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Phonetic Methods on The Early Reading Ability of Student with Intellectual Disability

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Abstract: Influence phonetic method the Early Reading Ability of Intellectual Student with a disability. The study aims to determine the influence of the phonetic method on the Early Reading Ability of Students with Intellectual a disability. The research is a quantitative research approach to *Single Subject Research* (SSR). The results of the study indicate that there is an influence on the phonetic method of the Early Reading Ability of Students with Intellectual Disability

Keywords : Phonetic Method, Early Reading Ability, Intellectual Disability

PRELIMINARY

Education is the right of all individuals. On the Basic Law on National Education System Chapter IV, Article 5 which states that every citizen has the same opportunity for me Purchase education. Such as citizen school age entitled me Purchase education the same including with special needs .

Reading ability is also a must for every child, not least for mentally retarded children, because by reading children can gain a lot of knowledge. Ability or aspect in asking the Early reading by Wardani (in Palupi, SR 2016) are: children can be distinguishing huruf- letters, children can me recite the sounds of letters and words with good and true, the child can move the eyes as quickly from left to right in accordance with the line of writing a n is read, the child can me mbunyikan tulisan a n are read correctly, the child can know mean punctuation and, shortly control high-low sounds by sound, the meaning of the spoken word Pradipta (2017).

Ber grounded early studies it is known that retarded students in the SLB Pembina National Level Section C Lawang encountered resistance at the beginning of the reading. The student can read for vowels only 3 letters and can show the vowels, but when reading consonants the students still do not master the reading.

Mercer in Abdurah m an, M (2004) « identifies that there are four groups of characteristics of students who are less able to read the beginning, namely in terms of: (1) the habit that a rise when reading, (2) errors in the know i said, (3) mistakes in understanding words , and (4) other symptoms.

The method used in this research is the phonetic method. The method in the Big Indonesian Dictionary

(2012) is an orderly method used in order to achieve the desired goals in carrying out the work or task. Whereas phonics, according to the Head of Indonesian Language (2012) is the concept of learning to read by using simple phonetic concepts

The phonetic method or commonly called phonetic a is a method that teaches students the sound of each letter and the sound of letter combinations. In addition to know the sounds of the letters students also diperken a alkane typeface (Pradipta, 2019). Therefore students will be taught logographically the symbol of each letter. Usually this method is used students do not need to memorize many syllables but he only needs to master the sounds of each letter at least 26 letters sounds. In every letter have three main components as identity .First letter, shape or characteristics (symbol or logo), name (identity) and sound (phonetic) by JS Bandudu (in Elly, SN 2013).

Phonetic method is a method used to learn to read the beginning with the introduction of letter symbols by voicing the sound of letters. So the phonetic method has the following functions : (1) Making the learning process smooth because the phonetic method can clarify students capturing information from the teacher , (2) This method can focus the child's attention so as to cause and increase students' motivation and interest in learning to read., (3) This method can optimize the ability of various senses (4) Students are more enthusiastic during the learning process (Ardyanti, W. 2015).

Menurut Jamaris, M (2009) The steps in applying the fo netik method are as follows: 1) Children are introduced separately, 2) Invite children to sound the sounds of letters , 3) Arrange into meaningful words with letters letters that have been introduced.

This research purpose it is to determine the influence of the phonetic method of reading the beginning of the student's mental retardation. There is an influence or can not be known from the results of research conducted during 12 sessions with 3 phases.

METHOD

This research uses a quantitative research approach . J enis research it is an experiment with the aim to obtain data needed taking into account the results of a treatment on the use of methods fon et ik against mem ability to read the beginning of retarded children in class V in SLB Trustees of National Level I Part C Lawang. The type of research used is experimental research with the *Single Subject Research* (SSR) approach . Rosnow and Rosenthal in Sunanto, J., Takeuchi, K., & Nakata, H (2006) explains that studies that use subjects single merupakan a n research experiment conducted with a focus on seeing the data personal the study sample. In this single subject study, individual scores are more important than group and implementation scores by comparing between groups but comparing the same subjects with different conditions.

