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

ability and alphabetic awareness with two first grade classes. From the assessment, it was showed that eight students from both classes (a total of 50 students) experiencing poor reading. Assessments are in the form of alphabet and sight word, which are taken from the first grade *Bahasa Indonesia* text book.

Issues in poor reading are also identified in Gondolayu elementary school during the internship study for master degree in educational psychology, articulation problems and dyslexia students experiencing those problems also has a low social economic status background (Gayatri, L, Y., Adetya, R., & Setiawati, O, R. (2009).

Difficulties in reading become the main cause of failure in school, because reading is one of the basic academic skills aside from writing and counting (Sunardi, 1997). Therefore early identification in reading gains special attention to be assessed as soon as possible when children are experiencing form reading difficulties (Isbani, 1993)

Parents with children of low socio-economic status were found to have less time to spend with their children (Neuman, 2001) in activities such as storytelling before going to sleep, that can develop their children's vocabulary ability which has a long term effect on literacy abilitiy (Tabors, Snow, & Dickinson, 2001).

Reading experience at home differs for children with low socio-economic status (Snow, Burns, & Griffin, 1998). A significant difference has been found between children with low social economic status, middle and high class status (Lonigan, Burgess, Anthony, & Barker, 1998). Children with low social economic status got less stimulation on reading.

Students in low economic status environment experience the lack of education compared to students from a better social economic status (Cartledge, 2002). Children who live in low socioeconomic areas are exposed to diverse kinds of families, environments, and schools and they are vulnerable to poverty, violence, neglected and ineffectiveness of instruction teaching (Gottlieb, Alter, Gottlieb, & Wishner, 1994). One of the drawbacks experienced by students with low social economic status is the limitation on the access to books (Cartledge, 2002).

Students with limited access to books or literacy have lower motivation to read (Baker, Afflerbach, & Reinking, 1996) which influences the students' achievement negatively. Word identification in reading is a complex process that involves various information and stages of analyzes (Barker, Torgesen, & Wagner, 1992; Stanovich & West, 1989). According to Bader (1998) early reading skill that is learned by children is the ability to decode. Children need to decode in order to be able to read correctly. Chall (1996) said that children read by decoding and understanding text. In the first grade, the children are in their initial reading stage, where in this stage, symbols are associated with sound. Children who have not mastered the process of decoding will have difficulties in reading.

Reading instruction as an intervention is used to help children increase their reading ability. Reading ability can be seen by their ability in decoding, fluency, comprehension and prosody (Ehri, Nunes, Stahl, & Willows, 2001). Tutorial reading program is expected to help overcome the risk factors for families (Delquadri & Greenwood, 1995).In the reading tutorial program, a systematic approach was given to instruct the training of phonology awareness, decoding, sight word, and spelling (Juel, 1988; Torgesen et al, 1999). Intervention towards children who risk failing in school can suppress the number of dropouts and shows a positive improvement in academic performance (Slavin, Madden, Karweit, Dolan, & Wasik, 1992; Walberg, 1984). The ideal numbers of students in the reading tutorial program to be effective are 8-10 students (McGill-Frazen & Allington, 1989; Vaugh, Moody, & Schumm, 1998).

Reading tutorial program are given to students who experienced difficulties in reading. Reading tutorial program provides the chance to practice reading effectively. As a result, there is an escalating performance on the student's ability. Children will be corrected directly with a positive feedback from the tutor, which would also increase the children's academic and social performance (Arreaga-Mayer, 1998; Miller, Barbetta, & Heron, 1994).

The author wanted to implement this reading tutorial program to the first grade students who were experiencing difficulties and delays in reading through the reading tutorial program. Then it would be easier to identify reading issues early and find a solution for students with reading difficulties and delays especially for students from low social economic status.

Reading stages in first grade is the initial reading stage (Chall, 1987). At this stage, a child starts to associate symbol with sound. Children will learn to decode and understand text. Children will be aware of the relationship between sound and alphabets. By mastering this ability, children by then can understand the concept of alphabet and letters. Based on several experts opinion (Bannatyne, 1976), factors that influence reading abilities can be categorized into two groups (1) internal factors: physical (eyes and ears), psychological (cognitive and affective), (2) external factors: teaching (teaching method, curriculum, facility); social (teachers, parents, and others.)

