helping inconsistent struggling readers. However, collaboration with other peers is still needed to help the beginning readers assess their achievements, agency, and ownership over their learning.

Keywords: *Beginning reader, literacy, one-on-one reading clinic.*

INTRODUCTION

The result of survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019 revealed that Indonesia is in the bottom 10 countries with low literacy levels and is ranked 62nd out of 70 countries (Mailizar, 2013; Stacey, 2011). This is an important concern in the educational environment because if students are not yet able to read, it will hinder students' performance in learning. Students who cannot read have difficulty in understanding the learning material they are studying which ends in a decrease in student learning assessments. Pertinent to the problem, *Kampus Mengajar (Kamjar)* program, one of learning programs that provide opportunities for college students to be involved in the development of education in Indonesia are conducted to help those with literacy and numeracy problem (*Kemendikbud*, 2022)

One of elementary schools in Lembang, one of the regions in West Java area, has been selected as an area for *Kamjar* program. Participated in the program, the students identified that the level of literacy skills of the students in this school are still low even though these students are already in grades 3, 4, and 5, where students at that level are usually at an advanced level in reading. The school has implemented an activity to help stimulate students'

literacy skills that is reading activities for 15 minutes before studying. However, it seemed this activity only worked for those who are able and like to read, not for students with low reading ability.

Based on the problems that occurred in this school, the reading Clinic program that aimed to help improve students' low literacy skills is designed to be implemented intensively. With the account that the targeted students have different levels of reading ability, learning style as well as age, personalized learning was then chosen to address the individual needs, interests, and learning styles (Keefe, 2007).

The research on personalized learning showed that personalized learning is a continuum that ranges from teacher-centered learning to students-centered learning. This continuum attempts to explain how the teaching and learning environments, which comprise local, state, and federal laws and regulations, affect the application of personalized learning (Cuban, 2018). Another research revealing the benefit of personalized learning came from the Rolling Hills Middle School. The research provided a portrait of the possibilities of personalized learning. Personalized learning can promote the development of strong, positive relationships between students and teachers and students and their peers. It can help students become connected learners. By providing them with dynamic, networked, and cooperative learning opportunities that foster the creativity, innovation, communication, and teamwork necessary for the 21st century, as well as critical thinking and problem-solving abilities (Porath & Hagerman, 2021).

In light of the benefits of personalized learning, the study tries to infuse personalized learning by endorsing one-on one instruction into reading clinic and investigate how the students participate in the literacy program

Literacy

Literacy has an important role in the progress of mankind. It empowers and liberates people as it allows people's participation in the labour market and has positive effects on health and sustainable development (UNESCO, 2024). One of essential skills in literacy is reading. Reading is a learning process which has various meaning ranging from the process of matching letters or reciting language symbols (decoding process) (Anderson & Lapp, 1979) to the process of understanding the meaning contained in writing (Finocchiaro & Bonomo, 1973). In essence, the reading which relates to the process of decoding and comprehension shows the continuum and development. Therefore, a psychologist and early childhood literacy expert, (Chall, 1983), in his book "Stages of Reading Development" classify the stages of reading development, including:

Pre-reading (6 months – 6 years)
Jeanne explained that children's basic reading skills are still in their basic stages at this stage. Children can digest the plot of a story when someone reads it to them. So that they can begin to recognize the symbols, letters, and words in the reading. But when children are given books, they will only "pretend" to read the book.

Initial reading and decoding (6-7 years)
At this stage, the child begins to enter the stage of actual reading. Where children begin to recognize letters and sounds. They can even read a simple short text. In case to help improve their reading skills, children are given simple story books for them to try to read independently.

Confirmation and fluency (7-8 years)

At this stage, children's reading ability has increased. They become more fluent, able to interpret a story and relate it to everyday life. For example, stories with the theme of daily activities at home, friendship at school, and other themes that the child often experiences.

Reading for learning the new (9-14 years)

At this stage, children's reading comprehension is much improved so that they can be given various types of reading with more complex reading materials such as newspapers, magazines, and other long reading materials. At this stage, the child also has another goal when reading, such as to increase knowledge insight. Children's abilities can be honed in many ways, one of which is by asking children to make a summary of what they have read.

To help students with varying age ranges and reading proficiency levels, different approaches are required. For that reason, personalized learning is needed to meet each student's need.

