

Research Article

Ability to Read on Remedial Program Services for Dislexic Children through Use of Student Card Game in Elementary Schools

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Abstract: This study aims to improve Reading Ability at Remedial Program Services for Dyslexic Children Through the use of Word Card Games in Third Grade Students of Kelapa Gading Timur Elementary School 03 North Jakarta. The method used in this study uses the Action research approach. The results of this study indicate that there has been an increase in reading skills in remedial program services for dyslexic children of Class III students using the use of word card games. This is evidenced by the increase in reading skills in remedial program services for students with dyslexic children, can be seen from the results of increased results The ability to read in remedial program services for dyslexic children students starts from cycle I, until cycle II.

Keywords: leadership, organizational culture, teacher professional competence.

INTRODUCTION

In language learning, reading is one of the abilities that must be possessed by students (Oxford, 2016). The ability to read will be a provision for students in their daily lives to read data, messages, ideas and ideas of others and obtain knowledge in the form of writing, such as reading in books, newspapers, magazines, letters, sms, story books, and encyclopedias and internet (Oxford & Amerstorfer, 2018). Considering the importance of reading skills possessed by students, the purpose of learning Indonesian in the aspect of reading must be formulated according to the needs of students in accordance with students' mental development and times, so that these abilities can be applied in daily life easily, and useful to help broaden horizons and student science (Nugraha, *et al.*, 2018).

In language learning, reading ability is one of the four aspects of language skills. Other aspects of language are listening, speaking, reading and writing. Reading is a complex activity because this activity involves the ability to remember graphic symbols in the form of letters, remembering sounds from graphic symbols in a series of words and sentences that contain meaning (Zulela *et al.*, 2017; Jamaris 2009) gives the meaning that reading is a process that involves many aspects that play a role, among others, the senses, brain, thought processes and mentality of a person when reading.

Reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through words or written language. While reading ability is the ability of people to understand the contents of the reading as measured by the tests provided, and the ability to read technically is the ability to express readings so that they are pleasant to hear as measured by recording the text provided. Students' reading skills must be supported by language mastery skills such as vocabulary and grammar.

Thus it can be emphasized that the ability associated with reading is the ability to respond consciously to the written arrangement it faces or simulated. The response displayed is an active response. This active response is related to the management of written speech. From several theories about the ability to read that have been explained above, it can be concluded that the indicators that can be used as a reference for each student to be able to be adept at reading successfully must have provisions to understand things that are related to language with the content of the message.

Basically language learning is learning to communicate. In this case, language learning emphasizes four aspects of language skills, namely: listening, speaking, reading, and writing. A person who

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is able to read is not just a coincidence, but because someone is learning and practicing reading texts consisting of a collection of meaningful letters. In reading activities, what we read is a sign or sign or meaningful writing. In this case, the symbol or sign or writing can be a collection of letters that form words, a collection of words that form groups of words and sentences, a collection of sentences that form paragraphs, and a collection of paragraphs that form a whole discourse. Reading can also be said as a process in obtaining information using reading techniques that are in accordance with reading material so that the information can be in accordance with the purpose of reading. Therefore, reading must be in accordance with its purpose (Al & Majid, 2016).

In the Indonesian language learning curriculum at the Elementary School level, reading skills are developed into several levels including the ability to read the beginning, read aloud, read poetry, and read fast which is tailored to the development and ability of students at each grade level (Sari, *et al.*, 2017). The ability to read that will be examined by researchers in the third class emphasizes reading words in simple paragraph sentences. For the purposes mentioned above, the teacher needs to stimulate students to be able to read the words in the sentence clearly along with the correct intonation, in this connection the teacher must be able to choose the right method, so students are interested in practicing and love reading learning activities.

In learning Indonesian, besides choosing the right method, it is important to be able to achieve reading learning goals, because not all students can easily complete reading assignments, especially for students who have special needs, finding difficulties in building reading skills especially at the reading level (Zulela, 2012).

Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the contents of the text being read. Therefore, reading is not just looking at a set of letters that have formed words, group words, paragraph sentences and discourses, but more than that reading is an activity to understand and interpret (Kikas *et al.*, 2018).

During the first field visit at the school to observe the results of reading tests in grade III elementary schools in Ivory coconut, at the inclusion class, researchers found that all child students could achieve the minimum completeness criteria for reading after going through remedial activities. This can occur because students with special needs have difficulty reading, unlike students who are alert, because of the abnormalities in the brain that become obstacles. The results of the Odd Semester Final Test of Indonesian

Language for children with special needs are 50 with the lowest score of 38 (KKM 75), so they must attend a remedial service program. From the results of interviews with class III teachers, information was obtained that the difficulty of reading in Indonesian language learning with constraints included difficulty in differentiating letters, difficulties in pronouncing phonemes misreading letters, difficulty in stringing syllables so writing was incomplete, difficulty in composing words into sentences and difficulties use a particular vocabulary or term in a sentence. The amount of time given to dislected students is also equated with the time given to students even though they need more and more frequent practice.

