

# Isti Learn To Read With The Acrostic Mnemonic Technique

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**Abstract.** The Education plays a very important role in advancing and shaping the character of the nation's children. This research is based on the problems of communication difficulties, social difficulties and behavioral disorders in autistic children so that learning to read the acrostic mnemonic technique is one method that can reduce the problems that autistic children face. This acrostic mnemonic technique is applied by combining the first few letters of the word that will be put together to form an interesting word. The method used in this research uses a qualitative approach with action studies connected between acrostic mnemonics, planning, implementation, observation and reflection. From the results of this research, it is possible to train reading for an autistic child named (Isti) using the acrostic mnemonic technique, namely by recognizing vowels correctly, recognizing consonant letters correctly, recognizing diphthong letters, understanding the concept of one open vowel sound, understanding the concept of one vowel sound, closed, understand the concept of two vowel sounds, understand the concept of three vowel sounds, read syllables in speech and read quickly so that this process runs optimally and can be remembered well.

## 1 Introduction

Education plays an important role in advancing the nation's children. The aim of education itself is to shape character and educate the life of the nation. Reading is a process carried out by readers to obtain messages, which will be conveyed in oral or written form so that the goal of obtaining, covering and interpreting information is achieved. Reading is also an activity that can help wake up the brain. Often, pupils or students find it difficult to master the information from what they have read. Learning to read is one of the most important materials for learning Indonesian in elementary school. In learning to read, a person must have the ability to remember to absorb information to train intelligence. By reading, teachers can develop moral values, reasoning abilities and students' creativity. Through reading activities, the aim is that students can more actively understand the content of the reading and receive various information. Reading can be grouped into three, namely: 1) reading symbols (Caneiform), namely reading with symbols or pictures, where the child can only see the picture, the child can guess the picture or symbol. 2) Reading ideograms is reading that connects images or objects to one word. 3) Reading syllabary, namely reading more than a combination of two words in one unit.

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Mnemonic techniques are one way that has been proven to help memory in the learning process. Mnemonics comes from the word mne'nonics which means the ability to memorize. So the Mnemonic Method is a method of memorizing using two principle elements, namely imagination and association or Mnemonic is a way to improve a person's ability to remember by using imagination and can indirectly hone creativity. The mnemonic teaching process is used in life to remember everyday information. This has been proven to help memory in the learning process. As Lorayne argues, explains that the basic method of memory is "We can remember information if it is related to something we already know or remember".

The mnemonic model is a learning development model that aims to make it easier for students to remember information obtained through levers or connectors to memorize knowledge, thus making the learning process easier and more efficient. The acrostic technique is a sentence method. An acrostic is a characteristic of a word or phrase that contains the first letter which can reform the original word or phrase. Apply the acrostic technique by combining the first few letters of the words that will be strung together to form an interesting string of words. The result is a unique collection of pronounceable words. The application of this mnemonic technique is commonly used in the world of education to help the process of memorizing certain material in several subjects.

Communication difficulties, social difficulties, and behavioral disorders are characteristic of autistic children. Teaching autistic children to read is one way they can slowly overcome this problem. By reading fluently, children will be able to communicate and socialize easily. Teaching autistic children to read fluently is a big challenge.

According (2), the mnemonic technique is carried out in three stages, namely understanding, deviation and exclusion. Meanwhile, According (3) , several stages can improve memory in mnemonics. The steps to learn mnemonic techniques are as follows:

1. Provide the subject matter to be studied by underlining the memorization list
2. Make word connections in the material such as making keywords, pronouns, or word relationships.
3. Using funny words, or exaggerating and the final stage is to practice repeating the material until you really understand it. Based on the steps of the Mnemonic Technique, students can understand the subject matter to be studied by underlining, making connections, and using funny words to sharpen their memory so that the material is easy to understand..

According (4), the process of remembering information has three stages that can form a memory system in the brain, namely:

1. Encoding, namely entering information into memory, namely by acoustic encoding, information encoded in memory enters a certain encoding and the information received consists of verbal, visual encoding and meaning encoding.
2. Storage, is holding information that influences the type of memory
3. Calling is the process of releasing storage information.

According (5), there are various mnemonic techniques, namely:

- a. Keyword techniques, namely techniques that vary and teach new words.
- b. Intersection Technique, namely a memorization technique
- c. Loci technique, namely marking each piece of information.

- d. Rhyme Technique, namely a technique that uses a rhyme scheme.
- e. Acronym technique, namely the technique of using each initial letter to form a new word.
- f. Acrostic technique, namely a technique of remembering letters and using substitute words for a word
- g. Simonides technique, namely the technique of remembering a situation with pictures.

