Seminar PLB Malay

by Zulmiyetri Zulmiyetri

PROCEEDING

2014 EDUCATION INTERNATIONAL SEMINAR

"Strengthening Teachers & Education Personnel
Competence in Scour Change"

Universitas Negeri Padang In collaboration with **IPG Kampus Ilmu Khas Cheras**
supported by: Union of Faculty of Education/Department of Education, Indonesia, and Union of Faculty of Education, Malaysia

PADANG,
NOVEMBER 22ⁿᵈ to 24ᵗʰ 2014

PSYCHOLOGICAL APPROACH FOR CHILDREN LEARNING DISABILITIES READ AND WRITE IN SCHOOL INCLUSION

Zulmiyetri,
PLB FIP UNP

ABSTRACT

This research is motivated their elementary school children who have difficulty learning a lot, especially in learning to read. This research includes research and development (research and development). Methods of research and development is a research method that is used to produce a particular product, and test the effectiveness of the model. This study seeks to identify and conduct an assessment of reading to children difficulty learning to read in elementary school. After analysis followed by designing individualized teaching program with psychological models and approaches suitable to overcome the difficulties sailed to read, especially in elementary school.

Keywords: Psychological Approaches, Child learning disabilities read

I. Introduction

One of the arable field of language teaching in primary schools play an important role is the teaching of reading. Without having adequate reading skills from an early age, the child will have difficulty learning in the future.

Children difficulty learning to read is a problem that needs special handling by the teachers in primary schools. Children with learning disabilities to read in general has not been detected as well. When you see the results of their study in far below the average of the ability of children in general. Some children show the values of the low reading even though teachers have been teaching with the best, because in the process of learning to read one or more children who can not attend the class average speed in accepting the concept of reading and science studies. There are children who differ in terms of capabilities and speed of learning from other children. If the child's learning speed reading well above the average grade, the teachers need to provide additional enrichment activities so that the rest of the time they have can be used to develop the abilities to the fullest extent. Less favorable circumstances for children when they are learning speed reading is far below the class average. Less favorable means in education and teaching system that we have. Miss it means yet reached the minimum targets set out in the curriculum. This is because there are many children who have difficulty reading.

Talking about the difficulties of learning to read is not because the child can not read it seems more appropriate to use as many factors that can cause a child to obtain the results of learning to read low. These factors are still difficulties in the child's gross motor skills, fine motor skills, have impaired visual perception,

auditory, kinesthetic and tactile. For children who have difficulty is usually less attention from the teacher, the more so if the learning difficulties experienced by the child to read is not too serious. In case if we look at, no matter how small learning difficulties faced by children, remains a serious problem, the minimum will be a stumbling block in efforts to improve the quality of education, and that is obviously the child will be dropped when expected on similar subject matter more complex on the type of higher education.

We are fully aware that basic education is the foundation for further education. If the foundation is not strong, then we can imagine what will happen when a child is concerned following the next level of education. Therefore, as educators or teachers, especially at the elementary school teachers need to identify children whose learning disabilities in general, particularly the difficulty of learning to read and at the same time looking for the right solution, so that the children in question can increase academic achievement in the times to come .

Looking at the situation and the development of education in Indonesia today, was in elementary school is still pretty much the number of children learning disabilities, according the opinion of Joseph (1997: 1) states that the number of children learning disabilities according to some literature the range of 1% - 30% (Laner, 1981, Lovit 1989) in developing countries, including Indonesia, the number of children learning disabilities is higher, is due to a high rate of malnutrition, both of which experienced by pregnant women and infants, in addition to lack of education, and therefore need to attempt to anticipate learning disabilities as soon as possible so that children receive educational services optimal, especially in elementary school. In accordance with the nine-year compulsory education program.

In order to help students learning disabilities to read it would require an aid in teaching and learning in schools, so as to create students who have the ability in various fields according to their talents, interests and characteristics of the child. One of the assistance provided is to provide guidance appropriate learning abilities of children.

