

USING WORD WALL PICTURE IN TEACHING VOCABULARY TO THE AUTISM CHILDREN AT SEKOLAH LUAR BIASA NEGERI PEMBINA PROVINSI SULAWESI SELATAN SENTRA PK-PLK

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ABSTRACT: The objective of this research was to find out the effectiveness using word wall picture in Teaching Students' Vocabulary at sekolah luar biasa negeri pembina provinsi Sulawesi Selatan SENTRA PK-PLK. This research used Pre-Experimental Design. This reseach involved 3 students, at *Sekolah Luar Biasa Negeri Pembina Provinsi Sulawesi Selatan SENTRA PK-PLK*. The independent variable of this research was (using word wall picture) and the dependent variable was (students' vocabulary). The instrument of this research was a multiple choices test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' pre test and post test. The mean score of posttest (91) was greater than the mean score of pre test (53.33). The standard deviation of posttest (4.89) was lower than the standard deviation of pre test (11.54). From t-test, the researcher found that the value of t-test (4.797) was higher than t-table (4.303) at the level of significance 0.05 with degree of freedom (df) =2. It means that the use of Word wall picture was effective to improve the students' vocabulary at *Sekolah Luar Biasa Negeri Pembina Provinsi Sulawesi Selatan SENTRA PK-PLK*.

KEYWORDS: *Wall Picture, Autism children, Teaching Vocabulary*

A. INTRODUCTION

Vocabulary is one of the most important elements in language. Without vocabulary, no one can speak or understand a language. In other words, when people do not have much vocabulary or do not master it well, they cannot say or write something. In order to convey ideas, thought and feeling, people need much vocabulary so that the listener can understand it well.

According to Hornby (1995: 1331) vocabulary is the total number of words in a language; all the known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook. Those definitions show that vocabulary is the first element that the English learners should learn in other to master English well besides the other English components and skill. According to Badianto (2003: 1) vocabulary is very important that grammar in the communication. It is Logical enough than without grammar very little could be conveyed, but without vocabulary impossible could be conveyed. The students cannot convey their ideas in written forms and oral or other skill like reading, speaking, and listening and they cannot catch someone's ideas with limited

vocabulary.

In this case, the researcher had been focus on thinking that vocabulary is one of element to know and to understand the language. The reason of the reseracher because some of students still have lack of vocabulary the especially for learners in Autism children. In developing the students' ability in mastering English, it cannot be separated from vocabulary mastery, because it can be a grade point of students' understanding in English. Teaching students to master vocabulary absolutely needs a lot of things including the teacher learning strategies in the class, learning methodologies, and so on. As a fact, some of the teachers often found problems when they teach their students in mastering vocabulary. For instance, the English teachers at Sekolah luar biasa Negeri pembina provinsi sulawesi selatan SENTRA PK-PLK. They had significant problems to help their students in achieving them in mastering vocabulary.

Based on researcher's preliminary observation which was done through interview on Friday 3th April 2015 the researcher found some problems from teacher and students. In teacher side, the problem was difficult to teach the Autism children because the Autism children were rebellious. In fact, in classroom students were usually scream and passive in answer the teacher questions. In students' side, the problem was lack of vocabulary. In addition, the students on classroom was passive on classroom activities.

Based on the problems, word wall picture was chosen to solve this problem. Word wall picture was suitable to help the Autism children in vocabulary. It would improve their vocabulary.

Referring to some of the previous explanation above, researchers interested in conducting Pre-experimental research with the title "*Using Word Wall Picture in Teaching Vocabulary to the Autism Children at Sekolah Luar Biasa Negeri Pembina Provinsi Sulawesi Selatan SENTRA PK-PLK*".

B. LITERATURE REVIEW

Regarding the importance of vocabulary expansion in the students' studies, the English teacher should know some effective ways to teach vocabulary. The students should be active and should participate in every exercise during the class hour.

