

LEARNING STRATEGY IN WRITE BEGINNING IN CHILDREN WITH DISLEXIA

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ABSTRACT

This research is a qualitative study of Whole Word case studies and VAKT (Visual, Auditory, Kinesthetic, and, Tactile) strategies for children with special needs to develop functional skills in reading and writing beginning. The subjects in this study were selected using the procedure for determining the subject in qualitative research proposed by Sarantakos in Poerwandari (2005), namely: 1) Directed not at the large number of participants but at typical cases according to the specificity of the research problem, 2) Directed at context fits and is not used for representativeness in the sense of random numbers or events. From the explanation above, the researcher then determined the research subjects / participants as follows: 1) The subject was a child aged 8 years who was at the elementary level of elementary education and 2) the subject was a child with special needs who experienced obstacles in developing writing and reading skills. Data collection methods were carried out through observation, interviews, and documentation of field notes during data mining. Data analysis was performed by comparing the subject's initial condition before being stimulated with the subject's initial condition after stimulation was carried out. The results of data analysis indicate that the application of the whole word approach and the VAKT strategy can be used to help develop reading and writing skills for children with special needs.

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1. INTRODUCTION

Language development is an aspect of development that is very important and needs attention from an early age (Pranasafitri & Widajati, 2018). One part of broad language skills that is important to get attention is the ability to read. Polloway and Patton state that reading skills, especially basic reading, are important skills as a key in personal and social adjustment (Laki, 2018). Reading skills will affect a person's success in being involved in activities in the environment or community.

In the case of dyslexia, it is known that children with this condition have several obstacles related to cognitive function which then affect their reading skills. Akbar Sukma Noor (2017) stated that this becomes important for teachers and parents to help overcome the obstacles they face. In addition, things that are considered in providing assistance and guidance to children with dyslexia are the characteristics stated in the DSM-TR IV that they are still able to educate and train, so that it is possible to optimize their basic academic abilities. Kirk and Monroe, underlined three objectives that provide an expanded understanding of the importance of

teaching functional reading skills to students with special needs, as follows:

1. The primary objective of teaching reading skills to all children with dyslexia is basically reading skills for protection, which implicitly relates to the concept of survival. Examples of reading skills include being able to read directions, signs, labels and symbols.
2. The second objective of teaching these functional reading skills is to convey information and instructions. Roshinah, Fithroh (2014) stated that this implies a reading skill function that allows individuals to be able to receive important information and instructions in their life, for example when faced with job application, advertisements in newspapers, phone books and so on (Putra, 2018).
3. The third goal is to read for pleasure. This goal for individuals with dyslexia can be a realistic goal, allowing them to enjoy reading materials such as magazines, comics, and story books.

Basically, treatment for individuals with dyslexia is given based on the category / classification, the specific problems and needs faced by the individual (Destiani, 2016). In general, some of the problems faced by dyslexic individuals are usually related to learning problems, adjustment problems, speech and language disorders, and personality problems (Puput & Tjutju, 2018). More specifically on learning problems, it is true that there is no direct link between learning activities and the level of intelligence. This is because in learning activities at least the ability to remember, understand, and the ability to look for cause-and-effect relationships is needed. In dyslexic children, it is very possible to experience difficulties, especially related to the ability to look for cause and effect (Faradila, 2018), the child has difficulty thinking abstractly, so that in the learning process he needs concrete objects as examples or learning aids.

2. RESEARCH METHOD

This study use a qualitative approach with a case study research design. A case study is a specification of a case in one event that includes both individuals and groups. There are 4 applications for the milk study research model, as follows: 1) to know the causal complexity that explains the relationship in real life and also those who experience an event intervention, 2) to review the context and describe real life in the intervention of events that occur, 3) to describe an event intervention itself, 4) to trace which event intervention has evaluated (through methods other than case studies, but does not have) a clear set of results. Determination of an object or participant in qualitative research generally displays characteristics (Sarantakos, 1993), namely:

1. Directed not at the large number of participants but at typical cases according to the specificity of the research problem.
2. It is aimed at context fitting and is not used for representativeness in the sense of number or random events.

Based on the explanation above, the research subjects or participants determined the criteria for the research (Sutisna & Rahmawati, 2018):

1. Subjects are elementary school students aged 8 years old who in 1st, 2nd, or 3rd grade.
2. Subjects are students with dyslexia who experience obstacles in developing reading and writing skills

In this study the data collection in this study used direct observation, interviews, and field notes during the data collection process, and also in the implementation of data mining was carried out within 2 weeks which included several stages as follows.

