



Effectiveness Analysis of Card Short Learning Methods Using Power Points as an Effort to Increase Children's Speaking Skills

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Abstract. This research is motivated by the interest and speaking ability of mild mentally retarded students who are not good. Confusion in conveying incomplete information. Research is needed to improve the speaking skills of mild mentally retarded children, one of which is the use of the Card Short method using power point. This study aims to 1) Create and design the Card Short method with power points that have been adapted to the abilities of mentally retarded children. 2) Knowing the improvement of speaking skills of mentally retarded children. 3) Knowing the effectiveness of implementing the card short method at SLBN Brebes. This research includes Research and Development (R&D) research. Collecting data by conducting expert validation tests, limited product tests and usage tests. The results of the expert validation test obtained a score of 85 in the good category. The results of the limited product test obtained an average score of 78.33 while the product usage test obtained an average score of 83. Thus there was an increase in the product usage test so that the short Card media using power point was said to be effective.

Keywords: Method · Card short · Mental retardation · Speaking skills

1 Introduction

Children with disabilities are usually called children with special needs (ABK). Children with special needs are children who are different from children in general or the average child of their age. According to Heward, children with special needs are children with special characteristics. Children with special needs are children who are different from children in general or the average child of his age. Children are said to have special needs if there is something less or even more in them. Different from children in general without always showing mental, emotional or physical disabilities [1].

Special schools are one of the institutions that provide special education services for children with special needs. The learning curriculum in special schools has certainly been created and adapted according to the needs of students with special needs. Mentally retarded who study in special schools have an obligation to fulfill the learning outcomes that have been adapted to the child's needs [2].

Mentally retarded children are also known as intellectually impaired children. This causes a lack of vocabulary that affects language skills, especially speaking skills. Talking is a way of communicating between humans. As one of the language skills in learning, various problems must be found that must be overcome. One of the problems that often arise in learning speaking skills is poor speaking interest and ability or speech coherence [3]. The selection of an inappropriate learning method will have an impact on the learning process itself. One way to become skilled at speaking well is to prepare the flow of thinking and mastery of concepts, practice imitating them, then practice them. The card short learning method will help mentally retarded children to speak using logical thinking lines, mastery of concepts, classification characteristics, facts, about objects or reviewing information with a level of difficulty that has been adjusted to the condition of the mentally retarded child. The card short method conditions the mentally retarded child to prepare a topic or content material that is delivered according to the pictures and writings that appear on the card, the use of pronunciation, intonation, diction and fluency of speech. Based on the problems above, the teacher must improve learning by determining the use of the card short method for mentally retarded children in Brebes State Special School.

Effectiveness is how an organization manages to obtain and utilize resources in an effort to realize operational goals. As is well known that teaching and learning activities must always be improved in terms of effectiveness and efficiency, in order to improve the quality of education itself. Therefore, to increase the effectiveness of learning without having to take up a lot of time, a teacher must be good at choosing what method to use so that students can quickly catch what he is saying. Effective means that there is an effect (consequent, effect, effect), effective or efficacious and can bring results [4].

The card sort method is a collaborative activity to determine the ability of students to work together to solve a problem so that it can be seen the ability of students to find and solve a problem that is commonly used to teach concepts, characteristics, clarifications, facts about objects or review the knowledge that has been given previously. The dominant physical movement in this strategy can help excite tired students where the card is a medium in the implementation of learning [4].

Card sort can also be called card sorting, namely card sorting. This strategy is a collaborative activity that can be used to teach concepts, characteristics, classifications, facts, about objects or review information. The dominant physical movement in this strategy can help the creativity of students in a class that is saturated and bored to become creative and dynamic [5].

While the advantages of the card sort strategy are that it can help excite students who feel tired of the lessons that have been given, can foster students to work together and develop mutual respect for opinions, the implementation is very simple and students are easy to group the same words so it is easy to understand the subject matter [6].

