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## Improvement of Beginning Reading Ability in Class V Dyslexic Students through the Silaba Method at Jombang 05 Public Elementary School

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### ABSTRACT

The purpose of this study was to determine the increase in beginning reading skills in dyslexic students in Grade V through the Silaba method in Jombang 05 public elementary school. This study used a quantitative research approach with a single subject research (SSR) design pattern A-B-A. The results of the research that has been done, giving interventions can improve early reading skills. This is indicated by a significant increase in initial reading ability after being given the syllabus method, seen from Baseline 1 with a percentage of 37%, 37% and Intervention with a percentage of 51%, 77%, 71%, 82% while Baseline 2 with a percentage of 87%. 90%. In the research results, the Silaba method has a positive effect on improving beginning reading skills in dyslexic students in Grade V at Jombang 05 public elementary school. Thus, the application of the Silaba method when applied to dyslexic students is very effective in improving their initial reading skills.

**Keywords:** Silaba Method, Dyslexic Students, Beginning Reading

### INTRODUCTION

Reading is one of the four basic language skills and is a part or component of written communication. In written communication, language sound symbols are changed into written symbols or letters (Harianto, 2020). As a thinking process, reading includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding. The learning process of reading begins with the introduction of syllables such as ba, bi, bu, be, be, bo, ca, ci, cu, ce, co and so on, then the syllables are strung together to form a word. According to (Isnattunnikmah, 2016) in Grade III elementary school, children have developed fluency reading skills, meaning reading without paying attention to the letters that make up words or sentences. At this grade level, children are no longer trained to be able to read, but children are required to be able to read fluently and understand what they read.

However, the facts on the ground are that there are still children at the fifth grade level of elementary school who do not have the ability to read like other children in general. As for the problems encountered by researchers in the field when making observations at Jombang 05 Public Elementary School in March 2022 through interviews with class teachers. Found a student who has difficulty learning to read. This student has a problem, namely the child's ability to read at the beginning, because of the difficulty in learning to read that he has and cannot recognize letters, when the letters are arranged into a word

the student has difficulty spelling it, so he also has difficulty following other lessons. According to (Aryani & Fauziah, 2020) dyslexia is not a disease, but a disturbance in the learning process in reading and writing even though children who experience dyslexia have normal thinking. Children with dyslexia are not stupid or have low IQ, they are just slow in learning which makes them lag behind their peers (Shahroni et al., 2021). This is in accordance with the opinion (Jatmiko, 2016) which explains that dyslexia has nothing to do with the level of intelligence of children.

Dyslexic children are children who experience difficulties in reading, are unable to perceive their thoughts in written form, and are unable to recognize the sounds of letters or even the shapes of letters. The characteristics of dyslexia experienced by the subjects in this study are in accordance with the explanation above, namely difficulty in following orders given orally, having difficulty recognizing letter shapes and pronouncing letter sounds, having difficulty combining letter sounds into meaningful words, very slow in reading because of the difficulty in recognizing letters.

Based on this explanation according to Jamaris (in Fitriani, 2019) mentions several characteristics of students who experience dyslexia, namely: 1). read in reverse the writing that reads like: duku is read kudu, d is read b, or p is read q; 2). write letters backwards; 3). having difficulty in reciting information given orally; 4). the quality of the writing is poor, the letters written are not clear; 5). difficulty in following orders given orally; 6). experiencing difficulties in recognizing letter shapes and pronouncing letter sounds; 7). experiencing difficulties in combining letter sounds into meaningful words; and 8). very slow in reading due to difficulties in recognizing letters, remembering letter sounds and combining letter sounds into meaningful words.

The results of the needs analysis are based on observations, that the lack of ability to read at the beginning is an obstacle in understanding the learning material. Besides that, the teacher uses the same method as students in general, namely using the lecture, question and answer and assignment methods. While the material presented is the same material as other students. However, students who experience reading delays need the teacher's help to understand the material. From the results of observations and interviews, it can be concluded that dyslexic children need methods to improve their reading skills.

To overcome these reading problems, appropriate learning methods are needed and in accordance with the needs of children. One of the learning methods to deal with this problem is by applying a special method of reading. Its relation to teaching methods can be interpreted as a way to achieve the goals of learning that have been set by the teacher. One particular method of reading that can be applied to overcome these problems is the Silaba method. The Silaba method according to (Syaputra, 2019) is defined as learning to read and write beginning which begins with the introduction of syllables, such as (a), ba, bi, bu, be, bo, (b), da, di, du, de, do, (d), ka, ki, ku, ke, ko, and so on.

