



Development of Audio Visual Basic Big Book Media to Overcome Dyslexia Students in SDN 034788 Panji Dabutar

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ABSTRACT

This research aims to find out whether the Big Book for dealing with dyslexic students is feasible, practical and effective in the learning process. This research uses the Research and Development (RnD) research method with a 4D model (Define, Design, Develop, Dessiminate). The instruments used in this research were interview sheets, validation sheets for media experts, material experts, language experts, questionnaires for homeroom teacher responses and student responses as well as tests conducted pretest-posttest to see the effectiveness of the Big Book in overcoming dyslexic students. The results of this research show that what has been developed received a percentage of 84.16% (media experts), 93.3% (material experts), as well as 100% (homeroom teacher response) and 93% (student response) with very practical criteria. Big Book was also declared effective as seen from the achievement of N-Gain results by getting an N-gain score of 16.44 with an average N-Gain score of 0.782857 with an N-Gain score percentage of 78.28%. Based on the presentation of the results above, it is stated that the Big Book for overcoming dyslexia that has been developed is feasible, practical and effective for use in the learning process. The Big Book developed can help students who have difficulty reading and teachers can use the Big Book as teaching material in the classroom.

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INTRODUCTION

A common form of problem that occurs in the learning process is difficulty reading. If a child cannot read, he will definitely experience significant difficulties in learning various topics in subsequent grades, which is called learning problems among students. (Solchan Ghazali et al., 2022:162). Learning problems, whether in the form of learning disabilities, can affect student achievement in learning. This makes students unable to achieve the level of performance required of these students.

Reading difficulties include, among others: Inability to carry out sentence analysis, dictation, reading strategies, reading comprehension, and language use. Other reading problems include the inability to distinguish between letters, numbers, symbols and sentences that use punctuation. (Widyorini & Tiel, 2017:43). If one of the students experiences one or more of these disabilities, they will experience difficulty in reading, which is called dyslexia. Dyslexia occurs due to developmental delays in children. Children diagnosed with dyslexia will face problems in learning to write, read, and perform language-related tasks (Safitri et al., 2022:). To achieve optimal learning outcomes, professional teachers must have the ability to design and implement effective learning designs, which include creating and implementing Big Book learning media, namely a method that displays colorful characters and charming images that are useful for children's learning. .

Apart from that, the Big Book is a very effective medium for encouraging social and emotional growth (Johan et al., 2018:187). An effective way that teachers can implement is by teaching students how to provide opinions contained in the story. Research shows that children can easily gain greater knowledge and emotional abilities through reading stories.

Mirnawati (2023:401) describes the process of making Big Book textbooks. The results of the study show that the Big Book textbook is suitable and suitable for use by 2nd grade elementary school students because it helps them improve their listening skills..

Besides that, Nurika (2022:2208) wrote that the Big Book learning media can develop character qualities in first grade students and is considered practical. Children become more enthusiastic and enjoy reading because this activity is also effective for reading activities. Thus, the Big Book is effective in increasing students' interest in reading.

According to findings from observations carried out at SDN. 034788 Panji Dabutar on November 14 2023, by interviewing the school principal, researchers found that there were still children who were not fluent in reading or were dyslexic in class 1. Based on the results obtained from the homeroom teacher, there were children who had difficulty combining spelling.

The results of simple word reading texts show that students who face challenges in reading have fairly good writing and numeracy skills. They also know the letters a-z and can read words and sentences. However, students often make the same mistakes if there is the letter "w" and the letter "m" in one word. For example, they reverse the letter "w" to become "m", and the letter d to b". Sometimes, they also have difficulty pronouncing letters, which makes reading a challenge.

In this case, educators must provide a solution using media. However, in SDN. 034788 Panji Dabutar Many teachers do not apply learning media optimally and innovatively or do not use them at all during the learning process.

According to Mrs. Ristauli Sitanggang, there are several reasons why teachers use media at the school. They argue that the media is expensive and sophisticated so it is not commonly used because the teachers are old; Schools do not facilitate media use; teachers do not understand the importance of using learning media; they are unable to create their own learning media; and they don't know how to use it properly (Interviewe 14 November 2023).