According (6), the steps for creating an acrostic are first, writing a list of phrases on separate lines. Second, circle or underline the first letter of each sentence, third, write the first letter of each keyword. Fourth, make a sentence from the first letter. Fifth, practice the associations of the acrostic.

According (7), "whatever can be said about reading, it cannot be separated from the fact that initially reading is a sensory process, where signals and stimuli for reading activities enter through doors called visual and auditory sensors. Meanwhile, according to Grade in (7), "Reading by definition means gaining meaning for print, not just pronouncing the word"

According (8), reading is a complex activity, both physical and spiritual. Physical activities related to Reading are eye movements and vision. mental activity Including memory and comprehension. Someone can read well if they can read letters clearly and move their eyes agilely, remember language symbols correctly and have sufficient reasoning skills to understand reading. According (9), the reading process is carried out in several ways, namely:

1. Reading aloud (reading aloud), namely reading done aloud, usually done by high/large classes. The implementation of reading done aloud for elementary school students is carried out as follows:
  - a. Classical Reading is reading that is done together in one class.
  - b. Group reading is reading carried out by a group of students in one class.
  - c. Individual Reading is reading done individually.
  - d. Individual reading requires courage from students and is easily controlled by the teacher. Usually carried out to carry out assessments.
2. Reading silently, that is, reading without making any words or sounds.
3. Technical reading, which is the same as reading aloud. Technical reading is a way of reading that includes language attitudes and intonation.

According (10), there are three stages of children's knowledge of reading words as a unit of words, namely (1) logographic age (preschool). At this stage the child reads words as a complete unit and the child's attention is more on the pictures in the surrounding environment; (2) alphabetical (kindergarden age), at this stage the child uses letters to identify words and the child focuses his attention on the letters; and (3) orthographic (primary school age), at this stage children begin to see patterns in words.

According (12), implementing global reading uses the following steps:

- a. Recognize several complete sentences accompanied by picture
- b. Read sentences without using pictures
- c. Break down sentences into words
- d. Break down words into syllables
- e. Break down syllables into letters

According (13), there are indicators 1) Ability to pronounce vowel sounds; (2) Ability to pronounce consonant sounds; (3) Ability to spell 1 consonant letter and 1 vowel letter; (4) Ability to spell open syllables (vowel-consonant-vowel); (5) The same ability to spell open syllables (consonant-vowel-consonant-vowel); (6) Ability to spell different open syllables (consonant-vowel-consonant-vowel); (7) Ability to spell closed syllables (consonant-vowel-consonant-vowel-consonant); (8) Ability to spell syllables containing double vowels (diphthongs); and (9) Ability to spell syllables containing double consonants.

According (14), the dominant learning style in autistic children is memorizing information as it is (rote learner), memorizing whole sentences (gestalt learner), some even quickly understand information when given the help of pictures (visual learner).

The condition of autistic children greatly influences learning and children have different characteristics, attitudes, styles, and so on. in reading skills. According (15), children are humans who have potential that must be developed. Autism is a developmental disorder in children that disrupts communication and socialization abilities. Autistic children are children whose behavior focuses on themselves and have repetitive movements or monotonous behavior. Meanwhile, According (16), autistic children have problems with socialization and difficulty communicating with other people, so autistic children need guidance to socialize with other people.

According (17), there are several characteristics of autistic children, namely repeating words and behavior, often communicating alone, having difficulty communicating, being less sensitive to sounds, often feeling emotional, not having empathy, and not liking physical contact. Based on the description above, the mnemonic technique can be used as a study of the act of learning to read for autistic children.

## **2 Method**

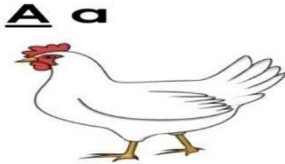
The method used in this research uses a qualitative approach, namely the study of actions connected by an acrostic mnemonic with planning, implementation, observation and reflection. According to the qualitative method, it is part of the knowledge process which can be considered as a social product and also a social process. Data collection techniques were carried out using tests, observations, interviews and documentation studies. According (18), characterizes qualitative research as heavy reliance on data such as interviews, observer notes, documents and manuscripts.

