



## **Improving the Ability to Recognize Alphabet Letters Through the Use of Educational Posters on Alphabet Sounds for Mildly Mentally Impaired Children**

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### **Abstrak**

Penelitian ini terfokus kepada peningkatan kemampuan mengenal huruf alfabet pada anak tunagrahita ringan di SLB Negeri 1 Harau Kabupaten Lima Puluh Kota dengan menggunakan media poster edukasi suara alfabet. Media poster edukasi suara alfabet dapat menggabungkan fungsi audio dan visual dengan cara menekan tombol yang tersedia pada media tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen yaitu Single Subject Research (SSR) dan Desain A1-B-A2, Serta data dianalisis menggunakan visual grafik dengan cara memasukkan data dalam grafik yang kemudian dianalisis berdasarkan kondisi A1-B-A2. Hasil penelitian menggunakan media poster edukasi suara alfabet dapat meningkatkan kemampuan mengenal huruf alfabet pada anak tunagrahita ringan di SLB Negeri 1 Harau Kabupaten Lima Puluh Kota.

**Kata Kunci** : Mengenal Huruf Alfabet, Media Poster Edukasi Suara Alfabet, Anak Tunagrahita Ringan

### ***Improving the Ability to Recognize Alphabet Letters Through the Use of Educational Posters on Alphabet Sounds for Mildly Mentally Impaired Children***

### **Abstract**

*This research focuses on improving the ability to recognize alphabet letters in mildly mentally retarded children at SLB Negeri 1 Harau, Limapuluh Kota Regency by using educational posters for alphabet sounds. Alphabet sound education poster media can combine audio and visual functions by pressing the buttons available on the media. This research uses a quantitative approach with experimental methods, namely Single Subject Research (SSR) and A1-B-A2 Design, and data is analyzed using visual graphs by entering data in graphs which are then analyzed based on conditions A1-B-A2. The results of research using educational posters using alphabet sound media can improve the ability to recognize alphabet letters in mildly mentally retarded children at SLB Negeri 1 Harau, Kabupaten Lima Puluh Kota.*

**Keywords** : *Recognize the letters of the alphabet, Educational poster media for alphabet sounds, Mildly mentally retarded child*

## Introduction

Education is a right that must be obtained by all Indonesian children, not only normal children but also children with special needs such as children with physical, emotional and social, mental barriers, as well as those who have special intelligence and talent potential (Damri, 2019). Children with special needs consist of several types according to the obstacles they have, one of which is children with mental retardation or what are commonly known as children with intellectual disabilities.

According to (Kemis & Ati 2013) defines mentally retarded as an individual who significantly has an intelligence level below 70 based on the Wechsler Intelligence Scale for Children (WISC). Children with mental retardation are classified into three categories, namely mild intellectual disability (able to learn), moderate mental retardation (able to train), and severe mental retardation (able to care) (Fauziyah & Nugraheni, 2021). The consequences of mental retardation cause them to experience problems in academics, mastery of skills, adjustment to the environment, speech, language and emotional disorders (Thulhusna & Damri, 2019). Due to intellectual limitations and the characteristics of mentally retarded children, they have difficulty thinking abstractly, tend to learn in a parroted manner so they often repeat the same mistakes, have difficulty concentrating and paying attention. These limitations will cause reduced academic abilities, students will experience difficulties in participating in school learning, one of which is learning Indonesian. Learning Indonesian is very important to teach because language is an alternative for children to form and develop their minds, interact with their surroundings, and empower their personalities. In the independent curriculum, Indonesian language learning has several phases starting from phase A to phase F. Each phase is

interconnected because if the child has not achieved learning in phase A then the child will not be able to enter phase B.

Based on a preliminary study conducted by researchers, it was found that a boy with the initials AN in class III had the same physical condition as children in general, with normal motor and social abilities. However, AN experienced obstacles in learning Indonesian so that the child was unable to master the appropriate material for his class. The problem experienced by children is in the aspect of recognizing the letters of the alphabet. Recognizing the letters of the alphabet is the initial stage which is the main basis in learning to read which starts from recognizing letters, pronouncing letters, showing letters, distinguishing letters, spelling, reading words into sentences that can be introduced and learned by young children aged around 4-5 years (Laila & Damri, 2023). When a child learns letters, the child will learn them in the order of development, namely recognizing letters, letter sounds, and learning letter-sound associations until the child is fluent in reading.

From the problems that have been described, the author tries to find a solution in the form of using alphabet sound educational poster media. Because the alphabet sound educational poster media can combine audio and visual functions by pressing the buttons available on the media. Apart from that, it can also explore children's abilities in learning to recognize letters in accordance with the learning principles of learning by doing, finding and solving problems for mentally retarded children.

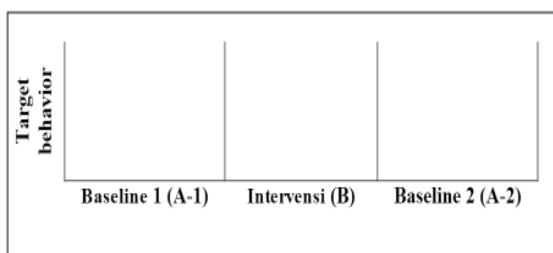
## Method

This research approach is a quantitative approach with a type of experimental research. Creswell (in Kusumastuti et al, 2020) states that quantitative research is a method used to test certain theories in examining relationships between variables. Quantitative research was chosen because the data in the form of numbers obtained will be analyzed in quantitative form. Experimental research is used to find out

whether or not there is a change that occurs from a treatment given to the subjects to be researched using the educational poster media of alphabet sounds. The type of experimental research used in this research is in the form of Single Subject Research (SSR), namely to view and evaluate the interventions that have been implemented. The intervention provided will be measured to see how much influence it has in the form of a percentage (Indra, 2021). In addition, only one participant is needed in this research and the results will be analyzed per subject.

