INDONESIAN JOURNAL OF MULTIDISCIPLINARY SCIENCE

P-ISSN: 2808-5957
E-ISSN: 2808-6724
ijoms.internationaljournallabs.com

IMPROVING SIMPLE READING ABILITY IN SLBC STUDENTS CLASS D5 SLB KEMBAR KARYA DEVELOPMENT 3 USED CITIES

Winarti
SD SLB Kembar Karya Pembangunan 3 Kota Bekasi, Indoesia

Email: winartiwindi559@gmail.com

Abstract

Learning objectives must be a predetermined behavior formulation to belong and appear to students as a result of making learning that has been carried out by the teacher's clarity in conveying, informing and explaining systematically. This study aims to determine how much the increase in learning achievement in reading simple sentences consisting of 3-5 words in mentally retarded children in grade D2 using the drill method. The research method used is Action Research. This study uses the model developed by Kurt Lewin based on the basic concept that action research consists of four main components, namely: Planning (Planning); Action (Acting); Observation (Observing); Reflection (Reflecting). The results of the study on the ability to read simple sentences consisting of 3-5 words, showed that before being given a drill approach class action with picture and picture aids, children became interested in reading word for word simple sentences that were read or spoken to him.

Keywords: *Reading Ability, Students SLBC, Reading Competence*

Indonesian Journal of Multidisciplinary Science © 2022 by International Journal Labs is licensed under CC BY-SA 4.0

INTRODUCTION

Education is a very important thing in the life of every human being, humans learn education from the cradle to close their eyes. This education can be achieved through formal or informal institutions. Education is a need of every human being regardless of his/her dignity, as stated in Article 31 of the 1945 Constitution which reads: "Every citizen has the right to receive teaching". The Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that the 1945 Constitution of the Republic of Indonesia mandates the Government to seek and organize a national education system that increases faith and piety to God Almighty and noble character in the context of educating the nation's life which is regulated by law.

Education is a deliberate and planned effort to develop children's potential that is beneficial to themselves and their social environment. The government provides education for every Indonesian citizen, of course, includes educational services for children with special needs, one of the children who are entitled to special education services is a mentally retarded child. Learning is

a translation of the word Instruction in the word learning emphasized on student learning activities through planned efforts in manipulating learning resources so that the learning process occurs. Where there is interaction between teachers and students with reciprocal communication between the two, either directly or indirectly, or through methods or media. The role of the teacher is not only limited to being a teacher (conveyor of knowledge), but also as a mentor, developer and manager of learning activities that can facilitate student learning activities in achieving the goals that have been set.

Learning objectives must be a predetermined behavior formulation to belong and appear to students as a result of making learning that has been carried out by the teacher's clarity in conveying, informing and explaining systematically.

The range and position of teaching materials are adjusted to the level of maturity in students' absorption, especially for special school teachers who handle mentally retarded children who have intellectual (mental)

retardation. They are said to be mentally retarded if they have below average general intelligence function inhibition, ability in adaptive behavior and occur during development until the age of 18 year.

The development of science and technology requires everyone to have the ability to adapt in order to adapt to their environment in new situations, so they must continue to learn throughout their lives. This ability requires critical, systematic, logical, creative thinking and the ability to work together effectively. This way of learning can be developed through learning to read simple sentences.

The role of the Special Elementary School with specialization C (tunagrahita) is to train its students to master the ability to read simple sentences that are needed as optimally as possible by taking into account their limitations in developing their potential abilities.

One of the creativity that teachers can do in delivering subject matter is to choose a method accompanied by media that can motivate students to learn. Using media in the teaching and learning process will encourage students' interest in actively learning and can help students lay a concrete foundation of a concept, so that teaching media is made an integral part of the educational process in schools.

