

**IMPROVING VOCABULARY MASTERY USING DIGITAL PICTURE SERIES AT SLB HARAPAN IBU**

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**Abstract**

The purpose of this research is to improving students vocabulary mastery using digital picture series media. The subject of this research were 3 students at eighth grades of SLB Harapan Ibu. The researcher was conducted by using classroom action research (CAR) with 4 steps namely : planning, action, observing, and reflecting that consist of 3 cycles. The analyzing data for quantitative was the students score of the tests. Based on the research that has been carried out, the percentages of students completeness in cycle I is 0%, in cycle II is 33% and in cycle III is 66%. Thus it can be concluded that by applying digital picture series media can improve the vocabulary mastery of mental retardation students at SLB Harapan Ibu. The digital picture series media can be used as an alternative to improve English vocabulary in SLB Harapan Ibu.

**Keywords** : *Digital Picture Series, Vocabulary Mastery.*

**INTRODUCTION**

A student with special needs is a student who has a physical, emotional, behavioral or learning disability or a disability that requires additional or special services to participate in daily activities, including studies. According to Government Regulation no. 72 of 1991 concerning Special Education, children with special needs can be divided into 4 categories as follows: physical abnormalities which include the blind, deaf, and quadriplegic, mental disorders which include mild intellectual disability and moderate mental retardation, Behavioral disorders, Double disorder.

Mental retardation describes human functioning that is significantly below average because of limitations both in intelligence and adaptive behavior. Mental retardation is classified into four categories: slightly, moderately, severely, and profoundly. Learning new things and interacting socially might be difficult for those with intellectual limitations.

Vocabulary is important for the students because by having many vocabulary, so easily to construct more sentences. Most students from SLB find a serious to improve their vocabulary and this amount will increase with time and

learning. Despite possible learning difficulties, children with special educational needs can improve their language abilities with the correct approach and support.

The pre-study of students' vocabulary scores that the researcher also carried out produced the following results:

**Table 1** Pra survey Data English Vocabulary Score

No	Category	Score	Frequency	Percentage
1	Excellent	81-100	0	0%
2	Good	61-80	0	0%
3	Fair	41-60	0	0%
4	Poor	21-40	1	33%
5	Failed	0-20	2	67%
Total			3	100%

Source : English Teacher SLB Harapan Ibu

Based on the table it can be explained that 33% of student vocabulary score are categorized as poor, 67% of students are categorized as failed. It was concluded in this class falls into low category of vocabulary. Based on the preliminary data mentally retardation student at SLB Harapan Ibu struggle with finding ideas, students focus less on the teacher, there are still student who are busy with their own activities. Since learning is excessively repetitive, researcher advise utilizing digital picture series media. The digital picture series is offered in the form of digital media or online/internet media in order to create digital picture series media, as opposed to the picture series in general, which is only presented in the form of print media.

## **THEORITICAL REVIEW**

### **1. VOCABULARY**

According to (Nushi & Jenabzadeh, 2016) vocabulary as all the words a particular individual knows and uses, and all the words in a particular language or subject. According to (Turnip et al., 2020) divides two kinds of vocabulary, namely : Receptive Vocabulary is the ability to perceive the form of word while listening or reading. Productive Vocabulary is the ability to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. According to Sharelock in (Hamer & Rohimajaya, 2018) He said there are different categories of vocabulary, namely : noun, verb, adjective, adverb, pronoun, conjunction and interjection.

According to (Dalimunthe & Haryadi, 2022) cited in Hiebert & Kamil, (2005) explain that vocabulary mastery is the ability to express the meaning of words, patterns with information, meanwhile passive vocabulary means the ability of recognizing the form and the meaning of word.

### **2. DIGITAL PICTURE SERIES MEDIA**

According to (Aulia & Liansari, 2023) digital picture series media presents a sequential and continuous story through a laptop or LCD. Picture can be

utilized to clarify vocabulary terms. The teacher is able to bring in picture or draw things on the board. The researcher implemented digital picture series to improve English vocabulary students intellectual disability at SLB Harapan Ibu.

### 3. MENTAL RETARDATION STUDENT

According to (Pitaloka et al., 2021) student which have Special Education Needs if she or he has a disability and they usually accessing educational facilities, displays greater difficulty in learning or displays some impairment in academic, social, sensory or physical functioning. The students who get difficulties in intellectual functioning are called Mentally Retardation (MR) or Intellectual Disability. According to (Suchyadi et al., 2018) Mental retardation or mental retardation is a term used to refer to children whose intelligence development experiences obstacles so they do not reach the optimal development stage, where their IQ level is 51-36 on the Binet Scale and 54-40 according to the Weschler Scale (WISC).

