

Development of Big Book Media to Visualizing The Concept of Narrative Text Through Shared Reading with Mentally Retarded

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Abstract— This study aims to develop a big book media in visualizing the concept of narrative text through reading together on class V mild mentally retarded students. This research and development uses a 4-D development model consisting of four stages, namely definition, design, development, and dissemination; but without the dissemination stage. The instrument used is the rating scale sheet. The big book media is tested by media experts and material experts. The practicality test is done by calculating the assessment of the user's response (class teacher and mentally retarded students) and effectiveness test seen from the value of the pretest and posttest. This research resulted in: (1) The results of the feasibility test from the experts showed a very decent score of 99.28% and 98.94%. (2) The practicality test results from user responses show very practical scores of 98.33% and 89.25%. (3) The results of the effectiveness test use the gain score with a score of 0.7 with a high category.

Keywords— big book media; visualizing the concept of narrative; mild mentally retarded

I. INTRODUCTION

In the 2013 curriculum there is a structure and content of the Indonesian Language curriculum included in group A which is a subject group where the content and references are developed by the center and must be studied, with the aim that all students can recognize simple narrative story texts, activities and play in the environment school with the help of a teacher or friend, in oral and written Indonesian, which can be filled with vocabulary in regional languages.

On the other hand to know the story text or narration, students must master reading skills. Reading is a type of receptive written language ability. By reading, someone will get information, science, and new experiences [1]. All that is obtained through reading will enable the person to be able to expand their thinking power, sharpen their views, and broaden their horizons. Thus reading activities are activities that are very necessary for anyone who wants to advance and improve their quality.

Reading is one of the main keys to entering the world of science. Reading can act as a definite foundation and activities that present material resources for various expressive and productive activities in daily life. Reading learning has an important role because through reading the teacher can develop moral values, reasoning abilities and quality of students.

Reading ability in mentally retarded students is very different when compared to regular students. Mentally retarded students are still very slow in reading so it requires a relatively long time to read a

reading. Because of lack of motivation and less attractive media, mentally retarded students learn to use concrete objects. The problem of reading in mentally retarded students needs to be informed early on through teaching reading together. The joint reading method is very important for mentally retarded students because it not only provides theory to students, but also real models, and exercises. Thus students can imitate directly what the teacher does in joint reading activities.

According to Holdway (2002, p. 12) Shared reading is interactive reading experience that occurs when students are reading or reading a big book or other experienced reader [2]. Reading together is an interactive reading experience that occurs when students participate in it or together read a large book or other enlarged writing which is guided and assisted by a teacher or other experienced reader. "Share reading is a collaboration of activity based learning literacy" [3] (Parkes 2000, p. 10) reading together is a collaboration of literacy reading activities.

Through joint reading activities, students are expected to be able to read words more easily, string words into sentences, and retell. The ability to read low mental retardation students is caused by difficulties in correctly and quickly identifying letters. Students have difficulty connecting the sounds of letters and words in the sentence. But in the process of teaching reading to mentally retarded students there needs to be a modification by visualizing the text using images. Text visualization according to Gunadi is to make changes from text to images with the principle of the same or unchanging substance [4]. The purpose of giving visualization is so that students are easy to remember in the learning process and students can read texts that are manifested in the form of images [5]. Because of the low ability of his memory so that in teaching reading there is a need for images so that students better understand the text. Visualization of narrative text given to students with moderate retardation is a narrative text with a type of information text.

According to Suparno the narrative is divided into two types, namely; (1) Expository narrative is a narrative that provides information to the reader so that his knowledge expands. This narrative aims to change the minds of the readers to find out what is being told. The main objective is the ratio, which is in the form of knowledge after reading the story, (2) Suggestive Narrative is a narrative that conveys a meaning to the reader through the imagination he has (2009, p. 36) [6].

By providing narrative text visualization using images, mentally retarded students can easily recognize narrative texts, knowing information contained in text and mentally retarded students can read the word with the help of visualized images. The ability to read mentally retarded students cannot be equated with regular students in general. Soemantri explained that mentally retarded children of [Mental Age or MA] intelligence are underdeveloped or under age growth [Chronological Age or CA]. Chronological Age [CA] is the age

of birth, which is the age calculated from the time the child is born. The Mental Age [MA] is the development of intelligence in terms of the average appearance of children at a certain age. (2012, p. 104). Explain that mentally retarded children of [Mental Age or MA] intelligence are underdeveloped or under the age of growth [Chronological Age or CA]. Chronological Age [CA] is the age of birth, which is the age calculated from the time the child is born. The Mental Age [MA] is the development of intelligence in terms of the average appearance of children at a certain age. For example a 9-year-old [CA] child, if the 6-year-old MA means the development of intelligence is more or less the same as the 6-year-old average [normal] child.

