

## Study Teaching English to Tunagrahita Student Through Picture Card

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### ARTICLE

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### ABSTRACT

Education isn't just about normal kids. Education for Tunagrahita child also important for they life. because, we don't know they skills can make they succses and can be follow competation until international. Many kinds of rehabilitation children called these special needs children. Tunagrahita is a child has a standart IQ 40-70. A disable child with a bell-average IQ is very difficult to receive a lesson with fast explanation. The teachers for disabled child has to repeat several times the explanations to child with low IQ. The research is to find out good method and be provided with good learning services to the literacy of Tunagrahita's children.

The purpose of this research is to find out good method for English lesson to Tunagrahita students and provided with good learning services to the literacy of Tunagrahita's children.

The researchers method in this research is qualitative method with the data collection of research is observation, interview and documentation. This research, the subject is chief of SLBN 1 Jembrana, some teachers, staff also the students. And for data analysis, researcher using qualitative descriptive.

From this research, researcher concluded some findings, that: a) with picture card and practice Tunagrahita student easier learning English literacy. b) Tunagrahita student difficult to understand something. So, teacher of tunagrahita student must stimulate tunagrahita thinks before start lesson. c) Tunagrahita student are interested in something unique. So, teachers must be creative for giving subject to them.

## 1. Introduction

Language has important role for life, besides for communication language also was using for writing. In the life, human using language for communicate to all of human. Language is spoken processing that need thinking and feeling to doing by human brain for gotten some word or sentence.(Lumbantobing, 2008, p. 7)This influences the Indonesian education director in an education curriculum that includes English as a required curriculum and has included one of the nation's tested field studies(Rizki, 2016). In learning English, vocabulary has an important role in improving basic English skills and achieving optimal English skills, professional language learners are needed to produce quality learners (Sudjana & Rivai, 2013, p. 12).

In terms of the characteristics of mentally retarded children, it can be seen from speaking, very poor word processing, difficulty thinking, and lack of understanding of concepts in class, so the supervising teacher must be patient.(Prayitno, 2007, p. 79). Motoric characteristic of tunagrahita children lower than normal children(Frey, 2016, p. 443). However, even so Tunagrahita child could attend an education if it should be different from the public school because needs special services(Wantah, 2007).The three-dimension picture card is a card that opens at a certain angle that can give rise to a certain image(Yuniarti, 2004). When students observe a picture, they are interested to talk more, interacting with the picture, and getting new ideas. The second is pictures made on the computer by the teachers for the unique picture card.

In this world are not born perfect, some children are born out of line with their parent's wishes. And there was also a child who, when growing process, was disabled and stated that he could have damage to his organs. However, children as explained don't mean they don't need an education. those in the growing season are in desperate need of education as A child. and the founding of a special school for rehabilitation. Tunagrahita is a child has a standart IQ 40-70. A disable child with a bell-average IQ is very difficult to receive a lesson with fast explanation. Teacher for disabled child has to repeat several times the explanations to child with low IQ. The child with an IQ of 40-70 needs special servants.

Tunagrahita is a term used to call children with below average intellectual capacity. In the tunagrahita foreign language has a namely is retarded mental. The terms actually have the same meaning when describing the child's lower intelligence and characterized by an intellectual limitation and incompetence in social interaction. Tunagrahita child is the only one who can learn the skills and the academic level until 6 grade elementary school. The Tunagrahita can speak but the vocabulary is very lacking.In view of the increasing sophistication of the age. The english also had to be taught to rehabilitated children in spite of difficulties were encountered. Because they are also worthy to enjoy this modern era and worthy to compete with abroad. so, English basic is indispensable to them both in education and also for daily life.

## 2. Method

Researchers used qualitative methods because children have low mental and look them process when teaching and learning then take the sources(Davis, 1995), (Jackson & Mazzei, 2022),(Sugiyono, 2018), (Sari et al., 2022). Qualitative method suitable with subject that took by researcher, because with qualitative method researcher more understand tunagrahita children and engage in interview by herself. This research location is on SLBN 1 Jembrana on SedapMalamstreet, Baler Bale Agung village, Jembrana, Bali. The data and information for this research was used primary data and also secondary data, based on many information from qualitative research is more many words used and complete data as document from interview and analyse.

Researchers for collecting data used observation technique, interview technique, documentation technique (Sari et al., 2022),(Saputra et al., 2022). Researcher used formal interview with head master of school and some teachers. Formal interview, researcher used formal language and highly structured as researcher ask about the condition first before ask the contents of interview. So, next ask something appropriate with the interview for collecting data. For the question is researcher asked about some aspect of school background, some aspect of teachers department can register in school, and how the teacher knows what type of student in the school. Technique validity of data generally one of obligation technique for verification data and statute data that goes on naturally and generally. For verification validity of data, researcher be able to triangulation(Pahleviannur et al., 2022).

