

Implementation of Glenn Doman Method Assisted with Picture Cards to Improve The Skill of Reading Primary Student

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Abstract

The purpose of this research is to improve the reading skill of first grade students of Tanjung 2 Elementary School in Bendo Magetan by applying Glenn Doman method Assisted Picture Cards. This research is a classroom action research. The data source is teachers and students. This research is a Classroom Action Research with data collection techniques used consists of observation, interview, and test. Classroom action research procedures are: (1) planning (2) implementation of class action (3) Observation (4) and reflection in each cycle. Data analysis technique used in this research is qualitative. Activity in data analysis is data collection, data reduction, data presentation, conclusion.

Keywords: Glenn Doman Method, Skills to Read

INTRODUCTION

Education has the greatest role in the world, because with education someone can change his experience like change of thinking (cognitive), behavioral change (affective) and skill change (psychomotor). Education also provides opportunities to be directly involved in life, one of which is socializing with the environment. Speaking is one way to socialize to facilitate someone to communicate with the other people.

A person can speak from the stages of learning in education. One of them is reading. By seeing, hearing, writing, and pronouncing is a process to achieve reading education. Reading skills are very important in human life. Reading according to Kridalaksana in Fajar Rachmawati (2007: 3) that reading is the skill of knowing and understanding writing in the form of the sequence of symbols and the changes into meaningful

speech in the form of a tacit understanding or hard-earned expression.

Reading becomes a bridge for students who want to have interactive and integrated skills. Reading is a teaching ground in elementary school that plays an important role, without having adequate reading ability from an early age, students will have difficulty in the future. Students who do not have a good reading disability will have difficulty in following learning activities for all subjects studied in school. The problem of reading, is indeed a separate phenomenon. Now the more warmly discussed the parents who have children of kindergarten age and elementary school because they are worried his children not able to follow the lessons in school later if from the beginning has not been equipped with good reading skills. Learners will have difficulty in capturing and understanding all incoming information through various books in this textbook, this will have an impact on the development of

intelligence compared with friends who have the ability to read well

In observation conducted at Tanjung 2 Elementary School in Bendo Magetan Regency, especially in first grade still seen some students who have difficulty reading. This can be seen from the learning achievement in reading skills is still very less. Seeing the problems described above there must be a solution to deal with it. One of them is by using Glenn Doman Method to improve the reading skill of children with mentally disabled. Glenn Doman, known as the founder of the Institute for the Achievement of Human Potential (IAHP), introduced the concept of teaching based on the child's limited brain development. Yerni Amir (2014: 8) suggests that the Glenn Doman Method which originated from the concept of reading teaching for infant children is very suitable for children with mental retardation who are experiencing delays in reading progress. Glenn Doman method there are several stages that is (Doman, 2006: 166)

1. Stage one - Single Words

- a. Make 15 words divided into 3 sets namely: set A, set B and set C.
- b. Lift one of the words, for example "mama" and tell the child "this is read by mama"
- c. Provide no more than one second
- d. Take the card from behind
- e. The face of the child also needs to be considered with good and serious, because the mother or therapist can find out which word is liked by the child.

- f. Should not ask the child to repeat the words the mother or therapist reads.
 - g. After reading the five words, the mother or the therapist stops to give the word back, then warmly hugs the child, this shows the happiness and excitement of the mother or therapist with real and extraordinary, so that the child can understand and feel that the activity is making the mother or The therapist was excited. In doing this step detailed activities can be described as follows:
 - 1) The first day of set A is three times.
 - 2) Day two sets A three times and plus set B three times
 - 3) Day three sets A three times, set B three times and set C 3 times as well
 - 4) The fourth day to day six is like the third day
2. Stage two - Couplets (words)
- a. This stage is the stage of the bridge between words in word order
 - b. Added a few more words. For example: color name, some opposite word and so on
 - c. Done like the first stage, it reads every set of 5 couplets repeated with the same amount.
3. Phase three - Phrases (wording)
- a. This stage is the stage of the bridge between the word string on the word order
 - b. Add a few words and make short sentences. For

- example: "mama cut mango"
- c. Performed like the second stage, each set reads five wordings.
4. Stage four - Sentences (sentences)
 - a. Creating additional words such as "a"
 - b. Create additional word objects
 - c. Make a sentence like: mama cut a sweet fragrant mango.
 - d. A collection of words that once read, reassembled, and asked the child to compose their own sentences.
 5. Stage five – Books

Glenn Doman's method is very concerned with the development of linguistics and sensing (visual and auditory) of children through pictorial card as the core learning media of the method. This pictorial word card will be the media that later on during the lesson, the students will encounter various cards of different writing and pictures. And in its use can be varied with sentence cards and letter cards. According to Big Indonesian Dictionary the card is a rectangular paper. While the word is the element of spoken or written language which is the embodiment of the unity of feelings and thoughts that can be used in language. Images are the most commonly used media. He is a common language, understandable and enjoyed everywhere. So a picture word card is a card containing words and there are pictures. The advantages in word cards pictorial according to (Dina Indriana, 2011: 69), which is Easy to carry everywhere, (1) Practical in making and using it, so that whenever students can learn well using

this media; (2) Easy to remember because this card is very interesting drawing attention, (3) Fun as a medium of learning, can even be used in the game.

