



## Improving Early Reading Ability Using Animated Videos in Dyslexic Student (Single Research Subject in Grade IV of SD Negeri 22 Koto Lalang, Padang City)

**Mexxy Novia Sartika<sup>1</sup>, Damri Damri<sup>2</sup>**

<sup>1</sup> Special Need Education, Padang State University, Indonesia

<sup>2</sup> Special Need Education, Padang State University, Indonesia

E-mail: [1mexynovia485@gmail.com](mailto:mexynovia485@gmail.com), [2damrirjm@fip.unp.ac.id](mailto:damrirjm@fip.unp.ac.id)<sup>2</sup>

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### Abstract

This study discusses improving early reading skills using animated videos in dyslexic students in fourth grade at SD Negeri 22 Koto Lalang. This research was motivated by a problem that the researchers found when conducting observations in the fourth grade of SD Negeri 22 Koto Lalang, Padang City who had difficulty learning to read (dyslexia). Students have difficulty in beginning reading, especially in reading nouns that use the letter E and letter F. The purpose of this study was to prove that the use of animated video media can improve early reading skills in dyslexic students in grade IV SD Negeri 22 Koto Lalang in the city of Padang. This research uses quantitative research methods with experimental research types and uses a single subject research form with an A - B - A design. The research subject used is a dyslexic student in class IV SD Negeri 22 Koto Lalang, Padang City. The data collection technique used is an action test. The data were analyzed using graphic visual analysis. The results of the research that have been carried out show that the initial reading ability increases after being given an intervention using animated video media.

**Keywords:** *Beginning Reading Ability, animated videos, dyslexia.*

### Preliminary

Education is a process or effort that aims to develop abilities and skills. Abilities and skills are passed down from generation to generation through teaching and training. Through education, it is hoped that a person can have skills in both academic and non-academic fields. Education is the right of every individual without exception, as well as children who have limitations and barriers such as children with special needs.

Children with special needs are children who have barriers and limitations in terms of cognitive, social, emotional, physical and motoric that affect the process of growth and development. Children with special needs in education require special education services that are tailored to their characteristics and abilities. One type of child with special needs is a child who has learning difficulties. Children who have learning difficulties are children who have difficulties in academic and non-academic fields caused by impaired brain function, so that in the academic field, children's learning outcomes are not in accordance with their actual abilities. Academic learning

difficulties are divided into difficulties in learning to read, write and count.

Developing reading skills is carried out in elementary school education. Reading is a fundamental basic skill that must be mastered by students and one of the subjects that is quite important in school (Marlina & mukhsim, 2020). Reading will be the basic foundation and means of development in other language skills as well as for the next level of education. If the ability to read in basic education is not mastered well or is said to lack reading skills in school, of course there will be problems in the academic field. In reading there are several levels, namely preliminary reading and advanced reading.

At the initial reading stage, students are introduced to the form of the letters A to Z, then the letters are recited and memorized according to their sound (Dalman, 2014). Beginning reading in elementary school according to (N. Susanti, Azwandi & Damri, 2013) aims to make students recognize letters and can assemble these letters into syllables and words so that students can read and interpret the series of written letters. At the initial reading stage, students should be able to recognize letters, read syllables, read

words, and read simple sentences. As for students who experience disturbances in their academic process, especially in learning to read, they are called dyslexia.

Dyslexia is a central nervous system disorder that causes students to have difficulty reading and spelling. If dyslexia is not detected early and properly intervened, it will certainly have an impact on the academic field, one of which is student learning outcomes that are low and not in accordance with their abilities. In order not to lag far behind their peers, early reading skills in dyslexic students need to be improved (Yuni & Damri, 2019).

From the preliminary study that the author conducted, there was a female student in grade IV of SD Negeri 22 Koto Lalang, Padang City who had difficulty learning to read. The student has not been able to read the beginning, in which the ability to read the beginning should have been mastered in the lower grades. Students have not been able to read nouns that contain the letters E and F, either at the beginning, in the middle or at the end of the word. Students already know the alphabet A-Z, and students are also able to read syllables.

Sudrajat, (2010) explained that animated video media is a combination of other media elements such as audio, text, video, image, graphics, and sound so that it can accommodate student learning styles that may have visual, auditory, or kinesthetic types. Animated media is media that has technological elements in it that can move images such as objects that move or have movement so that the learning process is interesting when viewing animated media, it can also increase attractiveness and motivation when learning begins (Bua, 2022). According to (Putusutrisna, 2011) animated video is a collection of images that are displayed alternately in a fairly fast time lag so that the objects in the image look as if they are moving. According to (Afrianti & Damri, 2019) animated video media has two elements, namely sound elements and image elements.