An easy approach to describe personalized learning is any attempt to modify instruction based on students' needs and interests (Keefe, 2007). This definition provides a wide array of instructional forms of personalized learning from competency-based learning, multi-aged instruction (or non-graded), to computer-adaptive instruction, or blended/flipped learning (Porath & Hagerman, 2021).

Personalized Learning

In practice, there are four principles of personalized learning: Learning is personalized; Learning is competency based; Learning takes place anytime and anywhere; Students have agency and ownership over their learning (Wolfe & Poon, 2015). The clarification is that before the program takes place the knowledge, skill, and needs of the learner should be identified. Then, there should be a clear goal to achieve that may cover four domains cognitive, intrapersonal, interpersonal, and instructional. Cognitive domain includes things that students need to know, intrapersonal domain covers the abilities that involve understanding and regulating our own thoughts, emotions, behaviors and motivations (Morris, 2023). On the other hands, interpersonal domain relates to the social, personal, and leadership skills. And the last instructional domain means. The final domain, instructional domain refers to the pedagogical techniques that educators are required to use (Wolfe & Poon, 2015).

In particular, when designing personalized learning, this study employed a one-on-one reading clinic with the consideration that the students have different levels of literacy skills as well as needs and characters. The competency to be gained is that student should be able to read or improve their literacy skill, to be more confident to express their voice, and to be more focused on learning. Moreover, in order to fulfil the demands of the children, it is also critical to consider their learning style; in this example, the students are between the ages of 7 and 11.

Learning styles are characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Curry, 1983).

Neil Fleming's VARK model is one of the most popular. Fleming introduced an inventory in 1987 that was designed to help students and others learn more about their individual learning preferences. The VAKT model refers to the four sensory modalities that describe different learning preferences (Cherry, 2023). They are:

Visual

Visual learners learn through seeing. Children who are visual processors tend to observe a parent's or teacher's body language and facial expressions for content and learn through demonstrations and descriptions. They tend to have well-developed imaginations and often think in pictures. Too much movement or action in a classroom may cause distraction for them. For older children who read, written instructions may help clarify verbal directions.

Auditory

Auditory learners learn through listening. Children who are auditory processors learn through participating in discussions and talking things through. Verbal directions may help clarify instructions or written information. Too much noise may be distracting and children with this strength may learn best in a quiet environment.

Kinesthetic

Kinesthetic learners learn through moving and doing. Children who are more kinesthetic learn through physical sensations and may have trouble sitting still for long periods. A hands-on approach that allows your child to actively explore her physical world helps her learn best.

Tactile

Tactile learners learn through touch. Children who are more tactile prefer activities or projects that allow them to use their hands. Your child may prefer doodling or drawing to aid memory.

Students of elementary school whose age are at 7-10 years old are in the concrete operational period. This is the stage at which the child's intellect can function to think logically and objectively about concrete objects. In other words, the child is capable of using logical thought or operations (i.e., rules) but limited to physical objects (hence concrete operational) (Mcleod, 2024). In the reference, the students will learn best when they have hands-on activities, make movements, and act out.

METHOD

This research employed a descriptive case study to describe a real-life phenomenon or intervention (Yin, 2009). Based on the observation, in an elementary school in Lembang District, West Bandung Regency, West Java, there are some students who have low cognitive development as they do not have or have a low level of literacy ability. The study attempted to assist those students to read. After obtaining permission to conduct research, the study carried out a diagnostic assessment to determine the level of literacy ability of the students. The assessment was The Early Reading Screening Instrument (ERSI). ERSI tests children's knowledge of the alphabet of word concepts, finding spelling, and word meanings for decodable and basal words (Lombardino et al., 1999). Four students consented to participate in the study. The following were the literacy levels of participants before joining the reading clinic program.

Table 1. Reading Skill of participants before joining the reading clinic program.

Activity	Participants			
	Student A (aged 9) Initial and decoding stage	Student B (aged 10) Initial and decoding stage	Student C (aged 10) Pre reading stage	Student D (aged 11) Pre reading stage

Assessing Placement Test.	Student A recognizes alphabets (A-Z) but he is not fluent in reading 2 syllables. He needs help reading with spelling methods.	Student B recognizes the alphabet but he is not fluent in reading. He was identified as having difficulty reading words containing closed syllables.	Student C did not recognize the alphabet. She is only able to memorize the sequence of letters from A to Z, but cannot read letters randomly.	Student D only recognizes some alphabets and tends to have difficulty reading letters that have almost the same shape.

