Journal of Disability
Volume 3, No. 2, December, pp. 43 – 57

WEB-BASED SYLLABLE READING LEARNING MEDIA (BASUKA) FOR BEGINNING READING FOR SLOW LEARNER STUDENTS AT ELEMENTARY SCHOOL LEVEL

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Abstract

Based on previous research and preliminary studies that have been carried out by researchers, to assist teachers in teaching beginning reading and for students in addition to beginning reading practice, researchers are interested in developing learning media combined with the beginning reading method, namely the syllabic method. This media is named "BASUKA Learning Media (read syllables)" which is a website-based application for beginning reading for slow learner students. This media is designed according to the initial reading stages and characteristics of slow learner children. This study aims to describe the feasibility of BASUKA (Read Syllable) media. The research was conducted in 2 Elementary Schools Providing Inclusion Education, namely SDN Rambutan 01 and SDN Susukan 01. This research uses a research and development (R&D) approach with the Borg and Gall procedure. The subjects at the testing stage in small-scale trials were 8 Slow Learner students and a large-scale trial sample of 20 Slow Learner students. The results of the study were concluded as follows: 1) Syllabic Reading learning media (BASUKA) is needed in learning to read the beginning of Slow Learner students in inclusive education provider schools 2) Development procedures include: a) Making application designs; b) Compile a guidebook; c) BASUKA Media Development. 3) Product feasibility results on expert validation, small-scale trials, and large-scale trials have been declared feasible. 4) Effectiveness test results.

Keywords: Media, Slow Learner, Reading beginnings

Abstrak

Berdasarkan penelitian terdahulu dan studi pendahuluan yang telah dilaksnakan oleh peneliti, maka untuk membantu guru dalam mengajar membaca permulaan dan untuk siswa sebagai tambahan latihan membaca permulaan, peneliti tertarik untuk mengembangkan media pembelajaran yang dipadukan dengan metode membaca permulaan yaitu syllabic method. Media ini diberi nama “Media Pembelajaran BASUKA (baca suku kata)” yaitu sebuah aplikasi berbasis website untuk membaca permulaan bagi siswa slow learner. Media ini dirancang sesuai dengan tahapan membaca permulaan dan karakteristik anak slow learner. Penelitian ini bertujuan untuk Mendeskripsikan kelayakan media BASUKA (Baca Suku Kata). Penelitian dilakukan di 2 Sekolah Dasar Penyelenggara Pendidikan Inklusi yaitu SDN Rambutan 01 dan SDN Susukan 01. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (R&D) dengan prosedur Borg and Gall. Subyek pada tahap pengujian pada uji coba skala kecil yaitu 8 siswa Slow Learner dan sampel uji coba skala besar berjumlah 20 siswa Slow Learner. Hasil penelitian disimpulkan sebagai berikut : 1) Media pembelajaran Baca Suku Kata (BASUKA) dibutuhkan dalam belajar membaca permulaan siswa Slow Learner di sekolah penyelenggara pendidikan inklusif 2) Prosedur pengembangan meliputi: a) Pembuatan desain aplikasi; b) Menyusun buku panduan; c) Pengembangan Media BASUKA. 3) Hasil kelayakan produk pada validasi ahli, uji coba skala kecil, dan uji coba skala besar telah dinyatakan layak. 4) Hasil uji efektifitas.

Kata kunci: Media, Slow Learner, Membaca permulaan

How to Cite: Rahmawaty, S. N., Karsidi, R., Yuwono, J. (2023). Web-Based Syllable Reading Learning Media (Basuka) For Beginning Reading For Slow Learner Students At Elementary School Level. *Journal of Disability*, 3 (2), 43 – 57.

INTRODUCTION

Children with special needs have barriers in growth and physical or different characteristics than children in general. According to Heward in Badiah (2018) states that children with special needs are children who have special characteristics and are different from children in general without always showing mental, emotional, or physical disabilities. One of the children with special needs who does not show mental or physical inadequacy is a *slow learner*. According to Bagaskorowati in Sukma, et al (2021) Slow *learner* students or commonly referred to as slow learners are students with special needs who are found in schools providing inclusive education. They include individuals with special needs but are not always in special schools or special schools. Based on this opinion, it shows that *slow learner* students are one of the problems of students who experience obstacles in school, so they need one of the appropriate assistance when they are in regular school.

