

THE USE OF CANTOL RAUDHOH METHOD IN PRACTICING THE BEGGINING READING SKILL FOR MENTALLY RETARDED CHILDREN OF GRADE III (A CASE STUDY IN SLB NEGERI TRITUNA SUBANG)

LILIS SUWANDARI

Email: lilissuwandari@uninus.ac.id

YANI MULYANI

Email: yanimulyani@uninus.ac.id

SILVIA NOVITA

Email: silvianovita@uninus.ac.id

LANI APRIANI

Email: laniapriani@uninus.ac.id

Abstract

A child with mental impairment is a child who has mental retardation, can reach MA development up to approximately 7 years. So, the child experiences obstacle in academic learning, such as early reading learning. The purpose of this study is to determine the use of the cantol raudhoh method in practicing early reading skills for children with mental disabilities in grade III. This research uses descriptive methods and case studies with a qualitative approach, the data collection techniques used in this study are interview, observation and documentation. The results of using the cantol raudhoh method showed that the three children with mental disabilities who in this study were able to recognize letters (vowels, consonants and a-z), read syllables patterned "KV", read syllables patterned "VK" and read syllables patterned "KV-KV". Therefore, those discovers that there is a change for the better after using the cantol raudhoh method in reading the beginning. This method is one of the learning methods that can be used effectively and efficiently. The implementation of this learning begins with preparation, core activities and final activities. This research was recommended to the principal to support teachers to be able to take part in seminars/tutoring on providing early reading learning for children with special needs.

Keywords: Mentally Retarded Children, Cantol Raudhoh Method, Beginning Reading

1. INTRODUCTION

Education has an important role in the development of a person's potential. Education can also be one of the basis for determining whether a country is progressing or not. Therefore, the government encourages every citizen to get an education. The form of commitment of the government in guaranteeing every citizen in obtaining education is stipulated in the Constitution of the State article 31 paragraph (1) of the 3rd amendment affirming that "Every citizen has the right to get education."

The government emphasized the right to education for all citizens of these countries without exception. Children who have various physical and mental disorders, including children with mental retardation, also have the same rights. This is as stated in Law No. 20 of 2003 concerning the National Education System Article 5 paragraph (2) it is affirmed

that “Citizens who have physical, emotional, mental, intellectual, and/or social disorders are entitled to obtain special education”.

Generally, children with mental retardation are children who experience below-average levels of intelligence and have deficiencies in adaptive behavior. In more detail, Astaty and Mulyati (2011:10) explain that “Children who experience general intellectual functioning are significantly below average, deficiencies in adaptive behavior and deafness last in the developmental period (under 18 years)”. Children with mental disabilities have common characteristics to recognize them, these characteristics according to Somantri (2012:105) namely limited intelligence, social limitations and limitations of other mental functions. Because of this characteristic, children with mental disabilities are divided into 3 classifications. According to educators in America (Astaty and Mulyati, 2011:12), “Children with mental impairments are generally grouped into 3 groups, namely Educable Mentally Retarded (able to be educated), Trainable Mentally Retarded (able to train), Totally / Custodial Dependentant (able to take care)”.

This is as explained by Somantri (2012:107) “Children with mental disabilities are also called imbecil. This group has an IQ of 51-36 on the Binet Scale and 54-40 according to the Weschler Scale (WISC). Moderately retarded children can reach MA development up to approximately 7 years. They can be educated to take care of themselves, protect themselves from dangers such as avoiding fires, walking on highways, sheltering from rain, and so on”. Children with mental disabilities are so difficult that they can't even learn academically such as learning to write, read, and count although they can still write socially for example writing their own name, their home address and others. It can still be educated to take care of yourself, such as taking a bath, dressing, eating, drinking, doing simple household chores such as sweeping, cleaning household furniture, and so on. In everyday life, children with mental disabilities are in need of continuous supervision. They can also still work in sheltered workshops. Therefore, researchers are interested in reading learning for children with moderate mental retardation. Although the children may find obstacles in reading learning, reading is a skill that is still important to teach. This is because reading is a capital for a person in obtaining information and gaining new experiences. As explained according to Rahmawati (2017:259) Reading is a type of writing language ability that is receptive because by reading, a person will obtain information, gain knowledge and new experiences. In addition Rahim (2009:1) explains that “the ability to read is very important for every life, almost every aspect of life involves reading activities” Before reading, the child must be able to know or recognize the processes of visual perception (seeing) and auditory perception (listening) in language.

This process is a prerequisite in reading relating to the receipt of information this is explained by Emelian (2007:79) “if the two prerequisites of reading are linked in the mental process and the receipt of information turns out to be a stimulant that is seen (visual perception) and what is heard (auditory perception)”. in the prerequisites of reading. According to Rahim (2009:2) There are three terms used to provide the basic components of the reading process, namely recoding, decoding and meaning. The process of recoding

and decoding is usually used in the initial classes or what is called the initial reading. One of the stages of reading that may be developed for children with mental disabilities is beginning reading. In addition to learning children with mental disabilities must consider the ability to understand language, they need concrete learning because generally they have obstacles in thinking abstractly. In detail Astaty and Mulyati (2011:12) explain that “they are less capable of abstract things, the difficult and the convoluted things”

As a bridge, concrete learning media and methods are needed that make it easier for children with mental disabilities to learn to read. This is because media is a learning tool that can provide a clearer picture of learning as conveyed by Kustiawan (2016:5) “Media is a plural word of medium which means introduction or intermediary used by the communicator to convey messages to communicants in achieving certain effects”.

