



## Improving Early Reading Skills Through Kokami Media for Children with Mild Mental Retardation

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**Abstract:** This research was motivated by the existence of problems in children with mild mental retardation in grade IV / C at SLB YPAC West Sumatra, who had difficulty reading at the beginning. Children have difficulty arranging letters into syllables where the child is unable to read the KV pattern syllables (consonant-vowels). Based on the above problems, this study aims to prove that kokami media is able to improve the ability to read beginning, namely reading KV patterned syllables for children with mild mental retardation. The design used in this study is the A-B-A design with the single subject reaserch (SSR) method and the target behavior, namely stringing letters into syllables by reading syllables with a KV pattern (consonant-vowel). The results of this study indicate that the kokami media is able to improve the ability to read early on in children with mild mental retardation. In the inter-condition analysis, the number of variables analyzed with the results of the analysis tends to be stability at conditions A1 0%, B + 12.5% and A2 + 100%. The percentage of overlap at baseline conditions (A1) with intervention conditions was 0% and at baseline conditions after intervention (A2) with intervention conditions was 38%. The 100% figure proves that the hypothesis is accepted and the kokami media can improve the ability to read beginning (reading KV patterned syllables).

**Keywords:** Beginning Reading, Mild Mental Retardation, Kokami Media

### INTRODUCTION

Early reading is an initial skill that must be mastered and learned by the reader. Early reading at this level, children are still familiar with written language, through writing children are required to be able to read the symbols of language sounds (Dalman 2014). The main purpose of early reading is so that children can recognize the shape of letters as symbols or symbols of writing so that children can voice the writing. Early reading begins with children recognizing letters, arranging letters into syllables, arranging syllables into words, and arranging words into sentences. Children with mild mental retardation can still be given academic services such as writing, reading, and arithmetic (Wiyani 2014). The services expected for children will have an impact on improving academic quality, especially in the field of reading, so reading skills need to be given to children with mild mental retardation who still have an educable level.

Based on a preliminary study that the author conducted in class IV, SLB YPAC Sumbar, totaling 5 people. Then, the author saw a child with the initials X who still had difficulty reading syllables. Children can only imitate what the teacher says, children still recognize consonants and vowels, children cannot string letters into syllables. Based on the results of the assessment that has been carried out, children are able to mention letters well, children are able to show letters pronounced by the author correctly, children are able to distinguish letters correctly. Then, to read syllables with a consonant-vowel pattern (CV) it was found that children were unable to mention syllables consisting of ba, ci, do, re, mi, bu, so, ka, no, and children were unable to read syllables with a vowel-consonant pattern (VK) consisting of the letters at, ib, on, um, is, al, ef, up, ok, aw. Children are only able to read each letter in a syllable, but children are unable to read syllables when consonants are combined with vowels. From the problems experienced by children, the author tries to find a solution, namely through the Kokami media (mysterious card box). According to Kadir in (Saputra, Hikamah, and Rohman 2013) Kokami media is a type of visual media combined with language games which has the advantage of instilling knowledge in children by attracting children's attention. Kokami media consists of a mysterious box and cards, said to be mysterious because the cards are put into an envelope which then the envelope will be placed in a box so that the contents of the envelope are unknown. The contents of the envelope can be a series of consonant and vowel cards. This study aims to improve children's ability to read the beginning (reading syllables with a KV (consonant-vowel) pattern) through kokami media and the research subjects are mild mentally retarded children in grade IV at SLB YPAC Sumbar.

## **METHOD**

This research method is included in experimental research with a single subject research type or called Single Subject Research (SSR). The design form used by the researcher is A-B-A. The A-B-A design is a development of the A-B design, where this design shows a causal relationship between two variables consisting of independent variables and dependent variables (Sunanto 2006).

At baseline (A1) is the child's initial ability to read the beginning before being given treatment or intervention. At Intervention (B) is the ability when given intervention, namely Kokami media, while at baseline (A2) is the condition after being given intervention to see whether the treatment given is able to improve the initial reading ability of children with mild mental retardation.

The data collection technique used is direct observation, namely through tests, interviews, documentation. The type of test used is a behavioral test that functions to see the child's ability to read the beginning. At baseline (A1) the author gives a test to the child to see the initial ability to read syllables with a CV (consonant-vowel) pattern until the child reaches a stable point. Then the intervention condition (B) is the ability when given treatment/intervention through the kokami media to be able to improve the early reading ability of children with mild mental retardation and at the end of the learning the researcher measures how much influence the intervention has on the child's early reading ability.