The term "Slow Learner" from the Oxford Advanced Learner's Dictionary consists of two words: "slow" and "learner." "Slow" means not clever, not quick to learn, and finding things hard to understand. "Learner" means a person who is finding out about a subject or how to do something, such as a slow or quick learner. Translated into Indonesian, a slow learner is someone who is less intelligent and slow in understanding lessons (Sukma, 2021). A slow learner is a person with cognitive abilities below average but not classified as having a mental disorder (Komariyah, 2022). Slow learner children have IQs between 70 and 90, where their academic performance is generally low in most or all subjects. They often fail to advance to the next grade and have difficulty grasping lessons. Slow learners are children with intellectual potential slightly below normal but are not considered intellectually disabled (Susanti & Azwandi, 2013).

If observed physically, slow learner children do not show different characteristics from their other friends so that they can carry out the learning or education process in public schools. However, one of the challenges is teaching beginning reading to children with special needs, especially children who are slow learners (Malik, 2009). The main problem related to literacy among slow learners is difficulty in reading which will have a negative impact on their academic achievement at school (Mansor, Adnan, Abdullah. 2019). One of the difficulties seen in slow learner students is their reading ability.

According to Arini, Abdul and Sunardi (2017) The slow learner limited intellectual capacity affects their reading abilities. The text book uses in classroom today is full of written text which can make them struggling so hard to understand the material in textbook. These students can also feel bored and uninterested to involve in learning process. Limited intellectual

capacity in slow learner students affects their reading ability. Textbooks used in class today are full of written text which can make it difficult for them to understand the material in the textbook. Students can also feel bored and not interested in being involved in the learning process. Based on several theories above, slow learning students experience obstacles in several aspects of development, one of which is the aspect of reading skills, especially in beginning reading, this is because slow learning students have characteristics that do not easily understand abstract and symbolic things.

Reading is a type of written language ability, which is receptive because by reading a person will be able to obtain information, gain knowledge and new experiences, all of which are obtained and can improve their thinking power (Diknas, 2006). A similar thing is reinforced by Basuki's (2011) opinion that reading is one of the basic skills that every student must have besides writing and arithmetic. Reading skills are the main basis for learning, by reading students will gain knowledge that is useful for the growth and development of their reasoning, social and emotional abilities.

According to the levels of reading stages, Syafi'ie (1999) groups reading into two levels, namely beginning reading and advanced reading. Beginning reading is a cognitive skill and process. The skill process refers to the recognition and mastery of phoneme symbols, while the cognitive process refers to the use of known phoneme symbols to understand the meaning of a sentence. But early reading places more emphasis on letter sounds or connecting letters with language sounds. According to Komariyah (2022), early reading is a reading process that is carried out at childhood, namely at the beginning of the elementary school years. Rahman & Haryanto (2014) explained that beginning reading is a type of reading found in grades 1 and 2, the beginning reading skills taught include recognizing written symbols and changing these written symbols into meaningful sounds. Initial reading activities are related to (a) recognition of letters or characters, (b) sounds of letters or series of letters, and (c) understanding of meaning or intent based on discourse context. As for initial reading, it can be concluded that initial reading is an introduction to words (word familiarization) (Kholifah and Rosita, 20. The aim of initial reading is so that students have the ability to understand and pronounce writing with natural intonation, as a basis for being able to read further.

Research in class I at SDN Nayu Barat III Banjarsari Surakarta related to the low initial reading skills of students in that class. Of the 20 students, there were still 8 students who scored below the KKM (<65%) or 76.3% who did not read Indonesian fluently. In fact, the limit score for the Minimum Completeness Criteria for Indonesian language lessons is 75. Apart from data on students' grades during class II obtained through documentation, researchers also conducted

an initial ability test on Indonesian reading material. Of the 20 students, 8 students got scores below the KKM with an average score of 62 (Mustikawati, 2015).