The media used by researchers is media with a reading method that has been developed by Nurhasanah. E and Kusnandar are the methods of Cantol Raudhoh. According to Nurhasanah. E and Kusnandar. Y, (2006, 3-4) in Simbolon, et al (2013:247): “The Roudhoh cantol method is one of the memorization techniques developed in quantum learning. In its application this method associates (fusion) in the equations of sound and visual form. It was one of the effective memorization methods for remembering lists”. Because children with mental disabilities cannot think abstractly, therefore in their learning there must be a method so that they can learn with fun.

Based on a preliminary study that has been carried out in May 2022 at SLB Negeri Trituna Subang that there is a child with mental retardation in grade III who has not been able to read the beginning, because in that school usually children learn to read using the spelling method. This spelling method is less effective or less suitable for children with mental disabilities because with this method children still have many letters of the alphabet which results in children having difficulty in beginning reading, so researchers are interested in using the cantol raudhoh method because of it, the children do not only learn to read that is not boring.

Looking at the background above, the researcher intends to try the cantol raudhoh method in improving the initial reading ability of children with visual impairment in the school. The title in this study is “The Use of the Cantol Raudhoh Method in Practicing Beginning Reading Skills for Mentally Retarded Children in Grade III in SLB Negeri Trituna Subang”

2. LITERATURE REVIEW

The Nature of Reading

Reading is a way to get to know symbols in order to get a stimulus as a bridge in remembering the writing read to know a meaning in question. This understanding is in line with Bond's (1975:4) opinion in Elly (2013:164) reading is the introduction of symbols of written language which is a stimulus that helps the process of remembering about what is read, which aims to build an understanding through the experiences already

possessed. Furthermore, Soedarso explains (1983:4) in Abdurrahman (2010:200) argues that reading is a complex activity that requires a large number of fragmentary actions, including the use of understanding, delusion, observation, and memory. Meanwhile, according to Rahmawati (2017:259) Reading is a type of writing language ability that is receptive because by reading, a person will obtain information, gain knowledge and new experiences.

According to Mercer (1979:197) in Abdurrahman (2010:200) argues that “ability not only allows a person to improve work skills and mastery of various academic areas, but also allows participation in socio-cultural, political and emotional life”.

Furthermore, according to Abdurrahman (2010:200) reading is “physical and mental activity”.

Based on some of the opinions above, it can be concluded that reading is a process in the introduction of written language symbols to be able to understand the written information and reading is an important activity for this aspect of life is also important for children with mild mental retardation.

Purpose of Reading

According to Nurhadi (1988:1) in Samniah (2016) argues that the purpose of reading is as follows:

- a) Understand in detail and thoroughly the content of the book
- b) Capture the main idea of the book quickly (limited time)
- c) Obtaining information about something (e.g., indian tribal culture)
- d) Recognizing the meaning of difficult words (terms).
- e) Want to know important events happening around the world.
- f) Want to know important events that occur in the surrounding community.
- g) Want to derive favors from works of fiction.
- h) Want to obtain information about job vacancies.
- i) Want to find a suitable brand to buy.
- j) Want to judge the correctness of the author/author's ideas.
- k) Want to get information about a (expert) or a description of the definition of a term.
- l) The description above explains the purpose of reading.the purpose of reading this provides an important role for the sustainability of each person in life.

Aspects of reading

According to Broughton in Tarigan (1979:12-13) in Samniah (2016) there are two important aspects of reading, namely:

a. Mechanical Skills that can be supported are in the lower order. This aspect includes:

1. Letter recognition
2. Introduction to linguistic elements (phonemes/graphemes, words, phrases, clause patterns, sentences and others)
3. Introduction to spelling and sound patterns relationships/correspondence (including voicing written material or “to brack at paint”)
4. Slow reading speed

b. Comprehension skills that can be considered to be in a higher order. These aspects include:

1. Understand simple meanings (lexical, grammatical, rhetorical)
2. Understand signification or meaning (the author's intentions and objectives, cultural relevance/state and reader reactions)
3. Evaluation or assessment (content/form)
4. Flexible reading speed, which is easily adapted to the circumstances.

Based on the explanation above, this study focuses more on children in understanding aspects of mechanical skills as explained by letter recognition and not on aspects of understanding.

Types of reading

According to Samniah (2016) in Tarigan (1979:23-38) reading as a complex activity, has complex goals and various problems.

- a) Peruse reading, that is, reading whose emphasis is directed at the skills of understanding and mastering the content of the reading
- b) Reading comprehension, namely reading whose emphasis is directed at the skills of understanding and mastering the content of reading
- c) Reading ideas, namely reading with the intention of finding, obtaining and utilizing ideas that have been read
- d) Critical reading is reading that is done wisely, tensely, deeply, evaluatively, and analytically, not just looking for faults
- e) Reading language studies

Based on the explanation above, it can be concluded that the types of reading consist of peruse reading, reading comprehension, reading ideas, critical reading and reading language studies. This needs to be known so that the teacher can determine which type of reading will be given to his students as learning materials.

Stages of reading

According to Haris as quoted by Mercer (1979:202) in Abdurrahman (2010:201) there are “five stages of reading development, namely (1) readiness to read, (2) early reading, (3) speed reading skills, (4) wide reading, and (5) actual reading”.

According to Abdurrahman (2010:201) In readiness in reading, there must be a time span that shows in the level of reading development so that learning occurs efficiently.

