



TEACHING READING FOR MENTALLY DISABLED USING REPETITION METHOD

Siti Rohmah¹, Sri Eka Lestari Nurjannah², Amelia Damayanti³,

⁴ Dwi Jiyan Sukmawati, ⁵ Hanif Prasetyawan, ⁶ Muhimatul Ifadah, M.Pd
Sity.rochmah23@gmail.com¹, eekanurjanah0@yahoo.co.id², ³ Ameliadamayanti@gmail.com
Hanif.prasetyawan48@gmail.com⁴, jiyansukma22@gmail.com
Universitas Muhammadiyah Semarang

Abstract

This program was aimed to help those disabled children to read in Al-Rifdah orphanage, started on April 2018, based on the previous assesment, the appropriate method is repetition. Seven children were intensively taught by using flashcard, scrambled word, and other media. The children were able to follow the instruction, able to read word and sentence. Face to face interaction and private atmosphere is a need for those children. That was why, one tutor handled one child. However, the need for those children is not only indicated by letters recognition, or follow the instruction, but engaging communication is also a need for them. Gradually, this treatment can also help them to co communication, but of course time which is needed is much longer than those ordinary people.

Keywords : Mentally Disabled, Reading, Repetition Method

1. Introduction

Every child has their own strength and weakness, and every child has the same right to get education, not excepting for mentally disabled, as we can see in constitution no 19 year 2011 about declaration in human right of people with disabilities on November 10th2011, explain about people with disabilities have the same chance in every aspect life such as protection, honor, and fulfillment right for people with disabilities which are including proper acomodation, health, education, job, politic and others. Then, it is clearly that one of disabled people right is getting proper education as other children generally without exception with mentally disabled people in orphanage for disable children Al Rifdah Semarang, there is no learning activity yet or intellectual training for children in that institution. Somehow, the activities is just going out to be eating, sleeping, taking a bath, taking rest, etc. Hence, there should be an activity which is able to strengthen children thinking ability, one of the activity is through Reading education, or specifically reading.

In daily life, the problem which should be faced by mentally disabled children are the way they communicate each other and the circumstances like communicating, doing daily activity and education problem. Beside, mentally disorder are not going good positive response when they get the stimulation. Those children, however is also physical disabled. Though, mentally disorder can be

said has decreased function because there is no activity to stimulate their senses. Basically, mentally disabled is mental retardation. Mentally disabled children have under average IQ rather than normal children, then however, it impacted to their intelligently and intellectually.

2. Methods

This program being done in 5 month where taking a place in Mentally disabled orphanage Al Rifdah Semarang by one hour duration for giving the materials. Reading education on mentally disabled is having some step activities which has been suited with the purpose those activity, such as having cooperation and training from SLB Semarang teacher to give team empowerment how to teach children with disabilities , the tool which should be used to teach them by SLB teacher helping, the team can make pre assesment over Al Rifdah children mentally disabled individually to know how far their ability and neediness, such as classifying, in that place to prepare the difficulties, next step which is learning process especially reading skill. Furthermore SLB teacher is also helping us to train and give guidance either for team, orphanage staffs. According to Amin, Muhammad (1995:116) mentally disorder is children that have intellectuality under the normal child, they get the obstacle behaviour, adapted in their surrounding. In other words, mentally disorder need guidance in their daily activity in order to their behaviour to be controlled.



Witmer dan Kontinsky Frampton dan Gall (1995:117-119) stated, basically there are 8 needs for mentally disabled, as follows : **the sense of trust**, The feeling of being assured of the environment that the children first experiences is the pleasure of eating, sleeping and take a rest. Of course it is also experienced children in orphanage mentally disabled Al Rfidah Semarang, in other words they only did activity just for theirself, and need someone to help him/her. Then, **the sense of Autonomy**, in this part the children try to do something related the motoric activity, such as touching, holding, and releasing, **the sense of initiative**, in this part the children try to imitate the attitudes of others seen, **the sense of duty and accomplishment**, the children they did not experience it, then they in hampered categories in their life, the **sense of identity** in this part they release to find who is she/he, therefore they need guidance from the parents, teacher, or someone in their environment. **The sense of intimacy**, in this part mentally disabled children usually feel difficult when they met someone, and sometimes they seem introvert more than normal person, **the sense of parental** this stage of development is characterized by the inclusion of an individual in adulthood and his desire for others beyond his attention to himself. At this time it is also marked by the acceptance of the fact that giving is better than receiving. **The sense of integration**, this part the children very dependent on the seven need before, because mentally disabled requires more specific attention to meet their needs.

