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Efforts to Improve the Vocabulary of Indonesian Language for 1st-Grade Elementary Students with Hearing Impairment for Through the Application of Mnemonic

K. Kurniawati

Sekolah Luar Biasa Negeri Bekasi Jaya, Bekasi, Jawa Barat
Correspondence: E-mail: adeniakurniawati@gmail.com

ABSTRACTS

The purpose of this study was to determine the increase in the vocabulary of Indonesian students with hearing impairment in grade I special school through the application of Mnemonic. The method used is classroom action research using demonstration learning methods, giving assignments, and asking questions. The results showed that there was an increase in student learning outcomes so the Minimum Completeness Criteria had been set. This happens because the Mnemonic strategy that is applied can help the memory of the subject matter given, attract interest, and according to the learning needs of students with hearing impairment, increase the Indonesian vocabulary of students with hearing impairment. Mnemonics or strategies to help memory have their advantages, namely using visualization aids (figures) that interact with one figure to another, such as figure one interacting with image two, figure two interacting with figure three, and so on. Where visualization (figures) are concrete factors that are highly relied upon by students with hearing impairment in receiving information and in the teaching and learning process.

ARTICLE INFO

1. INTRODUCTION

Outwardly, children with hearing impairment do not look different from normal children in general, if you look closely, it turns out that the speaking and language abilities of children with hearing impairment are different from hearing children or normal children, this is because language development is closely related to listening skills. Given the limitations of children with hearing impairment in language, in the education of students with hearing impairment language teaching becomes a very important teaching area. Where language is the main capital for students with hearing impairment in learning. This is following the function of language itself as a vehicle and container for the introduction of meaning, a means of communication, and fostering language development. Language teaching programs for students with hearing impairment need to pay attention to the teaching methods of speaking, listening, reading, and writing. The four aspects of language skills must be adapted to the level of ability and needs of the children with hearing impairment. In special schools for students with hearing impairment, Indonesian language teaching is directed at improving students' ability to communicate using Indonesian both orally and in writing. Pronouncing, reading, and writing vocabulary is one of the main subject matter and is given the first time because words are the beginning to learn a language. A person's ability to use and learn a language is greatly influenced by the vocabulary he has. Language works more for us as our language skills improve. Our language skills increase when the quantity and quality of the vocabulary increase as well.

Auditive data is more memorable because it is rhythmic (rhythmic). Data that can be sung or read rhythmically, rhythmically emphasized on certain parts, can support memory. Children with hearing impairment will perform lower (showing lower memory) than normal children for material that can be verbalized (spoken) by normal children or hearing children such as memory for numbers, pictures, and so on. For material that is less verbalized by children listening, their achievements will be balanced, such as memory for a series of movements, and so on. Children with hearing impairment are often referred to as children who have a visual learning style because the sense of sight plays the most important and bigger role. Mnemonics are a useful way to learn facts. Mnemonic devices or tools are strategies for enhancing memory by using rhymes and jingles, loci, stories, or linking techniques. This device helps focus attention on what is to be learned and facilitates blocking and retrieval of long-term memory. Mnemonic strategies change information that can be learned into more meaningful, by establishing a relationship between information and knowledge (Purnamasari, 2018).

Currently, many studies discuss the learning of Indonesian vocabulary. Among them are, Efforts to Improve Mastery of Indonesian Vocabulary by Using Anagram Games in Elementary Schools (Sari *et al.*, 2021), Increasing Vocabulary Mastery of Middle School Students Through the Use of Vocabulary List Media (Suyana, 2017), Development of Domino Cards as Vocabulary Learning Media for Grade V Elementary School Students (Mumpuni & Supriyanto, 2020), Improved Mastery of Indonesian Vocabulary Using Picture Media in Grade 1 Students of 43 Tapang Aceh State Elementary School Academic Year 2019/2020 (Serani & Heni, 2020), Using Magic Tree Learning Media with Make A Match Learning Model to Improve Indonesian Vocabulary Mastery for Class II Students with Hearing Impairment at SDLB Dharma Wanita Jiwan Madiun Regency (Kadarusman & Cahyono, 2018). But until now no one has discussed the Efforts to Improve Indonesian Vocabulary Vocabulary for Students with Hearing Impairment in Class 1 SDLB through the Application of Mnemonic in special need school.