- a) There are eight factors that contribute to the success of learning to read. These factors according to Kirk, et al quoted by Mercer (1979:202) in Abdurrahman (2010:201), namely:
- b) Mental maturity
- c) Visual ability
- d) Listening ability
- e) Speech and language development
- f) Thinking and paying skills
- g) Motor development
- h) Social and emotional maturity
- i) Motivation and interest

Based on the explanation of the stages of reading above, children with mild mental disabilities must have a willingness to be interested in reading so that the reading stages passed can provide efficient reading development for children.

The Beginning Reading

Initial reading is usually given to children who are in the early grades in order to understand the next learning. This opinion is in accordance with the opinion according to Wati (1996:43) in Hidayat (2014:401) is “the initial reading given to children in grades I and II as a basis for the next lesson”. According to Abdurrahman (2010:205) explains that “In the beginning reading of children who have difficulty reading often experience errors in recognizing words”. Furthermore, Abdurrahman explained about the mistakes of reading the beginnings including omissions, insertions, replacements, turning, mispronunciations, changing places, not knowing words and jerking”. Initial reading is the initial stage that students must go through in order to get to the next stage of reading so that the child does not experience errors in reading, these mistakes such as: omissions, insertions, substitutions, reversing, mispronunciations, renaming, wordlessness and jerks. However, Marlina (2013:17) states “Beginning reading learning is a level of the reading learning process to master the writing system as a visual representation of language”. Based on the explanation above, reading the beginning is learning at the beginning in order to master the writing system as an application of visual language, in

this study intends that children will lightly understand the concept of reading the beginning in order to understand vocabulary in text form.

Beginning Reading Learning

As stated in the 2013 curriculum, special education aspects of beginning reading learning for children with mild mental disabilities grade I include get to know descriptive texts about members body and five senses with the help of teachers or friends in oral and written Indonesian that can be filled with vernacular vocabulary to aid comprehension and get to know the text of the self/personal story about the presence of family with the help of teachers or friends in oral and written Indonesian that can be filled with vernacular vocabulary to help with comprehension. In connection with this study, it is class III for children with mild disabilities, the reason why researchers use basic competencies (KD) class I is because it is in accordance with the learning to be studied.

Cantol Raudhoh Method as a Learning Method

The method is one of the links or bridges for children so that the learning delivered is achieved. According to Maesaroh (2013:167) "The learning method is a medium for transformation in learning, so that the expected competencies in learning are achieved".

Although the method is a transformation tool or an introduction to learning. Methods are very important in helping students' learning and allowing teachers to apply material to their students. The learning method is a tool used to achieve a goal, this is in line with the opinion according to Djamarah, (2006:46) in Afandi et al (2013:16) the learning method is "a method used to achieve the goals that have been set". It can be concluded that the learning method is a media tool used to improve a person's learning ability in order to produce good learning and have an effect on children.

Cantol Raudhoh method

The Cantol Raudhoh method is one of the ways for children to learn beginning reading because there is a memorization technique. According to Nurhasanah. E and Kusnandar. Y, (2006:3-4) in Simbolon, et al (2013:247): "The Roudhoh cantol method is one of the memorization techniques developed in quantum learning. In its application this method associates (fusion) in the equations of sound and visual form. It was one of the effective memorization methods for remembering lists". However, according to Simbolon, et al., (2013:246) explained that "the Cantol Raudhoh method is able to arouse the child's enthusiasm for reading unlike other methods because in its application this method combines in the equations of sounds and visual forms that exist in this method. This combination, makes it easier for children to memorize every name and picture of objects that are easy to remember. In teaching reading, these techniques are very necessary to make it easier for children to remember letter symbols".

This cantol raudhoh method makes it easier for teachers to deliver material with the concept of "Learning while Playing" because this cantol raudhoh method by maximizing visual, auditorial and kinesthetic aspects in which there are elements of colors, images

and songs that make children feel happy. According to Utami (2013:6) “The application of the Cantol Roudhoh method in learning can make children interested and children willing to linger to learn to read, and can create an interesting and fun atmosphere”. This method uses development that helps the child learn without being saturated. Furthermore, Utami (2013:6) stated that according to Budi (Mardiani, 2011:9) that learning with the “Cantol Roudhoh” method makes children aged three to eight years feel at home for a long time learning to read, because there is no coercion or punishment. This method only requires those images that attract the attention of the child and most importantly create a comfortable and pleasant atmosphere for the child”.

Based on the description above, this method can be applied to students by applying “learning while playing” because it uses visual, auditorial and kinesthetic aspects to help students learn to read in a way that does not saturate because in it there are songs that make children feel happy with the learning provided.

a. How to use the cantol raudhoh method

This method of cantol raudhoh can be used by memorizing a list of numbers matched with words of the same sound or visual pointers used as something that remains firmly embedded in the child's memory. That list to keep in mind is included in the cantol list.

This method is conveyed with a prologue in the form of a story that is interesting to the child. The story presented is interesting if there are real (real) items such as clothes, then we should bring clothes so that children can feel or cantolan rambutan so that children can feel the sweetness or sourness of the taste of the rambutan fruit.

Systematics of the cantol raudhoh method According to Nurhasanah. E and Kusnandar. Y, (2006:10) can be explained as follows :

1) Prologue

The teacher tells about the raudhoh series which will be explained according to the story about the series, for example, it will explain about the clothing series. So the teacher first told me about the clothes.

2) Introducing cantol

The teacher wore the raudhoh series to the child who was told by the previous teacher as above the teacher after telling the story then introduced the raudhoh series of clothes namely ba, bi, bu, be and bo. Listing here can be in accordance with the story of the series or with speech recognition.

3) Insurrection

The teacher lines the cantol series on the magnetic board if the learning is given on a classical basis but if the individual gur can line up in front of the child like at the child's table.