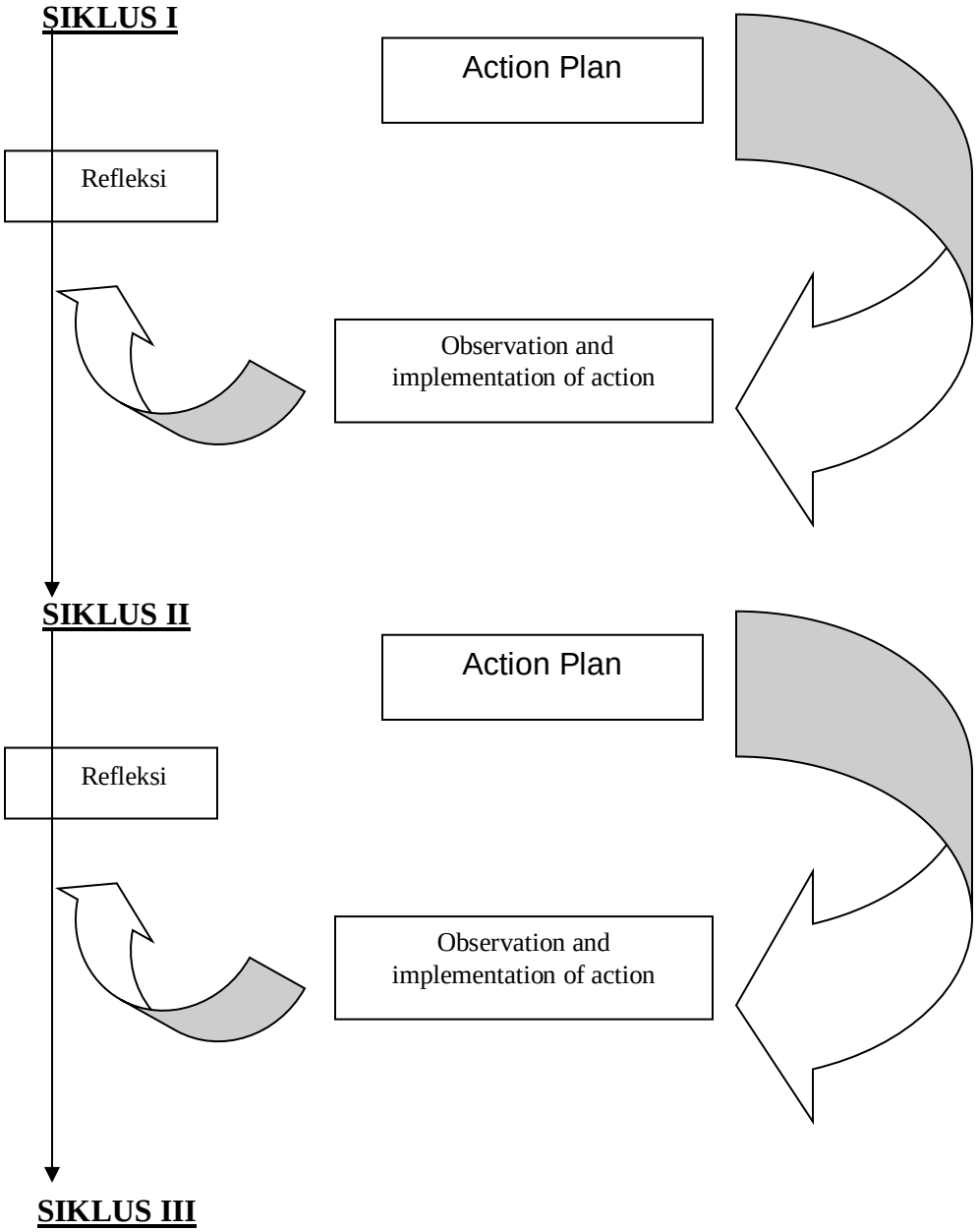
The researcher tries to find out the level of skill in reading simple sentences consisting of 3-5 words in students using the drill method in grade 2 SDLB Kembar Karya Pembangunan III Bekasi City.