Education in schools is essentially given by the teacher in the classical style. So if there are children learning disabilities in the classroom, the students are not handled well by the class teacher, because it would disrupt the learning process for other students. Therefore, if a model tutoring for teachers to student learning disabilities to read, it can be applied by teachers in order to overcome the difficulties students as long as it's the teachers in primary schools do not make an assessment of the students that do not understand the characteristics of students who have learning disabilities in general, and in particular the difficulty of learning to read.

Reading is a skill that must be possessed by all children because by reading children can learn a lot about the various fields of study. Therefore, reading is a

skill that must be taught from a child entering elementary school and difficulty learning to read should be immediately addressed.

The ability to read not only allows a person improve job skills and mastery of a variety of academic fields, but also allows to participate in the socio-cultural, political, and emotional needs (Mercer, 1979: 179). Reading is also beneficial for recreation or to obtain pleasure. Given the many benefits of the ability to read, then the child should learn to read and difficulty learning to read that can be overcome as soon as possible.

Although reading is an ability that is needed, but it is not easy to explain the nature of reading, USA Broto (1975: 10) argues that reading is not only written language or symbols pronounce the sounds of language, but also respond to and understand the contents of written language. Thus, reading is essentially a form of written communication.

Soedarso (1983: 4) argues THAT reading is a complex activity that requires a large number of separate actions, including the use of the understanding, fantasy, observations, and memories. Humans may not be able to read without moving the eyes and using the mind. Bond (1975: 5) argues that reading is an introduction written language symbols which is a stimulus that helps the process of remembering about what they read, to build an understanding through experience that has been owned.

Based on the various definitions of reading that has been said it can be concluded that reading is a complex activity that includes physical and mental. Physical activity is associated with the reading eye movements and visual acuity. Mental activity includes memory and comprehension. People can read well if they can see the letters clearly, able to move the eyes are lively, given the symbolic language appropriately, and have sufficient reasoning to understand the reading.

Although the ultimate goal is to understand the reading passage, such a goal has yet to be fully achieved by the children, especially at the beginning of learning to read. Many children who can read fluently a reading material, but do not understand the contents of the reading material. It shows that literacy is not only closely related to the maturity of the eye motor movement but also the stage of cognitive development. Preparing children for learning to read is a long process. Hornsby (1984: 43) recommends that mothers have started conversing with the baby after delivery. A mother should also have to explain everything you do with the children, because according to Hornsby new children understand the meaning of a word after about 500 times the children listen to the word. Thus, the process of preparing the child to learn to read should be started after delivery. Children learn to explore their environment and understand the elements required around like mother / guardians, milk, and other toys. Although all children will go through stages of growth and development and the ability to complete the tasks in accordance with the stages, each child has their own uniqueness in terms of

physical appearance, characteristics, skills and talents, personality patterns also in learning styles.

Characteristics of students positively affect scholastic ability or teacher should also obliged to consider the strength of the students when increasing or provide remedial education so that planning can be developed in terms of the right.

Learning is a multi-dimensional phenomenon. namely the relationship between the ability to process information and system functions that allow the child to learn to tend to influence each other because all the kids are trying to learn, but some of them fail to learn effectively for specific reasons. why children fail? to answer let us compare between humans and computers. Computers have input (keyboard, mouse), the central processing unit (central processing) unit (CPU) and output (screen) when all the elements installed, the computer will run well. In the human body just think of the five senses that we have as an input, the brain as the CPU and the motor system (ability to speak, move, gesture, writing) as output. When we have learned something, the system works on an ongoing basis. Disruption to one of these systems would derail the learning that has been running.

Barriers perception of learning at every stage of sensation, perception, imaging, symbolisasi, and conceptual must be checked if you want to help children in learning. Before gave the appropriate remedial needs to be done even if the fifth-depth diagnosis of sensory aid in conceptual. Two modalities are most often used in academic learning is hearing and vision. Therefore bottleneck in processing in the two channels should be examined carefully as shown below.

