



Improving Early Reading Ability Using Flash Card Media for Class V Mild Mentally Retarded Students at SLB Negeri Merangin

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Abstract

This research improve early reading skills and also to see whether the provision of *flash card* can be influential or effective in overcoming reading difficulties in mild mentally retarded students at SLBN Merangin. This study uses an experimental approach in the form of a *single subject* (SSR) using the ABA design. The subject in this study is a child with mild mental retardation. *The target behavior* in this study was to improve early reading skills. The data analysis technique used is the visual graph technique. The result of this research is that giving intervention using *flash card* can improve reading ability in mild mentally retarded students at SLBN Merangin. The results of this study are that in the first stage, the *baseline* (A1) obtained the final percentage of 47%, the intervention stage and the baseline (A2) had obtained the percentage of 100%.

Keywords: *Early Reading; flashcard media; Mild mental retardation*

Introduction

Farida Rahim (2009: 2) defines that: "Reading the beginning is where there is a recording and decoding process. Recording is the process of recording words and sentences, then connecting them with sounds that match the existing letters. While decoding or encoding refers to the process of translating graphic sequences into words. The emphasis on reading at this stage is the perceptual process, namely the introduction of the correspondence of a series of letters with the sounds of language.

Reading is one of the highest functions of the human brain and a complicated process that involves auditory (hearing) and visual (sight) activities to derive meaning from symbols in the form of letters or words. Beginning reading is reading skills that are prioritized on basic level reading skills, namely recognizing language sound symbols and series of letters and then connecting with the meaning of each series of letters. Reading is a process of

interaction between the reader and reading material. A good reader must be able to recognize the elements of reading (letters, syllables and words and sentences), then recite them and understand their meaning (Budi Rahman, 2014).

Mild mentally retarded students are mentally retarded students who are unable to attend education programs in regular schools, but have abilities that can still be developed through education even though the results are not optimal. Salim Choiri and Ravik Karsidi in Sugiyartun (2009: 30) state that mild mentally retarded students are students where mental development does not take place normally, as a result there is an inability in the intellectual, volitional, taste, social adjustment and so on. have intellectual disabilities, where children have IQs below the average of 50 to 70, so they need special services in their learning. (Oktasesa et al., 2013) According to Tin

Suharmini (2009: 70), mild mentally retarded students can be taught academically through special education. Academic abilities here are for example reading, writing, simple arithmetic. According to Munzayanah (2000: 23) the characteristics or characteristics mild mentally retarded children, are as follows: "Children with mild mental retardation can be trained on light tasks; have limited abilities in the intellectual field so that they can only be trained to read, write and count to certain limits; can be trained to do routine jobs and skills; have speech direct speech disorders, making it difficult to communicate; and children with mild mental retardation are sensitive to disease.

Based on the preliminary study identified a nine-year-old female student, with the initials k who had difficulty learning to read during the learning process, the researchers found that student k always tried to avoid when he got a reading assignment, several times the researchers found student k just sitting quietly and confused on his bench when he got the opportunity to read textbooks aloud alternately with their classmates. In order to strengthen the statement of the problem above, the researcher conducted an initial reading ability assessment of student k, with the items of the assessment instrument for mentally retarded children, in this instrument the researcher assessed the items of the initial reading instrument. , out of 60 items, there are 10 items that children know, namely children can show and mention vowels a, i, u, e, and o , children cannot name and show bilabial consonants namely b, p, m, w, and the child can not mention the combination of vowels and consonants bilabial. Reading errors that occur, if left unchecked, can cause meaninglessness of the words read. So that students need guidance to be able to read words with correct pronunciation, especially words that have vowels or consonants in them, which are part of the initial reading ability.

Researchers conducted interviews with classroom teachers. From the results of interviews conducted by researchers with class teachers when class hours are over, it is known that student k is a quiet child, it takes a lot of time for student k to read, often makes mistakes when reading and the sound issued is very low. The average acquisition of student learning outcomes k is still low from the KKM

(Minimum Completeness Criteria) which has been set by the school with a value of 70, especially in Indonesian lessons often students k get a score of 65. Even during online learning at home, student k never collects Duty. The teacher has tried to provide additional lessons during out-of-play hours but there has been no significant change in student K.