Participants in this research are students in the targeted school who experience delays in their reading ability. There were students A (9 years old) from grade 3, B and C (10 years old) from grade 4, and D (11 years old) from grade 5. In total, 4 students became participants in this research. From the table, it can be seen that Even though the pupils were already between the ages of 9 and 11, it is evident that they were still in the pre-reading and early decoding stages.

Having identified the level of literacy ability, students will be guided to learn reading. First, the students were invited to discuss their struggles with learning and express their desire to be able to read. The program began after they agreed to join it. Students had the option to utilize their reading books or choose from a selection of books accessible in libraries during the one-on-one reading clinic.

This reading clinic activity is carried out outside the classroom. the program lasted for approximately 2 months and it took 40 minutes for each meeting outside the class schedule. The program made use the steps proposed by (Meier, 2024) and (Sanchez, 2024). Students A and B who were in initial and decoding stage, were able to select the reading books available for them and take part in the reading game. On the other hand, students C and D who were on the pre-reading stage were allowed to bring their reading books or select from libraries and share the story with the teachers or peers. The followings are the four principles applied in one- on one reading clinic.

Table 2. The domain of personal learning in one-on one reading clinic

Meeting	Cognitive	Intrapersonal	Interpersonal	Instruction
1	• Identifying the literacy level • Sharing common objectives	Thinking about the importance of reading ability	Interacting and negotiating with teachers	Doing ERSI
2-5	Relating the sounds with the letters, syllables, and words	Memorizing sound of letters, syllable, and words	Interacting and negotiating with teachers	Decoding and reading letters, syllables, and words
6-7	Relating the sounds with the letters, syllables, and words	• Memorizing sound of letters, syllable, and words • Assessing the readers own agency and achievement	Interacting and negotiating with teachers, and peers	Decoding and reading letters, syllables, and words

The table posed four domains of personal learning in this study. It can be seen that before the program, the teacher assessed each student's reading level and worked with them to decide on the tasks that would best help them reach their shared objective. One-on-one reading clinic was carried out in the second through fifth meeting. These sessions are intended to prepare the students to read. when the students are confident enough to read, they are asked to read before their peers to assess their agency and ownership (Tullis & Goldstone, 2020). The collaboration with peers was conducted in the sixth and seventh sessions while the final session was for assessment test.

FINDINGS AND DISCUSSION

It has been stated before that one-on one reading clinic was carried out in 8 meetings over 2 months. The first meeting was held for assessing students' literacy level while the final meeting was for assessment. The following is a description of the implementation of the reading clinic program.

Table 3. The Implementation of the Program

Meeting	Student A	Student B	Student C	Student D
1	*Sharing the common objective and assessing the literacy level*	*Sharing the common objective and assessing the literacy level*	*Sharing the common objective and assessing the literacy level*	*Sharing the common objective and assessing the literacy level*
2	• The student could spell the two- syllable words such as *singa, bunyi, bunga* • The student tried to combine double consonant with vowel for example *ny* with *i*, and *ng* with *a* • frequently made stops to decode again	• The student could spell the two- syllable words such as *singa, bunyi, bunga* • The student tried to combine double consonant with vowel for example *ny* with *i*, and *ng* with *a* • frequently made stops to decode again	• student learn to memorize the sound of letter A- J • Student C was able to memorize only 5 letters and easily forgot the letters learned	• The student was able to memorize the targeted letters • The student was easily distracted
3	• The student was guided to read three- syllable words such as *menyanyi, membaca, meraba,*	• The student was guided to read three- syllable words such as *menyanyi, membaca, meraba,*	• The student played flash game to help recall the letters • The student put some marks on the easily forgotten letters For example E has three branches while F has only two	The student played flash game to help maintain the focus
4	• The student forgot how to read the three syllable words so the teachers supply the sounds and The student combined the letter into syllable the student repeated after the teacher • The student	• The student was able to recall how to read the three syllable words • The student made less stops for decoding	• student learn to memorize more sounds of the letter	• student learn to memorize more sounds of the letter • the student felt bored and want to end the reading practice soon

