

## **The Influence of Using Animal Card Media on the Ability of Mild Mental Retardation to Write Simple Sentence**

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**Abstract:** This study aims to assess influence the using animal card media on the ability of students with mild mental retardation to write the simple sentence. The study use a qualitative method by an experiment one group pretest-posttest design. The data were analyzed by Wilcoxon signed ranks test. The result show that using animal card media have a significant influence to increase the ability of students with mild mental retardation to write the simple sentence.

**Keywords:** animals card media, write a simple sentence, mild mental retardation.

### **INTRODUCTION**

Education is a right of all children, not least education for children with special needs. According Efendi (2009) mandate education for people with disorders or disabilities stipulated in UU No. 20 Tahun 2003 on National Education System Article 32 states that "special education (special education) is an education for students who have difficulty in following the learning process because of physical, emotional, mental, and social". Giving equal opportunities to all children with special needs for education and learning, means reducing disparities education enrollment rates of children in general with special needs children.

All children are entitled to education services, including children with special needs. With their limitations, mentally retarded children are also entitled to receive adequate educational services. With intellectual disabilities, children need appropriate education service models or learning strategies. Armatas (2009) defines a retarded child as a disorder that includes intellectual functions common in a below average. According to Luckasson et al (2003) retarded child is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

The retarded child have IQs below the average normal child. Such conditions can cause intelligence and intellectual functions disrupted, and in turn cause other problems during their development (AAIDD, 2002). Retarded children categorically can be classified into three categories, namely (i) mild mental retardation (able to educate), (ii) moderate mental retardation (able to train), and (iii) severe mental retardation (able to care) (Croen, et al. 2001). Of the three categories it is known that the most likely to be educated are

mild retarded children. The mild retarded child is able to get an education in the field, reading, writing and arithmetic. However, they have difficulty focusing on the lessons, and easily get bored (Wallet, 1969).

One of the skills students must master in learning is reading and writing skills. Reading and writing are the basic skills needed in social life. Children learn languages related to cognitive development, so that language development will be in line with their cognitive development. In fact, retarded children experience obstacles in cognitive development so that language development is also hampered. The barrier is shown by not in harmony between the development of language and the calendar age (chronological age), but more in tune with the mental age. Barriers to language skills in mild retarded children occur starting from concrete nouns to abstract words (Sunardi, 1997). Gauri (2007) states that because of obstacles in the ability to understand the meaning of words, the mentally retarded children are more likely to use basic words or only at the basic level.

Resulting in the delivery of the subject matter, the teacher uses something concrete, easily understandable language, and situations that fun so that children do not feel bored mentally disable and motivated to learn. The more objects that are seen, heard, touched, felt, and kissed by the child, the development of perception will be more rapid and more responses will be obtained, and the more rapid the development of the language (Harmer, 2004; Brown, 2007). Seeing the learning conditions, then the ability of learners to respond to what you want delivered teacher will be reduced. In line with the statement, Kustiawan (2013) argues that "media is an integral part of the whole system and the learning process, it means learning media is the most influential element and determine the activities of learning". The point is an intermediary that connects all those in need of the relationship, and to distinguish between

communication media and communication tools “. the essence of producing instructional materials, is to facilitate the teaching learning process. The essence is not to use such instructional materials as objects of decoration in the classroom or as objects to be presented (Amadioha, 2009).

In this study, the implementation of Media Animals Card can be used to improve the retarded learners' ability to write simple sentences. Animals Media Card can be applied for learners experiencing barriers to arrange or compose a sentence. Animals Card a picture card made of plywood size (15 cm x 25 cm) with boards size (45 cm x 50 cm) with images divided into three parts like a puzzle piece image display 3 will be compiled into a single image intact animals. Pictures of animals in this medium are images of animals in lingkungan school that is expected to attract the attention of mild mental retardation students to actively participate in learning activities, reversed images of animals that will be prepared no words into a sentence in accordance with the Subyek-Predikat-Obyek structures. This medium-sized modified from Flashcard (25 cm x 30 cm). If the media Flashcard made from cardboard or other paper, media Card Animals is made of plywood and wood for the board, with plywood and wood materials are expected this media is not easily damaged when used in the learning process.

