

Improve the Ability to read Comprehension By Using Media Picture Story Book on Children's Mental Retardation Class Iv Special Primary School (Slb)

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Abstract: Studies of this class action is aimed at improving the reading skills of mild mental retardation in children's understanding of class IV special primary school. The sample in this study is grade IV SLB B-C Works To East Jakarta, as many as 5 people. The medium used is a media picture story book. Based on data analysis and interpretation of the results of the analysis showed that there are variations in the improvement of the learning results. On initial Ability gets a percentage of 44%, but these results have not been achieving criteria of mastery 70%. Next cycle I get a percentage of 61% is already starting to show improvement but is not the whole of students achieve the expected success criteria. Then in cycle II get a percentage of 74% and achieved the expected success criteria. These results indicate that the media picture story book can improve the ability of reading comprehension in children of mild mental retardation class IV at SLB B-C Utility, East Jakarta.

Keywords: picture story book learning Media, to improve the ability of reading comprehension.

I. INTRODUCTION

Reading is one of the important factors in learning because through reading one can acquire information, science, as well as new experiences. Reading activity is an activity that is required by anyone who tried would like to go ahead and add insight. Lesson reading comprehension in children with mild mental retardation is different with lessons in reading comprehension in school in General. This is because the mild mental retardation children's ability is very limited so that the teaching of reading comprehension in they should be using the right method and an interesting media. The attention of the child in the implementation of learning reading comprehension is very influential towards reading advanced reading comprehension ability, then it really requires attention to low-class teacher, let alone the children of light who have mental retardation below average should be using the proper and appropriate media in the implementation of the lesson, but it really depends upon the factors of teachers who apply it. To be able to carry out in good need for planning, material, a method of reproduction or development.

In learning a lot of media that can be used by teachers. Because it is currently so much media that can be used in helping the delivery of learning. One of them is by using a media picture story book. Picture story book has the advantage of visual as well as the appropriate characters entertaining, use colors that are very attractive to children. Picture story book was actually quite positive in growing ask read on children, especially on older mild mental retardation. For children who can already

read but not understand the content of the story, the media picture story book can help visualize their imagination. As well as watching television, if done properly and with levels gradually became a function for entertainment or to acquire information.

Through the medium of a picture, storybook children can understand the text or Readings found in the story. To be able to carry out learning in both the need for good material, planning methods, media as well as its development. Learning the proper media for reading comprehension in students of class IV a mild mental retardation that is media picture story book. By using the help of a picture storybook the media expected students to learn reading skills will be better. Students can follow the lessons in the classroom, students communicate with friends, teachers, family members in the home and the immediate surroundings, then by reading exercises regularly will give you results that are beneficial to the child itself and parents.

II. METHODS

This research was carried out at SLB B-C Works To East Jakarta. The time of the research carried out for a little over 1 semester (6 months) that is between the months of January to June 2013 which covers: the submission of proposals, the study of theory, drafting instruments, data collection, data analysis, and report preparation. Based on the purpose of the research, then the method used in this research is the Research Action class (classroom action research). The design of this research model PTK according to Kemmis and

Mc. Taggart. This research uses the Penellitian class act through several cycles. In each cycle will be performed several stages, namely 1. 2. Planning, actions and observations, 3. Reflection.

The Study Of Theory

Read according to Farida Rahim is a complicated involving many things, not just recite the writing, but also involves a visual activity, thinking, psycholinguistics, and Metacognition. As the process of visual reading is the process of translating the writing symbols (characters) into spoken words. As the process of thinking, reading, word recognition activities include understanding literal, interpretation, critical reading and creative understanding.

While according to the client, et al in the Farida Rahim suggests that the definition of reading includes 1) reading is a process, 2) read is the strategy, 3) reading is interactive. Reading is a process to obtain information from the text and knowledge shared by the reader using a variety of reading strategy table in accordance with the text and context in order to construct meaning while reading.

According to the city's Centre and Saracho, reading is the process of gaining meaning from print goods. From the above opinions can be concluded that reading is a process that involves many things, something the process is undertaken by the reader in obtaining information using a variety of reading strategies that are in accordance with the text and the context so as to gain meaning from print goods.

