Improving Students' Vocabulary Mastery through Fun Thinkers Media: Case Study for the First Year- Autistic Students of SMP Negeri 3 Hutabayuraja

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ABSTRACT

This research examines the vocabulary knowledge abilities of autistic students in English subjects at SMP Negeri 3 Hutabayuraja. According to Zuchdi (1995: 3-7) vocabulary mastery is a person's ability to recognize, understand and use words well and correctly by listening, speaking, reading and writing. The research's formulation of the issue is "Does vocabulary knowledge skills be improved through Fun Thinkers media for the first year Autistic students of SMP Negeri 3 Hutabayuraja". The purpose of the current research is to ascertain whether linguistic abilities among autistic pupils have increased as a result of exposure to Playful Philosophers materials. The method of gathering information is being tested. Five autistic children in class VII at SMP Negeri 3 Hutabayuraja served as the study's participants. This research uses an experimental method, namely using Single Subject Research (SSR) with an AB design. The usage of Fun Thinkers media can enhance vocabulary knowledge abilities for the first-year Autistic students at SMP Negeri 3 Hutabayuraja, according to the findings of the data analysis and.discussion above. It.can be seen that.the.provision of interventions in.the form.of Vocabulary Learning through fun thinkers' media shows an increase in scores for RH students and the improvement obtained is quite good.

Introduction

Children with special needs require specialized services or treatments in achieve optimal development as a result of the abnormalities or extraordinary things they carry. This understanding shows that without special services or treatment, they cannot achieve optimal development, including special needs in education services. Special needs services are adjusted according to the type and level of disorder. Because each type and level of child disorder requires special services. The student that I will examine is a student with autism.

Autism is a condition where there are complex problems with nervous disorders. The impact that arises due to problems with the nerves in the form of difficulty interacting, difficulty communicating non-verbally and communicating verbally, difficulty speaking experiencing difficulties in social-motor. The word "autism" derives its etymology from the word "auto" which means self and "ism" which means a flow/understanding (Yuwono, 2009: 24). Autism is therefore understood as a condition that is only concerned with its world. His behaviour arises solely because of encouragement from within him. Children with autism do not seem to care about the stimuli that come from other people

Autism is a very complex/severe Neurobiological developmental disorder whose symptoms appear during the developmental period (before 3 years of age) including disturbances in aspects of behavior, social interaction, communication, and language.

Autism cannot be cured because autism is not a disease. As a result of limitations in their cognitive abilities, autistic students are less able to process abstract information, so autistic students cannot process this information into their knowledge.

Based on the results of temporary identification using treatment tests on 26 Agustus – 08 September 2023 in the first-year mentally disabled student of SMP Negeri 3 Hutabayuraja. an Autism is still lacking in vocabulary knowledge. For example, the vocabulary of objects found at school such as the vocabulary of scissors, tables, brooms, trash cans, trash spoons, and so on. This can be seen when the researcher asks questions about the vocabulary in school, The pupils have not been successful in answer them correctly as a result of their limited vocabulary knowledge. But the autistic student can read. Vocabulary is a crucial component of learning the English language. If we have a sufficient vocabulary, we may compose certain sentences and use them in our interactions with others, making it easier for us to strike up a conversation.

A list of words and occasionally phrases that have been defined in a dictionary, glossary, or lexicon is known as a vocabulary list. People's ability to communicate through speaking, listening, reading, and writing is also enhanced by a strong vocabulary. Some authors have provided definitions for words: First, vocabulary is concerned with the origins of words, their changes over time, how they relate to one another, and how we utilize vocabulary to understand words. (Tampubolon, 2018)