Harmer (1991) described some ways in presenting vocabulary, as follows:

1. Realia

This way, the teacher brings the real object into the classroom and introduced to the students. In this case, the students learn to recognize the words by seeing the reality words like *pen, ruler, ball, etc.*

2. Pictures

Teaching vocabulary through pictures is familiarly focuses on the object. Pictures can be used to explain meaning of vocabulary items: the teacher might draw pens, ruler, etc.

3. Mime, Action and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. action, in particular, are probably better explained by mime (concept like running and smoking are easy to present in this way).

4. Contrast

This way, the teacher shows the students a word and asks the students to find out the contrast of the word. For example, the meaning of *full* by contrasting it.

5. Enumeration

This way requires the teacher to introduce words by enumeration them with their general and specific meaning. A word with a general meaning, for instance “vegetable”, the teacher introduces this word and asks the students to find out some specific words relate to vegetable: such as potato, cabbage, carrot, etc.

6. Explanation

This way, the teacher introduces words by explaining or describing the objects and asks the students to guess what the object is.

7. Translation

This way, the teacher asks the students to translate the given words into their mother tongue (native language). This strategy is very useful for beginners.

The selection of vocabulary is very important to do before teaching. The teachers should know which words are useful to be taught, but how do the teachers determine exactly what are useful? Gairns and Redman (1986) stated that in the first place, we have to concede that every teaching situation is different and so essential items in one context may be useless in another. The relative importance you attach to the various criteria described below will therefore depend on teaching situation itself.

1. Frequency

The high frequency of an item is no guarantee of usefulness, but there is obviously a significant correlation between the two so it is worth examining some of the work on frequency word-counts that has been carried out over recent decades.

2. Cultural Factors

One drawback of word-counts we have not mentioned is that being based on the utterances of native speakers they will obviously reflect the cultural interests of the speakers. Such interests may not, however, be shared by L1 learners, who may wish to express ideas and experiences quite outside those of a native speaker.

3. Need and Level

These criteria, the teacher must know their students’ need and level. The students who are required to read technical reports in English in their native country will have different

lexical needs to those learners who want survival English for travel purposes in English-speaking countries. Equally obvious is that elementary students will recognize limitations in their selection of lexis that will not be true of advanced learners. Usually conflict arises, though, when the lexical needs of the learner would seem to be incongruous with his general language level.

4. Expediency

The classroom will often dictate the need of certain vocabulary, without which the students may fail to understand their teacher, fellow students or the activity they are supposedly engaged in. One such are is grammatical terminology, and although many teachers are load to burden their students with too many grammatical labels, a shared understanding of certain items can be asset. A second area of classroom includes those items which frequently appear in language activity instructions.

Vocabulary Assessment

Assessing students' vocabulary is important to be carried out to measure the students' comprehension of words used in speaking or writing. Vocabulary assessment can be carried out through oral or written skills. There are several techniques to assess vocabulary: multiple choice, re-arrange, matching, cloze technique, etc. Brown (1994) stated that the major techniques to assess vocabulary are defining and using them in sentences. The latter is the more authentic, but even that task is constrained by a contrived situation in which the test-taker, usually in a matter of seconds, has to come up with an appropriate sentence.

Definition of Word wall picture

A word wall picture is a group of word displayed on a wall, bulletin board, check board, on white board in a classroom wall. The words are printed in a large front with a picture so that the are easy visible from all students seating area. (Cronsberry:2004:3).

According to Green a word wall picture is an organized collection of large print words on the classroom wall. A word wall helps to creat a print rich environment for students, and can be wonderfull tool that is designed to promote group learning.

In teaching English Vocabulary, the researcher tries to apply Word wall picture as a media to teach the Autism children for mastery Vocabulary. This was for the first time word wall picture media was used for research especially for English Vocabulary to the Autism children.