4) Calling

The teacher calls raudhh series friends so that the child can remember raudhoh series friends.

5) Singing

The teacher sings with a song that corresponds to the series being performed. This singing is so that children can remember the learning of the audhoh series that has been carried out through appropriate songs.

6) Shuffling

So that the child can recall the raudhoh series that has been explained, the most difficult series is randomized not based on the order of the vocal letters a, i, u, e, o. randomized with l, u, e, o, a depending on the randomization of the series.

7) Insurrection

After being scrambled, the teacher re-aligns the raudhoh series so that the child can understand and remember the raudhoh series that has been described.

8) Call

It's the same with lining up. The recall is also intended so that the child can further see the raudho series that has been described.

9) Hiding

After being called and given to eat the raudhoh series is reversed so that the child can know the good and correct order of serri raudhoh

10) Insurrection

The repetition of the order of hiding the meal is relinedated

11) Invoke

The repetition of the line sequence was followed by recalling the raudhoh series.

12) Joining Hands

In this stage the teacher juxtaposes or sequences the raudhoh 1 series with others if it has indeed gone to the next series for example the ba series with bi, bu with bo if with the other series ba with ca, bi with ci and so on.

13) Inverting

At this stage the teacher explains by giving a series of raudhohs that go hand in hand. For example, ba is originally with ci then it is lined with ca.

14) Concealed again for writing/dictation

The raudhoh series hides in the child's magnetic board or table by flipping it back so that the child can write the raudhoh series that is passed without seeing the raudhoh series.

15) Inverting

After hiding to write/dictate the writing, the child ate the raudhoh series, it was re-aligned in the order of the vocal letters.

16) Explaining activities

The teacher explained the learning activities of the raudhoh series that have been explained.

17) Evaluation/private

The teacher evaluates the results of the child's reading learning with the reading of the raudhoh reading card.

The use of this cantol raudhoh method in its alignment in order to enter into the thinking patterns of students emphasizes the memorization system by uniting the letters of vowels and consonants by associating with nouns that connect with the letters of these consonants. for example, the noun clothes, here is more emphasized on the sound of the prefix tribe "ba" if the object is dice then emphasized with the sound of the prefix tribe "da" and so on. If the student is able to ink with the sound of the initial syllable, the student can recognize and memorize each syllable in each group by itself. In order to be able to add improvement in memorizing each syllable in the group, students are given songs, it is clear that this method is efficiently used.

b. Advantages of the cantol raudhoh method

According to Setiawati (2011:17) this cantol raudhoh method has advantages in its use, namely:

- 1) Children can quickly and easily read an average of 20-32 hours
- 2) Delivered by playing, singing and telling stories
- 3) 20 carefree songs adapted to this method so that the child can easily remember them
- 4) Using props that the child likes very much
- 5) Children can write fluently
- 6) Fostering a high interest in reading

c. Weakness of cantol raudhoh

According to Setiawati (2011:18) this method of cantol raudhoh has shortcomings in its use, namely:

- 1) It takes quite a lot of props
- 2) The final results obtained between one teacher and another are most likely to differ
- 3) Requires more time in preparing students.

In every medium or learning method for children, there will be weaknesses or advantages of a medium or learning method. From the description of the explanation above, it can be concluded that the cantol raudhoh method has advantages, one of which is fostering interest in reading for children because in it children are stimulated to learn to read while playing whose advantages do not make children saturated or bored when reading. However, this cantol raudhoh method has its drawbacks, one of which is the need for props in this method which makes the method so long in its delivery.

3. RESEARCH METHODS

The problems raised in this study are based on the initial reading problem for children with mild mental disabilities with a qualitative approach with a descriptive method aimed at understanding, uncovering, and explaining phenomena that occur in the field based on real evidence with a case study method so that researchers can have a comparison between those studied by researchers so that they can be summarized into conclusions according to the actual narrative. The appropriate approach and illustrated in this study is the qualitative approach. Regarding the qualitative approach proposed by Sukmandinata (2011:94) as follows: "Qualitative research departs from the philosophy of contuktivism yang assumes that reality is plural, interactive and an exchange of social experiences (a shared social experience) interpreted by individuals".

This qualitative research is used by researchers to be a reference in order to directly observe the use of the cantol raudhod method in practicing beginning reading skills for children with mild mental disabilities.

The methods used in the research are carried out in a structured manner in order to achieve a research goal. As for the descriptive method according to Muliawan (2014:84) that "Methode descriptive is a research method that contains the exposure or depiction of something". Furthermore, according to Sukmadinata (2012:54) explains that "Descriptive research is a research method aimed at describing existing phenomena, which took place in the present or past moment".

Conclusions can be drawn from the two opinions above, the description method in this study is to be able to provide an overview of the problems that exist in the field with the problems that apply to the current problem and the data collected as a result of the actual data, in accordance with the description of the tang events that occurred at that time.

The method used in this researcher is a case study method, according to Muliawan (2014:85) namely "Educational research methods that seek to solve a problem, problem or special case that arises in education". This method was used in this study because it was in accordance with the purpose and purpose of the study, namely to know and be able to study the use of the cantol raudhoh method for the ability to read the beginning of children with mild mental disabilities.

