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## THE IMPLEMENTATION OF INDONESIAN LANGUAGE LEARNING FOR DYSLEXIC IN CHILDREN AT ELEMENTARY SCHOOLS IN BENGKULU

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### Abstract

This research is motivated by Indonesian language learning which requires each student to master four language skills, namely listening, speaking, reading and writing. In children with dyslexia or reading difficulties, the implementation efforts made by the 7th grade teacher of the Bengkulu City Special School 05 so that the child continues to master language skills despite having difficulty reading. This study aims to describe the methods used by teachers in Indonesian language learning so that dyslexic children can master reading skills. This type of research is descriptive qualitative research. Data collection techniques used were observation, interviews, and documentation. Meanwhile, the data analysis techniques used were data reduction, data presentation, and finally verification. The results of the study concluded that the implementation of learning in dyslexic children was preparation, implementation, and evaluation. The Indonesian language learning method used by the 7th grade teacher of SLB N 05 Bengkulu City in dyslexic children is the lecture method, the audiolingual method, the skimming method, and the picture and picture cooperative method.

**Keywords:** Learning methods, dyslexic children, reading skills.

## INTRODUCTION

Education in Law Number 20 of 2003 concerning the National Education System is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and country. The opportunity to obtain quality education applies to all regardless of race, color or cultural diversity. Education for all means that every child in Indonesia is obliged to attend

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education without exception for Children with Special Needs (Dewi, 2014). Improving the quality of education is influenced by several components of education, namely teaching staff or teachers, students, learning methods, learning strategies, and learning media (Subakti, 2020).

Children with Special Needs (*ABK*) are children who have significantly greater difficulties than other children their age in completing school work, also in communicating or behaving, *ABK* are said to have difficulties in learning (Thompson, 2012). The term *ABK* refers to children who have learning difficulties or disabilities that make it more difficult for them to learn or access education than most children their age. *ABK* requires more attention than normal children. Even though it is not easy to educate them, educators must make every effort in an effort to provide learning to them so that their rights to get a proper education can be fulfilled.

Learning Indonesian is one of the subjects that teaches reading, writing, composing, reading poetry, dictating, speaking or telling something (Cahyani, 2012). With Indonesian learning in schools, students will be trained to use good and correct Indonesian. Students will also be trained to express their thoughts, feelings, and creativity in written and spoken form. Language skills possessed by students can be used as a means of communication, regardless of the level or quality of the skills (Afriani, 2019). There are people who have language skills optimally so that communication goals are easy to achieve in any communication event and there are also people whose skill levels are very weak so that the communication goals are not achieved, but become misunderstandings because they are difficult to understand (Maulana & Afriani, 2020).

The Indonesian language subject is one of the basic subjects for other fields of science because Indonesian includes language skills, namely: reading, listening, speaking, and writing (Heriadi, 2020). The implementation of learning Indonesian, of course, there are many obstacles faced by dyslexic children. This is because dyslexic children are children who find it difficult to recognize letters and match letters so that they have difficulty reading, while language skills must be mastered so that the objectives of learning Indonesian are achieved. Dyslexic children need more learning with the method-medote that will make it easier for them to spell. The teacher must also prepare properly for the implementation of Indonesian language learning in the dyslexia classroom. This is because when the teacher uses the wrong method or media, as a result the child will not understand what he is teaching. Especially in the reading and writing sections of dyslexic children, it will be very difficult if the teacher's teaching method is not optimal.

Initial observations made on January 6, 2020 at the 05 Bengkulu City Special School, the author found that in one class there were 3 out of 4 students who had difficulty reading and writing. Other obstacles that occur in learning Indonesian at the Bengkulu City Special School 05 are that dyslexic children basically have limitations in terms of cognitive and motor skills which cause children to have difficulty reading. Thus the researchers conducted research to determine the implementation of learning and other obstacles and efforts to overcome these obstacles.

