

Efektivitas Pendekatan Modifikasi Perilaku dengan Teknik Fading dan Token Economy dalam Meningkatkan Kosakata Siswa Tuna Rungu Prelingual Profound = The Effectiveness of a Behavior Modification Approach with Fading and Token Economy Techniques to Increase the Vocabulary of a Student with Prelingual Profound Deafness

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Abstrak

Gangguan pendengaran pada anak tuna rungu yang terjadi sebelum masa perkembangan bahasa (prelingual) dan tergolong parah (profound) menimbulkan masalah dalam proses akademis dan komunikasi sehari-hari. Oleh karena itu, intervensi untuk meningkatkan kosakata anak tuna rungu sebagai dasar perkembangan bahasa penting untuk dilakukan. Penelitian ini dilakukan untuk membuktikan efektivitas pendekatan modifikasi perilaku dengan teknik fading dan token economy untuk meningkatkan kosakata siswa tuna rungu prelingual profound.

Program intervensi diadaptasi dari Morris (1985) untuk mengajarkan nama-nama obyek dan kegiatan. Teknik fading dilakukan dalam tiga tahap, yaitu pemberian stimulus berupa gambar dan prompt tulisan, lalu gambar dan prompt sebagian tulisan, kemudian gambar tanpa prompt tulisan. Setiap kali berhasil menulis dengan tepat, subyek diberikan token yang nantinya dapat ditukarkan dengan reinforcer.

Penelitian dilakukan terhadap seorang anak tuna rungu prelingual profound, laki-laki, berusia 13 tahun, duduk di kelas 5 SD inklusi, memiliki kecerdasan non-verbal rata-rata, dan kosakata yang sangat terbatas. Dengan desain penelitian single-subject tipe ABA single-factor, peningkatan kosakata dilihat dari perbandingan antara hasil tes sebelum dan setelah intervensi.

Hasil penelitian menunjukkan bahwa pendekatan modifikasi perilaku dengan teknik fading dan token economy efektif untuk meningkatkan kosakata siswa tuna rungu prelingual profound. Subyek mampu memahami serta memproduksi secara tertulis sebesar 87,5% dari delapan nama obyek dan 100% dari delapan nama kegiatan yang diberikan dalam intervensi.

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A profound hearing impairment that happened before the development of language causes some problems within the academic process and daily communication. Therefore, an intervention to increase the deaf students vocabulary as the foundation of a language development is important. This research was conducted to examine the effectiveness of a behavior modification approach with fading and token economy techniques to increase the vocabulary of a student with prelingual profound deafness.

The intervention program was adapted from Morris (1985) to teach names of objects and activities. In the program, the subject was given three steps of fading, starting with a stimuli and a prompt in a form of a picture and its written name. Subsequently, the prompt was faded into only a certain part until it was entirely eliminated. Everytime the subject succeeded in writing the correct name, he was given a token which could be exchanged with a reinforcer.

Research was conducted on a male prelingual profound deaf student studying at a primary school with an inclusion program who has an average level of non verbal intelligence and lack of vocabulary. Using a single subject-ABA-single factor research design, the increase in vocabulary was determined by comparing

the test results before and after the intervention.

Results indicated that a behavior modification approach with fading and token economy techniques is effective in order to increase the vocabulary of a student with prelingual profound deafness. Through writing, the subject was able to understand and produce 87,5% of the eight objects' names and 100% of the eight activities' names given during the intervention program.