The chosen research location is SLB National Level Section C Lawang . While the subject of this research is students with mental retardation class V with the initials I. This study uses a type of assessment test instrument, as well as documentation . A validation test is included to see the appropriateness of the instruments that will be used in research . Validation is a measure that indicates the level of validity of an instrument.

The results of the validity that have been made to the experts so that the suitability level of the instrument is known. Results of the test of validity by subject matter experts and learning experts, namely professors memilkiki score of 92%, which means the instrument 's discussion is valid , very thorough, very effective and can be used without repair. While the results of the validity that has been done to the experts so that the suitability of the instrument is known. The results of the validity test by material experts and practitioner experts, namely the teacher has a score of 91 % , which means that the instrument is very valid , very complete, very effective and can be used without improvement . From the results of the validation tested it can be concluded that the instrument used to measure the effect of the phonetic method on the ability to read the beginning of mental retardation students is feasible to use.

In this study using data collection techniques with tools in the form of tests. The test is a tool or procedure used to find out or measure something through the rules or ways that have been determined (Arikunto, S 2013) . Through the tests tested in this study, researchers were able to find out the extent to which the increase

in reading beginning of mentally retarded children. Tests were in doing in this study is as much as the data obtained to run to p ai stability, both in the phase of *the baseline 1*, intervention and *baseline 2*.

In this *Single Subject Research* (SSR) experimental study the data were analyzed with descriptive statistics. Sugiyono (2010), explains that descriptive statistics are statistics with data analyzed to describe or illustrate the amount of data collected without making generally accepted conclusions. In descriptive statistics data is presented in tables, graphs, percentage calculations, and pie charts.

RESULTS AND DISCUSSION

Results

The *Single Subject Research* (SSR) method was used in this study with the ABA design. The length of time required for data collection is 12 sessions, consisting of a *baseline* phase 1 (A1) 4 sessions, an intervention phase (B) 5 sessions and a *baseline* phase 2 (A2) 3 sessions. Data is calculated based on the assessment sheet using a percentage. Scores obtained by students are calculated by calculating student scores divided by maximum scores and multiplied by 100% then the scores obtained by students are analyzed using graphic design.

The *baseline* phase 1 (A1) is the first step in conducting research. Ie the subject in the condition before being given an intervention (using the phonic method). Phase A1 is done in 4 sessions. With the highest value in the A1 phase is 68.75% and the lowest value is 63.75%. The ability to read the beginning of students before given intervention is indicated by the baseline 1 (A1). P no *baseline 1* (A1) subjects the value range is 63.75% -68.75% and classified data is stable.

The intervention phase (B) is carried out after the *baseline* phase 1 (A1). The process of providing intervention The researcher gave a phonetic method to measure the effect of the phonetic method on the ability to read the beginning of students. The intervention phase is carried out for 5 sessions. With the highest value in the A1 phase is 78.5% and the lowest value is 72.5%. The intervention conditions of the subjects were classified as stable with a range of 72.5% -78.5%.

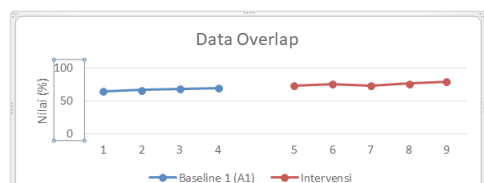
The *baseline* phase 2 (A2) is a repetition of the initial step without giving an intervention . Phase A2 is carried out for 3 sessions. With the highest value in the A2 phase is 80% and the lowest value is 76.25%. The *baseline* condition 2 (A1) of the subject before the intervention was given showed the students' ability to read the beginning after being given the intervention and showed a clear relationship between the independent and dependent variables . At *baseline 2* (A1) the range of subject values was 76.25% -80% and classified as stable data.