Based on the opinion on the exercise factor, methods and media to stimulate reading ability for students will have a large influence on the achievement of learning outcomes (Rani & Pratihasta, 2018). Another factor that will help the achievement of learning outcomes in Indonesia, especially in teaching students in inclusive classes is training and guidance to teachers to have special abilities in developing reading skills for students. Researchers chose the game technique because it was in accordance with the characteristics of grade III elementary school students who were very fond of the game. The game that the researcher will present in action research is a game in the form of a word card that will help students practice reading the beginning. The researcher will choose interesting themes for students to be presented in the form of word card games.

Based on the literature review above, the research focus can be formulated in the following questions: (1) How to improve reading skills in remedial program services in learning Indonesian language that are still lacking; (2) Whether the use of word card game techniques in learning Indonesian will improve reading skills. This research provides positive benefits for teachers and students. for teachers this research can be recommended as an input for teachers in improving reading skills, in learning Indonesian language and guidance for teachers in the selection of appropriate games in learning Indonesian especially about reading in the lower classes.

LITERATURE REVIEW

Overcoming Reading Difficulties for Children With Special Needs at Inclusion School

Early handling coupled with perseverance and strong motivation will overcome the disorder. Remedial teaching exercises with full patience and perseverance will usually help the child overcome the difficulties. Giving motivation such as praise or a small gift every time he manages to overcome his difficulties will be very helpful. For those who have a concomitant disorder, behavioral therapy can be added. Or, additional speech therapy for those accompanied by

speech difficulties. People's perceptions of inclusive education vary.

The concept of inclusion has different meanings for everyone. Inclusion provides an important meaning that every child has the right to develop according to his nature. Learn, play, and enjoy life without any boundaries that limit it. With the existence of inclusive education means provide opportunities for all children to enjoy the life they want. In reality, nature good teaching is universal; when open social environment and accepting students with disabilities, building the value of acceptance and inclusion, it also improves the classroom atmosphere for students who are overweight, come from different family backgrounds, or eat different foods in class. The things that teachers do to overcome the difficulties of learning to read to students who think critically in inclusive schools include: namely: Detection and Intensive Training.

Beginning Reading Learning for Children with Special Needs in the Inclusion School

Class III Elementary School students (low class) who are participants of research, are focused on developing the ability to read the beginning. Reading in the beginning according to Jamaris, generally starts in the early grades of elementary school, but there are children who have done it in kindergarten and at the latest when the child is in the second grade of elementary school. At the stage of reading the beginning the child starts learning vocabulary at the same time he learns to read and write the vocabulary. In low-grade elementary school children, reading learning is intended to recognize more letters, syllables and words. According to Jamaris, the purpose of early reading is to develop the ability to read fluently with emphasis on vocabulary, word recognition and context, and understanding words and their contexts. The ability to read is a process carried out by someone to: (1) concerning recognizing letters; (2) read the word; (3) describe syllables, (4) read simple sentences; (5) reading reading texts. Word card games are a series of game activities carried out by students in learning with the help of word cards as information and teaching materials that will be fun and provide meaningful experiences for students.

The use of word card game techniques can be used to help to achieve the reading ability of dyslexic students. The teacher should act as a facilitator to guide students to act and act in accordance with the steps specified in learning. If this is done properly by the teacher in the learning process, then the learning objectives will be achieved optimally.

METHOD

This research is a classroom action research. The intervention design / design cycle in this study uses the Kemmis and Mc Taggart model, using a spiral system that starts from planning, acting (observing), observing, reflecting, and resuming planning again. (replanning) as

a basis for problem solving strategies. This action research is carried out through two cycles, which are adjusted to the conditions and results of reflection on the achievement of the expected improvement in the previous cycle, in accordance with the actions taken. In the first cycle it has not been successful, then continued in the next cycle. At the planning stage of the action which includes general planning and special planning. General planning includes planning time for conducting research to be carried out for approximately two months. The researcher held a meeting with the principal for consultations, and a meeting with fellow researchers to discuss the steps in conducting the research. In addition, it is planned to regulate class conditions, preparation of subject matter as well as media / learning tools needed, making lattice of action observation instruments,

The subjects of this study were third grade students of public elementary school 03 kelapa gadingin North Jakarta Indonesia. In this study the researcher collaborated with the teacher to develop a learning program.

RESULTS AND DISCUSSION

The results of reading ability in remedial program services for dyslexic children by using the use of word card games contribute to improving student learning outcomes. The action in the first cycle only reached 60.00% of the number of students who reached the 61.14% class average. This achievement does not meet the minimum completeness criteria of 70. So it is continued with cycle II. After the action in the second cycle, the average monitoring of student actions increased to 90.00%. From the number of students who achieved a score of more than 70. This shows that the use of word card games can be implemented properly so as to make students active in the learning process.

