

THE USE OF PICTURE MEDIA SERIES AS LEARNING MEDIA FOR DYSLEXIA SYMPTOMS STUDENTS

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Abstract

This research aims to determine the effectiveness of using serial image media as a learning medium to help dyslexia symptoms students' reading abilities. The sample of this study consisted of 2 dyslexia symptoms students in class II-1 MIN 11 Banda Aceh. This research method has used pre-experimental with a one group pre-test-post-test design. Data were collected through treatment procedures by using serial image media. Then, the techniques of analysis are using normality tests and hypothesis testing. The research results show that the use of serial image media can improve effectively the reading ability of dyslexia Symptoms students and learning activities besides reading motivation of dyslexia students have increased either. So it can be concluded from the research results that H_a is accepted and H_o is rejected, in other words there is a difference in the level of reading ability before and after the use of serial image media in dyslexic students at MIN 11 Banda Aceh.

Key Word: Pictures Series

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media gambar serial sebagai media pembelajaran untuk membantu kemampuan membaca siswa gejala disleksia. Sampel penelitian ini terdiri dari 2 orang siswa bergejala disleksia kelas II-1 MIN 11 Banda Aceh. Metode penelitian ini menggunakan pra-eksperimental dengan desain one group pre-test-post-test. Data dikumpulkan melalui prosedur perawatan dengan menggunakan media gambar serial. Teknik analisisnya menggunakan uji normalitas dan uji hipotesis. Hasil penelitian menunjukkan bahwa penggunaan media gambar serial dapat meningkatkan secara efektif kemampuan membaca siswa Gejala Disleksia dan aktivitas belajar selain itu motivasi membaca siswa Disleksia mengalami peningkatan juga. Jadi dapat disimpulkan dari hasil penelitian H_a diterima dan H_o ditolak dengan kata lain terdapat perbedaan tingkat kemampuan membaca sebelum dan sesudah penggunaan media gambar serial pada siswa penderita disleksia di MIN 11 Banda Aceh.

Kata kunci: Gambar berseri

INTRODUCTION

Reading is a type of receptive written language ability. It is called receptive because by reading a person will gain information, knowledge and new experiences. Everything obtained through reading will enable people to increase their mental powers, sharpen their views and broaden their horizons. Therefore, learning to read at school has a very important role

But what happens if there are students who can't read or have difficulty reading? In the book *Education for Children with Learning Difficulties*, Abdurrahman explains that the problem of difficulty learning to read is most often found in a large proportion, where more than 50% of children are at risk of having difficulty learning to read, it is even estimated that students who have difficulty learning to read have the greatest frequency of experiencing problems in academic by 90%. Students who have difficulty learning to read is higher rank than other learning difficulties, the percentage of reading disorders covers 80% of the number of children who have learning difficulties, some even think that almost 90% of children who have learning difficulties have reading difficulties.

Children who have difficulty in reading are called dyslexia Symptoms. According to Wolfensberger & Ruijssnaars (2003) the incidence of dyslexia in the world ranges from 5-17% in school-aged children. Dyslexia is the most common disorder with learning problems. Approximately 80% of people with learning disorders experience dyslexia. 5-10% of children and adults are affected by dyslexia Symptoms.

Many of studies show that most of the children with dyslexia Symptoms are weak in phonological skills, weakness in naming quickly/speed naming have very poor short memories, making it difficult to remember what is said, even though phonological awareness is a predictor

of reading ability. According to Sofie stated (2008) that phonological skills are related to reading difficulties.

Language mastery for dyslexic symptoms children needs to be developed and this is one of the most important things in language development for dyslexic children. For this reason, more intensive training and guidance is needed for students who have difficulty reading.

One of learning media that can be used to help dyslexic students with their reading skills is serial image media. Serial image media is an effective medium for improving the reading skills of dyslexic students. This media presents sequential images so that it can present real and complete information.

The use of series of images is a tool (media) might create learning process is not monotonous and a class atmosphere is enjoyable. With this media, it is hoped that children will be stimulated to use their senses of sight and pronunciation optimally. After students observe the series of pictures given by the teacher, the child's imagination will emerge in line with what the teacher wants as a learning objective which ultimately the child is expected to be able to convey through oral activities or speaking activities.