In this study, researchers used picture card media as a medium that can assist teachers in delivering learning by reducing limitations in delivering material, besides that picture media can provide complete details of what will be conveyed so that children can easily remember it.

Method

The type of research used is an experiment in the form of a single subject research. The research uses one of the designs, namely the ABA design. SSR is an experiment in the form of an ABA pattern with the reason that the subject of this study is one child (single) Single Subject Research or a single subject is used as an experimental design, with the aim that the influence of the intervention given to individuals within a certain period of time can be repeatedly identified (Damri, 2018).

Result and Discussion

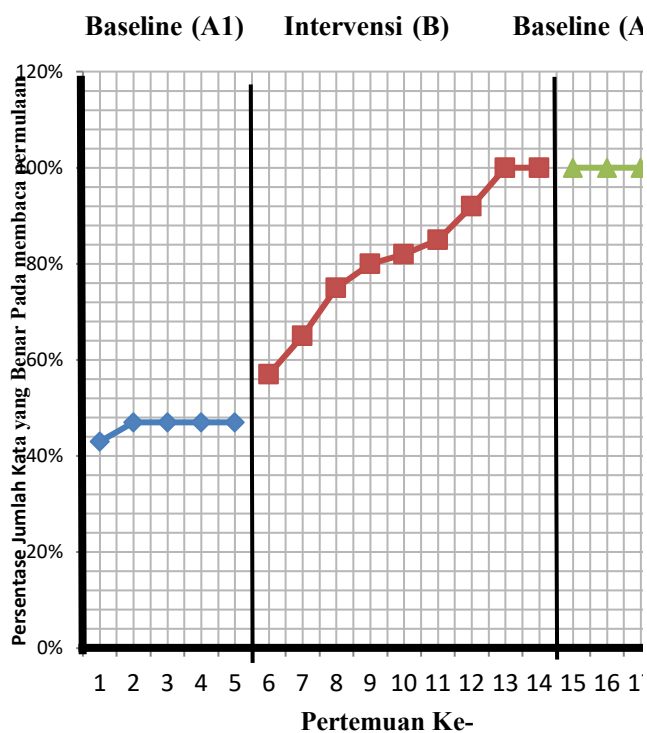
This research consists of three stages. The first stage, namely the baseline (A1), this stage is before being given treatment, what he did was only observing the subject's initial ability to recognize letters. At this stage, 4 meetings were held by observing the child's initial abilities before being given the intervention. The first meeting was held on June 16, 2022 with a gain of 43%, the second meeting was held on June 7, 2022 with a gain of 47%, the third meeting was held on June 8, 2022 with a gain of 47% and the fourth meeting was held on June 9, 2022 with a gain of 47 %.

The second stage, namely intervention (B), this stage is when the child's condition is given treatment using flash media card . Learning to use flash card by recognizing letters based on letter prefixes. This meeting was conducted 10 times with percentages of 56%, 64%, 74%, 80%, 82%, 84%, 92%, 100%, 100%, 100%. Because on the eighth to tenth day the children had

obtained stable results, namely 100%, the researchers stopped the intervention.

The third stage, namely baseline (A2), this stage is observing the condition of the child after being treated using flash card. Baseline (A2) is a condition where the child is no longer given treatment. This condition was carried out 4 times with the same score of 100%. So with this stability the researchers stopped observing.

Graph 1. Percentage of Correct Words at Early Reading



The Knot

Based on the results of the study, it showed an increase through the flash card in improving early reading skills for mentally retarded children. This is proven based on graphs and data analysis techniques under conditions and between conditions obtained through percentages during the intervention (treatment) process. media flash card also gives more enthusiasm for learning, as evidenced by interest in learning the subject at the time of the research.

Based on this, it can be concluded that using flash card media can improve the ability of mentally retarded children in class V SDLB at SLB Negeri Merangin, Merangin Regency, Jambi Province.

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Author Profile

My name is Nelly. I was born in Kerinci, July 12, 1988. I am a student of Special Education at Padang State University. Previously I had earned my bachelor's degree majoring in Mathematics Education and currently I am completing my studies majoring in Special Education to get my linear degree because I am currently a teacher at an Extraordinary School.