Fun Thinkers Media is one of the instructional tools that may be used to learn Indonesian (vocabulary), this Fun Thinkers media is in the form of a set of books packaged to make learning activities more enjoyable which presents a game with books and visual frames that create Indonesian learning activities which is more fun. The media is very interesting and useful for increasing students' cognitive/knowledge levels. According to Gordon (Kurniati 2017:25) Fun Thinkers media is like a modern encyclopedia for students. The media is very interesting and useful for increasing students' cognitive levels. Media Fun Thinkers is a product of a company specializing in the creation of innovative learning media, namely Grolier, based in Boston, America, which was founded in 1895. Fun Thinkers learning media is made with an attractive appearance so that students enjoy using it. The characteristics of Fun Thinkers according to Gordon (Kurniati 2017:25) are as follows : Ten volumes of books are divided into ten levels of subject matter and A display frame with tiles numbered 1 through 16 with colored backs 4 are yellow, 4 are blue, 4 are red, and 4 are green). By using concrete objects, autistic children will more easily improve their vocabulary Mastery, and knowledge skills. Based on the description above, the researcher intends to conduct research with the title "Improving Students'Vocabulary Mastery Through Fun Thinkers Media for the first year Autistic students Of SMP Negeri 3 Hutabayuraja"

Research Method

The type of research that used by researchers and development according to Sugiyono (2015:28) " Research and development methods or in Indonesian. The single-subject research design was Withdrawal and Reversal with the AB Constellation, specifically, a three-phased research design that compares the baseline circumstances before and after the intervention in order to determine the extent of an individual's response to therapy (Breakwell et al., 2012). The sample on this research five autistic students in Class VII SMP Negeri 3 Hutabayuraja. This is illustrated when the researcher gives several questions about some of the vocabulary found in the scope of the school such as scissors, brooms, trash cans, and so on, children have not been able to answer them correctly. The teacher tries to provide an understanding of the vocabulary of the

object by showing the object directly, but the child still has difficulty remembering the vocabulary. Data collection techniques that will be used in this study consisted of temporary identification with written test techniques. Data analysis used in this research is by analysing Data Processing Techniques and Data analysis techniques.

Result and Discussion

This research began on August 23, 2023 through observation of 5 mentally disabled children, Hutabayuraja 3 Public Middle School. Based on the results of observations made at baseline 1, data were obtained for 5 mentally disabled children in the very low category. baseline test 1 to the 5 students.

Table 1. Result Data Baseline 1 (A1) Vocabulary Knowledge Ability

No	Initials	Baseline Session 1		Baseline Session 2		Baseline Session 3	
		Score	Category	Score	Category	Score	Category
1	MS	15	Very low	15	Very low	20	Very low
2	MG	25	Very low	25	Very low	25	Very low
3	DS	35	Very low	30	Very low	35	Very low
4	MN	30	Very low	30	Very low	30	Very low
5	RH	25	Very low	20	Very low	25	Very low

Based on the table above, it can be seen that there were 5 students with disabilities who obtained test results in the first stage in the very low score category with the highest score being 35 and the lowest being 15. In the second phase, the score category obtained was Very Low with the highest score being 30 and at the the three lowest values are 20 and the highest is 35 but remain in the same category, namely very low.

Table 2. Scores of Students' Vocabulary Knowledge Level

No	INTERVAL	CATEGORY	FREQUENCY
1.	80-100	Very high	
2.	66-79	high	
3.	56-65	Enough	
4.	41-55	Low	
5.	<41	Very low	5

In Table 2 above it can be seen that several categories of children's empathy levels are in which the 5 students with Mental Disabilities are in the very low category. After obtaining the sample, the next step is to measure the sample. From these results, the researcher determined 5 people who were in the very low category as the research sample, namely students with the initials MS, MG, DS, MN and RH.

Overview of Baseline Data

In the baseline phase, measurements were carried out in 3 sessions or three times on 23, 24, 25 August 2023. In the following table, we can see that :

Table 3. Recapitulation of Sample Baseline Data Results

Sample	baseline		
	1	**2**	**3**
Ms	15	15	20
MG	25	25	25
DS	35	30	35
M N	30	30	30
RH	25	20	25