METHODS

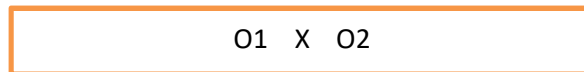
Types of research

This research is quantitative research. According to Sugiyono (2014), quantitative research is research in the form of numbers and analysis using statistics, is linear, the steps are clear, systematic, starting from problem formulation, theorizing, hypothesizing, collecting data, analyzing data and making conclusions and suggestion

The method used in this research is the experimental method. The experimental method is a research method that aims to explain and predict what will happen to a variable when a certain treatment is given to another variable (Wina, 2013). This research was conducted to search for data and obtain results from experiments using serial image media to improve the reading ability of dyslexic students at MIN 11 Banda Aceh. By using the One Group Pre-test Post-test Design approach which will examine the use of serial image media to improve the reading skills of dyslexic students. This research uses two variables, namely "use of serial image media" as the independent variable (X) and "reading ability" as the dependent variable (Y).

The schematic form of this research design is as follows:

Table 3.1 One group pre-test-post-test Design



Information:

O1 = Pre-Test (initial condition of students' reading ability before being treated using serial image media)

X = Treatment (treatment using serial image media)

O2 = Post-Test (final condition of self-reading ability after being treated using serial image media)

This research, the researcher carried out one measurement of an object as a pre-test or before giving treatment, then selected objects that have low reading abilities will be given treatment, 3 times using a series of image media. After that, the researcher took measurements again to see the results of the posttest after the students were given treatment.

Research sites

This research was carried out at MIN 11 Banda Aceh. The reason for choosing this school was that researchers were interested in the school and it was easy to reach. Based on preliminary studies, researchers found information through initial observations that if seen as a whole there were dyslexic symptoms students whose reading ability was still lacking. In this way, researcher is interested in testing the level of reading ability of dyslexic students at MIN 11 using serial image media

Population

Population is the total number of analysis units of the object to be studied. This total number is also known as the universe. Population also means everything that the researcher pays attention to within a predetermined scope and time (Margono, 2015).

Sugiyono (2014) defines population as a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. According to Rusdin Pohan (2008), the population is the totality of the research object. So the population is the entire object of assessment consisting of objects, animals, plants, symptoms, value tests, or events as data sources that have certain characteristics.

So, the population of this research is the students at class II-1 MIN 11 Banda Aceh, total number of them are 28 (twenty eight) students. The consideration for choosing class II-1 was because the researcher had made initial observations and at the initial level the students experienced dyslexia.

Sample

The sample is a part of the population (Sugiyono, 2014). In this research, the researcher chose 2 (two) students who were in accordance with the researcher's aims or objectives, and had the highest need assessment compared to other students in the population. The sampling technique, namely the sampling technique in this research, uses a non-probability sampling technique, which is one of the techniques that can be used in sampling and selecting the sample does not provide an opportunity for all members of the population to be selected as samples. Furthermore, the type of non-probability sampling to determine the sample size in this study used a purposive sampling technique. Purposive sampling is a research sampling technique where the sampling method is based on certain objectives and criteria, namely students with symptoms of dyslexia by looking at the results of the students' reading ability data.

Data Collection Instrument

According to Sugiyono (2014), data collection instruments are tools selected and used by researchers to collect the data, in this research, the instruments used were a Likert scale and

observation pages. The Likert scale in this research is in the form of a checklist and is useful for measuring attitudes, perceptions and opinions of individuals or groups of individuals in social phenomena.

Meanwhile, the observation instrument in this study is in the form of a checklist which contains several statements regarding the description of the reading ability of MIN 11 Banda Aceh students using serial image media. Whether the student is active, less active, or inactive, a checklist can be given in the answer and statement column as deemed appropriate.

The Likert scale and observation pages were used to obtain data about students' reading abilities, so that the level of reading abilities of MIN 11 Banda Aceh students could be known. With this research instrument, researchers can easily find out the high and low levels of students' reading abilities based on the answers given by students in each statement item submitted and students will respond according to what they feel just by putting a checklist mark in the column chosen by each.

1. Instrument Validity

Validity is precision or accuracy. Meanwhile, instruments are tools used to measure when conducting research. Validity is the accuracy of the instruments is used. The instrument or measuring tool created to measure the variable. So, what is measured by the instrument used is really what you want to research. Therefore, there is suitability and accuracy in function between the measuring instruments used and the research object being carried out.

