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Cacicu fonik ceria to improve speeling skill of students with intellectual disability

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ABSTRACT

This study aims to prove that the technique Cacicu Fonik Ceria effective to improve the speeling skill of students with intellectual disability at SLB Center. This study used an experimental method with one group pretest-posttest design. In this study the test was conducted twice: pretest and posttest. The score of the pretest and posttest processed and compared using the Wilcoxon Sign Rannk Test. Testing criteria of this study is: hypothesis is accepted if the Uhit < Utab on the significant level of 95% or $\alpha = 0.05$. Outside these conditions the hypothesis is rejected. The result showed that Cacicu Fonik Ceria can improve the ability to speeling skill in students with intellectual disability at SLB Center Payakumbuh



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Introduction

Spelling skills are not something we get from birth. Spelling skills are obtained through the learning process at the same time when we learn to read and write. Spelling is the ability to arrange letters in the correct order to make words that are generally understood (Arif, Sylla, & Mazalek, 2016; Westwood, 2018). Spelling is considered as one of the aspects of literacy (reading, writing, and spelling) (Ouellette & Sénéchal, 2017; Sense, 2019). Spelling is largely a creative process symbolizing the linguistic structure spoken by words (Treiman, 2017; Treiman & Bourassa, 2000). In spelling it takes the ability to break words into sounds and then match the sounds with letters and letter combinations.

Accurate spelling is very important for a child to go through each year of their school because it will affect the high or low test results. Learning to spell helps children develop strong relationships between letters and their voices and learn words that are not easy to sound, so they will help them read and write (Ellis, 2016; Mason, 2017). The more thoroughly a child knows a word, and the more likely it is that they will be able to recognize it in unknown texts, spell it and use it correctly in their own conversation and writing.

Spelling skills need to be possessed by every individual including children with intellectual disabilities. Intellectual Disability (ID), which used to be called mental retardation, is characterized by below-average intelligence or mental abilities and lack of skills needed for everyday life (Pullen, Lane, Ashworth, & Lovelace, 2017). People with intellectual disabilities can and do learn new skills, but they learn more slowly. A person

with intellectual disabilities has limitations in two fields, one of which is intellectual function, also known as IQ, this refers to a person's ability to learn, reason, make decisions, and solve problems (Koslowski et al., 2016; Schalock & Luckasson, 2015). For that compared to normal children, they need learning techniques that can facilitate them in learning, especially in spelling skills.

Researcher's findings on five class III intellectual disability students at *Sekolah Luar Biasa Negeri Center Payakumbuh* (special need school) who had reading problems. In spelling consonants. After being confirmed by the teacher, it was recognized that students had problems spelling consonants who had taught in eight hours / week with themes that were in accordance with the 2013 curriculum.

Next, the authors make an assessment to find out the initial conditions of students. The results of the condition assessment indicate that students cannot mention and spell consonants. AG, the subject, is able to spell vowels but it is difficult to spell consonants. Like AG, WD can mention, show, and write vowels, but not for the consonants mentioned. AD and AN have the ability to say, show, and write vowels, but there are several consonants that can be mentioned.

Based on teacher interviews, students do not have motivation in learning languages, but in learning mathematics, all students are passionate especially about addition and subtraction. In teaching, the teacher does not use new learning methods or media. During this time the teachers only use the lecture method and media board, by writing discourses or words contained in the Language course, the teacher tells students to follow what the teacher reads. Then students are told to spell the letters of the word. So that many students who are slow to recognize letters, also cannot read at all.

The approach used by the teacher is to mention the consonants together. The teacher shows the consonant letters written on the board, then the students repeat what has been said by the teacher, without showing the letter that has been said. The teacher does not seem to use techniques or methods that vary for students. The teachers only use the lecture method and demonstration method, so students cannot improve their ability to spell letters.

Understanding the importance of knowing letters for students with intellectual disabilities, it takes various efforts, selection of interesting techniques, friendly techniques and can help students understand the meaning of each letter that is read (Simmons, Darch, Hinton, & Padgett, 2017). One way to teach spelling skills to students is through phonically instruction (de Siqueira, Cortez, Galvão, & Rocha, 2016; Prakosha, Salim, & Sunardi, 2018). The teacher introduces a group of words spelled in the same way and talks about the different letter combinations and sounds they represent (Fu & Ma, 2019; Hillenbrand, 2017; Wang, 2019). The researcher was interested in improving consonant understanding using the Cacicu Fonik Ceria technique. Cacicu Fonik Ceria technique is a friendly, cheerful method that can help students understand and interpret what is read, and learning is articulated correctly and clearly (Nisa, 2015).