As of implementing learning process is being done intensively and without any forcemeat. That is one child one tutor, so that there will be no jealous, and in convenient happened during learning process. Moreover, we need limited time in learning process, which is not more than one hour, because it is feared will be impacted to their health such as cramp, and unstable emotions. Mentally disabled disorder need more time to take a rest rather than normal people, and adjusment with other activities. Learning process which is being meant here is learning to train their independence not only focus on physical activity, but also sharpening their mind is also need. Eventhough, need more long time and more patience to do. As if they always got trained, guided, and motivated. They are can do same thing like ordinary people generally, and maybe they can do more. But, need time and specific attention from people surrounding. In this service community, the team used media such as scramble word, flash card, smart book AIUEO for learning and recognizing reading rather than, that the team also used stationary as supported material. In addition, the

approaching media by using gesture or non-verbal communication is being considered to teach children who has deaf and speech empaired. One of the media that used is of scramble word adjusted for the students needs. The way is remove all of the letter in the scramble word, the the child should arranged again until the reading in the appropriate position, off course the teacher give guidance for learning process. Before applied the method above, the teacher need some of rule that should be applied in learning process, such as : Teacher is not allowed to play mobile phone in front of the children teacher should often to give appreciate to the children the teacher should focus on her studentsthe teacher should stimulated the children to communicate with non vocal way or gesturethe teacher should prepared what the material that will be taught for the students

don't use things that can distrubed the students concentration.

Do not force children to recognize several letters in one time, the teachers should show happy face in order to the students have motivation to study

Children who speech impaired, they learn reading through throwing letters that have been written by teachers in a special book, when a child try to write something, don't forbid him such as saying ("no, no, no shaking body language, etc.), wait for a few minutes, then continue the material and the last is the teachers must be patient and always give full attention to the children.

3. Result

The result from those program activity implementation step in Mentally disabled orphanage Al Rfidah Semarang which are :

1. Increasing communication ability on mentally disabled disorder is showing positive response. Before this activity implementied, those children difficulty in communication, eventhough simple word (eats, drink, sleep, take a rest and etc). Then, that why the program activity is being done by pre assessment to know every child need, and to know what should team do to overcome the difficulty.
2. Indiyah, (1999) ADHD (Attention defisit hyperactivity disorder) is a behavior that develops imperfectly and arises in children and adults, in other words someone who have ADHD, they lack lack of ability to pay attention, control the movement of their emotions and difficulty to controll their motoric. The control emotion in ADHD suffer (Attention defisit



hyperactivity disorder) are better, before this activity implemented, they got hyperactivity movement in their daily, but after doing some treatment, they got better adaption. For example in the learning process. There are some symptoms of ADHD (attention Deficit Hyperactivity Disorder) children : they often fail to pay attention make careless mistakes in school work and other activities, often takes the trouble in focusing on tasks or did activities, they often did not listen instruction carefully, often do not follow instructions well and failed in completing school task, assignment, (not due to behavior against or failure to understand instructions), often experience difficulties in performing tasks and activities, Often losing essential items for tasks and activities, such as game loss; losing pencils, books and other stationery, often avoid, dislike or reluctant to perform tasks that require supported mental effort, such as completing school task or homework, often confused in a simple things, and often forget in completing the daily activities.

3. Mentally disabled disorder have recognized the reading, but 6 to seven children have not got an reading activity before.
4. Mental retradation suffer, Crocker 1983, mental retardation is when someone is clearly a low intelligence function that is accompanied by problem in the adjustment of behavior and symptoms arise at the time of development. They can read the sentence well before it, they got difficulty in recognizing consonant and forget how to write the reading such as A,B, C, and etc.

Delphie, (2006:69) stated one of the method that can used to teach mentally disorder is instructional media, especially in learning process. In order to make the students understood what the lesson. such as in orphanage Al Rifdah Semarang, the team using some of media such as flash card, scramble word, smart book, etc, that are appropriate for the mentally disabled children in order to they can not get bored when studied, beside that (Nasih, 2009:91) stated drill method is a method used to

obtain is understanding that is done repeatedly, this method appropriate for those children, team should repeat what he said until the children understood, for example when the teacher taught reading, the children can not memorize in one time, but more than that, although only two reading, and there are the benefit of using the drill method students will gain dexterity and proficiency in doing something according to what they learn, it can lead to a sense of trust in which the student who has successfully learned has skills that will be useful in the future, and the teachers are easier to control and can distinguish mammary students who are disciplined in their learning and which are less (Usman, 2005: 87). Then, one of the best method to teach the children mentally disabled is mediation method, in the method off course the teacher giving stumulate to the children in order they can give response, for example in orphanage Al Rifdah Semarang, before they can writing reading the teacher have been give stimulation through bold letters on special books that prepared by the teacher.