This is done to find out which items or statement items are valid (used) and which statements are invalid (discarded) by using the product moment formula as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Information:

r_{xy} = Correlation Index Number "r"

Product Moment N = Number of Cases

$\sum XY$ = Number of Multiplication Results between Score X and Score Y.

$\sum X$ = Total Score

$X \sum Y$ = Total Score X13

Then, the data that has been obtained will be tested for validity and analyzed using a correlation coefficient table. The basis for taking this validity test is by comparing the rcount value with rtable.

If the value $r_{count} > r_{table}$ = Valid

If the r_{count} value $< r_{table}$ = Invalid

As for how to find the rtable value with $N=32$ at 5% significance in the distribution of statistical rtable values. So the rtable value is 0.349. Furthermore, the significance value (sig.) can be seen as follows:

If the significance value $< 0.05 =$ Valid

If the significance value is $> 0.05 =$ Invalid

2. Instrument Reliability

Apart from validity, reliability is also needed in conducting research. The meaning of reliability in this research is giving the same results even if it is done repeatedly, but the results are no different from research carried out by different people at different times. A measuring instrument is said to be reliable if the measuring instrument provides constant results as long as the variable being measured does not change. As long as the object being measured is the same object and is not replaced with another variable, the reliability of an instrument will remain, and will not change if the instrument used is valid.

Data collection technique

This research used recording of events or characteristics of some or all elements of the research population. Data collection in research can be done using certain steps. The method used to collect information about students is using data collection techniques through scales and observations.

a. Scale

The scale intended in this research is a questionnaire. A self-administered questionnaire is a form of data collection by submitting or sending a list of questions to be filled in by students as respondents themselves. Respondents are people who provide responses to the answers to the statements submitted. The use of questionnaires in this research is to determine and measure students' level of reading ability. The type of questionnaire used in this research is a Likert Scale questionnaire instrument which consists of two types of statements, namely positive statements (favorable) and negative statements (Unfavorable).

The research instrument containing this scale is filled by students by selecting one of the responses provided. In order to give students answers according to their feelings, the researcher presented various statements (there were positive and negative statements) with five alternative choices. In this case, the researcher did not give a hesitant response to these two statements, because it was feared that there would be many answers that were filled in carelessly without consideration and always remained neutral. The alternative choices are strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS), with the point values can be seen in the table below.

Table 1. Likert Scale Scoring Categories for Positive (Favourable) and Negative (Unfavourable) Statements

No	Positive/Favorable Statements (+)		Negative/Unfavorable Statements (-)	
	Answer	Score	Answer	Score
1	Strongly Agree (SA)	5	Strongly Agree (SA)	1
2	Agree (A)	4	Agree (A)	2
3	Disagree (D)	2	Disagree (D)	4
4	Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

In the table it is clear that positive statement (favorable) and negative statements (Unfavorable) have different point values. The positive statements, starting from the largest number to the smallest, namely 5 to 1, while the negative statements starting from the smallest number to the largest number limit, namely 1-5, as seen in the table above. Moreover, if the alternative answer chosen by the student contains high value points so the higher student level academic procrastination, and vice versa, the lower the value of the alternative answer chosen by the student, means the lower of the level of the student's reading ability.

b. Observation

Another technique for collecting data is observation. According to Zakiyah Darajad (2004), observation is a method of systematically analyzing and recording behavior by looking at and observing students or a group of students directly. Observation is a complex process as a process composed of biological processes and psychological processes.

Observation is focused on the attention or events, symptoms, or something (Arikunto, 2010). In this research, the researcher made observations of the research object and the surrounding environment, and the extent to which the research object was able to receive, capture and use the information provided by the researcher so that it could make changes in a positive direction.

Data analysis technique

The data analysis technique is a method used to formulate research results. In this research, data analysis was carried out quantitatively. Quantitative analysis is data analysis that uses quantitative analytical tools, namely analytical tools that use models, such as: mathematical models (for example, multivariate functions), statistical models, and econometrics. The results of the analysis will later be presented in the form of numbers which are then explained and interpreted in a description (Emzir, 2011).

