Improving The Ability To Make Simple Sentences Using Word Card In Deaf Students Grade Iv Of Administrator Elementary School For Special Needs Students Of Kupang - East Nusa Tenggara Province

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Abstract
This study aims to determine the level of ability of deaf grade IV students in composing simple sentences using word card media (MKK) at the Administrator Elementary School for Special Needs Students of Kupang City. The background for choosing the Word Card Media is because people with hearing disabilities have difficulty recording lingual (language) symbols. Therefore, it is very difficult for them to communicate verbally. They will concentrate and quickly understand the events that have been experienced and are concrete that can be seen. Their ears move to the eyes. This research is a Classroom Action Research. This method specializes in a systematic process, namely pre-test, planning, action (intervention) using MKK, evaluation (post-test), reflection. The results showed that the use of word card media could improve the ability to compose simple sentences for fourth grade students of Administrator School for Special Students of Kupang City. This situation is evidenced by the comparison of the pre-test and post-test scores. The pretest score got 25. Meanwhile, on the psot test the two students got an average score of 87.5. Student 1 (GD) at the pretest got a score of 50 and when the posttest got a score of 100. Student 2 (AAS) who was previously unable to answer correctly at the pretest and when the post test got a score of 75. Based on the research hypothesis testing it can be concluded, the use of media Word Cards (MKK) can improve the ability of Grade IV deaf students at the Administrator Elementary School for Special Needs Students of Kupang City.
Keywords: deaf,learning media, word card, simple sentences

I. INTRODUCTION

Deaf children are physically disabled by hearing (deaf). Persons with this type of disability have difficulty recording lingual symbols (language) that can be used in communication. Deaf people (a deaf person) are people who have hearing disabilities, so they experience obstacles in processing language information through their hearing without using hearing aids (Hallahan & Kauffman, 1991; Hardman, 1990). This also means, language development of children with hearing impairment experiences obstacles. "Language and speech are the result of the imitation process, so that children with hearing impairment in terms of language have a unique characteristic, which is very limited in mastery of vocabulary, it is difficult to interpret figurative meanings and words that are abstract" (Haenudin, 2013: 67). Deaf children's communication takes place simply through cues (nonverbal). They hear with their eyes. That is, facial expressions, hands, gestures of the interlocutor as a blackboard that informs many things from and to him.

The research team tried to solve this problem by using the media "Word Card Media", especially in composing simple sentences. The word cards were arranged randomly. Next, the deaf students were asked to arrange the word cards into one simple sentence. The reason for choosing the Word Card Media is based on two things, namely strong visual effects, and play. Thus, play for learning is created. In other words, anything that is manifested visually into two-dimensional forms as outpourings or thoughts of various forms, such as paintings, portraits, slides, films, strips, and opaque projectors (Hamalik, 1994: 95).

The Research Team assessed students by making simple sentences of Subject, Predicate, Object, and Description (SPOK) by arranging words into sentences. Assessment of two Class IV deaf students at LDB Pembina Kupang on February 14, 2020. Students are asked to compose sentences based on the words: (1) I, (2)

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cross (3) the highway. These words are written randomly on the blackboard. Students are asked to compose the correct sentence. The results of the assessment showed that two students with the initials A.D (male) and AAS (female) were unable to arrange the words above into simple sentences.

The reasons for choosing word card media, first, this media is a concrete object that is easily observed by students; second, word card media contains elements of play that are in line with the child's age; third, easy to use or apply by teachers in learning; fourth, word card media has an attractive visual effect and is easier to stimulate the attention of deaf students, so it will develop interest and encourage and stimulate written expression of children's ideas. Deaf children tend to concentrate and quickly understand events that they have experienced and are concrete in nature. Therefore, learning for deaf students requires appropriate methods and media to improve their language skills. Methods and media that try to present a strong visual aspect and the events they experience. The word card media was used to stimulate the thinking power of deaf students to be able to express ideas in written form.

According to Arif S. Sadiman et al. (1986: 29) the function of an image or photo is as follows: (i) The concrete nature of the image or photo shows more realistically the subject matter compared to verbal media alone; (ii) images can overcome the limitations of space and time; (iii) not all objects, objects or events can be brought to class and cannot always be shown to be objects of the event; (iv) image or photo media can overcome the limitations of observation; (v) can clarify a problem in any field and for any age level, so as to prevent or form understanding; and (vi) low cost and easy to obtain and use without the need for special equipment.

II. LITERATURE REVIEW

The theories used in this research are constructed of concepts normatively proposed by experts. Important concepts will be described in detail to explain phenomenon studied.

