



ENGLISH LITERACY ERRORS OF CHILDREN WITH VISUAL IMPAIRMENTS

Oleh:

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Abstract. English literacy is inseparable from the four interrelated aspects of skills which are listening, speaking, reading and writing aspects. Among the four English literacy skills, writing is considered the most difficult skill, so we need a special technique to practice these skills. For children with visual impairments, writing English vocabulary becomes a challenge especially during the learning process, limitations in seeing make the children often experience writing errors especially in writing structure because children only write English vocabulary based on what is heard, especially from those speakers who are not native speakers. The purpose of this study is to explain the analysis of English literacy errors of children with visual impairments aiming to improve English vocabulary writing literacy skills. The study uses qualitative methods with descriptive methods. Data collection techniques were carried out using observation, interview and documentation (data triangulation) techniques. The results showed that writing literacy errors that often arise are replacing, omitting and adding letters to English vocabulary based on the results of sound listening skills and the ability to remember vocabulary that the children already knew.

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A. INTRODUCTION

Along with the progress of science and technology in this increasingly globalized era, it cannot be denied that the ability in foreign languages, especially English is very important. The mastery of English literacy in this globalization era is one of the reasons why English has begun to be introduced and used in daily communication in the community. Likewise, in the learning process, English lessons have begun to be introduced to children from an early age, this can be

proven by the existence of play groups or kindergartens (kindergartens) who have given English lessons to their students, as well as at levels. primary school (Santoso, 2014). Thus, almost all schools make English as one of the subjects that must be taught to children or students, without exception for Children with Special Needs (SEN).

One of the children with special needs students who received English lessons is a child with visual impairment.

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Children with visual impairments in the learning process optimize the senses that are still functioning apart from the sense of sight. Tirta et al., (In Fayeza Camalia, 2016) states that children with visual impairment replace the role of the sense of sight, they use their remaining senses that is maximizing the senses of touch and the sense of hearing. Another interesting thing which these children have their own language structure is Indonesian. The structure of the Indonesian language almost does not recognize the sound of phonemes, but the sound of syllables. The implication in the structure of Indonesian is that what sounds will be the same as what is written. As a result, when someone will learn a foreign language it often creates its own difficulties. In foreign languages what is written is often different from what is said or vice versa, including in English. Sound awareness in different language structures is often a problem in itself. This becomes interesting to analyze and research related to the auditory abilities of children with visual impairments when listening to vocabulary or sentences in English, to then be applied in the process of writing activities especially for children with visual impairment who transfer them through braille writing as a conventional form of writing. it turns out that

there is often chaos in writing. This happens because the differences in sound structure between Indonesian and English are very different, besides that the process of writing in children with visual impairment function often becomes slower than children who do not experience impaired visual function.

Based on research conducted by Ngadu (2012) it was found that in children with visual impairments in general the reading results were slower with reading speeds between 90-115 kpm. This is supported by other studies conducted by Jumaidi, et al (2013) from the results of tests conducted on children with visual impairment on exposure that the results of these tests conclude that the effective speed of reading writing for the visually impaired is still carried by KEM (Effective Speed of Reading) determined is 100 kpm. One of the causes revealed through two studies is when reading through the visual channel is faster than reading through the palpable channel. The average reading speed of a skilled braille reader is 90-115 words per minute, compared to 250-300 words per minute for those who read visually (Simon & Huertas, 1998). It can be assumed that the main cause of the difference between the two types of reading lies in the amount of information that can

and written concepts. It is intended that learning accommodates and provides meaningful learning experiences for children with visual impairments and according to needs. For children with visual impairment, spelling stimulation is the process of connecting phonological awareness and is closely related to the development of reading in children (Clark & Stoner, 2008). Specific learning that suits the needs of children is about what is taught, principles about specific methods offered in the context of how learning is provided, and the last is a place of education that suits the needs of children where learning will take place (Raharja, 2010).

D. CONCLUSION

The results of studies of the objective conditions of writing English literacy skills of children with visual impairments at the SMPLB level are still low. The low ability to write children is evident from the minimal number of vocabulary mastered by children, lack of awareness in understanding the formation of phonemic English vocabulary, making children often experience difficulties when writing due to the replacement, omission and addition of letters and vocabulary sounds based on the results sound listening skills and the ability to remember vocabulary that children

have learned before.

Prerequisite activities are needed in order to provide awareness and differences in understanding of the sounds of the alphabet and words in Indonesian and English. This can be done as a form of strategy to ensure children understand the differences in sound in each alphabet so that they can overcome their difficulties in understanding the whole concept of vocabulary, how to spell letters that will have an impact on speaking or pronouncing and writing words.

Recommendation: Teachers should need to assess children's ability to understand the sounds of the alphabet and spelling skills in English, the teacher should also be accustomed to dictating the words and letters in English so that children with visual impairments are able to have the concept of different perceptions of the vocabulary to be written. Further research needs to be done by providing vocabulary variations with more phoneme variations and developed in writing sentence series as a comprehensive English literacy skill for children with visual impairments.

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