1. Normality Test

Normality Test aims to test whether the data is normally distributed or not. Data normality testing uses SPSS version 20 software with the Kolmogorov-Smirnov statistical test. Data analysis in this study used SPSS. SPSS is a data processing application used to analyze data that has been collected by researchers. (Arikunto, 2012).

2. T-test

The T-test is a difference test, which is carried out with the aim of determining whether there is a difference (average) in the results of two samples. The sample in question is the same sample but produces two data. The T-test aims to assess the effectiveness of a treatment in changing behavior by comparing before and after the treatment (Furqan, 2012). The hypotheses (temporary assumptions) in this research are:

Ho (null hypothesis): There is no difference in the level of students' reading ability before and after the application of serial image media at MIN 11 Banda Aceh.

Ha (alternative hypothesis): There is a difference in the level of students' reading ability before and after the application of serial image media at MIN 11 Banda Aceh.

The testing criteria used in this research are as follows:

If $\text{sig} > 0.05$ then Ha is accepted, while Ho is rejected

If $\text{sig} < 0.05$ then Ha is rejected, while Ho is accepted

RESULTS AND DISCUSSION

Research result

The results of this quantitative research are based on the research objective, to find out whether the use of serial image media can improve the reading ability of dyslexic students at MIN 11 Banda Aceh.

In presenting, processing and interpreting the data, several stages have been outlined by the researcher, research preparation, pretest implementation and pretest analysis results before treatment is carried out (use of serial image media to improve reading ability), post-test implementation and post-test analysis results after treatment (use of image media series in improving reading ability).

The data in this research was obtained by researchers through observation, questionnaires and documentation. Observations are used by researchers to observe school conditions including infrastructure and the usage of media image series. The researcher used a questionnaire to find out the responses of class II-1 MIN 11 Banda Aceh students to their reading ability. Meanwhile, the documentation method is used by researchers to obtain data from the schools. In term of the questionnaire, in this case the researcher gave a questionnaire sheet in the form of 45 statements regarding reading ability to the research population, namely class II-1 to determine students' responses to reading ability.

a. Pretest

After all the research needs were properly prepared and obtained the permission from the relevant parties to carry out the research, the researcher collaborated with the homeroom teacher to determine the time for the research, namely June 21 2021 to June 30 2021. The pretest was carried out on 28 respondents (class II-1 students MIN 11 Banda Aceh) on Monday 21 June 2021 in class II-1.

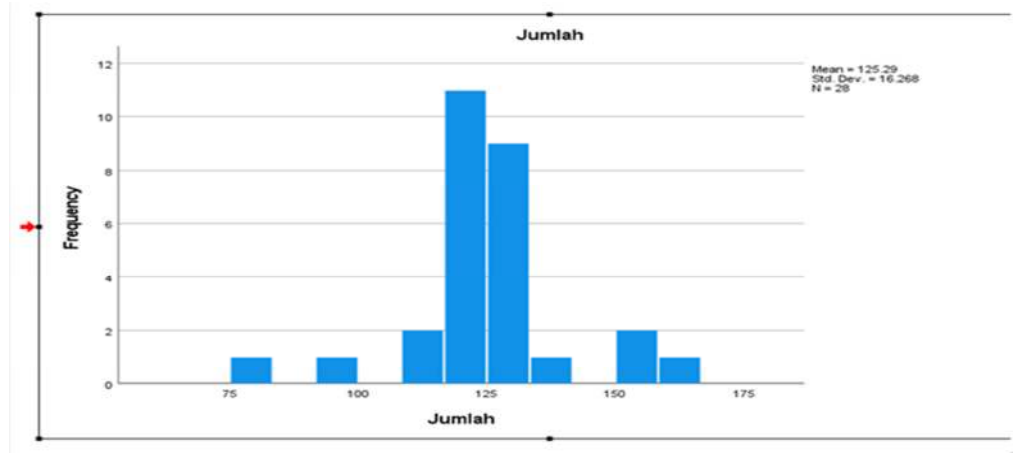
The researcher prepared a research questionnaire are totaling 28 copies to be distributed to research respondents, namely 28 students of class II-1 MIN 11 Banda Aceh. The questionnaire was then filled in by the respondents and collected the next day and then the researcher collect the questionnaires that had been circulated again for analysis

Pretest data was obtained from the results of filling out the reading ability questionnaire for class II-1 MIN 11 students in Banda Aceh. Next, calculate the total score for each item and summarize the total scores for each student in tabulation form using the SPSS for Windows 20.0 application. The results of the class II-2 questionnaire on reading ability can be seen in the following table.