This reading learning process trains the sense of sight, the sense of hearing and especially stimulates the connection between brain cells. Glenn Doman method used in this study is a means of guidance so that children's reading ability can develop well. With the application of learning methods can improve the reading skills of children and help children to learn reading.

METHODS

Research on implementation of glenn doman method assisted with picture cards to improve the skill of reading student in first grade as an Improvement Effort to Read Children's Needs Skills is an action research and using Classroom Action Research. This class action research is carried out to have two cycles of cycle I and cycle II. Each cycle consists of twice meetings. In its implementation, this study consists of four components including: 1) planning, 2) implementation, 3) observation, 4) reflection. Action planning involves Create pictorial card reader in accordance with the material, developing a scoring system, creating a learning scenario containing learning steps in accordance with learning steps on Glenn Doman method and embodied in lesson plan, preparing a grid of tests, preparing a research instrument Observation sheets used to record each learning process, compile test questions of student learning outcomes. In the implementation of the action, has the stages: presentation of the material, displaying the media pictorial card read, the students carry out the

learning steps in accordance with lesson plan, students do the test. Observations were made in conjunction with the implementation of the action. Researchers observed every activity that students do with a guide to the observation sheet. After that there is an act of reflection to know everything that is related to the process and the learning outcomes of giving action on each cycle. The results of reflection are used to define the next step to be carried out in cycle two as an improvement effort from cycle one.

RESEARCH RESULT AND DISCUSSION

This research was conducted at SDN Tanjung 2 located in District of Bendo Magetan Regency. Before conducting cycle I, the researcher first observed the learning on the students with special needs.

Pre Cycle

The pre-cycle stage is the stage where Glenn Doman has not been applied. This stage aims to understand how far the activity and ability of learners in learning Indonesian in the class before the Glenn Doman method applied. In pre cycles obtained information about learning outcomes pesertad students from the results of interviews with the teacher class 1. The list of learning outcomes of pserta students on pre cycles are as follows:

Table 1. Pre-Cycle Value List

Action s	The number of students		Percentage (%) KKM (60)		Averag e
	<KK	>KK	<KK	>KK	
	M	M	M	M	
Pre Cycle	12	5	71%	30%	60

After observing directly the learning process of Indonesian class 1 and see the learning outcomes of learners for reading skills in the pre cycle stage, then researchers do a discussion with the teacher to move to the next stage of the next stage of the cycle I. In the pre-cycle cycle of teacher learning yet Using innovative and appropriate learning methods to provide learning reading skills. Learning methods used are still not able to activate the involvement of learners, and the implementation of learning is still impressed one way. Based on table 1 can be seen that the average class is still 60 while the KKM is 75.

Cycle I

The steps in cycle I start from planning, implementation, observation and reflection. In the planning stage of the activities undertaken is to review the prepared lesson plan, prepare the observation sheet, prepare the question sheet.. At the stage of implementation of activities undertaken ie teachers do learning by using Glenn Doman method in accordance with the lesson plan that has been prepared. On hold observation of activities undertaken the collaborator observe the course of learning process with Glenn Doman method. A list of values on learning hail students reading skills on Indonesian subjects are:

Table 2. Pre-Cycle Value List

Action s	The number of students		Percentage (%) KKM (60)		Averag e
	<KK	>KK	<KK	>KK	
	M	M	M	M	
Cycle	8	9	47%	53%	70

From the results of the average learning outcomes of learners obtained results is 70. Average value has increased from pre cycle to cycle I, the increase of 5. But the

average value is still not meet the achievement indicator that the average class of 75 .The learning exercises in cycle I are still many shortcomings that must be improved. Based on the data obtained, the researchers and teachers discuss and conclude things that are still lacking in cycle I and need to be improved, among others, pictorial cards that need to be refined appearance, time conditioning has not been well ordered.

Cycle II

Implementation of Cycle II is carried out in the same class as cycle I. The steps taken in cycle II begin in planning, implementation, observation and reflection. In the planning stage of the activity, which is identification of problem and the determination of alternative problem solving, discuss the previous RPP that has been previously devised by revising in accordance with the results of reflection in cycle I, preparing the evaluation sheet at the end of the learning. At the stage of implementation of activities undertaken is the teacher to do learning with Glenn Doman method with the media image read card that has been improved. At the observation stage of the activity that is focused on the activities of learners in the learning activities in accordance with the scenario of learning, researchers observe the success and obstacles experienced in the research process. Based on the observations can be compiled list of learning result value as follows:

Table 3. Pre-Cycle Value List

Action s	The number of students		Percentage (%) KKM (60)		Average
	<KK	>KK	<KK	>KK	
	M	M	M	M	
Cycle	3	14	18%	82%	85

From the results of the average learning outcomes of learners obtained the results of 85. Average value has increased from cycle I to cycle II, the increase of 15. Average value has met the achievement indicator that the average class of 85. Learning Objectivities in cycle II has reached the success indicator so that cycle is stopped.

CONCLUSION

At the time of implementation of pre-action observation, the learning process is still less than the maximum. Students look less spirit in following the learning so that students do not pay attention to learning. Students are still busy themselves and not active in the class. Students have difficulty reading. This happens because students are less interested in reading. After the action is taken in cycle I, the learning process has been going well. Students look more enthusiastic as students' reading skills increase. Students have a lot of attention to learning well. Students also appear to be active in learning. In cycle II, students' reading skill is increasing. The students' learning spirit is higher. All the students have been paying attention to learning, no more students who speak for themselves.

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