According to Dendy Sugono, read carefully done people to gain a deeper understanding of the content fully readings or book that he read. According To The Moh. Amin read the understanding which is termed by reading done without an important voice readers can catch the thoughts, feelings, attitudes and desires of authors. From some of the opinions above it can be concluded that reading comprehension of reading skills to understand the content of the readings understand the idea of the author, can capture the thoughts and feelings of the writer.

Components in reading comprehension consist of several aspects, such as aspects as much as possible to understand by readers so that while reading can understand content readings.

1. Literal comprehension is an activity in order to understand the content of a text which is expressed, in finding the literal understanding is not required a depth of thought.
2. Interpretive comprehension is a skill that the stage is higher than the literal understanding of interpretive understanding is emphasized because, in the depth of thought in order to find a causal relationship, finding the main idea, and drawing conclusions from a reading.

3. Understanding Critical is the ability in activities in order to understand the content of a text which is expressed and implied.

Understanding Media picture story book the word "media" is derived from the latin word, the plural form of the word is "medium". Literally, the word means an intermediate or introductory. Then have a lot of experts and also organizations that provide limitations regarding the understanding of media, such as the following: 1) Association Education and Communication Technology restrict media as all forms and channels used to deliver the message or information; 2) Gagne stated that media is the various types of components in the environment of students who can stimulate students to learn; 3) Briggs argued that the media is a tool that can present physical messages and stimulate students to learn. So different from it all is a restriction given by the National Education Association (NEA), mentioned the definition of media as forms of communication either printed or visual and audio equipment: Thus manipulate, media can be see, hear and read. Based on the above understanding, it can be stated that the media is anything that can be used to transmit a message. So can stimulate the mind, feelings, concerns and interests of the students so that learning occurs with more fun and the achievement of learning objectives.

Najib in his book explains the illustration as a sign and the pictures either in the form of a visual, sound or movement that could describe and explain the purpose of a. In other words, a picture story book contains a message through illustrations of written text. Both of these elements is an important element in the story. These books contain various themes that are often based on the experience of the everyday life of children. In the 19th century, a picture story book sense is each book contained pictures in it but since it's delivered and after that kind of a book is only that for readers with a certain age limit (approximately 2-8 years). There is a picture story book without text and there are also given additional text as simply a function of the e picture explanation only help and just to clarify the text. On the site explains that the book illustrations of children are one type of picture or decorations that work together to produce a book that is devoted to children's readers.

From sense-sense has put forth, then a picture story book is a few strands of paper containing the essay or speech is a person with a specific theme that explains something about the story to draw is a tool used in the learning process, presented through images of the colorful stories interesting and usually indicated for children.

Mental retardation is a word other than mental retardation (mental retardation). Literally, the word tuna is losers while grahita is mind. As the name suggests, its main trait characterized by mental

retardation, namely weakness in thinking. According to the American Association of Mental Deficiency (AAMD), cited by the Moh. Amin's son disturbing intellectual is a State function of real public intellectuals under the average in conjunction with deficiencies in behavior and adaptation takes place in development. According to Gunadi Dybward, cited by the Moh. Amin defines "mental retardation is a condition since the time of development characterized by less perfect the functions of intellectual property so that it appears to be a result of social. The child's mental retardation are those that his intelligence is clearly below the average. Besides that, they are having drawbacks in conformity with the environment they are less skilled in thinking about things that are abstract, difficult and convoluted.

Based on some of the definitions have been developed above, then it can be inferred that the Intellectual Disorder children are children who have the condition under the intelligence of the average that is marked with the limitations of intelligence and inadequacies in social interactions, so it takes an education specifically tailored to its ability.

Mild mental retardation is those that are included in this group although his intelligence and social adaptation of late, but they have the ability to thrive in areas of academic lessons, social adjustments, and the ability to work. On academic lessons, generally they are able to attend secondary school level, either SLTPB and the SMLB, as well as in ordinary schools with special programs according to the weight he carried a light ketunagrahitaan Mild mental retardation children's IQ ranged between 50-70. In social adjustments they can get along, can fit in the social environment not only in the limited environment but also on the wider environment even they can independently in the community.