## **3 Result and Discussion**

According to research by According (19), speed reading training is training created to maximize a person's reading potential in understanding reading. The results of this research show that the reading speed of words per minute for Class VIII Mts Skb 3 Minister Bingkat students, namely, 30 respondents, is below 180 words per minute. Meanwhile, only 6 respondents had the ability to understand reading content whose reading comprehension was above 70%. From the research results of According (20), the Mnemonic Method can facilitate the ability to remember or recall information and is one of the effective methods for improving reading comprehension of Mandarin vocabulary. The results can be seen from the percentage of assessment completeness and student responses after using the mnemonic method. Meanwhile, the results of research by According (21), initial reading ability is the competency possessed by students in pronouncing symbols with a clear and precise voice. Therefore, beginning reading is something important for students to master first before acquiring/learning advanced

reading. Furthermore, based on observations from this research, the following is a 6 year old child named Isti who has autism. Isti is an autistic person with several problems speaking, interacting with the surrounding environment, and emotional problems. Everyday communication in speaking has been taught to children. On the other hand, for children with special needs, Isti, Isti can only express keywords, not in sentence form, and can only point to the desired object. This research was carried out at a therapy house, where this institution operates in the field of therapy for children with special needs with autism. The reading technique is carried out using the acrostic mnemonic technique, which is one of the techniques for remembering letters. In this research, there were several ways to train autistic children to read using acrostic mnemonics, namely:

1. Isti begins to introduce Vowel letters correctly, these are letters that give a meaningful sound to consonant letters, that is, there are letter names that are the same as the letter sounds, [A,a], [I,i], [U,u], [E,e], [O,o], namely :



**Fig. 1.** Ayam  
Source: anyflip.com



**Fig. 2.** Ikan  
Source : anyflip.com



**Fig. 3.** Ular  
Source : anyflip.com



Fig. 4. Enam

Source : anyflip.com



Fig. 5. Oren

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2. Isti begins to introduce consonants correctly, namely language speech sounds that occur because the air coming out of the lungs is blocked, consonants are also called consonants. The letters that represent consonants in Indonesian consist of 21 letters, namely b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.
  - a. Terdapat nama huruf yang diakhiri oleh bunyi huruf, seperti huruf : [ f: ef ], [ l:el ], [ m: em ], [ n: en], [ s: es ]
  - b. Terdapat huruf yang lain dari pada bunyinya, seperti huruf: [ q:kiu], [ x: eks ]
  - c. Terdapat gabungan dua huruf yang membentuk satu bunyi, seperti : [kh], [ng], [ny], [sy], contoh : Khayal, Ngorok, Nyamuk, Syair
3. Diphthongs are introduced to Isti, which are a combination of two vowels which produce one sound. Diphthong letters are symbolized by a combination of the vowels ai, au, ei and oi. For example : Pandai, Harimau, Survei, Amboi.
4. Isti begins to understand the concept of an open vowel sound, which is a letter that is formed with the tongue and combines with a consonant to form a word, such as:

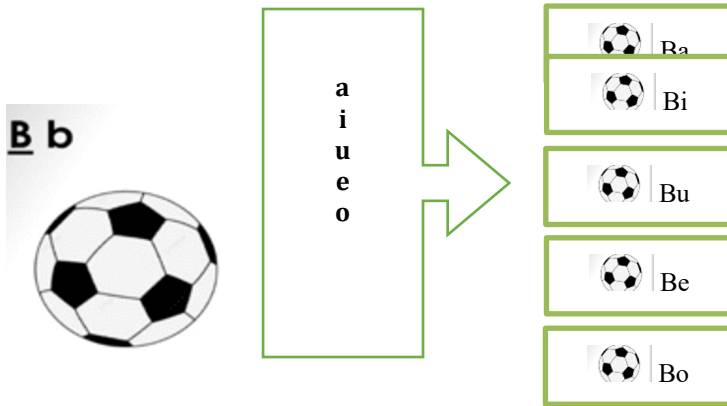


Fig. 6. Bola (Open Vocal Concept)

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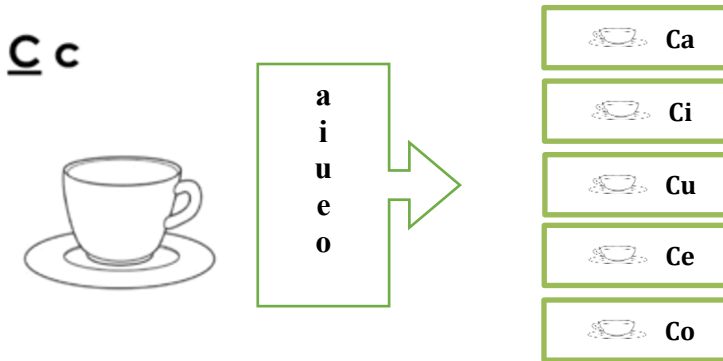


Fig. 7. Cawan (Open Vocal Concept)

