

# *The Influence of VAKT Method Toward Reading Ability to Learning Difficulty Children in Galuh Handayani Elementary School*

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**Abstract**—Reading was one of the aspects of speech skill which should be mastered by either general students or special need children, included difficulty learning children. Difficulty learning students were those who had disorder in learning process influenced by either internal or external factors. For learning difficulty children, mastering reading ability was not easy thing because they had disorder in understanding process or integrating the components of alphabets, words, and sentences. It required a method which could stimulate the learning modality. The Visual, Auditory, Kinesthetic, Tactile (VAKT) method was used by interactive video media and counterfeit alphabets. This research had purpose to analyze whether there was influence of VAKT method toward reading ability to learning difficulty children in Galuh Handayani Elementary School. The research kind used was pre-experiment. The design used: *one group pre test and post test*. The method used to collect the data was test and documentation. For data analysis, the research used analysis technique of statistic non parametric with *wilcoxon match pair test*. The result after using VAKT method indicated that  $Z_h = 2,20 > Z_t = 1,96$  it indicated that “there was significant influence of VAKT method toward reading ability to learning difficulty children”.

**Keywords**—*reading ability; VAKT method; learning difficulty children*

## I. INTRODUCTION

Reading as one aspect of skills that plays an important role in human life[1]. [2] suggests that reading will gain new knowledge and insights that will further enhance their intelligence so that they are better able to answer life's challenges in the future. It is important because reading skills are one of the most powerful tools to obtain various kinds of information; including science and technology.

Burns; et al [2] the ability to read is vital in an educated society. But children who do not understand the importance of learning to read will not be motivated to learn. Learning to read is a continuous effort; and children who see the high value (value) of reading in their personal activities will be more active in learning than children who do not find the benefits of reading activities.

Reading is a basic need for advanced society; because every aspect of life involves reading. Likewise in the world of education; the role of reading is very important for students or children; because to master the level of ability then the child must be able to read. In the world of early education children are introduced to letter symbols which form the basis for mastering reading skills.

Inability in the reading process can result in children experiencing obstacles in receiving information. other than that the inability in the process of reading activities can be said to be children having learning difficulties Burton (1952) in [3] identifies that children can be perceived as having learning difficulties if they have certain failures in achieving their learning goals.

Reading is an ability that must be possessed by all children because through reading children can learn a lot about various fields of study [4]. Therefore; reading is a skill that must be taught since children enter elementary school and children with learning difficulties must be overcome as soon as possible.

When children experience obstacles in reading activities; it is very influential on the results of achievement of children's academic achievement. This not only affects the child's cognitive; psychological children will also be influenced by children. As a result; children become milder and fear when children are given orders related to their ability to read it.

Difficulty in learning to read is often referred to as dyslexia (dyslektia) which means reading difficulties; or as a syndrome of difficulties in learning the components of words and sentences; integrating components of words and sentences; and in learning with regard to time; direction; and time. Children having difficulty learning to read show striking characteristics compared to children in general. [4] Children having difficulty learning to read often show unusual reading habits. They often show tense movements. They also often show an uncomfortable feeling marked by behavior refusing to read; crying or trying to fight the teacher.

Based on field observations and interviews with teachers who conducted the research on 11 February and 20

May 2015 in Galuh Handayani Elementary School Surabaya; in reading material at Galuh Handayani Elementary School; children are required to be able to master aspects of the ability to read well. The reading aspect is the most important highlight; namely the competence standard in understanding short texts by reading aloud. Children must be able to understand letter symbols in short text; compose letter symbols to become a word; recite letter symbols; and read words or a short text. In reality there are still low classes who still experience obstacles in mastering the reading aspect. Six children were found to have obstacles in reading in the lower classes; namely classes 1; 2; and 3. These barriers included; among other things; children having difficulty distinguishing between one letter and another letter; reading obscure and often erroneous words; showing errors in reading words and simple sentences. It also affects the achievement of the academic results possessed by the child. Besides that the learning method also affects the material to be delivered. The method used in school has been less creative and monotonous; so children are less enthusiastic in accepting the material taught.

To respond to problems found in the field; research has been carried out that relates to children's problems learning difficulties with reading barriers. Therefore; a model; method; or approach is needed with the right learning media to improve reading skills. In the research that has been tried the VAKT method (Visual; Auditory; Kinesthetic; Tactile) to improve reading skills. With the VAKT method; learning to read will be more varied in various activities that can support children's reading skills. In addition; the teacher has never used the VAKT method [5].

Visual; Auditory; Kinesthetic; Tactile (VAKT) methods are methods that emphasize the use of sensory tools that children have. [4] The VACT method is a multisensory reading method developed by Grace M Fernald. In accordance with the opinion of Munawir (2005: 168); a multisensory approach is based on the assumption that children will be able to learn well if the teaching material is presented in various modalities; namely visual; auditory; kinesthetic (movement); and tactile (touch).

The advantages of Kinesthetic; Tactile (VAKT) Visual Auditory method is that learning will be more effective; because it combines several learning styles; able to train and develop the potential of children who have been owned by each person; providing direct experience to children; able to engage children optimally in finding and understanding a concept through physical activities such as demonstrations; experiments; observations; and active discussions; able to reach every child learning style.

This method would be very appropriate for children having learning difficulties to increase their potential in accordance with the tendency of learning styles to be liked. [4] The concept of preceptual modalities is based on children learning differently. There are those who prefer learning through hearing; there are those who prefer

learning through vision; there are those who prefer learning through touching; and some who prefer learning through motion. Through this it is very possible for children to learn to read more easily.