Table 2. Pretest Result

		Jumlah			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	1	3.6	3.6	3.6
	93	1	3.6	3.6	7.1
	115	1	3.6	3.6	10.7
	116	1	3.6	3.6	14.3
	119	3	10.7	10.7	25.0
	120	3	10.7	10.7	35.7
	122	1	3.6	3.6	39.3
	123	2	7.1	7.1	46.4
	124	2	7.1	7.1	53.6
	125	1	3.6	3.6	57.1
	128	3	10.7	10.7	67.9
	130	2	7.1	7.1	75.0
	131	1	3.6	3.6	78.6
	133	2	7.1	7.1	85.7
	134	1	3.6	3.6	89.3
	156	1	3.6	3.6	92.9
	157	1	3.6	3.6	96.4
	160	1	3.6	3.6	100.0
	Total		28	100.0	100.0

Data Source 2021



Based on the table and graph above, it can be seen that the students' responses to the reading ability were the lowest scores were 78 and 93, there were 2 people or 7.2%, while the highest score was 160, there were 1 person or 3.6%.

The steps for determining student questionnaire results are as follows:

- a. Maximum score: $4 \times 45 = 180$
- b. Minimum score: $1 \times 45 = 45$
- c. Score range: $180 - 45 = 135$
- d. The range of criteria levels (K) is 5, namely very high, high, low, very low.
- e. Interval (Ci): $R/K = 135/5 = 25.2 = 27$
- f. Get the score table and criteria as follows:

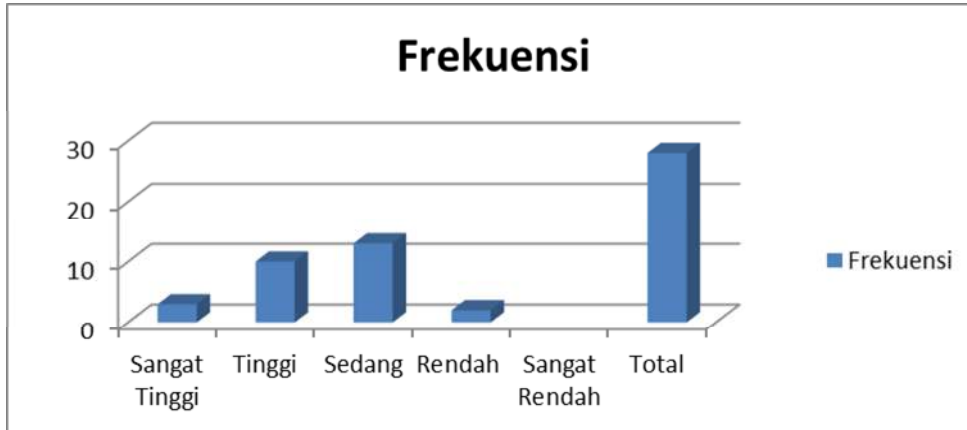
Table 3. Guidance Score Criteria

Criteria	Categories
134-180	Very high
125-133	high
115-124	medium
78-114	low
45-77	Very low

Base on the score criteria above are:

Criteria	Category	Frequently	Category
136-180	Very high	3	11%
125-135	high	10	36%
115-124	medium	13	46%
78-114	low	2	7%
45-77	Very low	-	-
Jumlah		28	100%

