

# **THE USE OF FLASHCARD MEDIA TO IMPROVE THE ABILITY TO WRITE KV-KV PATTERN WORDS FOR MILD TUNAGRAHITA CHILDREN IN GRADE 8 AT SLBN 01 JAKARTA**

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**Abstract.** *This study aims to determine the use of flashcards media to improve the ability to write KV-KV pattern words of one of the 8th grade tunagrahita students at SLBN 01 Jakarta. The subject is often wrong when asked to write words in dictation. Therefore, researchers used flashcard media to improve the ability to write KV-KV pattern words of one of the 8th grade students at SLBN 01 Jakarta. The method used in this research is Single Subject Research (SSR) experiment. The approach used is quantitative with A-B-A design. Based on research on subjects with the initials A, the results obtained in the form of a mean level of 55.75% at baseline-1, the subject's mean level increased to 76.74% when given intervention, and again increased to 87.85% after the intervention was completed. Based on the results obtained during the study, it can be concluded that the use of flashcards media can improve the ability to write KV-KV pattern words of one of the 8th grade tunagrahita students at SLBN 01 Jakarta. This is evidenced by an increase in the ability to write KV-KV pattern words such as ball, tooth, finger, foot, eye, nail, deer, cow, broom, and hat. From the results of this study, researchers recommend that oral gymnastics exercises can be used as one of the articulation learning methods in the classroom.*

**Keywords:** flashcards, beginning writing, deafblindness

## **1. INTRODUCTION**

Writing is one of the most important skills for children because good writing skills will help them communicate ideas effectively. Writing is also an important skill to prepare children for their future education and career. As said by Rosidi (in Simarmata, 2019, p. 2), writing is a way to express thoughts and feelings in written form, which is expected to be understood by the reader as an indirect means of communication.

Writing skills in children can be learnt early on by fulfilling the basic requirements of writing, such as the ability to hold a writing utensil, make lines, and then thicken the lines to the stage of making written symbols. However, for learners with disabilities, a longer time may be needed to learn writing skills due to barriers in thinking as well as other factors such as fine motor skills, vision, and concentration. With their abilities, mildly retarded learners have the opportunity to develop their writing skills. Based on the case experienced by learner C, he can read words quite well. However, when Subject C was asked to write words even with the KV-KV pattern, Subject C looked confused and asked others what letters he had to write.

The existence of these conditions encourages researchers to find a solution by applying flashcards or word cards with KV-KV pattern syllables. Researchers applied the institutional word method to help Subject C learn to write KV-KV pattern words.

## **2. LITERATURE REVIEW**

### **2.1 Tunagrahita**

Tunagrahita is a condition in individuals who experience intellectual limitations or have an IQ below the average. According to the APA (2013: 33), children who experience tunagrahita are also called IDD (Intellectual Developmental Disorder) or intellectual developmental disorders, where they experience barriers in intellectual, conceptual, social, and adaptive skills development during the developmental period. Meanwhile, according to Maryadi and Gunarhadi (in Supriyati, 2018, p. 108) tunagrahita (mental retardation) is a child who manifestly experiences intellectual mental retardation and retardation far below average so that he has difficulty in academic tasks, social skills, so he needs special education services. Rochyadi and Alimin (2005, p. 11) state that "tunagrahita is closely related to the problem of low intelligence

development and is a condition". This is supported by a statement according to Kirk (in Effendi, 2006, p. 88), namely "Mental Retarded is not a disease but a condition". After reviewing the views of several experts, it can be concluded that tunagrahita is a condition in which individuals experience obstacles in thinking or have a level of intelligence below the average, which appears since birth, and requires special assistance or services so that they can develop their abilities to the fullest.

