



## Improving Literal Comprehension Reading Ability through Think-Tac-Toe Learning Strategy in Students with Dyslexia

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### Abstract

*Dyslexia students generally experience problems related to reading comprehension skills, one of which is the ability to read literal comprehension. Based on the results of the assessment, one of the dyslexic students in an inclusive school has a low literacy reading ability. The purpose of this study was to examine the effectiveness of the think-tac-toe strategy in improving literacy reading comprehension of students with dyslexia. Subject selection is done with the ability of children with special needs and as a man who understands literal understanding. Using a single subject research design type A-B-A reversal design. Data were collected by observation and tests. Observations used to observe observations of students' literal understanding during the learning process. The oral test is done by asking the child to mention the answer to the question and the action test is done by asking the child to read the text and the answers on the worksheet given. Data analysis used visual graph analysis which consisted of analysis under conditions and analysis between conditions. The results of the study showed an increase in literal comprehension reading skills after the think-tac-toe learning strategy was applied. It is recommended to teachers that the think-tac-toe learning strategy be used as a new strategy model that is used to help students improve reading comprehension skills.*

**Keywords:** *Think-tac-toe learning strategy; literal comprehension reading skills; student dyslexia*

### Abstrak

*Siswa disleksia umumnya mengalami masalah terkait kemampuan membaca pemahaman, salah satunya adalah kemampuan membaca pemahaman literal. Berdasarkan hasil asesmen, salah satu siswa disleksia di sekolah inklusi memiliki kemampuan membaca pemahaman literal yang rendah. Tujuan penelitian ini adalah untuk menguji efektivitas strategi think-tac-toe dalam meningkatkan kemampuan membaca pemahaman literal siswa dengan disleksia. Pemilihan subjek dilakukan dengan alat identifikasi anak berkebutuhan khusus dan asesmen kemampuan membaca pemahaman literal. Menggunakan desain penelitian subjek tunggal tipe reversal design A-B-A. Data dikumpulkan dengan observasi*

dan tes. Observasi digunakan untuk mengamati kemampuan membaca pemahaman literal siswa selama proses pembelajaran. Tes lisan dilakukan dengan meminta anak menyebutkan jawaban dari pertanyaan dan tes perbuatan dilakukan dengan meminta anak untuk membaca teks dan menuliskan jawaban di lembar kerja yang diberikan. Data dianalisis menggunakan analisis grafik visual yang terdiri dari analisis dalam kondisi dan analisis antar kondisi. Hasil penelitian menunjukkan adanya peningkatan kemampuan membaca pemahaman literal setelah diterapkan strategi pembelajaran think-tac-toe. Disarankan kepada guru agar strategi pembelajaran think-tac-toe dijadikan sebagai model strategi baru yang digunakan untuk membantu siswa dalam meningkatkan kemampuan membaca pemahaman.

**Kata Kunci:** Strategi pembelajaran think-tac-toe; kemampuan membaca pemahaman literal; siswa disleksia.

## Introduction

The prevalence of students with special needs is increasing every year. The data shows that there are 840 regular schools that provide inclusive education in West Sumatra, with a total of 2747 students with special needs consisting of 1736 elementary school education units, 732 high school students, 126 high school students and 153 vocational high school students. According to data from the Ministry of Education and Culture (2019), there were 1507 people who were netted with learning disabilities consisting of 936 in elementary education units, 460 junior high schools, 46 high schools and 65 vocational schools (Kemdikbud, 2019). According to (Pratiwi, 2016) students with special needs have many challenges in implementing inclusive education. The many challenges faced by students with special needs affect the achievement of learning outcomes. Low learning outcomes indicate that the learning objectives that have been designed by the teacher for students have not been achieved. This is in line with the opinion (Mutiaramses, Neviyarni, & Murni, 2021) which states that academic results in learning activities are a form of whether or not a learning goal is achieved. The learning objectives are not achieved because students have not been able to understand the material properly and

correctly, one of which is dyslexic students in the inclusion class.

The low understanding of learning materials for dyslexic students is generally due to their low reading ability, so students will find it difficult to participate in learning activities, especially in reading activities (Afrianti & Marlina, 2021). When students' reading skills are low, students' understanding of the reading content is also low. The low reading comprehension skills for students resulted in them not being able to answer questions or do an assignment related to reading. This also results in low student learning outcomes.