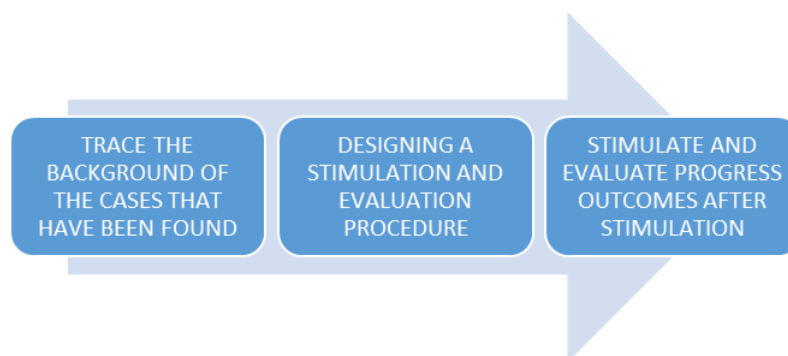


Figure 1. Research Flow

3. RESULT AND DISCUSSION

3.1. Result

The subjects were students at one of the inclusion elementary schools in Yogyakarta. Based on the results of the initial assessment, it was found that the chronological age of the subjects was 8 years, 9 months, but their mental age was 4 years 7 months. Subjects have an IQ score of 93 (based on the WISC scale). These results indicate that the intellectual capacity of the subjects is far below their chronological age coupled with barriers to social maturity, communication, and basic academic abilities, especially reading and writing skills. In addition, the subjects also experienced visual perception barriers (results from the Frostig test), which was indicated by difficulty distinguishing letters that had the similar shape, such as 'N', 'Z', 'M', and 'W'. Subjects also often experience confusion and upside down in writing several letters (b, d, p), (s, z), (n, m, u), (s, e, g), and numbers (5, 6, 9). The subject also experienced confusion in understanding the space / field of writing (left, right, top, bottom) and the way of writing was still in the right way.

In this section, it is explained about the research results obtained and accompanied by a narrative (discussion) in accordance with these results. The research results can be presented in the form of tables, pictures, and graphics. In this case, based on the analysis of the assessment results associated with the stimulation theory, they are as follows (Nirlianti, 2018):

3.1.1. Forms and Methods

1. The whole word approach and the VAKT learning strategy

- (a) Based on the assessment results, in general, the subject has problems related to perception, especially visual perception. This then affects the obstacles / difficulties faced by the subject in distinguishing letters, especially letters that have similar shape. Therefore, to help develop the reading skills of the subject, it is necessary to provide exercises that focus on optimizing the ability of visual perception to distinguish almost the same letters. Going through the instructional steps of the whole word approach it is possible to do these exercises. This is because in the initial steps of this approach, the instructions given are also related to find similarities in the images and writings of several cards presented. In general, the steps presented by this approach can stimulate the subject's ability to recognize the similarities and differences in visual objects (in the form of images and in the form of letters) that are presented through the images.
- (b) Through the whole word approach, it also makes it easier for subjects to remember the differences in objects (especially letter shapes, especially letters with similar shape) because these letters are associated with objects that are often encountered by subjects in everyday life.
- (c) The implementation of learning activities using this approach is possible to be carried out with a playful setting and a pleasant atmosphere, so that this can be used to maintain the enthusiasm of the subject and can attract the attention of the subject to be able to focus on the material presented.
- (d) The VAKT used is focused on training the writing skills of the subject. Nurraga (2016) stated that as it is known that writing skills require the ability to recognize and remember the form of symbols, fine motoric coordination (finger movements) and eye-hand coordination to apply these symbols in visual form (writing). The steps in this strategy allow subjects to gain learning experiences by

utilizing the subject’s visual, auditory, kinesthetic, and tactile learning modalities, so that it can help optimize the subject’s memory ability of a letter form. Then related to the use of kinesthetic and tactile modalities, it can also indirectly train the fine motor coordination skills and eye-hand coordination of the subject.

2. Psycho-education of parents and teachers / learning assistants emphasizes the process of language and communication cannot be optimal without natural support in the process of interacting research subjects with the environment that can support the development of children’s language or communication skills. So it is important for parents to know this.

3.1.2. Purpose of stimulation

To develop functional skills in reading and writing subjects, especially starting with developing the ability to distinguish several letters with almost the same shape, understanding positions in space, and the ability to write words in the correct letter forms (not back and forth).

3.1.3. Expected Progress Targets

1. Subjects can distinguish several letters that have similar shape: (M / N / W / V / A / m / n / u / w / b / d / p).
2. Subjects can understand the position in the writing space (up, down, right, left).
3. The subject can write words with the correct letter form and not back and forth.