The ability of the students in understanding the content of text reading is the ability of students to use all of his knowledge and his memory in capturing the main idea of a reading. The ability to understand the content of student-owned readings are not the same. Many factors can affect a person in understanding the content of the readings, one of which is the motivation. With students can be motivated to read and understand the text, then encourages students to read additional readings. Through these activities will strengthen the skills of reading, writing and critical thinking in students. In addition, the media become part of external activities in learning plays an important role in stimulating learning in students of mild mental retardation.

Mild mental retardation sometimes students feel difficulties to enjoy and understand the content of the readings, they need a compelling media in order to assist them in understanding the content of the

readings, not only contains a series of lengthy readings with images of supporters just potluck. One of the efforts to improve the understanding of the students regarding the text content is by using media reading picture story book.

Picture story book is a few strands of paper and contains the essay or speech is a person with a specific theme that explains about the event or events. The media picture story book is a tool used in the process of learning is presented through images of the colorful stories interesting and generally aimed at kids.

The research uses the media picture story book based on a few things, first many students liked the book as a favorite book, but use it as a filler of free time. Even though the story books, especially picture story book in addition to functioning as a means of education for students in a variety of relationships regarding the theme and purpose. Besides the pictures on the picture story book is usually large and interesting images that are favored by children so as to stimulate thoughts, feelings, and the attention of the students so that learning occurs with more fun. With picture story books students are also better to understand the contents of reading because it is supported by the pictures as an attraction.

III. RESULTS AND DISCUSSION

Based on the results of the implementation of the action and research done by two cycles, the study describes the results of observation data to see change students ' ability after given an action by using the media picture story book mild mental retardation in students of class IV-B-SLB C Utility, East Jakarta.

Table Test Results Early Reading Comprehension Ability

No.	Name Of Student	Score Gain	Final Score	The percentage of
1	RS	17	56	56%
2	SPF	15	50	50%
3	DN	14	46	46%
4	GG	11	36	36%
5	NF	10	33	33%
Average		13	44	44%

From the table, the ability of early reading skills percentage of understanding is still low by using a media picture story book of 44%. The percentage is still below 70% of the success criteria that have been set.

Table of evaluation results in the ability of Reading Comprehension by using Media storybook Bergamabar Cycle I

No	Name Of Student	Score Gain	Final Score	The Percentage Level Of Ability	The expected percentage
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1	RS	22	73	73%	70%
2	SPF	21	70	70%	70%
3	DN	19	63	63%	70%
4	GG	17	56	56%	70%
5	NF	13	43	43%	70%
Rata-rata		18	61	61%	70%

Based on the results of the evaluation of learning reading comprehension on a cycle I score obtained is greater than on the average score before students get action, i.e. 44% increased to 61%. so the average value results in the cycle I did not correspond to the criteria of the success that has been established of 70%. It can be said on the I-cycle percentage cycle I experienced an increase but has not yet reached the minimum mastery criterion has been established by researchers and collaborators. Therefore, researchers and collaborators will carry out further actions on cycle II.

II. Table of evaluation results the ability of Reading Comprehension by using Media picture story book Cycle II

No	Name Of Student	Score Gain	Final Score	The Percentage Level Of Ability	The expected percentage
1	RS	26	87	87%	70%
2	SPF	24	80	80%	70%
3	DN	22	73	73%	70%
4	GG	21	70	70%	70%
5	NF	18	60	60%	70%
Average		22	74	74%	70%

From the results of the test cycle II after the given action then value gained an average cycle II of 74% so average value results in cycle II correspond to the criteria that have been set at a minimum mastery of 70%. So the researchers and collaborators agreed to stop research on cycle II