The advantage of the Silaba method compared to other reading methods is that in reading there is no spelling out letter by letter so that it speeds up the process of mastering initial reading skills (Syaputra, 2019). This is reinforced by the opinion (Bellakarina, 2018) which says that learning to read using the syllable method can help students compose a long word, help provide understanding for students who have problems reading, and help students fluency in reading. The application of the Silaba method is an act of applying an orderly method based on mature thought to complete reading work in order to achieve a goal by turning words into syllables which are the smallest rhythmic units in a stream of speech with vowels usually as loudness peaks and forming constituents (constituents) say.

This is supported by previous research conducted by Ridha Fa'izza, journal 2020 with the title "Implementation of the Silaba Media Mini Book Method for Early Reading Ability in Dyslexic Children". The results of the study stated that the Silaba method with Mini Book media was appropriate to be used to improve the ability to read closed words and sentences for dyslexic children at the SEBAYA Therapy Institute in Sidoarjo.

Based on the explanation above, the Silaba method is an attempt to solve problems about beginning reading for dyslexic students in class V of elementary school. So the purpose of this study was to determine the increase in the beginning reading ability of dyslexic students in Class V through the Silaba method at Jombang 05 public elementary school.

## **METHOD**

This study used a pre-experimental method with a single subject or known as Single Subject Research (SSR) A-B-A pattern design. This research was conducted at Jombang 05 public elementary school, Jember on December 5 2022 to December 13 2022. The population in this study were Class V students at Jombang 05 public elementary school for the 2021/2022 academic year. The sample in this study was a Class V dyslexic student at Jombang 05 public elementary school in the 2021/2022 academic year, aged 12 with the initials (R). In this study using sampling, purposive sampling, namely sampling with certain considerations (intentions). Collecting data in this study using a test technique. The test used in this research is an instrument test to measure the ability of dyslexic students in beginning reading. The tests in this study were carried out at baseline 1 (A1), intervention (B) and baseline 2 (A2) in the form of 30 items with 15 syllable items, 10 word questions and 5 simple sentence items. The data analysis technique used by researchers in this study is the intra-condition analysis technique and the analysis between conditions. The stages that will be carried out in this research are:

1. A1 (baseline 1) is a description of the profile and development of students' basic abilities, in this case the initial reading ability mastered by students before receiving treatment. Subjects (R) were treated naturally without intervention (treatment). Understanding (baseline 1) according to (Hidayah & Nawawi, 2017) is a basic ability condition, where the measurement of target behavior is carried out in natural conditions before being given treatment or any treatment. This condition describes the subject's initial condition in beginning reading on aspects of syllables, words and simple sentences. The definition of intervention according to (Hidayah & Nawawi, 2017) is the condition of the research subjects while being given treatment.
2. B (intervention), namely the condition of the research subjects (R) while being treated, in the form of teaching using the Silaba method, the aim is to find out the improvement given to the treatment of subjects (R). The definition of intervention according to (Hidayah & Nawawi, 2017) is the condition of the research subjects while being given treatment.
3. A2 (baseline 2), namely the repetition of baseline conditions as an evaluation of the extent to which the given intervention has an effect on the subject (R). Aside from being a control for intervention activities, this baseline also functions as a measure of success and as an evaluation to see the extent to which the interventions given have an effect on the subject (Hidayah & Nawawi, 2017). This condition describes the

subject's final ability to read the beginning of syllables, words and simple sentences after being given the intervention.

## RESULT AND DISCUSSION

This research was conducted using a single subject research design or Single Subject Research (SSR). The research design used was the A – B – A research design. The collected data were analyzed through descriptive statistics and displayed in graphical form. The data analyzed in this study were data on initial reading ability in class V dyslexic students at Jombang 05 public elementary school at baseline 1 (A1), at the time of the intervention. (B) and at baseline 2 (A2). The research subject was dyslexic students in Class V at the Jombang 05 state elementary school, numbering one person with the initials (R). The steps in analyzing the data are as follows: 1). Calculate the score and value of the measurement results in the baseline phase; 2). Calculate the score and the value of the measurement results in the intervention phase; 3). Make a table of research data in the baseline and intervention phases; 4). Perform intra-condition data analysis and inter-condition data analysis to determine the effect or influence of the intervention on the target behavior you want to change

Data collection at baseline 1 (A1) was carried out for two sessions, intervention (B) was carried out for four sessions and baseline 2 (A2) was carried out for two sessions. Each is carried out for 60 minutes per session. The data on the subject's initial reading ability (R) in baseline 1 (A1), intervention (B), baseline 2 (A2) conditions can be seen in tables 4.1 and 4.2 below.

