USE OF PICTURE AND PICTURE TO IMPROVE ENGLISH VOCABULARY MASTERY IN STUDENTS IX-C MENTALLY IMPAIRED

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Abstract

This study aims to describe the use of Picture and Picture to improve the ability to master English vocabulary of students with intellectual disabilities grade IX-C SLB Negeri 1 West Lombok for the 2021/2022 academic year. In data collection researchers use observation, test and documentation techniques. The data were analyzed in a qualitative descriptive manner. This research was conducted in 2 cycles starting with a preliminary study. During the study, researchers found that in the pre-cycle, the level of students' vocabulary mastery ability was still low, namely 55.8% in the range of 40% - 55%. In the first cycle after students were given action with the use of Picture and Picture, the student's ability level increased to 61.5% and entered the medium criteria (56%-75%). In cycle II after students were given actions based on observations in cycle I, students' vocabulary mastery ability increased to 78.3% so that it was included in the high criteria (76%-100%). From the results of the study, it can be concluded that the use of Picture and Picture can increase student learning activities and increase vocabulary mastery.

Keywords: *Vocabulary Mastery Ability, Children With Intellectual Disabilities, Picture And Picture*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan Picture and Picture untuk meningkatkan kemampuan penguasaan kosakata Bahasa Inggris siswa Tunagrahita kelas IX-C SLB Negeri 1 Lombok Barat Tahun Pelajaran 2021/2022. Dalam pengumpulan data peneliti menggunakan teknik observasi,tes dan dokumentasi. Data dianalisis secara deskriptif kualitatif. Penelitian ini dilakukan dalam 2 siklus yang diawali dengan studi pendahuluan. Selama penelitian berlangsung peneliti menemukan bahwa pada pra siklus, tingkat kemampuan penguasaan kosakata siswa masih rendah yaitu 55.8% dalam rentang 40%- 55%. Pada siklus I setelah siswa diberi tindakan dengan penggunaan Picture and Picture, tingkat kemampuan siswa meningkat menjadi 61.5% dan masuk pada kriteria sedang (56%-75%).Pada siklus II setelah siswa diberi tindakan berdasarkan pengamatan pada siklus I kemampuan penguasaan kosakata siswa meningkat menjadi 78.3 % sehingga masuk dalam kriteria tinggi (76%-100%). Dari hasil penelitian dapat disimpulkan bahwa penggunaan Picture and Picture dapat meningkatkan aktivitas belajar siswa dan meningkatkan penguasaan kosakata.

Kata kunci: *Kemampuan Penguasaan Kosakata, Anak Tunagrahita, Picture and Picture*

INTRODUCTION

Cooperative learning is a learning strategy that allows small groups of learners to work together in completing a common task (Gillies, 2007). Cooperative learning has several benefits, such as increasing learner engagement, motivation, and understanding, as well as developing social, collaborative, and interpersonal skills needed in professional life (Johnson, & Johnson, 2005). Cooperative learning also has several important elements, such as positive dependence, face-to-face interaction, individual and group accountability, social skills, and group processing. In cooperative learning, learners take responsibility for their own learning and assist the learning of other group members. Cooperative learning can be applied in many types of tasks and problems, ranging from simple mathematics to large projects involving environmental or social solutions.

Vocabulary mastery is one of the important aspects of language learning, especially for exceptional school students who have special

needs (Boonkit, 2010). Vocabulary is a collection of words used to communicate, both orally and in writing. Vocabulary also reflects students' understanding of concepts, meanings, and relationships between words. Therefore, vocabulary mastery must be improved through strategies and methods that correspond to the characteristics and abilities of exceptional school students (Rosfiani et al, 2021). Some strategies that can be used are as follows:

- Use images, symbols, or real objects to teach new words. This can help students relate words to their meaning and context visually and concretely.

- Use repetitions, drills, or repetitive exercises to strengthen students' memory of new words. This can be done by saying the words in various sentences, writing them on the board or paper, or repeating them together with students.

