

## Reading Study Model for Dyslexia Children Based on Mingle Technique

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**Abstract:** The education problem in Padang, based on research by Irdamurni (2013), 41.74% of dyslexia children have difficulty in learning, this problem has caused the increase of Elementary School children who have trouble in reading. Elementary School teachers do not have the competence to resolve the children problem, therefore it is necessary for a guide to assist the teachers in teaching children with dyslexia in reading. The purpose of this research is to develop a reading study model for children with dyslexia based on mingle technique. This research uses research and development (R & D) by Borg and Gall (2003). The subjects were dyslexia children who study in Padang high-class Elementary School. The research produces the reading study model to children with dyslexia that consists of (1) identification and assessment format, (2) learning programs plan, (3) guidebook for teachers, (4) guidebook for students, (5) the module on dyslexia and mingle technique.

**Keywords:** Reading study model, dyslexia children, mingle technique

The children with reading study difficulties (dyslexia) in Elementary School can often be found. Mostly they are seen by teachers and peers as children that learn slowly or have difficulty to study because the lack of academic achievement. Various profiles of children with dyslexia are caused by a variety of external and internal conditions. Clement, in Weiner, 2003, says that dyslexia children is one of the children who have learning difficulties (learning disability). Dyslexia is a disorder condition of cognitive process when the children receive information in reading activity (Martini, 2009). The reading skills of normal children have shown from the age of six or seven years, however the children with dyslexia still are not yet fluent in reading even at the age of 12 years. This difficulty can be detected when the children enter Elementary School.

From the identification and assessment result in SD N 01 Koto Lua, Pauh District, Padang city, eight students were found having problem in reading. The result of field observations showed that some students in reading activity often made mistakes on letters and words substitutions, letters and words omission, letters and words reversal and letters and words addition, such as bola (ball) was read as dola, nyamuk (mosquito) was read as namuk, sepeda (bicycle) was read as sedepa, rumah (home) was read as rumaha, and others. The solution from the teachers was in form of remedial by repeating the lesson materials that were not understood by the student, however the teacher did not search the root that causes the problem. This problem cannot be ignored because it affects the quality of education. For that problem, a model that can be used as guidelines is need for teachers in helping children with dyslexia.

Mercer & Mercer (1989), and Hornsby (1984) defines dyslexia not only as the difficulty in reading study, but also writing study. Furthermore, Mercer & Mercer (1989), Yusuf, (2005) and Sofie & Cynthia (2002) mention that dyslexia children show certain characteristics in reading and writing studies, among others are: (1) Habit while reading, (2) Mistake in word recognition, (3) errors in understanding. These symptoms can be seen from the mistakes in answering questions related with reading. The children cannot express the order of story and cannot understand the main theme of story. (4) Various symptoms, (5) Swap letters, such as 'b' is swapped by 'd', 'p' is swapped by 'q', 'm' is swapped by 'w', 's' is swapped by 'z'. (6) The inability to read or pronounce the words that are never seen before. (7) Bad handwriting. (8) The difficulty in distinguishing vowels with consonants. (9) The children cannot associate the sound with the correct letter. (10) The children ignore the words details and have difficulty in remembering the words.

(Martini, 2009) proposes reading study method for children with dyslexia, such as: (1) phonic method, (2) basal readers, (3) words recognition and understanding, (4) Distar method, (5) Fernald technique, (6) Gillingham method and cognitive strategies. Furthermore, Yusuf, (2005), and Jamian & Zulkafli (2008) describe the way in order to deal with reading study difficulties: (1) Fernald method, (2) Gillingham method, (3) Glass analysis method, and (4) modified alphabet method, and Pollard and Hess propose mingle method.

According to Oxford Dictionary mingle means to mix. In relation to human activities as social beings, mingle can be defined as to blend together socially. In

learning process, mingle can be defined as the student activities together in achieving social goals. Mingle is first proposed by Pollard and Hess in 1997 on their book *Zero Prep: Ready to go Activities for Teachers*. The model that will be developed in this research is the mingle model development by following the pattern proposed by Joice, Weil. According to Joyce, Weil, and Showers (1992: 14), this model is considered more suitable for children with dyslexia.

Pollard and Hess (1997:29) state that 'Mingle' model is a game technique in reading skills study that has rules to be followed. This activity has the characteristic that the students move from one place to other and read one to another in the context of particular situation. According to Pollard and Hess (1997), this 'Mingle' can be applied in the form of questionnaire, matching activities and role play, because playing game is the biggest part in the life of children (Burns, 1997).

The procedures of using Mingle models in order to increase reading skill of dyslexia children can be seen in the following: In the introductory activity, the students are asked to sit in a semicircle. The teacher provides motivation, asks for material that has been learned and deliver the material that will be studied along with its objectives. In the exploration activities, the students are given a model in understanding the expression of material that will be learned by reading and questioning in turns until all students have the opportunity.