1. Sensation.

Sign in a barrier in the auditory or visual acuity must be observed by the class teacher and referred to a medical expert. Symptoms of hearing obstacle that must be examined by an expert hearing / ENT specialists, among others, when children listen with the ear leading to the sound source (head turned to the side) when the teacher in the classroom dictate. Copying of friends next turned to the other when the teacher talks and more active copy what the teacher writes on the board. Likewise with visual barriers. There are some indicators that can be observed that the class teacher can then be referred to an ophthalmologist, ie watery eyes, copying from the blackboard or friends with a lot of mistakes, just pay attention when the teacher speaks, but not when the teacher writing, handwriting is not neat and not heed the line

2. Attention.

After receiving information through the senses child should be able to digest and understand the meaning of the stimulus. In this case the child should filter out undesirable stimulation and focus only on the stimulus to be understood. This is called the attention. If the child can not concentrate on information received will not reach the brain and can not be understood.

3. Perception

Perception iş essentially the ability to distinguish discrimination or that sensation received into something that has meaning. Disturbances in perception is very diverse because of the perception of work by bringing together a wide variety of stimuli. Perception ability is one of the key factors in identifying barriers to early academic learning. Sub categories of perception are as follows:

a. discrimination, namely equality and difference in vision or hearing voices or symbols.

b. Vigure ground the ability to separate the environment around and focus on what the child who wants to understand a visual or auditory

c. Clousure, namely the ability to integrate voice and symbols or understand the whole of the parts.

4. As imaging

Imaging is an important memory in which children are expected to maintain what he heard, seen or that he felt and recalled when needed. The memory of this order is an important component in imaging.

5. Symbolization

This term is also known as a languange both verbal and non-verbal. Symbolism is very important for communisation conversation. Barriers to disclosure or inner acceptance languange can cause difficulties in learning.

6. Conceptualization

It relies on the integration of the stages of learning that have been mentioned above. Knowing the child conceptual function is very important, whether it is on (1) the level of concrete, (2) level of functioning (3) the level of abstract.

Methods of Teaching Reading to Children learning disabilities

There are two groups of methods of teaching reading are discussed in this section, methods of teaching reading to children in general and methods of teaching reading, especially for children learning disabilities.

a. Methods of Teaching Reading for Children in general

here are various methods of teaching reading that used by the regular teacher. Various metod is there that will be discussed in this section is the method (1) read conscious, (2) fonik, (3) linguistic, (4) SAS, (5) alphabetic, and (5) the language experience.

1) Basic Reading Method

Basic reading methods generally use an electric approach that combines a variety of procedures to teach readiness, vocabulary, words, understanding, and enjoyment of reading (Lerner, 1988: 371). Basic reading method is generally equipped with a series of books and other supporting facilities, which is composed of a simple level to a level that is more difficult, according to the ability or grade level children. This method is usually used continuously from the first grade to sixth grade. Because this method does not

have to follow a certain procedure, then it becomes very flexible and easily changed. At this time the basic method of teaching reading has a tendency to introduce the sound of the letter or read earlier, ie in kindergarten. Fill readings generally well adapted to the conditions of an ethnic or geographic child. Judging from the content and order of the degree of difficulty reading, in Indonesia seems to follow this approach. However, the presentation at the beginning of classes focused on the use of SAS (structural analytic synthetic).

2) Methods Fonik

Fonik methods emphasize on the word recognition through the process of listening to the sounds of the letters. Thus, the method fonik more synthetic than analytical. At first, children are invited to recognize the sounds of the letters, and then synthesizing these letters into syllables and words. To introduce the sounds of various letters usually associate letters with the first letter names familiar objects such as letters a child with chicken picture, letter b with picture books, and so on.

3) Method of Linguistics

Linguistic methods are based on the assumption that reading is essentially a process of decoding or password into a sound form of writing appropriate to the conversation. This view assumes that by the time children enter first grade, they have mastered the language of the speech. Thus, reading is decoding the sound-writing relationship. This method presents to the child a form of words consisting of consonant-vowel or consonant-vowel-consonant such as "father", "light", and so on. Based on the words of the children are invited to decode the text into a sound conversation. Thus, this method is more analytic than synthetic.

