The Implementation of Scrabble Playing Methods to Improve the Ability of Early Reading of Mentally Disabled Students of Second Crade In SLB (Special School) YPAC Makassar

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Oral Presentation:

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Abstract

The ability of mentally disabled students of second grade in SLB YPAC Makassar in early reading is still very low. So that, to improve the ability of early reading beginning is tried by applying Scrabble Playing method. The purpose of this research is to know the implementation of Scrabble Playing method in improving the reading ability of the mentally disabled students of second grade in SLB YPAC Makassar. This research uses quantitative approach and use type of experimental research method. The experimental research design used is Single Subject Research A-B-A (A (Baseline 1) - B (Intervention) - A (Baseline 2)). Subject of this research namely Ag, Alf, and Dn. Data collection techniques in this research is through tests and observations. The data obtained is processed with descriptive approach.
The result of the research shows that the ability of early reading of the mentally disabled students of second grade in SLB YPAC Makassar after using Scrabble Playing method can reach the target behavior, although the subject Dn is not optimal. Based on the results of this study it can be concluded that the implementation of Scrabble Playing method can help improve the early reading ability of the mentally disabled students of second grade in SLB YPAC Makassar.

Keywords: *Early Reading, Mentally Disabled Student, Scrabble Playing Method*

Introduction

Children with intelligence or mental retardation barriers are real children who are experiencing barriers and intellectual development is far below the average is associated with difficulty to adapt in real social life. In the case of intellectual development, children with mental disabilities have difficulty in mastering basic skills in academic, ranging from reading, writing, and arithmetic. However, the child's tunagrahita needs to master language skills, especially reading. Reading ability is a necessity, as most information / knowledge is presented in written form and can only be obtained through reading.

One of the important stages in learning to read is to read the beginning. The initial reading stage generally begins when students enter the first grade. In students with mild tunagrahita, the readiness to learn to read a new beginning begins at the second or eighth grade. In fact there are also new to learn to read at the age of nine years. This depends on the level of maturity and thinking ability of students with mild tunagrahita.

Reading the beginning is one of the most desirable abilities, but for light-hearted students it is not an easy thing. Mild tunagrahita students have difficulty in reading the

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beginning, which is characterized by difficulty recognizing and discriminating the typeface, the difficulty of assembling letters into syllables or being simple words.

The lack of early reading ability is closely related to the characteristics of students with mild tunagrahita whose learning capacity is limited, especially in the study of abstract matters. They have difficulty in focusing, forgetful, and incapable of making associations, involving physical and mental activity. Physical activity includes eye movement and visual acuity. Mental activity includes attention and memory.

Abdurrahman (2003) suggests that reading skills evolve through several stages: the growth stage of reading readiness, the early stages of reading, the development of reading skills, and the perfection of reading skills. Each step is adjusted to the ability of each child because reading is not only related to the development of eye movement but also cognitive development.

Early reading generally exist at the time of arrival of the sensitive, ie children aged six years or seven years for normal children or the age of nine or ten years in children with intellectual challenges "(Mandala, 2009). At the beginning of the reading stage, the mastery of the number of words of the child is still limited and not fully mastered the alphabet. So there are letters that difficult to pronounce and often read incorrectly, and the difficulty of making a discourse. The right development at this early reading stage is necessary, usually the most appropriate and appropriate age of the child is reading while playing.

One form of mental retardation games that stimulate children to recognize letters, stringing letters into syllables, and stringing syllables into words is a game of scrabble.S *Crabble* is a type of word game that consists of a letter that can be linked into syllables and can be played by 2, 3, or 4 participants within a certain time. Assuming that through the application of play methods then in the initial reading learning will create a fun learning atmosphere, not rigid and make students feel at home to learn. Through play methods students will not realize that they are learning because learning is packed with the game. It is hoped that by using a modified scrabble game according to the characteristics and abilities of the tunagrahita pupils, students' reading ability can be improved.