This study aims to determine how much improvement in learning achievement in reading simple sentences consisting of 3-5 words in children with mental retardation class D2 using the drill method is. The benefits of this research are: 1) This research is expected to improve the ability to read simple sentences consisting of 3-5 words in mentally retarded children. 2) This research is expected to be a reference to find out the advantages and disadvantages of applying the drill method in learning to read simple sentences consisting of 3-5 words for mentally retarded children in class D5 at SLB Kembar Karya III Bekasi

METHOD

The research method used is Action Research. This study uses the model developed by Kurt Lewin based on the basic concept that action research consists of four main components, namely: Planning (Planning); Action (Acting); Observation (Observing); Reflection (Reflecting). The design in this study follows the working procedure of Kemmis and Mc Taggart, which was further developed by Jamaris (2006), who added 'initial observations' as comparative data after the action on the final observations, so that the percentage of achievement of learning targets can be measured.

The implementation of classroom action research can be seen in the following paradigm (Kemmis & McTaggart Muharjito's CAR design model: 2005):



A. Location and Research Subjects

The location of this research is the fifth grade SDLB at the Kembar Karya Pembangunan III Elementary School, Bekasi City. The research subjects are students with mental retardation in the fifth grade of SDLB.

B. Data Collection Techniques

The data collection technique used is through direct tests on students reading letters, syllables repeatedly and observing.

C. Data analysis

After obtaining data through direct tests on children and observation sheets, discussions were held with colleagues or other teachers to find out whether this classroom action research was successful, failed and there were still obstacles. If indeed there are still obstacles, the researcher can make a re-planning in the next cycle of this class action.

RESULT AND DISCUSSION

A. Description of Research Result Data

I. CYCLE I

a. Planning

- The teacher compiles a list of observations consisting of activities, the results obtained
- Monitor students are ready or not in reading simple sentences before starting and the teacher must prepare the child.

The teacher prepares the material to be tested.

b. Actions

- Pray and be absent
- The teacher shows how to read
- The students follow the teacher's orders and do the same.
- Cleaning up the place to study and pray

c. Reflection

After planning and action, the researcher found that the data obtained contained several discrepancies or discrepancies between the planning, actions and objectives of this study.

The results obtained are:

1. In reading students often forget and lack focus on what they are reading so that they are repeated several times.
2. Sometimes there is ambiguity in the pronunciation of letters, syllables, words and sentences.
3. Children are sometimes bored or bored with continuously reading sentences ordered by the teacher.

II. SIKLUS 2

a. Planning

In accordance with the discussion in the reflection of cycle 1, in the second cycle, the researcher arranges the planning stages consisting of:

- The teacher prepares the class or room.

- The teacher compiles a list of observations.
- Monitor student readiness.
- The teacher prepares the material.

b. Action

In the second cycle of action, there are data as follows:
following:

- Take action according to plan
- Pray and take attendance
- Children focus on the material In cycle the teacher modifies the drill method by taking action to provide reading material
- After the sentence is finished, the students follow it. Furthermore also the same as the previous command.
- Cleaning up the place to study and pray.

c. Reflection

After carrying out the action in cycle II, the researcher conducted a discussion and then there were the following data:

- There are still errors in reading each word, the letters that have been chopped off, although not entirely. Children read without fragments word for word.
- Children can focus on reading every word, simple sentences that have been prepared by the teacher, so the teacher must be right in front of the child.
- Children are quite clear in reading compared to when there are no fragments in words or sentences even though they are not perfect

III. CYCLE 3

a. Planning

Planning in cycle 3 includes:

- Preparing the place,.
- Prepare the things that will be observed.
- It is better if the teacher or researcher is accompanied by another teacher so that the class action process can run smoothly.
- Prepare concepts, structures or programs that will be given to students.

b. Actions

- Students involved are 2nd graders
- Pray and take attendance
- All children must focus on the material as in the first and second cycles.
- Children are slightly guided to read then read it themselves
- Cleaning the study area and praying

c. Reflection

- With the repetition method assisted by props in the form of pictures, children can focus and can follow the teacher's instructions.
- Classroom action research conducted with the repetition method with a modification or using a tool has been quite successful even though it is not perfect.
- At the end, several times there are still students who are bored or bored with reading and reading

