Improving Deaf Children's Writing Skills using Learning Card Series

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Abstract: A person who experiences hearing loss that hinders the process of language information through hearing, whether wearing a hearing aid or not wearing a hearing aid. Whereas someone who lacks hearing is someone who usually uses a hearing aid, the rest of their hearing is enough to allow for the success of the language process through hearing. Language development is a complex process and is something interesting to study. The same goes for the language development of deaf children. So with the problems that occur in deaf children that will also have an impact on how deaf children learn, there is a need for media that can improve the language skills of deaf children, especially in expressive writing ability, where this expressive writing ability is the highest ability in language acquisition (Tarigan: 1994) Skills raised on This research is how to make a whole sentence, practice in using a word that has a blow, get to know many new objects, and how to use time sentences and place description.

Keywords: Deaf, Writing, Card Series

INTRODUCTION

A person who experiences hearing loss that hinders the process of language information through hearing, whether wearing a hearing aid or not wearing a hearing aid. Whereas someone who lacks hearing is someone who usually uses a hearing aid, the rest of their hearing is enough to allow for the success of the language process through hearing. Language development is a complex process and is something interesting to study. The same goes for the language development of deaf children. At first the language development of a deaf child is no different from that of a hearing child. In general, at approximately 6 months of age, children reach the meraban stage, just like hearing children, even at this stage children begin to make consonant and vowel sounds. (Somad and Hernawati, 1996).

In general, the form of language used by humans for communication purposes is to use verbal or spoken language or regular speech, (Greg Leigh 1976, in FNKTRI workshop report, 1995). Other forms of communication that humans can use are writing, facial expressions, body language or gesti (gestures) and Cues. Since humans were born, humans have been equipped with communicative signals, the signals are prelingual (not yet language) because in this period the individual has not been closely associated with the individual. Obstacles in communication pose problems in socialization, since socialization can only be implemented by communication. In social life a person must understand his position, status, rights and obligations.

The difficulty of understanding things like this in a deaf child is something that can hinder his social development, so he experiences obstacles in self-design, in his social associations, in associations and in the fulfillment of other social life requirements. As a result they are always overwhelmed with feelings of shame, inferiority and other emotional pressures. Guidance for deaf children is an effort to prepare deaf children so that they can achieve optimal conditions in the educational process after being able to face the demands that come from society. Training for deaf children aims to get to know themselves, realize their

abilities and shortcomings, and finally they are expected to have a positive attitude towards their situation, have the ability to study and work, do not feel inferior and have emotional stability. The development of writing for deaf children is very important and sometimes schools do not give full consistency to this section, and are not quite right in their handling.

The language of deaf children through reading writing is considered inappropriate to be used as a medium of communication in the phases of language development, because these abilities require certain maturity. Likewise with the use of sign language, because it will result in the alienation of deaf children from society in general. So with the problems that occur in deaf children that will also have an impact on how deaf children learn, there is a need for media that can improve the language skills of deaf children especially in expressive writing ability, where this expressive writing ability is the highest ability in language acquisition (Tarigan: 1994) Raised writing skills in this study is how to make a whole sentence, practice in using words that have affixes, get to know many new objects, and how to use time sentences and place captions.

METHOD

The method used in this study is an experimental method with a single subject (Single Subject), which is a method that aims to determine whether there is a result of a treatment, (intervention) given. In this connection, the researcher manipulates something treatment (intervention), then observes the influence or change resulting from deliberate and systematic manipulation. (Faisal, 1982:76). The SSR design used in this study is A-B-A. The procedure for implementing the A-B-A design in this study is to first determine the behavior to be changed as a target behavior that can be observed and measured.

Data Processing Techniques

After the data has been processed, the researcher then analyzes it. The method used in analyzing the data on the results of this study is to use direct observation of the data depicted through tables and graphs. The data that has been collected is then analyzed through certain calculations that can be accounted for.

Calculations in this study were carried out through data analysis under conditions and between conditions. The components that must be analyzed based on conditions are (1) Length of condition (2) Trend of direction, (3) Level of stability (4) Rate of change, (5) Trace of data and (6) Range. While the components of the analysis between conditions include (1) Variables that are changed, (2) Changes in trend direction, (3) Changes in stability and effects, (4) Changes in data levels, and (5) Data overlap.

RESULT AND DISCUSSION

Result(s)

Design The experimental design used in this study was a single subject design (Single Subject Reaserch), in this study the design used was the A- B- A design. Design display drawings A-B- A.
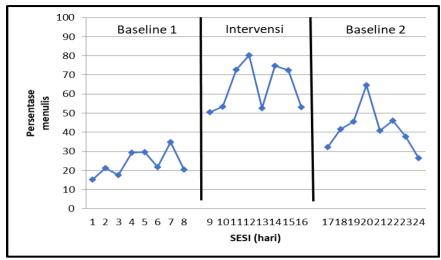
Figure 1. The development of writing skill using card series (ABA design)

Discussion(s)

To help the process of expressive writing skills, the researcher presented serial card media that could help children how to make complete sentences, practice using words that have affixes, recognize many new objects, and how to use sentences of time and place adverbs. This refers to Ormrod's opinion (2009:283) that one way to increase declarative knowledge is to enter long-term memory through Visual Imagery. The following is an overview of serial card media:

Figure 2. Overview of Serial Card

CONCLUSSION

The skills raised in this study are how to make a whole sentence how to make a whole sentence, practice in using words that have affixes, get to know many objects. New, and how to use time sentences and place captions, from this it can be seen that the ability of deaf children increases after being given visual learning media, this. It can be seen from the comparison between the capabilities of baseline one and baseline two.

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