READING COMPREHENSION OF STUDENTS WITH MENTAL RETARDATION ON CLASS II SLB D1 YPAC SURAKARTA, INDONESIA YEAR 2015/2016

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Abstract:

This study aims to answer questions about the condition of early reading skills II grade students with mental retardation in the second semester SDLB-D1 YPAC Surakarta. This research was conducted on six students. Data was collected by observation technique and tests. The results showed that the ability to read the beginning of the children is very low. From the six students who are subject to a new research only one children who can read, three children are recognize letters and two children know a few letters.

Keywords: early reading, mental retardation, reading skills

1. Introduction

Reading is a windows to apprehend a lot of worldwide knowledge. Because of that, knowledge which has been found in distant places can be known. The events that occurred in other places can also be known.

Reading activity indeed not only recite the symbols of sound. It is to understand and respond from the text has been read. It can express the contents of reading. Reading is a form of communication in the form of writing. But for children who have abnormalities in cognitive terms, the reading activity is not an easy task. Because reading actually involve sizeable cognitive terms to work. So that children who have cognitive barriers will have difficulties on the reading process.

During this time the method used by teachers in teaching reading in class less effective. Not all children pay attention to the teacher, some children are less

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enthusiastic, lack of concentration, less motivated to learn. This affects the learning result. This affects the reading ability of children and determinates its low quality. Between the 6 students in a class only one student was able to read.

During this time the teacher does not use the media in learning reading, the teacher just write words that will be read on the board and the teacher gave an example of how to read. The teachers teach monotonous and make children less motivated to learn.

According to Abdurrahman (2003: 200) *"…read is essentially a form of communication board*". Because reading is a form of communication so people who read must know what he was reading. To be able to understand what is being read then go through the steps, of reading the beginning and read further. Early reading is a technique of reading for school in low class. While reading up given to children in high class.

Early reading is a process involving the skills and cognitive abilities. So Early reading skills is the ability to recognize and understand the symbol system of writing. Montessori (2013: 311) "*… read the (beginning) simply done by using games and education of practical life senses. So read the beginning of the child's early school entry is done by using the game* ".

Government Regulation No. 72 of 1991, states that "*…children in groups under normal or slower than normal children, both social development and intelligence are called child mentally retarded or mentally retarded, official term in Indonesia called as a child mentally disabled*".

According Murtie (2014), defines "*mental retardation is one of the characteristics of children with special needs who have a weakness in terms of the psyche. Mental retardation is also called mental retardation, weak mind / feeble minded, mentally subnormal, deficits mental / cognitive, mental disability / mental deficiency and intellectual disorders*"

Mental retardation is a disorder that is settled, and experienced a lifetime. Therefore, mental retardation is a condition in the field of health, social welfare and education for children who have mental retardation and families and the community. Mental retardation is a condition deviation a child's growth, while the growth process itself is a major process, essential and typical in children and is the most important thing at the child herself.

Somantri (1996: 86-87) classifies children with intellectual challenges into three, namely:

1. Tunagrahita light (debilitated). They can still learn to read, write, and simple arithmetic. With the guidance and education programs in time they will be able to earn money for himself. Mild mental retardation child is not able to perform

independently of social adjustment. Can not plan for the future and often make mistakes. Normally do not have a physical disorder that is difficult to distinguish physically normal children.

2. Moderate mental retardation: This group can not learn academically, such as writing, reading, counting. Otherwhise they are still able to write simple. They still can be educated to care for themselves such as bathing, dressing, eating, drinking, doing simple household chores like sweeping, cleaning household furnishings. In everyday life requires constant supervision.

3. Severe mental retardation: This group requires child care assistance in total in terms of dressing, bathing, eating, even those requiring protection from danger throughout his life.

According Apriyanto (2014: 31-32), the classification of a mentally retarded child for learning purposes as follows:

1) educable (capable learners)

Children in these groups still have the ability in the academic equivalent of a child on a regular 5th grade elementary school

2) trainable (capable trainer)

Children in this group have the ability to take care of themselves, self defense, and social adjustment is very limited in their ability to get an academic education.