A. Data Analysis

After getting the data, it is analyzed in

Table I. CYCLE I

Planning
Teacher compiles a list of observations consisting of activities, the results obtained
Monitor students are ready or not in reading simple sentences before starting and the teacher must prepare the child.
The teacher prepares sentences that will be tested or given to children before they start, including:
Simple sentences consisting of 3 words
Simple sentences consisting of 4 words
Simple sentences consisting of 5 words:
Observation/Action
-Pray and absent
- The teacher reads a simple sentence consisting of 3 words one by one, after finishing the students follow the teacher's orders and do the same thing.
- The teacher reads a simple sentence consisting of 4 words one by one, after finishing the students follow the teacher's orders and do the same thing.
- The teacher reads a simple sentence consisting of 5 words one by one, after finishing the students follow the teacher's orders and do the same thing.
- Cleaning up the place of study and praying
Reflection
- In reading children often do not focus on every letter, word and sentence - simple sentences consisting of 3-5 words that are read so that they are repeated several times.
- Sometimes there is an unclear pronunciation of letters, words and sentences when children read them.
- Children do not understand the simple sentences they read because they are only in the form of writing or reading.
- Children are sometimes bored or bored by continuously reading the sentences ordered by the teacher.

Data Analysis Cycle I

1. In this cycle, not all of the plans that have been compiled have been implemented, and have not revealed the formulation of this classroom action research.
2. Still having difficulty in doing this classroom action research for fear of being monotonous by reading and reading on the drill method carried out
3. The teacher still has difficulty recording things that must be observed because they are busy condition the child.
4. There is no clear description of the class actions that have been carried out or want to show

1.

Table 2. CYCLE II

Planning
Teacher prepares a class or room that will be used as a place for carrying out actions to make it easier for teachers to take actions to read simple sentences.
The teacher prepares sentences that will be tested or given to children before they start, including:
Simple sentences consisting of 3 words
Simple sentences consisting of 4 words
Simple sentences consisting of 5 words
Preparing these words in the form of fragments - fragments to make it more understandable for children and children to read simple sentences consisting of 3-5 words.
Observation/Action
- Take classroom action according to the program or what teacher creativity will be used in cycle II activities.
- Pray and take attendance
- Children focus on the front / blackboard then one by one the children read simple sentences consisting of 3-5 words with teacher guidance
- In this second cycle the teacher modifies the drill method by doing fragments of words – words in each sentence
- The teacher reads the words that have been cut off until one sentence is complete then the students follow it. Furthermore also the same as the previous command.
Reflection

- There are still errors in reading each word, the letters that have been cut off, although not entirely. Children read without fragments word for word.
- Children can focus on reading every word, simple sentences prepared by the teacher, so the teacher must be right in front of the child.
- Children are quite clear in reading compared to when there are no fragments in words or sentences even though they are not perfect.
- There is still a little boredom or boredom in the child when reading it.

Data analysis Cycle 2

1. In cycle 2, it is more mature and looks detailed.
2. The activity program used is quite good
3. In the implementation of reading simple sentences it is still not optimal or perfect
4. There are additional ideas or researchers modifying the drill method with fragments of the words in these simple sentence

Table 3. CYCLE III

Planning
Prepare the place, class or room that will be used so that the child is more comfortable.
Prepare the things that will be observed.
It is better if the teacher or researcher is accompanied by another teacher so that the class action process can run smoothly.
Prepare concepts, structures or programs that will be given to students.
Prepare help in the form of pictures for each sentence so that it is easier for children to read with the help of concrete images so that children will understand what they read.
Observations/Actions
Students involved are 2nd graders.
Pray and take attendance.
All children must first focus on the front/blackboard so that class actions in reading simple sentences can be carried out.
The teacher modifies class actions with props in the form of pictures of sentences that will be read by the child, this is done so that the child does not feel bored, attracts the child's attention to focus or not get bored.