Earlier research has documented a positive result in reading tutorial intervention towards the performance of sight word (Butler, 1999), spelling (Delquardi, Greenwood, Stretton, & Hall, 1983), reading fluency (Kamps, Brabetta, Leonard, & Delquadri, 1994; Simmons, D. Fuchs, L.S. Fuchs, Hodge, & Mathes, 1994), social (Cartledge, 2002) and mathematics (Arreaga-Mayer, 1998).

From various forms of intervention, one on one tutoring, class peer tutoring and reading rescue are tutorial programs that were developed to help increase the children's ability in reading and were from low social economic status (National Reading Panel, 2001).

This tutorial program adopts the reading recovery that was developed by Clay (1993). The effectiveness of this intervention has been found in studies on students who were included in the reading rescue program (D'Agustino & Murphy, 2004; Elbaum, Vaugh, Hughes & Moody, 2000; Shanahan & Bar, 1995).

Reading rescue was supported by six studies who studied the effectiveness of the intervention program in increasing children's ability in reading (North American Trainers Group Research Committee, 2006). The six studies are:

(1) An Evaluation of Reading Rescue (Center, Wheldall, Freeman, Outhred, & McNaught, 1995) did a study on reading rescue with 10 schools. Implementation of reading rescue after 15 weeks showed students who were included in the program performed higher than the control group who did not get the reading rescue. MANOVA results shows $p = .026$ for the comparison between the experiment and the control group. A follow up test was given 15 weeks after the reading rescue and still showed the ability in reading. Reading rescue showed an effective long term effect.

(2) Phonological Processing Skills and the Reading Recovery Program (Iversen, & Tunmer, 1993) did a research on 32 groups on first grade students who have high risks in reading difficulties. All 32 groups were assigned with the reading rescue program and used a random quasi method. This study was conducted on 23 schools and 34 classes. The research showed that phonology is supported by reading rescue, which was also applicable with reading and writing.

(3) Reading Recovery: Helping Children at Risk (Pinnel, 1989) did a research that involves 21 teachers, who had been trained for a year. Subjects were taken from six urban schools with high level of low SES population. The study was compared to four groups, (1) reading rescue, (2) regular class, (3) students for comparison, (4) random students. The group with reading rescue significantly showed higher scores than they who have not yet attend a reading rescue. A year later,

a follow up test was given, and still children who have attended reading rescue scored higher.

(4) Comparing Instructional Models for the Literacy Education of High Risk First Graders (Pinnell, 1989) did a research that compared instructional models (a) reading recovery with teacher, (b) individual reading recovery with teacher in short setting (c) reading recovery in groups and (d) small group given with a basic reading skill. The total subjects were 403 students which consist of 238 boys and 165 girls. The research showed that from the four groups, reading rescue came out to be the strongest intervention.

(5) Children's Achievement and Personal and Social Development in a First Year Reading Recovery Program with Teachers in Training (Quay, Steele, Johnson, & Hortman, 2001) did a study to see the development of two groups of children who were at high risk in reading difficulties. Two groups were random by using a quasi random method. Samples were taken from 34 schools. The result showed that students who attended reading rescue were more superior to the control group. The teacher trained for the reading rescue indicates that they were able to teach effectively in that program.

(6) Literacy Teaching of AT-Risk First Grade Students in the Reading Recovery Early Intervention (Schwartz, 2005) did a research on 37 reading rescue teachers, and schools from 14 different regions; 148 students were taken as sample. The results showed that students who attended reading rescue performs better in reading than the control group who did not get the reading rescue program.

In this reading intervention program, the students did four activities, namely reading words, practice reading, understanding text and maintaining their reading ability. The students got a tutor who guided the student in reading. The hypothesis proposed was that reading tutorial program can increase reading ability in low SES students.