Language Acquisition for Deaf Children

According to Myklebust (in Bunawan and Yuwati, 2000), the acquisition of children's language through hearing starts from experiences or situations together between the baby and his mother or other significant people in their immediate environment. Through these experiences, children "learn" to relate experiences and language symbols obtained through hearing. This process is the basis for the development of inner language. The next stage, the child begins to connect language symbols with the objects or events they experience, so that the child's receptive language is formed. In other words, the child understands the speech environment (auditory receptive language). At a later stage, children begin to express themselves through imitating words. This symptom is the beginning of expressive language skills (speaking). These abilities all develop through hearing (auditory). Entering school age, vision plays a role in language development through the ability to read (receptive language) and write (expressive language).

Referring to the acquisition of language through hearing in children, Myklebust (1963) developed a pattern of language acquisition in deaf children. Because the deaf child's ears move to the eyes, Myklebust's most appropriate medium is "reading speech." He considered that reading speech media was the right choice compared to gestures and reading.

Learning Media

Educators have been pursuing research on the effect of media use in the learning process since the early 20th century. This idea is really a new innovation initiated by the proponent of Conectionism theory, Edward L. Thorndike about the use of images as a medium of instruction. In the learning theory of Symbol Systems (Symbol Systems Theory) which was initiated by G. Salomon explicitly explains the impact of the use of media on learning. According to Salomon, every media has the ability to convey content through a certain symbol system. Salomon stated, the effectiveness of a media depends on the suitability between students, content, and tasks. Learning media is anything that can be used to distribute learning materials so that it can stimulate students' attention, interest, thoughts and feelings in activities to achieve learning objectives. According to Martun and Briggs (1986) learning media includes all the resources needed to communicate with students. Why is media needed in the learning process? Because the learning process is basically similar to the communication process, namely the message learning process in the form of subject matter, the source of the message is played by the educator, the channel is in the form of media, the recipient is the student, while the results are in the form of knowledge, attitudes, and skills.

Learning media has several functions. Arsyad (2002: 26) suggests the benefits of teaching media in the teaching and learning process as follows. 1) Teaching media can clarify the presentation of messages and information so that it can expedite and improve the learning process and outcomes. 2) Teaching media can increase and direct children's attention so that it can lead to learning motivation, a more direct interaction between students and their environment, and allows students to learn individually according to their abilities and interests. 3) Teaching media can overcome the limitations of the senses, space, and time. 4) Teaching media can

provide students with similar experiences about events in their environment, and allow direct interaction with teachers, society, and the environment. Therefore, word cards with reference to a series of pictures, deaf children connect the words on the card with events that occur. ever experienced as contained in the serial image. Thus, deaf students are able to understand lingual symbols with the events they observe in the pictures.

Simple Sentences

According to Widjono (2012: 187), the sentence is the smallest language unit which is the unity of the mind. Meanwhile, a simple sentence in general is a sentence consisting of one clause. In simple sentences, the patterns used are subject and predicate. For example, "I eat." "I" is the subject and "eating" is the predicate. Simple sentences only need a subject and predicate in its formation. These two elements must be present in a simple sentence. Because if one of these elements is not found, it will be an incomplete sentence. However, simple sentence patterns can also have objects and descriptions in their elements. For example, students are studying at home.

The many sentences are usually arranged in a meaningful pattern. The patterns are arranged based on sentence building elements. The following are basic sentence patterns.

1) Sentence Pattern S P (P: Verb)
The sentence with an S P pattern is a sentence consisting of a subject and predicate. Subjects are nouns, noun phrases, or clauses; while predicates are in the form of verbs or verb phrases.
Example: Antonis is studying.
        Angela is taking a shower.

2) Sentence Pattern S P (P: Noun)
A sentence with an S P pattern is a sentence consisting of a Subject and a Predicate where the subject is in the form of a noun, noun phrase, or clause; while the predicate is in the form of nouns. But predicate nouns have a broader meaning than subject nouns and are in the form of class nouns (identification).
Example: His father is an Indonesian teacher.
        They are students

3) Patterned Sentences S P (P: Adjective)
A sentence with an S P pattern is a sentence consisting of a Subject and a Predicate where the subject is in the form of a noun, noun phrase, or clause while the predicate is in the form of an adjective (adjective).
Example: The girl is beautiful.
        Those shoes are very expensive.