- Use fun games, songs, or activities to motivate students to learn vocabulary. This can increase students' interest and enthusiasm and make it easier for them to remember the words learned.

- Use context that is familiar or close to the student's experience to teach vocabulary. This can help students understand the meaning and use of the words in real or everyday situations.

- Use help from others, such as teachers, peers, or parents to guide students to learn vocabulary. It can provide social and emotional support for students as well as provide necessary feedback and corrections.

Picture and Picture is a learning media in the form of cards containing images, words, or symbols that can be used to convey learning material interestingly and effectively. Picture and Picture can help students remember information more easily, practice thinking skills, and increase learning motivation. Picture and Picture can also be used for various types of learning, such as language, mathematics, science, art, and others.

Here are some steps you can take to use Picture and Picture in learning:

1. Determine learning objectives and material to be delivered with Picture and Picture.

2. Prepare cards that are in accordance with the objectives and learning materials. The cards can be made by yourself or purchased from bookstores. The cards should be the same size, easy to read, and grab the student's attention.

3. Arrange the cards according to the desired order or category. For example, if the learning material is English vocabulary, the cards can be arranged alphabetically, theme, or level of difficulty.

4. Present the cards to students in a variety of ways. For example, the teacher may show the cards one at a time while saying related words or sentences, ask students to repeat or answer questions related to the cards, or ask students to play a game using the cards.

5. Provide feedback and reinforcement to students on their participation and learning outcomes. Teachers can give praise, rewards, or grades to students who are active and successful in using Picture and Picture.

6. Evaluate learning processes and outcomes with Picture and Picture. Teachers can observe students' levels of understanding, interest, and engagement during learning, as well as measure achievement of learning objectives using tests or other assessment tools.

The Picture and Picture method is one of the learning methods that utilizes images as a medium to convey material. This method can increase student motivation, creativity, and understanding of a concept. The Picture and Picture method involves several steps, namely:

- The teacher prepares two pictures related to the material to be taught. The first image contains complete information, while the second image contains missing or blank information.

- The teacher divides students into small groups

and gives each group a picture. Half the group got the first picture, and the other half of the group got the second picture.

- Teachers give students time to observe and analyze the images they get. Students were asked to find differences and similarities between their drawings and those of other groups.

- The teacher asked each group to present the results of their analysis in front of the class. Students who get the first picture explain the information contained in their drawing, while students who get the second image complete the missing information in their drawing.

- The teacher provides additional feedback and explanations regarding the material related to the image. Teachers can also assign assignments or evaluations to gauge student understanding.

The Picture and Picture method can be applied to a variety of subjects, such as language, mathematics, science, social, and art. This method can help students to develop critical thinking skills, communicate, work together, and solve problems (Wibawa, 2001). Every child has the right to education. Law No. 20 of 2003 concerning the National Education System, in Article 5, Paragraph 2 states that citizens who have physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education. The development of community dynamics requires the development of a more effective learning model, which can provide the knowledge and skills needed by children with intellectual disabilities, and at the same time can form good attitudes (Hidayat, 2016).

Intellectual impairment is a term for people with intellectual and cognitive abilities that are below average compared to people in general (Bertelli, 2018). This condition is usually detected in childhood, but can also appear in adulthood.

Children with intellectual disabilities can be identified by thinking and learning processes that

are slower than other children their age. Not only that, a child with intellectual disabilities is also less proficient in practicing skills while carrying out normal daily activities.

The word tunagrahita itself is another term from the term intellectual disability. The cause of this condition is generally associated with problems during pregnancy as well as after the child is born.

For this reason, children with intellectual disabilities must be given learning that is able to provide services according to children's needs, the selection of English learning models for each child can vary according to the characteristics of the child and the needs of the child. As a social process learning model English as a collection of *learning experiences (collection of learning experinces)* either in the form of knowledge (*cognitive*), skills (*skills*) or attitudes (*affective*) thematic learning model is a learning model designed to help children understand deeply through empirical learning experiences, The main target of this learning model is to form knowledge, skills and attitudes of children with intellectual disabilities optimally.