The importance of improving reading comprehension skills for dyslexic students as a benchmark to determine the quality of students after being given learning related to reading sources. In addition, increasing reading comprehension skills for dyslexic students in inclusive classes can also be used as a reference for teachers to design or improve strategies that have been used by teachers in inclusive classes according to the diversity of students. When students' reading comprehension skills increase as evidenced by their ability to answer questions related to reading sources according to indicators designed by the teacher, their learning outcomes in inclusive classes also increase. This is in line with the opinion (Hardison, 2021) which states that when student learning outcomes increase as evidenced by the

achievement of the predetermined minimum completeness criteria, the extent to which students are successful in receiving the learning provided.

The facts on the ground show that the low improvement in reading comprehension skills of dyslexic students in inclusive schools is because the learning strategies used by some teachers are still unable to adapt to the learning needs of students in inclusive classes. This is in line with the opinion (Marlina, Hendrawati, & Kusumastuti, 2019) which states that some teachers in inclusive schools still have a negative view of children with special needs. Generally, in learning activities with inclusive classrooms teachers often use inquiry learning strategies. This inquiry learning process always starts with alternate reading activities, brief material explanations, and ends with working on questions in the student's book. This inquiry learning strategy is indeed used to encourage students to think and carry out activities according to their creativity and independence (Prasetiyo & Rosy, 2021), however, in an inclusive class not all students have above average abilities. There are various special characteristics such as dyslexic students whose academic abilities, especially reading comprehension, are below other students. The application of the inquiry strategy was not effective enough for students with dyslexia related to reading comprehension skills in an inclusive class.

Based on the results of the identification and assessment modified from (Marlina, 2019) there are dyslexic students in grade 5 at SD Negeri 9 Koto Luar who have low reading comprehension skills, especially literal reading comprehension. Students indicate that the development of reading skills is delayed. Students are not fluent in reading a complete story. The time it takes students to read is longer than their friends. When asked about the part that is read, the students will be silent. Students also often make mistakes in reading such as replacing some letters that are not in accordance with

the reading, so that students' reading comprehension is also low. The weak reading ability of students also affects their writing skills. Students need more time to copy their writing, and their writing is less legible.

The implementation of differentiated learning in learning in inclusive classes is motivated by the teacher's response to the diversity of learning needs of students with special needs and regular students in one class. Teachers must understand how all students learn and how they make choices regarding their learning in the implementation of inclusive learning in the classroom. This includes choices regarding how students complete their assignments so that their reading comprehension skills increase. Teachers still have to modify learning in inclusive classes in various activities including content, processes, and products. In addition, teachers can also modify according to the level of readiness, interest, and learning styles of different students (Marlina, 2020)

One of the differentiated learning strategies that is adapted to the way of learning and the choices of students in doing their assignments/learning activities is the think-tac-toe strategy. In addition to being in accordance with the choices of students' choices in their study assignments, the think-tac-toe strategy allows students to improve their reading comprehension skills so as to achieve learning outcomes in accordance with the specified Minimum completeness criteria. This is in line with the opinion (Dirgahayuning, 2017) which states that the think-tac-toe strategy can increase student learning activities so that student learning outcomes increase. In addition, the think-tac-toe strategy can also motivate students, thereby increasing the understanding ability of students in learning activities (Sa'diyah, Rosdiana, & Purnomo, 2020) This is due to the diversity of tasks provided to be done by students according to their abilities and learning needs. In line with the premise of differentiated learning which recognizes the existence of multiple

intelligences rather than cognitive intelligence.

### **Literal Comprehension Reading Ability For Dyslexia Students**

Reading literal comprehension is an understanding of the things the author says or mentions in the reading text that is read (Santosa, 2019). That is, literal understanding is obtained by understanding words, sentences or paragraphs in the context of the reading itself as it is without being developed. Based on the theory proposed by (Afrianti & Marlina, 2021) and supported from the book (Ross, Burns, & Roe, 1984) Related items that must be mastered by someone in reading literal understanding include 5W + 1 H (who, what, when, where, why and how). A reader is required to be able to express the contents of the reading in the form of main ideas, sequences, comparisons, actors in the reading. Therefore, students are given a guide to directive questions that can be used as a guide to understand the contents of the reading in improving literal reading comprehension skills. The guide questions that are generally given are as follows:

- a. Who, to ask the characters in a story, for example people.
- b. What, to ask an event that happened
- c. Where, to ask for a place in the reading
- d. When, to ask the time
- e. How, to ask the order of an event that is in the reading.
- f. Why, to ask the cause of an event in the reading.

