



Improving The Ability To Recognize Object Through Flip Chart For Deaf Children

(Single Research Subject in SLB Al-Ishlaah, Padang City)

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Abstract

This research is motivated by the problems that researchers found at SLB Al-Ishlaah Padang, a deaf child with the initial A has not been to recognize object in the surrounding environment. Based on this, this study aims to improve the ability to recognize objects correctly and see if this flip chart media can have a positive impact.

This study uses an experimental approach in the form of single subject research (SSR) with an A-B-A design. The assessment in this study is consistent with measuring the correct number of objects. The results of this study indicate that the ability of deaf children to recognize objects increases, in the initial baseline conditions carried out four times the child is only able to know four objects, namely mirrors, keys, tables and clocks correctly. In the intervention condition or when given the observed treatment. During the five meetings the child's ability increased, the child was able to recognize six objects, namely lamps, mirrors, keys, tables, clocks and brooms. Then, at the final baseline the child's ability to recognize objects remained good. The result of this study prove that the use of flip chart media can improve the ability to recognize objects in deaf children.

Keywords: *Recognizing objects, deaf, flip chart media*

Preliminary

Children with special needs are children who require special services in aspects of life. There are several kinds of disorders such as visual, physical-motor, behavioral barriers and one of them is students who experience hearing impairments or commonly called deaf children (Ariyona & Damri, 2019).

Deaf children are children who have lost all or part of their hearing power so that they are not or are not able to communicate verbally and even though they have been given help with hearing aids, they still need special education services (Damri, 2019). A person who

experiences hearing loss, whether it is mild, moderate or severe, will cause problems in communication and language. Deaf children are children who have lost all or part of their hearing power so that they are not or are not able to communicate verbally and even though they have been given help with hearing aids, they still need special education services (Damri, 2019). A person who experiences hearing loss, whether it is mild, moderate or severe, will cause problems in communication and language.

The impact of limitations, children have difficulty in receiving and analyzing any learning and information provided, so they must be stimulated

through visuals. The problem with the deaf is not that they do not master a means of verbal communication, but because they do not or lack in understanding the symbols and rules of language. Specifically, they do not recognize or understand the symbols or names used in the environment. Such as events, activities, feelings and objects and not understanding the rules/ systems/ grammar, (Wahyuni, 2020).

The results of the assessment that was carried out in one of the special schools in the city of Padang, showed that 10% of children were able to recognize the names and shapes of objects in the environment. This is proven by looking at the acquisition of the child's ability to answer questions from the author. Of the twenty-three objects shown, only seven are known to the child.

To strengthen the statement above, the writer interviewed the class teacher, based on the results of the interview, it was known that the child was able to read, and even write every assignment given by the teacher. The teacher also said that for daily communication at school, children tend to use oral language with expressions rather than using sign language because in everyday communication, children understand oral language better. For objects in the classroom when they want to use these objects, the child immediately takes them. However, when the teacher is ordered to take something, for example a broom with oral instructions and a signal, the child cannot give the teacher what he was ordered to do.

From the situation experienced by the children above, the authors assume that children need services so that children's understanding of recognizing names and shapes of objects can increase. Because if allowed to continue then this will have an impact in several aspects of life, one of which is in the aspect of communication and language. To overcome children's problems, strategies, models and learning media are needed that can be used to improve children's ability to recognize

names and shapes of objects. One of the learning media that the researchers found was Flip Chart media.

Flip chart media or flip boards are a collection of paper resembling an album or calendar measuring 50 x 75 cm, or a smaller size 21 x 28 cm as a flip book which is arranged in an order that is tied at the top (Firdausy, 2016).

Method

In this study, the author uses a quantitative approach with experimental research type. According to (Jaedun, 2011) Experimental research is research conducted on variables whose data does not yet exist so it is necessary to carry out a manipulation process through giving treatment or treatment to research subjects in order to generate an event / the circumstances under which the consequences were studied. In this study the authors used a single subject research approach (single subject research). The design in this study is A-B-A. Where A (Baseline 1) is a symbol of flat line data, which is an initial ability before being given treatment, the intervention phase (B) is the condition of the child when given treatment, and A (Baseline 2) is the condition of the child after being given the intervention.

The data obtained were analyzed by visual data graphs. The results of this study indicate that in the baseline condition (A1) four times, the percentage results are in the range of 40%. In the intervention condition (B) five meetings using flip chart media were in the range of 86%. Finally, in the baseline condition (A2) four meetings without treatment, the percentage result was 90%. Where the trend of direction, trend of stability, trend of stability, trend of data trail, and level change are positive.

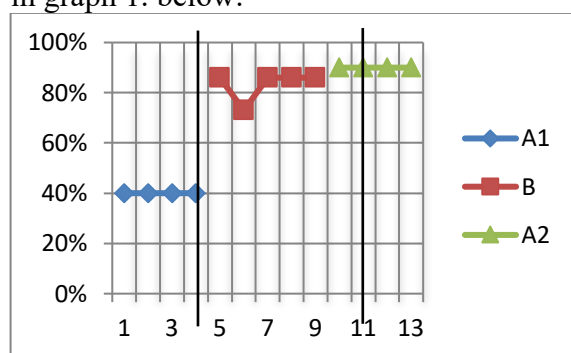
Results and Discussion

Based on the results of data collection conducted in 13 meetings, three data conditions were obtained. The initial baseline condition (A1) before the intervention was given was carried out 4

times. In the condition of giving intervention (B) using flip chart media, 5 meetings were held. Furthermore, in the baseline condition (A2), the condition after being given the intervention was carried out 4 times. The results of data collection for each condition can be seen in the following graph:

Graph 1 Early Reading Ability
In Conditions A1, B, and A2.

The results of the initial reading ability in conditions A1-B-A2 can be seen in graph 1. below:



Graph 1. Conditional A1 – B - A2

Based on graph 1, the ability of students in the baseline condition (A1) shows the results, namely 40%,40%,40%,40%. In the condition of giving the intervention (B) the students' abilities showed an increase that was seen in the results obtained were 86,6%,73,3%,86,6%,86,6%,86,6%. And in the condition after being given the intervention (A2) the students' abilities showed an increase which was seen in the results obtained were 90%,90%,90%,90%

Based on the results of data analysis carried out, it is proven that flip chart media can improve the ability to

recognize objects in deaf students. This can be seen in the condition of the child during and after the intervention using flip chart media.

Conclusion

The use of flip chart media in helping deaf children at SLB AL-Ishlaah Padang in recognizing objects in the surrounding environment shows an increase. Overall, children are able to recognize objects (lights, keys, brooms, tables, chairs, mirrors, doors, clocks,) correctly, while mattresses and pillows are not optimal in recognizing them. So it can be concluded that flip chart media can improve the ability to recognize objects for deaf children.

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