According to research conducted by Komariyah (2022), at the Potential and Problem Analysis stage, it was discovered that in class 1 of SDN Sumbersari III, Malang City, there were slow learner students who experienced obstacles in reading, especially in beginning reading. Then Susanti, Azwandi and Damri (2013) stated that the results of the study showed that in baseline conditions before being given the method/intervention, the ability of slow learner children to read syllables and words starting with consonants (b, d, g, p, q, r) was still very low, namely only 10%.

The results of several previous studies regarding media use are that students learning to read using information and communication technology tools can also have a positive impact on students with special needs (Noor Aini Ahmad, 2017). Mobile technology can be used as an important tool to support learning and help students increase their potential (Madeiraa, Silvaa, Marcelinoa & Ferreira, 2015). Teachers need to plan and look for appropriate teaching materials for the teaching and learning process, which are as far as possible according to students' abilities in order to obtain a more effective, meaningful and enjoyable learning experience (Manisah Mohd. Ali & Muhammad Nazari Saidena, 2015).

Preliminary study activities regarding analysis of initial reading abilities in slow learner students and analysis of learning needs for learning media were carried out in December 2022. The results of the preliminary study at SDN Rambutan 01 were that there were 20 slow learner students. Sixty percent of students identified as slow learners experience obstacles in beginning reading. In preliminary research, it was found that as many as eighty percent (80%) said they needed alternative learning media for initial reading practice and as many (90%) students agreed that it was necessary to develop technology-based learning media equipped with images and sound.

Game-based learning can be an attractive alternative for improving early literacy skills, especially for letter-sound knowledge and phonics (Schmitt et al., 2018). However, the design and implementation of learning games needs to be done carefully to ensure that the features provided encourage learning. Beyond motivational features that can better engage children, providing scaffolding to reduce cognitive load, feedback based on student actions, and facilitating practice involving skills previously stimulated with different game mechanics to encourage retention are among the design characteristics that promote better learning for young children (Bringula et al., 2018; Meyer, 2012). Tjoe (2013) has conducted research which shows that the reading ability at the beginning of Kindergarten B increases through the use of

Multimedia. The learning process through Multimedia consists of reading letters, words and simple sentences using an interesting variety of teaching methods and strategies.

The results of the research above show that the use of appropriate methods and media may be able to help slow learner students overcome obstacles in beginning reading. Based on previous research and preliminary studies that have been carried out by researchers, to assist teachers in teaching beginning reading and for students as additional practice in beginning reading, researchers are interested in developing learning media that is combined with the beginning reading method, namely the syllabic method. This media is named "BASUKA Learning Media (reading syllables)" which is a website-based application for beginning reading for slow learner students. This media is designed according to the initial reading stages and characteristics of slow learner children. It is hoped that the development of this media can help teachers, parents, and assistants in teaching reading to slow learner students. Apart from that, the researcher hopes that through interactive multimedia in this media it can be an alternative starting reading practice for slow learner students, so that learning is more enjoyable when learning to start reading.

METHOD

The type of research used in this research uses a Research and Development (R&D) approach. This Research and Development (R&D) research is based on Borg and Gall (1983), namely a process used to develop and validate educational products. This research designed and developed learning media in the form of BASUKA (Syllable Reading) media for beginning reading for slow learner students at SDN Rambutan 01 and SDN Susukan 01.

The research was conducted at 2 elementary schools providing inclusive education, namely SDN Rambutan 01 and SDN Susukan 01. This research used a research and development (R&D) approach with the Borg and Gall procedure. There were 15 research subjects in the needs analysis, namely 12 Slow Learner students, 1 GPK, 2 classes. The subjects at the testing stage in the small scale trial were 8 Slow Learner students and the large scale trial sample was 20 Slow Learner students.

RESULTS AND DISCUSSION

The research results in this chapter will explain two things about product feasibility testing, in the development of BASUKA (Reading Syllables) media for beginning reading for slow learner students. The feasibility test is divided into three parts, namely 1) small scale feasibility test 2) Product Revision 3) large scale feasibility test and 4) Media effectiveness test.

