

## ABSTRAK

### **PENGGUNAAN PENDEKATAN *LEARNING BY DOING* UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PERMULAAN ANAK TUNAGRAHITA RINGAN**

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Pembelajaran Bahasa Indonesia di Sekolah Dasar Luar Biasa (SDLB) berdasarkan Kurikulum Tingkat Satuan Pendidikan (KTSP) lebih menekankan keterlibatan anak dalam belajar, hal ini terlihat dalam standar kompetensi yang harus dikuasai oleh siswa yaitu kompetensi mendengarkan, berbicara, membaca dan menulis (Depdiknas, 2006:), khususnya keterampilan membaca harus dikuasai oleh siswa karena kemampuan membaca sangat berkaitan dengan seluruh proses belajar mengajar.

Pembelajaran membaca untuk anak tunagrahita ringan diperlukan metode-metode khusus yang menarik, agar anak dapat menerima materi dengan mudah, penggunaan Pendekatan *Learning by Doing* diharapkan dapat meningkatkan kemampuan membaca permulaan Anak Tunagrahita Ringan. Oleh karena itu peneliti melakukan penelitian tentang Penggunaan Pendekatan *Learning By Doing* untuk meningkatkan kemampuan membaca permulaan di SLB Adhitya Soreang

Metode Penelitian yang dilaksanakan oleh peneliti adalah penelitian eksperimen, yaitu melaksanakan pembelajaran membaca permulaan menggunakan pendekatan *Learning by doing* terhadap anak tunagrahita ringan kelas 3 dan 4, di SLB Adhitya Soreang. Proses pembelajaran yang dilaksanakan adalah pembelajaran dengan pendekatan *learning by doing* yaitu siswa kerja langsung (belajar langsung) di sekolah, dimana pembelajaran dirancang sedemikian rupa untuk memberikan pengalaman nyata kepada anak agar mereka bisa bereksplorasi secara bebas dan kreatif. pendekatan ini memudahkan karena anak tunagrahita senang mengikuti pembelajaran praktikal.

Teknik pengumpulan data dilakukan dengan melihat hasil dari pretest-posttest menggunakan instrumen test membaca permulaan yang telah di validasi. Hasil Penelitian menunjukkan perbandingan antara kemampuan membaca permulaan sebelum dan sesudah Pembelajaran Pendekatan *Learning by doing*, dari tujuh orang yang di jadikan subjek penelitian terdapat peningkatan rata-rata skor 2,88 atau 2,88 % yaitu skor awal/ free test 70,94 atau 70,94 % dan skor setelah perlakuan / post test 73,82 atau 73,82 %, dan seluruh subjek penelitian mengalami peningkatan kemampuan dalam membaca permulaan.

## Abstract

### **The effect of learning by doing approach in teaching reading skills in student with mild intellectual disability**

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Based on School Based Curriculum, the Indonesian language instruction in special school in primary level focuses on student involvement. It can be seen in the competency standards in which students should master listening, speaking, reading and writing skills (MoNE, 2006). Specifically, reading skills play an important role as it is associated to the whole teaching and learning process.

Stimulating methods are required in teaching reading skills to mild intellectual disability students so they can gain the skills effectively. The use of learning by doing approach presume can improve students with mild intellectual disability' reading skills. Therefore, the researcher investigate the use of learning by doing approach in improving reading skills for student with mild intellectual disability in Adithya Special School, Soreang.

The research design of the study was experimental study, in which the researcher applied learning by doing approach in teaching beginning reading skills to students with mild intellectual disability that enrolled in grade 3 and 4 in Adithya Special School, Soreang. The approach was specifically designed to give real experience to the students in free and creative way of exploration. This approach is appropriate for the students since students with mild intellectual disability enjoy practical learning methods.

Data were gathered by comparing pretest and posttest result using a validated test instrument. The result of the study showed that the comparison between pretest and posttest of the student' reading skills by using learning by doing approach are: the average improvement of reading skills scores from 7 student participants was 2.88 or 2,88%, in which the pretest was 70.94 or 70.94% and the posttest was 73.82 Or 73.82%; and all the student participants experienced improvement in reading skills.