



THE USE OF STORY TELLING METHOD TO ENHANCE VOCABULARY FOR MENTALLY RETARDED CHILDREN

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Abstract

The objective of this research is to know the vocabulary enhancement of mentally retarded children in 5th grade SDKH in SKh Negeri 02 Rangkasbitung Sub-district, Lebak Regency by using story telling method. Story telling method is one of methods which teaches children to know about the language used that helps to enhance the vocabulary of mentally retarded children. Type of this research is SSR Research (Single Subject Research). The design of this research is A-B-A design. There is 1 target behavior which is vocabulary enhancement. The method of data collection was bound observation. The data obtained was analyzed by using descriptive statistics and showed in graphics. Based on the result of this research, it is known that the use of story telling method enhances the vocabulary of mentally retarded children. It is showed by the increase in the mean of the behavior target.

Keywords: mentally retarded children, vocabulary enhancement, story telling method

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kosa kata pada anak tunagrahita kelas V SDKH di SKh Negeri 02 Kecamatan Rangkasbitung Kabupaten Lebak, dengan menggunakan metode *story telling*. Metode *story telling* adalah salah satu metode yang mengajarkan anak untuk memperkenalkan anak tentang bahasa yang digunakan untuk membantu meningkatkan kosa kata bagi anak tunagrahita. Jenis penelitian ini adalah pebelitian SSR (*Single Subject Research*). Desain yang digunakan pada penelitian ini adalah desain A-B-A. Terdapat 1 *target behavior* yaitu meningkatkan kosa kata. Metode pengumpulan data dilakukan dengan observasi terikat. Data yang diperoleh dianalisis melalui statistic deskriptif, dan ditampilkan melalui grafik. Berdasarkan hasil penelitian, diketahui bahwa penggunaan metode *story telling* meningkatkan kosa kata pada anak tunagrahita. Hal ini ditunjukkan dengan meningkatnya *mean* pada *target behavior*.

Kata Kunci : *Anak tunagrahita, meningkatkan kosa kata, metode story telling*

INTRODUCTION

A. Background

Language is a communication tool that is used daily by each individual, with our language can convey what we want to convey. Without language someone will not be able to communicate with other people and cannot express their thoughts so that other people cannot know what they are thinking and what they feel. Likewise

according to Badudu (Dhieni, 2008: 1) argues that language is a means of connecting or communication between members of society consisting of individuals who express their thoughts, feelings and desires. Language as a communication tool is used by anyone as a social interaction for everyone including children with special needs for mental retardation.



Children with mental retardation are individuals who have significant intelligence below the average. According to the American Association of Mental Deficiency (AAMD) Kaufman and Hallahan (Somantri 2012: 104) mentally retarded children are children who have mental retardation showing clearly below average intellectual function accompanied by inability to adjust behavior and occur during development.

Intellectual barriers possessed by mentally retarded children can have a direct effect on the daily lives of children with mental retardation. Rahardja (2010: 53) suggests the problems experienced by mentally retarded children are delays in the development of language, while language is a tool of human communication in everyday life. With language, one can convey ideas, thoughts, feelings to others, both verbally and in writing.

The impact of the obstacles possessed by mentally retarded children on this problem is language, where there is still a lack of vocabulary in mentally retarded children. Language is also a communication tool for each individual. But mentally retarded children have less vocabulary so that the child is difficult to express what he wants to be offered. While mentally retarded children have the same communication needs as children in general, mentally retarded children have the right to express what they want, and feel.

Based on observations made by researchers at SKh Negeri 02 Lebak there were five children but only one class 5 mentally retarded child had the criteria that fit the problem. Researchers found students who had the initials D experienced obstacles in vocabulary. D's initial ability is to be able to ask but the questions that are

often asked are just that, then the subject knows the names of animals but is still often confused with other animals, and there are still some animal names when the researcher asks the child to use his voice then if asked the name of the child animal forget, doubt and sometimes the child did not know, for example the name of the puppy of the child called it by sound (gogok), elephants and buffaloes often confused.

After the researcher observes, the researcher decides which method will be given to improve vocabulary in mentally retarded children, namely the method carried out with an interesting and pleasant atmosphere, so that the subject is not easily bored and bored. The accuracy in choosing a method can increase the optimal ability and be able to improve the expected learning outcomes. Here the method given by researchers is the learning method of story telling. Story telling can be interpreted as the art of communication. One of the allat human communication is language, because fairy tales are delivered in interesting languages, fairy tales can be useful as a method to introduce children to language. Language terms that are in the structure of fairy tales are absorbed by children by themselves (Juhana Hendri, 2012: 16). Here we can take an example of one of the fairy tales entitled "rabbits and turtles", from the fairy tale the child can imitate the good things of the turtle who is patient and not arrogant, besides that the child can get a new vocabulary from the contents fairy tale. Therefore, the story telling method is expected to be used as a learning method in increasing the vocabulary of mild mentally retarded children. This is because the story telling method is packed using interesting language so that children can be more

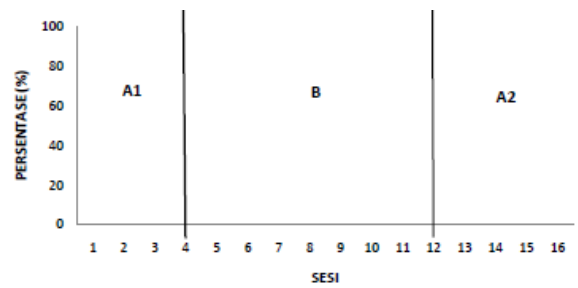


interested in learning using the story telling method. Here, besides the author, provides learning using the story telling method, the writer also adds hand puppet media so that students are more interested, so that mentally retarded children can learn by not really having to think abstractly.