Data Collection Techniques and Instruments

a. Interviews

Techniques for obtaining information by asking directly to respondents by asking questions with a specific purpose. The definition of interviews according to Muliawan (2014:180) states that “An interview or interview is a technique of dialogue between the subjects being studied”. The interviews in this study are to obtain data on:

- 1) How was the previous learning process
- 2) How is the initial ability of the child with mild mental impairment before in the beginning reading

b. Observation

Observation as a data collection technique that has specific characteristics by observing conditions in the field directly so that researchers can see the object or subject under study, this was stated by Sukmadinata (2012:220) namely “Observation (observation) or observation is a technique or way of collecting data by conducting observations on ongoing activities”. The observations made in this study were by taking the following data:

1. The initial ability of the mild mentally impaired in reading the beginning before using the cantol raudhoh method
2. The process of implementing beginning reading learning using the cantol raudhoh method
3. The ability of children with mild disabilities after using the cantol raudhoh method

c. Documentation studies

Documentation studies are one of the data collection techniques in the form of writing and drawings. This technique aims to collect data and information through research on relevant documents. According to Sukamdinata (2012:221) that “documentary study is a data collection technique by collecting and analyzing documents, both written, image and electronic documents”.

The documentation study used in this study was to obtain data on:

- 1) Learning programs in reading previous beginnings
- 2) The results of the initial reading learning process after using the cantol raudhoh method

Research Instruments

In this research, the researcher's task is as a research instrument, because to accumulate the necessary data, the researcher must plunge directly into the research location to make observations and records of all activities and phenomena that arise or occur in the study. According to Joseph (2017:372) “... he must be able to observe social situations, which occur in the real context, he can photograph phenomena, symbols and signs that

occur, he may also record the dialogue that occurs”. This means that the researcher must be able to record whatever happens in the research location in accordance with the objectives of the research discussed by the researcher so that this research has clear directions and objectives in accordance with the support of the data obtained in the study.

In achieving a qualitative research success depends on the data obtained by the researcher. The more complete the data, the more the research develops. Researchers when collecting data must be flexible and be able to adjust to the place of study.

This is in line with the opinion of Moleong (2011:169) “Researchers as research instruments, because they are flexible, responsive, can adjust, emphasize wholeness, and process data as soon as possible”. Based on the explanation of the two opinions above, it can be concluded that the researcher is the key instrument of research. Researchers must be able to collect data that is in accordance with the data that occurs in the field, and proceed directly to the field so that they can blend into existing conditions and phenomena. This data collection obtained to be able to provide purposes and in accordance with research boundaries.

Data Processing Techniques

Data processing techniques in research have interactive or complementary communication. Since this technique is no different from how to analyze data. The data analysis used in this study is based on Milles & Huberman (1984) in Sugiyono (2016:37), namely data reduction, data display and data conclusions/verification.

a. Data reduction

According to Sugiyono (2016:338) suggests that data reduction is: “The data obtained from the field is quite a lot, for that it is necessary to record it carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the things that matter, looking for themes and patterns and discarding unnecessary ones.”

In this study, researchers collected data obtained from interview data and observation. Interviews were obtained from the results of a Q&A with the class teacher about the child's ability to read early while with observation researchers obtained data through observation when teaching and learning activities in the classroom.

b. Presentation of data

According to Sugiyono (2016:341) stated that data reduction is: “After the data is reduced, the next step is to display the data. The presentation of this data can be done in the form of tables, graphs, phi chard, pictograms and the like through the presentation of these data, the data is organized, arranged in a relationship pattern, so that it will be easier to understand.”

In this qualitative research, the researcher obtained data first and then grouped the data in the next stage of presenting data in the form of narratives.

c. Data conclusion/verification

According to Sugiyono (2016:45) stated the conclusions/verifications, namely as follows: "The initial conclusions put forward are still temporary, and will change if no solid evidence is found that supports it at the next stage of data collection. But if the conclusions put forward at an early stage, are supported by valid and consistent evidence when the researcher returns to the field collecting data, then the conclusions put forward are credible conclusions."

The data in this study is then processed later in groups that can be drawn into a conclusion in the study.

Subject and Object of Study

To obtain data in this study, it requires the subject and object of research which is the source of the data as follows:

The subjects in this study were teachers and 3 children with mild mental disabilities in grade III at SLB Negeri Trituna Subang. The reason for choosing 3 children with mild mental disabilities in this study was because 1 person who became the reference of the researcher was the subject of the case study and 2 other children with mental disabilities as a comparison with 1 child with mental disability who was the main subject.

4. RESULTS OF RESEARCH AND DISCUSSION

The teacher before carrying out the beginning reading learning conducts an assessment first. This assessment is carried out to determine the abilities and needs of children and make it easier for teachers to provide the material provided. In addition to making teacher assessments, it also arranges a preliminary reading learning program. In its preparation, the teacher makes a relationship with the components contained in the lesson plan. This program is tailored to the needs of the child in the beginning reading. The teacher makes learning objectives to see the design of the material with the potential abilities possessed by the child. In the formulation of learning objectives the teacher makes them at the beginning of the school year. For the initial reading material, the teacher compiles it, namely by looking at the KI/KD, curriculum, lesson plan and source books in providing material for the beginning reading of the teacher giving 4 x meeting time. The method used by teachers in the beginning reading is to use the method of demonstration and assignment. The medium used by teachers in reading the beginning is with word cards and spellings written on the blackboard. In determining the evaluation for learning the initial reading material, the teacher uses an oral evaluation with question and answer and a written assessment.

The implementation of the teacher's initial reading learning is carried out in accordance with what is stated in the lesson plan that has been made by adjusting the ability and needs of the child. This implementation includes initial activities by carrying out du'a reading, conditioning and repeating the learning of previous beginning reading material. Furthermore, it is carried out with core activities, namely with children being told to

observe and introduce letters first and mention letters that have been introduced. In the implementation of this activity the teacher explains orally and in writing. And for the final activity, the teacher carried out by returning the material together by providing an evaluation, namely in the form of an oral test related to learning the initial reading material.