Method

This research uses an action research with an ADIEr (Assessment, Diagnostic, Intervention, Evaluation, reflection approach. Action research is normally used to formulate the best policy for the respondent (Koentjoro, 2007).

Source of Data

Subjects of this research were first grade students who were experiencing difficulties and delays in reading and with low socio-economic status, as well. The sam-

ple was taken from the region of Gedongtengen. This school was chosen because it was pointed by DIKNAS to implement the special service class. Subjects were chosen by the references from the teacher who identified them as slow in reading. Their reading abilities were low compared to other students. Subjects who were identified were then given a sight word test (Elbaum, Vaughn, S., Hughes, M., & Moody, 2000). The criteria of the subjects were students who are: (a) aged 6-7 years, (b) has difficulties and delay in reading, (c) there family income were between 300-600 thousand rupiahs a month, (d) have normal eye sight and hearing. (e) has normal intelligence. Informants: Headmaster and first grade teachers. Written documents: teacher notes, observation and interview results. Unwritten documents: subjects reactions in the tutoring process.

Manipulation

This research uses the approach from the Reading Intervention Grouping (Bloiz, Bryant, Kouzekanani, Linan, & Vaugh , 2003) and *Reading Rescue Tutoring Intervention* (Ehri, L. C., Dreyer, L. G., Flugman B., & Gross, A., 2007), where the module for the intervention was based on the principles of both intervention.

In reading instruction, the size of the groups will affect the results of the intervention (Elbaum et al., 2000). A smaller group ratio will increase the probability for higher results in academic success through teacher-student interaction through on task behavior, and monitoring the development of the students (Thurlow, Ysseldyke, Wotruba, & Algozzine, 1993).

The intervention was given by using reading tutorial given by the tutor. The criteria for the tutor were psychology bachelor students who have been trained by the author. The tutor will tutor 10 students. The intervention took 40 minutes for each class. The steps of the intervention were (a) reading fluency. The definition of reading fluency is the ability to read text correctly within 3 seconds of the exposure of the text given (Ehri, Nunes, Stahl, & Willows, 2001). Reading fluency will be done by repeating the alphabet, phoneme and alphabetic sound. This activity was done in five minutes. After that, the tutor gave sight words to be read and was read aloud together in the black board. The words given were in the form of two syllables, this was done in five minutes. The tutor then read aloud a story from a text while the students were asked to follow the text. After that the student was asked to read aloud the text themselves. If the student made a mistake then the tutor correct it immediately, this activity was done in 10 minutes. (b) Phonology awareness is the ability to differentiate the sound and the phoneme from the syllable. The focus of this lesson was to listen more and to say aloud the word given. This activity was done in 10 minutes. (c) Repeated reading, the students are asked to read again the words that were thought for 5 minutes.

Instrument

Screening is done by giving an alphabet test to all first grade students. The test results are then compared with the teachers rating. The students who were qualfied were then given the *Wechsler Intelligence Scale for Children* (WISC) to see their intelligence (Worth, 2005).

The WISC was also used to see their verbal and performance intelligence. IQ criteria were those who scored normal. To identify their ability in reading, sight word and word correct per minute (WPM) tests were given. Worth's research (2005) showed that intelligence related positively with reading ability.

Measurement procedure

The measurement was done and assessed using: (a) Sight word acquisition: the ability to read a word correctly with the maximum reaction time of 3 second on a 35 inch card (Pinnell, 1989). Incorrect response was recorded. The assessment consists of 20 flash cards. A correct response would be scored "1" and an incorrect response would be scored "0", with the maximum score of 20. (b) Reading fluency was measured by how many correct words the student can read from a text, which consists of 68 words.

> *Gagak dan Rusa berteman akrab dengan Monyet. Mereka sering bersama mencari makan di hutan. Setelah kenyang biasanya mereka berisitirahat di pinggir sungai. Mereka terkejut melihat topi hanyut di sungai. "Hai lihat apa itu yang hanyut di pinggir sungai!" seru monyet. "Oh itu seperti topi pemburu!" Sahut gagak. "Celaka, hutan kita kedatangan pemburu, kata rusa dengan cemas. Ayo kita lari menjauh, ajak rusa ketakutan. Pemburu itu tentu mengincar kita.*
> (Gagak yang Cerdik, p. 1, cited from Sutarno, 2003)

A follow up test was given two weeks after post-test was given to see whether the tutorial effect still remains that influence their sight word and word per minutes ability.