This can also be seen in the action monitoring diagram in two cycles, it will look like the diagram below:

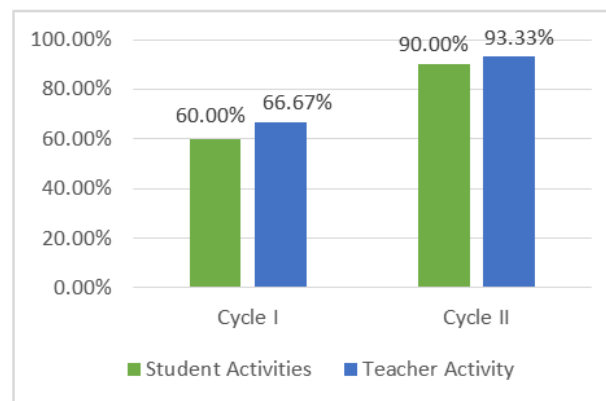


Fig.-1. Average diagram of instruments monitoring student and teacher actions during the two cycles.

Interpretation of the results of the analysis was carried out by researchers and collaborators after the data analysis was conducted. Based on the data of the instrument results of student learning outcomes and action monitors using the use of word card games for two cycles, it has shown an increase in student learning outcomes that are getting better. Data obtained from student learning outcomes include: the number of student scores of more than 75 has increased from 8.57% in the first cycle to 80.00% in the second cycle. Then students who get a value between 65-75 decreased from 31.43% in the first cycle to 20.00% in the second cycle. Then, students who get a value of less than 65 experience a decline from 60.00% in the first cycle to 0.00% in the second cycle. The average reading ability in remedial program services for students with dyslexia in the first cycle was 61.14%, increasing to 81.14% in cycle II. While the average results of student action monitoring increased by 30.00% from 60.00% to 90.00%, as well as the teacher's action monitor increased by 26.66% from 66.67% to 93.33%.

Based on the acquisition of data, the average results of monitoring instruments for Indonesian language learning on the results of reading skills in remedial program services for dyslexic children using the use of word card games for two cycles, it can be concluded that reading ability in remedial program services for dyslexic children is free to use Word card games look very good. The increase in reading ability in remedial program services for dyslexic children shows an increase from cycle I to cycle II.

This increase shows that identification and analysis of researchers with collaborators on the findings of the problems that occur in each cycle has found a solution and shows optimal results. During the Indonesian language learning activities using the use of word card games, students follow learning well. Students listen to the steps in reading skills in remedial program services for dyslexic children and students look enthusiastic when using word card games. Seeing the results achieved proves that the use of word card games in the learning of reading skills in remedial program services for dyslexic children used by teachers to improve learning outcomes is appropriate. This is evidenced by the increase in the percentage of the results of reading skills in remedial program services for students with dyslexia and the percentage of monitoring actions for the use of word card games in each learning cycle.

Based on the interpretation of the results of the analysis, the action of the second cycle is considered to have achieved the expected results, namely the average score of the reading ability test on remedial program services for dyslexic children achieving a percentage of 81.14% so that further actions are no longer carried out.

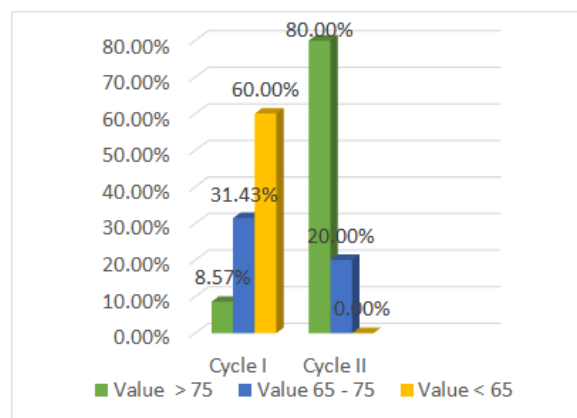


Fig.-2. Data diagram of reading ability results in remedial program services for students with dyslexia.

Based on the results of the research conducted, it is known that the Reading Ability at Remedial Program Services for Dyslexic Children Through the use of Kata Card

Games has a positive impact so that it can overcome reading problems of third grade students in elementary schools, the use of word cards helps children to recognize letters and writing symbols which focuses on the aspect of reading ability, namely the ability to mention the symbol of letter sound, the ability to mention phonemes, and the ability to read words.

CONCLUSION

Based on the results of the study it can be concluded that there has been an increase in reading skills in remedial program services for dyslexic children of Class III students using the use of word card games. This is evidenced by the increase in reading skills in remedial program services for students with dyslexic children, can be seen from the results of increased results The ability to read in remedial program services for dyslexic children students starts from the first cycle, until the second cycle. The use of word card games, has been proven to provide improved reading skills in remedial program services for dyslexic children of Class III students. This approach is carried out by giving students involvement in meaningful experiences as the core of learning. Students with their own learning experience have created the most effective learning situations because students are involved in meaningful assignments. Students using letter cards, word cards and sentence cards can find words that the teacher mentions more clearly and precisely. Image media that are used as supporting learning in the classroom are also adapted to learning material so that it is attractive to students.

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