



The Development of Syllable Method Through Sound Reposition to Improve Early Reading Skill Ability of Mild Mentally Retarded Class III at SLB C Dharma Bhakti Dharma Pertiwi Bandar Lampung

Mia Nur Adlina✉, Endang Rochyadi, and Sunardi

Special Education, Indonesia University of Education, Bandung, Indonesia

✉ mianur27@upi.edu

Abstract: The ability to read is a basic cognitive ability needed by everyone and is a complex activity because it requires visual ability, memory, auditory, and good pronunciation. Mild retardation children find it difficult to remember new things so that the majority of them have difficulty in differentiating simple syllables, words, and phrases that impact the ability to read the beginning. The current reading method has not yet accommodated the constraints faced. Therefore, it is necessary to find a suitable method for them by developing syllable method through repositioning sound. The purpose of this study is to determine whether the syllable method through sound repositioning can improve the reading ability of children with mild intellectual disabilities. This research uses SSR experimental method with an A-B-A design. The data collection is done by giving a preliminary reading test consisting of the ability to read syllable patterned kv-kv, simple sentences, and simple paragraphs. Significantly the results of this study were able to improve the reading ability of early childhood with mild intellectual disability class III in SLB C Dharma Bhakti Dharma Pertiwi Bandar Lampung. The conclusion of the syllable method through sound repositioning can improve the reading ability of the beginning especially for the children with mild intellectual disability and apply to the subject under study. Recommendations of syllable methods through repositioning sounds can be helped through supporting media such as colored card media, concrete objects, and interactive drawings, the child is easy to understand and more attention to the child to foster motivation to learn.

Keywords: Mild intellectual disability, early reading skill, sound reposition, syllable method

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INTRODUCTION

"Children with mental retardation are less proficient in thinking about abstract, difficult and convoluted things" Amin (1995, p. 11). Their limited thinking ability causes mentally retarded children to experience difficulties when learning, especially in academic teaching areas such as reading, writing, and arithmetic. The ability to read is the first ability that must be completed by everyone because the reading ability is the main window in learning other sciences.

In schools with special needs, such as for mentally retarded children or those with intellectual disabilities, reading problems are an important part that must be mastered so that they can live independently in society. Reading as a means to increase information, knowledge, and thinking power as stated by Soedarso (1983, p. 4) that "Reading is a complex activity that requires

a large number of separate actions, including the use of understanding, imagination, observation, and memory".

The results of preliminary studies through observation, teacher interviews, and assessment of Class III di SLB Dharma Bhakti Dharma Pertiwi, obtained an overview of the ability of students who have difficulty reading, where new students can read vowels and consonants, can read KV-KV patterned words but have not been able to read the sentence. Meanwhile, the target curriculum for grade III is to understand simple descriptive texts about the environment in Indonesian, both spoken and written, assisted by regional languages.

Facts in the field show that learning to read in the early stages is done by introducing syllables and words as a combination of consonants and vowels / a /. For example,



"ba", "ca" and so on, then strung together into words like "read" and so on. The next stage is the introduction of syllables and words consisting of a combination of vowel consonants and others that are carried out after students can read syllables and words, which are connected with vowels / a /, / i /, / u /, / e /, / o /.

This results in students only being able to read consonants connected to the vowel / a / and not being able to read syllables connected to the vowel / i /, / u /, / e /, / o /. The learning method that has been used in the classroom only requires students to read consonants with the vowel / a /. Besides taking a long time, the method also becomes difficult in learning to read because mentally retarded children have obstacles in remembering new things and difficulty distinguishing letters.

The syllable method through sound repositioning is expected to be able to multiply words, with a few words taught by the teacher, which will add new words. So, children do not remember the same words. Repositioning the sound of the word will remain wherever by moving the position of the letter or syllable, the letter or syllable will add a new sound. The teacher must be able to choose meaningful words that will be taught to children.

One alternative method of learning in reading using the syllable method is through repositioning of syllable sounds. This method will make it easier for students for several reasons, namely enriching vocabulary, the words used are meaningful, and in the words taught there are pictures so that the child understands that the words contain meaning. The placement of words, syllables, and letters later from those letters or syllables is repositioned to form new meaningful words. Sound repositioning is a placement to a different or new position (Tim Penyusun KBBI, 2007, p. 450). Repositioning of syllable sounds is done to find new words from words that have been taught. Reading a few simple sentences doesn't have to teach all

the letters, syllables, words, sentences, and paragraphs gradually. The way to teach reading uses the syllable method through sound repositioning, which is to introduce several meaningful words that will be strung together into simple sentences, then the words that have been taught are broken down into syllables. The syllables are recombined into words by repositioning the sound by changing the syllable position. For example, from the word "forget" students can read new words such as "hammer", "nail" becomes "kupa", and "mother" becomes "sweet potato". So, by learning a few words, children can multiply words through the syllable method through sound repositioning. This reading method is very beneficial, especially for mentally retarded students who are already bored and have difficulty distinguishing and memorizing letterforms.