Table 1. Initial Reading Ability Score Data

<b>Target Behavior</b>	<b>Baseline 1 (A1)</b>			<b>Intervention (B)</b>			<b>Baseline 2 (A2)</b>	
	1	2	3	4	5	6	7	8
Beginning Reading Ability	37	37	51	77	71	82	87	90
Max score	100							

Table 2. Baseline 1 (A1), Intervention (B) and Baseline 2 (A2) Result Data Beginning Reading Ability Score

<b>Session</b>	<b>Score</b>	<b>Max score</b>	<b>Mark</b>
<b>Baseline 1 (A1)</b>			
1	37	100	37
2	37	100	37
<b>Intervention (B)</b>			
3	51	100	51
4	77	100	77
5	71	100	71
6	82	100	82
<b>Baseline 2 (A2)</b>			
7	87	100	87
8	90	100	90

Table 3. Summary of Intra Condition Analysis of Beginning Reading Ability

<b>Condition</b>	<b>A1</b>	<b>B</b>	<b>A2</b>
Long Condition	2	4	2
Directional Trend	=	/	/
Trend Stability	Stable 100%	Unstable 25%	Stable 100%
Data Trace	=	/	/
Rate of Change	37 - 37 (0)	82 - 51 (+31)	90 - 87 (+3)
Stability Levels and Range	Stable 37-37	Unstable 51-82	Stable 87-90

Explanation of the summary table of intra-condition visual analysis results is as follows:

1. The length of the condition or the number of sessions in the baseline condition 1 (A1) which was carried out was 2 sessions, the intervention (B) was 4 sessions and the baseline condition 2 (A2) was 2 sessions.
2. Based on the line in the table above, it is known that in baseline condition 1 (A1) the trend is flat, meaning that the initial reading ability data on the subject from the first session to the second session has the same value (=), namely 37. The line in the intervention condition (B) tends to increase This means that the initial reading ability data on subjects from the third session to the sixth session has increased (+). Furthermore, in baseline condition 2 (A2) the direction is up, meaning that the data on the initial reading ability of the subjects from session six to session eight has increased or improved (+).
3. The results of the calculation of the tendency for stability in baseline condition 1 (A1) are 100% meaning that the data obtained shows stability. The tendency for stability in the intervention condition (B) is 25%, meaning that the data obtained is unstable. The trend of stability in baseline condition 2 (A2) is 100%, this means that the data is stable.
4. The description of the data trail is the same as the directional trend (point b) above. Baseline 1 (A1), intervention (B) and baseline 2 (A2) conditions ended up rising.
5. Explanation of the change in level in baseline 1 (A1) did not change the data, namely (=) 37. In the intervention condition (B) there was a change in level, namely an increase of (+) 31. Furthermore, in baseline 2 (A2) the level change was (+) 3.
6. Stability level and range of data in baseline condition 1 (A1) tends to be flat with data range 37 - 37. In intervention condition (B) data tends to increase with a range of 51 - 82. Likewise with baseline condition 2 (A2) data tends to increase or increase (+) stably with a range of 87 - 90.

Table 4. Summary of Condition Analysis between Early Reading Ability

<b>Comparison Condition</b>	<b>A1/B</b>	<b>B/A2</b>
Number of Variables	1	1
Change trends and their effects	$\text{---} \quad \text{---}$ =      +	$\text{---} \quad \text{---}$ +      +
Change Stability	Stable to Unstable	Unstable to Stable
Level Change	51 - 37 (+14)	87 - 82 (+5)
Overlapping Data	0%	0%

The summary explanation of the results of the visual analysis between conditions is as follows:

1. The number of variables changed is one variable from baseline condition 1 (A1) to intervention (B).
2. Changes in direction and effect between baseline conditions 1 (A1) and intervention conditions (B), namely horizontal to upward. This means that conditions can get better or become more positive after the intervention (B). In the Intervention condition (B) with baseline 2 (A2) the tendency is to increase steadily.
3. Changes in stability between baseline 1 (A1) and intervention (B), namely stable to unstable. Whereas in the intervention condition (B) to baseline 2 (A2) unstable to stable. This happened because in the intervention conditions the subject's ability to obtain varying values.
4. The change in level between baseline condition 1 (A1) and intervention (B) increased or improved (+) by 14. Then between intervention conditions (B) with baseline 2 (A2) increased or improved (+) by 5.
5. Data overlap or overlapping data between baseline 1 (A1) and intervention (B) conditions is 0%, then between intervention conditions (B) and baseline 2 (A2) 0%. The provision of interventions still has an effect on the target behavior, namely the ability to read at the beginning, this can be seen from the results of the increase in the graph. This means that the smaller the percentage of overlap, the better the effect of the intervention on the target behavior (target behavior).

