



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

be absorbed through the two senses. Beware readers absorb written information through "visual fixation" (eye gaze), in which the field of perception of each eye gaze covers at least 15 letters (Simon & Huertas, 1998).

Some researchers argued that perceptually (not just sensorial), a braille unit is a Braille plot, and that readers who have visual impairments must read each character one by one (Daneman, 1988; Foulke, 1982; Nolan & Kederis, 1969). If this is true, then the result of reading Braille is a slow, tiring, and profound process on the cognitive process. This is in line with Simon & Huertas (1998) which states that braille readers must identify each character that forms a word, storing the characters in their memories until the whole word is identified. Therefore, in the practice of learning, children with visual impairments not only require strategies, tools, and methods to support English literacy skills and skills but also awareness of sound. This awareness of sound is often ignored as a prerequisite in learning to read and write.

Based on a preliminary study conducted at the Citeureup Special School (SLBN-A) in Cimahi City, it appears that many children with visual impairment at the SMPLB level have difficulty writing and sounding vocabulary in English.

This can be seen in the observation of the learning process in the classroom, many children are confused with the spelling of the vocabulary conveyed by the teacher, this difficulty appears after checking the ability to spell, they seem to experience a lot of difficulties and errors when written. A mistake that often occurs is writing inaccurate and incomplete vocabulary so that the meaning of the word is not appropriate. Preliminary studies conducted through interviews and observations conducted with children and teachers, found several factors causing difficulties and errors such as: (1) lack of practice related to phonemic awareness problems in English; (2) the absence of learning tools such as children's learning media, textbooks or electronic media for children to learn as a means of writing and speaking exercises, as well as lesson plans (RPP); (3) Learning methods in English that are still conventional such as; lectures, repetitions (drills) and dictations (dictation) so that their motivation is also low.

Based on the results of observations, it turns out the learning process is also more focused and demands to hear and do repetition of what the teacher says. This turned out to cause misperceptions and this is closely related to the problem of phonemic awareness and writing in

English that is very different from Indonesian.

As people who live in countries that are not native speakers of English. When we study a foreign language many literacy errors arise because of some differences in the sound and structure of the pronunciation and writing of the language. Goldsmith (1995) states that each language has a very different system. When there are two languages that are compared in terms of sound and structure, we can see differences in terms of phonemes, morphemes, words, sentences and clear sentence varieties, certain parts of speech, systems, meanings, etc. When children with visual impairments are asked to write English vocabulary, then children will have a tendency to write what they hear according to the structure of the language they have which in this case is the structure of the Indonesian language. This is a natural impact that is done by every child due to differences in grammar and dialects between Indonesian and English which are very different. Another thing that causes what is written by children with visual impairments in Indonesia who learn English often write what is the same as what they hear as the structure of the Indonesian language is formed from syllables, so that what is read will be the same as what

is heard and written.

Based on the explanation above, there is a thought to conduct a study and analysis of literacy errors in English experienced by children with visual impairments as a basis in efforts to improve and improve literacy skills in writing English vocabulary. And this is the main focus of this study.

B. METHODS

The analytical method used in this study is a qualitative descriptive analysis, an analysis carried out to obtain a picture through the process of collecting data and looking for facts that is found to be further explained and analyzed then interpretations based on theory. Presentation and interpretation of qualitative methods that are descriptive and the data obtained are then analyzed by descriptive methods (Ratna, 2013). Data obtained from the results of tests and observations about writing English vocabulary involving 3 children with visual impairments at the level of the Special Junior High School (SMPLB), which 2 students are in grade VII and 1 of students is in grade VIII.

C. FINDING AND DISCUSSION

1. Objective Conditions of Literacy Ability to Write English Vocabulary for Children with Visual Impairment Based on interviews with MB, IL,

SH, AL, HS, and IN participants from grades VII and VIII, it was found that children often have difficulty in writing English vocabulary, the factors that influence children's difficulties also vary. One of the most common difficulties found is the influence associated with sound awareness (linguistic awareness) where sounds and pronunciation of words in Indonesian and English are very different. Some children write vocabulary (nouns) in English correctly when the sounds they hear are in accordance with the pronunciation in Indonesian. These facts were revealed when they were interviewed where they experienced some difficulties when writing English due to several reasons; children for the first time hear the English vocabulary, the child already knows the vocabulary but forgets the structure of the vocabulary letters, the child does not listen to the vocabulary spelling properly, confusion with writing English vocabulary, as a result of differences in sound and meaning in writing the language Indonesia.

At the time of the preliminary study through observations made, there were two ways to recognize and see the objective literacy abilities of children in writing English vocabulary. First, children are asked to write 10 vocabularies given

by researchers. 10 vocabulary in question is the vocabulary they have learned before, with the topic Shopping List or shopping list, the vocabulary consists of nouns, verbs and question words. The vocabulary is what, how many, mother, apple, go, money, buy, sugar, banana and rice. In the first way, many children find confusion in the way of writing, and several times they often say "I forgot the shape of the letters". This condition often leads to lack of confidence, this fact is seen from his attitude that always asks whether his writing is true or false.