4) Patterned Sentences S P O
A sentence with an S P O pattern is a sentence consisting of a subject, predicate, and object where the subject is a noun (noun), noun phrase, or clause. Predicates are in the form of verbs or adjectives and objects in the form of nouns (nouns) or nominal phrases.
Example: They watch a movie.
        The spacecraft pierced the sky.

5) Patterned Sentences S P K
A sentence with a pattern of S P K is a sentence consisting of a Subject, Predicate, and Description where the subject is in the form of a noun (noun), noun phrase, or clause. Predicates are in the form of verbs or adjectives and adverbs are in the form of prepositional phrases.
Example: The lecturer is always friendly every day.
        IA students are discussing in class.

6) Patterned Sentences S PO K
A sentence with a pattern of S P O K is a sentence consisting of Subject, Predicate, Object and Description in which the subject is in the form of a noun (noun), noun phrase, or clause. Predicates are in the form of verbs or adjectives, objects in the form of nouns or nominal phrases and information in the form of prepositional phrases.
Example: Dad goes to work every morning.

III. RESEARCH METHOD

This research includes Classroom Action Research or also known as Classroom Action Research (CAR). The research design used is in the form of the Kemmis and McTaggrat cycle models. The number of cycles depends on the achievement of the expected goals. The flow of this action research consists of four steps and can be described as follows (Kunandar, 2012: 71-76):

1. Planning

Plans are drawn up based on the results of initial reflective observations and assessments. The purpose of the assessment is to get an overview of the problem. In addition, collaborative researchers (collaborative) observe the learning process in the classroom. The results of initial observations and assessments serve as a reference for formulating corrective actions.

2. Acting

The actions referred to here are actions that are carried out consciously and in control, which is a variation of careful and wise practice. Practice is recognized as an idea in action and that action is used as the basis for the development of subsequent actions, namely actions accompanied by the intention to improve the situation. Practice is based on theoretical and empirical considerations so that the results obtained are in the form of an increase in the Teaching and Learning Process.

3. Observing

Observation serves to document the effect of related actions. Observations need to be planned and also based on open views and thoughts and be responsive. The object of observation is the entire process of related actions, their effects (intentional and unintentional), conditions and constraints on planned actions and their effects, and other issues that arise in the related context. Observation in the practice is a data collection activity in the form of a Teaching and Learning performance process.

4. Reflection

Reflection is remembering and contemplating an action, just as has been recorded in observation. Reflection seeks to understand the real processes, problems, problems and constraints in strategic action. Reflection is usually aided by discussion among researchers and collaborators. Through discussion, reflection provides a basis for improving the plan. Reflection (contemplation) is an activity of analysis, interpretation and explanation (explanation) of all information obtained from observations of the implementation of actions.

Data collection technique

The research subjects were 2 deaf grade students at Administrator Elementary School for Special Needs Students of Kupang City. While the object in this study is the ability to compose simple sentences. The data collected in this study are as follows: (1) Score individual work results on practice questions; (2) Student and teacher verbal statements obtained from interviews in connection with the learning process and understanding of the material; (3) The results of observations made through observations of student activities using the observation sheet provided by the researcher; (4) Field notes from a series of student activities in learning activities during the study.

Data collection was carried out through tests for each cycle. This test is carried out with the aim of knowing the increase in student learning outcomes by looking at the grades obtained by students through the test.

Data analysis technique

The data collected in this study are descriptive qualitative data and descriptive comparative for quantitative data. The data obtained will be analyzed in the form of words or explanations, namely qualitative descriptive data and in the form of numbers, namely quantitative data. The qualitative data were obtained from the results of observations of learning using word card media carried out by the teacher, while for quantitative data purposes, it was obtained from the results of student learning tests. Data analysis was carried out by:

Analysis of research data classified as quantitative data in the form of learning outcomes by calculating the percentage increase in the ability of each student in composing simple sentences.

$$\text{Score }(Pre\ Test/Post\ Test) = \frac{\text{Total Score Achieved}}{\text{Maximal Total Score}} \times 100$$

$$\%\ \text{Improvement} = \frac{post\ test\ score - pre\ test\ score}{100} \times 100\%$$

Research Outcome Indicators

Learning is said to be successful, if there is an increase (%) in the ability of Class IV deaf students of Administrator Elementary School for Special Needs Students in composing simple sentences using word cards media. Pretest which is denoted by P1 and P2 Post Test. The results of P1 and P2 were compared to determine the effectiveness of using picture cards to improve the ability to compose simple sentences for grade IV deaf students of Administrator Elementary School for Special Needs Students of Kupang City. The intervention is denoted by X. If P1 and P2 are significant, it can be concluded that the difference is due to treatment (X). The purpose of this test is to determine the extent to which students have achieved the teaching material after going through learning activities..