The research design used in this research is the A-B-A design. The A-B-A design aims to show a causal relationship between the dependent and independent variables, which in its basic procedure is not much different from the A-B design, only there is repetition in the baseline phase. The A-B-A design begins with baseline measurements (A1) until a stable phase is obtained, then intervention (B) is given, then the baseline (A2) is measured again. The author designed research with an A1-B-A2 design which can be seen in graph 1 below.

Figure 1 Graph of Single Subject Research (SSR) Research Procedures



### Results and Discussion

This research was carried out in 13 meetings to obtain data consisting of 3 stages, namely baseline (A1) was carried out over 3 meetings, intervention (B) was carried out over 7 meetings, and baseline (A2) was carried out over 3 meetings.

At baseline (A1), they observed children with mild mental retardation to see

their ability to recognize the letters of the alphabet in 3 meetings with percentage results of 40%, 40%, 40%. In intervention (B) using educational posters on the sound of the alphabet which was carried out in 7 meetings with the assessment aspect mentioning the letters of the alphabet in sequence and random, the percentage results obtained were 40%, 52%, 56%, 58%, 75%, 75% and 75%. Next, the baseline (A2) without treatment on the target was carried out 3 times with percentage results of 75%, 75% and 75%.

Based on the data collected at these 3 stages, namely baseline (A1), intervention (B), and baseline (A2), the researcher ended the observations because the data had shown stable results at the last 3 meetings at baseline (A2).

The following is a summary of the percentages in 3 conditions: Baseline (A1), Intervention (B), Baseline (A2) :

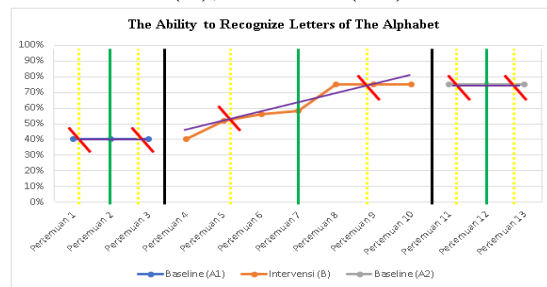


Figure 2 Graph of Directional Trend Estimates

Information :	
Baseline Data (A1)	:
Intervention Data (B)	:
Baseline Data (A2)	:
Change in Conditions	:
Directional Trend Estimation	:
Split Middle	:
Mid date (2a)	:
Mid rate (2b)	:

In Figure 2, based on the data written in the graph, it shows that there is an influence on changes in the ability to recognize alphabet letters in mildly mentally retarded children after being given treatment.

Table 1. Recapitulation in Conditions

NO	Condition	A1	B	A2
1	Condition Length	3	7	3
2	Directional Trend Estimation	(=)	(+)	(=)
3	Stability Trends	Stable (100%)	Unstable (29%)	Stable (100%)
4	Data Trail Tendencies	(=)	(+)	(=)
5	Stability Level and Range	Variable 40% - 40%	Variable 75% - 40%	Variable 100% - 100%
6	Level of Change	40 - 40 = 0 (=)	75 - 40 = 35 (+)	75 - 75 = 0 (=)

Table 2 Recapitulation between Conditions

No	Condition	A1/B/A2
1	Number of Variable Changed	1
2	Changes in Directional Trends and Their Effects	(=)    (+)    (=)
3	Changes in Stability Trends	Stable - Unstable - Stable
4	Level of Change	
	a. Level of Change in Condition B/A1	40% - 40% = 0%
	b. Level of Change in Condition B/A2	75% - 40% = 35%
5	Overlap Percentage	
	a. Percentage of overlap between A1 and B	0%
	b. Percentage of overlap between A2 and B	29%

The problems in this research were children with intellectual disabilities or mildly mentally retarded children in class III of SLB Negeri 1 Harau, Kabupaten Lima Puluh Kota who had difficulty recognizing the letters of the alphabet in sequence and randomly.

To improve children's learning processes, special strategies and services are needed to support children's learning achievements. One of them is by using and optimizing learning media that can be interesting, fun and reduce boredom. Hamka

(in Nurfadhillah 2021) learning media are physical and non-physical tools that are used as intermediaries between teachers and children in delivering learning material to make it more effective and efficient. So that the material presented is quickly accepted by the child as a whole and attracts the child's interest in learning further. According to Tafonao (in Nurfadhillah 2021) learning media plays a very important role in the teaching and learning process and is an integral part of the world of education. One of them is by using educational posters for the sounds of the alphabet.

Alphabet sound education poster media is in the form of a poster leaflet containing 26 letters of the alphabet accompanied by an image that begins with each letter and can make a sound if pressed on the letter or image on the poster. This alphabet sound educational poster media can be used by pressing the power button at the top then pressing the letter button. Furthermore, educational poster media for alphabet sounds can be used to learn to recognize letters in children. The use of educational posters for educational sounds of the alphabet shows a change in the ability to recognize alphabet letters in AN children. These changes are shown by an increase in the graph for each condition, and an increase can be seen after the intervention compared to before the intervention.

Based on the discussion above, the results of research data on educational poster media using alphabet sounds are effective in improving the ability to recognize alphabet letters in mildly mentally retarded children in class III of SLB Negeri 1 Harau, Kabupaten Lima Puluh Kota.

**Conclusion**

Based on the explanation above, it can be concluded that the use of alphabet sound educational poster media can improve the ability to recognize alphabet letters in mildly mentally retarded children in class III of SLB Negeri 1 Harau, Kabupaten Lima

Puluh Kota. To optimize learning, it is necessary to be consistent with both children and teachers throughout the learning process so that good results are obtained.

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