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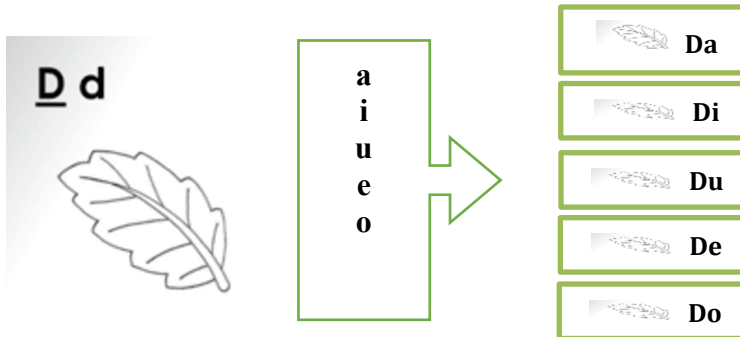
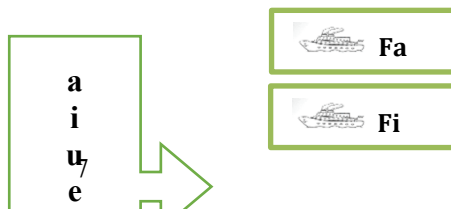


Fig. 8. Daun (Open Vocal Concept)

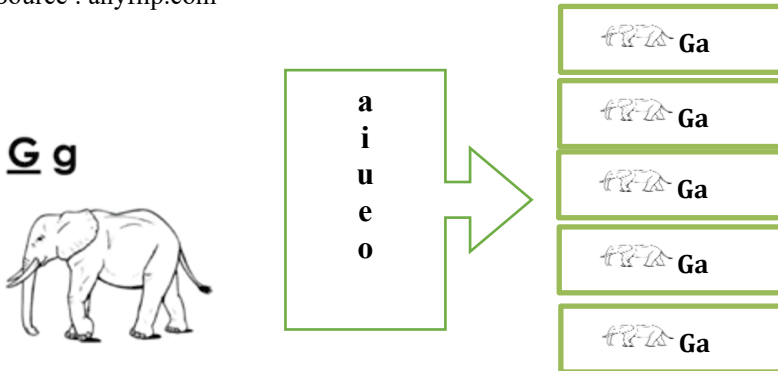
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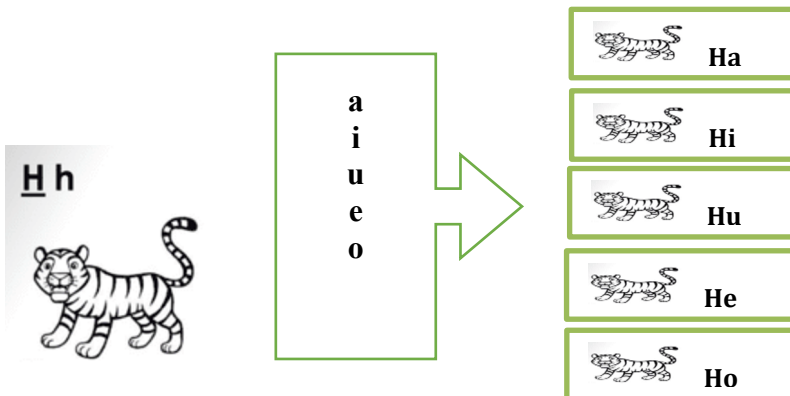
**Fig. 9.** Feri (Open Vocal Concept)

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**Fig. 10.** Gajah (Open Vocal Concept)

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**Fig. 11.** Harimau (Open Vocal Concept)

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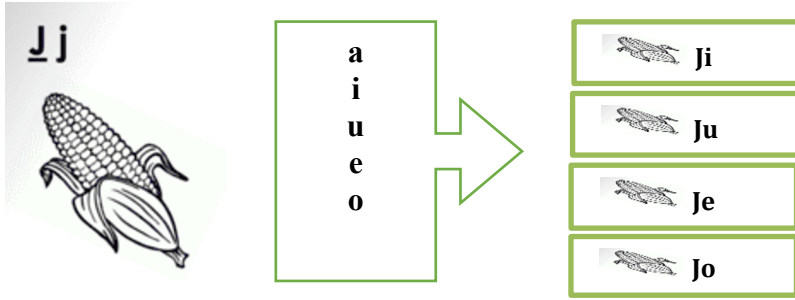


Fig. 12. Jagung (Open Vocal Concept)