The purpose of this study was to determine the increase in the vocabulary of Indonesian students with hearing impairment in grade I SDLB at SLB Negeri Bekasi Jaya through the application of Mnemonic. The method used is classroom action research using demonstration learning methods, giving assignments, and asking questions. The subjects of this study were 5 students with hearing impairment at the special need school Negeri Bekasi Jaya. The results showed that there was an increase in student learning outcomes so that it exceeded the predetermined Minimum Completeness Criteria, namely 75. This happens because the Mnemonic strategy that is applied can help the memory of the subject matter given, attract interest, and according to the learning needs of students with hearing impairment, increase the Indonesian vocabulary of students with hearing impairment. Mnemonics or strategies to help memory have their advantages, namely using visualization aids (figures) that interact with one figure to another, such as figure one interacting with figure two, figure two interacting with image three, and so on. This study demonstrates the steps of applying Mnemonic to students with hearing impairment who are trained to improve their visual memory and long-term memory, namely remembering the given vocabulary, including the names of objects in the classroom environment. By associating two or more words by using pictures and writing the word as a tool, where one image with another image interacts with each other. This mnemonic is very appropriate to be applied to students with hearing impairment because in it there are interesting pictures, according to the characteristics of the student with hearing impairment who have a visual learning style, so that students with hearing impairment can increase their Indonesian vocabulary. The Novelty of this study is (i) the application of Mnemonic with a chain/link system, (ii) vocabulary material, (iii) students with hearing impairment subjects, and (iv) in special need school.

2. METHODS
2.1. Research subjects

Seeing the problems and research objectives, the research method used is the Classroom Action Research method. This study involved 5 students with hearing impairment at the special need school Negeri Bekasi Jaya, Bekasi, West Java. This school is a special school for students with special needs.

2.2. Research procedure

This study focuses on the case of efforts to increase Indonesian vocabulary by applying Mnemonic to students with hearing impairment in grade 1 SDLB. The flow of research carried out includes: i) Planning, ii) Implementation and observation, iii) Reflection, iv) Planning, v) Implementation and observation, and vi) Reflection.

Figure 1 explains the procedure for classroom action research which consists of several stages.
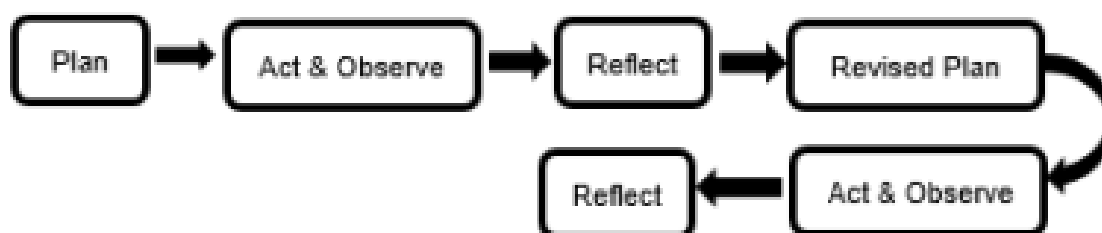

Figure 1. Classroom action research design.

2.3. Mixing and equalization basin n° 1

The classroom action research procedure consists of the stages of planning, implementing, observing, and reflecting. In planning activities by designing teaching materials and steps of the learning process, determining indicators of achievement of student learning outcomes, compiling instruments and Learning Implementation Plans (RPP) and learning scenarios. In the implementation of this action stage, the researcher carried out learning procedures based on the stages of solving questions about Indonesian vocabulary. At the observation stage, observations were made on the implementation of actions that were following the research objectives, namely increasing the Indonesian vocabulary of students with hearing impairment by applying Mnemonic. Reflection is done to understand the processes, problems, and constraints experienced during classroom action research.

2.4. Research instrument

This research, activity collects data by observing and testing activities. The instrument used is in the form of learning outcomes test questions. The form of the test chosen was a multiple-choice test with 10 questions and a short (complete) test with 10 questions. This test aims to measure the Indonesian vocabulary skills of students with hearing impairment in grade 1 SDLB. The vocabulary used as an instrument consists of 11 vocabularies taken from basic vocabulary types (including names of objects around the class) and these vocabularies have been adapted to Indonesian and science (thematic) subject matter for students with hearing impairment in grade 1. These vocabularies are made into 11 vocabulary series. To get a score that will be used as data in the study, the research instrument will be assessed with the following criteria: if students can answer correctly, they are given a score of 1 and if they answer incorrectly, they are given a score of 0 (zero). The maximum score for the number of questions 20 is 100. By calculation, the number of correct answers: the number of questions x 100 = final score.

In the developmental aspect, the researcher gave an assessment score for students' abilities with scores of 0 (not good), 1 (poor), 2 (good enough), 3 (good), and 4 (very good).

3. RESULTS AND DISCUSSION
3.1. Student demographics

Figure 2 describes the demographics of students consisting of motor skills, language, writing skills, and academics. The subjects in this study were students with hearing impairment. Students with hearing impairment are students with special needs who have a hearing disability. General the intelligence of children with hearing impairment is potentially the same as normal children, but functionally its development is influenced by the level of language skills, limited information, and presumably the child's abstraction power. As a result, his deafness hinders the process of achieving wider knowledge. Thus, the development of intelligence is functionally hampered. The cognitive development of children with hearing impairment is strongly influenced by language development so barriers in children with hearing impairment hinder their intellectual development.