The follow-up given by the teacher is in the form of repetition given by the teacher by giving a repetition of the beginning reading material that the child does not match the criteria of the material that should be. Then, there is enrichment for children who have reached the material criteria and can continue the next and the last material in this further step, namely development. This form of development is given to the child who has mastered the next material. This stretching is given a duration of 15 minutes. In repetition, enrichment and development, teachers experience difficulties or obstacles with the appearance of children's difficulties in processing the learning provided.

The results for the initial ability show that children with mild mental disabilities grade II in reading early before using cantol raudhoh media still have some difficulties in reading. The 1st child in the initial ability to recognize letters (vowels, consonants and a-z) has difficulty some letters that forget to remember because they need the help of researchers and to read patterned syllables can read them with the help of researchers. For the 2nd Child in recognizing letters (vowels, consonants and a-z) and reading patterned syllables really needs to be guided because he does not know the alphabeth hruf and the 3rd Child in recognizing letters (vowels, consonants and a-z) is the same as the 1st Child who needs to be reminded by the researcher but better The 1st child and in reading the patterned syllables The 3rd child needs to be assisted by the researcher because of the difficulty in reading it. In the implementation of beginning reading learning using the cantol raudhoh method, starting with conditioning the child first and praying, the child listens to stories related to cantol raudhoh, when it is explained and shown that children look enthusiastic and enthusiastic because they see the media contained in the method. After telling the story, it is only the introduction into the word raudhoh by naming cantol raudhoh, calling, shuffling, hiding, joining the name cantol raudhoh. After that, the evaluation in this method is carried out to find out the child's ability to read the beginning. It can be seen after using this method from the three children that those who can read the beginning are the 1st child and the 3rd child because they can read the beginning, the difference is that the 3rd child must be confused with the media contained in the cantol raudhoh method and for the 2nd child has not been able to read the beginning because they are still confused about recognizing the letters of alfabeth.

Discussion

Beginning reading is one of the most important learning for people's lives. Beginning reading is the learning given to children who are in the early stages of classes. This is in accordance with the opinion according to Wati (1996:43) in Hidayat (2014:401) is "the beginning reading given to children in grades I and II as a basis for the next lesson". The beginning reading that researchers did to respondents of children with mild mental disabilities was the initial grade III. When conducting research on the three respondents

who were among the 1st child, the 2nd child and the 3rd child. In recognizing vowels, consonants and a-z letters, reading syllables patterned “KV”, reading syllables patterned “VK” and reading syllables patterned “KV-KV” from the three respondents in the beginning reading before using media or methods, it seems that they can read with help, because children with mild mental disabilities should be able to think concretely instead of abstractly. This is explained by Amin (1995:37) argues that: “Many children with mild mental disabilities are fluent in speaking but lack the preservation of their words, they have difficulty in thinking abstractly, but they can still take academic lessons both in ordinary schools and in special schools, at the age of 16 only reaching the same age of intelligence as the age of 12 years.”

In reading the beginnings of children with mental disabilities, it is necessary to use the learning method, this is shown from recognizing vowel letters, consonant letters and a-z letters, reading syllables patterned “KV”, reading syllables patterned “VK” and reading syllables patterned “KV-KV” the three respondents in reading them can read and some read without rocks. Concrete for the explanation of a learning or bridge in explaining it. The method is one of the links or bridges for children so that the learning delivered is achieved. According to Maesaroh (2013:167) “The learning method is a medium for transformation in learning, so that the expected competencies in learning are achieved”.

With the methods and media provided, it is hoped that the three respondents can better understand the concept in reading the beginning. Therefore, researchers use one of the methods used in practicing beginning reading, namely the cantol raudhoh method. The cantol raudhoh method itself, according to Simbolon, et al., (2013:246) explains that: “The Cantol Raudhoh method is able to arouse the child's enthusiasm to read unlike other methods because in its application this method combines in the equations of sound and visual forms that exist in this method. This combination, makes it easier for children to memorize every name and picture of objects that are easy to remember. In teaching reading, these techniques are very necessary to make it easier for children to remember letter symbols.”

After knowing about the initial condition of the initial reading ability of the three respondents of the 1st child, the 2nd child and the 3rd child experienced difficulties in reading, then in practicing beginning reading to facilitate and remind respondents in reading the beginning using the cantol raudhoh method. When the researcher explained about the use of the cantol raudhoh method, it was seen from the three respondents in understanding it enthusiastic, enthusiastic and cheerful because in the cantol raudhoh method there were pictures that showed the syllable patterned “KV”. The three respondents who understood the concept of reading the beginning using the cantol raudhoh method, the 1st child was able to recognize letters and read the syllable patterned “KV-KV” without help, the 2nd child because he did not know the letters could only understand the syllables patterned “KV” if they learned together and the 3rd child in reading the syllable patterned “KV-KV” could read it even with the help. This shows that of the three respondents can understand reading the beginning using the given method.

Because it encourages them to understand the beginning reading even though there are respondents who do not understand. Overall, the method provided is able to improve children's learning outcomes in early reading. It can be seen from the differences before using the media. Researchers took case study research with more focus on the 1st Child, it was seen that in training early reading using the cantol raudhoh method, these respondents were more able to read using the CR method (cantol raudhoh) compared to Children-2 and 3rd Children. Because of the 3rd child can read the beginning if shown the media and the 2nd child cannot read the beginning even with the media used.

In this section, the researcher was put forward general conclusions based on the theory that is the basis for this study, and specific conclusions that are part of the research results. As explained in the previous chapter about the use of cantol raudhoh media in practicing beginning reading skills for children with mild mental disabilities of grade III.