One of the characteristics that students with dyslexia have is their low reading ability, including literal reading comprehension. As already explained, literal reading comprehension is a basic level in reading comprehension ability. According to (Afrianti & Marlina, 2021) the low reading comprehension ability is caused by two factors, as follows:

- a. The ability to convert symbols for dyslexic students is still low. As a result, students have not been able to

fully understand the message conveyed by a word.

- b. Students are confused about how to understand a word. As a result, students in learning are less active in participating, and students are still low in focusing on understanding the meaning of reading. The speed of children in understanding reading is also low. This also affects the child's ability to summarize readings, determine main ideas, determine supporting ideas, and integrate reading material with previous knowledge.

According to (Gialluisi et al., 2021) students with dyslexia have characteristics of specific learning disorders as a result of neurological disorders that cause students' reading skills, word understanding, spelling processes to experience difficulties. Based on the above understanding, it can be seen that dyslexia is a special learning difficulty because of an obstacle in the nervous system so that it causes a person's reading ability to be hampered and especially in basic reading skills/reading literal comprehension, causing other comorbidities such as writing and arithmetic difficulties that occur in people who have disabilities. Average IQ even above it.

### **Think-Tac-Toe Learning Strategy Implementation**

The think-tac-toe strategy is based on the theory of multiple intelligences from H. Gardner which emphasizes the differences in intelligence possessed by each person/multiple intelligences. This think-tac-toe strategy is carried out by students choosing their own way to do or demonstrate their respective abilities according to the material being studied, understood, and able to be done. This strategy allows students to be able to choose for themselves how they will present their abilities by choosing three (3) of nine (9) different tasks with the same topic to work on (Markoglou, 2019).

According to (Perez & Dolotallas, 2016) think-tac-toe or tic-tac-toe is a learning strategy by providing choices of nine (9) different tasks formed into 3x3 in the tic-tac-toe table to choose 3 tasks by students sequentially in order to practice the skills they have or demonstrate and expand students' understanding of the concepts of the material taught by the teacher, because the learning process that looks more interactive, interesting and motivates students to complete the various tasks that exist in think-tac-toe (Honarmand, Rostampour, & Abdorahimzadeh, 2015). According to (Marlina, 2020) think-tac-toe learning strategy is a differentiated learning strategy that offers various collections of activities or activities on a learning topic so that students can choose the diversity of the activities offered.

Based on the above understanding, it can be seen that the think-tac-toe learning strategy is a differentiated learning strategy that contains a variety of different collections of activities, consisting of 9 activity boxes but students must complete 3 activity boxes in sequence or form a "three in a" line. row" and can be varied starting from content, process and product so that students can choose as a task to be done according to their abilities and also adjusted to different levels of readiness, interests and learning profiles of students.

According to (Marlina, 2020) the stages of implementing think-tac-toe in learning activities in inclusive classes consist of: (1) Identification of learning outcomes and focus in the classroom, (2) Assessment of students' readiness, interests and profiles/learning styles, (3) Designing nine different tasks based on the knowledge/skills that students do, (4) Organizing Arrange the tasks on a think-tac-toe table by placing the choices of tasks that students must complete, (5) Students selecting and completing three tasks, which one of them should be the main task in the middle box. The three tasks should form a think-tac-toe line. (6) Students who complete one line of think-tac-toe can go

ahead and try to complete more activities and more think-tac-toe.

However, in its implementation in inclusive classes, this Think-tac-toe learning stage can be modified with the following stages:

- a. Allows students to complete any three assignments, even if the completed tasks do not form a tic-tac-toe
- b. Give assignments to students based on readiness.
- c. Make different choice boards based on readiness. (Dyslexic students have options on one option board, while more advanced students have different options).
- d. Create option board options based on learning style e.g. choice boards can include three kinesthetic tasks, three auditive tasks and three visual tasks.