English language learning for students with intellectual disabilities at SLB Negeri 1 West Lombok has not received satisfactory results. It is characterized by a low level of mastery of English vocabulary. This condition occurs because students have difficulty identifying English vocabulary. Meanwhile, the new vocabulary given, often has not been accepted by children visually, even though the meaning of the vocabulary has been written in Indonesian.

To overcome this problem, the author argues the need for the use of visual media that is easily obtained and easy to make in a short time by teachers, namely *Picture and Picture.* In addition, according to Webster (1972) in Sari, Akiriningsih & Nugroho (2021 picture and Picture is several sets of cards such as numbers, words, and others. The characteristic of Picture and Picture is an image that is accompanied by

words as a caption. They learn things by using more vision as a result of their reduced or lost hearing (Yamin, 2006). Thus, the use of Picture and Picture in learning English can improve the ability to master vocabulary for children with intellectual disabilities.

Based on the background description above, the problem formulation in this class action research can be formulated as follows:

1. Can the use of Picture and Picture improve English vocabulary learning activities for Class IX/C students with intellectual disabilities SLB Negeri 1 West Lombok?
2. Can the use of Picture and Picture *improve the* mastery of English vocabulary of Class IX/C Visually impaired children in SLB Negeri 1 West Lombok in the 2021/2022 academic year?

RESEARCH METHODS
Types of Research

The type of research used is Classroom Action Research (CAR) is a form of reflective study by action actors carried out to increase rational stability in carrying out tasks, deepen the actions taken and improve these actions (Arikunto & Suharsimi, 1993). Classroom action research is etymologically derived from the English term, *Classroom Action Research*, which means research with actions performed in the classroom (Fine, 2006).

This class action research chose the setting in Class IX-C Tunagrahita SLB Negeri 1 West Lombok for the 2021/2022 academic year. This research was carried out in the classroom to keep the learning situation as natural as daily learning. The detailed research implementation time lasts for 2.5 months (10 weeks) from the second week of January 2022 to the second week of March 2022 The implementation of this Class Action Research is carried out collaboratively.

Research Subjects

The subjects of this study were students with special needs for Class IX-C SLB Negeri 1 West Lombok for the 2021/2022 Academic Year with total of students are 6 students.

Research Procedure

This class action research procedure consists of 2 cycles. Each cycle is carried out according to the changes to be achieved. To see the ability to master English vocabulary, a test is carried out first as a preliminary study or pre-cycle. The results of the test are used as a basis for taking appropriate actions in improving vocabulary mastery abilities. Each cycle is taken with steps: a) planning actions according to existing problems, b) carrying out actions, c) making observations, and d) reflection. The data that the researcher has obtained will be analyzed using descriptive methods.

In this study, researchers made initial observations about student learning activities and students' abilities in mastering English vocabulary. The activity was carried out to determine student learning activities and vocabulary mastery abilities with the aim of finding solutions on how to improve the vocabulary mastery ability of students with intellectual disabilities. Initial observation is done by giving students a written test. This test is done by asking students to write down words, related to everyday life, for example, the names of objects in their classrooms, and school equipment they have, in English along with translations in Indonesian. The results of this test are used as a reference for researchers to improve the vocabulary mastery skills of children with intellectual disabilities by utilizing Picture and Picture in English language learning.

The use of Picture and Picture in learning English for Class IX-C students with intellectual disabilities is expected to improve students' vocabulary mastery skills so as to indirectly improve student learning outcomes in English subjects as a whole. It is based on the fact that the

main problem of language learning for children with intellectual disabilities is the poor vocabulary they have, and children with visual disabilities are also visual *learners*, where they will learn by maximizing their vision.