In the elaboration activities, the students are divided into some groups consisting of 3-4 students for each group. For each student in the group is given word cards that have been written. The students only have a few minutes to understand the content of information from the card. The teacher helps the students in understanding the information from the card. Furthermore, the students are asked to stand and move from one friend to another friend in the group while asking information one to another. The teacher observes student activities, student pronunciation and gives a time limit. The student who obtains complete and correct information for the first time is the winner. The student is given the opportunity to stand in front of the class and is rewarded with prizes. Those activities are continued to the next groups with the same activity but different topics. From these activities, the students become active, creative and happy.

In the confirmation activities, the teachers and the students have a discussion about the topik and then it is followed by giving reinforcement to that topic. At the end of activities, the teachers and the students both have the conclusion. In order to evaluate students' understanding toward the material that has been studied, the teacher provides an assessment by asking the students to read what is in the cards. The students perform the dialogue in pairs on what have been read. Finally, from the activities that have been performed, it will help the students to have the fluent reading skills

and text understanding skill.

The next procedure is teacher asks the winning students to present their presentation in front of the class. Then, the students are awarded with the gift of candy, star made of cardboard, and so on. The same is done to the next group until all students get the chance to read. Before entering the assessment, the teachers and the students both discuss the topic that has been practiced. The final step is to evaluate reading skill. The students perform conversation based on the instructions from the cards.

This research aims to develop a model learning in reading for children with dyslexia in Padang Elementary School in forms of: (1) identification and assessment format, (2) learning program plan, (3) teacher guidebook, (4) students guidebook, and (5) Modul about dislexia and mingle technique.

## **METHOD**

The type of research is R&D (Research and Development). Development procedure follows the steps proposed by Borg and Gall (2003), that procedures have been revised by the researchers according to the needs of research, which are: (1) Research and Information Collecting begins with the potential and problems of children with dyslexia in Elementary School and then it is continued with the identification and assessment, next the library study is performed, this activity is to get a reference/theory about teaching children with dyslexia, field studies, (2) Planning, it formulates skills and expertises related to the problem, determine the objectives to be achieved at each stage. (3) Develop preliminary form product. Furthermore, (5) product design, it describes learning model preliminary product by determining the sequence of product development. (5) Design validation test is performed by reviewer of three experts, which are expert on dyslexia, language and Elementary School, and by doing Focus Group discussion (FGD) in order to gather feedback that can become in consideration material in revising the model (6) Main product revision. This research was conducted in Padang city, with the population of children with dyslexia in SD N Padang.

## **FINDINGS AND DISCUSSION**

### **Findings**

This research creates learning model based on mingle technique that consists of products: (1) identification and assessment format, (2) learning program plan, (3) the teacher guidebook, (4) students guidebook and (5) Modul about dislexia and mingle technique.

## Discussion

The result of research shows the creation of a model to improve reading skills and understand the content of reading for children with dyslexia. The teachers can observe students' reading abilities that include pronunciation, fluency, and comprehension toward reading content. This model can also increase the happiness of students to the text that they read because the learning process is relevant to learners characteristic (Moon, 2000; Cameron, 2001). This is because 'Mingle' model is the model of learning while playing. Burns & Joyce (1997). Playing is a major part of children's lives and it is essential for children to be able to learn understanding the concepts, learning models through playing is very relevant to learners characteristic in Elementary School and it can make the students to become active (Burns & Joyce 1997). The results of research shows that learning through game can increase motivation, self-confident, articulation, active interaction (Thanh Huyen, 2003; Wright, 2005).

This model can develop reading skill for child with dyslexia. According to Mercer & Mercer (1989), Yusuf, (2005), children with dyslexia show the characteristic in reading and writing, such as the habit of reading by doing particular motion of moving the head to the left or to the right, frowning the forehead, feeling agitated, rising the voice tone, or biting the lip. sometimes rejecting, or crying when asked by the teacher to read. Yusuf, (2005). The implementation of mingle model study is through learning while playing game, the children play while reading by using the cards and move from one friend to another friend in the group, so that the children feel fun and they are not forced to read, and erase the the children's fear in reading and answering the text. According to the opinion of Pollard and Hess (1997), 'Mingle' is also known as an ice-breaker, this is because the students listen and respond to the same questions repeatedly. These activities have an impact on reading skills, reading fluency, grammar, as well as the students' understanding of the content of reading.

## CONCLUSION AND SUGGESTION

Based on the research results, it can be summarized as follows: (1) The result of research shows that in every Elementary School in Padang city has children with dyslexia; (2) The products of this research are: (a) identification and assessment format, (b) learning program plan, (c) the teacher guidebook, (d) students guidebook and (e) Modul about dislexia and mingle technique.

Based on the conclusions of this research, the following suggestions can be given as follows: (1) It is recommended for the teacher who teaches children

with dislexia to apply "Mingle" model in the process of learning; (2) Other researchers need to develop this model in other expressions materials by following the existing model design.

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