Design/Procedure

This research uses quantitative approach and type of experimental research method. The experimental research design used is ABA Single Subject Research. (A-1 Baseline 1), (B Intervention), (A-2 Baseline 2). A-1 (Baseline 1): the absence of treatment is obtained before the implementation of a method of playing *scrabble*. B (Intervention): treatment during the application of methods of playing *scrabble*. A-2 (Baseline2): the absence of treatment obtained after applying the method of playing *scrabble*. This study aims to determine the beginning of the students improved reading skills mild mental retardation base class II in SLB YPAC Makassar through the application of methods of playing *scrabble*. 3 students study subjects mild mental retardation, ie Ag, Alf, and Dn. Data collection techniques used are tests and observations.The data obtained is processed descriptively.

Findings/Analysis
Baseline Result 1 (A-1)

The first step in this study is to measure the ability to read the beginning of research subjects prior to the application of scrabbel play methods. Measurements are repeated until a

stable condition is obtained. After a four-session measurement, the data obtained is considered stable. The data obtained are presented in table 1 below.

Tebl 1. Baseline 1 Reading Ability Data Baseline 1 (A-1)

Target Behavior	Session	Ag		Af		Dn	
		Score	Percent	Score	Percent	Score	Percent
	1	24	40	21	35	13	22
The ability to read the beginning	2	23	38	21	35	15	25
	3	24	40	20	33	13	22
	4	24	40	21	35	13	22
Σ		95	158	83	138	54	91
Mean		23.75	39.5	20.75	34.5	13.5	22.75

To facilitate the understanding table 1, the data subject's ability to read the beginning of Ag, Af, and Dn at *baseline* phase 1 (A-1) is visualized as follows:

Graph 1. Baseline Reading Capability Baseline 1 (A-1)

The data of the measurement results in the Baseline 1 (A1) phase indicates that the mean reading level of the beginning of the three subjects is included in the low category, but in a stable state, so that it can be continued in the Intervention phase.

Intervention Results (B)

Intervention data (B) early reading ability of Ag, Af, and Dn subjects was treatment data through the application of scrabble play method. Data collection during the intervention phase (B) is given as many as 11 sessions, each time is done with time for 2 x 30 minutes. Data reading ability beginning of Ag, Af, and Dn subjects through the application of scrabble play method seen in table 2:

Tebl 2. Data Reading Ability Beginning Intervention Phase (B)

Target Behavior	Session	Ag		Af		Dn	
		Score	Percent	Score	Percent	Score	Percent
	1	25	42	22	37	13	22
	2	55	47	25	42	15	25
	3	33	55	28	47	13	22
The ability to read the beginning	4	35	56	33	55	13	22
	5	40	67	35	58	17	28
	6	40	67	25	42	16	27
	7	40	67	28	47	18	30
	8	41	68	33	55	20	33
	9	43	72	35	58	20	33

10	43		72		40	67	21	35
11	43		72		41	68	20	33
Σ	438		685		345	576	186	310
mean Level		62.4	20.75	34.5	13.5	22.57.4	28.1

Intervention data analysis (B) subjects showed a mean level of 62.4 Ag; Af subject indicates mean level 57.7; And the subject Dn indicates the mean level 28.1 as the basis for continuing data collection through the Baseline 2 (A-2) phase.

To facilitate understanding of Table 2, the data subject's ability to read the beginning of Ag, Af, and Dn in *the intervention* phase (B) is visualized in the chart 2.

Graph 2. Literacy Starters subject of Ag, Af, and Dn in *the intervention* phase (B)

Intervention data analysis (B) subjects showed a trend of stability Ag 63%, Af subjects showed a trend of stability Dn 72% and showed a trend of stability subject to 45%, as a basis to continue baseline data collection through phase 2 (A-2).

Baseline Result 2 (A-2)

At baseline 2 (A2) data collection performed 5 sessions where each session with time for 2 x 30 min. Early reading ability data subjects Ag, Af, and Dn at baseline phase 2 (A2) shown in Table 3.

Table 3. Data Early reading ability at *baseline* phase 2 (A-2)

Target Behavior	Session	Ag		Af		Dn	
		Score	Percent	Score	Percent	Score	Percent
	1	35	58	38	64	15	25
	2	38	63	39	65	18	30
The ability to read the beginning	3	42	70	41	68	21	35
	4	42	70	41	68	21	35
	5	42	70	41	68	21	35
Σ		199	331	200	333	96	160
Mean			66.2		66.6		32

Analysis of baseline data on phase 2 (A-2) subjects showed a mean level of 66.2 Ag; The Af subject indicates a mean of level 66.6; And subject Dn indicates the mean level 32.

