

**PEMBELAJARAN MEMBACA PERMULAAN  
DENGAN METODE SILABEL BERBANTUAN MEDIA *FLASHCARD*  
PADA ANAK TUNAGRAHITA RINGAN  
(Penelitian Subjek Tunggal terhadap Anak Tunagrahita Ringan  
di SLB ABC YPLAB Lembang)**

**Syifa Rosyada Pitriani**

**Abstrak**

Permasalahan yang diteliti yaitu pembelajaran membaca permulaan dengan metode silabel berbantuan media *flashcard* pada anak tunagrahita ringan. Tujuan penelitian untuk mendeskripsikan: (1) profil anak tunagrahita ringan yang menjadi subjek penelitian; (2) kemampuan membaca permulaan anak tunagrahita ringan sebelum diberi perlakuan; (3) proses pelaksanaan intervensi; (4) kemampuan membaca permulaan anak tunagrahita ringan sesudah diberi perlakuan; (5) perkembangan kemampuan membaca permulaan anak tunagrahita ringan sebelum, selama, dan sesudah proses intervensi. Penelitian ini merupakan penelitian subjek tunggal. Sumber datanya berupa hasil pembelajaran membaca permulaan anak tunagrahita ringan di SLB ABC YPLAB Lembang. Teknik pengumpulan data yang digunakan adalah wawancara, tes, dan dokumentasi. Hasil penelitian menunjukkan kemampuan membaca permulaan anak tunagrahita ringan sebelum diberi perlakuan sebagai berikut. Rata-rata kemampuan subjek I: 35,29% untuk membaca silabel, 9,38% untuk membaca kata, dan 0% untuk membaca kalimat sederhana. Rata-rata kemampuan subjek II: 45,88% untuk membaca silabel, 26,56% untuk membaca kata, dan 20% untuk membaca kalimat sederhana. Rata-rata kemampuan subjek III: 35,29% untuk membaca silabel, 20,31% untuk membaca kata, dan 0% untuk membaca kalimat sederhana. Sementara kemampuan membaca permulaan setelah diberi perlakuan sebagai berikut. Rata-rata kemampuan subjek I: 86,47% untuk membaca silabel, 44,92% untuk membaca kata, dan 20% untuk membaca kalimat sederhana. Rata-rata kemampuan subjek II: 93,24% untuk membaca silabel, 51,95% untuk membaca kata, dan 20% untuk membaca kalimat sederhana. Rata-rata kemampuan subjek III: 97,35% untuk membaca silabel, 53,91% untuk membaca kata, dan 25% untuk membaca kalimat sederhana. Maka, dapat disimpulkan penggunaan metode silabel berbantuan media *flashcard* dalam penelitian ini meningkatkan kemampuan membaca permulaan pada anak tunagrahita ringan.

***Kata kunci: membaca permulaan, metode silabel, flashcard, tunagrahita ringan***

**LEARNING EARLY READING  
WITH A SYLLABLE METHOD ASSISTED FLASHCARD MEDIA  
FOR CHILDREN WITH MILD MENTAL RETARDATION  
(Single Subject Research to Children with Mild Mental Retardation  
at SLB ABC YPLAB Lembang)**

**Syifa Rosyada Pitriani**

**Abstract**

The problem discussed is learning early reading with a syllable method assisted flashcard media for children with mild mental retardation. The purpose of the research to know: (1) profile children with mild mental retardation who is the subject of the research; (2) the early reading ability of the children with mild mental retardation before being treatment; (3) the implementation of the intervention; (4) the early reading ability of the children with mild mental retardation after being treatment; (5) the early reading ability of the children with mild mental retardation before, during, and after the process of intervention. The research is single subject research. Source of the data lessons early reading of the children with mild mental retardation at SLB ABC YPLAB Lembang. Data collection techniques used is interview, tests, and documentation. Research shows that early reading ability of the children with mild mental retardation before being treatment as follows. Mean level subject I are 35,29% to read syllables, 9,38% to read words, and 0% to read simple sentences. Mean level subject II are 45,88% to read syllables, 26,56% to read words, and 20% to read simple sentences. Mean level subject III are 35,29% to read syllables, 20,31% to read words, and 0% to read simple sentences. While mean level the early reading ability after received treatment as follows. Mean level subject I are 86,47% to read syllables, 44,92% to read words, and 20% to read simple sentences. Mean level subject II are 93,24% to read syllables, 51,95% to read words, and 20% to read simple sentences. Mean level subject III are 97,35 % to read syllables, 53,91% to read words, and 25% to read a simple sentence. Thus, it can be concluded that the use of a syllable method assisted flashcard media in this research increases the early reading ability of the children with mild mental retardation at SLB ABC YPLAB Lembang.

***Keywords: early reading, a syllable method, flashcard, mild mental retardation***