AZ students can read some vocabulary, can pronounce some vocabulary clearly, and can write neatly. Explain abstract factors, it is still constrained by the vocabulary they have. AZ students have very good motor skills. AZ students have good numeracy skills. Student A has an average IQ, which is shown by the results of psychological tests. AZ students' academic ability is good.

AY students are quite able to read some vocabulary even though the pronunciation is not clear, the vocabulary is still not clear, communicate with signs, and can write neatly. To explain abstract phenomena is still constrained by the vocabulary they have. AY students have very good motor skills. AY students have good numeracy skills. AY students have IQs below the average, this is shown by the results of psychological tests. AY students' academic ability is quite good.

IM students can read some vocabulary, can pronounce some vocabulary clearly, and can write neatly. To explain abstract phenomena is still constrained by the vocabulary they have. IM students have excellent motor skills. IM students have good numeracy skills. IM students have an average IQ, this is shown by the results of psychological tests. IM students' academic ability is good.

IK students can read some vocabulary, can pronounce some vocabulary clearly, and can write neatly. To explain abstract phenomena is still constrained by the vocabulary they have. IK students have good motor skills. IK students have good numeracy skills. IK students have an average IQ, this is shown by the results of psychological tests. IK students' academic ability is good. IK students still seem less confident and sensitive.

FT students are quite able to read some vocabulary, can pronounce some vocabulary clearly, and can write quite neatly. To explain abstract phenomena is still constrained by the vocabulary they have. FT students have very good motor skills. FT students have good numeracy skills. FT students have an average IQ, this is shown by the results of psychological tests. The academic ability of FT students is quite good.

The development of Indonesian language learning for students with hearing impairment requires separate techniques and interesting learning media so that students with hearing impairment do not get bored quickly and focus their attention. One of the learning techniques for students with hearing impairment is to use media or concrete examples. Examples and concrete learning media can make students interested in learning so that it creates passion or interest in learning (Sugiarti, 2016).
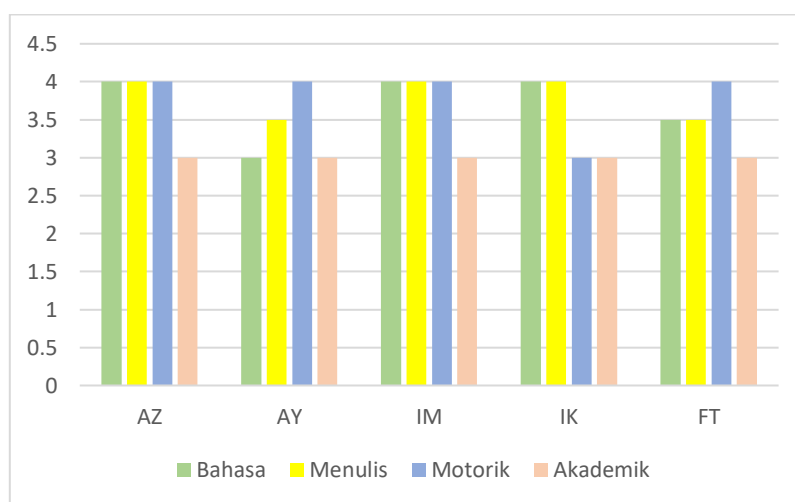

Figure 2. Student ability condition.

3.2. Learning process activities

Learning activities begin with initial activities, namely starting learning by praying, taking attendance of students, motivating students into learning situations, and students are invited to observe the state of the classroom environment.

At the stage of the core activity, before using the media, the researcher gave assignments to students to fill out the pre-test questions about vocabulary. The researcher assessed the pre-test so that the students' knowledge of Indonesian vocabulary was known. The researcher shows pictures of objects in the classroom environment that interact with each other between picture 1 and picture 2, picture 2 and picture 3, picture 3 and picture 4, and so on. Students listen to the researcher explain the pictures of these interacting objects. Students listen to the researcher explain the names of objects in the picture and how to write them. The researcher asked the students to memorize the names of the objects in the figure. The researcher asked the students individually to write down the names of the objects according to the figures shown by the researcher on the blackboard. Next, the researcher asked the students to repeat several times how to write the name of the object until they could without the help of the researcher. The researcher asked the students to write down the names of the objects according to the figures shown by the researcher in the students' notebooks. In the next stage, the researcher provides more varied learning, namely by giving word cards or word cards through interesting games. The researcher asked the students to compete with their speed of thinking to find the names of the objects in the box that matched the figure shown by the researcher, if the answer was correct the student could rest outside. But if the answer is not correct, it must be repeated until the students can do it themselves.