Based on the above understanding, in Table 1 there is a collection of think-tac-toe assignments that are formulated based on indicators designed for dyslexic students in inclusive classes, thus helping them to improve their literal reading comprehension skills. Following are the stages of implementing the modified think-tac-toe strategy:

- a. Applying the intervention stages by explaining the learning materials regarding the concept of applying interrogative sentences (with 5W+1H elements) as follows: (1) Who, to ask the characters in a story, for example people, (1) What, to ask an event that happened, (3) Where, to ask the place in the reading, (4) When, to ask the time (5) How, to ask the order of an event in the reading, and (6) Why, to ask the cause of an event in the reading.
- b. Giving historical story reading texts to students.
- c. Ask students to read aloud the text.
- d. Giving nine (9) optional tasks that students have to do related to the material in reading texts by forming think-tac-toe.

- e. For dyslexic students, they are only required to perform tasks on the colored sections forming vertical and horizontal lines/three in a row.
- f. Other students can do all the assignments so that the think-tac-toe board can be fully filled.
- g. After choosing the think-tac-toe activity, students are given questions/tests to be done related to the reading text.
- h. Students are asked to answer questions related to reading (5W+1H).
- i. Students are asked to write answers under the questions that have been given.
- j. After the questions are completed, students are asked to fill in the gap text related to the reading.
- k. The completed questions are then discussed together.

		ing with sequence	
		8. Difficult to distinguish geometric shapes	

The subjects of this study were dyslexic students aged eleven (11) who were male. The subject already knows the letters from A-Z, can read, but is often wrong in some letters. However, sometimes the subject realizes the error of his reading and repeats the reading correctly. Subjects can read a story text to the end. However, when asked about the reading, the subject was confused and tended to remain silent. Sometimes, when they have been silent for a long time thinking about answers to questions from the text they have read, the subject says "don't know" even though they have tried to read the text again. This resulted in the subject class in learning activities often left behind compared to other friends. Based on the results of the assessment carried out, it was proven that the subject experienced problems in reading comprehension skills that were low at the basic level, namely the ability to read literal comprehension.

## Research Methods

### Research Subject

Student at SD Negeri 09 Koto Luar			
Name	Gender/ Class	characteristics	Identification
M. Fadhil (11 years)	Man/ V	<ol style="list-style-type: none"> <li>1. Ability to read late</li> <li>2. The ability to understand the content of reading is low</li> <li>3. Often misread</li> <li>4. Poor writing results</li> <li>5. Difficult to write straight on unlined paper.</li> <li>6. Difficult to operate counts/numbers</li> <li>7. Often mispronounced</li> </ol>	dyslexia

### Research Setting

The research was carried out at SD Negeri 09 Koto Luar, Jalan Koto Luar, Pauh sub-district, Padang City, West Sumatra Province. This research was conducted in a special room during the student guidance schedule with a special assistant teacher, 1 hour before going home from school Monday-Saturday. The time required to carry out this research is 60 minutes/meeting. In accordance with the protocol imposed by the government against the Covid-19 pandemic for students who have not been vaccinated, the research was carried out in two (2) places, namely a special room and the subject's house, but still in accordance with the guidance hours with the Special Assistant Teacher

### **Target behavior and Measurement**

The target behavior is the ability to read literal comprehension in dyslexic children, including the child's ability to read texts, answer 5W + 1H questions (who, what, when, where, why and how), and students' ability to complete the text of the gaps read. The instrument used in the measurement is based on the theory proposed by (Afrianti & Marlina, 2021) regarding the indicators that a person must master in reading literal comprehension. Meanwhile, the use of think-tac toe learning strategy is based on the theory of multiple intelligences from H. Gardner which emphasizes the differences in intelligence possessed by each person/multiple intelligences. To determine the tasks in think-tac-toe given to dyslexic students, the researcher conducted an assessment using the instrument of readiness, interest, and learning profile (Marlina, 2021a). Target Behavior is measured by the percentage related to literal comprehension reading ability.

### **Experimental design**

The research design used is single subject research (SSR) with the research design used is a reversal design type A-B-A. In this design, at the baseline (A1) stage, the researcher conducted an initial measurement of the ability to read literal comprehension on historical story reading material (target behavior) before being given treatment/intervention continuously and within the specified time until the data was stable. Then, at the intervention stage (B) students are given treatment by applying the think-tac-toe learning strategy in their learning activities. After the treatment is given, it continues to the stage at the baseline (A2) which is given to measure/validate the achievement of reading comprehension ability (target behavior) achieved by students using the given think-tac-toe learning strategy (treatment). Baseline (A2) as a control to find out the conclusion of the intervention

given regarding changes in reading comprehension ability (target behavior) after being given Treatment (Marlina, 2021b).