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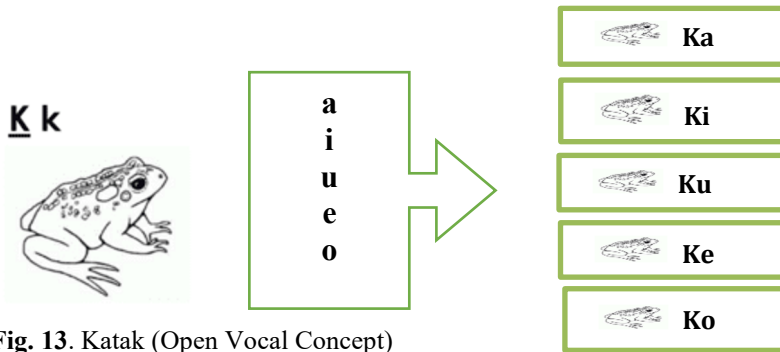


Fig. 13. Katak (Open Vocal Concept)

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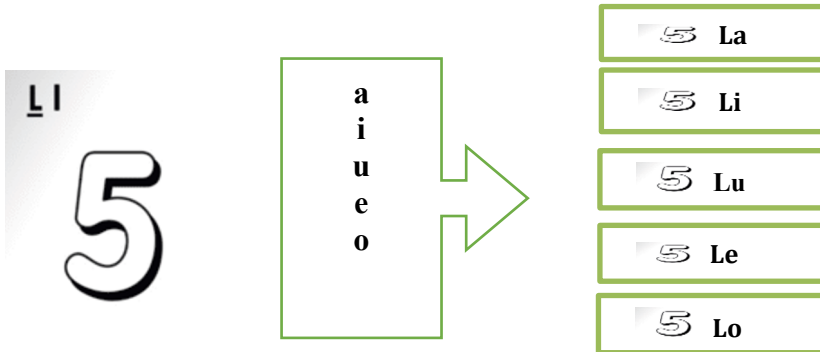
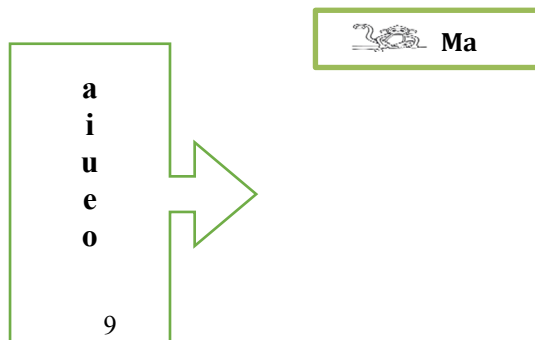
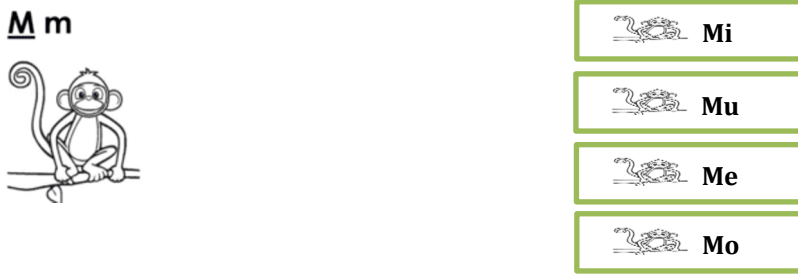


Fig. 14. Lima (Open Vocal Concept)

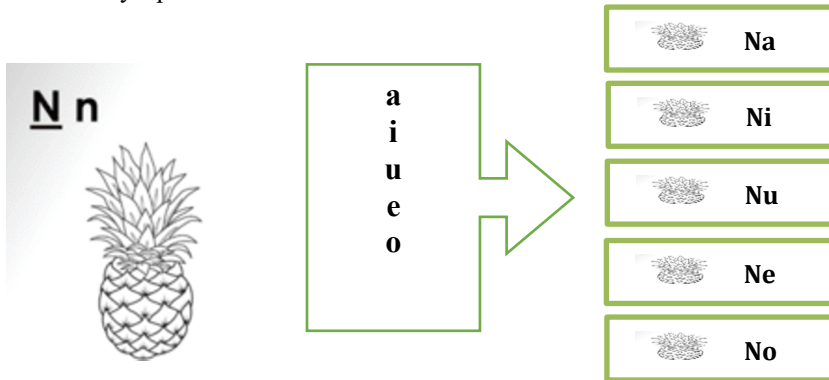
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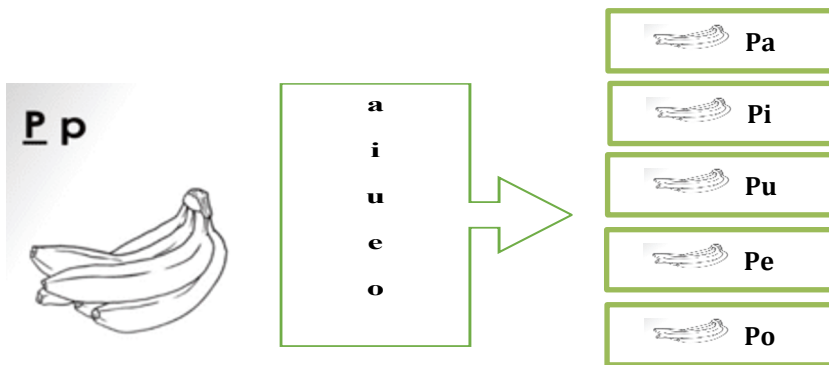
**Fig. 15.** Monyet (Open Vocal Concept)