Conclusion

Based on the reality that occurs in the field, the researcher draws the following conclusions: The characteristics of children with mild mental disabilities have limited intelligence, namely by thinking abstractly such as academic learning in numeracy, writing and reading. One of the academic that can be optimized is reading. Reading is one way to get to know the symbols that get a stimulus to be used as a bridge in remembering the writing read in order to know the intended purpose or understanding. However, children with mental disabilities need a bridge to learn to read this, namely by using media. One of the media that helps children with mild mental disabilities is the media that can be found in the cantol raudhoh method. The purpose of using this method is so that children with mental disabilities can be facilitated in reading the beginning. The results of using the cantol raudhoh method in general showed that of the three mildly handicapped children in this study who were able to recognize letters (vowels, consonants and a-z), read syllables patterned "KV", read syllables patterned "VK" and read syllables patterned "KV-KV" in whole were able to only have the difference, namely the 1st child was able to read without media, The 2nd child is not yet capable because he does not know the letters as a whole and the 3rd child is able to read the beginning by showing the media used. Overall this method shows better results than the previous method as well as a learning method that can be used effectively and efficiently

From the results of research in the field, the researcher will present the following conclusions:

- a. The process of implementing previous learning for children with mild mental impairment in reading the beginning delivered by the class teacher begins with preparation, namely by reading the du'a in advance and conditioning students into teaching and learning situations in accordance with the program that has been made. The teacher explains the previous beginning reading learning using the spelling method. The learner reads the beginning in his evaluation the teacher conducts oral and written tests. For follow-ups given to children who have mastered

the material in their enrichment, repeat the material in the repetition and provide 15 minutes of exercise for children who have mastered the material.

- b. Ability to read the beginning of children with mild mental impairment in reading nouns related to daily life. Of the three children in reading the beginning before using the cantol raudhoh method, it can be seen that there are some difficulties such as the 1st child in recognizing vowels and consonants, there are difficulties and in recognizing the letters a-z there are some letters that forget and are confused but when reading patterned syllables such as “KV”, “VK” and “KV-KV” it is a little difficult to have the help of the teacher. As for the 2nd Child, he is not able to recognize the letters of vowels, consonants and the letters a-z because he still does not know the letters of the alphabet. And the 3rd Child is unable to recognize the letters of vowels, consonants and letters a-z, many forget and are left behind and when reading patterned syllables it is difficult because they need the help of teachers.
- c. Implementation of early reading learning for children with mild mental disabilities using the cantol raudhoh method. This is in accordance with what is stated on the RPP with a time allocation of 3x30 minutes. At the time when the learning will begin the researcher asks the child to say hello, greet each other and check the presence of the other students. After that, the child prays first before studying. Before giving the learning material the researcher asked about anyone who knew the letter alphabet. After that, the researcher explained about the story of cantol raudhoh which will be explained which is related to the material to be explained such as explaining about the story “shirt” this story is explained to explain the material “ba, bi, bu, be, bo”. The explanation of the material corresponds to the systematics of the cantol raudhoh method. After the learning is given, children are welcome to ask questions related to the learning that has been given. After concluding together then the researcher and the children got ready to read the du'a before going home.

Recommendations

Based on the results of the research and discussion that has been explained, the recommendations from the researchers are as follows:

1. Principal

Based on the facts found in the field, teachers there still use conventional methods, it is hoped that the principal should be a support for teachers in developing early reading learning in Indonesian subjects by including teachers in seminars / tutoring in accordance with the initial reading learning material for children with special needs.

2. Teacher

Based on the findings of facts that occur in the field, namely teachers still use conventional methods so that children are less motivated in reading, therefore, this study is expected to provide input for teachers to be able to choose the cantol raudhoh method as one of

the alternative methods in learning early reading in order to improve initial reading skills for children with mental disabilities.

3. Parents

Based on the findings of data that occurs in the field, educational responsibility is only imposed on teachers and principals so that children's potential is underdeveloped. It would be nice for the role of parents to be expected to pay attention to the child's development in learning by providing him with encouragement, guiding and helping to overcome the child's difficulties. In order to create a sense of encouragement of motivation for children's enthusiasm by consulting the teacher about the development and learning problems of children.

4. Next Researcher

It is hoped that for subsequent researchers, this research can be used as a reference and by providing deeper additions to the shortcomings contained in this study with a more optimal data collection tool because the development of methodology in beginning reading learning to run along with the times.

Bibliography

1. Abdurrahman, Mulyono. (2010). Pendidikan bagi Anak Berkesulitan Belajar. Jakarta: PT. Asdi Mahasatya.
2. Afandi, Muhammad, dkk. (2013). Model dan Metode Pembelajaran di Sekolah. Semarang: Unissula Press.
3. American Pshychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorder Edition DSM-5. Washington DC: American Pshychiatric Publishing.
4. Amin, Moh. (1995). Ortopedagogik Anak Tunagrahita. Jakarta: Departemen Pendidikan dan Kebudayaan.
5. Astati, Mulyati, Lis. (2011). Pendidikan Anak Tunagrahita. Bandung: Amanah Offset.
6. Depdiknas. (2011). Kamus Besar Bahasa Indonesia, edisi empat. Jakarta: PT. Gramedia Pustaka Utama.
7. Farida, Rahim. (2009). Pengajaran Membaca di Sekolah Dasar. Jakarta: Bumi Aksara.
8. Moleong, Lexy J. (2011). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya Offset.
9. Muliawan, Ungguh J. (2014). Metodologi Penelitian Pendidikan dengan Studi Kasus. Yogyakarta: Penerbit Gava Media.
10. Rinakri Atmaja, Jati. (2018). Pendidikan dan Bimbingan Anak Berkebutuhan Khusus. Bandung: PT. Remaja Rosdakarya Offset.
11. Soendari, Tjutju, Mulyati Euis Nani. (2011). Asesmen dalam Pendidikan Anak Berkebutuhan Khusus. Bandung: Amanah Offset.
12. Sugiyono. (2016). Metode Penelitian Pendidikan Kuantitaif, Kualitatif, dan R&D. Bandung: Alfabeta
13. Sukmadinata, Syaodih N. (2012). Metode Penelitian Pendidikan. Bandung: PT. Remaja Rosdakarya.
14. Sutjihati, Somantri. (2012). Psikologi Anak Luar Biasa. Bandung: PT. Refika Adimata.