3.1.4. Design of stimulation and evaluation

1. Stimulation Design

The stimulation was carried out for 3 sessions, with a duration of each session between 30-45 minutes. The stimulation design table is as follows:

Table 1. Stimulation Plan

Session 1	
Aim	Target
1. Explain the results of the subject’s assessment to parents.	1. Parents understand the description of the conditions and problems faced by the subject.
2. Explain to parents about the stimulation activities that will be carried out.	2. Parents understand the purpose of the stimulation design and know the steps.
3. Rapport to the subject.	3. Subjects participate in activities with enthusiastically
Session 2	
Aim	Target
1. Evaluating activities 1	1. The subject understands the position in the writing space
2. Train the subject to understand the position in the writing space	2. Subjects are able to distinguish letters that have similar shape
3. Train the subject to distinguish letters that have similar shape	3. The subject knows different ways

2. Psycho-education and evaluation design

Psycho-education is carried out in two sessions with an estimated duration of time for each session between 30-45 minutes. The design of the psycho-education procedure and evaluation of achievement targets are as follows:

Table 2. Psycho-education and Evaluation Design

Session 1		
Aim	Initial conditions	Evaluation of achievement targets
a. Explain to parents about: subjects' conditions, characteristics, and learning barriers, as well as the importance of learning assistance activities that are consistent with the needs of the subject	a. Parents do not have the knowledge and understanding of the subject's condition, characteristics, and learning barriers, as well as the importance of learning assistance activities that are consistent with the needs of the subject.	a. Parents know and understand the subject's condition, characteristics, and learning barriers as well as the importance of learning assistance activities that are consistent with the needs of the subject
b. Explain to parents the steps of the learning the mentoring strategy that the author has designed to help the learning process of the subject	b. Parents do not know and understand the steps of the learning mentoring a strategy that the author designed to help the subject's learning process	b. Parents know and understand the steps of the learning a mentoring strategy that the author designed to help the subject's learning process
Session 2		
Aim	Initial conditions	Evaluation of achievement targets
Provide concrete examples and train parents on the application of the steps of the learning mentoring strategy designed by the author for the subject.	Parents do not know the steps of a learning companion strategy designed by the author for the subject.	Parents know and understand the application of the steps in the learning mentoring strategy designed by the author for the subject

3. Stimulation evaluation design

Stimulation evaluation is done by comparing the subject's initial ability before being stimulated and the subject's ability after being stimulated. The following is the data that explains before and after the stimulation is carried out, it is hoped that the final condition will emerge after the activity is carried out.

Table 3. Subjects' Ability Before and After Stimulation

Initial conditions	The expected final conditions
1. Subjects find it difficult to distinguish several letters that have similar shape, such as the letters W / M, u / n / m, b / d / p, V / A, and Z / N	1. Subjects are able to distinguish letters that have similar shape
2. The subject has not understood the position (bottom, top, left, right) in the writing space	2. The subject understands the position (bottom, top, left, right) in the writing space
3. The subjects often can't write a few letters correctly, whether it's reversed when writing some letters or numbers such as S / 5/2 / z / 7, mixed with forms such as writing letters / b / to / d / or / p /, write the letter / J / become / L /; / M / to be / W /; / V / become / A /; / G /, / e /, / g /, becomes / 6 / or vice versa.	3. Subjects are able to write words with correct letters, not reversed and confused

3.2. Discussion

Based on the results of the assessment, it was found that there are students at one of the inclusive elementary schools in Yogyakarta. These results indicate that the intellectual capacity of the subject is far below their chronological age coupled with obstacles to social maturity, communication, and basic academic

abilities, especially reading and writing skills. In addition, the subjects also experienced visual perception barriers (results from the Frosting test), which was indicated by difficulty distinguishing letters that had almost the same shape, such as 'N', 'Z', 'M', and 'W'. Subjects also often experience confusion, confusion, and upside down in writing several letters (b, d, p), (s, z), (n, m, u), (s, e, g), and numbers (5, 6, 9).

Psycho-education is carried out in two sessions with an estimated time duration for each session between 30-45 minutes. Stimulation evaluation is done by comparing the subject's initial ability before being stimulated and the subject's final ability after being stimulated. The implementation of stimulation has been described through a table that discusses the results of the implementation of stimulation that are expected to appear after the stimulus is carried out.

4. CONCLUSION

The results of the implementation of stimulation as a whole show a development in increasing the ability of the subject, especially in distinguishing and writing letters that have similar shape as M and W; V and A. There are several things that really help the subject to be able to capture, digest, and finally remember the material being studied, namely: 1) a fun activity process that involves more than one learning modality (listening, saying, and demonstrating), 2) there are repetitions and there is a relationship between what is learned and the context of the environment around the subject. The implementation of psycho-education for parents provides additional knowledge and understanding of the subject's condition, learning barriers, and how parents can help provide learning assistance according to the needs of the subject. The hope of the authors from the results of this study can be useful for readers, especially for students, parents and teachers in solving a problem.

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