Meeting	Student A	Student B	Student C	Student D
	played tactile game using flash card (finding the letters of the sound cited by the teacher) to help memorize the words and sounds			
5	• The student was able to memorize the words and sounds • The student reread the same passage • The student made less stops for decoding	• The student was guided to read longer words • The student read passage containing more longer words	The student learned to memorize more sounds of the letter and tried to combine into syllable	The student learned to memorize more sounds of the letter and tried to combine into syllable
6-7	• Student A, B and the teachers took turn reading • Student , B and the teacher played reading game (finding out the words in the passage)	• Student A, B and the teachers took turn reading • Student , B and the teacher played reading game (finding out the words in the passage)	Student C and D learned to memorize more sounds by playing game (finding the letter and combining two letters into syllable)	Student C and D learned to memorize more sounds by playing game (finding the letter and combining two letters into syllable)
8	Assessment	Assessment	Assessment	Assessment

The table presented the implementation of one -on -one reading clinic. There are eight meetings altogether. The first meeting is for sharing a common goal between the teacher and students. By doing this, everyone involved can plan the work and maintain accountability (Porath & Hagerman, 2021) . One-on-one reading clinic was conducted from the second through the sixth session, one -on one personalized learning took place to accommodate the students' need. In the eight or final session, the reading examination was conducted. The students were assessed using the same content as the placement test to compare their progress and differences before and after the reading clinic program. From the second through the sixth session, one -on one personalized learning took place to accommodate the students' needs (Cuban, 2018; O' Keeffe & Skerritt, 2020).

Personalized learning was crucial in the study because the four participants had distinct learning styles, literacy levels, age, and backgrounds. The differences among the participants or students resulted in the inconsistency of the beginning reader (Meier, 2024). One student has quite a short concentration span just like student D so he got easily distracted. The student seemed to be so tactile as he said that he liked to move.

T : What do you like doing at home?
D : I just play, Miss. At the evening I usually go to mosque and I have no time
*   for studying*

Student B on the other hand was so quiet and he appeared to be insecure. He stated that he was too shy to ask for help so he preferred to be silent
T : How did you study in the class before?

*B : Because I cannot read fluently, I had better keep quiet when I am studying
        in class*
T : Why did not you ask for help to your teacher?
B : I felt shy, Miss

The other 2 students (A and C) have to struggle with memorizing. Both Student C felt confused when identifying the letters. Student C then became lazy in attending the reading activity while student A always guessed the word / the letters instead of reading them

T : How did you feel when you first took part in the reading clinic program
C : Difficult Miss. I do not know the letters so it makes me dizzy looking at them
T : Do not you recognize the letters at all?
*C : I do not know, Miss. I know the sound but I do not know what form it takes. It is hard
        to memorize it*

Here is student A's feeling about reading longer words

T : why did you always guess the words you are trying to read?
A : I felt confused Miss. In order to be fast I made a guess

The dialogues above illustrate the inconsistency of the beginning readers. The beginning readers feel bashful, uncomfortable and have trouble focusing for extended periods, which is why they act that way.

The students however like playing games when learning to read. They said that they do not get bored easily while learning.

T : why don't you want to study today?
C : Lazy, Miss
T : Why are you lazy?
C : I feel Bored, I do not like studying
T : How do you really want to learn so you do not get bored?
C : Playing games

This finding showed that children do like hands-on activity. They like playing games as they can touch, move, and do something at the same time reading the passage (Mcleod, 2024).

Eventually, although one- on one reading activity is beneficial for beginning readers, however they still need to collaborate with their peers (Christ et al., 2015). Through collaboration, the beginning readers can play games, take turns reading with the teacher and peer, and assess their reading achievement.

*T : How do you feel about your reading ability after participating in the reading
        clinic program for 2 months?*
B : It's fun, Miss.
T : Can you tell us in more detail?
*B : Now I am good at reading. At first, I had difficulty reading, but with my friends help
        me became better at reading.*

*T : How do you feel about your reading ability after participating in the
        reading clinic program for 2 months?*
D : So I can read, Miss.

T : Can you tell us in more detail why this program can help you in learning to read?

D : Because of your help, I can now read. I also feel comfortable asking questions if there is something I don't understand.

The result of the study clearly revealed the importance of collaboration in personalized learning. Students can collaborate for learning, for playing games, and for assessing their own agency and ownership over his learning. The students can compare their achievements with others and it is expected that they can make reflection and better their future performance (Porath & Hagerman, 2021)

CONCLUSION

Personalized learning serves as a strategy for accommodating students' needs. With its four domains, personalized learning can help students with different age, literacy skill, and backgrounds to learn better. Through one-on one reading clinic program. They can learn to read, think about the importance of having literacy skills for their lives, and work together as a team with the teachers, and collaborate with the peers to assess their agency and ownership. In nutshell, Personalised learning allows students to work together with their peers to improve their agency and accomplishment, in addition to exhibiting a simple teacher-student interaction.

