

## The Effect Of Flashcard Cards Media On The Ability To Recognize AIUEO Vowels For Children With Autism In SLB Negeri Branjangan Jember

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### ABSTRACT

This study aimed to determine the effect of flashcard game media on the introduction of aiueo vowels in the vocal recognition ability of autistic students in grade 1 SLB Negeri Branjangan Jember. This experimental research uses the SSR (single-subject research) approach. The research subjects were first-grade autistic students of SLB Branjangan Jember. The data obtained were analyzed using descriptive statistics. The results showed that flashcard game learning positively affected the ability to recognize vowel letters. This is indicated by a change in the ability to acknowledge vowel letters by 35.58%. Initially, the subjects scored an average of 54%, while in the intervention, they scored an average of 89.58%. In addition, the subject's time to complete the task decreased from the beginning to the intervention time. The average duration of the subjects at baseline was 48 minutes, while the average duration of the intervention participants was 37 minutes. Therefore, it can be concluded that the cartoon flashcard game media affects the recognition of vowel letters in middle-class autistic children of class I SLB Negeri Branjangan.

**Keywords:** Flashcard, Vowels, Autism

### INTRODUCTION

Communicating is a process or activity, namely exchanging information between one individual and another individual, individual and group, or vice versa, which contains meaning and purpose to be conveyed. The information in question is also in the form of verbal or non-verbal communication (Hasiana, I. 2020).

Verbal communication emphasizes using or using sources, such as when someone tries to convey something with words. On the other hand, non-verbal communication does not emphasize the use of the spoken word but rather the perception of all forms of gestures, excluding speech, that convey information to others. Most nonverbal communication includes speech modification tactics, such as adjusting the tone or speed of speech, but does not include explicit coding and syntax in spoken language. For example, body language, facial expressions, and hand gestures can also be the speed of speech or voice intonation (Tisnawati, N. R. 2020).

Most people use Verbal Communication when communicating face-to-face with the person they are talking to. Verbal communication is also done even when not face-to-face; given the growing information technology, people can communicate through writing, such as text messages, voice messages, video calls, etc. Communication is successful when the communicator can convey the meaning or purpose to be shared, and other individuals or

groups who receive information can understand the meaning and respond accordingly (Salja, A., Husni, M., & Aziz, A. 2022)

However, not everyone can communicate in these ways, especially verbal communication. Most require coordination of mouth movements, pronunciation of letters and words, and their placement to be understood by others. Vocal communication problems are found in many people with disabilities, with different levels for each individual, even within the same disability.

In this case, one of the people with disabilities who tend to experience barriers in verbal communication is autistic children. When viewed at a glance, there is no noticeable physical difference between children with autism and other children in general. There appears to be a difference when further observing and interacting with the child. Autistic children usually have difficulties in communicating, learning, and interacting.

These obstacles make children with autism unable to communicate naturally, so children must get their handling, guidance, and learning methods tailored to the child's needs and characteristics. The initial steps include identification, assessment, and early intervention. Information given to Autistic children should also be delivered gradually, slowly, structured, and clearly, so that children can understand it.

In communication, the ability of Autistic children to use language depends on intellectual, neurological, oral motor, behavioral, and social development. Some children may not be able to communicate using spoken language, such as the pronunciation of vowels, while other Autistic children have very limited speaking ability due to solitude or repetitive behavior; in other cases, the child is used to not speaking or "not wanting" to speak.

This condition was encountered in one of the Autistic children at SLBN Branjangan, Bintoro, Patrang Sub-district, Jember Regency, East Java. Ananda experienced barriers in verbal communication, could not pronounce vowels with clear sounds, and was quiet in class, emphasizing hypoactivity or lack of response to interaction. When given instructions by the class teacher to say or speak, the child often does not provide any vocal response and can only perform instructions, such as placing objects, with guidance from the teacher.

Therefore, guiding Autistic children to improve their communication skills is crucial in helping them reach their full potential and minimize the impact of their disability. There are many different programs and methods, but the selection should be according to the child's needs. Also, the earlier it is given, the better. The program should also cover the child's behavior, communication skills, and regular reinforcement of positive behavior.