The results of the baseline measurements above show that in general the five-sample data for each session are not too different. It can also be seen on the graph
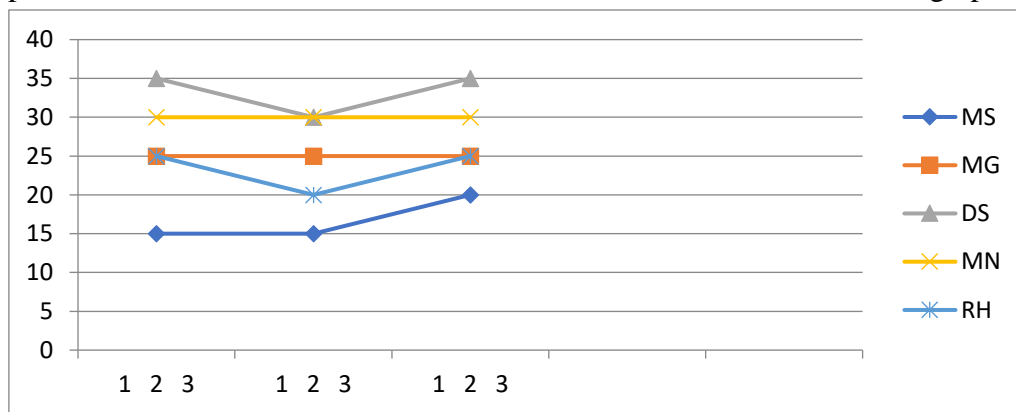
Figure 1. Figure Baseline Data Sample Results

From the picture above, it can be seen that the data tends to be stable, so that it can be continued in the next phase, namely the intervention phase by giving learning treatments using Fun Thinkers media.

Implementation of Treatment Use of Fun Thinkers Media in understand Vocabulary

After the initial observation and determination of the sample, the next stage is the implementation of Vocabulary Learning using Fun Thinkers Media. In this study it was given five times as the researchers described in the previous chapter. The implementation of this treatment is a form of intervention that the researchers carried out to improve the vocabulary skills of Mentally Disabled Students at SMP Negeri 3 Hutabayuraja. Planning and preparation is carried out before the intervention phase is given. In summary, Vocabulary learning using Fun Thinkers Media can be described as shown in table 4.

Table 4. Intervention Phase Treatment Scheme

NO	STAGE	ACTIVITY
1	Initial/Preparatory Stage	a. Introduction *b.* Arranged activity steps
2	Activity Stage (Implementation of Vocabulary Learning through the use of Fun Thinkers Media	

		A. Initial activity
		  i. Say greetings
		  ii. apperception
		  iii. Attendance through singing
		  iv. Explain the purpose of today's activity
		B. Core activities
		  a. The teacher arranges the child's seat by making a circle
		  b. Teacher and child make a class agreement
		  c. The teacher starts showing the teaching materials (Fun Thinkers Media) and gives examples of their pronunciation
		  d. Students Pay attention, observe and follow according to the directions from the Teacher
		C. Final Activities
		  a. Ask how you feel after listening to the story
		  b. the teacher informs interesting activities for the next meeting
		  c. pray after the activity

	Second Session	a. Say greetings b. The teacher again shows the Fun Thinkers Media teaching materials in accordance with the material that was practiced yesterday c. Students Pay attention, observe and follow according to the directions from the Teacher d. Evaluation
	Third Session	a. Say greetings b. The teacher again shows the Fun Thinkers Media visual aids according to the new Vocabulary material c. Students Pay attention, observe and follow according to the directions from the Teacher in accordance with the instruction manual d. Evaluation
		a. Say greetings b. The teacher again shows the Fun Thinkers Media visual aids according to the new Vocabulary material c. Students Pay attention, observe and follow according to the direction of the teacher in accordance with the manual Evaluation

Fourth Session	a. Say greetings
	b. The teacher again shows the Fun Thinkers Media visual aids according to the new Vocabulary material
	c. Students Pay attention, observe and follow according to the direction of the teacher in accordance with the manual
	d. Evaluation
Fifth Session	a. Say greetings
	b. The teacher again shows the Fun Thinkers Media teaching materials in accordance with the new Vocabulary material. Students pay attention, observe and
	c. follow according to the direction of the teacher in accordance with the manual
	d. Evaluation

From Table 4.4 above, the intervention treatment scheme carried out in this study was in the form of Vocabulary learning using Fun Thinkers Media which was carried out in several meetings.

