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## Using Image Media on Reading Text to Improve Reading Comprehension of Student with Intellectual Disabilities

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### ABSTRACTS

This study aims to improve students' ability in reading comprehension. One of the media that can be used for learning is image media. Image media is a visual medium that can increase the level of communication more concretely. These images also play a role in understanding the text they read. The method used is classroom action research which is a descriptive research method with a quantitative approach. The subjects of this study consisted of 2 intellectual disabilities students in class X senior high school at Special Needs School Aditya Grahita Bandung. The results showed that the use of image media in the reading comprehension of intellectual disabilities. This is indicated by the increasing ability of students to answer questions concerning the text that is read even though the answers are not exactly the same as the text. In the learning, this study was carried out by the teacher, especially in learning Indonesian, students have increased in understanding the reading text. The use of image media in each reading text can improve reading comprehension for students with intellectual disabilities. Research is useful for students in understanding a reading that can be used as a reference for teachers in the learning process.

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## 1. INTRODUCTION

Picture media is the most commonly used media in the learning process. This is because students prefer pictures, especially if colorful pictures are made and presented according to the conditions and abilities of students (Safitri & Kabiba, 2020). Reading comprehension is a person's ability to absorb opinions and interpret messages by connecting new knowledge and information with known experience accompanied by understanding the contents of the reading. Students with intellectual disabilities are brands who have special characteristics, the special feature is their intelligence abilities are below average. Students like this need more intensive classroom management, so that they can understand the subject matter to be able to live independently (Yulis, 2016). Seeing these conditions, the writer tries to solve these problems because understanding the content of the reading will affect all subjects.

Currently, many studies discussed image media in students with intellectual disabilities, including the influence of image media in improving speaking skills in students with intellectual disabilities (Afiffah & Soendari, 2017), about image media can improve the attractiveness of students in learning mathematics (Handayani & Sugiman, 2019), about efforts to improve reading skills through image media in student with intellectual disabilities (Yulis, 2016), about picture media, can improve shopping ability in student with intellectual disabilities (Azizah *et al.*, 2014 ), about the use of image media to improve ability reading dyslexic children (Widodo *et al.*, 2020). But until now there has been no research that discusses the use of image media in reading texts to improve reading comprehension abilities in students with intellectual disabilities. This study aims to improve students' ability to understand a reading text. One of the media that can be used for learning is image media. Image media is a visual medium that can increase the level of communication more concretely. These images also play a role in understanding the text they read. The method used is classroom action research which is a descriptive research method with a quantitative approach. The subjects of this study consisted of 2 students with intellectual disabilities in class X SMALB at Special Needs School Aditya Grahita Bandung. The results showed that the use of image media in the reading comprehension of students with intellectual disabilities increased. This is indicated by the increasing ability of students to answer questions concerning the text that is read even though the answers are not the same as the text, in the learning, carried out by the teacher, especially in learning Indonesian, students have increased in understanding the reading text. The use of image media in each reading text can improve reading comprehension for students with intellectual disabilities. Research is useful for students in understanding a reading that can be used as a reference for teachers in the learning process. The novelties of this study are (1) the use of image media in reading texts to improve reading comprehension skills, and (2) the research subjects are students with intellectual disabilities.

