

**PENGEMBANGAN PROGRAM MEMBACA
PERMULAAN BERBASIS METODE *PHONIC* UNTUK
MENINGKATKAN KEMAMPUAN MEMBACA
PERMULAAN PADA PESERTA DIDIK DISLEKSIA**

TESIS

diajukan untuk memenuhi sebagian syarat memperoleh gelar
Magister Pendidikan Khusus
Program Studi Pendidikan Khusus



oleh
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**PROGRAM STUDI PENDIDIKAN KHUSUS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2023**

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MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN PADA
PESERTA DIDIK DISLEKSIA**

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Universitas Pendidikan Indonesia (UPI), 2019

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Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Khusus

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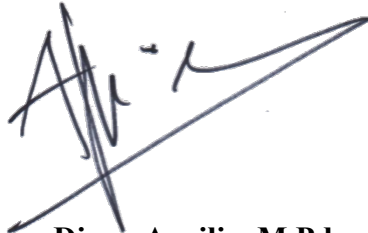
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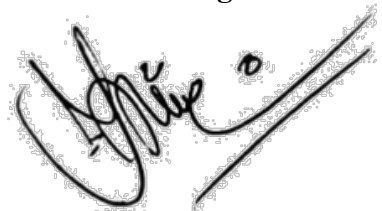
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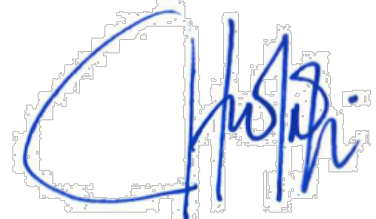
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ABSTRAK

PENGEMBANGAN PROGRAM PEMBELAJARAN MEMBACA PERMULAAN BERBASIS METODE *PHONIC* UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN PADA PESERTA DIDIK DISLEKSIA

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Membaca merupakan dasar untuk menguasai bidang akademik yang lain. Kemampuan membaca harus dimiliki oleh setiap peserta didik termasuk disleksia. Salah satu faktor meningkatkannya kemampuan membaca peserta didik di sekolah, ditentukan oleh penggunaan metode pembelajaran yang digunakan oleh guru di kelas. Metode *Phonic* dapat membantu peserta didik membaca kata-kata secara terpisah, kemudian secara bertahap menyusun kata-kata menjadi kalimat dan teks yang lebih panjang. Pembelajaran dengan metode *phonic* melibatkan pengajaran bunyi huruf individual, pola bunyi, dan aturan ejaan. Tujuan dari penelitian ini yaitu mengembangkan program pembelajaran berbasis metode *phonic* untuk meningkatkan kemampuan membaca permulaan pada peserta didik disleksia. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dan kuantitatif melalui rancangan *mixed methods research design* (rancangan metode penelitian metode campuran). Penelitian ini menggunakan desain eksploratori skuensial. Pengumpulan data dilakukan dengan wawancara, observasi, dan tes. Metode eksperimen dalam penelitian ini yaitu menggunakan rancangan *single subject research* (SSR). Hasil dari penelitian ini yaitu program pembelajaran membaca permulaan berbasis metode *phonic* yang dikemas dalam bentuk buku panduan yang telah dilakukan validasi ahli dan praktisi sekaligus diuji cobakan kepada peserta didik disleksia. Berdasarkan hasil uji coba program pembelajaran tersebut secara positif dapat meningkatkan kemampuan membaca permulaan peserta didik disleksia.

Kata Kunci : Program Pembelajaran, Metode *Phonic*, Disleksia, Membaca Permulaan

ABSTRACT

DEVELOPMENT OF A PHONIC-BASED INITIAL READING PROGRAM TO ENHANCE EARLY READING SKILLS IN DYSLEXIC LEARNERS

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Reading is the foundation for mastering other academic fields. The ability to read should be possessed by every learner, including those with dyslexia. One of the factors that contribute to the improvement of students' reading abilities in schools is determined by the teaching methods employed by teachers in the classroom. The Phonics Method can assist learners in reading individual words and gradually assembling them into longer sentences and texts. Learning with the phonics method involves teaching individual letter sounds, sound patterns, and spelling rules. The purpose of this research is to develop a phonics-based learning program to enhance the early reading ability of learners with dyslexia. The approach used in this study is both qualitative and quantitative through a mixed methods research design. The research adopts an exploratory sequential design. Data collection is conducted through interviews, observations, and tests. The experimental method utilized in this research is the single-subject research (SSR) design. The results of this study present a phonics-based early reading learning program packaged in the form of a guidebook, which has been validated by experts and practitioners and tested on learners with dyslexia. Based on the trial results, the learning program shows a positive impact on improving the early reading abilities of learners with dyslexia.

Keywords : Learning Program, Phonics Method, Dyslexia, Reading, Early Reading

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