In graphic form



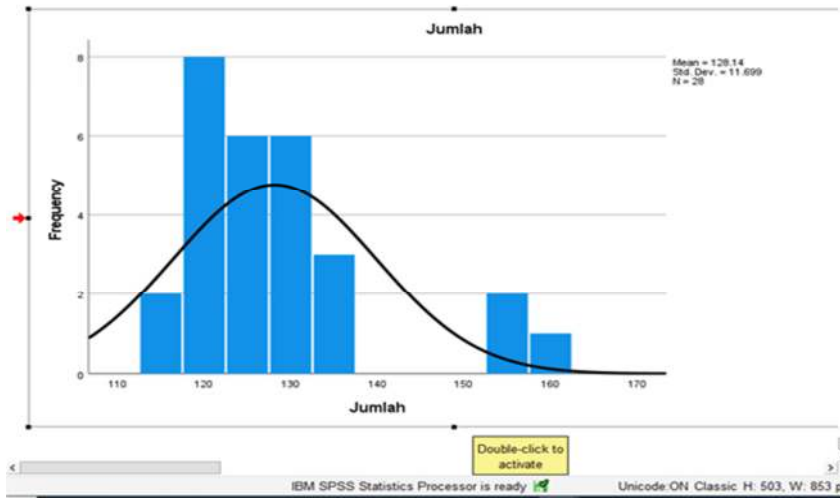
Based on the table and graph above, it can be seen that the results of students' answers of the pretest are included in the low reading ability category, are 7% or 2 students from the total sample size of 28 people.

b. Posttest

The treatment (media image series) will be carried out on 21-30 June 2021. The implementation process can be seen in the attachment. The posttest was carried out on Wednesday 30 June 2021 in level II-1 MIN 11 Banda Aceh. The posttest was carried out with the aim of comparing reading abilities before treatment and after treatment (series image media) in the subjects studied. Researchers also calculated the total score for each item. The total scores from each respondent were summarized in tabulation form using the SPSS for Windows 20.0 program.

Table 4. Posttest Result

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 115	1	3.6	3.6	3.6
116	1	3.6	3.6	7.1
119	3	10.7	10.7	17.9
120	3	10.7	10.7	28.6
121	1	3.6	3.6	32.1
122	1	3.6	3.6	35.7
123	2	7.1	7.1	42.9
124	2	7.1	7.1	50.0
125	1	3.6	3.6	53.6
126	1	3.6	3.6	57.1
128	2	7.1	7.1	64.3
130	2	7.1	7.1	71.4
131	1	3.6	3.6	75.0
132	1	3.6	3.6	78.6
133	2	7.1	7.1	85.7
134	1	3.6	3.6	89.3
156	1	3.6	3.6	92.9
157	1	3.6	3.6	96.4
160	1	3.6	3.6	100.0
Total	28	100.0	100.0	



Based on the graph above, it can be seen that the students' response to the reading ability after applying serial image media was in a medium rating, namely 126 or 3.6% and 122 or 3.6% with a high score.

The steps for determining student questionnaire results are as follows:

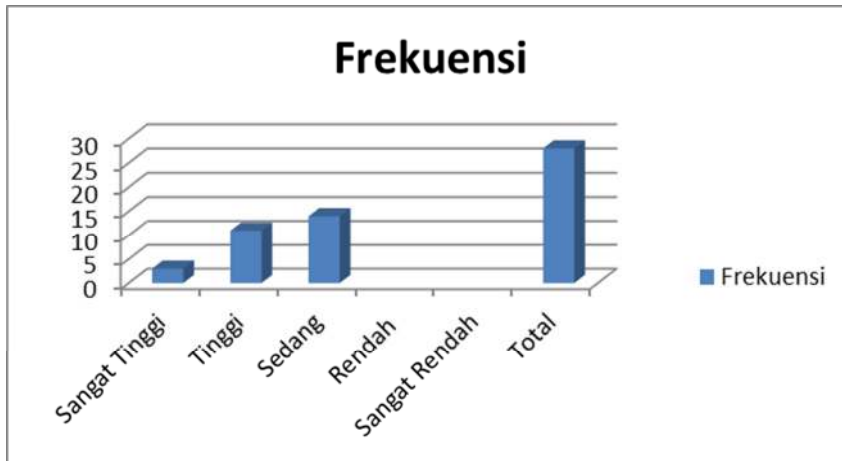
- a. Maximum score: $4 \times 45 = 180$
- b. Minimum score: $1 \times 45 = 45$
- c. Score range: $180 - 45 = 135$
- d. The range of criteria levels (K) is 5, namely very high, high, low, very low
- e. Interval (Ci): $R/K = 135/5 = 27$

Table 5. Guidance Criteria Score

Criteria	Category
134-180	Very High
125-133	High
115-124	Medium
78-114	Low
45-77	Very Low

f. Table score and criteria as follow:

Criteria	Category	Frequency	Category
136-180	Very High	3	11%
125-135	High	11	39%
115-124	Medium	14	50%
78-114	Low	-	-
45-77	Very Low	-	-
Jumlah		28	100%



Based on the table and graph above, it can be seen that the results of students' answers on the posttest are included in the high and medium categories, namely there are 7.2% or 2 students from the total sample size of 28 people.