Furthermore, the baseline condition (A2) is the condition after being given an intervention to see whether the treatment given can improve the early reading ability of children with mental retardation or remain at a stable point. The researcher directly measured the child's initial ability in early reading, namely reading syllables with a CV pattern (consonant-vowel). The assessment in this study was carried out consistently by measuring the number of correct answers divided by the total number of items from early reading (reading syllables with a CV pattern, the results are presented in the form of a percentage. Furthermore, the researcher entered the child's work results into the assessment format. To see the child's early reading ability, it can be calculated using the formula below:

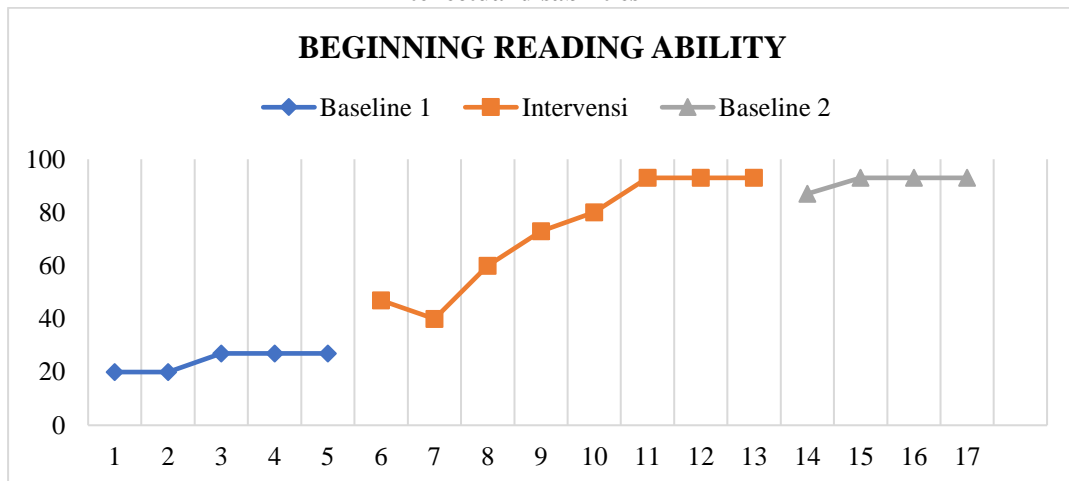
$$\text{Hasil} = \frac{\text{Jumlah Yang Diperoleh Anak}}{\text{Jumlah Keseluruhan}} \times 100\% =$$

**RESULTS AND DISCUSSION**

Initial baseline data (A1) is data obtained before a treatment is given. Intervention data (B) is data obtained after the treatment is given, while the final baseline data (A2) is data obtained after the treatment is stopped. In baseline (A1) the study was conducted in 5 meetings with percentage scores of 20%, 20%, 27%, 27%, 27%. In intervention (B) this study was conducted in 8 meetings, the data obtained at meetings six to thirteen showed percentages of 47%, 40%, 60%, 73%, 80%, 93%, 93%, 93%. In the final baseline (A2) this study was conducted in four meetings, the data obtained from meetings fourteen to seventeen with percentage scores of 87%, 93%, 93%, 93%. In baseline (A2) there was a decrease but increased normally with a stable score of 93%. For more details, see the graph below.

The initial ability values of mildly mentally retarded children in class VIII can be seen in the diagram below:

**Graph 1. Baseline conditions and interventions for early reading ability of children with mild intellectual disabilities**


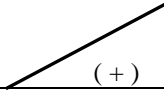
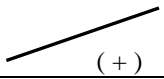
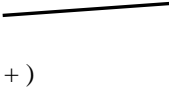
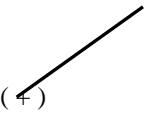



In the graph above, it can be explained that in the baseline condition (A1) there were 5 meetings, this shows that the child's ability is stable from the third to the fifth meeting. In the intervention phase (B) with eight meetings. In this intervention phase, it shows that the child's ability to read the beginning, especially reading syllables with a CV (consonant-vowel) pattern, has increased. Then in the final baseline phase (A2) there were 4 meetings, the data obtained showed that the child reached a stable point at the seventeenth meeting. In the graph, it can be seen that there was an increase in the child's initial reading ability after being given treatment in the form of Kokami media.

In the analysis in conditions, it shows that the length of the baseline condition (A1) was five observations, intervention 8 observations and baseline (A2) 4 observations. In the estimation of the direction tendency, it shows that the baseline (A1) increased, intervention increased and baseline (A2) increased. In the stability tendency, it shows that the baseline (A1) was 0% (unstable), intervention 12.5% (unstable), baseline (A2) 100% (stable). Data traces on early reading ability. At the stability level, the range shows that baseline (A1) with a range of 20%-27% is called unstable, intervention with a range of 40%-93% is called unstable, baseline

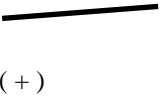
(A2) with a range of 87%-93% is called stable. At the change level, it shows that baseline (A1) is 7%, intervention is 53%, and baseline is 6%. To be clearer, it can be seen in the table below:

**Table 1. Summary of Analysis Results Under Conditions**

No	Condition	A1	B	A2
1	Condition length	5	8	4
2	Estimation of trend direction	 (+)	 (+)	 (+)
3	Tendency towards stability	0% (tidak stabil)	12,5% (tidak stabil)	100% (stabil)
4	Data trace	 (+)	 (+)	 (+)
5	Stability levels and ranges	Tidak stabil (20%-27%)	Tidak stabil (40%- 93%)	Stabil (87%-93%)
6	Level of change	27% - 20% = 7%	93% - 40% = 53%	93% - 87% = 6%