Table 1 Results of Visual Analysis in Conditions

Condition	Baseline 1 (A1)	Intervention (B)	Baseline 2 (A2)
1. Length conditions	4	5	3
2. Estimation of direction trends	(+)	(+)	(+)
3. Stability	Stable	Stable	Stable
4. Data trace	(+)	(+)	(+)
5. Level of stability and range	Stable (63.75-68.75)	Stable (72.5-78.75)	Stable (76.25-80)
6. Level change			

Table 2 Results of Analysis Between Conditions

Condition	B: A1	A2: B
1. Number of variables changed	1	1
2. Changes in direction and effect	(+) Positive	(+) Positive
3. Change in stability	Stable to stable	Stable to stable
4. Level change	3.75%	7.5%
5. Percentage overlap	0%	-



Picture 1 Data Overlap Intervention (B), Baseline 1 (A1) Literacy Starters Know Alphabet

Visual descriptive analysis of the graph of this study uses visual analysis of conditions and visual analysis between conditions shown in table 1. From table 1 above it can be concluded that the estimation of the direction tendency of the A1, B and A2 phases is positive with increasing estimation and which means the ability to read the beginning child increases. Data is also relatively stable from phases A1, B and A2.

Components contain analysis between conditions, namely the number of variables changed, changes in stability trends, level changes, and *overlapping* presentations. The *overlap* percentage is obtained by calculating the number of data points in the intervention phase (B) in the upper and lower limits of the *baseline* phase (A) that has been calculated previously. Then multiplied by 100% with the amount of data recorded in the range.

Based on Figure 1 It can be seen that the upper limit of the *baseline* 1 (A1) condition is 71.65 and the lower limit is 61.35. In the intervention phase (B) there are no points included in the range of the upper limit and *abwaah baseline* phase 1 (A1), so that the percentage *overlap* in this study is 0%. The influence exerted on the research subject gets better if the *overlap* percentage is getting smaller. From the *overlap* results of this study, the researchers concluded that the phonetic method had a good effect on increasing the ability to read the beginning of recognizing the letters of intellectual disability students.

Discussion

Ability of Developmental Students before being given an Intervention

Be discovered the early reading ability Soemantri (2012) describes the child’s mental retardation is a term used to refer to the right of children who have a below-average ability. Many mention mentally retarded children as intelligence disorders because the condition of children’s intelligence is far below average. So that education with special services is the education needed by children because it can develop children’s abilities.

According to Efendi (2006) states that mentally retarded children can participate in school activities by developing the abilities of children. Abilities that can be developed include academic ability (reading, writing, and arithmetic), the ability to socialize and be independent, the ability to skills for the benefit of work in the future.

Retarded child usually experience various difficulties and errors in reading, among which children experience an error in pronouncing the letter, pen ukaran letter, insertion of letters, and one of pronouncing words. The I is the subject of this research is the fifth grade students of Lawang Trustees SLB. I have difficulty reading the beginning. Students are fluent when sounding the vowels a, i, u, e, o, but when the child is told to show one by one, the child cannot show it. And also when mentioning consonantal letters, children have difficulty and tend not to know. Similarly, when asked to mention the letters in one word is still often wrong, and sometimes reversed in the pronunciation of one letter with another. This is known when researchers make observations before that is before conducting research.

Furthermore, it is known before researchers provide intervention in the form of phonetic methods, the ability to read the beginning of students is relatively lower than after the intervention. The child is given 20 with commands to read and show letters without the help of researchers. Children have a value in the baseline phase 1 or phase before being given an intervention with an average of 66.5.

In session 1 the child is able to read letters a, u, o and for consonants the child is able to read the letters r and b. To show letters children are able to show letters a, u, o and for consonants children are able to show letters r, b and s. In session 2 children are able to read letters a, u, i, o and for consonants children are able to read letters r and b. To show letters children are able to show letters a, u, i, o and for consonants children are able to show letters r, b and s. In session 3 children are able to read letters a, u, i, o and for consonants children are able to read letters s, b and r. To show letters children are able to show letters a, u, i, o and for consonants children are able to show letters s, b and r. In session 4 children are able to read letters a, u, i, o and for consonants children are able to read r and b. To show letters children are able to show letters a, u, i, o and for consonants children are able to show letters r, b, s and p.

