

**MENINGKATKAN KEMAMPUAN MENGENAL KOSAKATA KERJA
MELALUI MEDIA PEMBELAJARAN *PUZZLE* DADU KATA BAGI
PESERTA DIDIK TUNARUNGU**

(Penelitian Tindakan Kelas di Kelas III SLB Negeri 4 Jakarta)

(2019)

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ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk mengetahui peningkatan kemampuan peserta didik tunarungu dalam mengenal kosakata kerja melalui penggunaan media pembelajaran *puzzle* dadu kata. Subjek dan sampel penelitian adalah 4 peserta didik tunarungu kelas III SLB Negeri 4 Jakarta. Penelitian dilaksanakan pada bulan Juli sampai dengan bulan Desember 2018 yang terjadi dalam 2 siklus, di setiap siklusnya terdiri dari 4 tahap, yaitu: perencanaan, pelaksanaan, pengamatan, dan refleksi. Pengumpulan data dilakukan dengan pengamatan dan pemberian instrumen tes berupa soal evaluasi tentang mengenal kosakata kerja. Terdapat empat indikator yang harus dikuasai peserta didik dalam mengenal kosakata kerja yakni menyebutkan, mengidentifikasi, menunjukkan, dan menuliskan. Hasil penelitian menunjukkan dengan menggunakan media pembelajaran *puzzle* dadu kata kemampuan mengenal kosakata kerja pada peserta didik tunarungu kelas III SLB Negeri 4 Jakarta mengalami peningkatan. Sehingga, penggunaan *puzzle* dadu kata dapat digunakan sebagai media pembelajaran dalam proses pembelajaran pengenalan kosakata khususnya kosakata kerja bagi peserta didik tunarungu maupun lainnya.

Kata kunci : Kosakata kerja, media *puzzle* dadu kata, peserta didik tunarungu

**INCREASE THE ABILITY TO KNOW WORK VOCABULARY USED
INSTRUCTIONAL MEDIA PUZZLE DADU KATA FOR STUDENTS WITH
HEARING IMPAIRMENT**

(Classroom Action Research in Class III SLB Negeri 4 Jakarta)

(2019)

Tri Nur Ramadhaniah

ABSTRACT

This classroom action research aims to determine the increase in the ability of students with hearing impairment to recognize work vocabulary through the use instructional media puzzle dadu kata. Subjects and research samples were 4 students with hearing impairment of class III^d at SLB Negeri 4 Jakarta. The research was conducted in July to December 2018 which occurred in 2 cycles, in each cycle consisting of 4 stages, namely: planning, implementation, observation, and reflection. Data collection is done by providing observations and test instruments in the form of evaluation questions about recognizing work vocabulary. The ability to recognize work vocabulary has four indicators that must be mastered namely mentioning, showing, identifying, and writing. The results showed that the ability to recognize work vocabulary in class III students with hearing impairment could be increased by using instructional media puzzle dadu kata. Therefore, teachers need to make creative and innovative learning with the use of interesting learning media so that the ability to recognize vocabulary in students with hearing impairment can increase and develop.

Keywords: work vocabulary, media puzzle dadu kata, students with hearing impairment