



Development of Flash Card Media to Improve Expressive Language Skills in Children with Motor Impediments

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Abstrak

Permasalahan anak dengan hambatan motorik yang mengalami kesulitan bahasa ekspresif perlu mendapat upaya penyelesaian yang tepat agar kesulitan itu dapat teratasi dan mendapatkan layanan pembelajaran yang sesuai dengan kemampuan dan kebutuhannya. Berdasarkan permasalahan tersebut peneliti mengembangkan media Flash Card yang memiliki peranan yang sangat penting untuk mempermudah anak dalam mempersepsi sesuatu. Kesulitan belajar membaca teknis salah satunya karena sulit berpikir abstrak, sehingga guru dapat mensiasati dengan menggunakan media yang sesuai dengan tujuan dan materi yang diajarkan. Cara mengatasi permasalahan tersebut adalah dengan pengembangan media belajar yang sesuai dengan kemampuan anak. Media diperlukan untuk mempermudah anak dengan hambatan motorik dalam belajar. Metode yang digunakan adalah pendekatan kualitatif deskriptif.

Kata Kunci: bahasa ekspresif; flash card; hambatan motorik.

Abstract

The problems of children with motor disabilities who experience expressive language difficulties need to get the right solution so that these difficulties can be overcome and get learning services that suit their abilities and needs. Based on these problems the researcher developed Flash Card media which has a very important role to make it easier for children to perceive something. One of the difficulties in learning to read technically is because it is difficult to think abstractly, so the teacher can work around this by using media that is in accordance with the goals and material being taught. The way to overcome these problems is to develop learning media that are suitable for children's abilities. Media is needed to make it easier for children with motor impairments to learn. The method used is a descriptive qualitative approach

Keywords: expressive language; flash cards; motor disabilities.

Introduction

Language is the ability that humans have to communicate with other humans. Language is needed in everyday life, as a communication tool in the form of sound symbols produced by humans, one of which

is expressive language which is the ability to communicate symbolically either visually or auditory. Expressive language is used in communication to express what the child wants by expressing himself in speaking. The development of expressive

language is necessary both in learning and in everyday communication. This is in accordance with the expressive term according to the Indonesian Dictionary (2013: 133), namely: "able to describe the feelings of the heart". According to Moeslichatoen (2004:15) expressive language is "the main form of expressing thoughts and knowledge". The way children describe feelings through language is different, because they have language difficulties to communicate with others, often children with motor disabilities have language difficulties to communicate with others.

The problems of children with motor disabilities who experience expressive language difficulties need to get the right solution so that these difficulties can be overcome and get learning services that suit their abilities and needs. Based on these problems, the researchers wanted to find other solutions on how to overcome expressive language difficulties in children with motor disabilities. Children with motor disabilities need concrete learning, therefore the media has a very important role to make it easier for children to perceive things. One of the difficulties in learning to read technically is because it is difficult to think abstractly, so the teacher can work around this by using media that is in accordance with the goals and material being taught. The way to overcome these problems is to develop learning media that are suitable for children's abilities. Media is needed to make it easier for children with motor impairments to learn.

Method

The research method used is a descriptive qualitative approach by studying the development of the media applied through observation or observation. The program flow is as follows following.

Research type descriptive qualitative is A method research that utilizes qualitative data and elaborated history descriptive. Research type descriptive

qualitative often used For analyze event, phenomenon, or circumstances in a manner social. On research This is combined study descriptive and qualitative For display result data analysis circumstances subject.

Results and Discussion

The term motor is taken from the word motor which means "movement" in relation to the meaning of motion in question is an activity that relies on the role of body movement as movement behavior. Motor behavior (movement) is a generic term that leads to the notion of "real behavioral symptoms that are observed and displayed through muscle or limb movements under the control of the nervous system" (Rusli: 2006). There are two terms that are often used in relation to motor learning, namely motor skills and motor skills.

Some children with motor disabilities have poor language development. This happens because of poor language development, lack of clarity of articulation, limited vocabulary, often makes mistakes in vocabulary, has difficulty expressing words or forming long sentences, thus causing a lack of verbal communication skills.

The problems of children with motor disabilities that have been described above can be handled by using media that are in accordance with the goals and materials being taught, one of which is Michael Flash Card. Windura (2013: 121) argues that: "The Michael Flash Card system can be a very effective and fun learning tool." This learning media can be played while the learning process is taking place, so that it can be used as the main learning aid with the concept of playing for learning, by playing children can be stimulated to be able to use a lot of words so as to improve expressive language.