Animated video if used as a learning medium will prevent students from feeling bored and tired due to teacher explanations that are difficult to digest and understand. Animated videos according to (Deliviana, 2017) are used as interesting learning media and can facilitate the delivery of material so that students become faster in understanding learning.

In this study, the animated video media used will be adapted to the material that will be taught to dyslexic students, namely reading nouns that contain the letter E and letter F.



Figure 1. Animated video display

The animated video display is made as attractive as possible to attract interest and increase student motivation in learning. It is hoped that the use of animated videos can improve early reading skills in dyslexic students, especially in reading nouns that contain the letter E and letter F.

## Method

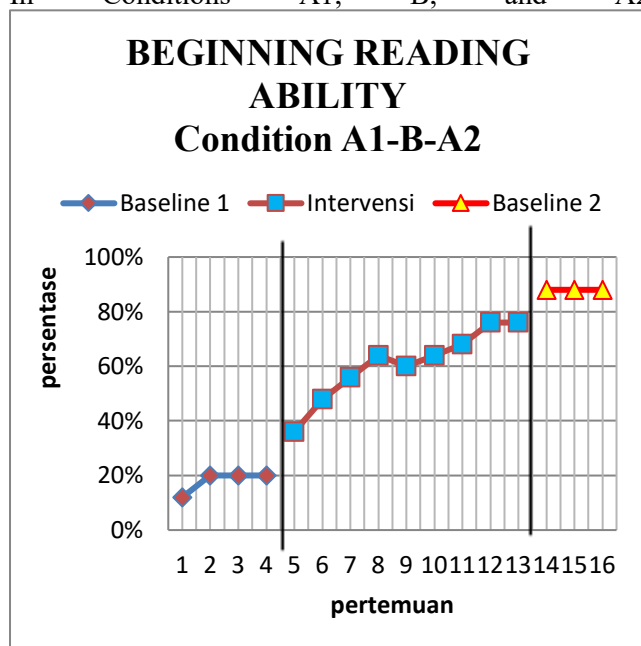
This study uses a quantitative research method with experimental research type and uses a single subject research form with an A - B - A design. A1 is the baseline phase or initial ability before getting intervention or treatment. B is the treatment phase or ability during the intervention or treatment. A2 The second baseline phase or observing the subject's ability to provide no intervention or treatment. It is said that the baseline condition is when taking measurements when the subject has not been given intervention. The research subjects used were fourth grade students with dyslexia at SD Negeri 22 Koto Lalang, Padang City. The data collection technique used is an action test. Data analysis using graphical visual analysis.

## Results and Discussion

Based on the results of data collection conducted as many as 16 meetings, there are three data conditions obtained. The initial baseline condition (A1) before the intervention was given was carried out 4 times. In the condition of giving intervention (B) using animated video media, 9 meetings were held. Furthermore, in the baseline condition (A2), the condition after the intervention was given was carried out 3 times. The results of data collection for each condition can be seen in the following graph:

Graph 1 Beginning Reading Ability

In Conditions A1, B, and A2.



Based on graph 1, the ability of students in the baseline condition (A1) shows the results, namely 12%, 20%, 20%, 20%. In the condition of giving the intervention (B) the students' abilities showed an increase that was seen in the results obtained were 36%, 48%, 56%, 64%, 60%, 64%, 68%, 76%, 76%. And in the condition after being given the intervention (A2) the students' abilities showed an increase which was seen in the results obtained were 88%, 88%, 88%.

Based on the results of data analysis carried out, it is proven that animated video media can improve early reading skills in dyslexic students. This can be seen in the condition of the child during and after being given an intervention using an animated video.

### Conclusion

This study aims to see and prove that animated video media can improve early reading skills in dyslexic students. The research was conducted in 16 meetings. The baseline condition (A1) is the initial condition of the subject in 4 meetings, the intervention condition (B) is the condition of the subject when given an intervention using animated videos for 9 meetings, and the baseline condition (A2) is the condition of the subject's condition after being given

the intervention 3 times. meeting time. The percentage of results at each meeting after the intervention was given increased. This proves that animated videos can improve early reading skills.

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