Description of First Session Treatment Implementation

The first treatment session was held on 26 August 2023 at 08.10–08.50 WIB, with 5 students. At the same time the 5 students who were sampled (MS, MG, DS MN and RH). At the time of service delivery, the researcher acts as a group leader. Previously, researchers provided supporting facilities in providing services such as: Fun Thinkers Media Teaching Aids, service venues, RPL, and student absences.

After explaining the material to be discussed, the group leader directs group members in carrying out vocabulary learning activities using Fun Thinkers Media. The treatment at this meeting consists of 5 stages in group guidance, namely:

1. Formation stage

    At this stage the researcher as the group leader (PK) welcomes group members who are willing to attend, and accepts students openly, prays, explains an overview of the group guidance process in general. Apart from that, the group leader also explained whether it was fun thinkers media or visual aids that would be used by the Mentally Disabled Students.

2. Activity step

    This stage is the core stage, namely the activity stage, at this stage each mentally disabled student will follow the Fun Thinkers Media guidebook to study Vocabulary during in-class learning Activities are continued by giving topics to be discussed next

3. Closing stage

    At this stage what the group leader does is reveal that this activity will end soon. The group leader asked the group members about what they understood from the activities that had been carried out earlier and asked several of them to conclude the results of the activity. Group members were asked to express their impressions about this activity. Next, the group leader makes an agreement with the group members for the next

4. Description of Implementation of the Second Session of Treatment

    In the second session which was held on August 28 2023, at this stage the researcher still carried out the same treatment as was done in the first session. i.e. again repeating giving vocabulary learning using media thinkers The stages carried out are

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the same as the first session. And each student, observing, following and imitating as instructed by the researcher, then at the end of this session the researcher began to evaluate the five students with mental disabilities for learning about vocabulary that they had done for 2 daysmeeting.

5. Description of Implementation of the Third Session Treatment

    In the third session which was held on August 30, 2023, at this stage the researcher still carried out the same treatment as was done in the first and second sessions but with new material or pictures in the fun media thinkers book. The stages carried out are the same as the first and second sessions. And each student, observing, following and imitating as instructed by the researcher, then at the end of this session the researcher began to evaluate the five students with mental disabilities for learning about vocabulary that they had done that day.

6. Description of Implementation of the Fourth Session of Treatment

    In the third session which was held on September 3, 2023, at this stage the researcher still carried out the same treatment as was done in the first, second and third sessions but with new material or pictures in the fun media thinkers book. The stages carried out are the same as the first and second sessions. And each student, observing, following and imitating as instructed by the researcher, then at the end of this session the researcher began to evaluate the five students with mental disabilities for learning about vocabulary that they had done that day.

7. Description of Implementation of the Fifth Session Treatment

    In the third session which was held on September 6, 2023, at this last stage the researcher still carried out the same treatment as was done in the previous session and continued with new material or pictures in the fun media thinkers book. The stages carried out are the same as the first and second sessions. And each student, observing, following and imitating as instructed by the researcher, then at the end of this session the researcher began to evaluate the five students with mental disabilities for learning about vocabulary that they had done that day.

Overview of Intervention Data

The results of the initial baseline measurements show data that tends to be stable, making it possible to carry out interventions. After a 2-day pause, 5 interventions were carried out, namely on the 26th, 28th, 30th, 3rd and 5th of September 2023. During the intervention in the form of providing learning services about vocabulary through fun thinkers media, intervention data was collected. The collection of intervention data was not too much different from the baseline data, it's just that during the intervention there was treatment in the form of providing learning services about vocabulary through fun thinkers media. In this intervention phase it shows that the data for each session increases. For samples with the initials MS, in each intervention session scores 35, 35, 40, 40, and 45. Samples with the initials MG score 60, 60, 65, 75, 75.