Small Scale Feasibility Test

At this stage, researchers carry out product trial assessments on students as research subjects. This trial assessment on students was carried out on a small group of the total research sample, namely

8 slow learner students who could not yet read grades 1-3 at SDN Rambutan 01. In this small-scale validation test, students were given an assessment instrument consisting of 10 question items. Each question has 5 answer choices, then students fill out the instrument by providing a checklist for one of the answer choices to assess the suitability of the product being studied. This questionnaire uses a Likert scale with five alternative choices, namely Very Good (SB), Good (B), Fairly Good (CB), Poor (K), and Very Poor (SK). The results of the student validation test assessment can be seen in the table below.

Table 1. Small-scale Validation Result

No	Subject	Rating Result	Qualification
1	PDBK 1	88	Very Good
2	PDBK 2	90	Very Good
3	PDBK 3	92	Very Good
4	PDBK 4	82	Very Good
5	PDBK 5	86	Very Good
6	PDBK 6	92	Very Good
7	PDBK 7	92	Very Good
8	PDBK 8	94	Very Good
	Amount	**716**	
	Average	**89,5**	

Based on the results of small-scale trials on students and quantitative categorization through product assessment instruments, it can be concluded that BASUKA media has an average score of 89.5 or in the very good or usable category. At this stage, the researcher also provided a suggestion and comments column to get direct input from students.

Based on the results of small-scale trial data by several students, researchers received several suggestions and input to improve the product to make it better. The suggestions given by students were to add levels to the games and make them more colorful to make them more interesting. Apart from that, the problem of the sound that comes out when students press the button is quite an important concern in this improvement. The researchers used these suggestions as evaluation material to carry out revisions. Researchers have changed the game page display model and the sound problem so that the sound volume can be louder as a note, then the next step is to hand it back to the application developer for additions and improvements. The following is a view before and after stage 2 revision for the games page.

Figure 1. Display before repairment

Figure 2. Display after repairment

Large Scale Trials

Large-scale trials are carried out after stage 2 revision activities. The process carried out in large-scale trials is the same as in small-scale trials, but differs in the number of participants who are subjects in large-scale trials. Large-scale trials are more numerous than small-scale trials. The aim of the large-scale trial is to determine the feasibility of Basuka Media for slow learner students on a wider scale. At this stage, it was tested on 20 slow learner students from 2 elementary schools providing inclusive education. The following large-scale trial data is presented as follows:

Table 2. Large-scale Validation Result

No	Subject	Rating Result	Qualification
1	PDBK 1	94	Very Good
2	PDBK 2	90	Very Good
3	PDBK 3	94	Very Good
4	PDBK 4	96	Very Good
5	PDBK 5	96	Very Good
6	PDBK 6	90	Very Good
7	PDBK 7	88	Very Good
8	PDBK 8	92	Very Good
9	PDBK 9	96	Very Good
10	PDBK 10	90	Very Good
11	PDBK 11	82	Very Good
12	PDBK 12	82	Very Good
13	PDBK 13	86	Very Good
14	PDBK 14	80	Good
15	PDBK 15	84	Very Good
16	PDBK 16	82	Very Good
17	PDBK 17	84	Very Good
18	PDBK 18	78	Good
19	PDBK 19	68	Good
20	PDBK 20	86	Very Good
	Amount	**1.738**	
	Average	**86,9**	

Based on the results of large-scale trials on students and quantitative categorization through product assessment instruments, it can be concluded that BASUKA Media has an average score of 86.9, which means it is in the very good or usable category.

Effectivity Test

Learning result data before treatment (pretest)

The following presents student pretest data before treatment using the website-based BASUKA (Syllable Reading) learning media.

Tabel 3. Pretest Data

No	Name	Pretest Score
1	A	50
2	B	40
3	C	30
4	D	10
5	E	40
6	F	50
7	G	60
8	H	40

Based on the results of the pretest scores above, the average value (mean), standard deviation or standard deviation, highest score, lowest score, and total data (sum) are known as follows.

