



Improve your Reading Comprehension Using POP Up Book Media in 2nd Grade of Deaf Children at Plus Marhamah Elementary School: Single Subject Research

Afrila¹, Damri²

¹Special Need Education, Padang State University, Indonesia

²Special Need Education, Padang State University, Indonesia

E-mail: 1afrilaapril8@gmail.com , 2damrirjm@fip.unp.ac.id

Receive: 17/08/2023

Accepted: 17/09/2023

Published: 01/10/2023

Abstract

This research own the aim of improving reading comprehension skills using pop - up books for deaf children . Researcher do observation and with the result that a deaf child in grade 2 elementary school is difficult in reading comprehension . Child to be subject in researcher t ian This only can answer 1 of 10 questions given . _ This problem is due to the difficulty of children communicating due to their limitations and also the lack of media used when learning at school . The use of this pop - up book can help children to understand the meaning of reading because of the raised pictures on the book . In this study using the single subject research (SSR) method with ABA design . Child have an average level condition A1 ie 1 9 , the average level condition B is 75.5 , the average level condition A2 is 90 . From the results analysis of the data showing that Children's reading comprehension ability increases when using pop - up book media.

Keywords: reading comprehension, pop - up book, deaf

INTRODUCTION

Special education generally interpreted as a given educational process _ to needy child _ education in a manner special or child who has obstacle in carry out normal, and necessary learning accompanied in a manner special .(Damri, 2019). A child with special needs own a number of types, one of which is deaf. Deafness itself can be interpreted as a condition where a person's hearing loss is complete or partial, which is caused by many factors and makes the person experience obstacles not only in hearing but also in communicating and interacting with the surrounding environment, so that deaf people must be given special services and

attention. from the beginning. (Nengsih & Iswari, 2019)

In learning, reading comprehension is very important. Reading comprehension is the ability of someone who reads to convey Return the content of the reading in the form of opinion, expository, or describing a topic reading. (Aulia, 2012)For the deaf, reading comprehension is something that is irreplaceable in language development, because this ability is the basis for obtaining further abilities. A number of type read understanding explained by _ (Kholiq & Luthfiyati, 2020) among them is literal, interpretive, critical and creative understanding.

Based on the preliminary study that the researchers did in the form of

observation in elementary school Plus Marhamah Padang, researchers met a deaf child who was in grade II aged 8 years. The child with the initials F is male who has a normal physique but has hearing problems. The child has a low learning score, especially in learning to read and understanding reading results. When looking at the child's report card, it turns out that the value that is below the KKM is 40, while the KKM that must be achieved is 75.

Based on the interviews the researcher conducted with the class teacher, it turned out that F had difficulty understanding the text he had read, he was unable to describe the results of the reading. The class teacher stated that in the learning process the children were less enthusiastic and their focus was easily diverted by other things. The teacher is having a hard time

Teachers have difficulty teaching reading to children, because children often leave the classroom when it is during reading class. The teacher also does not use attractive media to make it easy and fun for children to learn to read. The teacher only uses reading textbooks such as theme books that are usually in school, so that children are less interested in the learning process. As a result, children like to go out of class because they are not interested in learning and do not understand what they read in class, when learning to read takes place. The class teacher also explained that the child could read fluently but was only able to read what was in the text without being able to describe what he had read.

The media used by teachers at school only use textbooks / textbooks to increase children's understanding so that children are not interested when learning takes place. Meanwhile, media is an indispensable tool for learning and media must also be adapted to the needs of children so that the learning process is optimal. Based on the explanation above, deaf children are very interested if learning is done using visuals, therefore researchers use it *pop-up book* to improve children's reading comprehension.

Pop-up book is a tool learning aids that are familiar to the world of education, including early childhood education and special education. This *pop-up book* is a picture book which is accompanied by writing or information related to the pictures that are loaded. This media is often used to increase children's understanding of the images shown to children.(Arip & Aswat, 2021). Therefore *pop-up books* are suitable for increasing children's understanding of learning related to increasing vocabulary or reading comprehension.

Based on the problems above, the researcher is interested in using learning media to improve reading comprehension in children with the initial F. The media that the writer will use is *pop-up book media* namely a media in which there are upright images that provide visualization and become the main attraction for children. Therefore, researchers are challenged to conduct research entitled "Improving Reading Comprehension Ability Using Pop-up Book Media in Grade 2 Deaf Children at SD Plus Marhamah"

METHOD

This research was conducted for one month from the 7th July 2023 to July 31, 2023 using quantitative research methods through the type of SSR (single subject research) research with the ABA type. The quantitative approach is an approach where a reset is carried out where numbers are obtained as a result of an analysis that requires data and has variables. Experimental research itself is action and observation to see the cause and effect of the topic. Single subject research is experimental research in which the researcher treats the subject and then gets the result of the treatment. (Marlina, 2021)

The SSR design used in this study is the ABA design, where the process starts with A1, namely baseline 1 where the initial condition of the students is, then B is the stage of the intervention carried out and finally A2, namely the results of the students after being given the intervention. At the

baseline (A1) the measurements were carried out 5 times, during the intervention (B) the measurements were carried out 7 times until the data was stable, and during the baseline measurements (A2) they were carried out 4 times.

proficiency in reading comprehension of deaf children. This can be seen from the results of data analysis where data analysis is divided into analysis within conditions and analysis between conditions. Under This is a table of analysis between conditions and analysis within conditions.