Table 5. Data Recap of the Five Samples in the Intervention Phase

Sample	Intervention				
	1	2	3	4	5
MS	35	35	40	40	45
MG	60	60	65	75	75
DS	60	60	65	70	75
M N	65	65	70	70	75
RH	55	60	70	75	75

The results of the baseline measurements above show that in general the three sample data for each session are not too different. This is also depicted in the picture below :
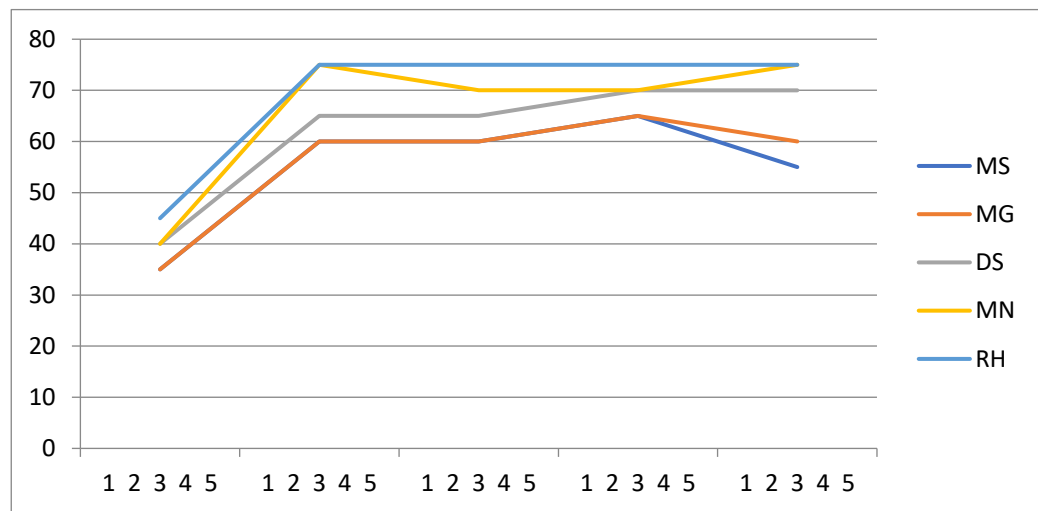

Figure 2. Sample Intervention Data Results

From the picture above, it can be seen that the data for the three samples for each session tended to increase. The description of the results of this intervention is still general and to see how far the influence of Vocabulary learning through fun thinkers' media has on students with mental disabilities, further analysis is carried out in the form of graphical analysis of the baseline and intervention phases.

Baseline Phase Analysis and Intervention Phase

To better understand the extent of the influence of providing Vocabulary learning services through fun thinker's media on students with mental disabilities, an analysis was carried out for each individual. This analysis compares the baseline phase and the intervention phase in order to examine the effect that results.

Sample 1 with the Initials MS

Sample 1 is a student at SMP Negeri 3 Hutabayuraja with male sex (L) and is 14 years old. The results of initial observations, obtained an understanding of vocabulary with a very low category. If an analysis is carried out, the baseline phase for the MS sample can be seen in the table below:

Table 5. Baseline Phase Table of Students with Initial MS

INITIALS		SESSION	
Ms	**BASELINE**	SESSION 1	15
		SESSION 2	15
		SESSION 3	20

If presented in graphical form, the baseline phase of MS students can be seen as in the following graphic:
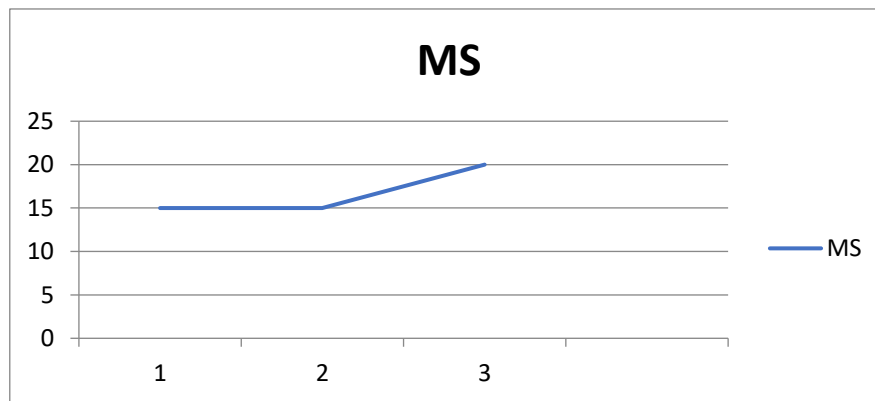
**Figure 3.** Initial Understanding Level About Vocabulary students

