The Effect of Computer-Based Image Series Media toward Description Writing Skills of a Student with Intellectual Dissability in the Grade VII SMPLB

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Abstrak: One of obstacles faced by them is writing descriptive text. One way to improve descriptive writing skills for a student with intellectual dissability is the use of computer-based image series media. The purpose of this study was to writing skills of a student with intellectual dissability before and after using the computer-based image series media, and to describe the effect of the use of those media towards description writing skills of a student with intellectual dissability. This study used an experimental research with quasi experimental design. The result showed that students' descriptive writing after used computer-based image series media shows an increasing.

Keywords: computer-based image series media, description text, a student with intellectual dissability

Writing descriptive text is a part of a range of writing skills taught in school. In addition, the teaching of descriptive text is an important lesson for students because it can be used as a means to express feelings, thoughts, opinions, and experiences through writing. But writing descriptive text in school today can be said to have not succeeded in making learners interested / like to write. This phenomenon was discovered by several studies that have been done. Findings - The research findings prove that write or compose one subject matter that is not liked by the students and teachers, while the essay writing skills of learners is still relatively low.

Efendi, (2005) states that a person is said to be a disability mentally subnormal or intellectual dissability, if he has a level of intelligence is so low (below normal), so as to pursue development tasks require assistance or services specifically, included in the education programs. Heavy and light intellectual dissability experienced by a person depending on its grade. Or we can say the more weight a person intellectual dissability's level, the more complex the accompanying impact. According Mangunsong *et al.* (1998), the characteristics of children with intellectual challenges based on the level intellectual dissability's among others: (1) "mild"; (2) "moderate"; (3) "severe" and (4) "profound".

To develop the ability to write the descriptive text on many normal children may not encounter significant barriers, because they can take advantage of sight, hearing and other senses to understand an event. They can take advantage of all the potential in him to acquire vocabulary in an attempt to improve their language skills and speech. Otherwise, children with intellectual disability often get failure to do perception to an event or failure in receiving verbal and nonverbal stimulation from the environment often takes place.

Learning methods in the education of children with intellectual disability in principle no different from education in general, essentially the learning method must consider the characteristics of learners, learning objectives, and the availability of learning resources. But the application of learning methods for children with intellectual disability in various areas of teaching often encounter obstacles and difficulties understanding the concepts being studied such as. In learning Bahasa Indonesian, especially in writing descriptive text.

Based on observations made on the learner students with intellectual dissability SMPLB class VII in the learning Indonesian indicate that the level of writing ability of students is still low, especially in the teaching of writing descriptive text is not as expected. Based on interviews with classroom teachers VII, the problems experienced by learners in writing descriptive text are: (1) the difficulty in explaining the events in detail, (2) low ability learners to write the story in chronological order so that it becomes a bouquet intact, (3) low writing skills of learners in integrating the relationship between sentences, and (4) low ability learners in using spelling and punctuation in the descriptive text.

To understand the need for special attention for children with intellectual dissability in the learning process, teachers and schools should be able to work together in organizing special services for students with intellectual dissability. Mangunsong (2014) states that "And the most important is that the teachers and caregivers are skilled and experienced. The staff of teachers must be true - well trained so that it can meet the individual needs of the child ".

Table 1. Pretest Data Results of Writing Descriptive Text Skills of Students with Intellectual Dissability in Class VII SMPLB

No	Subjek	The Pretest Value				Amount	Avarage
		I	II	III	IV		
1	DY	58	33	67	58	216	54
2	DV	50	58	50	50	208	52
3	FR	50	67	50	67	234	58,5
4	NR	50	42	58	58	208	52
5	PR	42	33	58	58	191	47,75
6	ST	42	67	33	33	175	43,75
	Amount						308 : 6 = 51,33

So, it is very important for teachers to conduct an approach, strategies and appropriate learning methods, and the use of appropriate learning media for the learning process of students with intellectual dissability can run well.

The use of instructional media strived to be able to generate interest and stimulate the creativity of learners with intellectual challenges in writing descriptive text. As (Arsyad, 2014), "The use of instructional media in teaching and learning can generate new passions and interests, raise motivation and stimulation of learning activities". Meanwhile, according to Arsyad (2014) the benefit of instructional media in teaching and learning are: (1) Submission of the lessons become more standardized; (2) Learning can be more attractive; (3) Learning to be more interactive; (4) The length of time necessary learning can be shortened; (5) The quality of learning outcomes can be improved; (6) Learning can be given when and where needed; (7) A positive attitude of students towards what they are learning; and (8) The role of the teacher may be changed to be more positive direction.