The use of instructional media can give rise to certain advantages in the teaching-learning process, and among others are 1) helping develop students' ability to do self-learning based on their experience and facts they learn; and 2) decreasing verbalism (using verbal language whether oral or written) in the learning process (Latuheru, 1988). Educational experiences that involve the learner physically and give concrete examples are retained longer than abstract experiences such as listening to a lecture. Instructional media help add elements of reality, for instance, including pictures or highly involved computer simulations in a lecture (Ansley, 2007). The purpose of this study to assess significant differences before and after use Animals Crad Media (ACM) mild retardation students ability to write simple sentences.

## METHOD

This study used a quantitative research method by experiment one group pretest posttest design. Experimental research design is the research methods used to find a specific treatment effect against the other under controlled conditions (Ross & Morrison, 2003; Sugiyono 2015). This study usea quasi-experimental research design. This study aimed to compare the results of the pretest and posttest. Desain research used is O1 x O2. Experiments do before intervention (O1) is called

pretest and experiments carried out after intervention (O2) is called the posttest. The difference between O2 - O1 is assumed as the effects of the experiments carried out or giving treatment (Arikunto, 2003).

The population of this study are the retarded students in SDLB Sumer Dharma Malang. The sample in this study were 5 mild mental retardation learners. This study used a sample so saturated. As outlined (Sugiyono 2015) sampling saturated sampling technique when all members of the population used as a sample. The instrument used was Test. The test used is a matter of simple sentences compiled in accordance with the *Subyek Predikat-Obyek* (SPO) structure. Tests used in the pretest and post-test that is used as a measuring tool to determine the extent to which the ability to write simple sentences in the students mild mental retardation.measures compile research instrument as follows : (1) to construct a grid instrument. (2) to develop question test, (3) to do validity instrument test. Content validity assessment done by expert faculty and instructional media which matter experts or practitioners that classroom teachers. Instruments used in the validity of the test is a checklist with a number of items as much as 12-point declaration relating to aspects of assessment for learning media. 11 point statement relating to the third grade learning material in the form of grating about the pretest and posttest instruments and lesson plan.

Having obtained the results of the pretest and posttest, then recapitulated in the table to determine changes in the value and sign changes that occur. To test the average difference arithmetic operation capability summation pretest and posttest using Nonparametik with marked rank test Wilcoxon Signed Ranks Test with SPSS 16.0 for Windows.

## FINDINGS AND DISCUSSION

### Findings

Initial capability data obtained from the pretest students performed before given traetment. Pretest given to the students as much as 4 meetings. Based on the results of the pretest initial capability composing and writing words into sentences mentally disable students, namely getting average value of 48, the value of the category of less value. Table 1 is average value of pretest.

After giving the pretest, students were given treatment for 4 times. At the end of the meeting do posstest to mild mental retardation students that students who earn an average value of 62, the value is categorized as good value. Here is a table 2 of the average value posttest.

**Table 1. Results of the pretest ability to write simple sentences**

No.	Name	Average Pretest grades I, II, III, IV	Average The value of the overall student posttest
1.	Silma	45	<b>48</b>
2.	Tias	55	
3.	Paradise	40	
4.	Niken	45	
5.	Eca	55	
<b>TOTAL</b>		<b>340</b>	

**Table 2. Results posttest ability to write simple sentences**

No.	Name	Average Value posttest I, II, III, IV	Average The value of the overall student posttest
1.	Silma	55	<b>62</b>
2.	Tias	65	
3.	Paradise	70	
4.	Niken	60	
5.	Eca	60	
<b>TOTAL</b>		<b>310</b>	