Based on the above problems, the main problem to be addressed through this research is how to apply Indonesian language learning to dyslexic children. Language skills that must be mastered in learning Indonesian will certainly make dyslexic children difficult. Dyslexic children are children who have difficulty reading. So the researcher wants to know the methods used in learning Indonesian so that children will be able to master reading skills.

## **METHOD**

This research used a qualitative method or approach which intends to understand the phenomena experienced by the research subject, holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Sugiyono, 2017).

The types of data disclosed in this study are descriptive, narrative, and descriptions as well as explanation of data from informants both oral and written document data, the behavior of the subjects observed in the field as well as data in the collection of research results after which they are described (Satori and Komariah, 2014).

Data collection techniques are the most strategic step in research, because the main purpose of research is to get the data. In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources (data sources that directly provide data to data collectors), and data collection techniques are more on observation, interviews, and documentation (Sugiyono, 2017). In this study, using several techniques, namely observation, semi-structured interviews, and documentation. In this study, researchers used the Miles and Huberman model. Where the steps taken are data reduction, data presentation, and verification.

## **FINDINGS AND DISCUSSION**

Based on the results of interviews, documentation, and observations, the authors conducted an analysis of the results of the study and identified from the results of interviews with informants on the implementation of Indonesian language learning in children with

dyslexia. The application of Indonesian language learning is a process carried out by the teacher in delivering Indonesian language learning material in the classroom. The application of Indonesian language learning, especially in the reading material for grade 7 dyslexic children at SLB N 05 Bengkulu City, is the same as the application of learning in general, namely preparation, implementation, and evaluation. The difference lies in the implementation, in dyslexic children the teacher must really match the learning tools such as methods, media, approaches, strategies, and techniques that really match the abilities of students so that learning objectives can be achieved.

The implementation of Indonesian learning in grade 7, in the first part of the implementation the teacher will explain the learning material according to the method used by the teacher. In the explanation of this material the teacher must pay attention to each child, this is because there will be some children who ignore it when the teacher explains. Then after that, the teacher will ask the child to pay attention to it by showing things that will interest the child. For example, singing his favorite song. After the material explanation is complete, the teacher will invite the children to start practicing with the prepared media. For example, the teacher will bring text or pictures. From the text or images, the dyslexic child will be asked by the teacher to read according to their abilities. The teacher will show pictures and students must read the pictures and then tell them. From here the teacher will assess the students' abilities about the material they teach. If the child is able to read the picture, it means that the child has understood, then if there are children who cannot read the picture shown, the teacher will repeat it in a way that simplifies the picture shown.

This study also focused on what methods were used by the companion teacher in learning Indonesian for grade 7 dyslexic children at SLB N 05 Bengkulu City. There are several methods used, namely the lecture method, the repetition or audiolingual method, the skimming method, and the picture and picture cooperative method. The lecture method is a form of presenting teaching materials through lighting and oral speech by teachers to students about a material topic (Mu'awanah, 2011). When the teacher is giving a lecture, he can use aids / teaching aids such as pictures, maps, objects, anatomy and others.

The role of students in the lecture method is to listen carefully and record important points raised by the teacher. However, in dyslexic children this method cannot be applied the same as in general. To apply the lecture method to dyslexic children, the teacher must explain slowly and use effective strategies so that dyslexic children can understand the material presented by the teacher.

The audiolingual method is a special method in language learning. The audiolingual method is a method that uses Pattern practice or Mim-mem (imitating and remembering)

exercises, which are oriented to the results of the analysis of the language structure between the learners' mother tongue and the foreign language they are learning and in the exercises to determine the sentence patterns that should be learned using drill exercises, especially Pattern practice (Fuadah, 2014). This method is also a method whose implementation focuses on training activities, drills, memorizing vocabulary, dialogue, reading texts and in practice students are invited to learn in this case Indonesian directly (Yulizah, 2020). This method, students are required to imitate and remember or memorize the teaching material they have obtained. Learning material is given from easy, gradually to difficult material.