IV. RESEARCH RESULTS AND DISCUSSION

This Classroom Action Research was conducted in Class IV of the Administrator Elementary School for Special Needs Students of Kupang City. This school is located on Jalan Adisucipto, Penfui, Oesapa Village, Kelapa Lima District, Kupang City, East Nusa Tenggara Province. This school buildings are adequate. In the same location, there is also an junior high school for special students (SMPLB) and a senior high school for special students (SMALB). Administrator Elementary School for Special Needs Students of Kupang City consists of 57 classrooms, 1 laboratory room, and 1 library room. The number of students in this school is 119 students, with details of 59 students at elementary school, 35 students at junior high school, and 25 students at senior high school. The number of deaf grade IV students at Administrator Elementary School for Special Needs Students of Kupang City is 2 people.

There are four stages in this research, namely planning, acting, observing, and reflecting. The research team conducted a pretest to obtain an overview of the deaf students' initial ability in composing simple sentences. The results of the pre-test showed that two grade IV Administrator Elementary School for Special Needs Students of Kupang City students were unable to compose simple sentences. In connection with these findings, the research team conducted research using word card media. The research was conducted through intervention. During the research and intervention, the research team was assisted by two Administrator Elementary School for Special Needs Students of Kupang City teachers, namely Younel Djara, S.Kom and Serni Abelo, S.Pd.

1.   PreTest Cycle I

Before conducting the research, the research team conducted a pretest. The pretest was conducted on Tuesday, September 8, 2020. The pre-test was conducted to track the initial ability of deaf students to compose simple sentences. The pre-test was conducted by the research team by writing a number of words randomly on the blackboard. Next, students are asked to write and arrange the words into simple sentences: four sentences with different word counts; starting with two words, three words and four words. This technique aims to determine the level of ability of deaf students in composing simple sentences. The following table shows the results of the students' work at the pretest.

Table 1.   PRE TEST RESULT

No.	Question	Student 1(A.D)	Student 2 (A.A.S)
1	Saya mandi (I take a bath)	✓	✓
2	Saya minum air (I drink water)	✓	-
3	Jangan cubit teman sekolah (Don't pinch friends at school)	-	-
4	Mama masak ikan di dapur (Mother cooks fish in the kitchen)	-	-

The pretest results obtained that student 1 was able to answer 2 questions correctly from the 4 questions given. This means that student I gets the following score: 2/4 X 100 = 50. Meanwhile, student 2 is only correct on one question. That is, ¼ x 100 = 25. These results indicate, the average score of the student's ability has not reached the value of the indicator of research success with a score of 75/2 = 35. These results conclude, the ability to compose simple sentences of SDLBN Pembina students is still low.

2.   Action Stage (Intervention)

The intervention was carried out on Thursday, September 10, 2020. The research team carried out four steps systematically, namely intervention (teaching according to a prepared learning plan), observation, post test, and reflection. The actions in the first cycle were carried out in one meeting on the same day. The learning process is carried out in accordance with the Indonesian language learning schedule, which is 1x 45 minutes from pkl. 09.00 a.m.-09.45 a.m. The action will take place on Thursday, September 10, 2020.

The Research Team collaborated with two Class IV teachers at Administrator Elementary School for Special Needs Students of Kupang City. The teacher gave an explanation for 20 minutes. Furthermore, the teacher and the research team guided the students to compose simple sentences using word cards. The Research Team gave word cards to students in an unordered manner and guided the students in composing simple sentences based on the word cards given then providing assistance to students who needed them. Each child is assisted by a teacher in order to facilitate the learning process. This research was conducted in two places, namely in Deaf Class IV Administrator Elementary School for Special Needs Students of Kupang City and student homes. This happened because of the Covid-19 pandemic, so the research team made visits to students' homes.

Post Test

The research team conducted an evaluation through a post test with the same questions in the pre test. The research team composed words from two words, three words to four words. This action aims to determine and the ability to compose words into simple sentences in a gradualistic manner. The results of the post test showed that the student with the initials A.D (male) could correctly answer the 4 question numbers given by the research team. This means that the student's score A.D is 100. Meanwhile, the student with the initials ASS (female) is only able to answer 3 out of 4 questions (got a score of 75). The following shows the results of student work during the post test.