3) Custodia (capable of hospitalization)

By giving constant practice and specifically to train the children about the basics of how to help yourself and capabilities that are communicative.

According to Wardani (2007), the special characteristics of children with intellectual challenges / mental retardation according children with intellectual challenges level as follows:

1. Characteristics of mild mental retardation
   a) It can still learn to read, write and count simple;
   b) intelligence is growing at a speed of between half and three quarters the speed of normal children, and stopped at a young age;
   c) Can hang out and learn a job that only requires semi-skilled;
   d) In adulthood intelligence reached the level of normal children aged 9 and 12 years old.

2. Characteristics of moderate mental retardation
   a) almost can not learn the lessons of academic;
   b) It still has the potential to take care of themselves and are trained to do something on a regular basis, can be trained to herd, follow the activities that respect the property of others;

    c) As adults their intelligence is nothing more than a normal child of age 6 years.

3. Characteristics of severe mental retardation

    a) All my life will always be dependent on the help and assistance of others;

    b) Not able to maintain themselves and can not distinguish between the dangers and not the danger;

    c) Unable to speak, even if talk only able to utter the words or signs simple;

    d) The intelegen although reaching adulthood ranged as high palig normal children age 4 years.

2. Method

The method in this research is descriptive qualitative. This research was conducted in the second semester, on March, 2016. Research subjects in this study its very important, because the subject of research is the key of success or failure of a study. The subject used in this study was grade II SLB D1 YPAC Surakarta in the second semester of 2015/2016 with the 6 students. Sources of data in this study explored from several sources, namely:

1. Quantitative Data

    The quantitative data in this study of Early reading ability test.

2. Qualitative Data

    The qualitative data in this study was obtained from interviews and documents that support.

    Data collection techniques in this study are direct observation and tests:

1. Direct observation

    Direct observation is the observation made by the observer directly to the respondents as the research object. The observations were made formally in the classroom during the learning process is underway to observe all the activities of the students.

2. Tests

    This method is performed to measure starters students' reading skills. As an analytic design of the research with Qualitative approach based on three main component (Miles and Huberman, 1992: 21-23) These three basic components include data reduction (data reduction), presentation of data (data display), and conclusion (verification) of data collection was about early reading skills of students through interviews and reading tests.

Furthermore, the validity of the data. Data validity of a study is very important because it is the first step correctness of the data. In examining the validity of the data used as the following steps:

1. Observation continuously. At the time of the study, researchers conducted a careful monitoring to any response that is given to students.
2. Data Trianggulasi. Engineering checks the validity of the data that utilizes something else outside of that data, for the purposes of checking
3. As a comparison of the data obtained.
4. Discuss with others as collaborators. Held discussions with friends who also know about the study.

3. Results and Discussion

Description of the initial capabilities of students

Before created a plan of action, and then held the identification of early reading skills of children. Identification results based on tests of reading ability can be seen in table 4.1

No	Code Subject	Keterangan/Information
1	A	Can read a simple word
2	B	Getting to know some letters
3	C	recognize letters
4	D	recognize letters
5	E	Getting to know some letters
6	F	recognize letters

Table 4.1: Results of tests students' ability to read the initial conditions

Based on the table above can be seen that from the six students who took the test the ability to read only one student who had been able to read the words - simple words, while 5 other students can not read, 3 students already recognize letters but two new students only a few letters that have been known. This shows that the rate of early reading skills of students is still very low

Based on these conditions, the researchers have tried to innovate in order to understanding learning and student learning outcomes can be improved. Innovation conducted by researchers is to use media cards display the word modified to learn to read the beginning.

4. Conclusions

Based on the research begins by looking at the data beginning students. Initial data obtained from teachers after conducting tests, found that of the six students who can read only one student.

Based on the discussion at the beginning of this study can be drawn some conclusions. Early reading skills of students is still low, only 16% of students who can read. 50% new and 33% recognize letters not recognize letters.

Based on the results of the research that has been done is expected an improvement of the teaching and learning process, so that the reading skills of students will be increased.

5. Follow-up

Follow-up that will be done will be oriented on creating a media that can improve the learning process, so that the learning process become more interesting and can definitely improve the reading skills of children.

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