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**Fig. 16.** Nanas (Open Vocal Concept)

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**Fig. 17.** Pisang (Open Vocal Concept)

Source: anyflip.com



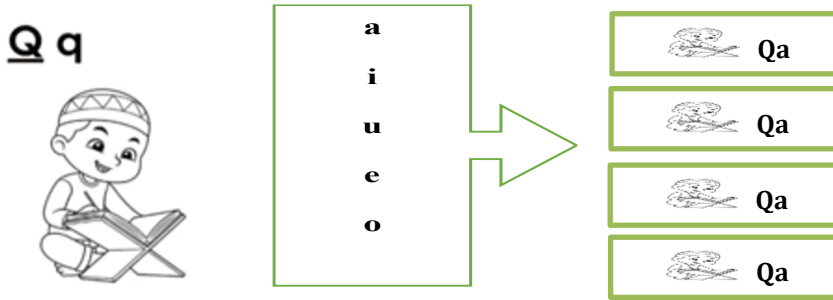


Fig. 18. Qari (Open Vocal Concept)

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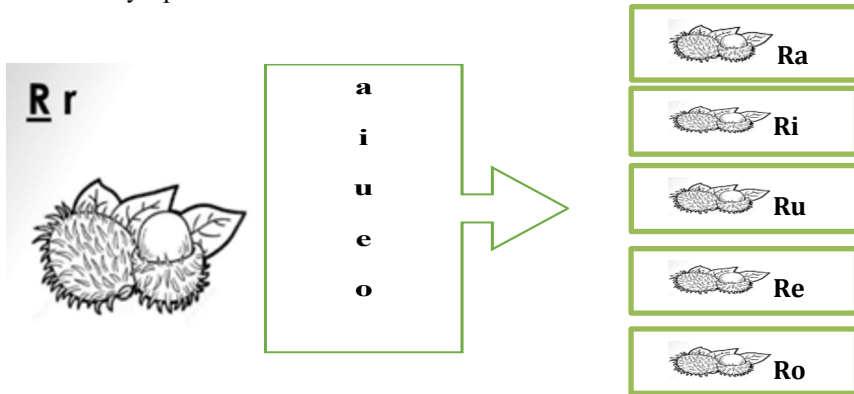


Fig. 19. Rambutan (Open Vocal Concept)

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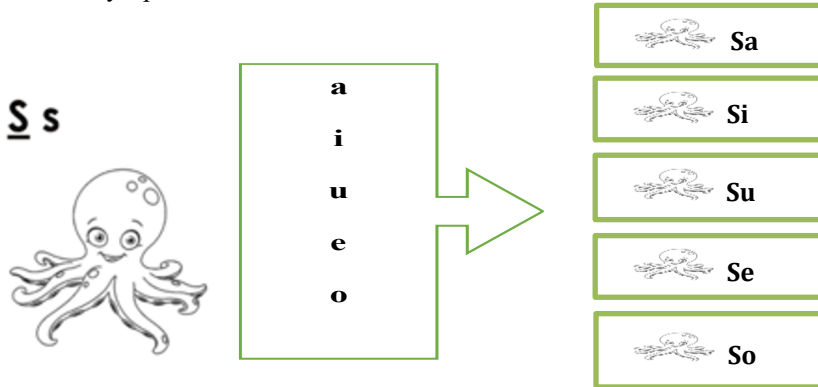
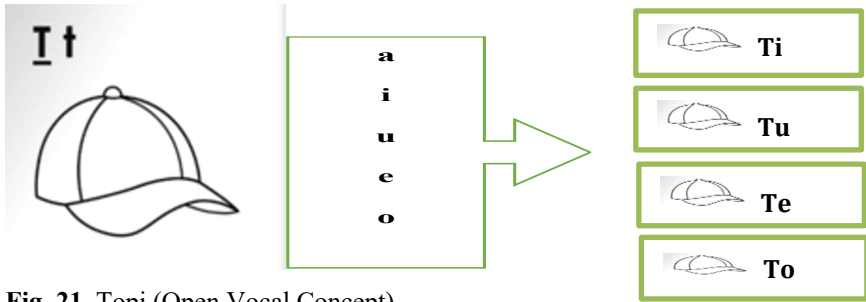