Research Design

This research used an Untreated Control Group Design with pretest and posttest. The purpose of this

Table 1

Experiment Design

	Measurement	Treatment	Measurement
KE	O 1	X	O 2
KK	O 1		O 2

Note.

O1= first measurement, O2 = second measurement, X = treatment

KE = experiment group, KK = control group

research was to see the effectiveness of this intervention model. This model was tested so that it can be empirically tested and feasible to implement. The formula to test the effectiveness of this program was by using a repeated measure analyzes.

The study was conducted inside the classroom for 40 minutes a day, three times a week, for four weeks and a total of 12 sessions. In this study the steps that were given were: (1). Preliminary study to portrait the condition of socio-economic status and reading abilities in students, (2) The subjects for the research were taken from the results of the sight word, word per minute, and SES condition, (3). The module used for this intervention was done by modifying *Reading Instruction Grouping* (Bloiz, et al, 2003) and *Reading Rescue Tutoring Intervention* (Ehri et al., 2007) matching them with the student needs, (4). Tutors and observers were chosen after they attended several trainings by the author; all observers were majoring in psychology, (5). Sight word and word per minute as pre- and post-test, (6). Follow up test were given two weeks after the post-test.

Analyzes

Qualitative and quantitative approaches were used in this research. Quantitative method used the repeated measurement and a behavioral approach for qualitative analyzes. The qualitative approach uses the *Response Antecedents Consequences-Strength* (M. Sundel, & S. Sundel, 2005).

Results

The reading tutorial program showed that it was capable in increasing student's ability in reading. There is a difference in the sight word and word per minute score between the experiment and control group, which are presented in Table 2, based on the groups' gender, IQ, SW score and WPM Score. The results of the experiment groups are presented in Table 2 and control group in Table 3. RAC-S analyzes is presented in Table 4.
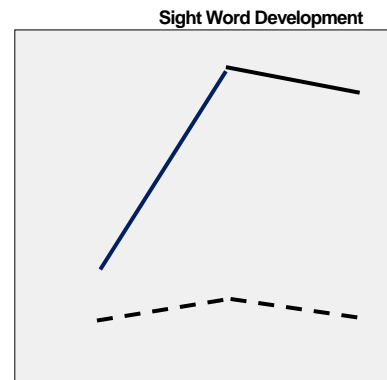

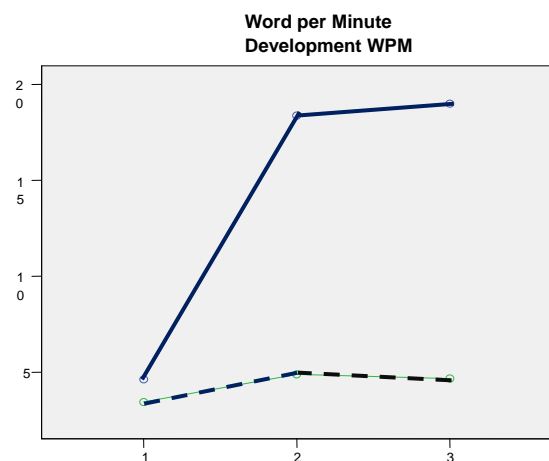*Figure 1.* Development graphic of sight word acquisition

Figure 2. Development graphic of word per minute

In the experimental group there was a significant difference in the mean score from 5.50 (pretest) to 10.88 (post-test) which shows an improvement in sight word after receiving reading tutorial. This improvement is also shown by the improvement of fluency in word per minute from 4.63 (pretest) to 18.36. The control group, shows lower improvement level, sight word 3,45 (pre-test) to 4.78 (post-test). Score difference in word per minute 3.44 (pre-test) to 4.89 (post-test). The follow up results shows an increment mean score of sight word as big as .63 in the control group and .45 in the experiment group. In the reading fluency, the control groups show an increment of .22 and .62 for the experiment group.