METHOD

The research method used in this research is the experimental method with a single subject (Single Subject Research), namely research carried out on the objective subject to determine the magnitude of the effect of the treatment given repeatedly within a certain time.

This study uses the ABA design pattern method and a quantitative approach. The ABA design is a design consisting of three phases, namely *baseline 1* (A1) condition for intervention (B), *baseline 2* (A2), to assess the magnitude of the effect of a treatment/intervention on certain variables given to individuals. The addition of *baseline* condition 2 (A2) is intended as a control for the intervention condition so that the belief that there is a functional relationship between the independent variable and the dependent variable is stronger. The structure of this research is described as follows,

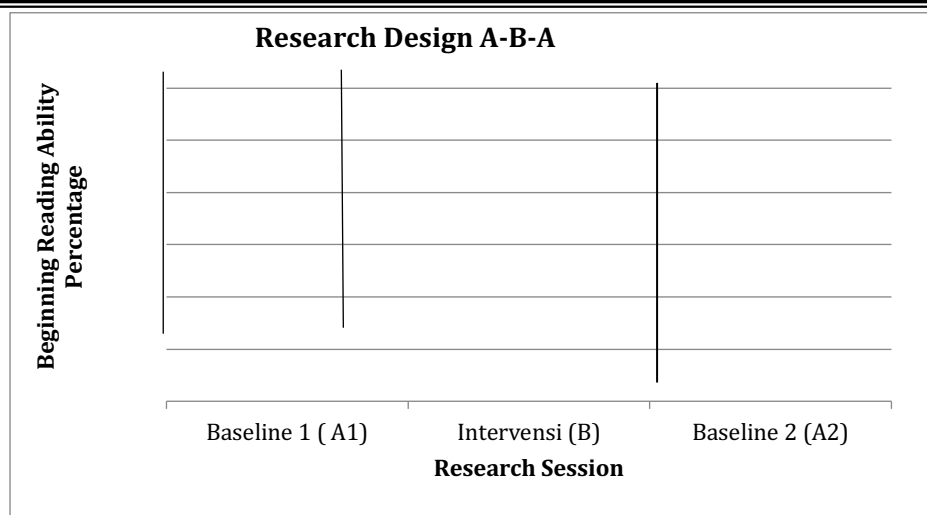


Figure 1. Research Structure

Conditions *baseline 1* (A1) is a condition when the target behavior (behavior) is measured periodically before a certain treatment is given. *The baseline* in this study is the subject's ability to read prefixes before developing the syllable method through sound repositioning. Measurements in this phase were carried out in three sessions. The condition of intervention is the condition of the subject's ability to read the beginning which is measured after being given treatment. At this stage, the subject is given treatment with the practice of recognizing syllables, words, simple sentences, and simple paragraphs.

While the *baseline condition 2* (A2) is the condition of the subject's ability which describes the development of the initial reading ability after being given intervention. This is done to determine whether the subject's ability in the intervention condition is stable or not. This study uses an instrument that is adjusted to the results of the subject's assessment of pre-reading. This instrument is a question that contains academic words and sentences. The number of instrument items given was 40 items.

RESULTS AND DISCUSSION

The data obtained based on the subject's ability in the initial reading ability will be displayed in the following table:

Table 1. Acquisition Data Beginning Reading

Phase	Session	Score	Maximum Score	Percentage
<i>Baseline 1 (A-1)</i>	1	39	120	32,5%
	2	50	120	41,67%
	3	57	120	47,5%
	4	65	120	54,17%
	5	65	120	54,17%
	6	71	120	59,17%
Intervention (B)	7	75	120	62,5%
	8	77	120	64,17%
	9	80	120	66,67%
	10	82	120	68,33%
	11	84	120	70%
	12	89	120	74,17%

	13	94	120	78,33%
	14	96	120	80%
Baseline 2 (A-2)	15	103	120	85,83%
	16	110	120	91,67%

The data above can be observed in the following graphical form:

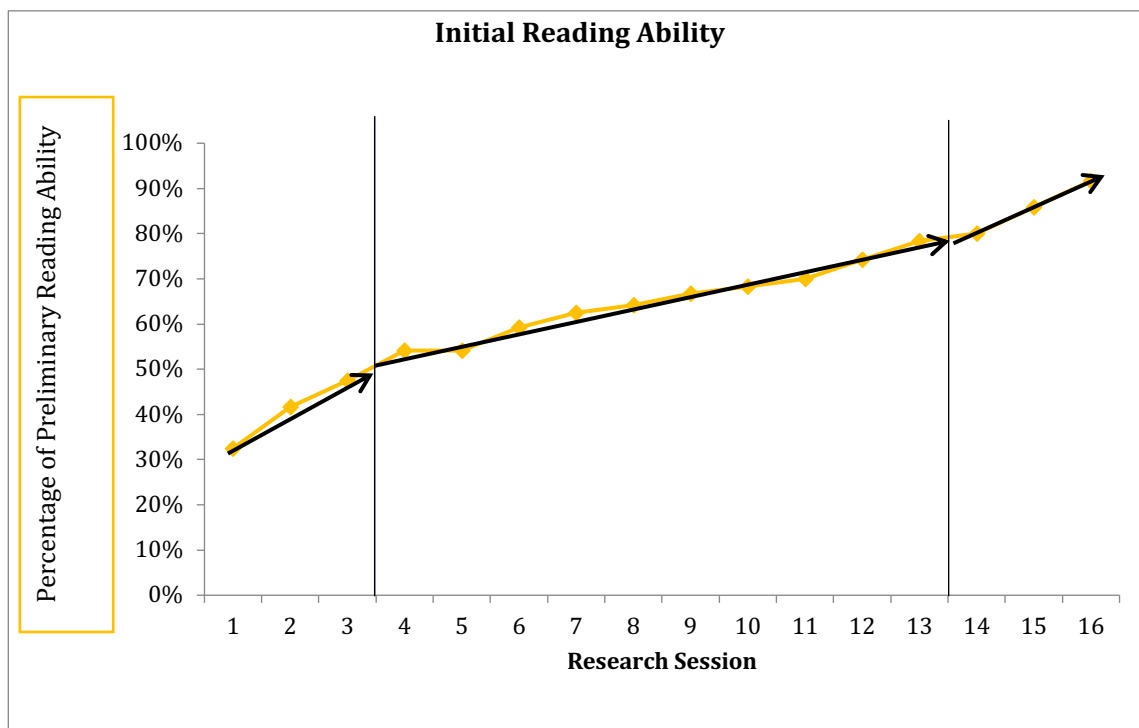


Figure 2. Data on Acquisition of Preliminary Reading Ability

Based on the tables and graphs above, data collection was carried out in three phases, namely three baseline-1 sessions, ten intervention sessions, and baseline-2 sessions three times. Every child has abilities that are not equal to other children. Especially mild mentally retarded children who have difficulty remembering and learning new things. So that learning to read is something complicated for them. If the teaching method used is not appropriate. Children who have difficulty distinguishing syllables, words, and sentences. So, learning to read it must start from the syllable. The research subjects experienced difficulty in reading words that were not KV-KV patterns and simple sentences so that the subjects could not learn to read by spelling letter by letter because it would take a very long time for the subject to read fluently. Therefore, a method that does not emphasize the mastery

of letters is used, one of which is the development of the syllable method through sound repositioning based on the theory of behaviorism, that learning must go through certain stages, little by little, easy than difficult.

This study was to see the effect of developing the syllable method through sound repositioning in improving the early reading ability of children with mild mental retardation. The results of this study indicate the ability to read the beginning after being given the intervention. In the intervention process, the subject is taught by introducing meaningful words, then arranging the words into meaningful simple sentences, then repositioning the syllables to form new words, and making simple sentences from the new words that are produced. The final step is to peel back and assemble simple



sentences into word forms, words into syllables, and syllables into letters to form new syllables from the letters that have been taught. Because in the syllable method the subject is not required to be able to read letters so that it is easier and faster to understand and with a few syllables the subject can read many words to make simple paragraphs composed of the syllables being taught, as well as new words generated through sound repositioning. This research was conducted in 16 sessions. In the baseline phase 1 (A-1), the study was conducted to determine the subject's ability to read the introduction before the intervention was given. Baseline phase 1 (A-1) was conducted in 3 sessions. The percentage of the mean level in this phase is 40.56%, wherein this phase the subject can read two syllables and words but sometimes some letters are read incorrectly and have not been able to read simple sentences and paragraphs at all.

In the intervention phase (B) the subject was given a pre-reading intervention using the syllable method through sound repositioning techniques. This phase is carried out as many as 10 sessions conducted in two hours of lessons or about 70 minutes. In this phase, the estimation of the directional trend shows an increase (+) in the child's beginning reading ability with a level change of 24.16% compared to the baseline phase 1 (A-1) of 15%. In this phase, the ability to read the subject's introduction increases gradually. The graph of the stability trend shows that in this phase the resulting data is stable at 100%. After the data in the intervention phase (B) were stable, the study was continued in the baseline phase 2 (A-2). In this phase, the graph estimates an upward trend (+) with a mean level of 85.83%. This phase shows the subject's ability to read all KV-KV, V-KV, V-KVK, KV-VK, KV-KVK, and KV-KV-KV patterned words but sometimes the subject is only 1/2 letter wrong when reading the word. The subject can read 2-3 words in a simple sentence but have several words spelled. In the baseline phase, 2 (A-2) was held in the morning in class so that the subject could still concentrate. The subject has also begun to get used to the researcher

so that the subject is happy to follow the learning given.