4) Method of SAS (Structural Analytical Synthetic)

his method is basically a blend of methods fonik with linguistic methods. Nonetheless, there is a difference between writing code in the method of linguistic analysis with SAS method. In the linguistic method of writing code that is analyzed in the form of words whereas SAS methods analyzed are writing code in the form of short sentences intact. SAS method is based on the assumption that the observation of children from the whole (gestalt) and then to the parts. Therefore, children are invited to decode writing a short sentence is considered as a unit of whole language, encouraged further analyzed into words, syllables and letters; then synthesized back from letters to syllables, and finally back into sentences. This method is widely used in Indonesia. There are a variety of complaints from teachers and parents who consider this method causes the child to memorize the reading without knowing the letters. The difficulty is thought to be caused because the child is less able to do the analysis and synthesis of, which is experienced by many children learning disabilities.

5) Method Alphabetic

This method uses two steps, namely to introduce to children of all alphabetic letters and then weave the hurly-letters into syllables, and sentences, this method when used in the Indonesian language is not too difficult when compared with that used in the English language because Hamir all letters represent the same sound. These methods often make it difficult for children learning disabilities. Children learning disabilities often become confused as to why the words "father" did not read "beapeka".

6) Method of Language Experience

This method is integrated with the child's development in the skills of listening, talking, and writing. The literature was read over the child's experience. This method is based on the view:

(a) What I can think, I can tell.
(b) What can I say, I can write.
(c) What can I write, can say abaca.
(d) I can read written by someone else for me to read.

Based on the experience of children, teachers develop children's reading skills. At first the children were asked to recount his experiences to the teacher, and the teacher writes the child's experience on the board or paper. For example, telling a child:

went to the store.
I bought the book.
I also buy shoes.

Based on the children's story written by the teacher, children's reading skills are developed.

b. Teaching Reading to Children learning disabilities

There are several methods of teaching reading to children learning disabilities are discussed in this section, the method (a) Fernald, (b) Gillingham, and (c) Analysis of Glass.

1) Method of Fernald

Fernald has developed a multi-sensory methods of teaching reading are often known also as VAKT method (auditory, visual, kinesthetic, and tactile). This method uses the material is selected from the words spoken by the child, and each word is taught as a whole. This method has four stages. The first stage, the teacher writes the word to be learned on paper with crayons. Furthermore, the children explore writing with his finger (tactile and kinesthetic). At the time of writing the trace, the child sees the writing (visual), and said it out loud (auditory). This process is repeated so that the child can write the word correctly without seeing an example. If the child has been able to write and read correctly, the reading material is stored. In the second stage the child is not too long requested explore the writings of the finger, but studying the

teacher to see the teacher wrote, as he said it. Children learn new words at the third stage, to see the words written on the board or paper document, and pronounce the word before writing. At this stage children begin to read from a book. In the fourth stage, the child is able to remember the words printed or parts of words that have been studied.

2)   Method of Gillingham

Gillingham method is a structured approach which requires a high level of five-hour lesson for two years. The first activity is directed at learning the sounds of letters and the combination of these letters. Children use tracing techniques to study the various letters. Single letter sounds further combined into groups and then larger fonik program completed.