At the end of the activity, the researcher and the students concluded the results of the learning that had been done. Students work on multiple-choice written questions and short entries individually as a means of measuring the level of understanding and the level of student learning success.

Concentration and memory in students with hearing impairment are very good, so in learning it is necessary to hold exercises and use a lot of learning methods that invite students to be active and take part in teaching and learning activities (Sugiarti, 2016).

3.3. Results of cycles I and II

Table 1 describes the score acquisition of students with hearing impairment in answering test questions about vocabulary in the form of figures in cycle I. These results illustrate that they have not been maximized and are still far from the minimum completeness criteria.

Table 1. List of student values (cycle I).

Number	Name of Student	The correct answer in Cycle I	Value obtained	Description (%)
1.	AZ	13	65	65
2.	AY	7	35	35
3.	FT	10	50	50
4,	IK	12	60	60
5.	IM	10	50	50

Table 2 describes the score acquisition of students with hearing impairment in answering test questions about vocabulary treasury in the form of figures in cycle II. These results illustrate that maximum results have been achieved and have exceeded the minimum criteria for completeness that have been determined.

However, there is still a student who scores below the minimum completeness criteria, this is because communication and understanding skills are still lacking so they must be guided repeatedly.

Seeing this, it can be said that to develop language skills it is necessary to master vocabulary. Nehrulita (2015) revealed that one of the means that can be used in developing

vocabulary skills is learning which is focused on efforts to increase vocabulary skills. With the increase in vocabulary skills, the language and communication skills will also increase.

Table 2. List of student values (cycle II).

Number	Name of Student	The correct answer in Cycle II	Value obtained	Description (%)
1.	AZ	20	100	100
2.	AY	14	70	70
3.	FT	16	80	80
4,	IK	18	90	90
5.	IM	17	85	85

Figure 3 shows the test results of learning Indonesian vocabulary for students with hearing impairment in class I with an average score of 85. The criteria for learning mastery are 75. This proves that students have completely achieved the expected competencies.
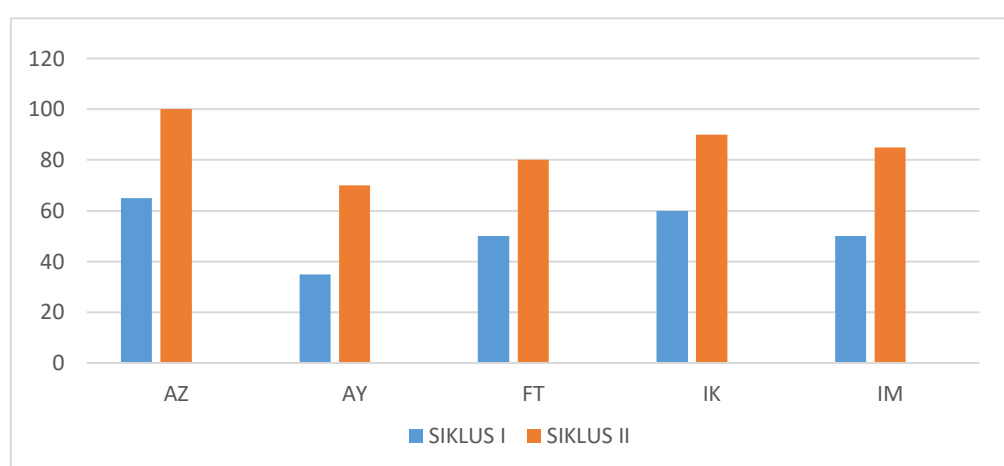

Figure 3. Comparison of Cycle I and Cycle II values.

4. CONCLUSION

Vocabulary is part of reading skills and abilities because if a person has a small amount of vocabulary, his language skills will not be perfect. The language characteristics of students with hearing impairment show that the mastery or vocabulary of children with hearing impairment is very limited, so special attention needs to be paid to developing mastery of the vocabulary of children with hearing impairment. Without an effort taken, it is impossible for the vocabulary of children with hearing impairment to increase by itself. One of the efforts that can be used to improve the vocabulary mastery of students with hearing impairment is Mnemonic. The advantage is that in addition to increasing the vocabulary of students with hearing impairment, it can also train the memory of students with hearing impairment. The results obtained in this study are student learning outcomes have increased so that they can exceed the Minimum Completeness Criteria that have been set. This happens because Mnemonic uses visualizations (images) that attract attention so that it can make students with hearing impairment excited to learn. This research is expected to be a consideration for teachers to use in the Indonesian language learning process, especially material for increasing the vocabulary of students with hearing impairment, and can be developed for learning other materials.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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