REFERENCES

Anderson, P. S., & Lapp, D. (1979). *Language Skilll in Elementary Education*. Mac. Millan.

Chall, J. S. (1983). *Stages of Reading Development*. Mc. Graw- Hill. https://newlearningonline.com/literacies/chapter-15/chall-on-stages-of-reading-development

Cherry, K. (2023). Overview of VARK Learning Styles. *Verywell Mind*.

Christ, T., Wang, X. C., & Chiu, M. M. (2015). Emergent Readers' Social Interaction Styles and Their Comprehension Processes During Buddy Reading. *Literacy Research and Instruction*, *54*(1), 45–66. https://doi.org/10.1080/19388071.2014.968301

Cuban, L. (2018). Second draft: A continuum of personalized learning. Larry Cuban on School Reform and Classroom Practice. . *Now Comment*.

Curry, L. (1983). An Organization of Learning Styles Theory and Constructs. *ERIC*.

Finocchiaro, M., & Bonomo, M. (1973). *The foreign language learner: A guide for teachers.* . Regents.

Keefe, J. W. (2007). What is Personalization? *Phi Delta Kappan*, *89*(3), 217–223. https://doi.org/10.1177/003172170708900312

Kemendikbud. (2022). *Apa itu Kampus Mengajar?* Kampus Merdeka; Indonesia Jaya. https://pusatinformasi.kampusmerdeka.kemdikbud.go.id/hc/en-us/articles/4418812047897-Apa-itu-Kampus-Mengajar-#:~:text=Merupakan bagian kegiatan pembelajaran dan,melalui aktivitas di luar kelas.

Lombardino, L. J., Morris, D., Mercado, L., DeFillipo, F., Sarisky, C., & Montgomery, A. (1999). The Early Reading Screening Instrument: a method for identifying kindergarteners at risk for learning to read. *International Journal of Language & Communication Disorders*, *34*(2), 135–150. https://doi.org/10.1080/136828299247478

Mailizar. (2013). PISA 2013: Lessons for Indonesia. *JaKarta Post*. http://www.thejakartapost.com/news/2013/12/06/pisa-2013-lessons-indonesia.html

Mcleod, S. (2024). The Concrete Operational Stage Of Cognitive Development. *Simply Psychology*.

Meier, J. (2024). How to Read with a Beginning Reader. *Reading Rockets: Launching Young Reader*.   https://www.readingrockets.org/topics/reading-aloud/articles/how-read-beginning-reader

Morris, J. (2023). *What Are Intrapersonal Skills and Why Are They Important?* https://psychometric-success.com/interview-advice/competencies/intrapersonal-skills

O' Keeffe, S., & Skerritt, C. (2020). Exploring teacher identity using poststructural tools. *International Journal of Research and Method in Education*. https://doi.org/10.1080/1743727X.2020.1753691

Porath, S., & Hagerman, D. (2021). Becoming connected learners through personalized learning. *Middle School Journal*, *52*(2), 26–37. https://doi.org/10.1080/00940771.2020.1868058

Sanchez, S. (2024). *25 Effective Ways to Teach Reading to Beginners*. Butterfly Teacher.

Stacey, K. (2011). The PISA View of Mathematical Literacy in Indonesia. *IndoMS. J.M.E.*, *2*(2), 95–126. http://files.eric.ed.gov/fulltext/EJ1078641.pdf

Tullis, J. G., & Goldstone, R. L. (2020). Why does peer instruction benefit student learning? *Cognitive Research: Principles and Implications*, *5*(1), 15. https://doi.org/10.1186/s41235-020-00218-5

UNESCO. (2024). *What you need to know about literacy*. https://www.unesco.org/en/literacy/need-know

Wolfe, R. E., & Poon, J. D. (2015). Educator Competencies for Personalized, Learner-Centered Teaching. *Jobs for the Future & the Council of Chief State School Officers*, 1–54.

Yin, R. K. (2009). Designing Case. In *Case Study Research* (pp. 24–69). https://doi.org/10.4135/9780857028044