3)   Methods of Analysis of Glass

Glass analysis method is a method of teaching through code-breaking group of letters in words. This method is based on the assumptions that underlie reading as solving a password or code writing. There are two assumptions underlying this method. The first code-breaking process (decoding) and reading (reading) the different activities. Second, cryptology precedes reading. Solving the password is defined as determining the sound associated with a written word quickly. Reading is defined as lowering the meaning of the words that form of writing. If the child can not do code-breaking writing efficiently, then they will not learn to read.

hrough a Glass analytical methods, children are guided to recognize groups of letters, looking at the whole word. This method emphasizes the auditory and visual exercises that focused on the word being studied. Materials needed to teach recognize groups of letters can be made by the teacher. Essentially, the group of letters can be made on the card 3 x 15 cm. on each card, the teacher writes well chosen words that has become the vocabulary of children. Said group is defined as two or more letters which constitute a whole word, describe a sound that is relatively fixed. In the Indonesian group of letters which is a word that consists of only very rarely sat syllables. The word "no" as "sir" or "ma'am" is actually an abbreviation of the word "father", and the word "father" and "mother". Thus, the application of analytical methods in Indonesian Glass will form a syllable, for example the word "father" is composed of two groups of letters "ba" an "pack".

As quoted by Lerner (1988: 386), Glass argues that there are four steps in the teaching of the word, namely:

(1) Identify the entire word, letters, and the sound of groups of letters..

(2) Saying the sounds of letters and groups of letters.

(3) Present to the child, letters or groups of letters and asked to say it.

(4) The teacher took a few letters in the written word and the children were asked to say a group of letters remaining.

With this method the child will respond to visual and auditory groups of letters. According to Glass that kind of thing allows the child to decode and reassemble the letters into tenses intact.

Problems Faced by Children learning disabilities to read in school

Recent studies of learning difficulties has put emphasis on some areas that actually gives a bit of confusion about the difficulties of learning. This finding appears to be more meaningful in understanding the "mystery of children" than efforts to develop a common definition of learning disabilities. There is a particular configuration of the properties of these learners in each child that can make us understand each learner as an individual. On the basis of the necessary development of an educational program that can meet the personal needs of each student with the best. The properties that look very promising learners to increase our understanding of the difficulty of learning to read are: 1) the problem of languages (language problems), 2) the problem of attention and activity (attention and activity problems), 3) memory problems (memory problems), 4) cognitive problems (cognitive problems), 5) social-emotional problems (social and emotional problems) and also there are several factors behind the difficulty of learning to read and write among which are: 1) weakness in the process of vision or visual, 2) problematic in terms of sort information, and 3) math phobia.

II. Research Methods

This research includes research and development (research and development). Methods of research and development is a research method that is used to produce a particular product, and test the effectiveness of the approach model. This study seeks to identify and conduct an assessment of reading to children difficulty learning to read in elementary school. After analysis followed by designing teaching programs and approaches that predicted psychological models are more appropriate in providing for children's education and learning difficulties learning to read, especially in elementary school. With the model of educational services and is expected to be more effective teaching

In the first year to identify children who have difficulty learning to read. Elementary School in the city of Padang, and assessment of children's learning difficulties reading done by a physical examination by relevant experts, examine intelligence by psychologist or counselor at the Center for Counseling Services Unit and see the power of speech, motor and sensory. The results of diagnosis for each of the weaknesses of the child. Furthermore formulated several programs teaching and tutoring models that will be applied to help children who have difficulty learning to read and to train teachers to be able to apply it to the child.

The process of designing and programming and model of tutoring for children learning difficulties in theory be done with guided step-by-step method of research and development (R & D) were found Sugiyono (2010: 409).

III. Results and Discussion

From the results of the identification and assessment in primary schools there are children who have difficulty in the learning process. Children learning disabilities are real children who are experiencing difficulties in academic assignments, whether caused by the presence of neurological dysfunction, psychological processes or by other causes, so that learning performance achieved far below their potential, this can occur because, impaired vision / visual , will cause the child trouble understanding the concept of letters, words, sentences, discourse, paragraphs, auditory, spatial relationships, understand the concept of time, have impaired visual perception and the difficulty to know and understand the symbols.

The issue of learning difficulties is a multidimensional problem, because it is in the identification and assessment should also be done in multi-disciplinary. The role of teachers and parents is needed in the beginning, when the preliminary identification.