Table 2. Student Work Results during Posttest

No.	Question	Student 1(A.D)	Student 2 (A.A.S)
1	Saya mandi (I take a bath)	✓	✓
2	Saya minum air (I drink water)	✓	✓
3	Ibu guru mengajar di dalam kelas (Teacher teach in the class)	v	v
4	Saya mempunyai dua orang teman di sekolah (I have two friends at school)	✓	-

Based on the table above, the class average can be found as follows: 100 + 75: 2 = 87.5 This score is much higher than the pre-test score of 35. Thus, the sigification can be seen from the comparison of P2 (Post Test) and P1 Pre Test as follows: 87.5 -35 = 52. This score concludes, the use of picture card media can improve the ability of Class IV deaf students at Administrator Elementary School for Special Needs Students of Kupang City.

Observation during Action

All data at this stage were collected using student observation sheets filled out by the teacher. The results of teaching observations obtained by the researcher were (1) 100% of the students were enthusiastic during apperception; (2) 100% of the students paid attention when delivering the material using word cards; (3) 100% active students; (4) 100% of students do the evaluation of learning outcomes. Referring to the information on the results of student observations in this cycle it can be concluded that the quality of Indonesian learning in compiling simple sentences has reached the indicators of success in this study. The use of word cards encourages students to learn carefree. They seem engrossed in play situations rather than formal learning situations. This situation really helps students to be active in the learning process.

Action Reflection

The results of the evaluation of the ability to compose simple sentences showed that only the two students scored above 35. These results indicated that the students' average score had reached the indicator value of research success. However, the result of the observation is that children's learning passion is strongly influenced by more specific learning methods and has a strong visual effect. The difficulty faced by the two deaf students is recognizing prepositions such as "in". Therefore, a separate word card media was designed for prepositions such as "in" followed by "arrows." Thus, students receive lessons in a happy state or do not feel depressed. Media that is easy to use, has good visual effects, and can be used by students as well.

Nontest Data Analysis

In this study, interviews were conducted with two Administrator Elementary School for Special Needs Students of Kupang City teachers, namely Younel Djara, S.Kom and Serni Abelo, S.Pd. The interview was conducted on September 10, 2020 in the Teacher Room of Administrator Elementary School for Special Needs Students of Kupang City. According to Younel Djara "the biggest difficulty in teaching deaf students is the" repetition technique. "Techniques are a way to get used to, especially for difficult things such as prefixes, suffixes, or inserts in Indonesian lessons. This is different from normal children. According to Yonel, parents must also become teachers. This is because most children are at home. Repetition and habituation are very important learning strategies for children with hearing impairment". Younel Djara's statement wants to emphasize two things. First, teachers should be more latent and more innovative in finding the most appropriate media to teach deaf children. Second, parents of deaf students also participate in overcoming problems experienced by deaf students. In addition, Administrator Elementary School for Special Needs Students of Kupang City deaf students tend to listen to teachers more than their parents so that parents feel safe if the children are in school to be nurtured and educated by the teacher. Deaf students have a very high dependence on their teachers. In addition, they have a very high emotional bond with their teachers. It is seen and proven that

after these students enter a new class / increase in class, they still feel emotionally closer to the previous class teacher. Deaf students listen to the previous class teachers more than the teachers in the new class.

What is no less interesting is the statement of Mrs. Serni Abelo. According to him, facing deaf children must be patient. Teachers must not give up quickly. In fact, emotional involvement is more important than what is being taught. We are asked to be their parents. Emotional involvement brings the deaf child closer to the teacher. This is an ideal condition that must be created in learning. Serni Abelo's statement indicates that emotional involvement is very important to build a friendlier, more intimate learning atmosphere so that it makes it easier for children to express themselves and express themselves.

V. CONCLUTION

The results showed that the use of word cards could improve the ability to compose simple sentences of grade IV Administrator Elementary School for Special Needs Students of Kupang City students. This can be seen by the comparison of the average pretest and posttest scores. The pre-test score obtained was 35, while the post-test score increased to 87.5. Student 1 at the pretest got a score of 50 and when the posttest got a score of 100. Student 2 previously got a score of 25, when during the post test it got a score of 75. The skills of deaf graders IV Administrator Elementary School for Special Needs Students of Kupang City improved because students were more active and they grew self-confidence and enthusiasm when learning takes place using word cards. The role of the teacher as a companion is needed by students. Children are very enthusiastic in completing assignments when accompanied by their teacher. The teacher must convince students that learning and training can effectively and seriously affect students' success in increasing their ability to compose simple sentences. Based on the comparison between the pretest and posttest scores, it can be concluded that there is an increase in the ability to compose simple sentences after using word cards in Class IV Administrator Elementary School for Special Needs Students of Kupang City.

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