4. Discussion

Disabled children is obviously the need to do learning activity in this case is reading. Such as in mentally disabled orphanage, most of them have big motivation to study. Although, actually they did not what subject that they learned, what function in their life if they study, how do that, how do this, they did not understand. Therefore, they need more stimulate from their parents or people around them, such as support, gave appreciate for them when they did something, although did little thing, but they felt so happy got it. Beside that, the condition or situation determined the character of the children to be developed, though, mentally disabled children need comfortable place, they need more rest, they need basical needs that more than ordinary people.

For example in Mentally disabled orphanage Al Rifdah Semarang, there were children who excited to sing a song, actually they familiar with “Jangan menyerah” from D’MASIV, they repeated it every they met someone, beside that they also repeted surah “alfatihah”, most of them memorized it, because that surah always they read everyday. It showed the way they learned something, one of the best way is repetition, although they need long time to memorize it, but if they learned continue and routinely they will fast to memorize anything that they get appropriately.

There are some obstacle in activity implementing those are:

1. From seven children, they have various disorder such as deaf, empaiared speech, mental retradation, ADHD, one way



- communication. However, every child need intensive handling from the team.
2. Some of learning tool get lost and broke, because the children are hyperactive and sometimes difficult to be controlled.
 3. The communication ability is very low hence, we often both miscommunication between the team and children, and persistence is the key, if we talk about learning disabled people.

5. Acknowledgement

Alhamdulillahorbil'alam, my sincere gratitude extends to Allah SWT, the Most Merciful, the Most gracious God. Peace and Blessing on the Messenger of Allah SWT, the prophet Muhammad SAW. I would like to express my biggest thanks to Allah SWT for his blessing and help me, so this paper entitled "Teaching Reading For Mentally Disabled Using Repetition Method" could be finished. I also would like to express my fully thanks to :

1. Kemenristekdikti that has funded the program.
2. Muhimatul Ifadah, M.Pd as the advisor who always gave me guidance, help and support me.
3. Universitas Muhammadiyah Semarang which is giving chance and support in this program.

6. References

1. Amin, Moh. (1995). Ortopedagogik Anak Tuna Rungu Grahita. Jakarta: Depdikbud. Retrived on July 10, 2018 from <https://forumgurunusantara.blogspot.com/2015/04/pengertian-klasifikasi-dan.html>
2. Crocker, J, Major, B, and Steele, C.M. (1998). Social Stigma, in the Handbook of Social Psychology, 2nd (ed). New York, NY: McGraw-Hill. Retrived on July 10, 2018 from <http://mlymutz.blogspot.com/2010/03/defini-retardasi-mental.html>
3. Delphie, Bandi. 2006. Pembelajaran Anak Berkebutuhan Khusus (dalam setting Pendidikan Inklusi). Bandung: PT Refika Aditama. Hal 114.
4. Indiyah, (1999). ADHD (Attention Deficit Hyperactivity Disorder). Retrived on July 10, 2018 from <http://ayussoulimage.blogspot.com/2012/04/dhd-attention-deficit-hyperactivity.html>

5. Mumpuniarti. (2007). Pembelajaran Akademik Bagi Tunagrahita. Yogyakarta: FIP UNY.
6. Nailarahma. 2012. Kebutuhan Anak Tunagrahita, Retrived on July 10, 2018 from (<http://nailarahma.pbl2012.blogspot.com>)
7. Nasih, (2009:91). Drill Method For Mentally Disabled. Retrived on July 10, 2018 from <https://silabus.org/pembelajaran-anak-tunagrahita/>
8. Republik Indonesia. "Constitution No 19 year 2011 about declaration in human right of people with disabilities on November 10th2011." Retrieved on July 10, 2018 from <http://www.hukumonline.com/pusatdata/detail/t4ed5f75c0c919/node/451/uu-no-19-tahun-2011-pengesahan-convention-on-the-rights-of-persons-with-disabilities-%28konvensi-mengenai-hak-hak-penyandang-disabilitas%29>