Identification and review of students' difficulties learning to read is a process of collecting data to analyze and determine the learning needs of students. The results of these activities are used as a basis for preparing the student services programs concerned

Difficulties experienced by students in the school is, difficulty in reading, Reading is a skill that must be possessed by all children because through reading children can learn a lot about the various fields of study. Therefore, reading is a skill that must be taught from elementary school the child attends and difficulty learning to read should be promptly addressed.

The ability to read is the basis for mastering a variety of fields of study. If a child at the beginning of the school did not immediately have the ability to read, it will have many difficulties in studying a variety of fields of study in subsequent classes. Therefore, children should learn to read so he can read to learn (Lerner, 1988: 349).

In this case the teachers at the school to design individual learning programs to help children in accordance with the difficulty experienced. The program should be formulated in accordance with the child's ability level, including for the purpose of short-term and long-term. This should program as approved by the parents or guardians of students with the goal of children to learn in accordance with the conditions that are owned and children can learn optimally.

IV. Conclusion

Based on the results of this study concluded that the child's difficulty learning to read is a child who has difficulty learning in a variety of skills and difficulty in performing academic tasks. The difficulties experienced by children is the difficulty in reading. Difficulty reading students usually have difficulty in all courses that use writing and reading comprehension of the text. The ability to read

is a skill that must be possessed by all children because through reading children can learn a lot about the various fields of study.

ADVICE
1. Teachers should be able to create individual learning programs for children who have difficulty learning to read
2. The teacher should be able to modify the teaching materials and teaching methods for students according to their needs.
3. Should a teacher make an assessment before making individualized teaching programs.

REFERENCES

Abdurahmant Fatohi. 2006. *Metodologi Penelitian dan Teknik Pengumpulan Data.* Jakarta: Rineka Cipta

Abdurrahman, M. 1999. *Pendidikan bagi Siswa Berkesulitan Belajar.* Jakarta: Pusat Perbukuan Departemen Pendidikan dan Kebudayaan dan PT. Rineka Cipta.

Abdurrahman, M & Ibrahim, N. 1994. Survei tentang Perkiraan Jumlah Siswa SD di Jakarta yang Membutuhkan Pelayanan PLB. *Laporan Hasil Penelitian.* Jakarta: Lembaga Penelitian IKIP Jakarta.

Abdul Hadis.2006. *Pendidikan Anak Berkebutuhan Khusus.* Bandung: Alpa Beta

Bandi Delphie.2006. *Pembelajaran Anak Berkebutuhan Khusus.* Bandung:Refika Aditama

Depdiknas.2005. *Kegiatan Belajar Mengajar di Kelas Inklusif.* Jakarta: Depdiknas

Fish J (1989) *What is Special Education Philadelphia*: Open University Press.

Herry Widyastono, (1997). *Profil Siswa Sekolah Dasar yang Memerlukan Perhatian/ Pelayanan Khusus dan yang berkesulitan Belajar.* Laporan Penelitian. Jakarta: Balitbang Dikbud, Pusbang Kurandik, Depdikbud.

Hallahan, D.P&Kauffman, J.M (2006) *Exceptional Learners:An Introduction to Special Education* USA: PearsonEducation, Inc.

Kirk,Samuel, *Pendidikan Luar Biasa,* Jakarta: DNIKS

Munawir Yusuf. (1997). *Mengidentifikasi Siswa Berkesulitan Belajar.* Jakarta: Balitbang Dikbud, Pusbang Kuradik Depdikbud.

Mangunsong, F, dkk. (1998), *Psikologi dan Pendidikan Anak Luar Biasa.*Depok : LPSP3 UI

Rochman Natawidjaja (1988). *Peranan Guru dalam Bimbingan di Sekolah.* Bandung. Abardin.Nuansa.

Subiyanto. *Pengembangan Pendidikan Anak Kesulitan Belajar.* http://www.yahoo.com

Suharsimi Arikunto, 1998. *Prosedur Penelitian Suatu Pendekatan (Praktek Edisi Revisi IV).* Jakarta : Rineka Cipta.

Seminar PLB Malay

BIBLIOGRAPHY