RESEARCH METHOD

This research uses research and development methodology and was conducted at SDN. 034788 Panji Dabutar. The test subjects in this research were grade 1 students at SDN. 034788 Panji Dabutar with 21 students. In this research, researchers used the 4D method. According to Thiagarajan, the step-by-step 4D research and development process includes (Define, Design, Development, and Dissemination). Research instruments are tools used to evaluate social and environmental phenomena that have been observed. Equipment for collecting research data can be classified into three categories, namely validation sheets, response questionnaires from teachers and students, and test papers or questions. Each time this tool is used, the goal is to meet standards of effectiveness, practicality, and validity.

RESULT AND DISCUSSION

Validity of the Big Book

Based on the overall results of Big Book validation to overcome dyslexia, the average score obtained from media expert validation (85%), material experts (95%). This shows that the Big Book is valid.

1. Media Expert Validation

The Big Book for overcoming dyslexic students was validated by Mrs. Aufa M.Pd.I. The aspect assessed is the validity of the Big Book. The validation results are explained in table 4.3

Tabel 1.
Persentase Hasil Validasi Ahli Media

No	Assessment Aspects	Score	Percentage
1.	Aspects of Physical Attractiveness	14	85%
2.	Display Aspects	35	87,5%
3.	Learning Aspects	8	80%
Average percentage		84,16%	
Category		Valid	

According to table 1, the percentage obtained for the physical attractiveness aspect was 85%, the Appearance Aspect obtained a percentage of 87.5%, and the Learning Aspect obtained a percentage of 80%. Thus, the overall aspect obtained an average percentage score of 84.16%. The percentage results of media expert validation can be depicted in the diagram below.

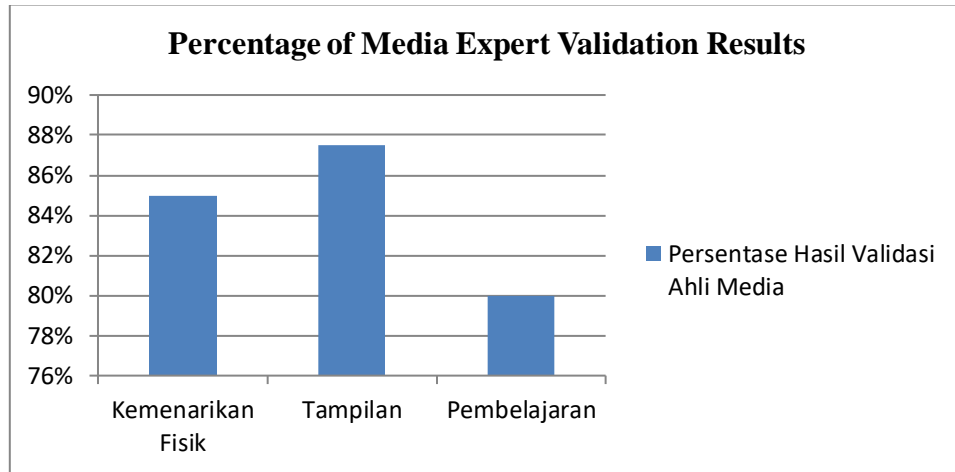


Figure 1.

Percentage of Media Expert Validation

Based on figure 1 product validity criteria, the Big Book for dealing with dyslexic students is included in the valid category. Expert validators provide input in improving the Big Book. The following are the results of input from media experts before and after improvements.



(a) Before revision



(b) After revision

Figure 2.

Revision results regarding the front cover must change the background to make it brighter.



(a) Before revision



(b) After revision

Figure 3.