Table 4. Statistical Description pf pretest score

	N	Min	Max	Sum	Mean	Std. Deviation
PRETEST SCORE	8	10	60	320	40.00	15.119
Valid N (listwise)	8					

Based on table 4.15 statistical description of pretest scores, it can be seen that the average (mean) pretest score is 40, while the standard deviation or standard deviation is 15,119 and the highest score on the pretest is 60 while the lowest score is 10, and the amount of data (sum) is 320 Next, based on this data, a frequency distribution is obtained. The following is presented in the assessment frequency distribution as follows:

Tabel 5. Frequency Distribution of Pretest Scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	12.5	12.5	12.5
	30	1	12.5	12.5	25.0
	40	3	37.5	37.5	62.5
	50	2	25.0	25.0	87.5
	60	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on table 4.16 above, it can be explained that the frequency of pretest scores shows that one student got a score of 10, 30, and 60. Three students got a score of 40, then two students got a score of

50. Based on the calculation of the student's pretest scores above, a histogram graph can be presented as follows:

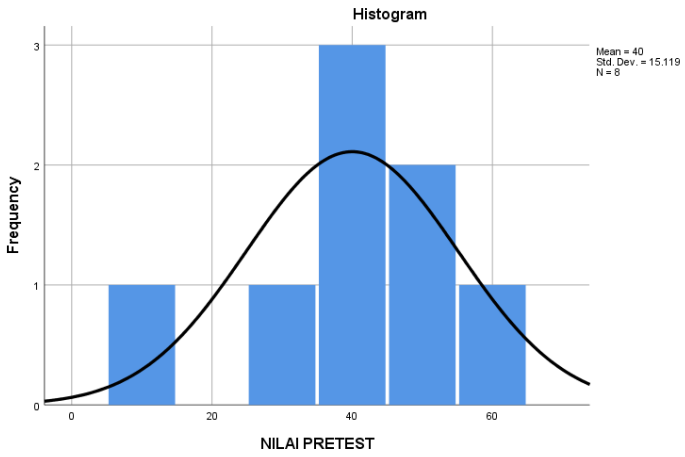

Figure 3. Histogram graph of pretest frequency distribution

Learning Outcome Data After Treatment (Posttest)

The following is presented post-test data or learning result data after treatment for 5 treatments using website-based BASUKA (Reading Syllables) learning media.

Table 6. Posttest Data

No	Name	Posttest Score
1	A	80
2	B	80
3	C	70
4	D	70
5	E	70
6	F	80
7	G	90
8	H	90

Furthermore, based on the results of the posttest scores above, the average value (mean), standard deviation or standard deviation, highest score, lowest score, and total data (sum) are known as follows:

Table 7. Statistical Description of posttest scores

	N	Min	Max	Sum	Mean	Std. Deviation
PRETEST SCORE	8	70	90	630	78.75	8.345
Valid N (listwise)	8					

Based on table 4.18, it can be seen that the difference between the pretest and posttest scores is that the average (mean) posttest score is higher, namely having an average of 78.75 compared to the pretest score, which is 40. Apart from that, the difference can also be seen in the minimum score, namely at the time of the posttest the score was obtained. the lowest was 10, while in the pretest students

who got a low score were 70. In order to get a clearer interpretation, a histogram graph is presented between the increase in initial reading in slow learner students before being given treatment (pretest) and after being given treatment (posttest). The histogram graph of the difference in pretest and posttest scores can be seen in the image below.