Step in using Word wall picture

In addition, the researcher had a few steps to use Word wall picture in teaching English Vocabulary, they were;

1. Autism students given motivation before starting the materials.
2. The researcher given some explanation about the learning process.
3. The researcher showed what the vocabulary is.

4. The researcher showed the picture to the autism student.
5. The researcher spelt the word of the picture.
6. The researcher translated the meaning of the words
7. The researcher asked to the students about what the students get from the materials.

Research Design

This reseach used the Pre-Experimental design (the pretest-posttest design). Borg and Gall in Latief (2013: 96) said another name for this pre-experimental design is one-group pretest-posttest design. In this research, the group was given a pretest before the experimental treatment. After the treatment finished, the post-test was administered to see the achievement. The comparison between the pretest and posttest score depends on the how the researcher conducted the treatment to be success. The design is:



Notes:

- O₁ = the result of the students’ pretest
 - X = the treatment by using word wall picture
 - O₂ = the result of the students’ posttest
- (Arikunto, 2013)

Findings and Discussion

The students’ scores of pretest and posttest were classified into some criteria. The criteria and percentage of the students/ scores of pre-test and post-test are as follows:

- a. Students’ pre test

Table 2

Frequency and percentage of the students’ pre test score

No.	Classification	Scores	Frequency	%
1	Very good	91-100	0	0%
2	Good	76-90	0	0%
3	Fair	61-75	0	0%
4	Poor	51-60	3	99.9%
5	Very poor	≤ 50	0	0%

The data in table 2 showed the rate percentage score of experimental class in pre test, none of the student got very good good fair and very poor score. 3 students (99.9%) got poor score.

b. Students' post test

Table 3

Frequency and percentage of the students' post test score

No.	Classification	Scores	Frequency	%
1	Very good	91-100	2	66.6%
2	Good	76-90	1	33.3%
3	Fair	61-75	0	0%
4	Poor	51-60	0	0%
5	Very poor	≤ 50	0	0%

The data in table 2 showed the rate percentage score of experimental class in pre test, none of the student got fair, poor and very poor scores. 2 students (66.6%) got very good score and 1 students (33.3%) got good score.

Based on the result above, it can be concluded that the rate percentage in post test was greater than the rate percentage in pre test.

The mean score and Standard Deviation of Experimental Class in Pretest and Post test

After calculating the result of the students score in pretest and posttest, the mean score was presented as following table.

Table 4

The mean score of pretest and post test

Test	Mean Score	Classification
Pre test	53.33	Poor
Post test	91	Very good

The table above showed that the mean score of the pretest was 53.33 and the post test was 91. The table describes that the mean score of the post test was higher than the pretest. It means that there was a significant improvement in the post test.

Table 5

Distribution the value of t-test and t-table

Variable	t-test value	t-table
Post tes	4.797	4.303

The table above showed that t-test value was higher than t-table. The result of the test showed there was a significant difference between t-table and t-test ($4.797 > 4.303$), it means that, t-table was lower than t-test.

The result of the t-test statistical analysis showed that there was a significant difference between the pre test and post test in experimental class who got treatment by using word wall picture. The statement was proved by the t-test value (4.797) which was higher than t-table value (4.303), at the level of significance 0.05 and the degree of freedom (df) 2. It means

that the null hypothesis was rejected and the alternative hypothesis was accepted. In other words, there was a significant improvement after treatment so word wall picture was effective to improve students' vocabulary.

C. CONCLUSION

Relating to the research findings and discussion in the previous chapter, the conclusions were presented in the following statements:

The data showed that the students' vocabulary was high at the end of this research. It proved that the use of word wall picture in teaching vocabulary did contribute to the students' achievements in improving vocabulary. That was why using word wall picture was effective to improve the students' vocabulary. It can be concluded from the increasing mean score from the pretest (53.33) to the post test (91) and the score of the t-test was higher than t-table ($4.797 > 4.303$). Besides, teaching vocabulary by using word wall picture made the learning process to be more enjoyable, pleasant, and interesting.

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