In addition to having low intelligence, students also experience obstacles in adjusting to the environment, and are less capable of thinking abstract things. Difficult and convoluted, including learning about reading material. Students are lazy and less interested in learning, and have difficulty reading. Teachers sometimes forget the condition of mentally retarded students who experience academic obstacles as explained. There are still many teachers who equate the abilities of regular students with mentally retarded students regarding the class level and the difficulty level of the learning material being taught. This has an effect on the delay in achieving learning goals for mentally retarded students whose learning processes and materials are still generalized with regular students.

Fitria argues that the learning process by the teacher in each class has different characteristics, the teacher still uses the same curriculum with the class level. The learning approach used in the teaching and learning process is classical. While the characteristics of different children it seems that the use of instructional media has not been maximized can be used by all children of different characters, and teachers seem to lack motivation to students with special needs during the teaching and learning process [1]

A person who is able to read will be able to follow the development of learning in all fields, not only in language learning. This activity is also important to be applied by mentally retarded students. The importance of having the ability to read is closely related to everyday life. Therefore, as difficult as any teaching and learning process is carried out on mentally retarded students in all classifications, an educator must never give up in making them able to read by visualizing the concept of narrative text in the form of images so that mentally retarded students are easier to read. Where visualization is engineering in making images, diagrams or animations to display information. The information referred to in the research is in the form of reading narrative texts that are visualized according to the needs of mentally retarded students.

Given visualization in the form of images of mentally retarded students can easily read in narrative texts. According to (Efendi, 2009, p. 96) explained that mental retardation shows significant limitations in functioning, both intellectually and adaptive behavior that is realized through conceptual, social, and practical adaptive abilities [7].

Wiyani added the statement that mental retardation or mental retardation is a condition with less intelligence since the development period [from birth or from childhood] [8]. In addition to having low intelligence, students also experience obstacles in adjusting to the environment, and are less capable of thinking abstract things. Difficult and convoluted, including learning about reading material. Students are lazy and less interested in learning, and have difficulty reading. Reaffirmed by the results of Fitria's research, that the learning process by the teacher in each class has different characteristics, the teacher still uses the same curriculum with the class level. The learning approach used in the teaching and learning process is classical. While the characteristics of different children it seems that the use of instructional media has not been maximized can be used by all children of different characters, and teachers seem to lack motivation to

students with special needs during the teaching and learning process [9]. Researchers have identified several factors that can affect the memory difficulties of people with diabetes, including: problems presenting relevant stimuli, lack of training strategies, and lack of ability to generalize skills in new settings or tasks [10]

Visualization is an engineering in making images, diagrams or animations to display information. The information referred to in the research is in the form of reading narrative texts that are visualized according to the needs of mentally retarded students. By giving visualization in the form of images, mentally retarded students can easily read in narrative texts. According to (Efendi, 2009, p. 96) explained that mental retardation shows significant limitations in functioning, both intellectually and adaptive behavior that is realized through conceptual, social, and practical adaptive abilities [11].

It is a must that the teacher is able to give a good influence to students and try to find the right solution to overcome the problems in the teaching and learning process. If the problem in terms of reading is not immediately addressed, then the potential for mentally retarded children will not be able to develop optimally.

One way to help improve reading skills in mentally retarded students is to provide visualization of the concept of narrative text in the form of images using tools or learning media that can facilitate students to learn. Mueller said that "the use of available tools has the potential to motivate and encourage the involvement of parents and mentors, which if not done might give a sense of reluctance or intimidation in the learning process of reading and writing" [12].