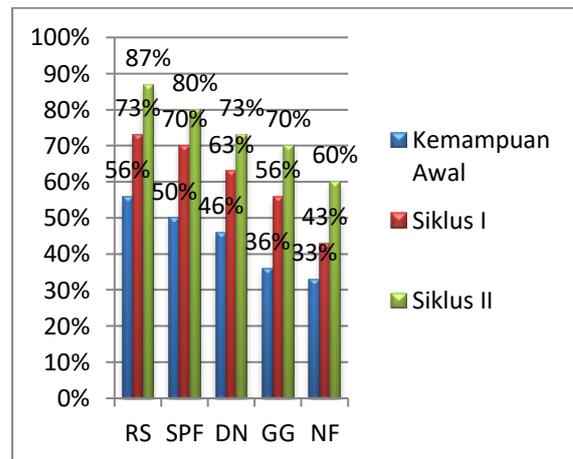
Judging from the overall data on the diagram above shows that the process of teaching and learning activities and the percentage of prior actions I cycle up to cycle II suffered an increase in. Learning outcomes students also experience increased enough, though not yet rise significantly. Students acquire early skills RS 56%, the cycle I increased to 73% and cycle II obtained 87%. RS students experience increased.

Students acquire early on the ability of SPF 50%, the cycle I increased to 70%, and the cycle II acquired the 80%. SPF students experience increased. Students and on the ability of the early obtained 46%, the cycle I increased to 63%, and 73% gain cycle II. Students DN experience increased. Siswa GG on the ability of the early gain 36%, the cycle I increased to 56%, and the cycle II obtain 70%. GG students experience increased. Students acquire early on the ability of NF 33%, and the cycle I increased to 43%, and the cycle II obtain 60%.



Images. The graph of the percentage of the results of the initial understanding of reading skills, the cycle I and Cycle II

Though the average class has not shown significant improvement and one of the students who became the subject of the study 1 students have not reached minimum mastery is specified, the researchers together collaborators decided to not continue to cycle III due to the time is given by the study doesn't allow for performance of cycle III, but researchers together collaborators agreement for further action are given to students who have not achieve maximum mastery. The follow-up, in the form of a grant of exercise already derived a matter of level of difficulty so expect that students can experience an increase in the ability of reading comprehension. In addition, this research was declared successful in obtaining the average reading skills of understanding using media picture story book meets a minimum of 70% mastery.



Images. Graph The Percentage Of Student Understanding Of Reading Skills

Implementation of the research activities was implemented starting cycle I up to cycle time management II can be used with the most efficient and effective manner, using the media picture story book in learning reading comprehension can improve reading skills of students as well as the

interests of students to read so that the impact on the improvement of student learning outcomes that can be seen from the percentage of student learning outcomes each cycle.

The efforts made is how the implementation of the learning taking place involving the entire students to actively engage in the process of learning activities by developing a framework of thinking students so that each student's understanding of reading skills increased from cycle to cycle I-II.

IV. CONCLUSION

Overall understanding of the reading skills of students increased despite its increase was not significantly increased. From the results of the overall average percentage data ability of reading comprehension of students obtained on pre-action amounted to 44% with an average minimum mastery criterion the entire students of 70%, then the study hadn't and actions need to be. After a given action on cycle I the average ability of reading comprehension of students acquired for 61% the reading skills of understanding that hadn't because it has not yet reached the minimum mastery criterion has been established.

The results of the analysis of the cycle II, the percentage of the ability of reading comprehension results in 74%, so there is a growing understanding of reading skills. So this picture story book media can improve the reading skills of students. Views of the data in the diagram above shows that the process of teaching and learning activities and the percentage of prior actions I cycle to cycle II experienced a significant improvement and 1 student who became the subject of this research has not yet reached the minimum set, mastery researchers together collaborators decided to not continue to cycle III due to the time given by the study doesn't allow for performance of cycle III researchers, however, along with collaborators, agree to further action given to students who have not reach mastery maximum. Further action, in the form of a grant of exercise already derived a matter of level of mastery so expect that students can experience an increase in the ability of reading comprehension. In addition, this research was declared successful in obtaining the average

reading skills of understanding using media picture story book meets mastery of 70% and an increase in views also from the ability of students during the learning process takes place.

The advice of the school, the school should provide direction and policy for using media picture story book in learning reading comprehension. The teacher, the teacher should use the media picture story book in learning reading comprehension in children of mild mental retardation class IV because by using the media picture story book and then learning reading comprehension can be more effective. Parents, as a reference in guiding children learning to read in order to be enjoyable by using media picture story book. Subsequent researchers, research results are expected to be useful as input to research further interested to conduct research and to add insight researcher about media use a picture story book that can be used to treat mild mental retardation in student learning reading comprehension.

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