Michael Flash Card is a relatively effective two-sided card for improving expressive language, for getting to know the names of letters, numbers, animals and fruits, so that it can help ease the process of

remembering and at the same time keep children's memory.

Based on the results of the assessment, there were problems with children's ability to express words that could affect children's communication, so that Flash Card media was developed to help children practice expressive language skills, and so that children had a will and were motivated to learn.

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effective two-sided card for improving expressive language, for getting to know the names of letters, numbers, animals and fruits, so that it can help ease the process of remembering and at the same time keep children's memory. The results obtained on the subject were a score of 76.67 with the category developing according to expectations.

According to Windura (2013: 121) the following are reasons why Michael Flash Cards can be very effective and fun learning aids: a. Strong association between the front and back; b. The Ci Luk Ba Phenomenon! ; c. One card = one idea ; d. Brain management; e. There are tips on strengthening memory and understanding; f. High mobility; g. Playable; h. Fun Based on the opinion above, the back and forth card media is relatively effective for improving language, one of which is expressive language which is the ability to communicate symbolically both visually and audiotically. *Flash Card* media with the Weather theme :

Table 1. Results of Media Development Implementation

No.	Statement	Ability			Score
		Capable	Able with Help	Unable	
1.	Shows a picture of the sun	√			2
2.	Mention the word sun based on the picture	√			2
3.	Shows a picture of the moon	√			2
4.	Say the word month based on the picture	√			2
5.	Shows signs of rain		√		1
6.	Mention the signs of rain			√	0
7.	Shows the mood in the morning based on a picture	√			2
8.	Say the word morning based on the picture	√			2
9.	Shows a picture of the atmosphere during the day	√			2
10.	Shows a picture of the atmosphere in the morning	√			2
11.	Shows an image of the atmosphere at night	√			2
12.	Say the word night based on the picture	√			2
13.	Shows sunny, cloudy, overcast and rainy images		√		1

14.	Identify sunny, cloudy, overcast and rainy images			√	0
15.	Describes today's weather conditions		√		1
Total score					23

Score :

Able to independently = 2
 Able with assistance = 1
 Unable = 0

Criteria:

Not Developed = <40
 Start Growing = 41-60
 Developing As Expected = 61-80
 Very Well Developed = 81-100

$$\text{Rating} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100$$

$$\text{Rating} = \frac{23}{30} \times 100 = 76.67 \text{ (Developing as expected)}$$

Implementation results shows the learning needs of children with motor disabilities, based on the results of assessments that have a strong influence on manipulative movement skills such as; holding, wrapping (*throwing*), thrusting or inserting (*striking*), and pulling (*catching*). This activity is categorized into fine motor . Problems in subject F experienced motor difficulties, besides that problems were also in the field of communication, namely expressive language.

Language is also an important aspect in communicating for children with motor disabilities with other people. Subject F's initial conditions, including birth defects, stiff left hand, *broken home child* , still assisted with eating and drinking, difficulty communicating, sometimes rough interactions, such as sudden hitting.

The results of the assessment showed ability F, including children able to walk properly, children able to sit properly , children able to show pictures according to orders , children able to understand what the teacher instructed , children able to do as ordered, such as Take your bag !, Open the book in your bag! The child is able to hold a pencil with the right hand (note: duration

2-3 minutes and then released), and the child is able to scribble on paper or books.

Weaknesses in ability F, include children having difficulty communicating in expressing words, changes in behavior towards others, due to lack of motivation from those closest to them, and children experiencing left hand stiffness.

Based on the results of the assessment, there were problems with children's ability to express words that could affect children's communication, so that Flash Card media was developed to help children practice expressive language skills, and so that children had a will and were motivated to learn. Based on the opinion that the back and forth card media is relatively effective for improving language, one of which is expressive language which is the ability to communicate symbolically both visually and audiometrically.

Flashcard media is one of the media that can be used to introduce expressive language by using certain material or themes, such as weather. Flashcard is a learning medium in the form of two-sided cards. The pictures can be made directly by hand or using existing photos or drawings

which are then pasted on flashcard sheets and written on the other side of the picture.

Conclusion

Media development for child with obstacle motor in accordance with need child via Flash Card media. Planning activity with use this medium as tool For increase ability Language expressive child. Condition before that is child difficult communicate in express words and change behavior become rough , as well lack of motivation For learn . After media development applied to children , then child can communicate with express the words or sentence with image media assistance , as well child motivated For learn .

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