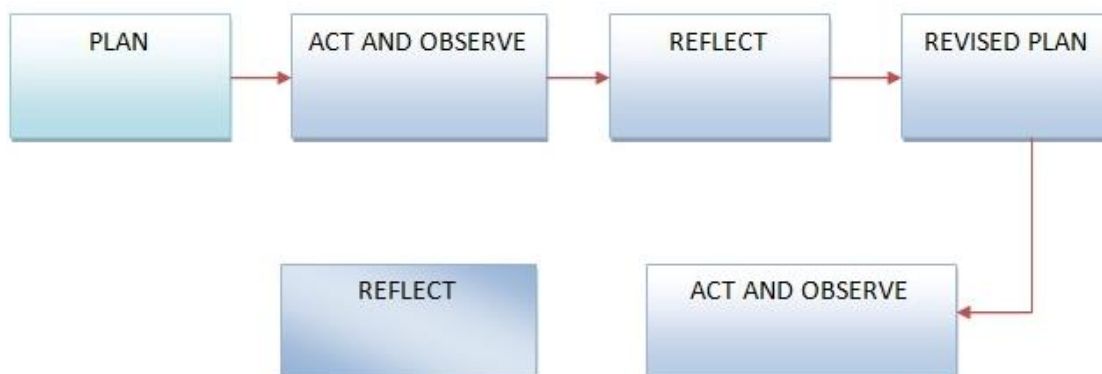
## 2. METHODS

### 2.1. Subject and place of research

This study involved 2 students with intellectual disabilities at the Special School, Bandung, West Java. This school is a special needs school for students with intellectual disabilities.

## 2.2. Research procedure

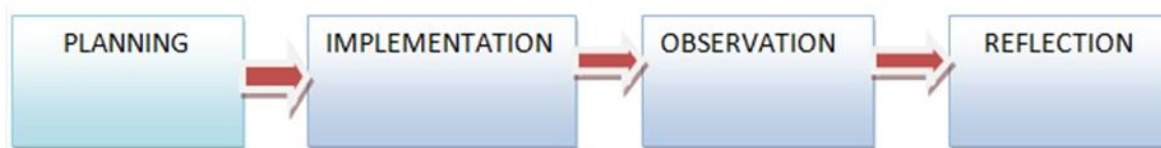
This study focuses on the case of using image media in reading texts to improve reading comprehension skills for students with intellectual disabilities. The flow of research carried out includes; (i) Plan, (ii) Act and observe, (iii) Reflect, (iv) Revised, (v) Act and observe, (vi) Reflect (see **Figure 1**).



**Figure 1.** CAR design.

## 2.3. Activity procedure

**Figure 2** describes the procedure for classroom action research activities consisting of the stages of planning, implementing, observing, and reflecting. In planning activities by identifying and assessing students and discussing in forming team teaching.



**Figure 2.** Procedure for classroom action research activities.

## 2.4. Research instruments

In our research activities we collect the necessary data, using the following techniques: 1) Literature study; to obtain scientific information from books written by experts, scientific articles, and the internet related to the problem under study, 2) Observation/observation; data collection with observed problems, 3) Tests; written (writing answers to questions about the text) 4) Documents; in this study in the form of lesson plans on learning activities with the theme of events with the use of image media. This documentation is used to obtain school data, student names, and documentation of the class action process.

## 3. RESULTS AND DISCUSSION

### 3.1. Student demographics

**Table 1** describes the student's condition. The subjects of this research are students with intellectual disabilities. Students with intellectual disabilities are students with special needs who have problems in adaptive behavior, intelligence levels and occur at developmental age (Maryanti *et al.*, 2020). Student MI who is 19 years old is quite good at reading sentences, concentration still likes to be distracted, and cannot retell the contents of the text in a simple sentence. The condition of the 18-year-old student SR is quite good in reading sentences, the concentration is easily distracted and cannot retell the story in one sentence.

**Table 1.** Student's condition.

No.	Student	Age	Student Condition	Notes
1.	MI	19	Can read quite well but cannot retell the contents of the text in a simple sentence.	Required practice of understanding the contents of the reading text.
2.	SR	18	Can read quite well and fluently in reading sentences but cannot retell the contents of the story in one simple sentence.	Required practice of understanding the contents of the reading text.

### 3.2. Learning process activities

Initial Activity (10 minutes), Students and teachers prepare for the process of learning activities, say greetings, pray, attending students, apperception: Who has seen the rice fields? Core Activities (70 minutes), the teacher conveys the main material on the theme of the event (Indonesian language, science, and social studies subjects), the teacher provides teaching materials, students take turns reading the text, students together mention the reading title of the text they read, individually students mention the title of reading from the text they read, together students conclude the contents of the reading text, individually students conclude the contents of the reading text, final activity (10 minutes), students and teachers conclude the subject matter that has been conveyed, students and teachers ask questions, students evaluate, the teacher closes the lesson.