Qualitative Analyzes

RAC-S. To monitor the development of the experi-

ment group after the intervention, the author used a RAC-S Analyzes, RAC-S (Response Antecedents Consequences-Strength).(a)Target response: subject are able to identify all letters in the alphabet (b) Antecedents: behavior that emerges when the students were asked to identify the letters and incapable to give the right response. (c) Consequences: subjects who made a mistake were asked to repeat the letter and guided by the tutor to read correctly. (d) Response strength: improvement of knowledge and fluency in reading.

Results shown on Table 5, reveals that the problem in reading were caused by the poor ability to decode the alphabet correctly. Students were having difficulties in reading because they have not memorized the alphabet, therefore troubling them in reading words correctly. The parents' education background would not support them in increasing the children's reading skills; the mothers' education were 50% elementary, 25% junior high, 25% high school, and fathers' edu-

cation: 62,5 % elementary school, 12.5% junior high, and 25% high school.

Discussion

The reading tutorial program is able to increase the ability in reading. These results are similar with the Reading Rescue Tutorial Intervention (Ehri, Dreyer, Flugman, & Gross, 2007) and were proven effective in increasing reading skills.

Students with low socio-economic status when given the reading tutorial program showed a positive improvement in children reading skills. There is also evidence that children from low socio-economic status have little or almost never access to literacy, therefore influencing their ability in reading (Kozol, 1991; Neuman & Celano, 2001).

In the reading tutorial program, the development of

Table 2

Description of the Experiment groups

No.	Subject	SEX	WISC	VIQ	PIQ	Pre		Post		Follow up		Age (y, m)	Mother's education	Father's education
Experiment						SW	WPM	SW	WPM	SW	WPM			
1	A	M	93	101	83	2	3	6	15	5	15	6,10	SD	SD
2	B	F	95	83	93	9	4	20	14	17	12	6,8	SMA	SMA
3	C	F	106	110	100	10	12	20	47	20	47	6,10,	SD	SD
4	D	F	97	95	100	1	1	2	1	2	1	7	SMP	SD
5	E	F	98	86	104	2	1	3	1	3	6	6,2	SMP	SMA
6	F	M	98	91	106	2	3	4	3	3	6	6,10	SD	SD
7	G	M	94	92	90	12	10	20	44	20	47	6,5	SMA	SMP
8	H	F	98	92	104	6	3	12	22	12	18	6,3	SD	SD

Note. M=Males, F= Female, WISC = WISC Intelligence Score, VIQ = Verbal Intelligence, PIQ = Performance Intelligence, WPM = word for minute, SW = Sight word, SD = Elementary, SMP = Junior High School, SMA = High School

Table 3

Description of Control Group

No.	Subject	SEX	WISC	VIQ	PIQ	Pre		Post		Follow up		Age (y, m)	Mother's education	Father's education
Control						SW	WPM	SW	WPM	SW	WPM			
1	I	M	106	97	114	2	2	2	2	1	2	6,2	SMA	SMP
2	J	F	96	97	96	1	1	1	1	1	1	6,1	SMA	SMA
3	K	M	95	89	103	1	1	1	1	1	1	6,3	SMA	SD
4	L	F	92	84	101	9	7	12	17	11	17	6,4	SD	SD
5	M	F	105	101	108	2	2	2	2	1	2	6,1	SMA	SMA
6	N	M	104	111	94	2	2	2	2	2	1	6,8	SMP	SD
7	O	M	98	75	124	5	6	5	6	6	5	6,10	SMP	SMA
8	P	F	103	87	120	6	3	7	3	6	3	6,2	SMA	SMP
9	Q	M	122	101	140	10	7	11	10	10	10	6	SMP	SMA

Note. M=Males, F= Female, (y, m) = year, month, WISC = WISC Intelligence Score, VIQ = Verbal Intelligence, PIQ = Performance Intelligence, WPM = word for minute, SW = Sight word, SD = Elementary, SMP = Junior High School, SMA = High School