Ability of Developmental Students after being given an Intervention

In the Intervention phase (B), intervention is given by the phonic method by which the researcher performs the following steps: the initial activity of the researcher prepares student learning readiness. In the core activity 1) The researcher introduces the letters az which are divided into 4 groups, with groups 1 (a, i, u, e, o) group 2 (m, s, b, p, l), group 3 (d, n, t, w, s, r), class 4 (c, j, y, z, v), 2) The researcher mentions letters according to the group, students follow repeatedly, 3) The researcher asks students to mention vowel letters and consonants that have been provided by researchers, 4) Researchers explain and give guidance to students so that students look for the sounds of letters mentioned by researchers on the word card, 5) Researchers explain and provide guidance for students so students look for the sounds of letters mentioned by researchers on 6) Researchers repeat to teach the material to recognize other letters.

In this intervention phase, students have an increase, this is indicated by the calculation of the analysis with an average result of 74.75. After the intervention the child is able to read vowels. U ntuk consonant children are able to read 6 consonant with the intervention sessions total of 5 children are able to read the consonants and vocals as much as 11 letters. To show letters children are able to show consonants and vowels as many as 12 letters.

After the intervention was carried out baseline 2, the implementation was the same as baseline 1 by giving 20 letters with the child's command to read and show the letters without the help of researchers. In this phase the child experiences an increase based on the data calculated from the analysis of the mean or an average of 78.3. In session 10 children are able to read 10 letters and show 11 letters. In session 11 children are able to read 11 letters and show 12 letters. In session 12 children are able to read 12 letters and show 12 letters.

After the intervention and baseline 2, the child has increased because according to the function of the phonetic method, it can direct and increase attention when the child follows the learning so that motivation in children's learning increases and children's reading interest increases. With phonetic methods, students can capture learning information from the teacher clearly which gives rise to a smooth learning process and also makes students active in the learning process.

Effects of Phonetic Methods on the Ability to Read the Beginning of Students with Developmental Disabilities

The intervention given can increase the ability to read the beginning to recognize students with intellectual disabilities. This is indicated by the results of the assessment and calculation of data in the *baseline 1* phase has an average of 63.75-68.75. While the increase occurred in the intervention phase with an average range of 72.5-78.75. Meanwhile in the *baseline* phase 2 children also experienced an increase by obtaining an average ranging from 76.24-80. The overlap percentage in this research shows that the result is 0% which means that the intervention, namely the phonic method, has a positive influence on the ability to read the beginning to recognize the letters of tungrahita students. The influence exerted on the research subject gets better if the overlap percentage is getting smaller.

According to Efendi (2006) states that mentally retarded children can participate in school activities by developing the abilities of children. Abilities that can be developed include academic ability (reading, writing, and arithmetic), the ability to socialize and be independent, the ability to skills for the benefit of work in the future.

The reading ability of mentally retarded children is caused by several factors that can affect the level of success, including retarded children's reading interest, motivation, learning facilities that make children become interested, teaching methods, and learning strategies. Low memory will also affect the reading ability of mentally retarded children because children find it difficult to remember letters, letters arranged into words and words arranged into sentences. The media is one of the important things used in improving the reading abilities of mentally retarded children because of the media that attracts children not get bored easily because children with intellectual disabilities often feel bored when learning.

Phonetic or phonetic methods are methods that teach students the sound of each letter and the sound of letter combinations. In addition to knowing the sound of letters students are also introduced to the form of letters. Therefore students will be taught logographically the symbol of each letter. Usually this method is used by students only need to master each

letter not to memorize many syllables . Each letter has three main components as a letter identity. First, the shape or features (symbol or logo), name (identity) and sound (phonetic) according to JS Bandudu (in Elly 2013).

This is in accordance with the ability of students with disabilities, children do not need to memorize letters because mentally disabled students have low memory abilities. With phonetic methods, children can learn to recognize letters without getting bored and mastery of the more advanced children.

CONCLUSION AND SUGGESTION

Conclusion

Students 'initial reading skills prior to the intervention were quite low and after the intervention the students' initial reading ability was improved. And after processing the data and analyzing the visual graph there is an influence between the phonetic method and the reading skills of the mentally retarded students at the SLB National Level Board of Trustees Lawang.

Suggestion

In this study can be input and become recommendations for educators to use phonetic methods in the learning process at school. And for further research, it is expected to be able to develop this research by developing words or sentences and is expected to be able to make decisions with different subjects.

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