Application of Silaba Method to Improve Beginning Reading Skills in Mild Mental Retardation Children at SKh Jannatul Aulad

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Abstrak

Pada umumnya menurut Muammar (2020: 10) kelas 1 sampai 3 SD berada dalam tingkat membaca permulaan, sedangkan kelas 4 sampai 6 berada di tingkat membaca pemahaman. Namun berdasarkan hasil observasi dan wawancara, ditemukan anak tunagrahita ringan kelas IV dan V yang mengalami hambatan dalam proses pembelajaran yaitu belum mampu dalam membaca permulaan. Tujuan dari penelitian ini untuk mengetahui bagaimana penerapan metode silaba dapat meningkatkan kemampuan membaca permulaan di SKh Jannatul Aulad. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan jenis penelitian eksperimen dengan desain pre-Eksperimen "One Group Pretest Posttest Design". Subjek penelitian ini berjumlah 4 orang siswa dengan hambatan tunagrahita ringan kelas IV berjumlah 3 orang dan kelas V berjumlah 1 orang di SKh Jannatul Aulad. Berdasarkan hasil penelitian menunjukkan adanya perubahan signifikan pada kemampuan membaca permulaan anak tunagrahita ringan ketika sebelum diberi perlakuan/treatment dan setelah diberi perlakuan/treatment dengan menggunakan metode silaba. Berdasarkan hasil pre-test dan post-test yang telah dilakukan, maka dapat disimpulkan bahwa metode silaba dapat meningkatkan kemampuan membaca permulaan anak tunagrahita ringan, hal tersebut dapat dilihat dari skor pre-test sebelum diberikan perlakuan dengan metode silaba, dan setelah diberikan perlakuan menggunakan metode silaba mengalami peningkatan pada saat post-test.

Kata kunci: Membaca Permulaan, Metode Silaba, Tunagrahita Ringan.

Abstract

In general, according to Muammar (2020: 10), grades 1 to 3 of elementary school are at the beginning reading level, while grades 4 to 6 are at the reading comprehension level. However, based on the results of observations and interviews, it was found that mentally retarded children in the mild category in grades IV and V experienced obstacles in the learning process, namely not being able to read the beginning. The purpose of this study was to determine how the application of the silaba method can improve early reading skills in children with mild mental retardation at SKh Jannatul Aulad. This study uses a quantitative approach using an experimental research type with a pre-Experimental design "One Group Pretest Posttest Design". The subjects of this study amounted to 4 students with mild mental retardation in grade IV of elementary school totaling 3 people and grade V of elementary school totaling 1 person at SKh Jannatul Aulad. Based on the result of the study, it showed a significant change in the early reading skills of children

with mild mental retardation before being given treatment and after given treatment using the silaba method. Based on the result of the pretest and posttest that have been carried out, in can be concluded that the silaba method can improve the early reading skills of children with mild mental retardation. This can be seen from the pre-test score before being given treatment with the silaba method, and after being given treatment using the silaba method, there was an increase during the post-test.

Keyword : Beginning Reading, Silaba Method, Mild Mental Retardation

INTRODUCTION

Damastuti (2020: 14) mentally retarded children or children with intellectual disabilities are children who have limitations or obstacles in intellectual function and adaptive behavior. Intellectual function is related to children's ability to learn, think and solve problems. Meanwhile, adaptive behavior problems are related to language and understanding abilities. Mildly mentally retarded children are children who have an IQ ranging from 55-70. Mildly mentally retarded children are included in the category of children who are capable of learning, that is, they are still able to optimize their abilities in the academic field in terms of reading, writing and arithmetic. The ability to read needs to be possessed by all individuals, including mentally retarded children (Murti, 2018: 82).

According to Tarigan in Herlina (2019) reading is a process carried out and used by readers to obtain the message the writer wants to convey through the medium of words or written language. Reading is a thinking process which includes understanding, telling, interpreting the meaning of written symbols by involving sight, eye movements, inner speech and memory. Reading is one of the four aspects of language skills. One of the basics of reading ability begins with initial reading ability.