This study focused on mild mentally retarded children at SKh 02 Negeri Lebak, namely in learning activities using the storytelling method for mild mental retardation students at SDLB level. The purpose of this study was to obtain information about the changes in the use of the story telling method in increasing or adding vocabulary for mentally retarded children in the country 02 Lebak.

RESEARCH METHODOLOGY

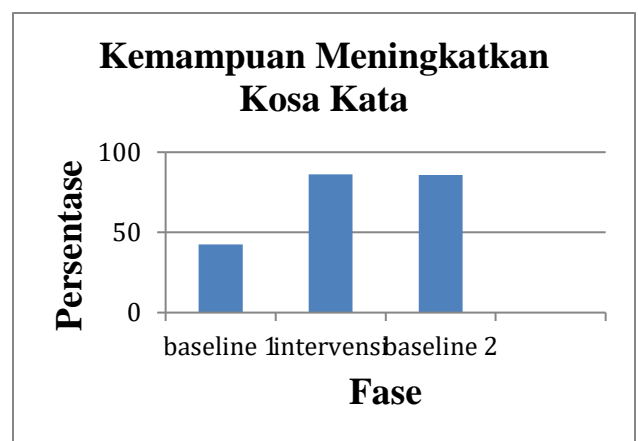
The research used in this study was Single Subject Research. According to Sunanto (2006: 12) using Single Subject Research, namely to find out more about what must be given to the subject repeatedly in a certain time. The research method used is using the experimental method. In this study, the subject of the study was conducted on mild mental retardation students in the SDLB 02 Lebak. This research was carried out at SKh 02 Negeri Lebak which was addressed at Jl. Siliwangi-Cileweung Pasir Ona Rangkasbitung, Lebak Banten. This research was conducted for 1 month, from September to October 2018. The data collection technique used in this study was observation. In this study using the A-B-A design pattern where A (Baseline 1) is an initial requirement of the subject's ability to improve vocabulary before being given competence or intervention, B (Intervention) is the ability of the subject's ability to increase vocabulary for substitution, when this subject is given intervention using the storytelling method with hand puppet media. A2 (Baseline 2) is a repetition as evaluations after being given an intervention.



Graph 3.1
A-B-A Design

RESULTS AND DISCUSSION

A. Target Behavior (Enhance Vocabulary)



Graph 4.5
Ability to Enhance Vocabulary At *Baseline 1*, *Intervention*, and *Baseline 2*

On target *behavior* 1 (enhance vocabulary) the average data obtained in phase A1 (*baseline 1*) is 42.49%, the data obtained at this phase is the natural condition of the child without any treatment. In phase B (*intervention*) the average data obtained is 86,25%, the data obtained in this phase is because children have begun to be given an intervention in the form of application by researchers through the use of learning method story telling to use doll media to improve vocabulary. Whereas in phase A2 (*baseline 2*) the average data obtained was 85,83%, the data obtained at this phase was a natural condition after the intervention was given to see the effect of method story telling and hand puppet learning media. Data obtained from the results of research on the target behavior shows that there is a positive influence from the use of the storytelling method on the



ability to increase vocabulary which is characterized by greater data changes in A2 phase compared to phase A1.

CONCLUSION

Based on the results of this research and discussion, it was concluded that the story telling method showed positive results, this was due to an increase in the child's vocabulary. In this study the intervention provided by researchers was by using hand puppets, in this way helping children focus more. This increase can be seen from the increase in vocabulary after the intervention, the percentage score in the intervention (B) and baseline 2 (A2) is higher compared to the percentage score of baseline 1 (A1).

With the story telling method, using hand puppet media makes children more interested, enthusiastic, more focused and eager to listen to tales. In addition, the subject is also included during the storytelling, so that the subject is able to answer the questions given by the researcher when the story is told. Besides visualization through hand puppets makes children easier to remember, without realizing it, children can add vocabulary.

SUGGESTIONS

1. For Schools, the method of telling stories can be an innovation in learning and can be used during literacy at school
2. For Teachers, this storytelling method can be used as an additional method or learning method to improve vocabulary.
3. For students, the method of storytelling is expected to be a learning to improve children's words and improve learning concentration
4. For parents, the storytelling method can be used as learning by parents, because the storytelling method has many benefits, one of which is to improve vocabulary

5. For researchers, the results of this study are expected to be a comparison and can be developed to facilitate the problems display

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