## **2.2 Mild Tunagrahita**

The APA (DSM V) classifies tunagrahita into four groups including mild, moderate, severe and profound. Mild tunagrahita generally do not experience significant obstacles in carrying out daily activities, they can take care of themselves and socialise quite well. However, in the academic field, they usually need help to understand an abstract concept equivalent to a 5th grade student (Somantri, in Riadi, 2020). According to Somantri (in Riadi, 2020), mild Tunagrahita is also called maron or debil. This group has an IQ between 68-52 according to Binet. Meanwhile, according to the Weschler Scale (WISC) Mild tunagrahita children are one of the classifications of tunagrahita children who have an intellectual intelligence / IQ of 69-55. They can still learn to read, write, and do simple arithmetic to a certain level. Usually only up to grade IV of elementary school (SD).

Through good guidance and education, mildly mentally retarded children can in time earn an income for themselves. Mildly mentally retarded children can be trained into semi-skilled labour such as laundry work, farming, animal husbandry, domestic work, even if properly trained and guided, mildly mentally retarded children can work in factories with little supervision. The American Psychiatric Association (2012, p. 34) describes mild impairment as follows: conceptually for pre-school children, there may be no clear conceptual distinction. For school-age children and adults, there are difficulties in learning academic skills involving reading, writing, arithmetic, time, or money. Through support needed in one or more aspects to meet age-appropriate expectations. In adults, they experience impairments in abstract thinking, executive functioning (planning, strategising, prioritising, cognitive flexibility), and short-term memory, as well as functional use of academic skills (e.g. reading, money management).

A person with moderate thinking disabilities is immature in social interactions when compared to their normally developing peers. For example, he/she may have difficulty in recognising social signals from peers appropriately. Communication, conversation and language use tend to be more concrete or immature than they should be at the same age. In addition, he/she may have difficulty in regulating emotions and behaviour in an age-appropriate manner, which may be visible to peers in social situations. The individual has a limited understanding of risk in social situations; his social judgement is immature for his age, putting him at risk of being manipulated by others (gullibility).

Individuals with thinking disabilities are able to perform age-appropriate self-care. However, they need support in performing complex daily activities compared to their peers. In adulthood, support usually includes grocery shopping, transportation, managing the home and children, preparing healthy meals, and banking and financial management. Recreational skills are similar to peers, although support is needed in making decisions related to well-being and the organisation of recreational activities. In adulthood, the individual usually works in jobs that do not emphasise conceptual skills. Individuals generally need support in making health care and legal decisions, and in competently learning specific skills. Support is usually needed in caring for the family.

## **2.3 Writing Ability of Mild Tunagrahita**

Intelligence is one of the factors that affect writing ability. However, learners with mild impairment have good modalities to develop their writing skills. Through appropriate services and guidance, students with mild disabilities can be guided in their writing skills even to advanced writing. Ayu (2017) conducted research on 5 students with mild disabilities about writing beginnings and obtained the following results, before giving treatment the pretest results of students with mild disabilities obtained a low average score

of 39 and after receiving treatment they got a good average score of 72.75. Based on this research, it can be concluded that through appropriate treatment, the writing ability of students with disabilities can be developed.

#### **2.4 Learning Media**

Learning media is everything that is used to help convey learning so that it is easier for students to understand. According to Nurfadillah (2021, p. 15) learning media is an object used to channel the process to the recipient in the educational process. Soelarko (in Sumiharsono & Hasanah, 2017, p. 10) explains that learning media functions to visualise something that cannot be seen or is difficult to see so that it appears clear and can cause understanding or increase one's perception.

#### **2.5 Flashcards**

Flashcards according to Aulia (2021, Im. 29) are media shaped like picture cards that have two sides, namely the back side and the front side can be a picture and the back side can be a description of the image, this media can improve language development. Meanwhile, according to Kelrey and Hatala (2022, p. 13) Flashcards are small cards containing images, text, or symbol marks that remind or direct students to something related to the image. Aulia (2021, p. 30) also mentions that flashcards have benefits in active learning and lead students to think critically through the experiences they have gained while learning.

#### **2.6 Institution Word Method**

One way to teach learners early writing is to use the Institution word method. According to Rosyadi (2022, p. 182) the institutional word method is a method that directly introduces words to children. The method starts learning by introducing several words that are already known by students. The words are then broken down into syllables, then the syllables are broken down again into letters. Next, the letters are rearranged into syllables and finally into whole words. For example, the word "ball" is broken down into "bo-la" and then broken down again into "b-o-l-a". The next step is to arrange the letters into syllables, and arrange the syllables into the word "bola" again.