To facilitate understanding of the above table, the data subject's ability to read the beginning of Ag, Af, and Dn at *baseline* phase 2 (A-2) are visualized in graph 3 as follows:

Graph 3. Literacy Starters subject of Ag, Af, and Dn at *baseline* phase 2 (A-2)

Inter Analysis of Subject Conditions Ag

Comparison of conditions	B / A 1	B / A 2

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1.	Number of variables changed	1	1
2.	Changes in trend direction and its effects		
3.	Changes in the tendency of stability	Stable to variable	Variable to stable
4.	Level change	$(40 - 42)$ $= -2$	$(72 - 58)$ $= +14$

Calculating level changes:

Data points in the *baseline* condition 1 (A_1) in the session - the last	The first session on the intervention condition (B)	Change level
40 -	42	-2

Data point on condition of intervention (B) at session - last	The first session on *the baseline* condition 2 (A_2)	Change level
72 -	58	+14

	Comparison of conditions	B / A_1	A_2 / B
5.	Percentage overlap	0%	20%

The result of inter-condition analysis for Ag subjects shows that the percentage of overlap is 0% and 40%. The percentage of 0% is obtained from *the baseline* phase 1 (A = -1) to the intervention phase (B) the lack of application of methods of playing *scrabble* so as not to show an increase in the ability to read the beginning of the subject as one of the students Ag mild mental retardation in the base class II SLB D YPAC Makassar. The percentage of 40% is obtained from the intervention phase (B) to the *baseline* phase 2 (A-2) which showed an increased ability to read the beginning through the application of a method of playing *scrabble* by 40% as a percentage depicted above. Thus it can be concluded that the intervention of the application of a given method of playing *scrabble* can help improve the ability to read the beginning of the subject Ag.

	Comparison of conditions	$B / A-1$	$B / A-2$
1.	Number of variables changed	1	1
2.	Changes in trend direction and its effects		
3.	Changes in the tendency of stability	Stable to variable	Variable to stable

4.	Level change	(35 - 37) = -2	(68 - 64) = +14

Calculating level changes:

Data points in the *baseline*condition 1 (A 1) in the session - the last	The first session on the intervention condition (B)	Change level
35 -	37	-2

Data point on condition of intervention (B) at session - last	The first session on *the baseline* condition 2 (A 2)	Change level
68 -	64	+4

	Comparison of conditions	B / A = 1	A-2 / B
	Percentage overlap	0%	20%

The result of the analysis between the subject conditions of Af shows that the percentage of overlap is 0% and 40%. The percentage of 0% is obtained from *the baseline*phase 1 (A-1) to the intervention phase (B) the lack of application of methods of playing *scrabble* so as not to show an increase in the ability to read the beginning of the subject Af. The percentage of 40% is obtained from the intervention phase (B) to the *baseline* phase 2 (A-2) which showed an increased ability to read the beginning through the application of a method of playing *scrabble* by 40%.

From *the* above, it can be concluded that the intervention of the application of a given method of playing *scrabble* can help improve the ability to read the beginning of the subject Af.

	Comparison of conditions	B / A-1	B / A-2
1.	Number of variables changed	1	1
2.	Changes in trend direction and its effects		
3.	Changes in the tendency of stability	Stable to variable	Variable to stable
4.	Level change	(22 - 22) = 0	(33 - 25) = +5

Calculating level changes:

Data points in	The first session on the	Change level

the *baseline* condition 1 (A 1) in the session - the last	intervention condition (B)	
22 -	22	0
Data point on condition of intervention (B) at session - last	The first session on *the baseline* condition 2 (A 2)	Change level
33 -	25	+5
Comparison of conditions	B / A-1	A-2 / B
5. Percentage overlap	27%	20%

The results of data analysis showed the percentage of subjects experiencing overlap Dn 27% and 20%, it can be concluded that the intervention in the form of a method of playing *scrabble* given a pretty good influence for the improvement of reading skills beginning Dn subject, although not as good as the previous two subjects Ag and Af.