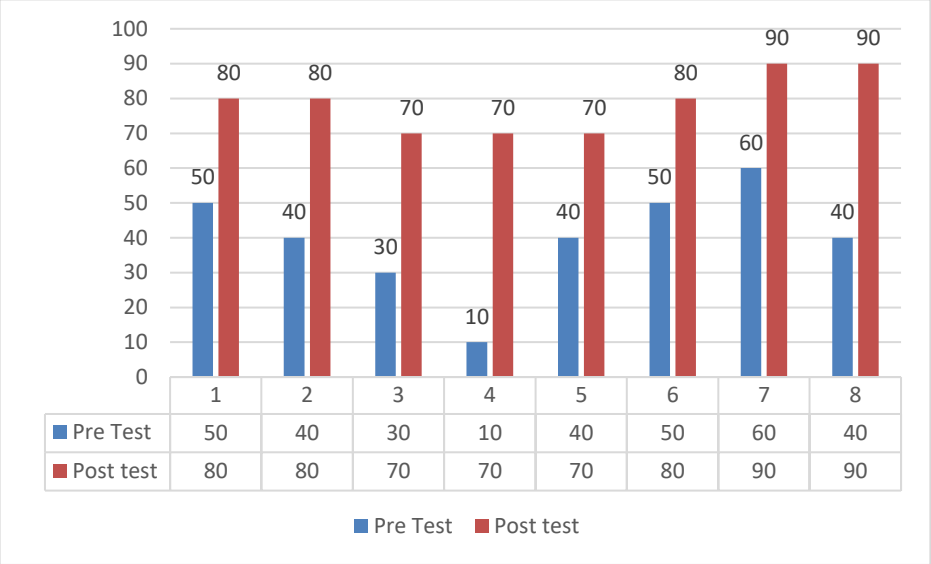

Figure 4. Histogram Graph of the differences between pretest and posttest

Hypothesis Test

Hypothesis testing is carried out by observing the significance value of t at the α level used (this study uses an α level of 5%) using the non-parameter Wilcoxon test. Below are presented the output results using SPSS 25 for Windows.

Table 8. *Wilcoxon Signed Rank Test* Data Analysis

Ranks

		N	Mean Rank	Sum of Ranks
POSTEST SCORE – PRETEST SCORE	Negative Ranks	0[a]	.00	.00
	Positive Ranks	8[b]	4.50	36.00
	Ties	0[c]		
	Total	8		

The data obtained in the table shows that the results of the hypothesis test calculating the pretest and posttest scores obtained a negative rank of 0 and a positive rank of 8. With a sum of rank of 36.

Tabel 9. Statistical Test Result

POSTTEST SCORE – PRETEST SCORE	
Z	-2.555[b]
Asymp. Sig. (2-tailed)	0.011

The results of the analysis of the Wilcoxon Signed Ranking Test between the pretest and post-

test scores above, can be seen that there were no subjects who received a negative rank, it is known that there were no subjects who experienced a decrease in scores during the post-test. There were also no subjects who obtained the same scores (ties) during the pretest and posttest. All subjects achieved a positive rank, so it was stated that all subjects experienced an increase in their scores during the posttest with a mean rank of 4.50 and a sum of rank of 36.00. Based on the statistical results of the pretest and posttest scores presented above, the calculated Z value = -2.555 with Asymp. Sig. (2-tailed) = 0.011. The probability value in Z calculation is then compared with the predetermined probability, namely α = 0.05.

It is known that the calculated probability Z is smaller than the specified probability, namely 0.05. Asymp.Sig value. (2-tailed) = 0.011 < α = 0.05. So the conclusion is that there is a significant difference between the results of the pretest and posttest scores. Based on the results of descriptive analysis showing an increase in the average score between the pretest and posttest, the pretest mean score was 40.00 and the posttest mean score was 78.75. then the pretest value < posttest. The hypothesis in the research received reads "Website-based learning media for reading syllables (Basuka) has an influence on the Beginning Reading ability of Slow Learner Students at SDN Rambutan 01 and SDN Susukan 01, East Jakarta.

CONCLUSION

Product feasibility results include a) Expert tests including Special Education Expert (Slow Learner) 90%, Learning Media Expert 87%, Linguistics Expert 100%, ICT Expert 84%. b) Small-scale feasibility obtained an average value of 89.5%, c) Large-scale feasibility obtained an average value of 86.9%. So, based on the results of the feasibility test, the product developed is declared suitable for use as a medium for beginning reading learning for slow learner students.

The results of research and development of website-based syllabic reading media (BASUKA) in early reading learning have proven successful in attracting students to learn early reading among slow learners. This finding is in accordance with other relevant research findings that website-based learning media can create more interesting learning, and more enthusiasm for learning to read so that students continue to want to try it at school and even at home.

The results of research and development of Syllabic Reading media (BASUKA) can be applied to early reading learning in inclusive elementary schools for slow learner students. This product can also be used by students who have difficulty learning to read beginning. The results of this product development have also been proven to be effective because they can be practiced directly at school and at home as continuous learning.

The results of the effectiveness test on 8 students at the Inclusion Elementary School SDN Rambutan 01 using a one-group pretest posttest design were then analyzed using the Wilcoxon non-parametric test, resulting in Sig. (0.0111) < 0.05, then H0 is rejected, so it can be concluded that the use of Website-Based BASUKA (Syllable Reading) Media is significantly effective in increasing the initial reading ability of slow learner students.

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