Beginning reading is a basic reading skill for students and a tool for understanding the meaning of the content of subjects studied at school. Beginning reading is a special learning program designed for early grade students (Silvia, 2021). In line with the opinion above, Muammar (2020: 12) beginning reading is an initial stage of reading learning given to children in grades I to III of elementary school. In the lower grades, students read fluently so that they are better prepared for the advanced reading stage or reading comprehension in the higher grades. This means that beginning reading must have been mastered since the first grade of elementary school.

Beginning reading is a very important skill for children to master, it is also important for children with cognitive impairment to be able to communicate well both verbally and in writing. (Asma Wati, et al, 2023) initial reading has a very important position because initial reading skills will greatly influence subsequent reading skills. As a skill that underlies the next skill, the beginning reading skill really needs the teacher's attention.

Purnama in Asma Wati, et al (2023) to develop initial reading skills requires strategies that can be used as a solution to a problem. Applying learning methods that suit needs and characteristics can create an effective and optimal learning process to achieve learning goals. One method for learning to read at the beginning is the silaba method. The silaba method is a syllable method in which the learning process begins with the introduction of syllables, then these syllables are assembled into meaningful words.

In general, according to Muammar (2020: 10), grades 1 to 3 of elementary school are at the beginning reading level, while grades 4 to 6 are at the reading comprehension level. However, based on the results of observations and interviews conducted at SKh Jannatul Aulad, it was found that mentally retarded children in the mild category of class IV and V were experiencing obstacles in the learning process, namely not being able to read at the beginning, whereas in this class the child should have read comprehension. Based on the initial assessment, the students' reading ability is that they already know and can read letters but are not yet able to read syllables or groups of words. While researchers were observing learning in class, children were seen frequently leaving class and lacking concentration in studying, this was due to external factors, namely when studying children were often disturbed by their friends. The child's inability to read at the beginning is shown in observations such as when the teacher reads the syllables, then the child follows. Furthermore, if the child is asked to read other syllables without the teacher's help, the child will not be able to read the syllables. There are many factors that can influence this, including the

learning method used which still uses classical methods such as the spelling method.

One solution to improve initial reading skills is through the silaba method. This method is considered to be able to improve reading skills because the aim of the silaba method is so that students can read simple words and sentences. Based on research conducted by Hidayat (2014) with the research title "Improving Initial Reading Ability through the Silaba Method for Children with Learning Difficulties in Class 2 of SD Negeri 09 Koto Luar Padang", the results showed that improving initial reading ability can be improved using the silaba method. Syaputra (2019) with the research title "Application of the Silaba Method in Improving the Reading Skills of Grade 1 Students at SDN 111 South Bengkulu", from the results of this research it was found that the application of the silaba method could improve students' reading skills. Then, based on research conducted by Silvia, et al (2021), with the research title "Application of the Silaba Method to Improve Elementary School Students' Beginning Reading Skills", from the results of this research, it was found that the application of the Silaba method could improve students' beginning reading skills. From several studies that have been carried out above, the researcher will try to use the silaba method to improve initial reading skills for mildly mentally retarded children in grade III elementary school at SKh Jannatul Aulad.

Based on the background above, the researchers conducted research with the title "Application of the silaba method to improve initial reading skills in children with mild intellectual disabilities at SKh Jannatul Aulad".

METHOD

A. Research Approaches and Types

This research uses a quantitative approach. According to Sugiyono (2016: 7) quantitative methods are called positivistic methods because they are based on the philosophy of positivism. This research uses a type of experimental research with a pre-experimental design "One group pretest-posttest design". This research was conducted on one group without a comparison. The one group pretest posttest design is $O_1 \ XO_2$ where the test is given before and after the intervention is given.

