



## Effectiveness of Activity Book Media in Improving Writing Skills in Severly Deaf Children

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### Abstrak

Penelitian ini bertujuan untuk membuktikan efektivitas media activity book dapat meningkatkan keterampilan menulis anak tunarungu berat terkhusus menulis kalimat sederhana SPO di SLB Budi Karya Kabupaten Limapuluh Kota. Media media activity book berbentuk media buku 2 dimensi berisi latihan pola kalimat yang telah dimodifikasi untuk membantu siswa meningkatkan keterampilan menulis. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen Single Subject Research (SSR) dengan desain A-B-A, serta analisis data menggunakan grafik visual yang memasukkan data yang diperoleh selama pengamatan kondisi A-B-A ke dalam grafik. Hasil penelitian efektivitas media activity book dapat meningkatkan keterampilan menulis khususnya menulis kalimat sederhana pada anak tunarungu kelas X di SLB Budi Karya Kabupaten Limapuluh Kota.

**Kata Kunci:** media activity book, pola kalimat SPO, tunarungu berat

### Abstract

This research aims to prove whether activity book media in improving the writing skills of children with severe hearing impairment, especially writing simple SPO sentences at SLB Budi Karya, Limapuluh Kota Regency. The activity book media is in the form of a 2-dimensional media book containing modified sentence pattern exercises to help students improve their writing skills. This research uses a quantitative approach with the Single Subject Research (SSR) experimental method with an A-B-A design, as well as data analysis using visual graphs that include data obtained during observation of A-B-A conditions into graphs. The results of research on the effectiveness of activity book can improve writing skills, especially writing simple sentences in class X deaf children at SLB Budi Karya Limapuluh Kota Regency.

**Keywords:** activity book media, SPO sentence patterns, Severe Deafness

### Introduction

Education is a bridge between the efforts of people who have the

responsibility to educate children to develop behavior. One example of education that everyone must receive is 12

years of compulsory education because compulsory education provides a way for people to behave and speak politely (Putri & Zulmiyetri, 2023). In Indonesia there are many languages typical of each region, therefore a national language was created using Indonesian so that all groups can communicate without any language barriers.

In schools it is mandatory to learn Indonesian because it is a necessity that is taught and developed up to universities, with the aim that students have good language skills (Hayusni, 2024). The focus of this learning is to develop students' communication skills, both verbal and written, with the hope of improving their communication skills through the learning process. Learning Indonesian in the Merdeka curriculum does not only have several skills that must be possessed, namely receptive language skills such as listening, reading, seeing, and productive language skills such as speaking, presenting and writing. Writing is an activity that expresses thoughts through words which is a challenge for children because they have to explain the intent and purpose clearly (Syaputri et al., 2021).

What is meant by a deaf child is someone who experiences a deficiency or loss of hearing ability, either partially or completely (deaf), which results in him being unable to use his hearing aids and this can have a complex impact on his life (Aulia, 2012). One of them is the problem of language development which is influenced by the ability to hear, whereas the ability to speak develops first before the ability to write (Zulmiyetri, 2012a), so that there are obstacles in the development of communication, language, intelligence, emotions and social (Lestari & Zulmiyetri, 2019). The impact can also be seen that deaf children have minimal vocabulary and abstract reasoning which results in low

written language development for deaf children in receiving information and learning in class (Zulmiyetri, 2017), so communication coaching and training is needed for deaf children (Suparno, 2007).

The ability to write is a complex skill, requiring the understanding and mastery of a range of knowledge (Rifdah & Rizkiani, 2022). Some of the key aspects required include the ability to think regularly and logically, express clear thoughts, use effective language, and apply good writing rules, where deaf people also need to have these abilities (Damri & Afdillah, 2020). According to (Putrayasa, 2016) a sentence is the smallest language unit capable of conveying a thought as a whole, starting with a capital letter and ending with a period (.), question mark (?), or exclamation mark (!). In a simple sentence, the presence of a core element is a necessity, these elements are the Subject (S) and Predicate (P) and Object (O) elements as sentence completion.

Based on a preliminary study conducted by researchers at SLB Budi Karya Limapuluh Kota Regency in Class X initial F with hearing impairment in the range of 71-90 decibel units (Supena, 2021). After observing more clearly and seeing the results of the exercises they had done, it was found that the children had difficulty explaining and writing down activities in practice question. Like random word exercises and children are asked to write words into correct sentences, but in the exercise children write backwards and forwards where the subject word is placed in the middle or at the end, for example the sentence "we have an Indonesian exam" becomes "our exam is Indonesian". Apart from that, in the practice of writing down what activity is being carried out in the picture, deaf children often write only two words, subject and predicate, such as the picture "mother watering flowers" becomes just "mother water" and the words "big brother studying mathematics" becomes "studying books". It can be seen from this that children often write with two words,

subject and object or just predicate and object.

Based on the problems that occur, researchers want to try using picture media that supports improving the ability to write simple sentences for deaf children with activity book media, namely interactive visual books packaged with attractive pictures and colors (Zulmiyetri, 2012b). This book emphasizes activities related to skills, for example matching, sticking to each page (Ramadhani & Sudarsini, 2018). The advantage of using activity book media is that it can be done inside or outside the learning process by using visual displays such as pictures, artificial objects and charts (Damri, 2019).

### Methods

This research uses a quantitative approach with experimental methods. The experimental research in this study aims to determine whether or not there are symptoms or events from a treatment that will be given to the subjects studied. The experimental method used in this research is Single Subject Research (SSR) to prove the effect of intervention in situations where assistance is needed (Rumapea, Monica & Zulmiyetri, 2021).

