



ABSTRACT

**Yurnalisma, 2018. Improving Number Identification of One to Five Using Wooden Number Blocks in Student with Medium Intellectual Disability in Grade 7 of Special School No. 1 Padang. Mini Thesis. Faculty of Educational Science. State University of Padang.**

This study was based on the problem experienced by a student with medium intellectual disability in Grade 7 with the initials of PL who were unable to recognize the numbers one to five correctly. After an assessment was performed, the student could only achieve a score of 35%. Therefore, the researcher attempted to help the student to improve the ability to identify numbers from one to five.

The study is an experimental research with a single subject research (SSR) method and an A-B-A design. The data analysis is in the form of visual analysis of graphic displays. The target behavior of this research is for the student to be able to recognize the numbers one to five correctly. The variable measurement was in the form of the percentage of the number of instrument items.

The results show that the student's ability to identify numbers from one to five improved an intervention using wooden number blocks were performed. During baseline, which was conducted in five meetings, the student's score was 45%. During the intervention, which was conducted in seven meetings, the student's score increased to 80%. During the second baseline, which was conducted in five meetings, the student's score increased and reached its highest, which is 90%. Thus,  $H_1$  is accepted, which means that the ability of number identification from one to five of a student with medium intellectual disability with the initials of PL improves with the use of wooden number blocks.

**Keywords:** Numbers, Wooden Number Blocks, Medium Intellectual Disability

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