The results of the revision regarding the back cover require changing the background to make it brighter and adding a barcode

Daftar Isi	
Huruf Konsonan	1
Huruf Vokal	2
Membaca Suku Kata	3
Membaca Huruf Vokal "A"	7
Membaca Huruf Vokal "I"	13
Membaca Huruf Vokal "U"	20
Membaca Suku Kata dengan Huruf Vokal E" dan "O"	24
Membaca Rangkaian Tiga Huruf	31
Membaca Gabungan Tiga Huruf	53
Membaca Dua Huruf Vokal	56
Membaca Awalan Kata	59
Membaca Bunyi Sengau	63

(a) Before revision

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Membaca Awalan Kata	59
Membaca Bunyi Sengau	63

(b) After revision

2. Validasi Materi

The Big Book for dealing with dyslexic students was validated by Mrs. Tri Indah Kesumawati S.S., M.Hum. The aspects assessed are the suitability of the material in the Big Book which meets several qualifications such as: Aspects of content quality, Aspects of material presentation, and Linguistic Aspects. The results of material validation will be explained in table 4.4

Tabel 2.

Percentage of Expert Validation Results

No	Assessment Aspects	Score	Percentage
1.	Content Quality Aspects	14	93,3 %
2.	Aspects of Material Presentation	35	93,3 %
3.	Language Aspects	8	93,3 %
Average percentage		93.3%	
Category		Very Valid	

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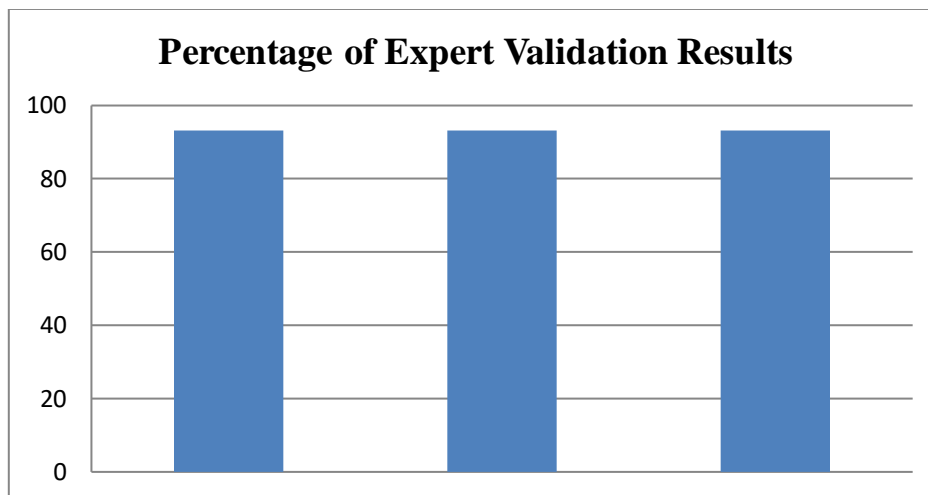


Figure 4.

Percentage of Material Expert Validation Results

Practicality Big Book

Based on the results of the Big Book practicality test for dealing with dyslexic students, it is known that the score obtained from the teacher response questionnaire to the Big Book was (100%) and the student response questionnaire to the students (93%). It can be said that the Big Book is practical.

1. Teacher Response

To analyze the level of practicality of the Big Book, data was collected through a questionnaire containing a series of statements filled in by the teacher. The results of the teacher response questionnaire are presented in Table 4.5.

Table 3.

Percentage of Teacher Response Results

No	Assessment Aspects	Score	Percentage
1.	Appearance and Content Quality	20	100%
2.	Easy to understand	10	100 %
3.	Easy to use	10	100%
Average percentage category		100%	
		Very Valid	

According to this table, the average percentage obtained is 100%. This shows that Big Book Media for dealing with dyslexic students is in the very practical category. The total percentage of appearance and quality of content, easy to understand aspect, and easy to use aspect is 100% with a very practical classification. As a result of the teacher's response to the Big Book that was developed, a percentage of 100% was obtained, thus the Big Book for dealing with dyslexic students was categorized as very practical.

2. Student Response

The validated Big Book was then tested on a small scale, namely at UPT SD Negeri No. 034784 with 21 students. During the implementation of learning using Big Book media, the teacher's role is only as an observer. Before implementing learning using the Big Book, students are instructed to complete the test in a pretest by reading the example sentences on the pretest sheet one by one. Next, the researcher will apply learning using the Big Book for a week and close with a test to understand the extent of the students' abilities. After carrying out the learning implementation using the Big Book, students are then asked to fill out a questionnaire as a response to the students.