Data processing in this research uses prerequisite tests, namely the normality test and homogeneity test using the SPSS for Windows 20.0 application. The test results are as follows:

a. Normality test

The normality test is carried out with the aim of finding out whether each variable is normally distributed or not. One way to determine normality is with the Kolmogorov-Smirnov formula which is assisted using the SPSS for Windows 20.0 application. The basis for making a decision is if the significance value of the ASYMP. Sig(2-tailed) is greater than 0.05((sig)>0.05), then the data is normally distributed and vice versa if ((sig)<0.05) then the data is not normally distributed.

		Pretest	Posttest
N		28	28
Normal Parameters ^{a,b}	Mean	125.29	128.14
	Std. Deviation	16.268	11.699
Most Extreme Differences	Absolute	.207	.201
	Positive	.189	.201
	Negative	-.207	-.146
Kolmogorov-Smirnov Z		1.094	1.064
Asymp. Sig. (2-tailed)		.182	.207

a. Test distribution is Normal.

b. Calculated from data.

Based on the table of normality test results, it is known that the significance value of the pretest (before using serial image media) and posttest (before using serial image media) shows > 0.05, so the pretest and posttest data are normally distributed, where the value obtained for the pretest is 0.182 (0.182>0.05) and in the posttest there was 0.207 (0.207>0.05).

b. Hypothesis testing

The collected data was analyzed using the T-test formula. The T-test aims to find out whether or not there is a difference between the pretest and posttest which is carried out by testing the posttest average in each group. The t-test results that researchers have analyzed using the SPSS application can be seen as follows:

Table 6. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	<i>Posttest – Pretest</i>	43.500	6.364	4.500	-13.678	100.678	9.667	1	.066

From the results of the hypothesis test table, it can be seen that the results of the questionnaire scores for students' answers using the t-test obtained a value of T count (9.667), while for the T table in df 1 it was 2.92 and the significant value was higher than 0.05, namely 0.66 (the number of N for the test The hypothesis that only two samples were taken, namely samples that had a validity value with a low classification in the free test) so from these results it can be indicated that the two tests have a significant difference because the calculated t is greater than the t table or $9.667 > 2.92$.

f t count > t table at a significance level of 0.005 with df 1 then H_0 is accepted, and conversely if t count < t table then H_0 is rejected and H_a is accepted. So it can be concluded that the statement that reads "The use of serial image media can improve the reading ability of dyslexic students" is declared accepted.

Discussion of Research Results

This research was carried out in 3 meetings, first meeting 1 (pretest) to determine students' reading abilities, while the next stage was treatment 1 and 2 for students who had low reading abilities Which was conducted in MIN 11 Banda Aceh.

Serial image media is the use of image media, namely images with a series of activities or stories presented sequentially. Students practice describing each picture, the results of the description of each picture when put together will form a complete essay. The serial image media developed by researchers took material on the reading ability of dyslexic students in class II-1 MIN 11 Banda Aceh. This series of image media is presented with a poster display.

Posters are one of the most visible graphic media as a medium for conveying messages. Graphic media is visual media that presents facts, ideas and ideas through words, sentences, numbers and various symbols or images. This media functions to channel messages from the source of the message to the recipient of the message, attract attention, clarify ideas presented,

illustrate facts that are quickly forgotten so that they are easy to remember if illustrated graphically or through a visualization process, simple and easy to make.