RESULTS AND DISCUSSION

Results from research illustrates that the use of *pop up book media* can increase

No.	Condition	A1	B	A2
1.	Long condition	5	7	4
2.	Estimation direction trend	(+)	(+)	(+)
3.	Stability trend	Variable	Variable	Stable
4.	Data trail trends	(+)	(+)	(+)
5.	Stability level and range	Variable 10%-20%	Stable 60.%- 80%	Stable 90%-90%
6.	Levels change	(+) 10%	(+) 20%	(+) 0%

Table 1 analysis in condition

Comparing conditions	A1/B/A2		
Amount changing variable	1		
Change trend direction	(+)	(+)	(+)
Change trend stability	Variable to Variable to stable		
Change level B/A1	20 – 20 (0)		
Change level B/A2	90-20 (+70)		
Percentage of overlap B/A1	0%		
Percentage of overlap B/A2	0%		

Table 2 analysis between conditions

Based on two data on can seen in chart as following :

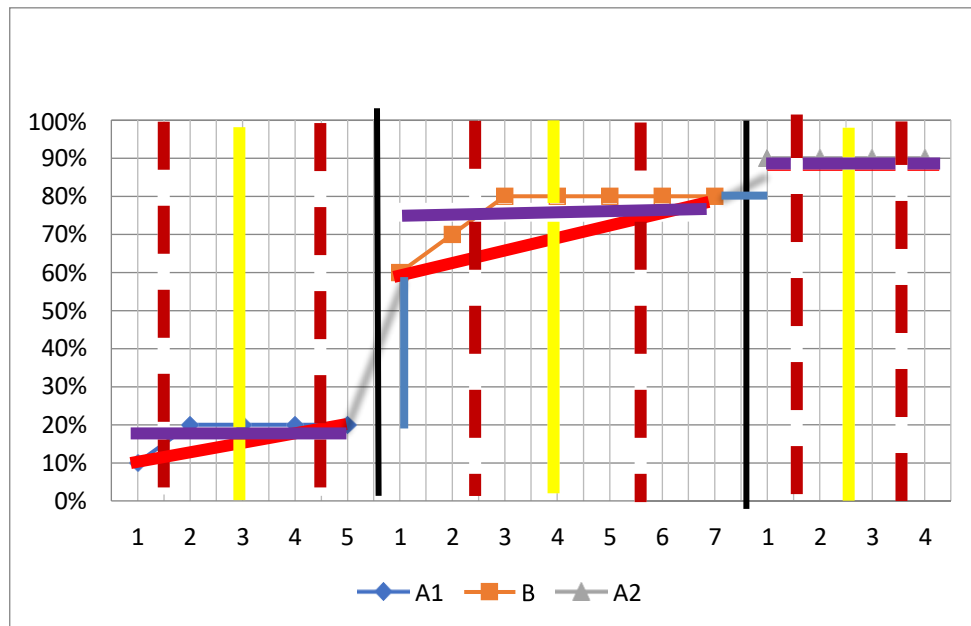


Chart 4 Analysis between condition

Description :

- Data *baseline* (A1) : ▬
- Data Intervention (B) : ▬
- Data *baseline* (A2) : ▬
- Change Condition : ▬
- Estimation Trend : ▬
- Split Middle* : ▬
- Mid Date (2a)* : ▬ ▬ ▬ ▬
- play Levels* : ▬
- trend upper : ▬

Based on the research results that have been obtained , Meaning from study This is to see if the media pop - up book effective to improve the reading comprehension ability of deaf children, there were 16 meetings conducted with details of 5 meetings in baseline conditions (A1), 7 meetings in intervention conditions (B) here children were treated by using pop up book media and *explaining* stories in books based on embossed images, and 4 meetings in baseline conditions (A2), that is, after the child has been given treatment . In the initial

conditions A1, at 4x observations the child can only fulfill 16% of 100% of the number of questions given, namely 10 questions. Furthermore, when the intervention was given, the children were given *pop up book media* and explained stories based on raised pictures, in the last 3 meetings the children got a score of 86.6% which showed a significant increase in children's reading comprehension skills. In the final condition A2 students were no longer given treatment for 4x meetings, in the last 3 meetings the

data obtained was stable, namely 90% with one error from the 10 questions provided.

Based on the results of the analysis of researchers, on data proved that capability read understanding in children deaf increase after use *pop-up* media. Not only in reading, children are also interested and begin to focus on learning.

CONCLUSION

Based on the research that the researchers have done, it can be concluded that *pop-up book media* is effective in improving the reading comprehension skills of deaf children in class II/C at SD Plus Marhamah Padang. This can be seen from the graphical analysis and calculations of the data obtained in the field. Through this graph we can see changes in reading comprehension skills for deaf children through the use of *pop-up book media*. Reading comprehension ability for deaf children was moderate when given story text using *pop-up book media* and after that given story text without *pop-up book media*, the results increased and stabilized at a score of 90%. Thus the *pop-up book media* is effective in improving reading comprehension skills for deaf children.

From the results of this conclusion the researchers suggest to raise the results of

this study so *reference* for developing the learning process of reading comprehension using *pop-up book media* in children.

Reference List

- Arip, M., & Aswat, H. (2021). Media pop up book untuk meningkatkan hasil belajar siswa pada mata pelajaran ipa di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 261–268.
- Aulia, R. (2012). Meningkatkan kemampuan membaca pemahaman pada anak tunarungu. *Jurnal Ilmiah Pendidikan Khusus*, 1(2), 347–357.
- Damri, D. (2019). *Panduan Pembelajaran Inklusi di Sekolah Menengah Pertama*.
- Kholiq, A., & Luthfiyati, D. (2020). Tingkat Membaca Pemahaman Siswa Sma Kabupaten Lamongan. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 4(1), 17–32.
- Marlina, M. (2021). *Single Subject Research: Penelitian Subjek Tunggal*.
- Nengsih, D. F., & Iswari, M. (2019). Kemampuan Membaca Pemahaman Melalui Metode Word Square bagi Anak Tunarungu. *Jurnal Penelitian Pendidikan Khusus*, 7(1), 172–177.