Method

Research method used in this research is quasi experiment method, with one group pretest-posttest design. In this study the test conducted twice, before and after treatment. The tests performed before the treatment (01) is called pretest, and the test after treatment (02) is called posttest. Pretest was given to subject to determine initial conditions about ability of spelling consonant, after given treatment, Cacicu Fonik Ceria, posttest was given to see the results of the treatment. The pretest and posttest score processed and compared by used Differential Analysis . Samples on this study are five students with intellectual disability at class III in special need school. Instruments used to collect data is test. Test are used to see the ability of students in spelling consonant. Instrument of test contains the consonants [k] and [t] at the beginning, middle and end of a word

Results and Discussions

Data collected was separated between the results of pretest and posttest and analyzed the differences. Data obtained must be objective. Based on test, this study achieved the result of pretest and posttest as follows:

Table 1. Pretest and Posttest score

No	Subject	Score	
		Pretest	Posttest
1	WD	50	90
2	AG	33	83
3	AD	47	90
4	AN	25	81
5	BS	40	83
Average		39	85,4

Data obtained during the pre-test and post-test were analyzed by using Wilcoxon Sign Rank Test. The results of data analysis calculation show in Table 2

Table 2 Test Statistics^b

	Posttest - Pretest
Z	-2,032 ^a
Asymp. Sig. (2-tailed)	,042
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the calculation of statistics, Zhitung= -2.032 with probability or Asymp Sig (2-tailed) = 0.042. A probability score obtained through analysis and compared with the probability that has been set $\alpha = 0.05$, so the probability Zhitung less than the probability ($0.042 < 0.05$). Therefore the score of the probability Zhitung of Wilcoxon smaller than the probability set to 5% ($\alpha = 0.05$), and from the data collected, it obtained mean score of pretest = 17.5, and posttest = 87,6. It can be said that Cacicu Fonik Ceria effective to improve the ability spelling consonants of students with learning disability.

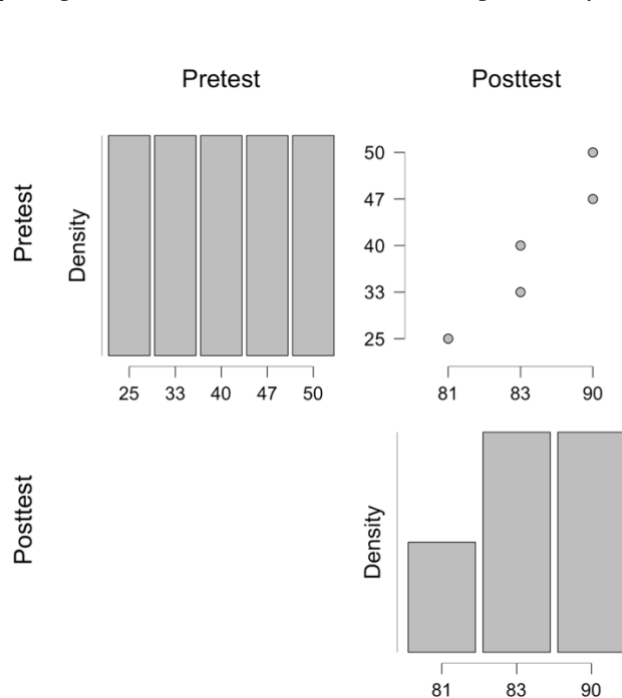


Figure 1. Density Cacicu Fonik Ceria Technique Post and Pretest

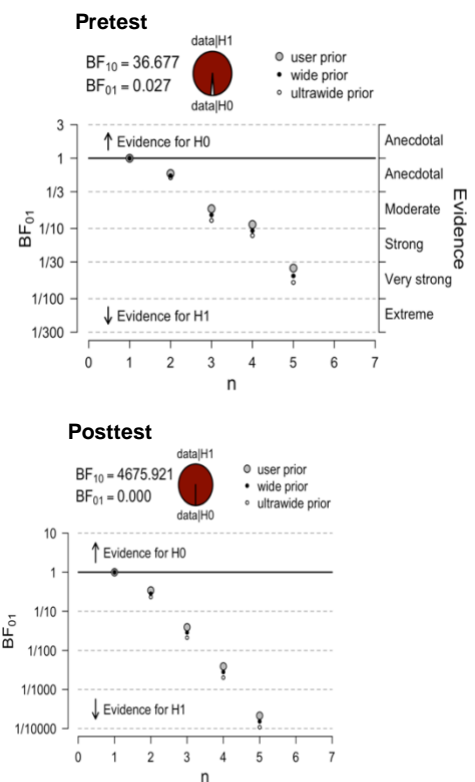


Figure 2. Sequential analysis Cacicu Fonik Ceria Technique Post and Pretest

The densities of treatment before and after treatments were shown in the figure 1. Before treatments the smallest which were from the middle portion and the largest density which were from the top portion. This study discusses Cacicu Fonik Ceria in improving the spelling ability of consonants of students with intellectual disabilities. In this study, the ability to mention spelling consonants using Cacicu Fonik Cheerful, increased. Ceria Trigger Fonik is a phonics method developed. Fonik is a model developed from a bottom up approach (Musfiroh, 2009). Phonics models are developed from several methods. The development of this method argues that read-write readiness begins with the mention of spelling letters, combining letters, and confusing syllables. The phonics method emphasizes the practice of reading from syllables, words and sentences.

Based on sequential analysis pre and post-test in the figure 2 the data showed they are significant before and after. This means that there is a significant increase between before and after the use of the Cheerful Fonik Trigger technique to increase spelling ability in students with intellectual disability. According to the Task in (Law et al., 2018), phonics is a method of teaching children to read by practicing associating certain letters or sequences of letters with certain sounds. The advantage of this method is to help children easily develop visual abilities because they are supported by images. Thus, children are expected to understand letters, because the method is carried out with an interesting strategy.

Conclusions

This research was conducted in SLB Negeri Center Payakumbuh, which aimed to improve the ability of spelling consonants in students with intellectual disability through Cacicu Fonik Ceria techniques in special need school. Thus it can be concluded that Cacicu Fonik Ceria can improve the ability of spelling consonants in students with intellectual disability in class III special need school.

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