RESULTS AND DISCUSSION

The data collected by the author is in the form of records The results of observations of vocabulary learning (*vocabulary*) pre-cycle, notes on the results of observations of cycle I vocabulary learning and notes on observations of cycle II vocabulary learning, photo documents of pre-cycle vocabulary learning, cycle I vocabulary learning process and cycle II vocabulary learning process. The implementation of actions in each cycle is adjusted to the schedule of English lessons in Class IX-C Tunagrahita, which is every Wednesday at the fifth and sixth o'clock, starting at 10.05. WITA. The first cycle action is carried out starting at the fifth hour at 10.05 WITA until the second rest hour at 11.00 WITA. Cycle II actions are carried out starting at the fifth hour at 08.05 WITA until the second rest hour at 11.00 WITA. The following are the results of observations of pre-cycle writing learning, cycle I and cycle II in accordance with the formulation of the problem and research objectives, namely:

1. English vocabulary learning activities using Picture and Picture *for* Class IX/C students with intellectual disabilities SLB Negeri 1 West Lombok for the 2021/2022 academic year.
2. The ability to master English vocabulary for Class IX/C Tunagrahita students at SLB

Negeri 1 West Lombok in the 2021/2022 Academic Year by utilizing *Picture and Picture*.

Table 1. Name of Class IX-C Student with Intellectual Impairment SLB Negeri 1 West Lombok

No	Name	Class
1.	AF	IX-C Tuna
2.	IU	IX-C Tuna
3.	RM	IX-C Tuna
4.	DS	IX-C Tuna
5.	S	IX-C Tuna
6.	AKN	IX-C Tuna

Before carrying out the actions of cycle I and cycle II, researchers made observations about the English vocabulary learning activities of students with intellectual disabilities class IX-C. In pre-cycle observations, English subject matter is given to write vocabulary about the names of objects around them, especially vocabulary about school. The material provided is the introduction of the names of objects, places and professions in the school environment. In this pre-cycle activity, the teacher immediately writes down the words taught along with their translations on the board, then students are asked to learn by copying and memorizing. In this pre-cycle the teacher has not used Picture and Picture in learning. Student learning activities observed by researchers include student attention to the lessons given, student concentration in lessons, student involvement in lessons, student activeness in lessons, and use of study time. The following are the results of observations of student vocabulary learning activities.

Table 2. Pre-cycle Observation

No	Description	Information
1.	Student attention to the lesson	Student attention is still less often diverted, students tend to want to communicate / talk with their friends.
2.	Student concentration in the lesson	Concentration in lessons is still lacking.
3.	Student involvement in lessons	Students begin to engage in Vocabulary lessons (*vocabulary*).

4.	Student activeness in lessons	Students tend to be passive, only accepting what the teacher says
5.	Use of study time	The use of learning time is less than optimal because children easily feel bored / bored with monotonous activities.

The ability to learn vocabulary mastery that researchers practice includes the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, students are asked to write down 20 vocabulary words that are often found around them and then write the translation into Indonesian. Students can get a score of 1 if they can write 1 word in English correctly and are able to write the translation correctly in Indonesian and a score of 0 if they are unable to write the translation.

The ability of students to write vocabulary is analyzed by making a table of scores obtained by each student, then looking for the average score obtained. To determine the ability to master vocabulary, then from the average score obtained divided by the number of test items, multiplied by 100%, as in the following formula.

$$Students' \ Ability = \frac{Mean}{Total \ of \ Items} x \ 100$$

Table 3. Scores obtained by students in Pre-Cycle

No	Student	Salah	Empty	Score
1.	AF	1	6	13
2.	IU	9	3	8
3.	RM	2	2	16
4.	DS	1	6	13
5.	S	9	7	4
6.	AKN	5	2	13
Total		27	26	67

Based on the table above, the average score obtained is:

$$Mean = \frac{score \ total}{Students} = \frac{67}{6} = 11.16$$

Based on the average score obtained we can determine the level of vocabulary mastery of students.

$$Students' \ Ability = \frac{Mean}{Total \ of \ Items} x \ 100$$

$$\frac{11.16}{20} x \ 100$$

$$= 55.8$$

According to Suharsimi Arikunto (1993) quoted by Kristiawan (2005), the criteria for student ability can be described as follows:

Table 4. Criteria for Student Ability

Interval (%)	Category
76 – 100	Tall
56 – 75	Keep
40 - 55	Low
< 40	Very Low

Analysis based on the above criteria shows that students' vocabulary mastery ability in pre-cycle activities reaches 55.8% This percentage is in the range of 40%-55%, so it is still included in the low category.