The results of research that has been done, giving interventions can improve initial reading skills. This is indicated by a significant increase in initial reading ability after being given the Silaba method, seen from Baseline 1 (A1) with a percentage of 37%, 37% and Intervention (B) with a percentage of 51%, 77%, 71%, 82% while Baseline 2 (A2) with a percentage of 87%, 90%. Based on the data above, it can be explained that before being given the Silaba method, students' ability to read at the beginning was very low. However, after being given an intervention using the Silaba method, the students' ability to read at the beginning increased. This shows that improving the initial reading ability of dyslexic

students in Class V at Jombang 05 Public Elementary School can be improved by using the Silaba method. Then it is stated that  $H_a$  is accepted and  $H_0$  is rejected, which means that there is an increase in initial reading ability in Class V dyslexic students through the Silaba method at Jombang 05 public elementary school.

This research was conducted over 8 meetings or 8 sessions which were divided into three phases, namely 2 sessions for baseline phase 1 (A1), 4 sessions for intervention phase (B), and 2 sessions for baseline phase 2 (A2). The results of research that has been done, giving interventions can improve initial reading skills. This is indicated by a significant increase in initial reading ability after being given the Silaba method, seen from Baseline 1 (A1) which is at an average value of 37 and Intervention (B) is at an average value of 70.25 while Baseline 2 (A2) is at an average value of 88.5. Based on the data above, it can be explained that before being given the Silaba method, students' ability to read at the beginning was very low. However, after being given an intervention using the Silaba method, the students' ability to read at the beginning increased. This shows that improving the initial reading ability of dyslexic students in Class V at Jombang 05 Public Elementary School can be improved by using the Silaba method. Then it is stated that  $H_a$  is accepted and  $H_0$  is rejected.

The achievement of these positive results was partly due to the application of the Silaba method in accordance with the conditions and needs of Class V dyslexic students at the Jombang 05 National Elementary School. In relation to teaching, the method can be interpreted as a way to achieve the learning objectives set by the teacher. Teaching methods can facilitate understanding and strengthen students' memories and can also foster student interest (Syaputra, 2019).

Based on the results of the study that the Silaba method can improve the beginning reading skills of dyslexic students in Class V at Jombang 05 public elementary school, the following recommendations are made:

1. Advice for Schools and Educators
  - a. For schools, especially SDN Jombang 05, learning by applying the Silaba method can be used as an alternative in improving early reading skills for dyslexic students.
  - b. For teachers/educators it can be used as an alternative to improve professional competence, especially in the management of more quality and enjoyable learning so that students' learning abilities which were previously in the very low category change to high.
2. Suggestions for Further Researchers
  - a. For other researchers, the results of this study can be used as input in developing theories related to early reading skills in dyslexic students.
  - b. This research can be used as a reference in developing variables related to the academic abilities of students with special needs.

### 3. Advice for Parents

This research can be used as input material to improve proper early reading skills for children who have difficulty improving early reading skills.

## CONCLUSION

Based on the results of the hypothesis, namely  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is an increase in initial reading ability in class

V dyslexic students at Jombang 05 public elementary school after using the Silaba method. It can be concluded that: (1) the initial reading ability of class V dyslexic students at Jombang 05 state elementary school before being given treatment in the form of the Silaba method is still low; (2) after applying the Silaba method to class V dyslexic students at Jombang 05 public elementary school, their initial reading skills improved; (3) the beginning reading ability of dyslexic Class V students at Jombang 05 public elementary school in the process of applying the Silaba method increased, but had decreased in the fifth session because the student lacked focus, then in the sixth session it increased because students (R) were given special treatment. In the seventh to eighth sessions students (R) were able to read the readings given without help from the researcher; (4) it can be seen that there is an increase in the beginning reading ability of islexic Class V students through the Silaba method at the Jombang 05 public elementary school. by looking at the graphs on baseline 1 (A1), intervention (B), baseline 2 (A2) on initial reading ability.

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