Based on Figure 4.3 above, it can be seen that the baseline phase was carried out in three sessions. The score for the first session obtained by the MS was 15, in the second session the MS still received the same score of 15 and in the last session the score obtained by the MS was 20. The score in this baseline phase was further analyzed which consisted of analyzing the length of the condition, estimating trends directions, stability levels and level ranges and changes.

a) Condition length analysis

The length of the condition in this phase is 3 sessions, according to the amount of data collected.

b) Directional trend estimation analysis

Directional trend analysis is determined by the middle split method. This method is used to see whether the trend direction is increasing or decreasing. Based on graph 4 below, it can be seen that the trend towards the baseline phase is increasing.
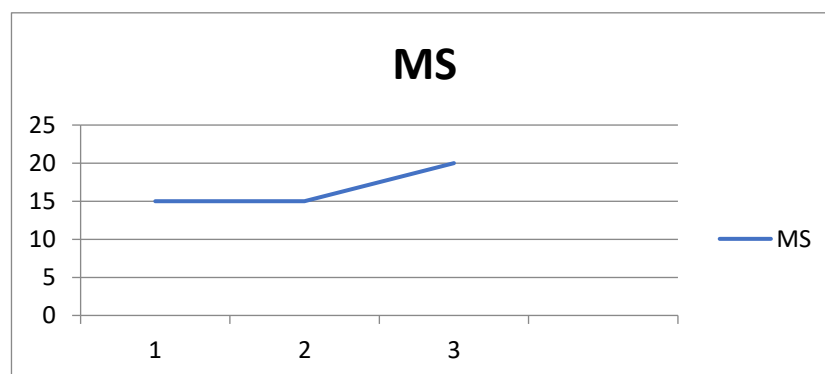
Figure 4. The trend toward the baseline phase of the MS sample

c) Stability trend analysis

The trend of stability in the baseline phase (A) can be determined in stages, including:

i. Calculating the mean level

Mean levelsin a data condition, is calculated by adding up all the scores in all sessions, then dividing by the number of sessions. In the MS baseline sample data, the total data is $15 + 15 + 20 = 50$. If divided by the number of sessions, which is 3 times, the result is $50 : 3 = 16.7$. Based on these calculations, the mean

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level is 16.7 out of the total score (100%). This shows that the data are clustered upwards, so the stability criterion is used, namely 0.10 or 10%.

ii. Perform stability range calculations

To make it easier to measure the stability range, the researcher summarizes the calculations in the following tabular form.

Table 6. Calculation of the Stability Range

Stability Range (t) = uxk			
High score (u)	X	Stability criteria	16.7 x 0.10 = 1.67
Mean level (m) =N/n			
Sum of all data points of a condition *(N)*	:	Number of all data points (n)	$\underline{15+15+20}$= 16.07 3
Mean Level (m)	+	Upper limit (ba) = m + 0.5 (t) 0.5 (stability range)	16.7 + 0.5 (1.67) = 17.53
Mean Level (m)	-	Lower limit (bb) = m-0.5 (t) 0.5 (stability range)	16.7 + 0.5 (1.67) = 15.85

iii. The mean level at the upper and lower limits of the baseline phase (A) is visualized in the following graph
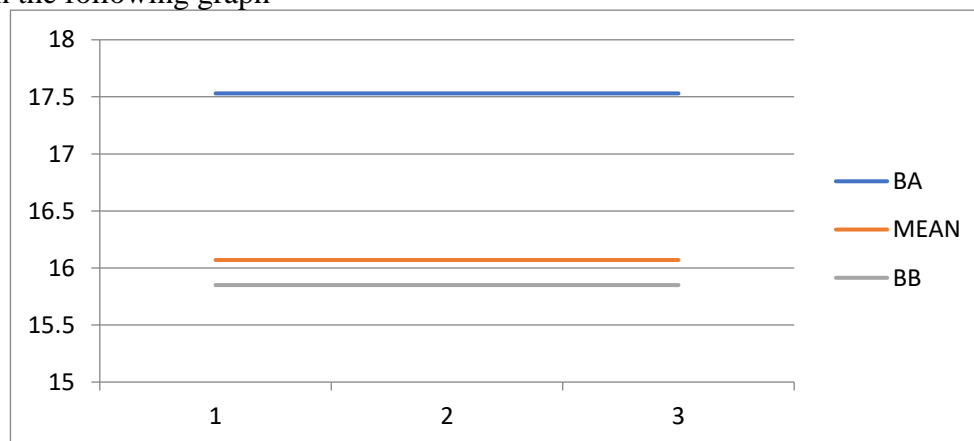
Figure 5. Mean Level, upper limit, lower limit Baseline phase of the MS sample