Fig. 20. Sotong (Open Vocal Concept)

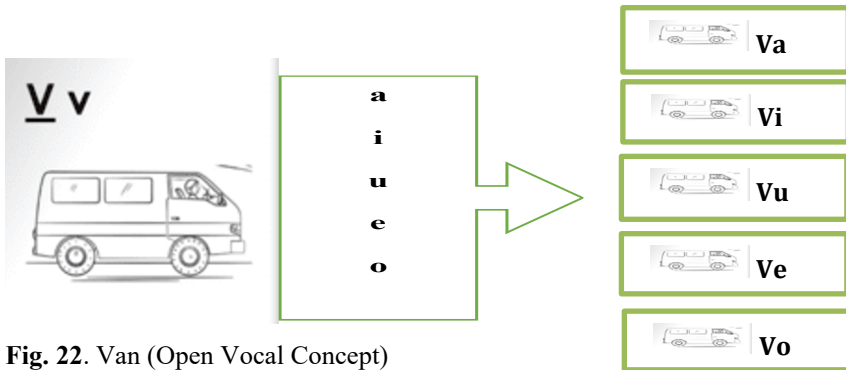
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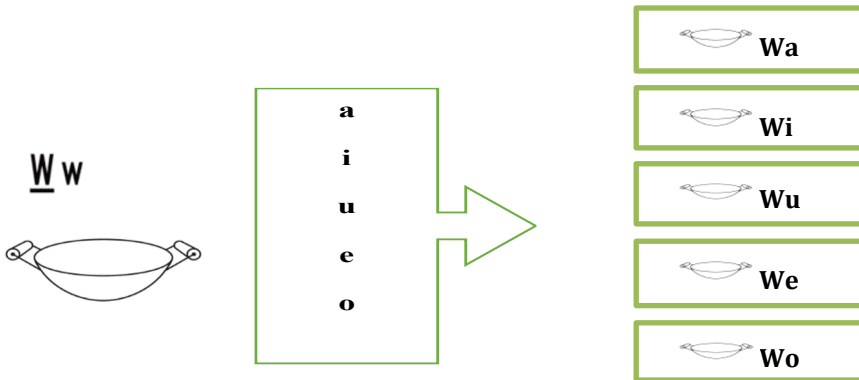
**Fig. 21.** Topi (Open Vocal Concept)

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**Fig. 22.** Van (Open Vocal Concept)

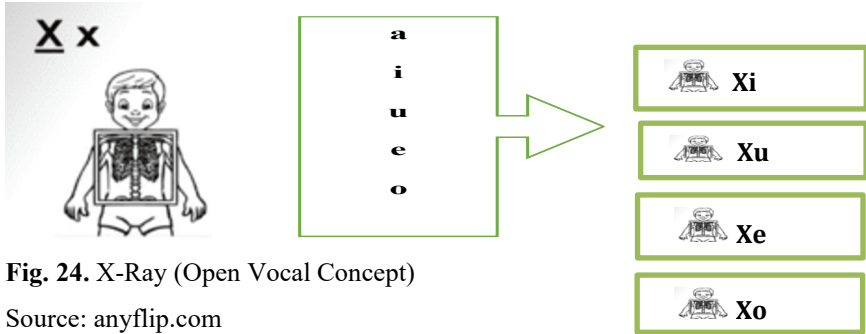
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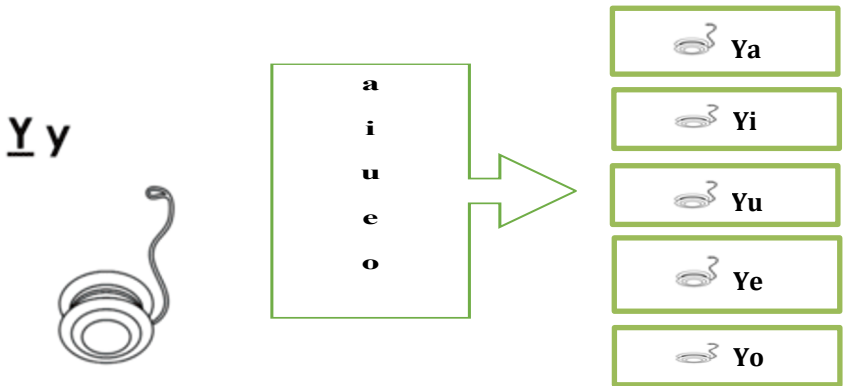
**Fig. 23.** Wajan (Konsep Vokal Terbuka)