### **Result and Discussion**

#### **Baseline (A1)**

The phase at baseline (A1) is the initial condition in the child's literacy reading ability before the intervention is given. In this phase, the researcher gave tests in the form of action tests, written and oral tests. For the action test, it is done by asking the child to read the reading text/historical story that has been provided. Meanwhile, written and oral tests are given in the form of questions containing 5W + 1H elements. Observations in the baseline phase (A1) were carried out for 4 meetings. The condition at baseline (A1) shows that the score on the first observation reached 41.67%, including in the low category. In the second observation, 50% results were included in the low category. In the third and fourth observations, the results obtained 58.33% included in the low category. The researcher stopped observing at the baseline condition (A1) at the fourth meeting, because the percentage of assessments obtained from the target behavior related to literal comprehension reading skills had shown stability at a score of 58.33%.

#### **Intervention**

The intervention phase is a condition of applying or giving treatment in the form of assistance using the think-tac-toe learning strategy that is used to help children improve their literal reading comprehension skills. Researchers prepared several tools used in the research including, first, historical story texts, each of which has 5W + 1H elements including (What, Who, when, where, why, and how). Second, a blank line student worksheet in which there are seven (7) numbers. Numbers 1-6 consist of questions 5 W + 1 H and number seven (7) is the story text of gaps. Third, think-tac-toe sheets as a guide

for students in carrying out tasks that are used to help them improve their literal reading comprehension skills before filling out the question sheets.

The first step, the researcher opened the lesson by praying, then doing apperception related to the condition of the child and the learning to be carried out, the researcher explained the rules for implementing learning with the think-tac-toe strategy.

The aim of the researcher is to explain the concept of 5W+1H so that children understand and can answer questions related to these elements. Next, the researcher gives the text reading history stories to children and asking them to read the text. After the text was read, the researcher gave 9 optional tasks that students had to do related to the material in the text reading by forming think-tac-toe in table 1.

Watching historical story videos	Mention keywords in reading	Write keywords into the task book
Circle important words in historical texts	Retelling historical texts	Explain the conclusion of the story
Completing the gaps in the historical story text	Make a short drama about historical stories	Describing cause and effect in historical stories

**Table 1.** Collection of modified Think-tac-toe task

For dyslexic students, they are only required to perform tasks on the colored sections forming vertical and horizontal lines/three in a row. After choosing the think-tac-toe activity, the researcher distributes questions/tests that will be done by students related to the reading text, students are asked to answer questions related to reading (5W+1H) then write down the answers under the questions that have been given. After the questions are

completed, students are asked to fill in the gap text related to the reading. Next, the researcher and the students discussed the questions that had been filled in by the students. Observations in the intervention phase (B) were carried out for six (6) meetings.

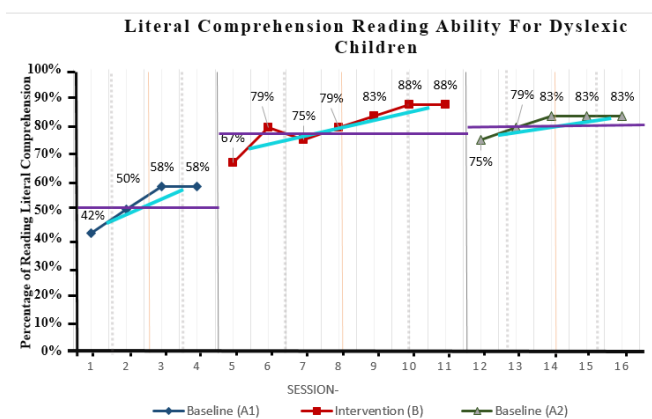
It is known that the students' literal comprehension reading ability after being given an intervention using the think-tac-toe learning strategy has increased compared to the literal comprehension reading ability at baseline (A1). This is evidenced by the stability obtained during the intervention at ten (10) and eleven (11). The percentage of students' literal comprehension reading ability is 87.5%. This percentage indicates that the students' literal comprehension reading ability at the intervention stage (B) is on a high scale based on the student's characteristic assessment (KPD). Because the researcher had obtained the stability of the data in the last three (3) times of the intervention, the researcher stopped the intervention phase (B) at the eleventh meeting (11).