On the board there is a picture, below the picture there are simple sentences that have been cut off as in cycle 2.
Children are guided back to reading the chopped words to read sentence by sentence
Reflection
With the drill method assisted by props in the form of pictures, children can focus and can follow the teacher's instructions.
Classroom action research conducted with the drill method with a modification or using a tool has been quite successful, although not perfect.
At the end, several times there are still students who are bored or bored with reading and reading

Data Analysis Cycle 3

1. The preparation of the structure or class action program using the drill method is quite good and detailed.
2. The use of fragments of words and the use of pictures related to these simple sentences can already be used in reading so that children better understand and understand what they are reading.
3. The pictures that are used as supports or aids in this classroom action research really show results for children in reading simple sentences.

A. Discussion of Findings

In the implementation of research starts from the planning, observation or action stages to the reflection stage. Researchers found several findings related to the problem being studied, these findings are:

1. The ability to read simple sentences consisting of 3-5 words in mentally retarded children will affect environmental understanding.
2. Understanding the meaning of words is also a form of ability in everyday language in mentally retarded children.
3. In developing a cycle learning scenario, careful planning is needed so that classroom action research can run smoothly. It takes 1 member of the researcher who oversees the process of observation/action. There is a process of change in reading simple sentences even though it is not as expected, but at least the child understands enough sentence by sentence with the help of fragments of words and pictures. With the continuous drill/practice method used in reading simple sentences for mentally retarded children, it is easier for children to remember because mentally retarded children easily forget what they are taught today and tomorrow.

CONCLUSION

The application of the drill approach/method can be used to improve the ability to read simple sentences in mentally retarded children. The application of the drill approach/method is

proven to be able to improve children's reading of simple sentences consisting of 3-5 words, because children are emphasized to really understand and be able to pronounce word for word to sentence The results of research on the ability to read word for word up to simple sentences consisting of 3-5 words, showing that before being given action with the help of word chopping, children still cannot read simple sentences correctly, clearly according to what was ordered, even sometimes the subject does not respond. Sometimes bored, monotonous and bored After being given a word decapitation, there is a change. The results of the study on the ability to read simple sentences consisting of 3-5 words, showed that before being given a drill approach class action with picture and picture aids, children became interested in reading word for word simple sentences that were read or spoken to him.

REFERENCE

Abdurahman. M, (2003), Pendidikan Bagi Anak berkebutuhan Khusus, Bandung: PT. Refika Aditama.

Budi Susetyo, (2005), Contoh Proposal PTK, Diklat Penelitian Tindakan Kelas, Bogor.

Cece Wijaya, (1983), Metodik Bahasa Di Sekolah Dasar. Bandung: Publikasi Jurusan Kurtek IKIP Bandung.

Departemen Pendidikan Nasional Universitas Pendidikan Indonesia (2009), Pedoman Penulisan karya ilmiah (laporan buku, makalah, skripsi, tesis dan disertasi), Bandung, Departemen Pendidikan Nasional Universitas Pendidikan Indonesia).

Erpan, (2008). (http://www.drillmethod) Drill and Practice: [online]. Tersedia : 30 november 2008)

Jazir Burhan. (1985). Problema Bahasa dan Pengajaran Bahasa Indonesia. Bandung: Ganavo NV.
Muhardjito, (2005), Model – model PTK, Diklat Pendidikan Kelas, Bogor.

M. Cholik, (2005), Penulisan Laporan Hasil Penelitian, Diklat Penelitian Tindakan Kelas, Bogor.

Subdin PLB. (2008). (http://www. Dit.plb.or.id) *Informasi Mengenai Tunagrahita dan Pendidikannya.* [Online]. Tersedia : http:// www. Dit.plb.or.id. [April]

Swadarma. (2008). *Drill And Practice*[Online]. Tersedia: http://www. *Drill Method* [30 November]

Triyanto. P, (2005), Kawasan Penelitian Tindakan, Diklat Penelitian Tindakan Kelas, Bogor