

## OBSERVATIONAL BASED ON DIRECTIVE LEARNING TO IMPROVE TYPING 10 FINGERS SKILL OF THE CHILDREN WITH SPECIAL NEEDS

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**Abstract:** The purpose of this research is to find out and to improve typing 10 fingers skill by using observational based on directive learning. The method used in this research is a participant action research Kemmis and Mc Toggart model (Abdulhalk and Suprayogi, 2011: 161), they are: formulating and planning, implementing and observation reflection. The subject of the research is involving one research subject children with special needs; the deaf and speech impaired. The data of learning result gained by giving daily practice of typing (job sheet). From the first to the third cycles, the speed of typing is increased, it can be seen from the result of gross strokes in turn they are 34, 43 and 61. In the third cycle the grade of accuracy decreased from 76 %, in the second cycle become 50%. The level of error in the third cycle it was not increased from 24%, in the second cycle become 50%. From the above table, we can conclude that observational based on directive learning more effective in developing the skill of 10 fingers typing system by using pictures or symbol.

**Keywords:** directive learning, observational learning, typing 10 fingers skill.

### INTRODUCTION

#### Background of the problem

In order to manifest the ideals of educate the nation's live, the education and culture vision in 2015 to have smart and competitive Indonesian people in which should smart spiritually, emotionally socially, intelligence, and kinesthetically (Kemendiknas, 2010:30). The ideal person of those also stated in the section 3 of Law No.20/2003:

“ National education has function to develop and construct the nature and prestigious culture civilization to educate the nation live, that has purpose to develop learner's potential to have good quality dealing with God, good character, healthy, clever, creative, independent, and responsible and democratic national”

In order to prepare skilled and competitive children with special needs to compete in a global market, it needs effort to reach it. Children with special needs should master the kinesthetic intelligence in which a special skill based on their own interest and talent. Typing skill is one of the basic skill to use laptop or computer that should be mastered when get a job in an office. Based on GR Terry research to the USA companies, explained that in office activities always connected in to typing with 24,6% from 7 activities in the office such as, typing, calculating, reviewing, script saving, phoning, copying, etc.

In order to reach the speed and accuracy in typing as required, children with special needs should master 10 fingers system and blind system. 10 fingers typing is a kind of technique by using all the fingers with their own tasks, while blind system typing is a typing without seeing the keyboard knob or computer

screen only by seeing the text. (Suherman, dkk,2007:48).

The problem faced by children with special needs such as slow in a mastering of 10 fingers typing system and blind system. Hence, it needs quick and exact in mastering the materials. Here, the researcher will use “Observational based on directive learning”. Directive learning based on Joyce and Weil (2011:421) is a method in which the instructor designing and planning the learning by paying attention in to modeling, reinforcement, feedback, and approximation. While the observational learning based on Bandura in Hergenhahn and Olson (2009:366) is a kind of learning by observing other or model directly or indirectly by involving attention, retention, behavioral competence and motivational without having real response or reinforcement.

Two main purposes of direct instruction are to maximize the child learning time and develop independence to reach and get education purpose based on the lesson plan made by reinforcement. By having observational based on directive learning, the students learn by observing a framed model in a instructional plan academic oriented and structured and ask the students to get involve in a task in a direct instruction without reinforcement. In Bandura theory, the model can be anything that can give information, like a person, movie, television, exhibition, pictures, or instruction. The teacher can be an effective model since he has competence.

Children with special needs can mater the typing skill effectively by combining the two learning approaches. Those approaches used by make it simple in a direct instruction by omitting practice guided by teacher, since the students learn directly by observing the model.

Based on Ormrod (2009: 432), reinforcement is an action follow a specific response of reinforce. The reinforce is the consequences that improve frequency of specific behavior, by ignoring the people's mind of good or bad consequences such as praise, warning, punishment, money, trophy, or privileges.

## RESEARCH METHODOLOGY

The method used in this research is a participant action research Kemmis and Mc Toggart model (Abdulhalk and Suprayogi, 2011: 161), they are: formulating and planning, implementing and observation reflection. The subject of the research is involving one research subject a child with special needs. The data of learning result gained by giving daily practice (job sheet). Then analyzed the result of the practice. Learning process data gained by using observation sheet. the research procedure in the first step giving explanation in a form of pictures, instructions, symbol and the example of 10 fingers typing action as the observational learning principle (Bandura, 1977:22) by involving the attention, motivation, retention and behavioral skill of the research subject. The next step is implementation by giving guided and structured exercise task as the principle of directive learning (Joyce, Weil & Calhoun; 2011: 427). The last step is evaluating the exercise result.

## RESULT

The test result of 10 fingers typing system by using master typing software through observational based on directive learning in two minutes, it can be seen from the table below:

Table 1: Typing Assessment by Typing Master Application

Assessment	Siklus I	Siklus II	Siklus III
Gross speed	3 wpm	4 wpm	6 wpm
Accuracy	55%	76%	50%
Net speed	1 wpm	3 wpm	3 wpm
Gross strokes	34	43	61
Error hits	15 (45%)	10 (24%)	30 (50%)
Net strokes	19	33	31

## DISCUSSION

### Cycle I

Action research in the first cycle through observational based on directive learning process tried to give typing skill by giving action activity observed by the student. In this learning, it can be seen that the student give full attention to follow the action modeled by the researcher, the practice typing 10 fingers system with high motivation and based on the function of each fingers.

### Cycle II

Action research in the second cycle, the researcher gave explanation in the form of pictures or symbol to remind about the 10 fingers function in typing. The student observed the pictures or symbol to connect the previous skill materials.

### Cycle III

In the third cycle, the researcher as the instructor gave direction about the use of the fingers through verbal explanation by using the typing test item directly done by the student.

## CONCLUSION AND SUGGESTION

### Conclusion

From the first to the third cycles, the speed of typing is increased, it can be seen from the result of gross strokes in turn they are 34, 43 and 61. In the third cycle the grade of accuracy decreased from 76 %, in the second cycle become 50%. The level of error in the third cycle it was not increased from 24%, in the second cycle become 50%. From the above table, we can conclude that observational based on directive learning more effective in developing the skill of 10 fingers typing system by using pictures or symbol.

### Suggestion

Refers to the test analysis result from the first to the third cycles the writer suggests to develop the use of observational learning emphasized on the pictures or symbol, since it gives the most effective contribution to improve students' 10 fingers typing skill.

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