15. Tim Smart Genesis. (2016). UUD 1945 & Amandemen Cetakan ke-1. Yogyakarta: Genesis.

Jurnal

- 1) Ali, St Hasnayati Gani. (2013). Prinsip-Prinsip Pembelajaran dan Implikasinya terhadap Pendidik dan Peserta Didik. *Jurnal Al-Ta'dib*. Vol. 6 No. 1:31-42. Tersedia online <http://ejournal.iainkendari.ac.id/al-tadib/article/view/288/278> pada 12 Februari 2018.
- 2) Antari, dkk. (2017). Pelaksanaan Pembelajaran Pengayaan dalam Pembelajaran Bahasa Indonesia di Kelas XI TKJ2 SMK Negeri 3 Singaraja. *E-Journal Prodi Pendidikan Bahasa Indonesia, Undiksha*. Vol. 7 No. 2. Tersedia online <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/11251+&cd=1&hl=en&ct=clnk> pada 12 Februari 2018.
- 3) Dolong, Jufri. (2016). Teknik Analisis Dalam Komponen Pembelajaran. Vol. V No. 2. Tersedia online <http://journal.uin-alauddin.ac.id/index.php/Inspiratif-Pendidikan/article/download/3484/3269> diunduh pada 28 Januari 2018.
- 4) Elly, Sri Nurzaelanawati. Meningkatkan Kemampuan Membaca Kata melalui Metode Fonetis bagi anak Tunagrahita Sedang. *E-JUPEKhu*. Vol 1 No.2:161-174. Tersedia online <http://ejournal.unp.ac.id/index.php/jupekhu/article/download/1155/1004> di unduh pada 11 Februari 2018
- 5) Emelia, Emi. (2010). Linguistik Sistemik Fungsional dan Program Reading to learn dalam Mengajar Membaca dan Menulis. *Jurnal Pendidikan dan Kebudayaan*. Vol. 16 No. 1:74-80.
- 6) Gloria, Ria Yulia. (2012). Pentingnya Asesmen Alternatif dalam Meningkatkan Kemampuan Berpikir dan Membaca Ilmiah Siswa pada Pembelajaran Biologi. *Jurnal Scientiae Educatia*. Vol. 1 Edisi 1. Tersedia online <http://download.portalgaruda.org/article.php?article=447174&val=9461&title=PENTINGNYA%20ASESMEN%20ALTERNATIF%20DALAM%20MENINGKATKAN%20KEMAMPUAN%20BERPIKIR%20DAN%20MEMBACA%20ILMIAH%20SISWA%20PADA%20PEMBELAJARAN%20BIOLOGIN> pada 12 Februari 2018.
- 7) Kartika, G, dkk. (2013). Pengaruh Metode Cantol Raudhoh terhadap Kemampuan Membaca Permulaan TK B di Paud Terpadu Lab Belia Semarang. *Jurnal Kajian Ilmiah Psikologi*. Vol. 2 No. 1:5-8. Tersedia online <http://journal.unika.ac.id/index.php/pre/article/download/247/238> pada 11 Februari 2018.
- 8) Marlina. (2013). Meningkatkan Kemampuan Membaca Permulaan dengan Menggunakan Metode SAS Kelas 1 SDN Ambunu Kecamatan Bungku Barat Kabupateen Morowali. *Jurnal Kreatif Tadulako Online*. Vol. 2 No. 1:15-27. Tersedia online <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/2984> pada 11 Februari 2018.
- 9) Rahmawati. (2017). Strategi Pembelajaran Membaca dan Menulis Permulaan melalui Media Kata Bergambar. *Jurnal SAP*. Vol. 1 No. 3:259-270. Tersedia online <http://journal.lppmunindra.ac.id/index.php/SAP/article/view/1159> pada 28 Januari 2018.
- 10) Setiawati, H. (2011). Penerapan Metode Cantol Raudhoh untuk Kemampuan Siswa Membaca Huruf Hijaiyah pada Mata Pelajaran Qur'an Hadist Kelas II Min Pasir Pengaraian Kecamatan Rambah Kabupaten Rokan Hulu. Skripsi. Program Studi Pendidikan Guru Madrasah Ibtidiyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru. Tersedia online http://repository.uin-suska.ac.id/1819/1/2011_20111717.pdf pada 12 Februari 2018.
- 11) Simbolon, R dkk. (2013). Efektifitas Metode Cantol Raudhoh untuk Meningkatkan Kemampuan Membaca Permulaan bagi Anak Tunagrahita Ringan. *Jurnal Ilmiah Pendidikan Khusus*. Vol. 2 No. 3:224-260. Tersedia online <http://download.portalgaruda.org/article.php?article=100973&val=1496> pada 28 Januari 2018.