Implementation of Reading Programs to Improve Language Skills in Children With Special Needs

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KEY WORDS	ABSTRACT
Reading Program, Improve Language, Skill, Children	Not all children born into this world always develop normally. Many of them experience obstacles, abnormalities, delays or risk factors in their development, so to achieve optimal development requires special treatment or intervention. This group is then known as children with special needs or children with special needs. To understand children with special needs or children with special needs, it is very important to understand the types of disabilities (children with special needs) and the consequences suffered by the sufferer. Children with special needs are called children with special needs because they have children whose growth and development is abnormal or deviates physically, mentally, emotionally, and socially compared to normal children.

1. INTRODUCTION

Not all children born into this world always develop normally. Many of them experience obstacles, abnormalities, delays or risk factors in their development, so to achieve optimal development requires special treatment or intervention. This group is then known as children with special needs or children with special needs. To understand children with special needs or children with special needs, it is very important to understand the types of disabilities (children with special needs) and the consequences suffered by the sufferer. Children with special needs are called children with special needs because they have children whose growth and development is abnormal or deviates physically, mentally, emotionally, and socially compared to normal children.

Characteristics of children with special needs. Needs are usually related to. with a level of functional development. These characteristics include the level of sensory, motor, cognitive, language skills, self-skills, self-concept, social communication skills, and creativity. The difference in character of each student with special needs requires special skills from the teacher. Teachers are required to have similar skills, combining the skills and talents of each child in several aspects. These aspects include the ability to think. See, hear, speak and communicate. These things aim to achieve the final goal of learning, namely. changing behavior towards maturity.

Language disorders also cause problems of acceptance by parents and society, thus causing misunderstandings about perspective and treatment. The direct impact of deafness is the difficulty of communicating verbally/verbally, both expressively (speaking) and receptively (understanding what others are saying), making it difficult to communicate with hearing people

who generally use verbal language as their means of communication. These communication barriers also pose obstacles in the education and learning process of deaf children. However, deaf children have the opportunity to learn to speak and deny. Deaf children are unable to learn or acquire language skills or speak normally. Learning the first language of a deaf child can be done through perfect communication. Total communication is the most effective communication system, because in addition to functioning as a form of oral communication or commonly called oral, reading, writing, and reading speech, it is also equipped with forms of signs. Sign language is like natural language for people with hearing impairments, although the format varies in some regions, there is a standard Indonesian sign system.

Language acquisition for deaf children is speech comprehension through speech reading. Reading speech is an element or foundation of the internal language system. The inner mind of a deaf child consists of words that appear in movements and patterns to replace the sound of the hearing child's language in the form of vowels, consonants, and intonation. Just like hearing children, deaf children also develop the ability to express language (speech) only after the development of receptive language. Sharing experiences or situations with parents (mothers) is a requirement first. It can be said that great linguistic input is a prerequisite before a deaf person can express himself or herself through speech. Most likely, to overcome problems that may be experienced by deaf or deaf people, special services are offered for the development of language learning and language skills that are appropriate to their circumstances.

2. METHOD

The method used in this study uses a descriptive qualitative method. Qualitative is a research method used to research on a natural object (as opposed to the meaning of experiment). The object in qualitative research is a natural object, as it is, in a norman situation that is not manipulated either by circumstances or conditions, so this method is called descriptive is a method that aims to describe the problem as it is. The descriptive method is a method in the study of the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present.

The purpose of this descriptive research is to make a systematic, factual and accurate description, description or painting regarding the properties, facts and relationships between the phenomena being investigated. According to Whiteney (1960:55). The descriptive method is a fact-finding with proper interpretation. This study studies problems in society, as well as the procedures that apply in society and certain situations, including relationships, activities, attitudes, views, as well as ongoing processes and influences of a phenomenon. A child's language makes it easier to understand language barriers and disorders in a child.

3. RESULT AND DISCUSSIO

Causes of Children's Difficulty Learning to Read in Children with Special Needs
Obstacles or obstacles in the process of providing reading guidance to MP students. First, students experience difficulties that come from within themselves, both genetic factors and willingness to carry out reading activities. Second, the condition of families who do not have knowledge related to the difficulties faced by their children in reading and lack of support for curiosity about students' problems. Third, lack of communication between teachers and parents related to learning difficulties, including the

problem of psychological tests that have not been carried out to find out the problems experienced by students. In addition, students have several weaknesses in remembering the shape of letters in a word and underdevelopment in their intelligence, which can be seen from the slow development of academic ability. Fourth, the implementation of reading tutoring is not entirely carried out in internal factors such as intelligence, physical ability, verbal ability, learning motivation, and learning readiness that differ between each individual is one of the obstacles faced (Halimurosid, 2023).