Table 4.

Student Responses

No	Assessment Aspects	Score	Percentage
1.	Interest in Media	293	93,01%
2.	Understanding of Media	283	89,84 %
3.	Student response	192	91,42%
Average percentage		91,42%	
category		Very Valid	

Based on Table 4.6, the average percentage obtained is 91.42%. This shows that the audio-visual Big Book is classified as very practical. The total percentage in the media interest aspect was 93.01% with very practical criteria, understanding of media was 89.84% with a very practical classification, and student responses were 91.42% with a very practical classification. Based on students' responses to the improved Big Book, the percentage was 91.42%, thus the Big Book media for dealing with dyslexic students is categorized as very practical.

Effectiveness of the Big Book

To evaluate the effectiveness of the Big Book on students, an N-Gain test (normalized rate of improvement) was carried out. The effectiveness of the Big Book can be measured through pretest and posttest results. The results of the two tests are calculated based on the criteria for assessing critical thinking abilities for each indicator.

Table 5.
Recapitulation of Pretest and Posttest on students' reading abilities.

Information	<i>pretest</i>	<i>posttest</i>
Number of Students	21	21
Maximum Total Score	100	100
Total Score	1045,4	1799,4
Average Score		85,68571

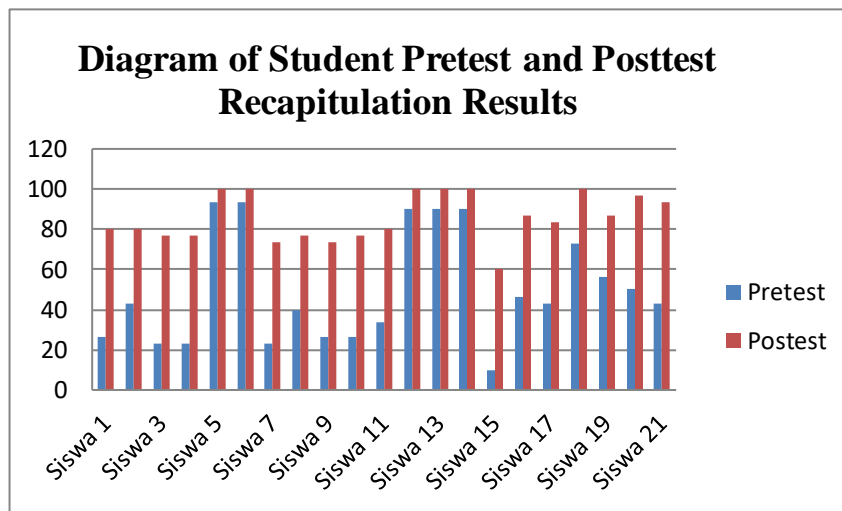


Figure 5.

Diagram of Student Pretest and Posttest Recapitulation Results

According to the results of table 4.7 above, there is a comparison of test scores between the pretest and posttest. The lowest score on the student's pretest was 10, while the lowest score on the posttest was 60. Furthermore, the highest score on the pretest was 93.3, while the highest score on the posttest was 100. So it can be concluded that the test carried out by posttest has a higher score because carried out after implementing the Big Book in the classroom. After the students' pretest and posttest scores are known, they are then tested with N-Gain which is in table 4.8

Table 6.
Calculation Results of N-Gain Values

Number of students	20
Total N-Gain score	16,44
Average N-Gain score	0,782857
N-Gain score percentage	78,28%

Based on the results of Table 4.8, it is known that the total Ngain score is 16.44 with an average N-Gain score of 0.782857, with an N-Gain score percentage of 78.28%. Based on table 3.8 of the N-Gain criteria, Big Book media can be categorized as effective so that Big Book learning media can be used to overcome reading difficulties in students in class 1 of SD 034788 Panji Dabutar.

