The Implementation of the Group Counseling Model with Contemporary Wayang Media in Vocabulary Learning for Slow Learner Students

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Abstract

The aims of this study were: (a) to obtain a clear description of the implementation of the group counseling model with contemporary wayang media in learning vocabulary for slow learners; (b) to describe the increase in vocabulary of slow learner students after applying the group counseling model with contemporary wayang media; and (c) to describe the obstacles faced by teachers and students in implementing the group counseling model with contemporary wayang media.

This study uses a qualitative descriptive approach, which emphasizes observing the implementation of the group counseling model with contemporary wayang media in vocabulary learning and uncovers the obstacles faced by teachers and students in implementing the group counseling model with contemporary wayang media. The research subjects were 10 slow learners, selected from 24 students with special needs in the research location. The types of data sources used are: (1) informants, as many as 1 special companion teacher; (2) events or activities for implementing the group counseling model with contemporary wayang media; (3) documents or archives in the form of slow learner student life backgrounds and other related documents. Data collection techniques were carried out through (1) passive participant observation, (2) in-depth interviews, and (3) documentation. Data analysis uses an interactive analysis model.

The results showed that slow learners experienced obstacles in learning vocabulary. This is indicated by the low level of students mastering simple vocabulary related to everyday life. The group counseling model with contemporary wayang media is carried out through three activities: recreational activities, psychoeducational activities, and resolution activities. In implementing the group counseling model with contemporary wayang media, the special accompanying teacher has carried out according to the elements in the model. After the implementation of the model, there was an increase in the slow learner's vocabulary mastery.

Keywords: group counseling models, contemporary wayang, vocabulary learning, slow learners.

1. Introduction

Basically, education is a process of transforming knowledge towards the improvement, strengthening, and perfection of all human potential that lasts a lifetime. Including students with special needs who also have the right to education. As explained in Law Number 20 of 2003 concerning the National Education System, Article 5 Paragraph (2) reads "Citizens who have physical, emotional, mental, intellectual, and/or social disorders have the right to obtain special education". Referring to the law, the government has facilitated students with special needs to be able to study together with regular or normal students at schools, which is called inclusive education. Inclusive education requires children with special needs to study at the nearest school in regular classes with their peers (Florian, 2019; Hakala et al., 2018; Hassanein, et al., 2021; Lozano et al., 2022; Walton & Rusznyak, 2020). Wahyudi, & Kristiana (2016) explain that inclusive education is a combination of providing special education with regular education in one unified education system. Learning in inclusive schools is integrated with regular students and students with special needs, with the same curriculum and infrastructure for all students (Dapudong, 2014; Galevska, N. A., & Pesic, 2018). The aim of inclusive education is the same as that of general education; only its implementation is slightly different from general education because it has to adapt to each type of disability. In the implementation of inclusive education, all students receive the same support in the learning process in class. It's just that students with special needs will get assistance from a special accompanying teacher (GPK).

The condition of inclusive schools in Indonesia has various challenges both within and outside of school. This also occurs in inclusive primary schools in Magetan District, East Java, Indonesia, which has 43 inclusive

primary schools. Based on the results of interviews with teachers and school principals, information was obtained that one of the challenges within the school was the lack of teacher preparation for teaching students with special needs in inclusive classes because schools only had a few special assistant teachers. There are even inclusive schools that do not have special accompanying teachers (GPK). This will have an impact on self-efficacy in teaching students with special needs. Challenges that come from outside the school are the attitude of the community, which still does not accept their children entering inclusive schools, and the inability of the curriculum to meet the needs of various types of disabilities that students with special needs have. Research by Asri et al., (2022) shows that there are still many inclusive schools that have not developed an IEP, so students with special needs must attend general education according to the needs of their type of disability. Therefore, learning for students with special needs requires an individualized education program (IEP), which contains information, strengths and weaknesses, areas that can be developed, and targets to be achieved for each student with special needs. Considering that inclusive schools not only accept regular or normal students but also students with special needs with various types of disabilities, effective service assistance is needed for students with special needs. Therefore, students with special needs need more patience and understanding than normal students, so the encouragement of parents, teachers, and counselors is needed (Eskay & Oboegbulem, 2013).