In the inter-condition analysis, it shows that the number of variables changed is one variable, namely reading the beginning. In the change in the direction of the trend continues to increase. The change in the stability trend shows that the baseline (A1) is unstable, the intervention is still unstable and the baseline (A2) has reached stability. Then at the level of percentage change in condition B / A1 as much as 20% while at the level of percentage change in condition B / A2 as much as 46%. Then at the percentage overlap in the baseline condition (A1) with the intervention condition (B) as much as 0% while the baseline condition (A2) with the intervention condition (B) as much as 38%. To be clearer, it can be seen in the table below:

**Table 2. Summary of Inter-Condition Analysis Results**

Kondisi	A1/B/A2
1. Number of variables changed	1
2. Change in directional trend	 (+)
3. Changes in stability tendencies	Unstable/ unstable/ stable
4. Level perubahan	
a. Level perubahan (persentase) pada kondisi B/A1	(47% - 27% = 20 %)
b. Level perubahan (persentase) pada kondisi B/A2	(93% - 47% = +46%)
5. Persentase overlape	
a. Pada kondisi baseline (A1) dengan kondisi intervensi (B)	0%
b. Pada kondisi baseline (A2) dengan kondisi intervensi (B)	38%

In addition, the stability of the tendency obtained in the initial baseline phase (A1) is the mean level of 24.2, the upper and lower limits are 26.225 and 22.175. In the Intervention

phase (B) it has a mean level of 72.37, the upper and lower limits are 79.34 and 65.4. While in the final baseline phase (A2) the mean level is 91.5, the upper and lower limits are 98.47 and 84.53.

## Discussion

This study was conducted in two places, namely at school and also at the child's home. This study was conducted in 3 phases and 17 meetings, namely five baseline sessions before the intervention was given (A1), eight intervention sessions (B), and four baseline sessions after the intervention was no longer given (A2). In the baseline condition (A1) the first to fifth observations the child's ability increased slightly, ranging from 20% to 27%. While in the intervention condition (B) it was stopped at the eighth observation because the child's ability was stable and continued to show improvement. The child's ability in this condition ranged from 40% to 93%. In the baseline condition (A2) after no longer using the Kokami media, the observation was stopped at the fourth observation because the child's ability was already in a stable position, namely 93%, the child's ability in this condition ranged from 87% to 93%. In the SSR study, along with the opinion (Sunanto 2006) persentase dimaksudkan untuk menunjukkan jumlah terjadinya suatu perilaku atau peristiwa dibandingkan dengan keseluruhan kemungkinan terjadinya peristiwa tersebut dikalikan dengan 100%.

The intervention carried out by researchers used Kokami media to improve early reading skills (reading syllables with CV patterns) for children with mild mental retardation. According to (Sumekar 2009) A child with mild mental retardation is a child whose intelligence and ability to adapt and socialize are disturbed, but the child still has the ability to develop academic subjects, social adaptation, and work skills. So children with mild mental retardation can still be given academic services, especially reading. The learning process is going well, so we need to pay attention to the principles of learning for children with mental retardation. According to (Kemis and Rosnawati 2013) the principles of learning for children with mild mental retardation are the principle of demonstration, the principle of affection, the principle of individualization, the principle of improvement, and the principle of motivation. In accordance with these learning principles, supporting media are needed, namely Kokami media.

According to (Marwati 2018) kokami media is an abbreviation of mysterious card box where this game uses media in the form of a box and cards containing envelopes containing writing, commands, questions, bonus instructions, etc." This Kokami media is modified creatively and interestingly so that children continue to be enthusiastic during the learning process. can improve the early reading skills of children with mild mental retardation. The use of kokami media in early reading is that the child faces the Kokami media containing an envelope then the envelope contains syllables with a KV pattern accompanied by pictures. After that, instruct the child to take an envelope in the kokami media. Then, the child opens the envelope containing a series of consonants and vowels or syllables with a KV pattern (consonant-vowel) then the child reads it. After that, give an assessment of the number of correct scores and the number of incorrect scores. Children's abilities are measured by the percentage in which in the intervention condition (B) and baseline condition (A2) the percentage of children continues to increase.

Based on the data analysis presented above, it can be proven that Kokami media is able to improve the ability to read the beginning of syllables with CV (consonant-vowel) patterns for children with mild mental retardation.

## CONCLUSION

Based on the research conducted by the researcher, it can be concluded that Kokami media is able to improve children's ability in early reading in the form of reading syllables with CV (consonant-vowel) patterns in mild mentally retarded children in grade IV at SLB YPAC Sumbar. The data collection tool used is a percentage. From the percentage results, the child has reached a stable point and the child has increased in early reading in the form of reading syllables with CV (consonant-vowel) patterns.

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