Findings

Based on research and data analysis findings, it is concluded that the value of using Fun Philosophers the media during therapy (Intervention (B) to enhance the language knowledge abilities of the five research subjects has grown. It can be seen from the results obtained by the 5 subjects above in the table. The ability to know vocabulary is a part that every class VII student should have mastered. However, based on the results of temporary identification using a treatment test on 23 August 2023 - 6 September 2023, it was still found that autistic students in class VII at SMP Negeri 3 Hutabayuraja were experiencing obstacles in their knowledge of vocabulary such as object vocabulary found at school. This condition was found in the field so the author took up this problem.

Because autistic children are more interested in visual media, this research was selected as a means of increasing the language knowledge skills of autistic pupils. According to Yuliano, Efendi and Jafri, 2018 who said that children with autism have

difficulty processing and storing non-visual information. As stated by Quill, 1995 (Yuliano, Efendi and Jafri, 2018) which states that individuals with autism find it easier to obtain information from two or three-dimensional visual stimuli rather than auditory stimuli.

Based on the findings of the conducted research. This is shown by a significant increase in vocabulary knowledge abilities after using fun Thinkers. This is in accordance with Gordon's opinion (Kurniati 2017:25) that Fun thinkers media is like a modern encyclopaedia for students. This media is very interesting and useful for increasing students' cognitive level. Fun Thinkers media is a medium for developing or maximizing students' potential in mastering vocabulary and learning abilities.

The researchers came to the conclusion that using fun thinkers' media is one of the initiatives that is believed to be able to increase the vocabulary knowledge skills of the first-year Autistic students at SMP Negeri 3 Hutabayuraja.

Eight meetings, or sessions, totalled for the research's two-week duration, including three conditions—three sessions for baseline condition 1 (A1) and five for intervention condition (B). According to the findings of the research, providing intervention can enhance vocabulary knowing capacity. An obvious improvement in language knowledge skills both before and after treatment demonstrates this. In addition to the fact that the researcher needed three sessions to assure reliable data collection, Baseline 1 (A1)'s three sessions were necessary since the data were stable enough to be used in subsequent sessions of the intervention. The value is often the same from the first to the third session, but the method of receiving the data varies.

The researcher used fun thinkers media to treat participants in intervention (B) over the course of five sessions. From the fourth session to the eighth session, the vocabulary knowledge skills of the five individuals in the aforementioned intervention condition (B) improved. This occurred as a result of the treatment employing fun thinkers media, which raised the word knowledge capacity of the five participants.

This shows that empirically the autistic students who are the subjects in this research are very dependent on the use given in the intervention process so that the use of media can increase the subject's vocabulary knowledge abilities.

Based on the results of data analysis that has been carried out and presented visually with reference to the A – B design for the target behaviour of increasing students' vocabulary knowledge abilities, the use of fun thinkers media can be said to have a positive effect on increasing the vocabulary knowledge abilities of autistic students. As a result, scientific evidence suggests that using fun thinkers media can help autistic students throughout their first year of school. Students of SMP Negeri 3 Hutabayuraja who have autism. Comparison of the vocabulary knowledge abilities of the 5 subjects before and after being given treatment showed significant changes in improvement significant from the very low category before being given treatment increased to the moderate category after receiving treatment as we can see in table below.

Conclusion

The usage of Fun Thinkers media can enhance vocabulary knowledge abilities for the first-year Autistic students at SMP Negeri 3 Hutabayuraja, according to the findings of the data analysis and discussion above. It can be seen that the provision of interventions in the form of Vocabulary Learning through fun thinkers' media shows an increase in scores for RH students and the improvement obtained is quite good.

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