Students determine the sentence patterns they learn and make it a habit to use the language they have just learned using exercises, especially pattern exercises. Learning material is given in stages from easy to difficult material. This method can be used to improve students' ability to master four language skills. The application of the audiolingual method to dyslexic children in SLB N 05 Kota Bengkulu is by doing repetitions in each material taught while the learning process is in progress.

In children with special needs, especially dyslexic children, this method is very effective. This is because this method can cover four direct language skills of children, namely speaking, listening, writing and reading. The stages of applying this audiolingual method to children with reading difficulties are the initial stages of reading. Learners begin to read conversational texts that have been heard and even memorized. Writing is learned gradually in the reading stage.

The next grade 7 companion teacher at SLB N 05 Bengkulu City used the Skimming method in learning Indonesian for dyslexic children. Skimming method is layap reading, which is reading quickly to find out the general content or part of a reading. Many think that skimming is just sweeping the pages of a book (Fuadah, 2014).

Many students find it difficult to master reading because they are too fixated on details, especially in dyslexic children who do have reading difficulties. Some of the writings in books, magazines, and newspapers have too many small facts and details. Some children do not recognize which are the details, or are even unable to distinguish which are the details and which are the main ideas. The application of the skimming method to dyslexic children is the same as other normal children. It's just that the application of dyslexic children must be more complex so that the child can really understand the content of the reading. Although basically dyslexic children cannot fully understand the contents of the text, using this method at least there is a child's development. With the skimming method, dyslexic children can read and know the basic discussion of the text being read.

The next method used after the writer analyzed the results of the interview with the assistant teacher or homeroom teacher in class 7, namely the picture and picture cooperative

method. The picture and picture cooperative learning method is a learning method that uses pictures and is paired / sorted into a logical sequence, these images become the main factor in the learning process, providing opportunities for all students to be actively involved in the thought process in learning activities (Widyawati , 2019).

The application of this method in learning Indonesian for dyslexic children, namely the teacher will show a picture to each student. After that, from the picture, students are required to describe or describe based on the image they see. With this method, the development experienced by dyslexic children is that their reading ability can be better because they are able to tell or read from the pictures given.

Based on some of these explanations, the authors conducted an analysis and concluded that the methods used by class companion teachers in SLB N 05 Kota Bengkulu were almost the same as schools in general. However, what makes the difference is the way the teacher uses this method with supporting factors and the repetitions that are carried out for every child with special needs, especially for dyslexic children.

Language skills are an ability that students must have to meet the objectives of learning Indonesian. Language skills consist of speaking skills, listening skills, writing skills, and reading skills. Dyslexic children, who in fact have reading difficulties, are also required to have these four language skills despite having impaired reading skills. When viewed from the application of the learning methods used by the accompanying teachers and the developments that occur, this shows that the child's reading ability is good, although not fluent like other children who are not dyslexic.

Based on the final score in the Indonesian language subject, it shows that all students in grade 7 SLB N 05 City of Bengkulu in the 2019/2020 school year get pretty good scores. All the students' scores in the subject that Indonesia were above 80. With that it can be concluded that the language skills of dyslexic children in SLB N 05 Bengkulu City can be mastered well. It says good here the meaning is for children with IQ levels below average and children who have special needs, are able to read and know the meaning of the text, are able to write letters and sort them, and are able to mention something shown by the teacher.

## **CONCLUSION**

Based on the research results obtained about the implementation of Indonesian language learning in 7th grade dyslexic children at the 05 Bengkulu City Special School, the following conclusions are obtained.

The implementation of learning in dyslexic children is preparation, implementation, and evaluation. Implementation or the learning process and learning tools that differentiate it

from public schools. The process of implementing the learning process for dyslexic children must be more thorough and repeated until the child is truly able to master reading. There are several methods of learning Indonesian used by assistant teachers or class 7 SLB N 05 Bengkulu City in dyslexic children, namely the lecture method, the audiolingual method, the skimming method, and the picture and picture cooperative method. Broadly speaking, the method used is the same as the learning method for normal children in public schools, the difference is that each child in the class can use different methods at the same time according to the child's ability.

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