To overcome the constraints or difficulties experienced by learners with intellectual challenges, especially in teaching essay writing descriptions, required learning media that allows the child to happy and interested in participating in learning activities. One medium that can be used in accordance with the characteristics of children with intellectual challenges is a series of computer-based image. The media image series is a series of images consisting of 2 to 6 images that tell a whole story that can serve students in making up this line of thought, and any image can be used as a paragraph.

The use of computer-based image series media is expected to motivate learners in learning to write descriptive text. With a series of images arranged in a systematic form as a unity story into a computer, a student with intellectual dissability can write the story of the image series that aired in one piece so that he can form a complete description essay. Thus, learning to write essays using the description of computer-based media image series are expected to be applied effectively and fun.

Using the media image series increased writing ability of students in learning Indonesian (Santoso, et al, 2012). The use of computer-based image series media showed that the media is quite effective to improve students' skills in composing. Hence, based on previous research, the authors gave bids in teaching essay writing descriptions using computer-based media image series to overcome the obstacles faced by the essay writing children with intellectual dissability.

METHODS

Sugiyono (2010) argues that "the research method is defined as a scientific way to get data with a specific purpose and usefulness". In this study used experimental research methods. Experimental design used in this study is a Quasi experimental design. According to Arifin (2011), quasi experiment is widely used in educational research design with pre test - post test for many variables that can not be observed. The design used is a time series design, in the design of pre-test and post test done four times. This is done in order to determine the stability of the ability of learners before and after using a computer-based media image series.

Samples in this study are all 6 students of class VII SMPLB retarded. Therefore, in this study the sample used is the total sample. As disclosed Sugiyono (2013) total sample is all members of the population used as a sample. The usage of the total sample because the population is relatively small or less than 30 people.

Table 2. Post Test Data Results of Writing Descriptive Text Skills of Students with Intellectual Dissability in Class VII SMPLB

No	Subjek	The Value Post Test				Amount	Avarage
		I	II	III	IV		
1	DY	83	92	92	75	342	85,5
2	DV	83	67	67	92	309	77,25
3	FR	83	75	67	92	317	79,25
4	NR	67	75	83	75	300	75
5	PR	75	75	92	75	317	79,25
6	ST	75	75	67	75	292	73
	Amount						469,25 : 6 = 78,2

Table 3. Summary of pretest and post test Results Average of Students with Intellectual Dissability in Class VII SMPLB

No	Subjek	Pre Test	Post Test	Changes (X Y)
1	DY	54	85,5	+
2	DV	52	77,25	+
3	FR	58,5	79,25	+
4	NR	52	75	+
5	PR	47,75	79,25	+
6	ST	43,75	73	+
	Amount	308	469,25	X = 6

Sugiono (2013) explains that the research instrument is an instrument used to measure the natural and social phenomena that are observed. The research instrument used in this study is the test instrument. Data analysis techniques used in this study is a non-parametric statistical data analysis with quantitative data and the number of small research samples, ie, n = 6. To test the hypothesis that has been set is accepted or rejected, this study used the mark test formula (sign test).

FINDING AND DISCUSSION

Findings

Description of the Data
Here is a table 1 of the result data pretest writing descriptive text skills of students with intellectual dissability. Pretest activities carried out four times in order to determine initial skills of learners before being given treatment. From the above table, it can be seen that the pretest results showed early skills of students still tend to be low because of the learning without the use of media and only with a lecture from the teacher, so that the learning experience is still not optimal. The results of the pretest all students with intellectual dissability are still under the KKM (minimum standard) or still below the value of 60.

Here is a table 2 of the result data post test writing descriptive text skills of students with intellectual dissability.

Activities post test carried out after the students received treatment, namely the use of computer-based image series media in learning activities. Activities post test was also carried out four times. From the above post test results can be seen an increase in writing descriptive text of learning outcomes after using computer-based image series media. All students with intellectual dissability get value - average above 60. This post test results better than the pre test, with value - average 78.2.

Here is a table 3 on the recapitulation of the pre-test and post test learners students with intellectual dissbility.

From the above table can be seen the results of the average pre-test all students are still relatively low, which is below the value of 60. While the results of the average post-test can be seen that all learners have increased skills of essay writing descriptive text, with an average yield - average above post test score of 60.

Positive changes of writing descriptive text skills is seemed in description of the results of pre-test and post test. Positive change or improvement of skills of essay writing this description occurred in all study subjects such as, x = 6. It can be concluded that the use of computer-based image series media can improve writing descriptive text skills.

Testing the hypothesis proved by using test formula sign (sign test). In tests of statistical hypothesis testing one-sided test results showed that there is a significant effect on writing descriptive text skills of students with intellectual dissability learners before and after using a computer-based image series media. In tests of statistical hypothesis test two-sided test results obtained that there is a significant effect on writing descriptive text skills of students with intellectual dissability learners of class VII SMPLB before and after the use of computer-based image series media.