Dissemination Stage (Desiminate)

At this stage of distribution, the implementation was carried out at SDN 034788 Panji Dabutar, to be precise in class 1 which consisted of 21 students. Based on the results of the tests that have been carried out, it is proven that the use of the Big Book media that has been developed has proven its effectiveness as a teaching material that can help teachers in the learning process. This can be seen in more detail in the diagram attached to Figure 5:

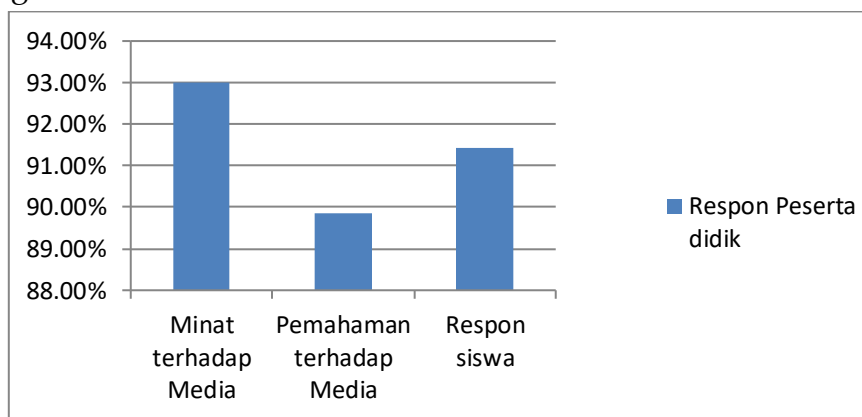


Figure 5.
Student Responses

Based on Figure 5, the results of student responses to the Big Book developed obtained a percentage of 91.42%, thus the Big Book media for dealing with dyslexic students is categorized as very practical. Apart from that, the response from teachers and students showed a good impact and they were able to accept the improved product because it was effective for use during the teaching and learning process.

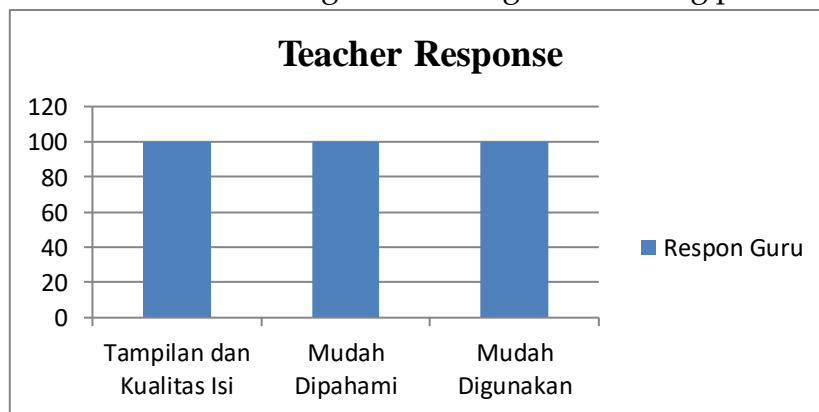


Figure 6.
Teacher Response

The table above shows that the average percentage obtained is 100%. This shows that Big Book Media for dealing with dyslexic students is in the very practical category.

CONCLUSION

Based on the research results in chapter IV above, it can be concluded that:

1. The feasibility of this Big Book has been confirmed through practicality and effectiveness tests. The average percentage of material validity in the Big Book media obtained was 93.3% with very valid criteria. The validity of the Big Book media that has been developed with an average percentage score of 84.16% is included in the valid category.
2. The practicality of using the Big Book is evaluated based on responses from the class teacher and students. Evaluation of the practicality of the Big Book in dealing with dyslexic students shows the score obtained from the teacher response questionnaire to the Big Book (100%) and the student response questionnaire to the students (93%). It can be said that the Big Book is practical.
3. The effectiveness of Big Book media got an N-gain score of 16.44 with an average N-Gain score of 0.782857 with an N-Gain score percentage of 78.28%. Based on the N-Gain criteria, Big Book media can be categorized as effective so that Big Book learning media can be used to overcome reading difficulties in students at Grade 1 SDN 034788 Panji Dabutar.

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