In cycle I, researchers use Picture and Picture in learning activities in the classroom. In this first cycle, researchers made observations about the English vocabulary learning activities of students with intellectual disabilities class IX-C SLB Negeri 1 West Lombok for the 2021/2022 academic year and the ability to master English vocabulary for students with intellectual disabilities class IX-C SLB Negeri 1 West Lombok for the 2021/2022 academic year.

In the observation of the first cycle of English subject matter given write vocabulary (*vocabulary*) about the names of objects around

them, his vocabulary about school. The material given is the introduction of names, places and professions in the school. In this first cycle activity, teachers use picture and picture (Fitriyani, 2017). To provide vocabulary material, the teacher explains the pictures in picture and picture. Students were also asked to tell stories about the pictures they saw. To reduce student boredom, teachers also ask students to play with *picture and Picture*. Each student was given the task of recollecting *randomized Pictures and Pictures* according to their vocabulary group. The results of the vocabulary grouping were written on the blackboard, then the teacher gave explanations and affirmations of the material. After that students are asked to make notes to study. The following are the results of observations of Class IX-C English vocabulary learning activities in Cycle.

Table 5. Observation Results of cycle I

No	Description	Information
1.	Student attention to the lesson	Student attention has increased to the material provided
2.	Student concentration in the lesson	Concentration in lessons is increasing.
3.	Student involvement in lessons	Students begin to engage in vocabulary lessons by doing assigned tasks and following *Games* presented
4.	Student activeness in lessons	Students seem to be more active in following lessons.
5.	Use of study time	The use of learning time is more effective and efficient, and children do not feel bored or bored quickly.

The ability to learn vocabulary mastery in cycle I observed by researchers includes the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, students are asked to write down 20 vocabulary words that are often found around them and then write the translation into Indonesian. The ability of students to write vocabulary in the first cycle is also analyzed by making a table of scores obtained by each student, then looking for the average score obtained.

Table 6. Observation Results of cycle I

No	Student	Salah	Empty	Score
1.	AF	0	2	18
2.	IU	4	0	16
3.	RM	5	2	13
4.	DS	14	1	5
5.	S	4	0	16
6.	AKN	12	2	6
	Total	39	7	74

Based on the table above, the average score obtained is:

$$Mean \frac{score\ total}{Students} = \frac{74}{6} = = 12.3$$

Based on the average score obtained we can determine the level of vocabulary mastery of students.

$$Students'\ Ability = \frac{Mean}{Total\ of\ Items} x\ 100$$

$$\frac{12.3}{20} x\ 100$$

$$= 61.5$$

The analysis above shows that the students' vocabulary mastery ability achieved in cycle I activities is in the range of 56%-75% so that it is included in the medium criteria. In cycle II teachers take a slightly different way from cycle I. Because in cycle I it is found difficult for students to remember vocabulary that is complex, so researchers consider it necessary to try to make each student memorize 10 vocabulary words that are in each envelope where each envelope contains only one vocabulary group.

This game is done by distributing different wrapping envelopes for each student. Each

student is given the task of regrouping Picture and Picture randomized to fit the group vocabulary. The results of the vocabulary grouping were written on the board, then the teacher gave an explanation and affirmation of the material. After that students are asked to make notes to study. The following are English vocabulary learning activities in cycle II.

Table 7. Observation results of cycle II learning activities.

No	Description	Information
1.	Student attention to lesson	The attention of students is increasing to the material provided
2.	Student concentration in lesson	Concentration in lessons is getting more and more Increased.
3.	Student involvement in lessons	Students are increasingly engaged in vocabulary lessons by doing assignments and games given.
4.	Student activeness in lesson	Students are increasingly active and enthusiastic in Take a lesson
5.	Use of study time	The use of study time is increasingly effective and efficient. Children do not easily feel bored and bored.