Based on this background; research has been carried out using this method because seeing several researchers succeeded in developing this VAKT method in applying it to several elementary schools in terms of language. The research was conducted by Syafrina Maulana in 2013 with the title "Effectiveness of the VACT Method to Improve the Ability of Writing Beginning for Children with Learning Difficulties" [6]. The results of the research are using VAKT learning models can improve children's writing skills learning difficulties. Based on the analysis above; the VAKT method has been able to be applied to the reading learning process in Galuh Handayani Elementary School Surabaya. Because the integration between the senses / sensory in children learning difficulties are still able to be optimized to overcome obstacles in reading.

## II. METHOD

This type of research uses pre-experiment; because this study is used to find the effect of a change in the presence of treatment. This study uses a type of pre-experimental design research. This study used a research design on pre experimental design with the type of one group pre test post test which was one form of pre experimental design [7]. The design of this study was chosen because in this design there were pre tests before being given treatment and final observations after being treated with the aim to find out the results of treatment more accurately by comparing the conditions before and after being treated. In addition to the differences between the pre test and post test; the type of one-group pre test post test design was carried out because there was one group so that there was no comparison with the control group and the sample used was relatively small; namely 6 children.

## III. RESULT AND DISCUSSIONS

The results showed that the VAKT method had an effect on children's reading ability learning difficulties. This can be seen when the child is instructed to do reading activities (reading letters; reading words; reading simple sentences) for the better.

The pre test; which is a test given before the treatment begins; aims to assess where the child's reading skills are learning difficulties (given reading about letters; words; simple sentences and ordered to read). This assessment was taken before the child received treatment using the VAKT method. During the pre-test the child is asked to ask questions and answer questions from the researcher about simple letters; words and sentences [8]. The research sample of 6 children with learning difficulties is shown in the following table:

TABLE I. THE RESULTS OF THE PRETEST OF CHILDREN'S READING ABILITY LEARNING DIFFICULTIES AT GALUH HANDAYANI ELEMENTARY SCHOOL SURABAYA.

No.	Name	Read Alphabet	Read word	Read Simple Sentence	Value
1.	BY	10	9	4	47;91
2.	AL	13	13	8	70;83
3.	CK	13	11	8	66;66
4.	RR	16	14	12	87;5
5.	AD	10	9	4	47;91
6.	RM	16	13	12	85;41
Average Number of pretest score					67;70

Assessment of post tests was conducted to determine the ability to read (reading letters; reading words; reading simple sentences) of children having learning difficulties [9]. At the time before conducting the test post the child was given treatment as many as 10 meetings; with a study sample of 6 children learning difficulties seen in the following table:

TABLE II. Posttest results of children's reading ability Learning difficulties at Galuh Handayani Elementary School Surabaya.

No	Name	Read Alphabet	Read word	Read Simple Sentence	Value
1	BY	12	11	8	64;58
2	AL	14	14	11	81;25
3	CK	14	12	11	77;08
4	RR	16	15	13	91;66
5	AD	12	11	8	64;58
6	RM	16	15	13	91;66
Average Number of pretest score					78;46

Recapitulation is meant to compare the level of reading skills before being given treatment and after being given treatment. So that it can be seen whether or not the influence of the VAKT method on children's reading skills has difficulty learning at Galuh Handayani Surabaya Elementary School. Based on the results of the test; data obtained from the pre-test post test results with the following recapitulation:

TABLE III. Recapitulation of the results of the pre test and reading skills test post for children having difficulty learning Galuh Handayani Surabaya Elementary School

No	Nama Sampel	Pre Tes	Pos Tes
1	BY	47;91	64;58
2	AL	70;83	81;25
3	CK	66;66	77;08
4	RR	87;5	91;66
5	AD	47;91	64;58
6	RM	85;41	91;66
Rata-rata		67;70	78;46

The researcher carefully analyzes the collected data in order to answer the problem while testing the hypothesis.

The data obtained were then analyzed using non-parametric statistics with the Wilcoxon Match Pairs Test formula [10]

Creating a work table changes the value of the results of reading skills of children having difficulty learning to read in at Galuh Handayani Surabaya Elementary School

TABLE IV. The work table changes the value of the pretest and posttest in the ability to read the beginning of the child learning difficulties in at Galuh Handayani Surabaya Elementary School

No	X <sub>A1</sub>	X <sub>B2</sub>	Diffe-rent	Level Mark		
			X <sub>B2</sub> - X <sub>A1</sub>	Level	+	-
1.	47;91	64;58	+16;67	5;5	5;5	0
2.	70;83	81;25	+10;42	3;5	3;5	0
3.	66;66	77;08	+10;42	3;5	3;5	0
4.	87;5	91;66	+4;16	1;0	1;0	0
5.	47;91	64;58	+16;67	5;5	5;5	0
6.	85;41	91;66	+6;25	2;0	2;0	0
Jumlah					T = 21	0

#### IV. CONCLUSIOINS

The ability to read in children with learning difficulties at SD Galuh Handayani experienced a significant increase. The results of data analysis using the Wilcoxon formula show that there is an effect of the VAKT method on reading skills of children having difficulty learning at Galuh Handayani Surabaya Elementary School.

This is evidenced that  $Z_h = 2.20$  is greater than the critical value of  $Z_t 5\%$  which is 1.96 ( $Z_h > Z_t$ ); at the level of error of 5% which means that there is an effect of VAKT method on children's reading ability in learning difficulties at Galuh Handayani Surabaya Elementary School.

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