Table 4
Descriptive Statistics on the Mean Score

	Pre		Post		Follow up	
	SW	WPM	SW	WPM	SW	WPM
E	5.50	4.63	10.88	18.38	10.25	19.00
K	3.45	3.44	4.78	4.89	4.33	4.67

Note. E = Experiment, K = Control,
SW = Sight word, WPM = Word per minute

reading skills was monitored by using sight word and word per minute (WPM). Sight word was given based on frequent words that were identified by the teacher in the text books. Reading fluency was measured with WPM. According to the National Reading Panel report (2001), the WPM for first grade students were see Table 6. Compared to study above in Table 2, the experi-ment shows a lower score in words per minute. With the highest score of 47 words per minute, and a mean score of 4.63 in Table 4 compared to the National reading Panel which suggest a level of 50 words per minute (Table 6). Experiment group who received reading tutorial program shows an increased ability in reading skills and letter decoding.

The implementation of this intervention is promising. Other factor that also contributes to the improvement of the students was the new situation and teaching atmosphere given by the tutors. The student do not just sit and listen to the teacher, but also has the chance to actively participate and practice during the tutoring program.

Evaluation of the Tutorial Program

This is a preliminary study that tries to implement reading tutorial program after school hours. The factor that was not anticipated that might affect the results was the exhaustion factor of the students after school. The tutorial took place starting from 10:30-11:15 am, where school finishes at 10:15.

The difference in the development process and improvement of the students in the tutorial program, made the students who have already mastered, took less attention to the tutorial and got bored.

Allocation for the study was short (four weeks), but was enough to see the improvement in decoding made by the students. With the limitation of resources, unfor-

Table 5
Development of Letter Identification of Experimental Group

No.	Subject	Experimental Group	
		Letters not yet identified correctly	
		Before intervention	After intervention
1	A	W, X, D, B	X
2	B	Z	-
3	C	Q	-
4	D	I, i, E, ,N L, l, P, p, c, t, J, j, W, X, G, Q, q, Y, g, v, u, d, f,	L,N, p, q, x, t,
5	E	F,N, n ,D,M,R,J,H,Q,p,f,q	Q, p, f, q
6	F	S,F,V,T,W,Y, ,t, m, i, j, x, h	W , x, m, h
7	G	X, q	-
8	H	I, T, L, X, Q, Y, X,Z	-

tunately the intervention could not be extended. Progress would show better improvement with a longer implementation time and conducted continuously.

The material from the module for the intervention was delivered according to the module but faces some obstacles that suspend the continuity of the program, such as, fasting holiday, *pesantren* class. From 12 sessions, 10 sessions were able to be implemented due to the factors mentioned earlier.

Conclusion

The tutorial program is effective in increasing sight word acquisition and word per minute. A significant improvement occurred with the experiment group compared to the control group (Me=10.88., Mk=4.78 Fsw =2.78, $p < .05$; Me 18.38, Mk=4.89., Fwpm, $p < .05$).

We can conclude that students that come from a low socio-economic status are more vulnerable in achieving poorly in academic performance. This also influences the ability in decoding skills with the lack of stimulation in literacy.

The results of the RAC-S in Table 5 show that the basic decoding skills in learning the alphabet is not yet mastered by first grade students. Apart from that, health and accessibility to information and services were also limited.

Suggestion

For first grader parents: Activities in introducing

Table 6
Word Per Minute Study

Recommendation of WPM (Words per minute) according to research by:				Recommendation to be able to read A-Z	
Class	Rasinski	Manzo	Harris & Sipay	Before intervention	After intervention
1	80	30-54	60-90	50	70

and repeating alphabet letters to children will help them increase their skills in reading. It is important to stimulate literacy as early as possible to improve their reading skills. For teachers: The first step in teaching reading to children is to make sure whether every student has the same level of ability in reading. Teachers should also make sure that all students have already known the alphabets correctly and able to decode the letters before teaching them to read. The language skills will mature with time and age but also important to remember that their development differs from one to another, every progress should be appreciated.

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