Graphic media is focusing on the sense of sight by conveying visual communication symbols and message symbols that need to be understood. The tools used in learning have a specific purpose, such as posters, the advantage is that they are easy to carry anywhere and can be used as learning tools. Based on the quote above, the author concludes that a poster is a large image object as a teaching medium that is given strong colors and the meaning contained therein so that students who see it can easily remember it. In principle, posters made for education and it realized in the form of simplified illustrations of image objects made in large sizes. Initial display of the use of metamorphosis posters for other daily activities is useful.

a. Before using serial image media (Pretest)

The average results of serial image media pre-action in improving reading ability show a high category. The scale values that can be seen above show that there are 3 students (11%) with a score of 135-180 (very high category), in the high category (125-135) there are 10 people (36%), in the medium category (115-124) there were 13 people (46%), in the low category (74-118) there were 2 people (7%), while in the very low category there were none. These results show that students' reading abilities are in the high and medium categories, but there are still students who show below average reading abilities or are in the low category, namely 2 people.

b. Student profile with low reading ability

The storyline in the serial image media is made as simple as possible and is based on the basic competencies in the syllabus. The basic competency in question is composing essays on various simple topics by paying attention to the use of spelling (capital letters and punctuation).

Based on the results of initial observations, dyslexic students at MIN 11 Banda Aceh are experienced in basic academic difficulties which are included reading activities. These students' academic difficulties are exacerbated by their low learning motivation. The implication is that dyslexic students are increasingly left behind by their classmates. Based on these problems, class teachers make various efforts to improve the academic abilities of dyslexic students. One of the academic abilities that teachers currently need to improve is reading ability. Based on the study of several theories, it can be seen that dyslexic children have low memory and difficulty recognizing words. Through the use of series of picture media, it is hoped that it can help dyslexic children remember word for word through pictures.

Considering that the memory ability of dyslexic students is very low, the researchers used appropriate media according to the needs of these dyslexic students, namely using serial image media.

c. Use of serial image media (posttest)

A series of images is one of the images with a series of activities or stories presented sequentially. Students practice describing each picture, the results of the description of each picture when put together will form a complete essay. Serial image media helps students be more enthusiastic about reading, remember what is said more easily, and can motivate students to improve their reading ability.

1. Treatment 1

Treatment 1 aims to provide students with an understanding of serial images. This is done as a way to improve students' memory, considering that dyslexic students' memory is relatively short. The researcher explains the materials and teaching materials that have been prepared, so that they can provide an introduction to students before carrying out or carrying out the action process, as well as accompanying students in completing their assignments.

2. Treatment 2

At the second meeting, apart from compiling pictures, dyslexic students were also trained in writing pictures that are used in daily activities. This treatment is used to make it easier for dyslexic children to remember what they usually do. This is a contextual learning model so that children can connect learning activities with daily activities. Then dyslexic students are given the task of providing their own description of the picture according to what they understand.

Based on the research results, it can be seen that the significance value obtained was 0.66 (>0.05), which shows that there is a difference in reading ability before and after using serial image media. And from the results of the hypothesis test it can be seen that the results of the two tests have significant differences, because $T \text{ count} > \text{table}$ or $9.667 > 2.92$. In other words, the training provided has a significant impact and changes in subject knowledge.

The reading ability of the two students who were increased after being given the series of picture media so that it could be said to be successful in improving their reading ability. Serial image media has an important role in improving reading skills. The use of serial image media makes students more active and enthusiastic in improving their reading skills.

Furthermore, according to Arsyad, one of the benefits of learning media is might increase and direct children's attention so that it will create learning motivation, more direct interaction between students and their environment, and the possibility for students to learn independently according to their skills and interests. According to Sudirman in Djuanda, the characteristics of a good image include attracting attention, being simple but giving a strong impression, and the Feasibility Test for Serial Image Media.

Based on the results of research conducted by researchers regarding the use of serial image media to improve the reading skills of dyslexic students at MIN 11 Banda Aceh, it can be concluded as follows:

The use of serial image media for dyslexic students at MIN 11 Banda Aceh was in low category. The students who are in the low category are students who experience a low level of reading ability and are used as samples in this research to be given treatment in order to improve the reading ability of their students. After receiving treatment using serial image media, students were in the medium and high categories.

Based on hypothesis test result, it shows that there are significant changes in students after using serial image media so that students can remember reading more easily, are more interested in reading, and can increase student motivation before and after being given the use of serial image media. It can be concluded that the use of serial image media is effective in improving the reading ability of students at MIN 11 Banda Aceh after being provided with

services using serial image media regarding the meaning of reading ability and motivation in improving the reading ability of dyslexic students at MIN 11 Banda Aceh.

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