

THE USE OF PICTURES IN TEACHING VOCABULARY TO STUDENTS WITH MILD INTELLECTUAL DISABILITY

(Single Subject Research at SMPLB Sungailiat)

ABSTRACT

This thesis reports on the effect of using pictures in teaching Vocabulary to students with mild intellectual disability who were learning English in Special Need junior high school, Sungailiat, Bangka Belitung Province. The students with mild intellectual disability generally have the delays in cognitive learning who require a lot of time to learn compared to other children, and need encouragement to be able to understand the content matter according to their ability. This study employed an experimental research design, embracing the characteristics of a Single Subject Research (SSR) A-B-A model and to some extent a program evaluation. The data were obtained from several sources, including tests which consists of *Baseline-1* (four times), *intervention* (eight times), and *Baseline-2* (four times) which were then analyzed using descriptive statistics in order to obtain a clear picture of the results of the intervention in the specified time period and classroom observations. The outcomes indicate that despite some limitations, the teaching program was successful, the students improved in grasping vocabulary after intervention and the students maintained high levels of correct responding after eight meetings of intervention. Moreover, the data from classroom observations show that the students were aware of having made progress which allowed them to actively participate in their learning. Given the fact that this research was conducted in a short time with involving only vocabulary in learning English, it is recommended the further researchers can investigate other media and involve more aspects that can be applied in order to increase the comprehension of mild intellectual disability learners in learning English.

Keywords: *Intellectual disability, vocabulary, pictures, Single subject research (SSR)*

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