Mental retardation is a child with intellectual mental disorders far below the average which causes developmental barriers to academic, communication, and social abilities that occur under the age of 18 years so that they require special education services. Mild mentally retarded children have IQs ranging from 50–70 or 75. Even though their intelligence is below average, mild mentally retarded children still have self-potential that can be developed [6].

Mild mentally retarded children are different from normal children in general because mild mentally retarded children have intellectual abilities below average. Due to the intellectual limitations of mild mentally retarded children, their learning abilities are limited, especially on things that are abstract. Therefore, there are many mild mentally retarded children who have difficulty learning at school. However, that doesn't mean they can't learn. Mild mentally retarded children can still be given training, guidance,

opportunities and support so that they can develop their potential so that in the future mild mentally retarded children can live independently [7].

Speaking is conveying messages through spoken language. Speaking skill is not a passive process, but an active process that requires logical and systematic thinking power. Therefore, students must be able to distinguish facts and opinions, recognize causal relationships, state arguments, and so on. In language learning at elementary school age speaking skills act as skills that support other language skills, namely listening, reading, writing. The role of speaking is very large, both in Indonesian subjects and in everyday life. Speaking skills need to be taught from an early age so that students have the confidence to speak in establishing communication as a condition for transferring knowledge both within the school environment and in the community. This needs to be considered by the teacher so that students can be more fluent and fluent in speaking [8].

2 Research Methods

This research includes Research and Development (R&D) research. Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products [9]. Research and Development (R&D) is a process or steps to develop a new product or improve an existing product, which can be accounted for [10]. Then Research and Development (R&D) is a research method intentionally, systematically, to find, improve, develop, produce, or test the effectiveness of products, models, and methods/strategies/ways that are superior, new, effective, efficient, productive, and meaningful [10]. Based on these opinions, Research and Development (R&D) is a research method that is carried out intentionally and systematically to improve existing products or develop a new product through testing, so that the product can be accounted for.

3 Results

The results of this study present data obtained from potential problems, data collection, product design, product validation from learning method experts, as well as the results of testing the use of methods by teachers and students in limited trials and usage trials.

3.1 Description of Expert Validation Results

Before testing the use of the method by teachers and students, the product developed by the researcher was validated by a curriculum coordinator who was a mathematician. This validation was carried out to obtain data on the feasibility of the card short learning

Table 1. Method expert test results

| Aspect | Research Statement | Category | Score |
|---------------------|--|----------|-------|
| Valid | The truth of the example in the method | B | 4 |
| | Preparation of the method according to current development | B | 4 |
| | Preparation of materials in accordance with scientific development | B | 4 |
| | Methods are arranged systematically | B | 4 |
| | Methods are arranged logically | B | 4 |
| | Relevance of teaching methods with Core Competencies | B | 4 |
| | The relevance of teaching materials to Basic competencies | B | 4 |
| Level of Importance | The method presented can be improve students' understanding ability | B | 4 |
| | The method presented can stimulate students' ability to think more coherently | B | 4 |
| Usefulness | Contribution of methods in improving student attitude | B | 4 |
| | The method presented can improve students' speaking skills | SB | 5 |
| | The method presented can foster students' self confidence | SB | 5 |
| | The method presented can be improve students' critical thinking skills | B | 4 |
| | The method presented can be increase students' social sensitivity | SB | 5 |
| | The method presented is in accordance with students' thinking level | SB | 5 |
| | Preparation of the method according to psychological characteristics of students | B | 4 |
| <i>Learnability</i> | The method presented can arouse students' curiosity Furthermore | B | 4 |
| | The method presented creates a higher impetus for learning active | SB | 5 |
| Interesting | Contribution of methods in providing learning motivation for students | B | 4 |
| | The contribution of the method in learning which are fun | B | 4 |

(continued)

Table 1. (continued)

| Aspect | Research Statement | Category | Score |
|-----------------|--------------------|----------|-------|
| Total Score | | 85 | |
| Average | | 4,25 | |
| Presentase skor | | 86% | |
| Categori | | Good | |

Table 2. Limited product test results

| No | Student | Total Score | Average | Criteria |
|---------|-----------|-----------------|-----------------|----------|
| 1. | Student 1 | 80 | 4 | Good |
| 2. | Student 2 | 80 | 4 | Good |
| 3. | Student 3 | 75 | 3,75 | Good |
| 4. | Student 4 | 75 | 3,75 | Good |
| 5. | Student 5 | 80 | 4 | Good |
| 6. | Student 6 | 80 | 4 | Good |
| Results | | $470:6 = 78,33$ | $23,5:6 = 3,91$ | Good |

method using power point as an effort to improve the speaking skills of mentally retarded children. The results of the validation by material experts can be described as follows (Table 1).