Discussion

Skills of Students Before Treatment

Writing descriptive text skills in students with intellecual dissability learners appears on the results of pre-test was done four times. The pre test done repeatedly is intended to determine the stability of the skills of learners before being given treatment (treatment). The results showed that the descriptive text skills in students with intellecual dissability learners of all students still tend to be low, namely 51.33 or under the KKM predetermined value is 60.

Results of tests conducted prior to the implementation of treatment (treatment) in the form of the use of computer-based image series media for students with intellectual dissability is show a fairly low. In order to understand the need for special attention for children with intellectual disability in the learning process, teachers and schools should be able to work together in organizing special services for students with intellectual dissability. Mangunsong (2014) states that "And the most important is the teachers and caregivers are skilled and experienced. The staff of teachers must be true - well trained so that it can meet the individual needs of the child ". Hence, it is very important for teachers to conduct an approach, strategies and appropriate learning methods, and the use of appropriate learning media for the learning process of students with intellectual dissability can run well. In accordance with the proposed (Arsyad, 2014) that the use of instructional media in teaching and learning can arouse desire and new interests, encourage motivation and stimulation of learning activities, and even had an impact - a psychological impact on students. It is necessary for the holding of the right media to attract the interest of learners in learning to write essays description.

Skills of Students After Treatment

Implementation of the post test was also carried out four times. In the implementation of post test learners look more calm, confident and focused in working on the given problem. Interest of learners in learning to writing descriptive text using a computer-based image series media appears when some learners ask the researcher to guide the use of the media used during recess. This triggers an increase in post test results. Post test results indicates that skills description of the writing descriptive text of all learners with intellectual dissability have increased.

From the data, it can be seen an increase in writing descriptive text skills in students with intellectual dissability learners description after the implementation of treatment in the form use computer-based picture series media. Students with intellectual dissability who use visual learning media have better results than just using just the teacher lecturing. Arsyad (2014) argues that the visual media can facilitate understanding (eg, through the elaboration of the structure and organization) and strengthen memory. The use of computer-based image series media in the education of students with intellectual dissability learners sparked enthusiasm in learning. This is in accordance with the said Tarin (1996) that fabricated through the image series media meant to train and sharpen students' imagination.

The use of computer-based image series media is most appropriate learning activities writing descriptive text students with intellectual dissability learners. With a series of computer-based images media can also be motivated in the implementation of learning to writing descriptive text students with intellectual dissability learners. Tarin (1996) argues that writing through the medium of drawing the series means to train and sharpen students' imagination.

The Effect of Computer-Based Image Series Media toward Description Writing Skills of a Student with Intellectual Dissability

Based on the analysis of pre test and post test has been tested using the test mark (sign test) showed a positive change in the essay writing skills of students with intellectual dissabilty learners. The research finding found that there is a positive effect on the provision of treatment in the form of the use of media images on a computer-based series students with intellectual dissability learners. Increasing the value of writing descriptive text skills of students with intellectual dissability learners after the implementation of the use of computer-based image series media showed that the learning is very influential. Proof of the effect of media images in a series of computer-based learning to writing descriptive text skills students with intellectual dissability learners used statistical formulas non parametric test of signs (sign test) showed a significant effect.

This concurs with research conducted by Muljadi *et al.* (2012) that the use of the media image series can improve the learning skills of composing Indonesian ie their composing skills upgrading. It also agreed with the results of research conducted by Tarin (1996), that the use of the media image series can improve learning outcomes write a simple essay students in learning Indonesian. Based on the research findings, it can be stated that writing descriptive text skills of both learners and students with intellectual dissability can be maximized by the use of computer-based image series media.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research that has been described above it can be concluded as follows. Results of learning to writing descriptive text of learners with intellectual dissability before the implementation of the use of computer-based image series media tend to be relatively low, and the results of learning after the implementation of the use of computer-based image series media showed an increase. The writing descriptive text skills of the seventh grade students with intellectual dissability can be improved by using the computer-based image series media. Media images of computer-based series can interest students in learning to writing descriptive text so as to improve writing descriptive text skills learners. It can be concluded that the use of computer-based image series media can improve writing descriptive text skills.

Suggestion

Based on the research found, there are some suggestions as follows. For the headmaster, it is suggested to help the smooth implementation of the Teaching and Learning Activities in the classroom through the facilities and infrastructure needed by learners. For the teacher, it is expected to use the medium of learning interesting and effective for the achievement of learning objectives, especially in the essay writing description learning. The teachers can use computer-based image series media to attract students.

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