

**PROGRAM INTERVENSI *RAPID AUTOMATIC NAMING* (RAN)
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA ANAK DISLEKSIA
DI SDN CIPAGANTI 007 BANDUNG**

TESIS



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**PROGRAM STUDI PENDIDIKAN KHUSUS
FAKULTAS ILMU PENDIDIKAN
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**PROGRAM INTERVENSI *RAPID AUTOMATIC NAMING* (RAN)
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DI SDN CIPAGANTI 007 BANDUNG**

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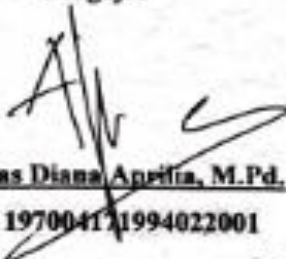
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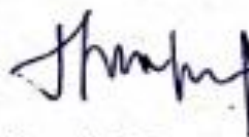
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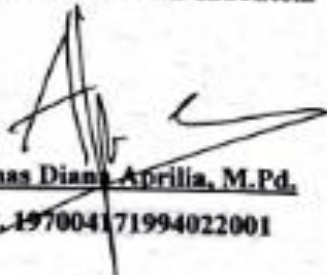
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ABSTRAK

Siswa mengalami masalah membaca yang disebabkan karena adanya hambatan pada *Rapid automatic naming* (RAN) sehingga perlu adanya intervensi untuk memperbaiki hambatan RAN tersebut. Tujuan umum dari penelitian ini yaitu untuk menyusun program intervensi RAN untuk meningkatkan keterampilan membaca bagi siswa disleksia. Untuk mencapai tujuan penelitian tersebut, maka metode yang digunakan adalah *mixed method diawali dengan* Pendekatan kualitatif untuk memperoleh gambaran mengenai kondisi objektif masalah membaca anak disleksia sebagai dasar penyusunan program intervensi RAN. Langkah selanjutnya dengan pendekatan kuantitatif berupa eksperimen dengan desain *Single Subject Research* (SSR) Untuk mengetahui program intervensi RAN berpengaruh terhadap peningkatan keterampilan membaca permulaan anak. Hasil yang diperoleh yaitu program intervensi RAN dapat meningkatkan keterampilan membaca permulaan bagi siswa disleksia di SDN Cipaganti 007 Bandung. Peningkatan itu terlihat secara signifikan dari tahap ketahap selama intervensi dilakukan. Hal ini terlihat dari peningkatan pada baseline awal yang diperoleh sebanyak 20 % meningkat menjadi 70 % diakhir intervensi. Guru dan Orangtua dapat menggunakan program intervensi RAN untuk memperbaiki pra membaca anak yang disebabkan adanya hambatan pada RAN.

Kata Kunci: Anak Disleksia, *Rapid Automatic Naming* (RAN), Membaca

Abstract

Students have reading problems caused by barriers to Rapid Automatic Naming (RAN), so intervention is needed to improve these RAN barriers. The general aim of this research is to develop a RAN intervention program to improve reading skills for dyslexic students at SDN Cipaganti 007 Bandung. To achieve the research objectives, the method used was a mixed method starting with a qualitative approach to obtain an overview of the objective conditions of dyslexic children's reading problems as a basis for preparing the RAN intervention program. The next step with a quantitative approach is an experiment with a Single Subject Research (SSR) design. To find out the effect of the RAN intervention program on improving children's initial reading skills. The results obtained are that the RAN intervention program can improve initial reading skills for dyslexic students at SDN Cipaganti 007 Bandung. This improvement was seen significantly from stage to stage during the intervention. This can be seen from the increase in the initial baseline obtained by 20%, increasing to 70% at the end of the intervention. Teachers and parents can use the RAN intervention program to improve children's pre-reading due to obstacles in RAN.

Keywords: Dyslexic Children, Rapid Automatic Naming (RAN), Reading

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