### Baseline (A2)

The baseline phase (A2) is a condition where the child is no longer given intervention/treatment/or assistance related to his literal reading comprehension ability. In Baseline condition (A2), observations were made for four (5) meetings. In the first observation on the baseline (A2) of the eight (8) assessment items the child got a score of 75% which was included in the medium category. The second observation, the child's assessment got a score of 79.16% including in the medium category. The third, fourth and fifth observations got a score of 83.33% including in the high category. Because the researcher had obtained data stability in the last three (3) times of the intervention, the researcher stopped the baseline phase (A2) at the fifth (5) meeting.



## Data Analysis



### Analysis Under Condition

**Figure 1.** Visual Analysis Under Condition Chart

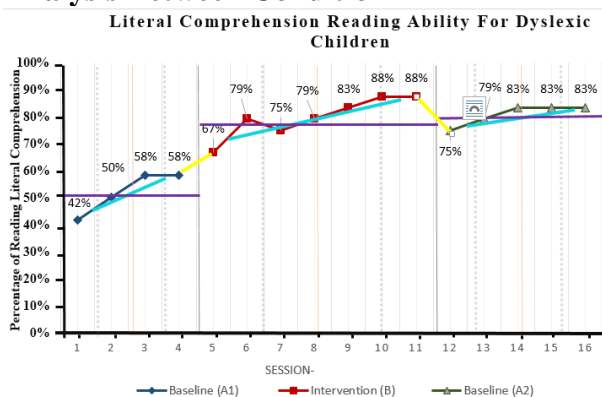
Components in the analysis under conditions by analyzing changes in data on the graph of each condition starting from the baseline (A1), intervention (B), and baseline (A2) phases. There are several components of the analysis under conditions including the length of the condition, estimated directional trend, stability trend and percentage of stability range, data trace, Stability Level and range and Change level. The first meeting (1) Baseline (A1) students with dyslexia have not been able to answer and write down the questions given to them, related to items (what, who, why and how. The second meeting (2) students have not been able to fill in the rombang story text and question items (who, where, why, and how) is evidenced by students answering "don't know" or "silence". At meeting 3, students' reading ability is still in the category of being able to help, because in reading, there are words that are still wrong when students read, for example "land" became "planting", "palembang" became "salembang" etc. Answers to questions with items (who, why, and how) also students only answered "don't know" or "silence". the same as the previous meeting, students' reading ability is also still in the category of being able to help, because in reading, there are words that are still wrong when students read, for example "trader" becomes "sword", "then" becomes "open" etc.

Answers the question on the item (what and who) is still wrong and on the item (why and how) the child forgets. The condition at baseline A1 was dismissed at the fourth meeting (4) because there were stable results at a percentage of 58%.

The first meeting (1) in the intervention condition (B), students' reading ability is still in the category of being able to help, because in reading, there are words that are still wrong when students read such as "party" becomes "option", "against" becomes "determined". ", "multatuli" becomes "through" etc. However, only the questions on the items (when and how) were still unanswered by students with dyslexia. In the second meeting (2), only questions on the item (why) could not be answered. The third meeting (3), zero (0) questions that students with dyslexia cannot answer. The fourth (4), fifth (5), sixth (6) and seventh (7) meetings were only questions with items (why) that dyslexic students could not answer when given the intervention. research on intervention conditions was stopped at the seventh meeting (7), because it has shown stability with a percentage of 87.5%.

The first meeting (1) in the baseline condition (A2), the researcher re-measured the students' literal reading comprehension skills after being given an intervention in the previous condition. Students' reading ability is still in the category of being able to help. Students have not been able to answer questions on items (why and how), then at the second meeting (2), third (3) and fourth (4) students have not been able to answer questions on items (why), while at the fifth meeting (5) students have not can answer questions on the item (how and why). The research on the baseline condition (A2) was stopped at the fifth meeting (5) because it has shown data stability with a percentage of 83%.