II. METHOD

This research uses research and development (R & D) development research to produce certain products and test the feasibility, practicality and effectiveness of these products. The product that will be produced in this study is a big book media product to visualize the narrative text in reading the beginning of mild grade mentally retarded students at SDLB. The design of media development in this study uses a four-D development model according to Thiagarajan, (1974) [13]. The four-D development model consists of four stages of development, namely define (defection), design (design), development (development), and disseminate (spread). Design selection is based on the consideration that this model is developed systematically and rests on the theoretical foundation of learning design. The advantages of using the method of developing a four-D model belonging to Thiagarajan, et al [13] in the design of this product are the stages of making more structured products so as to facilitate development to produce products in the form of big book media. Referring to the development path of the Thiagarajan four-D, the development stage has been said to be feasible, then the development of the modified big book product is only carried out up to three stages, namely; definition, design and development. The subjects of the trial were limited in the study of the development of this big book. There were six (6) mild mental retardation students in class V SDLB Kedungkandang Malang. This research was conducted at SLBN Kedungkandang Malang, located on Jl. H. Alli Nasrudin No. 2, Kedungkandang, Kedungkandang District, Malang City Prov. East Java. Data analysis was used to conclude the feasibility in terms of validity, practicality and effectiveness of the big book media that researchers have developed. The data analysis technique in this study is the data analysis technique which results from validity test, practicality test and effectiveness test.

III. RESULT AND DISCUSSION

Feasibility Test of Big Book Media to Visualize the Concept of Narrative Texts Through Shared Reading with Class V Mild Deaf Students

Before the big book media prototype product was tested in the field, it was first validated to test the feasibility of the product. The validation of the big book media is carried out by an expert validator consisting of media experts and material experts. The feasibility guide refers to the assessment aspects contained in the validation sheet. Assessment is done by giving a check list (√) in the assessment columns that are adjusted to the assessment criteria. The following are the results of the validation analysis carried out by expert validator of big book media product development. The calculation of the percentage is 99.28% with the number of indicators calculated as many as 28 items, then the results of percentage acquisition are interpreted as results through a list of eligibility criteria, then the results of the percentage of media validation analysis with very feasible categories are obtained. So it can be concluded that the big book media is very suitable to be used in the mild fifth grade SDBB mentally retarded students to visualize the concept of narrative text through reading together.

Based on the results of the material expert validation analysis the calculation of the percentage of 98.94% with the number of indicators calculated as many as 19 items then the results of percentage gains are interpreted results through a list of eligibility criteria, then the results of the percentage of media validation analysis with very feasible categories. So it can be concluded that the big book media is very suitable to be used in the mild fifth grade SDBB mentally retarded students to visualize the concept of narrative text through reading together.

Big Book Media Practical Test Results for Visualizing the Concept of Narrative Texts Through Reading Together

The following is an explanation of the practicality test results from the user's response, namely the classroom teacher and the response of students, namely mild mental retardation students, amounting to six students. From the data it is obtained that the acquisition of user response values is at an overall percentage average regarding the quality and practicality of the big book media to visualize the concept of narrative text through reading together is 98.33%. This shows that the big book media developed has a value of adequate or "very good" validity that is positive and can be declared feasible to use.

Data obtained from six students, it was found that the overall percentage average value of the big book media to visualize the concept of narrative text through reading together was 89.37%. This shows that the big book media that was developed has a value of adequate or "very good" validity that is positive and can be declared appropriate for use.

The Result of the Big Book Media Effectiveness Test to Visualize the Concept of Narrative Texts Through Reading Together with Class V Mild Deaf Students

Big book media is said to be effective if it can improve learning outcomes in recognizing the concept of narrative text through reading together mild fifth grade mental retardation students at Kedungkandang Elementary School Malang. In testing student learning outcomes, six mild mental retardation students in class V SDLB Kedungkandang were selected as the research subjects. All research subjects were given a test at the time before using the big book media and were given a test after being given the big book media. The following are the results of the pretest and posttest

Based on the gain score test results get a score of 0.7. Then interpreted in the gain score table, it can be concluded that the score of 0.7 is included in the high category and it can be concluded that the big book media is effective for visualizing the concept of narrative text

through reading together in class V mild mentally retarded students in Kedungkandang Elementary School Malang.

IV. CONCLUSION

Based on the research that has been done, it can be concluded as follows. Big book media as a medium to visualize the concept of narrative text through reading together on students of mild class V mentally retarded has been successfully developed through the 4-D development model. the feasibility of big book media as a medium for visualizing the concept of narrative text through reading together in developed class V mild mental retardation students which is very good based on the acquisition of percentage scores from media and material experts 99.28% and 98.94%. The practicality of big book media as a medium to visualize the concept of narrative text through reading together on class V mild mental retardation students who have developed very well based on the results of the questionnaire user responses and responses of students to score 98.33% and 89.25%. he effectiveness of big book media as a medium for visualizing the concept of narrative texts through reading together in class V mild mentally retarded students has been included in the high category with a score of 0.7

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