B. Research Subjects

The sample taken from the subject population of this research consisted of 4 students with mild intellectual disabilities in class IV elementary school totaling 3 people and 1 person in class V elementary school. Where the four mentally retarded students have almost the same level of reading ability.

C. Research Location

This research was carried out at SKh Jannatul Aulad District. Pandeglang, Jl. Raya Serang Km 2.5 No. 45 Kp. Pasir Waru Kel. Kadumerak Dist. Karang Tanjung Kab. Pandeglang-Banten.

D. Research Variables

Basically, research variables are everything determined by researchers to be studied so that information about them is obtained, then conclusions can be drawn (Sugiyono, 2016: 38). The variables in this research include two variables, namely:

1. Independent variable

The independent variable in this research is the application of the silaba method. The application of the silaba method is thought to be able to improve beginning reading skills because the silaba method is used as a learning method that can help students in beginning reading.

2. Dependent variable

The dependent variable in this study is the beginning reading ability of children with mild intellectual disabilities. Beginning reading can be interpreted as a reading activity that aims to enable students to understand the content of a reading, pronounce letters correctly and obtain information.

E. Data Collection Techniques

Sugiyono (2022: 224) data collection techniques are the most strategic

step in research. The main goal in research is to obtain data, without understanding data collection techniques, researchers will not obtain data that meets the established standards.

The data collection technique in this research uses test and documentation techniques.

1. Hands.

A test is a series of questions or exercises as well as other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups (Arikunto, 2014: 193). The test carried out in this study was an oral test with 25 questions. The questions consist of syllables, words and groups of words.

In this study, tests were used to obtain quantitative data on the beginning reading abilities of children with mild intellectual disabilities. This data is obtained from the percentage of correct answers. The test given is a test of initial reading ability. The pre-test is intended to obtain data on the subject's initial ability in initial reading ability. Then given treatment. And the post test is aimed at obtaining initial reading ability data after being given treatment.

2. Documentation

Documentation is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas and so on (Arikunto, 2013: 274). The documentation used in this research is taking photos or videos of activities during the research which can be used as supporting reports in this research. Taking this documentation is used to ensure students can take part in initial reading learning and to ascertain whether they have experienced improvement in carrying out initial reading.

F. Data Analysis Techniques

Data analysis techniques are methods for processing data into information. When conducting research,

you need to analyze the data so that the data is easy to understand. Data analysis is needed to obtain solutions to research problems (Priadana and Sunarsi, 2021: 201).

The data that has been obtained will be analyzed using the Wilcoxon test, because this test can be used for research with paired data with limited samples and in this study the sample was less than 10 people. The goal of data analysis is to simplify existing data so that it is easier to read. The steps taken in processing this data are as follows:

1. People pre-test than post-test.
2. Tabulate pre-test and post-test scores.
3. Calculating the difference between pre-test and post-test.
4. Make *rank* without paying attention to the signs, if it occurs *rank* twins are then used *rank* rate by rate
5. Grouping rankings marked positive (+) or negative (-) into a table.
6. Adding it all up *rank* has a positive (+) or negative (-) sign.
7. For quantity *rank* obtained, then the number is the smallest of the two groups *rank* to set the mark (T).
8. Compare the T value obtained with T in the table of critical values in the Wilcoxon test.
9. Test the hypothesis with the following decision making criteria

$$H_0 \text{ ditolak} = T_{hitung} \leq T_{tabel}$$
$$H_0 \text{ diterima} = T_{hitung} \geq T_{tabel}$$

Gambar 3.3 Menguji hopotesis

DISCUSSION

1. Results *pre-test* (students' initial abilities)

Based on the results of research that has been carried out at SKh Jannatul Aulad using the silaba method, the use of the silaba method is to see the influence between the independent variable and the dependent variable. Here are the results *pretest* which are carried out at SKh

Jannatul Aulad for mildly mentally retarded children are as follows:

Tabel 4.8 Score Table *Pre-test*

No	Research Sample	Beginning Reading Score	Percentage
1	No.	47	63%
2	RS	41	55%
3	AND	41	55%
4	SP	47	63%

2. Results *post-test* (evaluation after being given treatment using the silaba method)

The following are the results of the post-test which was carried out on mildly mentally retarded children, namely as follows:

Tabel 4.9 Score Table *Post-test*

No	Research Sample	Beginning Reading Score	Percentage
1	No.	65	87%
2	RS	63	84%
3	AND	69	92%
4	SP	73	97%

3. Difference result *pre-test* and *post-test*

Tabel 4.10 Difference Results Table *Pre-test* and *Post-test*

No	Sampel penelitian	Skor Pre-Test	Skor Post-Test	Selisih poin	%
1	NR	47	65	18	24%
2	RS	41	63	22	29%
3	MA	41	69	28	37%
4	SP	47	73	26	34%
Jumlah		176	270	94	

There was an increase between the pretest scores and posttest scores obtained by students. Judging from the table and graph above, students' ability to read at the beginning before and after being given treatment has increased quite significantly.

Hypothesis testing in research is very important, because it is to test the truth of a hypothesis. In this research, the hypothesis proposed is the application of the silaba method to improve the beginning reading abilities of mildly mentally retarded children at SKh Jannatul Aulad. This hypothesis testing was calculated using non-parametric statistics using the Wilcoxon test. The Wilcoxon test aims to test differences in pre-test and post-test score data with the number of samples studied. The following is the Wilcoxon test table.

Tabel 4.11 Table of Wilcoxon Test Results

No	Sampel Penelitian	Pre-test	Post-test (y_2)	Selisih ($y_2 - x_1$)	Rank	Tanda Positif	Tanda Negatif

		(x₁)					
1	NR	47	65	18	1	+1	0
2	RS	41	63	22	2	+2	0
3	MA	41	69	28	4	+4	0
4	SP	47	73	26	3	+3	0
Jumlah						T=10	T=0

Based on the table above, it can be seen that there is no difference in negative ranking marks, so all students are given a positive rank. Then, each ranking difference with positive and negative signs is added up, the result of this addition is taken by the smallest number to be used as the absolute value of T for calculating $T_{count,}$ namely 0.05, the Wilcoxon test result above, then hypothesis testing is carried out.The hypotheses to be tested in this research are as follows:

H_0= The silaba method cannot improve beginning reading abilities in mildly mentally retarded children

H_1= The silaba method can improve beginning reading abilities in mildly mentally retarded children.

Furthermore, hypothesis testing can be determined through the following decision making criteria:

Tabel 4.12 Hypothesis Criteria

$$H_o \text{ ditolak} = T_{hitung} \leq T_{tabel}$$

$$H_o \text{ diterima} = T_{hitung} \geq T_{tabel}$$

Based on the calculations that have been carried out on the initial reading abilities of mildly mentally retarded children above, there were no students who received a rank with a negative sign, so all students were given a positive rank. Next, each ranking difference is added up, then the smallest number is taken to form T_{count}. Obtained $T_{count} = 0$ while the price T_{table} with a real level of α = 0.05, and a sample of N = 4 obtained $T_{table} = 0$, face $T_{count} = T_{table}$ because 0 = 0 means that the hypothesis proposed in this study is accepted, so it can be shown and can be concluded that the application of the silaba method can improve the initial reading ability of mildly mentally retarded children at SKh Jannatul Aulad.

The aim of this research is to determine the increase in initial reading ability which includes the ability to read syllables, words and groups of words in four mildly mentally retarded child subjects. As is known, mildly mentally retarded children have limited intelligence so they experience difficulties in learning, especially academic learning, one of which is beginning reading. According to Amin in Asmiati Neti (2019), the problems that are often felt include difficulty grasping lessons, difficulty learning well, finding appropriate methods, limited abstract thinking abilities, weak memory and so on.