### **3. RESEARCH METHODS**

The research method can be interpreted as a scientific way to obtain valid data with the aim of being discovered, developed, and proven. The method used in this research is experimental. Researchers give treatment to objects deliberately and controlled. The experimental method aims to determine whether or not there is an effect of a treatment, as stated by Sugiyono (2014, p. 107) experimental research methods can be interpreted as research methods used to seek the effect of certain treatments on others under controlled conditions.

The method used in this study uses experimental methods with single subjects or single subject research (SSR). This single-subject experimental method aims to determine the use of picture word cards or flashcards to improve the ability to read KV-KV pattern words. The design used in this study is the A-B-A research design. In the A-B-A design, first the target behaviour is measured continuously in the baseline condition (A1) with a certain period of time followed by the intervention or treatment condition (B). After measurement in the intervention condition (B), measurement in the baseline condition (A2) is given. The addition of the second baseline condition (A2) is intended as a control to draw conclusions about the existence of a functional relationship between the independent variable and the stronger dependent variable (Sunanto, 2006: 44). This design has three stages of conditions, namely:

#### **1) Baseline 1 (A1)**

Baseline 1 is the initial condition of the subject with the initials C before being given treatment. Data collection regarding this initial condition was carried out by observing the

ability of the subject's Write KV-KV pattern words without any help from others (natural).

2) Intervention (B)

This stage is the process of providing treatment in the form of using flashcards to improve the ability to write KV-KV pattern words. The subject is shown the picture on the flashcard and asked to mention the picture. After the subject mentions the word then he is guided to mention slowly and write the word. Example: the subject is shown a flashcard with a picture of a ball and then asked to say its name slowly (bo-la). The subject is asked to mention any letter to write the word "ball". The words used in this study were 10 KV-KV patterned words.

3) Baseline 2 (A2)

Baseline 2 as a control in the intervention results or condition of subject C, after being given treatment so that it can be calculated and draw conclusions on the presence or absence of a relationship between the independent and dependent variables.

#### 4. RESULTS AND DISCUSSION

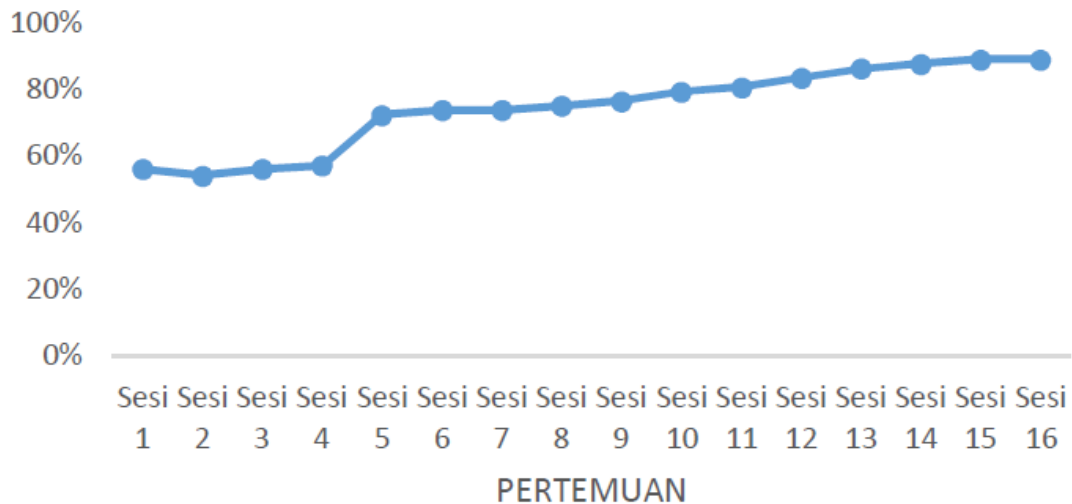
The data obtained from baseline 1, intervention to baseline 2 are recapitulated into one table and graph to see the development of the ability to pronounce words with KV-KV patterns. This aims to see an increase in the subject's ability before being given treatment (baseline 1), when given treatment (intervention), and after being given treatment (baseline 2). The following is a presentation of the data that has been recapitulated:

**Table 1**  
**Data Recap (A-B-A)**

Sesi	Presentase		
	<i>Baseline-1 (A1)</i>	<i>Intervensi (B)</i>	<i>Baseline-2 (A2)</i>
1	56%	72,22%	86,11%
2	54%	73,61%	87,50%
3	56%	73,61%	88,89%
4	57%	75%	88,89%
5		76,39%	
6		79,17%	
7		80,56%	
8		83,33%	

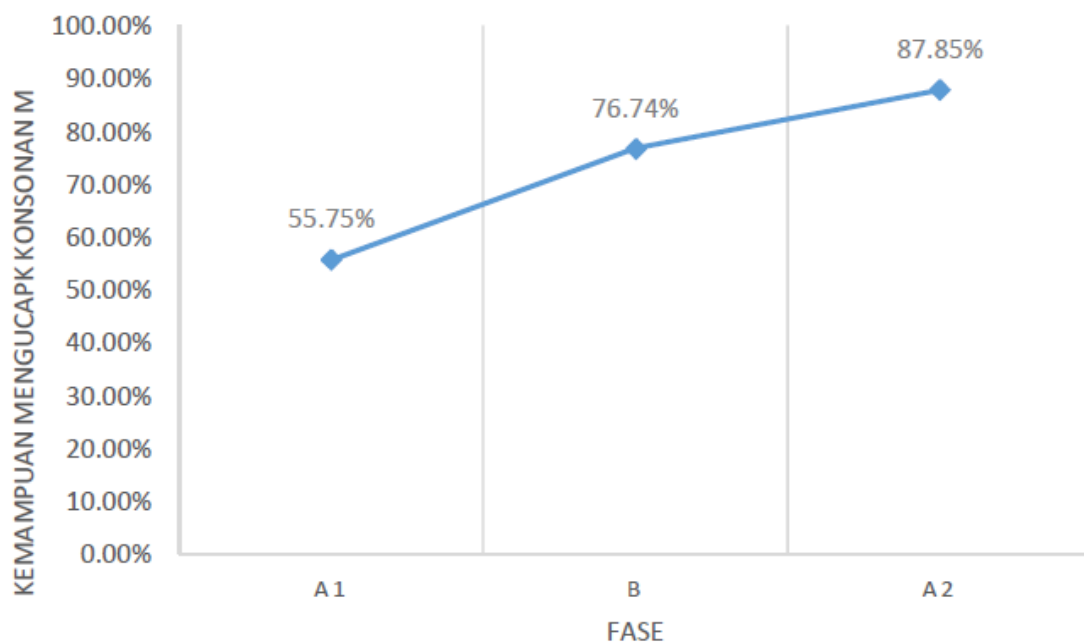
Overview of data recapitulation with graphs:

**Chart 1**  
**Data Recapitulation (A-B-A)**  
**KV-KV pattern word ability**



The data that has been recapitulated is then calculated the mean level to see a clearer increase in each condition. The mean level in baseline-1 condition was 55.75%, in intervention was 76.74%, and in baseline-2 was 87.85%.

**Chart 4.5**  
**Mean level (A-B-A)**



## RESEARCH RESULTS

Based on the use of flashcards, it can be concluded that this media can improve the ability to write KV-KV pattern words. In its use, flashcards provide visual images and words that allow students to more easily understand and remember the words. In the case of KV-KV pattern words, flashcards can be used to help students understand this pattern visually and also help them in writing the words correctly. With flashcards, students can see the pictures and words presented visually, allowing them to understand the KV-KV pattern better. Students can also practice writing words with KV-KV patterns through the use of flashcards, so they can improve their ability to write words with this pattern. Therefore, the use of flashcards in learning can help improve students' ability to write KV-KV pattern words.

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