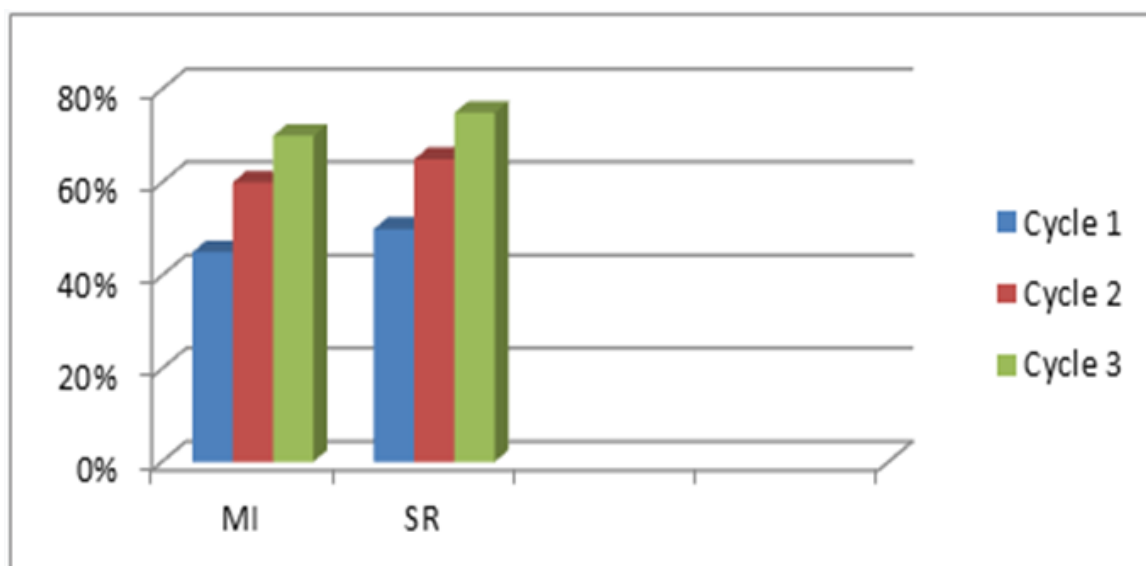
### 3.3. Pre-test and post-test results of each cycle for learning outcomes

**Table 2** describes the increase in learning outcomes of MI students from cycle 1 to cycle 2, an increase of 15% and from cycle 2 to cycle 3 an increase of 10% and an increase in learning of SR students from cycle 1 to cycle 2 an increase of 15% and from cycle 2 to cycle 3 experienced an increase of 10%. The two subjects of class X students with intellectual disabilities at Aditya Grahita Special needs School Bandung made progress in reading comprehension in reading texts using the help of picture media.

**Table 2.** Improved learning outcomes from cycle 1 to cycle 3.

No	Name	Cycle 1	Cycle 2	Cycle 3	Enhancement cycle 1 to cycle 2	Enhancement cycle 2 to cycle 3
1.	MI	45.0%	60.0%	70.0%	15%	10%
2.	SR	50.0%	65.0%	75.0%	15%	10%
	Average	47.5%	62.5%	72.5%	15%	10%

Based on the data on increasing student learning outcomes from pro-cyclical to cycle 3, it can be described in the form in **Figure 3**.



**Figure 3.** Improved learning outcomes from cycle 1 to cycle 3.

### 3.4. Analysis of the results of research activities

Education for mentally retarded children, education which is all separate and different from general education. Children with intellectual disabilities need special education and services that are different from children in general. The following will present matters relating to the types of services for mentally retarded children (Widiastuti & Winaya, 2019). The results showed that the use of media images can improve reading comprehension skills in moderately students with intellectual disabilities in class X/C1 at Special Needs School Aditya Grahita Bandung. So we consider that the use of image media in improving reading comprehension in the learning process is very important

## 4. CONCLUSION

Giving picture media is an approach that can motivate to learn to understand reading texts in children with moderate mental retardation. Learning to reading comprehension in students with intellectual disabilities is given from short sentences first and then increases to rather long sentences with the help of picture media. At Special Needs School Aditya Grahita, especially in class X C1, students are more enthusiastic and interested in reading text with pictures and students understand better reading text with pictures than reading the text without pictures.

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## 6. AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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