Source: anyflip.com

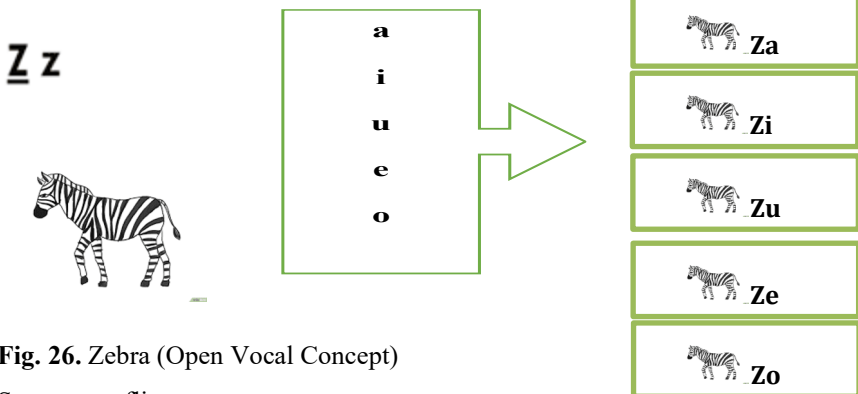




**Fig. 24.** X-Ray (Open Vocal Concept)  
Source: anyflip.com

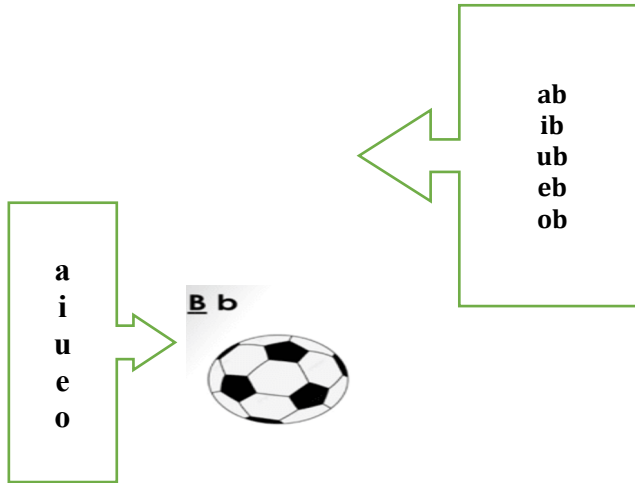


**Fig. 25.** Yoyo (Open Vocal Concept)  
Source: anyflip.com



**Fig. 26.** Zebra (Open Vocal Concept)  
Source: anyflip.com

- Isti begins to understand the concept of a closed vowel sound, namely a vowel that is formed by lifting the tongue as high as possible in the vocal cords towards the ceiling, such as:

































**Fig. 27.** Closed vowel concept

Source : anyflip.com

6. Isti began to understand the concept of two vowel sounds, namely two vowels combined to form a sound. For example; the word " Kalau" has the sound [kalaw], or the word "Intai" has the sound [Intay], as in the table below:

**Table 1.** The concept of two vowel sounds

	A	i	u	e	o
 a	 aa	 ai	 au	 ae	 ao
 i	 ia	 ii	 iu	 ie	 io
 u	 ua	 ui	 uu	 ue	 uo
 e	 ea	 ei	 eu	 ee	 eo
 o	 oa	 oi	 ou	 oe	 oo

7. Isti is starting to understand the concept of three vowel sounds, namely the concept of combining three vowels in one word. In this concept, it combines one open vowel and combines it with two vowels.

8. Isti begins to read the syllables in the words, namely the part of the word that has the peak of filtering. This can be recognized by the presence of vowels in the syllables. According to (22), syllable patterns are divided into:
  - a. One syllable means having either one vowel or one consonant. for example, one syllable means it only has one vowel or one consonant. For example, someone's name, Den, only has one syllable.
  - b. Two Syllables, that is, they contain two vowel or consonant phonemes. For example, Bibi has two syllables.
  - c. Three Syllables, meaning it contains three phonemes, either vowel, consonant or consonant and so on. for example, the word Light has three syllables.
9. Isti started reading quickly, a reading technique that prioritizes speed without leaving out understanding of any aspect of the reading.

## 4 Conclusion

This research examines the acrostic mnemonic technique which can help autistic children (Isti) make it easier for autistic children to remember information effectively and learn to read. Isti is a 6 year old child with autism. She has limitations in speaking, interacting with the surrounding environment. Isti can only express key words in sentences and only point to the desired object. The system mnemonic method which is part of the mnemonic technique is recognizing letters correctly, understanding the concept of open, closed vowel sounds, understanding the concept of one sound, two sounds, three sounds, reading syllables in speech and reading quickly. This method is able to improve memory performance so that information processing runs optimally and information on letter recognition and how to read can be remembered well.

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