The role of parents is also important in providing moral and material support to overcome learning difficulties, including in reading (@skandar, 2022). Communication between teachers and parents is expected to increase understanding of the problems faced by students, so that they can provide the right solutions (Syarifah, 2021). Students with intelligence retardation need a more individualized approach in providing reading guidance Guidance to students is important to overcome reading difficulties, especially in students who experience abnormal learning difficulties. The use of digital book media can help increase the desire to learn to read, even though students' reading skills are not the same as normal children. The support factor from parents and the surrounding environment also affects the success of students in improving reading skills. In the case of MP, factors such as pre-natal, natal, and post-natal, as well as genetic disorders from parents cause reading difficulties in students. During reading guidance, learners show progress in recognizing nouns or living things, although reading ability is still limited by spelling letter by letter of each word. Through the use of digital book media and the method of reading aloud, students have the courage to read, although significant changes in reading ability are still limited. The cause of low reading ability

is due to the lack of reading practice by the family and the difficulty of students in remembering words and reading struttered on the order of the letters. His other control is also due to the inability to speak.1

Effective Strategies to Teach Reading Skills to Children with Special Needs

According to Sanjaya (2007: 177-286) there are several learning strategies that must be carried out by a teacher:

Expository learning strategyExpository learning strategy is a learning strategy that emphasizes the process of verbally delivering material from a teacher. Expository learning strategies are a form of teacher-oriented learning approach, it is said that because in this strategy teachers play a very important or dominant role. Advantages Advantages of expository learning strategies, with expository learning strategies the teacher can control the order and breadth of learning materials, thereby he can find out the extent to which students master the subject matter delivered. The expository learning strategy is considered very effective if the subject matter that students must master is wide enough, while the time they have to learn is limited. Therefore, before this strategy is implemented, teachers must first formulate learning objectives in a clear and measurable manner. This is very important to understand, because specific goals allow to be able to control the effectiveness of the use of learning strategies.

Weaknesses This learning strategy is only possible for students who have good listening and listening skills, for students who do not have such skills, it is necessary to use other strategies. This strategy is unlikely to be able to serve the differences of each individual, both differences in abilities, knowledge, interests, and talents, as well as differences in learning styles.

Inquiry learning strategies Inquiry learning is a series of learning activities that emphasize the process of thinking critically and analytically to find and find answers to a questionable problem on their own. The thinking process itself is usually done through questions and answers between teachers and students. This learning strategy is often also called the heuristic strategy, which comes from the Greek word heuriskein which means "I find". The inquiry learning strategy is a form of a student-oriented learning approach (student-centered approach). From the explanation above, it can be concluded that there are several advantages and disadvantages of the inquiry learning strategy, namely:a. Advantages/Advantages of Inquiry Learning Strategy Inquiry learning strategy is a learning strategy that emphasizes the development of cognitive, affective and psychomotor aspects in a balanced manner, so that learning through this strategy is considered more meaningful. It can provide space for students to learn according to their learning style. The inquiry learning strategy is a strategy that is considered in accordance with the development of modern learning psychology which considers learning to be a process of changing behavior thanks to experience.

Weaknesses of Inquiry Learning Strategies If the inquiry learning strategy is a learning strategy, it will be difficult to control student activities and success. This strategy is difficult to plan learning because it is formed by students' habits in learning. Sometimes in implementing it, it takes a long time so that it is often difficult for teachers to adjust it to the predetermined time.

Cooperative Learning Strategies The group learning model is a series of learning activities carried out by students in certain groups to achieve the learning goals that have been formulated. There are four important elements in a cooperative learning strategy, namely:

a) The presence of participants in groups,
b) There are group rules,
c) There are learning efforts for each group, and
d) There are goals that must be achieved in the study group.

The cooperative learning strategy is a learning model using a small grouping/team system, which is between four to six people who have different (heterogeneous) academic backgrounds, genders, races, or tribes, the assessment system is carried out on groups. Each group will receive a reward, if the group shows the required achievements.

4. CONCLUSION

Based on the description that has been conveyed previously, it can be concluded that every learning has a goal to be achieved and there is a controlling element in it. The purpose of learning is to increase knowledge and insight. Learning at school is a means that has been supported and considered good to add insight and knowledge for a student through interaction between educators and educators. The way teachers teach their students in teaching skills in language learning will be different at each level of education and each student cannot be equalized. For example, the teaching process of normal students and students with special needs experiencing an abnormality will be different in terms of treatment as well. As a teacher, you

must give directions to your students so that they can understand the material through easy learning and can be understood by their students.

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