### 3. Result

Researchers Presented the data from the result and analyse. The ta below got from observation result to respondent by supporter form interview, observation, documentation and measurement students achievement based on "Picture Card" for easy of literacy of English learning. Tunagrahita students' did not understand English literacy and difficult to read the song if using English literacy lyric, so Teacher writes down order them easy to read the lyric. Teacher asked them singing but they're just play the gesture without the song. So, tunagrahita students still difficult study English literacy although reply how many times. In order fast to remembering the song, The teacher asked one by one of them come forward for guid the song and singing together. Andre as the first guider very confident showing in front of his classmate. The Teacher looked if Andre very like the song. Look when Santi come forward Andre voice bigger than Santi. Also, when Toni come forward, Andre happier than Toni. After briefing, For the second meeting the Teacher gave greeting lesson to them to spill vocabulary but they did not responding , then he showed a picture and directly them spill Indonesian name of fruit but they are can not answer the Indonesian name only and forget the vocabulary. So, he spilled again the vocabulary of fruit. Next to the new lesson, a Teacher explained about *greeting*. He just give five greeting for them complete with the manner of great. After explain, asked them write on their book and removed one by one the written-on whiteboard in order they're faster to remember it. Until 09.00 a.m. rest time, all of student go out from class.

The teacher give them vocabulary of animals. There are ten animal vocabulary. After write on whiteboard as usual researcher asked them write on their book. After that, researcher practice animal's voice in order them more fast memorize it. Try one by one, researcher look if them more fast memorize it if with practice then no practice. So, researcher asked one by one of them come forward for read the vocabulary and practice animal's voice. The class feel so fun in the last day. So, researcher repetition all subject from the first meeting until the last meeting. Researcher to tell them if this day is the last ours meet up. Them ask to researcher where will researcher go, them think if researcher is new teacher of English lesson in SLBN 1 Jembrana. Researcher feel sad listen it, but time it's over and tomorrow teachers of SLBN 1 Jembrana training from government and school is holiday. Next to the new lesson, a Teacher explained about *greeting*. He just give five greeting for them complete with the manner of great. After explain, asked them write on their book and removed one by one the written-on whiteboard in order they're faster to remember it. Until 09.00 a.m. rest time, all of student go out from class except Santi.

Santi is one of student of SLBN 1 Jembrana since elementary school. She has three siblings, her brother with 25<sup>th</sup> old, and her young still 5<sup>th</sup> old. She father work in field rice as farmer, every morning her father has gone since 06.00 a.m. and her mom is work in mini market.

She said very like school, then stay at home, because in school many friends with her grandmother and her young. So, although holiday if school asked students come school, them so spirit and direct come school. Santi tell researcher about her daily life

Andre is student of SLBN 1 Jembrana since junior high school. Andre's father is teachers in junior high school state of Jembrana, Bali. And his mom is house hall. So, Andre always with his mom and he said, after school his mom asked Andre study again in home. Andre has two siblings, himself and his Sista. Andre not many tell his daily activity to researcher. And researcher can tolerate it.

After Andre, directly researcher came to Toni's table and small talk moment then researcher interview Toni. Next to Toni, Toni is student of SLBN 1 Jembrana since junior high school as Andre. Toni has two siblings, himself and his brother. Toni's parents are work in Malaysia and seldom go home. Toni with his brother stay with his grandmother and grandfather. That's condition made Toni like stay in boarding of school. Toni, before become student of SLB ever school in junior high school Kusuma during a year. But, because not go up class, his grandfather moves Toni school in SLB. Toni didn't refuse it and direct want moves school. All day long Toni follows boarding activity. Since morning after breakfast, Toni takes a bath, clean up mattress, so preparation for go to school. Toni also story if every Saturday and Sunday all of student of boarding must go home. Usually, Toni's grandfather picks up him and two days in home Toni always bring weekend with him grandmother, grandfather and his brother.

#### 4. Discussion

Based This chapter researcher will discuss about the result from Study Teaching Literacy to Tunagrahita student through Picture card and description about that technique for teaching literacy to Tunagrahita student virtue of sources observation, interview and research researcher in SLBN 1 Jembrana during how many days ago.

As we know Tunagrahita student is there are had been low IQ that made them difficult to understand lesson and memorize anything. But we know if something often we do have big influence for give change in our life. During teaching in SLBN 1 Jembrana with Picture card and practice, researcher feel gotten influence for Tunagrahita student on English lesson. Besides, spirit teacher and teacher attitude to contributing student spirit for study. Because Tunagrahita student is not look the what teacher teach in front of class. But them look how someone teach in front of class.

Researcher hope to Tunagrahita student like to English lesson and easy for learn it. But look from the disorder, Tunagrahita student usually like English lesson if the teacher creative to make fun class situation. As the first researcher give passive subject and cannot make them interesting to researcher. but after rest time researcher realize if researcher not make them interesting with researcher explain. Also made them bored and difficult to understand the subject. So, researcher ask them what ever make them happy during teaching and learning.

Tunagrahita student is easier understand anything if the teacher's spirit to teach them and made fun class situation. And for the subject Tunagrahita student fast understand if there is the picture and practice. So, Picture Card gave influence Tunagrahita student for study English teaching literacy.

## 5. Conclusion

Tunagrahita student for English literacy, firstly teachers made student interesting with the teaching technique. Because Tunagrahita student is student with low thinking, so teachers must know creative method and preparation well before begin class.

Tunagrahita students learning activity after used picture card, tunagrahita student is easier understanding English literacy although the teachers must help them for remembering the vocabulary. With the low thinking capacity, tunagrahita student still can remember subject yesterday if the picture of vocabulary we showing again.

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