From the problems mentioned above, it is stated that mildly mentally retarded children need appropriate methods so that they can read at the beginning. In line with Purnama in Asma Wati, et al (2023), to develop initial reading skills, strategies are needed that can be used as a solution to a problem, applying learning methods that suit the needs and characteristics can create an effective and optimal learning process to achieve learning goals. One of the methods applied in this research is the silaba method. The research was conducted on mildly mentally retarded children NR, RS, MA and SP at SKh Jannatu Aulad after using the silaba method. The silaba method is a syllabic method where learning begins with the introduction of syllables, then the syllables are arranged into words and the words are arranged into groups

of words. This method aims to enable children to read the words and groups of words they have learned.

Based on the results of the research that has been carried out, the silaba method is a method that can be used in learning and has an effect on improving the beginning reading skills of mildly mentally retarded children who are the subjects of this research. This is also in line with research conducted by Narma Ajeng Bellakarina in 2018 entitled "The Influence of the Syllable Method on the Beginning Reading Ability of Deaf Students at SLB Al Hidayah Caruban". This research concluded that the syllabic method has an effect and can improve students' beginning reading ability.

From the research that has been done, the advantages and disadvantages found in the syllabic method are:

1. The advantage of using this syllabic method is that children can read words without being spelled and can read new words that have been learned, and can learn to string syllables into words.
2. The weakness of using the silaba method is that children will find it difficult to read other words that have never been taught during learning. Another thing is that the condition of the child is also a consideration for achieving success in silaba methods such as *mood* unstable children, health conditions and limited time spent on *treatment*t.

Based on the research results, it proves that there has been an increase due to the application of the silaba method in the learning process, especially in beginning reading. These results are in accordance with the results of the Wilcoxon test calculations that have been carried out $T_{count} = 0$ while the price T_{table} with a real level of $\alpha = 0.05$ and a sample of N = 4, T is obtained$_{table} = 0$, eye H_0 rejected because $T_{count} = T_{table}$ namely $0 = 0$ then the hypothesis proposed in this research is accepted. So it can be concluded that the silaba method has an effect in improving the initial reading skills of mildly mentally retarded students in grades IV and V at SKh Jannatul Aulad.

CONCLUSION

Based on the research above regarding the application of the silaba method for mildly mentally retarded children at SKh Jannatul Aulad which aims to find out whether the initial reading ability of mildly mentally retarded children can be improved through the application of the silaba method. This research was carried out using quantitative experimental methods, researchers used *pre eksperimen design one group pretest posttest*. After carrying out the research once *pre-test*, the initial reading ability of mildly mentally retarded students in grades IV and V at SKh Jannatul Aulad before being given treatment (*pretest*) is in the poor category, as can be seen from the results of the pretest score, namely the lowest with a score of 41 and the highest with a score of 47. Then carry out treatment four times on the sample using the method used by the researcher, and carry out one posttest and get the results, the students' initial reading ability mild mental retardation classes IV and V at SKh Jannatul Aulad after being given treatment (*posttest*) is in the very good category, as seen from the lowest score, namely 63, and the highest score, namely 73.

Based on results *pre-test* and *post-test* that has been carried out, it can be concluded that the silaba method can improve the beginning reading abilities of children with mild mental retardation. This can be seen from the pre-test scores before being given treatment using the silaba method, and after being given treatment using the silaba method there was an increase during the post-test. Apart from that, it can be strengthened from the results of the Wilcoxon test calculation to obtain $T_{count} = 0$ while the price T_{table} with a real level of $\alpha = 0.05$, and a sample of N = 4 obtained $T_{table} = 0$, eye H_0 rejected because $T_{count} = T_{table}$ This means that the hypothesis proposed in this research is accepted. So it can be concluded that the silaba method has an effect on improving the beginning reading skills of children with mild intellectual disabilities at SKh Jannatul Aulad.

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