Based on the validation results above, it is known that the card short learning method uses power point. As an effort to improve the speaking skills of mild mentally retarded children, they get an average score of 4.25 with a good category. Researchers were allowed to test the use of the method after obtaining an average score of more than 3.4 or with a minimum category of good. This means that the card short learning method uses power point. As an effort to improve the speaking skills of mild mentally retarded children, it has been developed to meet the preparation of good learning methods.

3.2 Test Results Using Limited Tools

The test of the use of the method by the teacher to the students was carried out at SLB N Brebes class X C. The test of the use of the method by the teacher to the students was carried out twice, namely in a limited trial and a trial use. The test using the method which was carried out twice was a method development process to produce a card short learning method using power point as an effort to improve the speaking skills of mentally retarded children. The limited trial was conducted by randomly selecting 6 students of class X C. The limited trial was conducted on Wednesday, December 2021. The following is a table of the results of the students' use of media in the limited trial (Table 2).

Table 3. Product test results usage

| No | Student | Total score | Average | Criteria |
|---------|------------|----------------|-------------------|----------|
| 1. | Student 1 | 80 | 4 | Good |
| 2. | Student 2 | 80 | 4 | Good |
| 3. | Student 3 | 80 | 4 | Good |
| 4. | Student 4 | 80 | 4 | Good |
| 5. | Student 5 | 80 | 4 | Good |
| 6. | Student 6 | 85 | 4,25 | Good |
| 7. | Student 7 | 85 | 4,25 | Good |
| 8. | Student 8 | 85 | 4,25 | Good |
| 9. | Student 9 | 90 | 4,5 | Good |
| 10. | Student 10 | 90 | 4,5 | Good |
| 11. | Student 11 | 85 | 4,25 | Good |
| 12. | Student 12 | 85 | 4,25 | Good |
| 13. | Student 13 | 80 | 4 | Good |
| 14. | Student 14 | 80 | 4 | Good |
| 15. | Student 15 | 80 | 4 | Good |
| Results | | $1245:15 = 83$ | $62,25:15 = 4,15$ | Good |

After testing the use of the method by the teacher on students in a limited trial and revision, the researcher tested the use of the method by the teacher on students in a trial of use. The use trial was carried out at SLB N Brebes class X C1 which amounted to 15 students. The results of the test using the media by students in the usage trial were as follows.

3.3 Test Results of Usage Products

Based on the results of the test using the method by the teacher on the students above Table 3, it can be seen that the method developed went through the revision process and the usage test twice. In the test of the use of the method by the teacher to students in a limited trial, the media developed obtained an average score of 3.91 with a good category, and in the test of the use of the method by the teacher on students in the use trial, it obtained an average score of 4.15 with the category good. From the results obtained, it can be said that the card short learning method uses power point. As an effort to improve the speaking skills of mentally retarded children developed by researchers, the researchers received positive responses from students. The results of the media use test by students, both in the limited trial and the usage trial, both got an average score in the good category. Thus, the quality of the card short learning method using power point as an effort to improve the speaking skills of mentally retarded children has effective for learning.

4 Conclusion

- The use of the method is carried out at SLB N Brebes because the SLB is one of the schools that has implemented learning using the 2013 Curriculum, according to the method developed in the short card learning method using power point.
- The results of the expert validation test obtained a score of 85 in the good category. The results of the limited product test obtained an average score of 78.33 while the product usage test obtained an average score of 83. Thus there was an increase in the product usage test so that the short Card media using power point was said to be effective.

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