The ability to learn vocabulary mastery that researchers have learned includes the ability to write vocabulary correctly and translate English vocabulary into Indonesian correctly. In this written test, each student is asked to write down 10 words which are one group of vocabulary that has been learned.

Table 8. Scores obtained by learners in cycle II

No	Student	Salah	Empty	Score
1.	AF	4	0	6
2.	IU	3	0	7
3.	RM	1	1	8
4.	DS	0	0	10
5.	S	2	0	8
6.	AKN	0	2	8
Total		10	3	47

Based on the table above, the average score obtained is:

$$Mean = \frac{Score\ total}{Students} = \frac{47}{6} = = 7.83$$

Based on the average score obtained we can determine the level of vocabulary mastery of students.

$$Students'\ Ability = \frac{Mean}{Total\ of\ Items} x\ 100$$

$$\frac{7.83}{10} x\ 100$$

$$= 78.3$$

The analysis above shows that students' vocabulary mastery ability in Cycle II activities has increased significantly from cycle I by 18.7%. The written test results in cycle II are in the range of 76% – 100% so that they are included in the High criteria.

Based on the results of research in the pre-cycle, cycle I and cycle II periods, researchers can describe as follows. In the pre-cycle period, researchers found conditions where students had difficulty mastering English vocabulary and translation. Researchers argue that this difficulty is caused because the learning model has not fully adapted to the natural conditions of children with intellectual disabilities as *visual learners*. This is because teachers more often only provide new vocabulary in the form of writing so that it is often found that children are only able to write down the words given and spell them without knowing the meaning of the words.

The condition of students encountered in the pre-cycle period is used as the basis for efforts to

improve learning activities in the next cycle, namely cycle I. Researchers argue the need for visual learning media that are easily obtained or made, one of which is *Picture and Picture,* to overcome these problems. In the first cycle, teachers as well as researchers began to use Picture and Picture in vocabulary learning. In cycle I there is an increase in learning activities and vocabulary skills of children. However, there are still obstacles, namely students still encounter difficulties when asked to mention vocabulary in more than 1 particular field.

In cycle II researchers take action to overcome the obstacles faced in cycle I. In cycle II teachers provide material restrictions. Each student is asked to learn one particular vocabulary group in a Picture and Picture *group* consisting of 10 noun vocabulary. In the results of the second cycle test, researchers found that students with intellectual disabilities grade IX-C more quickly mastered English vocabulary, when learning focused on learning vocabulary in one particular field.

CONCLUSION

Based on the results of research on *the use of* Picture and Picture *in English learning in Class IX-C students with intellectual disabilities at SLB Negeri 1 West Lombok, researchers can conclude that the use of* Picture and Picture in English learning in Class IX-C students with intellectual disabilities in SLB Negeri 1 West Lombok can increase student vocabulary learning activities. This is evident in the results of observations in the pre-cycle, cycle I and cycle II, there was an increase in several aspects, namely; Student attention to the lesson given, student concentration in the lesson, student involvement in the lesson, student activeness in the lesson, and effective use of study time.

The use of Picture and Picture in English learning for Class IX/C students with intellectual disabilities at SLB Negeri 1 West Lombok can improve students' vocabulary mastery skills. This

is evident in the test results given in each cycle (pre-cycle, cycle I and cycle II) there is an increase. Based on the results of the pre-cycle test, the level of English vocabulary mastery ability reached 55.8%, still in the low category. However, the test results of cycle I, after giving action, increased by 13.35% to 61.5% (medium category) and in test results after being given action in cycle II increased by 18.7% to 78.3% (high category).

Based on the above findings, the researcher suggested to teachers, that the results of this study can be used as an alternative to teach vocabulary in English language learning. For schools, the results of this research can be used as an insight into learning English vocabulary. For the next researcher, this study can be used as a reference for similar research.

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