From this fact the researcher then tries a different way to explore the ability and literacy skills of writing English, through the second method; that is to do with the way children are asked to dialogue or have a conversation between two children. The next step, the researcher, asks the children to talk about activities when they are shopping at the market and are asked to make a list, for example; by asking questions, what purchases will they buy (in English from the vocabulary). Through the second method the researcher did, it turned out that the child managed to write and develop independently (approximately as much as 15 vocabulary words), all of which were vocabulary taken from the Shopping List topic. This method was also able to build

a confident attitude compared to the first method. Furthermore, The results of observations on children's literacy abilities and literacy skills with visual

impairment at the Special Junior High School (SMPLB) in question can be summarized as follows:

Table 3.1 The results of observations on children's literacy abilities and literacy skills with visual impairment at the Special Junior High School (SMPLB)

Initial name	Grade	Writing Result with Method 1	Writing Result with Method 2
IL	VII	<p>The vocabulary given with block writing in bold is the wrong vocabulary.</p> <p>What Ow Mony (How Many) Mother Gow (Go) Apple Money Buy Soger (Sugar) Banana Tice (Rice)</p>	<p>IL was able to mention 13 items on the shopping list vocabulary and correctly write 10 vocabularies, and 3 incorrect vocabularies, the vocabulary was:</p> <p>Appl (Apple) Banana Sugar Pencil Meat Chicikn (Chicken) Jacket Book Cat Hen Carrot Egg Fag (bag)</p>
AL	VII	<p>The vocabulary given with block writing in bold is the wrong vocabulary.</p> <p>Ght (What) Hawemeni (How Many) Mader (Mother) Gu (Go) Epel (Apple) Mani (Money) Baye (Buy) Suger (Sugar) Lanana (Banana) Rice</p>	<p>AL was able to mention 10 items of the shopping list vocabulary and correctly write 4 words, and 6 incorrect words, the words are:</p> <p>Apel (Apple) Banana Suger (Sugar) Keg (Cat) Rafs (Rice) Bukc (Book) Dog Ball Bekk (Bag) Shose (Shoes)</p>
SH	VII	<p>The vocabulary given with block writing in bold is the wrong vocabulary.</p> <p>What Haumine (How Many) Mader (Mother) Go Avell (Apple) Mane (Money) Buy Suger (Sugar) Banana Rice</p>	<p>SH was able to mention 11 items of the shopping list vocabulary and write 8 correctly, and 3 incorrect vocabularies, the vocabulary was:</p> <p>Banana Bag Book Jakcet (Jacket) Rich (Rice) Pen Ruler Chicken Carrot Shoes Poteto (Potato)</p>

Based on the data of writing results of children with visual impairment of grade VII and VIII above, it is known that the condition of English vocabulary writing skills of children with visual impairment at the current SMPLB level is not optimal and even can be said to be minimal. This can be seen from the number of errors found in the results of the writing, for example; by way of children change, eliminate and add letters to the vocabulary based on what they hear and the ability to remember vocabulary they already know beforehand. Some children in class VII are still constrained by understanding the sound of the letters of the English alphabet, this is because children are accustomed to being dictated using Indonesian, and have an impact on the ability to pronounce the sound known as pronunciation in English which is largely influenced by their usual Indonesian dialect hear from their English teacher.

2. Literacy Error in Writing English for Children with Visual Impairment

Based on the objective conditions of the English vocabulary writing ability of children with visual impairment the level of SMPLB can be said to be still low. This can be seen from the results of children's writing which is still lacking, the number of vocabulary mastered by children is still minimal, even in some vo-

cabulary that has been taught by the teacher, from most children claiming to often forget about how to write it. Based on the results of interviews and observations, it was found that children often have difficulty when writing English vocabulary. The difficulty that is most often seen is related to differences in pronunciation of vocabulary in English and Indonesian. Phonological differences in sounds in Indonesian and English make children often confused in writing vocabulary with the proper English structure. The most frequently encountered errors when checking the results of writing activities are replacing, omitting and adding letters that cause a change of sound, this is based on the fact that children write what they hear from experience and record certain vocabulary learned. Memorizing and remembering that is gained from experience is indeed important. Memory is very important in developing spelling skills (Clark & Stoner, An Investigation of the Spelling Skills of Braille Readers, 2008). Larsen et al (in Clark & Stoner, 2008) state that spelling as a language of skill requires memory activity. Drake & Ehri (2009) also revealed that:

According to the theory, children use their general knowledge of

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spelling-sound relations to store the spellings of specific words in memory, so that, the results of several studies provide evidence that letters are retained in memory by functioning as symbols for sounds.

In theory, children use their general knowledge to associate spelling with sound then transfer and settle it in memory. Some research results related to the theory prove that the letters memorized by children will function as recorded sound symbols. When children only memorize vocabulary, children will have obstacles later in the learning process, this also applies to the learning process for children with visual impairment. Therefore learning strategies are needed to ensure that children not only memorize the vocabulary given, but also that children understand the differences in the sounds of English and Indonesian. And that awareness has an impact on literacy skills and abilities in children.

