

**METODE TEKS IMAJINATIF DENGAN PENDEKATAN UNCONTEXTUAL UNTUK
MENINGKATKAN KEMAMPUAN MEMBACA SISWA DISABILITAS
INTELEKTUAL
(Studi di SLBN Cinta Asih Soreang)**

DISERTASI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
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1

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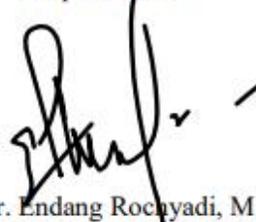
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Dengan ini saya menyatakan bahwa disertasi saya yang berjudul “Metode Teks Imajinatif Dengan Pendekatan Uncontextual Untuk Meningkatkan Kemampuan Membaca Siswa Intelektual disabilitas”(Studi Di Slbn Cinta Asih Soreang) ini beserta seluruh isinya adalah karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan,

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UCAPAN TERIMA KASIH

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ABSTRAK

Membaca adalah keterampilan yang kompleks sebagai prasyarat untuk dapat hidup di masyarakat, di mana banyak informasi dikomunikasikan dalam bentuk tertulis. Kemampuan membaca dipengaruhi oleh kapasitas intelektual. Dengan demikian jika seseorang mengalami hambatan intelektual bisa dipastikan memiliki kemampuan membaca yang rendah. Fakta menunjukkan banyaknya siswa intelektual disabilitas yang tidak bisa membaca, hal ini terjadi di SLBN Cinta Asih dimana 92,16 % siswa intelektual disabilitas tidak bisa membaca. Hal ini disebabkan oleh kurang tepatnya pemilihan metode membaca bagi siswa ID. Tujuan penelitian ini adalah pengembangan metode membaca bagi siswa intelektual disabilitas (ID). Penelitian ini menggunakan pendekatan kualitatif. penelitian kualitatif sebagai metode ilmiah sering digunakan dalam bidang ilmu sosial dan ilmu pendidikan. Berdasarkan hasil penelitian metode teks imajinatif secara signifikan mempengaruhi kemampuan membaca siswa tunagrahita terutama membaca pemahaman.

Kata kunci: uncontextual, teks imajinatif, metode, membaca

ABSTRACT

Reading is a complex skill as a prerequisite to be able to live in a society, where a lot of information is communicated in written form. Reading ability is influenced by intellectual capacity. Thus, if someone has intellectual disabilities, it can be ascertained that they have low reading skills. Facts show that there are many intellectually disabled students who cannot read, this happens at SLBN Cinta Asih where 92.16% of intellectually disabled students cannot read. This is due to the inaccurate selection of reading methods for ID students. The purpose of this study was to develop a reading method for intellectually disabled (ID) students. This study uses a qualitative approach. Qualitative research as a scientific method is often used in the fields of social science and education. Based on the results of the research, the imaginative text method significantly affects the reading ability of mentally retarded students, especially reading comprehension.

Keywords: uncontextual, imaginative text, method, reading

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