Based on the results illustrated by the graph above shows the *baseline* data 1 (A 1), learning to read the beginning without using a method of playing *scrabble* average value obtained to 3 students tunagrahita light in the base class II in SLB YPAC Makkasar that is the subject Ag of 39.4, on the subject of Af at 34.5 and on the subject Dn of 22.7. Everything is still below the minimum criterion value determined that is the value of 60.

Implementation of the intervention (B) through the application of methods of playing *scrabble* implemented in learning to read starters showed encouraging results. Based on the results of research from three students of light tunagrahita class II at SLB YPAC Makassar there has been one student that is the subject of Ag whose reading ability beginning is above the minimum criterion that has been determined with the average value obtained is 62.4, the subject Af and Dn remain below the minimum completeness criterion that is the value of 60 with the average value obtained is 57.7 and 28.1. Nevertheless intervention results (B) has demonstrated improved reading comprehension on all three subjects.

The next phase is the *baseline* data collection 2 (A-2) after a time lag for 1 week with the intent of performing a phase control after the research subjects given intervention (B). At *baseline* phase 2 (A-2) of the three research subjects there have been two disciples tunagrahita light that is the subject of research (Ag and Af) which acquired the ability to read the beginning of the above minimum completeness criteria defined by the average value is 66.2 And 66.6. Only one student of mild tunagrahita, Dn subjects who remained unsuccessful to achieve values above the minimum completeness criterion with an average value of 32. However there has been an increase in the ability to read the beginning on the subject Dn.

The above description shows that the application of the method of playing *scrabble* can help improve student reading skills beginning in mild mental retardation base class II in SLB YPAC Makassar with varied results every subject of his research. Application of the method to play *scrabble* can make a material which is abstract can dikongkritkan, with concrete learning can stimulate students' learning motivation, which can easily absorb the subject matter provided.

Increased post-reading ability in students with mild tunagrahita after the application of scrabble play method is caused by the method of playing scrabble is fun so that students with

light tunagrahita are bound by something pleasant, with little need for thought and method of play is in accordance with the development of children. The above description is in accordance with the opinion of Ateng (Hidayatullah, 2008: 14) who argues that "in primary schools the best methods and materials of presentation are play and games, especially for the first, first and second grade".

Based on the research that has been done can be stated that the application of the method of playing *scrabble* can help improve student reading skills beginning in mild mental retardation base class II in SLB YPAC Makassar.

Recommendation

Based on the results of elitian pens conducted, it can be concluded that the ability to read the beginning of the students' light tunagrahita grade II at SLB YPAC Makassar can be improved through the method of playing srabbel.

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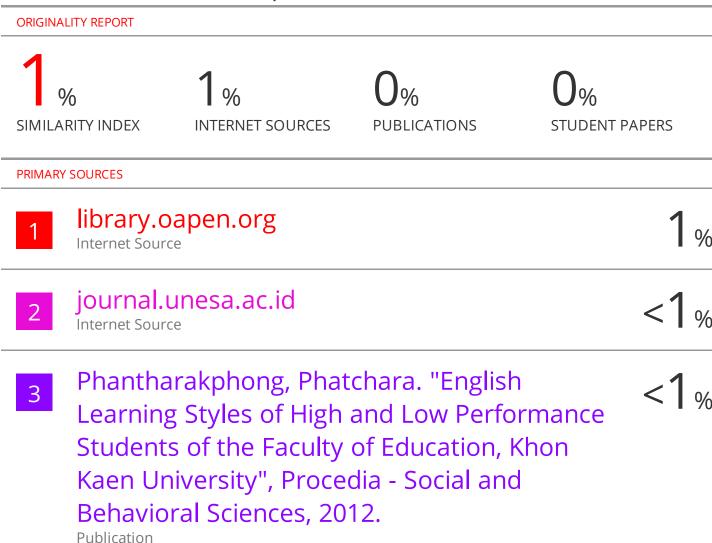
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