The increase in pre-reading ability can be seen from the mean level at baseline 1 (A-1) of 40.56%, then in the intervention phase (B) it was 54.33%, and in the baseline phase, 2 (A-2) is increased to 85, 83%. This increase is because learning is carried out with methods that are easy to understand for subjects who have difficulty reading simple words and sentences. So that the subject does not have to memorize all the letterforms and their changes when arranged into simple syllables, words, and sentences. The increase in the subject's ability to read KV-KV patterned words from 55.56% in the baseline phase 1 (A-1) increased to 72.33% in the intervention phase (B) then increased by 90% in the baseline phase 2 (A-2). In reading the V-KV patterned words, from 50% in the baseline phase 1 (A-1) is increased to 86.67% in the intervention phase (B) and then increased by 100% in the baseline phase 2 (A-2). In reading the V-KVK patterned words, from 48.15% in the baseline phase 1 (A-1) is increased to 76.67% in the intervention phase (B) then increased by 96.30% in the baseline phase 2 (A-2). In reading the words with the KV-VK pattern, from 40.74% in the baseline phase 1 (A-1) is increased to 72.22% in the intervention phase (B) then increased by 92.59% in the baseline phase 2 (A-2). In reading the CV-CVC patterned words, from 26.67% in the baseline phase 1 (A-1) is increased to 52.33% in the intervention phase (B) then increased by 76.67% in the baseline phase 2 (A-2). In reading the words with the KV-KV-KV pattern, from 61.11% in the baseline phase 1 (A-1) is increased to 88.33% in the intervention phase (B) then increased by 100% in the baseline phase 2 (A-2). In reading simple sentences, namely from 31.11% in the baseline phase 1 (A-1) it increases to 56.33% in the intervention phase (B) then increases by 80% in the baseline phase 2 (A-2). Therefore, the researcher tries to develop the syllable method through sound repositioning as teaching to improve the ability to read early reading in children who have obstacles in reading fluently at the beginning due to the



obstacles in their intelligence. teaching exercises in children because children with intellectual disabilities need effective and efficient teaching so that children easily understand. Selection of meaningful syllables, meaningful words, and sentences consisting of the types of objects around the child so that the use of these words is more functional and can be applied in everyday life as knowledge for children to understand the objects they see in the surrounding environment. The concept according to Supriyadi (1992, p. 12) is that the syllable method is a method that starts teaching reading at the beginning by presenting the words that have been arranged into syllables, then the syllables are arranged, the last one is stringing the words into a sentence (Iskandar, Wassid and Sunendar, 2010, p. 47) The advantages of the syllable method include; 1) There is no spelling letter by letter so that it speeds up the process of mastering the beginning reading ability. 2) Can learn to recognize letters by peeling or deciphering the syllables used in the letter elements. 3) Serving does not take a long time. 4) Can easily know various kinds of words. 5) By Indonesian grammar. 6) Pronunciation of consonants is more perfect. 7) Does not require many facilities. 8) The learning process is very easy and can be practiced by anyone. 9) Students do not tend to memorize sentences that are read as in the global method which combines words with the help of pictures. 10) Does not require students to think independently as the syllable method through sound repositioning so it is suitable for mild mentally retarded children whose initiative is minimal.

The results showed that the development of the syllable method was by the above concepts and theories, then the researchers developed the syllable method through sound repositioning, namely teaching reading at the beginning by introducing meaningful words, then arranging words

into meaningful simple sentences, then repositioning the syllables to form words. new and create simple sentences from the newly generated word. The final step is to peel back and assemble simple sentences into word forms, words into syllables, and syllables into letters to form new syllables from the letters that have been taught. Frank C Laubach, in his book "teaching the world to read" states that most of the languages of Asian and Polynesian countries are formed from syllable elements, such as Japanese, Samoan, Hawaiian, etc., as well as Indonesian, therefore he concludes that the reading method suitable for use in Indonesia is the syllable method. This can be proven in the process of forming new Indonesian words by adding new syllables instead of letters, as well as in the formation of new words from foreign languages (loanwords) such as "pencil" (read in pencil) into "pencil" in Indonesian. The advantage of this method is that it is easy for everyone to do. (Soewargana, 1969, p. 264).

CONCLUSION

Based on the results of the discussion above, it can be concluded that the development of the syllable method through sound repositioning can significantly improve the ability to read the beginning of grade III mild mentally retarded children at SLB Dharma Bhakti Dharma Pertiwi Bandar Lampung.

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