### METHOD

This research applies CAR (Classroom Action Research) it aims to improve vocabulary mastery mental retardation students at SLB Harapan Ibu. This research is classroom action research (CAR) Action research in the classroom is a subset of overall action research, which is itself a subset of general action research. According to Kemmis and Mc Taggart cite in (Semathong, 2023) defines action research as a form of research that is not technically different from other research but differs in methodology which the methodology is work that reflects the performance of self-reflection coils (Spiral of Self-Reflecting) starting at the planning, action, observation, and reflection which is a research that requires participants to reflect on the process of practice in order to improve work. According to (Irwandi et al., 2019) planning, acting, observing, and reflecting are the four steps of the Kemmis and McTaggart paradigm, in this research the researcher used 3 cycles with 2 meeting in each cycle. This study the researcher used tests (pretest and post test). The vocabulary test is 10 questions to improve vocabulary mastery mental retardation student at SLB Harapan Ibu. Data collection technique that used in this research to find out the process of improving vocabulary mastery by using digital picture series is test (pre test and post test).

### RESULTS AND DISCUSSION

The result indicates that the researcher conducted three cycles with the students' average post-test scores from Cycle 1 is 56,6, in Cycle 2 is 63,33 and in cycles 3 is 70. In the cycle 1, prior to taking action, planning is a first and crucial step in the process of actions. During the preparation step, the researcher creates instruments such as test and answer keys. They also need to produce student attendance lists and assessment sheets for post- learning activities. The

first cycle consisted of two meetings, following the previously prepared lecture plan. The researcher calculated the result of pre test, cycle I, cycle II and cycle III :

**Table 1 The Result of Pre Test**

	Indicator	Pretest
1	Mean	33,33
2	Minimum	30
3	Maximal	40
4	Complete	0
5	Uncompleted	3

The table explains that the results of the pre test scores of SLB Haraban Ibu students have not been completed.

**Table 2 Result of The Post Test Cycle I**

No	Indicator	Cycle I	
		Pre test	Post test
1	Mean	33,33	56,66
2	Min	30	50
3	Max	40	60
4	Completed	0	0
5	Uncompleted	3	3

The table shows data that in the English Language subject of SLB Harapan Ibu which was attended by students, it shows that the average post test I result of 56,66. There was nothing student who got a score of  $\geq 70$  or declared to have passed while there were 3 students who got a score of  $\leq 70$  or declared not to have passed. This shows an increase from pre test to cycle 1 with a success indicator of 0%.

**Table 3 Result of The Post Test Cycle II**

No	Indicator	Cycle II		
		Pre test	Post test	Post test II
1	Mean	33,33	56,66	63,33
2	Minimum	30	50	60
3	Maximal	40	60	70
4	Complete	0	0	1
5	uncompleted	3	3	2

The table shows data that in the English Language subject of SLB Harapan Ibu which was attended by students, it shows that the average post test II result of 63.33. There was 1 student who got a score of  $\geq 70$  or declared to have passed while there were 2 students who got a score of  $\leq 70$  or declared not to have passed. This shows an increase from cycle 1 to cycle 2 with a success indicator of 63%.

**Table 4 The Result of Post Test III**

No	Indicator	Cycle II			
		Pre test	Post test I	Post test II	Post test III
1	Mean	33,33	56,66	63,33	70
2	Minimum	30	50	50	60
3	Maximal	40	60	60	80
4	Completed	0	0	1	2
5	Uncompleted	3	3	2	1

Based on the table above, there are 2 students who get a score of  $\geq 70$  or declared to have passed, while there is 1 student who gets a score of  $\leq 70$  or declared not to have passed. This shows an increase from cycle 1 to cycle 2 to cycle 3 with a success indicator of 70%.

**Table 5 The result of pre test, Cycle 1, Cycle 2, and Cycle 3**

No	Indicator	Pre test	Post test I	Post Test II	Post Test III
1	Total	100	170	190	210
2	Maximal	40	60	70	80
3	Minimum	30	50	60	60
4	Averages	33,33	56,66	63,33	70
5	Percentage	0%	0%	33%	66%

Based on the table above explain that after applying digital picture series media as media in the learning process for 1 cycle 2 meetings there was an increase. Where in the pre test with an average of 33.33 and a completeness percentage of 0%, then in post test I with an average of 56.66 and a completeness percentage of 0%, post test II with an average of 63.66 and a completeness percentage of 33%, and post test III with an average of 70 and a completeness percentage of 66%. So, the English vocabulary mastery of mental retardation students at SLB Harapan Ibu after implementing the digital picture series media was declared successful because of the increase in each cycle.

**CONCLUSION AND SUGGESTION**

In conclusion, this research demonstrates that the using digital picture series to learning vocabulary mastery mental retardation student at SLB Harapan Ibu. Classroom action research (CAR) on mental retardation students SLB Harapan Ibu carried out in three cycles, in each cycle there are 4 stages, namely (1) planning, (2) action, (3) observation, and (4) reflection. Based on the discussion and research results, it can be concluded as follows: Learning English vocabulary mastery by using digital picture series media for SLB Harapan Ibu mental retardation students has increased every cycle. Prior to the activity, the students proficiency with language was 0%. The capacity to master the language score to 0% in cycle I and 33% in cycle II. Cycle III had a 66% increase. From

this research, it can be conclude that digital picture series improve students vocabulary mastery. Based on the results of the research that has been carried out, the researcher can provide the following suggestions: For teachers is expected to be able to apply varied learning media. One alternative is to use digital picture series learning media. For students are expected to focus more on paying attention to the teacher in explaining the material. For other researchers, to research using more varied digital picture series media. And keep up with the latest developments in research.

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