### Analysis Between Condition



**Figure 2.** Visual Analysis Between Condition Chart

Components in the analysis between conditions include the number of variables, changes in the direction of the trend and its effects, changes in stability, changes in level and percentage of overlap. There is a comparison between the baseline condition (A1) to the intervention to the baseline (A2). It is known that in the baseline condition (A1) the fourth meeting (4) students' reading ability is also still in the category of being able to help, because in reading, there are words that are still wrong when students read, for example "trader" becomes "sword", "then" to "open" etc. The answers to questions on items (what and who) were still wrong and on items (why and how) children forgot, when compared to the intervention conditions at the first meeting (1) there was an increase in literal reading comprehension skills when the intervention used think-tac-toe. At the first meeting (1), only items (why and how) could not be answered by students. This shows an increase in literal comprehension reading skills when given the intervention. The percentage at the seventh meeting (7) in the intervention condition (B) also showed an increase in the highest percentage reaching 87.5% with the only item that students could not answer was the item (why). The increase occurred because when the researcher gave the intervention, dyslexic students were taught material

concepts related to question words and were supported by a think-tac-toe strategy that helped dyslexic students to remember/understand reading sources. The study was continued to the baseline condition (A2). The comparison between the last meeting of the intervention condition and the first meeting of the baseline condition (A2) decreased. This is because dyslexic students no longer receive intervention, but the decreased percentage in condition (A2) is still higher than the baseline condition (A1)

### Discussion

The research, which was conducted to determine the effectiveness of using the think-tac-toe strategy in improving literacy reading comprehension skills for dyslexic children, lasted approximately two months with the research location at the child's home. Researchers took data by observing children's reading comprehension skills before, during, and after the intervention was given using the think-tac-toe learning strategy.

Generally, the facts in the field are related to the low literacy reading ability of dyslexic children in inclusive schools because the learning strategies applied to students do not accommodate their learning needs. The learning process in inclusive classes by teachers always starts with alternate reading activities, brief material explanations, and ends with working on questions in student books related to reading (Prasetiyo & Rosy, 2021). Meanwhile, for students with dyslexia, they need several tasks that can support them to remember a reading due to the obstacles they have. Finally, the assignments given to dyslexic students related to reading were not done or only copied from their friends' assignments. This is what makes researchers want to help dyslexic students in improving their literal reading comprehension skills. The strategy used by researchers in improving memory related to reading so that students understand reading through various activities/collections of

activities is using the think-tac-toe differentiated learning strategy.

The novelty of this study is the use of a think-tac-toe differentiated learning strategy that can be modified according to the abilities, interests and profiles of each dyslexic student so that it can be used to improve the literacy skills of students who are still low, especially in inclusive classes. In addition, the novelty of this research is the existence of think-tac-toe which contains various collections of activities and in it there are tasks that can be done by dyslexic students and classical students because they have been modified by researchers.

The results of research related to the think-tac-toe learning strategy have also been studied (Sa'diyah et al., 2020) with the results of research that the think-tac-toe strategy has a good or effective influence on students' understanding of material concepts. In addition, think-tac-toe is also effectively used in increasing vocabulary for students (Hasanah, 2021), and is used to increase readiness and motivation in language teaching (Markoglou, 2019), and is supported by research (Cook, 2020) with The results of the study show that the think-tac-toe strategy is also proven to increase students' learning motivation because there are various choices/collections that students can choose from in learning. The think-tac-toe strategy also has a positive effect on learning vocabulary for beginners because the learning process looks more interactive, interesting and motivates students to complete various tasks in think-tac-toe (Honarmand et al., 2015).

Research related to the think-tac-toe learning strategy that is applied based on the abilities, characteristics and learning students in regular schools providing inclusive education. This is evidenced by the data processing obtained by the researcher, showing an increase in the participants' literacy reading ability before being given the intervention and when given the intervention using the think-tac-toe strategy. The existence of positive

feedback in the form of increasing the ability to read literal comprehension of dyslexic students can be a new strategy that can be used in improving reading comprehension skills that are tailored to the characteristics and learning needs of dyslexic students.

### Conclusion

Based on the research conducted, the researcher concludes that the think-tac-toe learning strategy has a positive effectiveness in improving literal reading comprehension skills. This positive effectiveness is evidenced by the increase in students' literal comprehension reading skills, when given interventions using strategies to help dyslexic students remember reading from the source through various tasks designed in think-tac-toe. In addition, the think-tac-toe strategy is suitable to be applied in inclusive classes because this strategy is a differentiated learning strategy whose implementation is always adjusted to the abilities, interests and diverse learning profiles of students in inclusive classes.

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