One of the methods that can be applied to train the verbal communication skills of Autistic children is the A-B Method (Baseline Intervention). This therapeutic method is based on the science of learning and behavior, aiming to understand and change children's behavior. Useful for improving language and communication skills, attention, and social skills (Salsabila, S., & Muna, Z. F. L. 2023)

By taking this background, we, as the authors, decided to develop a program to train the verbal communication skills of Autistic children in this study. This study intends to describe in detail the effect of the intervention applied, namely the ABA method, to determine how the program can affect the ability to pronounce vowels. Autism is a neurodevelopmental disorder characterized by difficulties with social interaction, communication, and restricted and repetitive behaviors. Symptoms can usually be recognized during the first three years after the birth of their child, and these signs often develop gradually. However, some autistic children experience a decline in their

communication and social skills after reaching developmental milestones at a normal pace. Early detection and treatment will allow the sufferer to better fit in with the normal people around them (Ivy, J. W., & Schreck, K. A. 2016).

Autism is characterized by persistent deficits in initiating and maintaining reciprocal social interaction and communication and by a range of inflexibility that is atypical or excessive for the individual's age and sociocultural context. The onset of these impairments occurs during a development period, usually in early childhood, but symptoms may not fully manifest until later when social demands exceed limited capacities. Deficits are severe enough to cause impairment in personal, family, social, educational, occupational, or other important areas of functioning. They are usually pervasive features of an individual's functioning that can be observed in all settings, although they may vary according to social, educational, or other contexts. Individuals along the spectrum exhibit a range of intellectual functioning and language abilities (Irvan, M., Jauhari, M. N., & Sakre. 2017)

Having behavioral problems in children with Autistic Disabilities will make it difficult for them to function in society, school, work, home, and community settings, with mild to severe levels. The main behavioral problems in Autistic children are related to social communication and social interaction. Children do not develop the verbal language skills necessary to interact with other children or people. They do not converse with others even if they have the essential speech. Based on the results of observations on March 4, 2023, autistic students still cannot communicate and cannot pronounce vowels; when taught, students often look away and are still not focused on learning. Children do not mix with other children. They do not play with others. They cannot engage in social greetings such as saying or waving "hi." They cannot form meaningful friendships or relationships. They do not understand non-verbal communication, like gestures and body language. Also, they do not engage in non-verbal communication, like maintaining eye contact and maintaining their body orientation towards the person they are interacting with.

To minimize the impact of Autism barriers, there are many therapies and approaches used related to improving children's communication skills, one of which is mainly used in verbal communication exercises that mostly require coordination of oral movements of the mouth, such as sticking out the tongue, pressing the lips together, grinding the teeth, blowing, and pursing the lips. This method is called Applied Behavior Analysis (ABA). The ABA method is an approach to understanding and changing behavior. It is not a specific therapy itself but a set of different strategies and techniques that can be used to help autistic people learn new skills and behaviors. When ABA techniques are used with autistic children, it's often called Early Intensive Behavioral Intervention (EIBI). (Jauhari, M. N. 2016)

Applied Behavior Analysis (ABA) methods and techniques can help autistic children improve communication skills and regulate their behavior. It can also help reduce behaviors like inattention and hyposensitivity.

## **METHOD**

The research approach used in this research is to use experimental type research. The research method used is Subject Single Research (SSR). Subject Single Research is a type of research used to see the results of behavior and evaluation of certain interventions on the behavior of the subject used with an assessment system that is implemented or carried

out in a repeated manner. In this study, researchers used one boy with communication barriers who was in grade I and attended Slb Negeri. Branjangan, Jember, East Java.

The research design used was an A-B design. This research design consists of a baseline phase and an intervention phase. The following is an explanation of the design used in the study as follows:

A (Baseline). Baseline is a condition of the subject before being given treatment in recognizing vowel letters. This baseline phase is carried out for three days.

B (Intervention). Intervention is a child's ability to recognize vowel letters during the intervention phase.

The research was conducted at Slb Negeri Branjangan, located at Jl. Branjangan, Semenggu, Bintoro, Patrang District, Jember Regency, East Java. The research time was carried out within one month with details of the first week to the second week; the child was given the baseline phase, while in the third week and the fourth week, the child was given the intervention phase. This study's subject was a boy with an autistic barrier class I Slb Negeri Branjangan Jember.

## **RESULT AND DISCUSSION**

Flashcard media can teach autistic children in Class I Slb Negeri Branjangan to recognize vowels. "Letter flashcard game media affects the ability to recognize vowel letters in autistic children in class I SLB Negeri Branjangan," the research found. From the baseline to the intervention phase, positive changes were brought about by the letter flashcard media.

The research findings positively impacted the use of word card media by autistic children to recognize vowel letters. Subject AM obtained an average score of 54% on the vowel recognition test at baseline, while their score increased to 89.58% during the intervention phase. From the above results, it is very good to see that the score adjustment is 35.58%. During the standardized phase, the doctor led three meetings to see the child's basic ability to understand vowels. The skills list includes the ability to read, pronounce, match, and show vowels.

