



Improving Beginning Reading Ability for Dyslexic Children through Letter Puzzle Media in Class IV SDN 08 Sarilamak

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Abstract

This research is motivated by the problems that exist in the field, namely a child with learning difficulties who have difficulty in reading (dyslexia) who is in fourth grade at SD N 08 Sarilamak. Children have problems reading words with KV-KVK patterns so that children cannot follow the lessons at school. This study aims to improve children's ability to read early, especially reading words with a KV-KVK pattern. This research is an experimental study in the form of single subject research (SSR) with an A-B-A research design, the subjects in this study are dyslexic children with problems in early reading, especially in reading words with KV-KVK pattern. Data collection techniques in this study used test instruments and documentation of the ability to read words with KV-KVK patterns in children. Data analysis techniques in this study used analysis techniques under conditions and analysis between conditions.

Keywords: Letter Puzzle, Beginning Reading, Dyslexia

Preliminary

Education is a conscious activity that aims to form a person who is intelligent from all aspects of social, economic, intellectual, and emotional behavior. The purpose of national education contained in Law No. 20 of 2003 article 3 states that education aims to develop abilities and form a character of faith and noble character in order to become a democratic and responsible citizen. Education is a matter for every individual, both normal individuals and individuals who have obstacles or limitations such as children with special needs.

Children with special needs are children who experience abnormalities in their growth and development, both physically, physically, mentally, intellectually, and emotionally so that they

require special services (Mahesa & Damri, 2013). One type of child with special needs is a child with learning difficulties. Learning difficulties are a disorder in one or more academic fields both in reading, writing, and arithmetic or even in general abilities such as listening, speaking, and thinking (Patrizal & Damri, 2013).

Reading is one of the keys in children's learning at school. Reading activities are divided into two parts, namely preliminary reading and advanced reading. However, in everyday life, not all children have the ability to read well, there are still many children who have problems in the field of reading, including early reading. Many children are already in high grade but their reading ability is still stammering and even can read simple words.

From a preliminary study conducted by the author at SD N 08 Sarilamak, there are fourth graders who are still unable to begin reading. Children are not yet able to read words with letter patterns KV-K-V-K and these results are obtained from the results of assessments of children and interviews with classroom teachers.

Puzzle is a media that has a disassembly system, which is interesting for students, and is used to facilitate learning to recognize letters. This letter puzzle media trains students in solving a problem, accuracy in sorting letters, choosing letters on the media, and can also train patience in children. This letter puzzle has a variety of shapes and materials. The shape of this letter puzzle is in the form of normal letters, some are modified by combining images of animals, plants, and other objects. The materials for this puzzle are of various kinds, including wood, plastic, paper, and others (Sari & Hasan, 2013).

Letter puzzles are media in the form of disassembly and interesting for students that are used to facilitate learning to recognize letters. This media trains students' ability to solve problems, accuracy in arranging, choosing letters in puzzles, and train children's patience (Husna, 2019).

The benefits of letter puzzle media (Sugiyono, 2014), including sharpening students' hearing and motor skills, increasing student vocabulary, can increase student focus, can help students solve problems obtained, train students' social development.

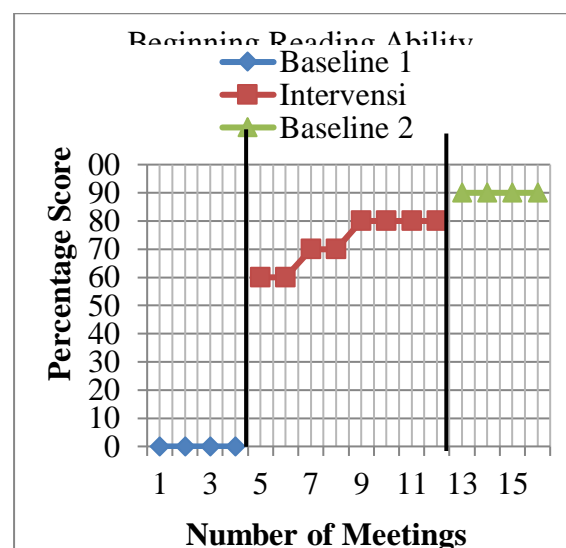
In this study, the letter puzzle will be adapted to the material that will be taught to dyslexic children, namely early reading, especially reading words with CV-CVC patterns. The display of this letter puzzle will be designed as attractive as possible so that it will foster children's interest and motivation in learning. It is hoped that the use of this letter puzzle can improve children's reading skills in reading words with KV-KVK patterns.

Method

Researchers will use quantitative research with the type of experimental research in the form of Single Subject Research (SSR). This study uses an A-B-A design, Phase (A) is the baseline phase, phase (B) is the condition where the intervention is applied to the subject, and phase (A) is the condition where the intervention is not re-applied to the child (back to baseline). The research subjects in this study were fourth grade students at SD N 08 Sarilamak with the initials A, gender female. The analysis technique in this research is analysis in conditions and analysis between conditions.

Results and Discussion

This research was conducted in 3 phases with 16 meetings. The baseline phase (A1) was conducted in 4 meetings by observing the child's ability to read words with a KV-KVK pattern, the intervention phase (B) was conducted 8 times by observing the ability to read words with a KV-KVK polo using letter puzzle media, and the baseline phase (A2) was conducted in 4 meetings, observing the children's ability to read words with a KV-KVK pattern according to using letter puzzle media. The results of data collection from each phase can be seen from the following graph:



Graph 1. Conditional A1 - B - A2

Based on the graph above, the student's ability in the baseline phase (A1) shows a percentage of 0%, 0%, 0%, 0%, in the intervention condition (B) the child's ability has increased with a percentage of 60%, 60%, 70%, 70%, 80%, 80%, 80%, 80%, at baseline (A2) children's abilities showed improvement in the previous phase with a percentage of 90%, 90%, 90%, 90%.

Based on the results of the analysis, it is proven that the letter puzzle media can improve early reading skills, especially reading words with KV-KVK patterns in dyslexic children. This is evidenced by the data before and after the intervention using letter puzzle media.

Conclusion

This study aims to improve early reading skills by using puzzle media for dyslexic children. This study was carried out in 3 phases, the baseline phase (A1) was the initial condition which was carried out for 4 meetings, the intervention phase (B) was the phase where the subject was given an intervention using letter puzzle media which was carried out in 8 meetings, the baseline phase (A2) was the phase after the child The intervention was carried out in 4

meetings. The percentage made during the study increased. This proves that the child's early reading ability increases.

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