According to (Sunanto, 2005) SSR is included in experimental research which aims to determine the extent to which a treatment given to a subject repeatedly over a certain period of time affects the subject. The purpose aim of this study is to determine the effectiveness of activity book media in improving the ability to write sentences in children with severe hearing impairment.

The research uses a single subject research design, namely A-B-A which has three phases with condition A-1 (Baseline 1), knowing the profile and condition of the development of students' basic abilities, in this case the ability to write sentences before being given treatment (intervention). Condition B (intervention), namely the subject's condition while being treated with activity book media repeatedly until the

data obtained is stable. A-2 (Baseline 2), repetition of initial conditions as a comparison of the extent to which the intervention had an impact on the subject. The subject in this research was a student with the initials F class X SMA who attends SLB Budi Karya.

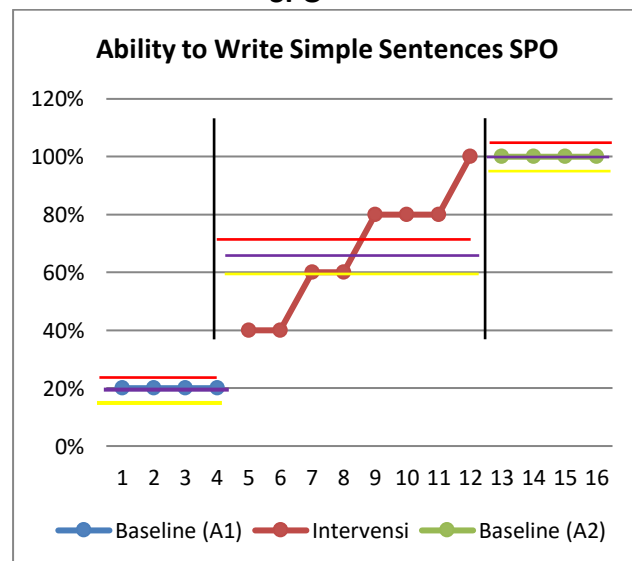
### Result and Discussion








This research was conducted 16 times. With a baseline condition (A1) of 4 meetings, intervention conditions (B) 8 times and baseline conditions (A2) conducted 4 times. A1 data obtained from observing students' initial ability to write simple sentences SPO, get a percentage of 20%, 20%, 20%, 20%. Condition B observed the increase in students' abilities while being given activity book media to obtain results 40%, 40%, 60%, 60%, 60%, 80%, 80%, 80%, 100%. And condition A2 was carried out 4 times to get a percentage of 100%, 100%, 100%, 100%.

From the data obtained in 3 conditions, namely baseline (A1), intervention (B), and baseline (A2), the researcher stopped observing because he had obtained stable data in the last 4 meetings at baseline (A2).


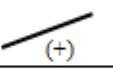


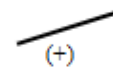

Below is a summary of the percentage in the 3 conditions A1-B-A2:

**Graph 1 Ability to Write Simple Sentences SPO**






Data <i>Baseline</i> (A1)	: 
Data <i>Intervensi</i> (B)	: 
Data <i>Baseline</i> (A2)	: 
change of condition	: 
Mean Level	: 
upper limit	: 
lower limit	: 

**Table. 1 Summary of In-Condition Analysis**

Condition	<i>Baseline</i> (A1)	<i>Intervensi</i> (B)	<i>Baseline</i> (A2)
Condition Length	4	8	4
Estimated Directional Tendency			
Stability Tendency	Stabil (100%)	Tidak stabil (25%)	Stabil (100%)
Tendency Direction			
Stability Level and Range	Variabel 20%-20%	Variabel 40% - 100%	Variabel 100%-100%
Level Change	20-20 = 0 (=)	100 - 40 = 60 (+)	100 - 100 = 0 (=)

**Table. 2 Summary of Interconditions Analysis**

No	Condition Comparison	A1/B/A2
1	Number of Variables changes	1
2	Change in Direction Trends and Theui Effects	  
3	Changes in Stability Trends	Stable- Un Stable- Stable
4	Level of Change : a. Level of Change in B/A1 b. Level of Change in B/A2	40% - 20% = 20% 100% - 40% = 60%
5	Overlapping Data : a. Present Overlap from A1 to B b. Present Overlap from Overlap A2 ke B	0% 50%

The problem in this study is found in class X severe deaf students at SLB Budi Karya in Lima Puluh Kota Regency who

have difficulty in writing sentences that are in accordance with sentence patterns, one of which is a simple SPO sentence.

The provision of media to deaf children is based on the principles of learning for deaf children with the principles of face-to-face learning, responding to what is being said, using the right media, and minimizing the use of the lecture method.

Activity book media is carried out with individualized learning, which is given to severely deaf children because they still experience problems in the aspect of writing simple SPO sentences. The use of activity book media is given by students reading the material in the media and students are asked to fill in the practice questions in the activity book media.

The use of activity book media in learning to write simple SPO sentences has increased well, seen from the intervention conditions there are good changes and improvements are also seen in the conditions after the intervention.

From the previous explanation, the results of observations using activity book media in improving writing skills in deaf children in class.

### Conclusion

Based on the results of research, using activity books can improve writing skills in children with severe hearing impairment in class X SLB Budi Karya Limapuluh Kota Regency. To be able to optimize the provision of media, good cooperation is also needed from teachers, parents and students by providing encouragement so that children do not give up easily (Budiutami & Zulmiyetri, 2023).

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