Difficulties in writing skills occur because of the many aspects that children must learn to be able to write well and precisely; one aspect is the writing mechanism, such as handwriting, punctuation, and spelling (New-South-Wales-Department-of-Education-and-Training, 2007). For children with visual impairment writing becomes increasingly com-

plex because they rely on the ability or sensitivity of their palpability when writing. Besides the ability to spell into one small, but important aspect of writing activities that are often ignored by children and teachers, Fergus (1964) states that there is a definite need for good spelling in written communication. This is also in line with what was stated by Westwood (2005) which states that learning to spell accurately is very important and that direct teaching from an early stage is needed in order to help children master the principles of spelling. Here it is emphasized that the level of individual literacy is often judged by others based on the ability to spell words correctly in daily written communication, such as in letters, notes, reports and application forms and this principle also applies to children with visual impairment.

Other facts found in this study, which the subjects IN, AL and SH when asked to write 25 English vocabulary with a variety of phonemic variations as in the vocabulary; Carrot, Potato, Corn, Broccoli, Banana, Papaya, Milk, Egg, Ice Cream, Chicken, Pencil, Book, Scissor, Glue, Tea, Coffee, Soda, Sugar, Salt, Pen, Rice, Bag, Apple, Cucumber, and Tomato It turned out that the results of his writing showed difficulties in under-

standing the vocabulary sounds he heard and this had a major impact on children's writing, this happened because the child was not accustomed to being trained to write and listen to the spelling of the alphabet and words in English. In the observations made, it appears that the teacher will only dictate new vocabulary or vocabulary that is already known to children by using Indonesian. The following are the results of the analysis of literacy errors in children with visual impairment:

- a. All three subjects have no difficulty in vocabulary writing that contains elements of KV-KV or the structure of writing and sound the same, like Banana, Papaya, Soda, Pen;
- b. All three subjects have understood the vocabulary of the Book, because it is often used in every meeting. The teacher asks students to 'open your book' and often spell the word;
- c. The children wrote the word CARROT with the prefix K, because the initial sound of the CARROT letter is / əker .t /. This also happens in CORN and COFFEE vocabulary, however, there is no CUCUMBER vocabulary, because CUCUMBER when pro-

nounced reads / 'kyoō,kəmbər / like the letter Q, most of the time children write with the prefix Q CUCUMBER, because the CUCUMBER vocabulary when pronounced reads / 'kyoō,kəmbər / like the letter Q, most often the child writes with the prefix Q. prefix c, because the word CHICKEN reads with the letter / 'CHikən /; C;

- d. In the words TOMATO and POTATO which almost have the same sound, the AL and IN participants often make the mistake of writing TOMATO and POTATO with the words TOMETO and POTETO in accordance with the pronunciation or sound of the letters namely / tə'mādō / and / pə'tādō /. A in the middle of the letter is read as E, in English phonemic language is the sound / ā /;
- e. In the word TEA which means tea, participants IN, AL and SH mostly write the word to ti or te, according to the sound of the word which is / tē /;
- f. In vocabularies with double letters such as CARROT, BROCCOLI, SCISSOR, COFFEE, and APPLE, most participants did not write the double word in their

- writing;
- g. In ICE CREAM vocabulary, almost all partispan write ICE with ice writing and CREAM is written Crim or Cream. And the ICE CREAM sound will be like / ɪs / / krēm /. Whereas AL and SH always combine ICE CREAM writings into one; and
- h. In the SCISSOR vocabulary, the sound of the vocabulary is / 'sizər /, all three subjects write the double SS word with the letter J or Z because when it is read it sounds like Z and J.

Knowing the results of the writing of the subject studied above, as a result of phonemic differences in sound in Indonesian and English, children often get confused in writing vocabulary with the proper English structure. Thus, the most common mistakes encountered when checking the results of writing activities; children often make changes, omissions and the addition of letters that result in a change of sound. This is based on the fact that children write only what they hear and based on what experiences they hear and they remember in certain vocabularies.

Providing experience and understanding of the awareness of the sound of phonemes in English is one of the im-

portant prerequisites to train children's writing with visual impairments. Prerequisite mastery of sound awareness becomes important as a prerequisite before writing activities are given. This means that if the child mastering the prerequisites has been well mastered, then the child is allowed to master the next skill (Asma, 2017). In this study, it is very important to form an understanding of the phonemic English alphabet as a prerequisite before children with visual impairments start learning to spell and read. Chan & Dally (in Ali, 2016) states that there is a need to increase awareness in children of the phonological process of a vocabulary as an important prerequisite in reading and spelling.

During the prerequisite process of awareness of phonetic sounds (alphabet), it can be done in a variety of strategies to ensure children have mastered the differences in the sounds of each alphabet, so as to overcome their difficulties in understanding the whole concept of vocabulary. Children with visual impairments have less access to understanding the writings of the minded person as a whole, they also have less opportunity to learn and improve spelling early on (Mason & McCall, 1999). Thus, several strategies are needed to stimulate children in memory and experience of sound

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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