The child's ability to match the vowels a-i-u-e-o, pronounce three vowels, display four, and read two vowels correctly were the results of the baseline phase in session 1. The child scored a percentage of 52.5 percent overall during session 1.

The consequence of the measuring instrument deliberately working at meeting 2 was that the child was ready to pronounce two vowels, show three, and read four vowels. Children received a percentage score of 55% during session 2.

Table 1. Ability to Recognize Vowel Letters in sesi I-IV

Behavior	A (AM)	B (AM)
	52,5%	85 % 87,5%
Score	55%	90%
Shows the vowel letter aiueo	55%	90% 92,5% 92,5%

In addition, the amount of time spent working on problems decreased. This is because the baseline phase and the intervention phase have different lengths. Next is the range information in the pattern stage:

Table 2. Baseline Phase

Behavior duration	Stage	Subject
Time	1	50 minutes
Working on questions	2	45 minutes
Ability to recognize vowel letters aiueo	3	50 minutes

Meanwhile, the information terms in minutes of the mediation stage when doing business are as follows:

Table 3. Time working on questions in the intervention phase

Behavior duration	Stage	Subject
	1	42 minutes
Time	2	40 minutes
Working on questions	3	38 minutes
Ability to recognize vowel letters aiueo	4	35 minutes
	5	35 minutes
	6	35 minutes

In addition to the data displayed in tabular form, there are also data displayed in graphical form as follows:

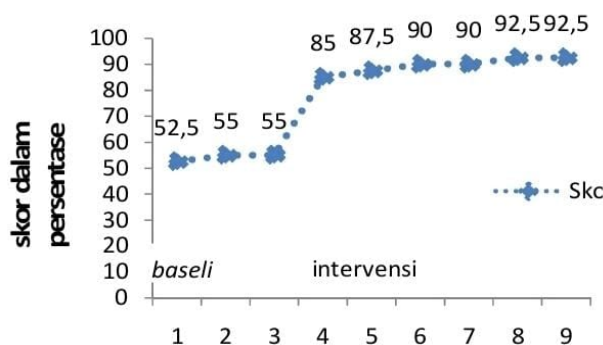


Figure 1. Percentage

From the baseline to the intervention phase, the AM subject's vowel letter recognition ability showed positive changes, as seen in the chart above. The chart shows that the consequences of the AM subject's test from benchmark to mediation have increased scores. The conclusion that can be drawn from the data presented in the table and graph above is that the word card game media affects the ability to recognize vowel letters. The subject's time data can also be seen in graphical form as follows.

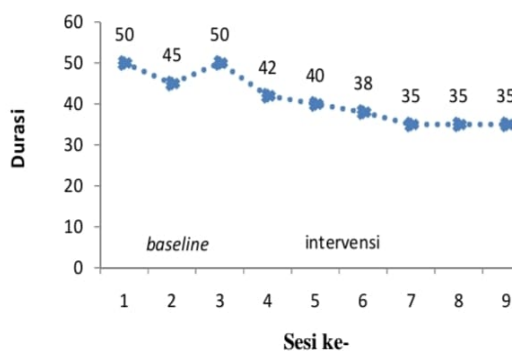


Figure 2. Duration

Based on the graph above, it can be seen that the intervention has changed, and the development of duration is still in the baseline phase. This means that the child performs the task in less time and does it faster.

Flashcard games positively affect vowel use for children with developmental disabilities. Try to bring letters closer to the child first, introduce simple letters to children, and avoid difficult letters. Learning and memorizing the letters of the alphabet A-Z should not be too hard, but reading is not easy for children. Learning to read is designed for children with autism and developmental disabilities who learn from simple stages, starting from recognizing letters. And syllables. Academic learning, especially for autistic children, must use interesting media so that students enjoy learning and learning objectives are achieved optimally.

The media, such as flashcards, can help children recognize the vowel letter aiueo, improve their memory, and improve their ability to stay focused. With play, children are creatively developed and given the freedom to imagine and explore according to their talents. Children's motivation to play can be seen from how they enjoy their activities and feel able to complete what they have. Play helps improve concentration, helping them learn basic concepts such as letters and shapes. Flashcard media can be used to introduce children with autism. This study shows flashcard players at SLB Negeri Branjangan Jember can learn vowel letters aiueo in primary class 1.

## **CONCLUSION**

Based on the research findings, it can be concluded that flashcard media affects It is expected that autistic people, are more focused, have greater attention span, and understand teacher instructions better. Autistic children always hope to learn so that they can participate well in learning activities.

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