**Table 3. Changes sign pretest and posttest scores**

No.	Name	pretest	posttest	Change sign
1.	Silma	45	55	+
2.	Tias	55	65	+
3.	Paradise	40	70	+
4.	Niken	45	60	+
5.	Ecca	55	60	+
<b>total</b>		<b>240</b>	<b>310</b>	
<b>Average</b>		<b>48</b>	<b>62</b>	

**Table 4. Descriptive Statistics Group Experiments descriptive Statistics**

	N	mean	Std. deviation	minimum	Max
pretest	5	48.0000	6.70820	40.00	55.00
posttest	5	62.0000	5.70088	55.00	70.00

**Table 5 Wilcoxon Signed Ranks Test**

	N	Mean Rank	Sum of Ranks
Posttest - pretest	Negative Ranks	0a	.00
	Positive Ranks	5b	3:00
	Ties	0c	
	Total	5	

**Table 7. Analysis Wilcoxon**

variables	probability (Asymp. Sig.)	Information
Pretest-Post-test	0,042	Significantly different

Based on tables 1 and 2 can be a significant difference between before and after the students were treated. Before being treated, the number of overall score of 5 students studied was 240 with an average of 48 in the poor category. After being treated for 4 times posttest scores obtained from 5 students studied. The result is total score increased to 310 with an average of 62, show in table 3.

The hypothesis proposed for the Wilcoxon Signed Ranks Test in the experimental group were:

Ho: there is no difference in the ability to write simple sentences mild mental retardation third grade students between before and after treatment using animals media card; Ha: there is a difference in the ability to write simple sentences mild mental retardation third grade students between before and after treatment using animals media card.

The results of data analysis using the Wilcoxon Signed Rank test techniques were show in table 4.

The results of data analysis using techniques *Wilcoxon Signed Rank Test* in the experimental group showed the number of research subjects 5 subjects (N). The average value of 48.0000 pretest with a standard deviation of 6.70820, with a minimum value of 40.00 and a maximum value of 55.00. As for the average value of 62.0000 posttest with a standard deviation of 5.70088, with a minimum value of 55.00 and a maximum value of 70.00.

According to the table ranks in table 5, a = Posttest <pretest; b = Posttest > pretest; c = Pretest posttest. experimental groups, of a total of as much data as the data 5, there is zero at negative ranks, there are 5 data on positive ranks, and zero data on ties. Meaning of 5 data were compared, the fifth data showed that students who are given treatment using Animals Card media has a higher value than the value before being given treatment.

Wilcoxon test was used to test whether the average pretest and post-test of the value of the same or different. Wilcoxon test results can be seen on the Test Statistics on Asymp.Sig column. From calculations with SPSS and from the table 7 obtained.

From Table 7 it can be seen that the probability value (Sig.) 0.042 <0.05. Then Ho is rejected and Ha accepted. This means that there is a significant difference between the pretest and posttest. The average value of posttest (62.00) is higher than the average value of pretest (48.00).

The result analysis conducted by *Wilcoxon Signed Ranks Test* there shown that There is a difference in the ability to write simple sentences mild mental retardation students between before and after treatment. It is shown an increase mild retardation students' ability to write simple sentences.

## Discussion

The result of the study showed that the implementation of Media Card Animals can improve the ability of mentally retarded children in composing simple sentences. This finding in line with the statement of Latuheru (1988) that the use of instructional media can develop students' ability in learning process and also ability to write. This study finding also in line with Ansley (2007) statement that educational experiences that involve the learner physically and give concrete examples are retained longer than abstract experiences. Instructional media help add elements of reality.. After being given the treatment learners mild mental retardation have an improvement in their learning activities in the classroom. The results obtained by students to be increased due to their own willingness to try new things to do, so that students do not have the burden of participating in learning activities in the classroom.

Based on discussion above, It can be concluded that there is influence animals media card on the ability to write simple sentences student mild mental retardation.

## Suggestion

From these results, teachers and schools can find out the needs, abilities, and characteristics of students by providing appropriate learning media. For the next researcher to conduct research into the use of media Animals Card on different subjects with different behavior targets that can contribute comprehensive knowledge.

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