Slow learners are a type of disability experienced by students with special needs in inclusive schools. Slow-learner students have intelligence abilities below average with an IQ score between 70 and 90. Low academic ability but whose physical appearance looks perfect (Aisyah et al., 2023). Slow learners have poor memories. In learning vocabulary, slow learners have difficulty finding and combining words, cannot express ideas clearly, and experience language deficits that are large enough so that they are unable to express the concepts learned with the right words (Chauhan, 2011). Slow-learner students have difficulty, so they are very slow at memorizing things but very quickly forget things (Chauhan, 2011; Dasaradhi et al., 2016).

In terms of language development, when compared to regular or normal students, the vocabulary of slow learners is still limited. This is because slow learners, with all their limitations, have problems with language skills, which are shown through the words spoken. This is evidence of the problem of the lack of vocabulary owned by slow-learner students. A vocabulary is a collection of words owned by someone in a particular language. The more vocabulary a person has, the better his language skills will be. Vocabulary mastery is related to reading skills. Students pay attention to two things, namely the regularity of letter combination patterns and vocabulary recognition (Seefeldt & Wasik, 2008). Beginning readers need to understand the concept of letters and vocabulary (Street & Leftsein, 2007; Magnifico et al., 2019).

Vocabulary is an important element in language, both spoken and written. By having sufficient vocabulary, the message to be conveyed from one person to another, both orally and in writing, will be more easily conveyed. Therefore, vocabulary becomes a matter of great concern in language learning. Words that are mastered by a group of people will be a benchmark in determining the level of insight possessed by that person (Dhieni, 2014).

Tomkins & Hoskinson (2005) describe that because language learning is both natural and social, a child learns to speak through immersion and interaction with family and other members of society. This means that parents, other family members, and the surrounding community play an important role in acquiring a child's vocabulary. During preschool age, parents play an important role in children's language development by providing opportunities for children to speak. According to Nagy & Herman (in McKeown & Curtis ed, 2014), the way some children speak with their parents and peers is a very significant source of increasing children's vocabulary.

Based on the results of interviews with classroom teachers and special accompanying teachers in inclusive primary schools, information was obtained that, when compared to regular or normal students, slow learners vocabulary mastery was still lagging behind, but there were no obstacles in communicating. When using words in reading and writing, slow learners have problems using letters, assembling letters, and assembling letters into words. Some slow-learner students show difficulty distinguishing the letters "b" and "d", and the consonants located at the ends of words. According to the teacher, several factors causing slow learners to have obstacles in mastering vocabulary are the conditions of the disturbance experienced and the lack of role and attention from parents and family. Most of the slow learners live with their grandparents because their parents leave them to work abroad, so they spend more time playing gadgets and rarely communicate with their families at home. Most slow learners come from underprivileged families, so students do not get behavioral therapy to reduce their disability.

Referring to the problems and factors causing the low mastery of words in slow learners, the teacher applies several learning models, namely lectures and assignments in the form of tests, to compose sentences from the words provided. Inclusive elementary schools in Mageten Regency, East Java, Indonesia, apply the "Kurikulum Merdeka" in grades 1, 2, 4, and 5, while grades 3 and 6 still use the "Kurikulum 2013". The application of the "Kurikulum Merdeka" in learning vocabulary is carried out by the teacher using differentiated learning by

adjusting the needs of each slow learner student, and during class learning, the teacher instructs slow learner students to sit in the front row so that they can focus their attention on the teacher. The media used by the teacher in learning vocabulary are in the form of videos or short films, word cards, and letter puzzles. Research by Aisyah et al., (2023) states that the media of books and cards combined with various kinds of games such as monopoly, daikon, snakes, and ladders can increase interest in learning vocabulary in slow learners. According to the teacher, the selected learning medium can attract students' interest with a variety of bright colors and attract attention. The class teacher and special accompanying teacher explained that the learning model that had been applied often made students feel bored and uninterested in learning vocabulary. For this reason, teachers often think of making various learning models and media for learning vocabulary so that students don't feel bored.

Based on observations, the existence of disabilities in language development, especially the lack of vocabulary in slow learners, affects the ability to communicate and the ability to absorb information. This is because the proper learning model and learning media have not been applied, even though the right learning model and media are needed, especially in learning for slow learners. Therefore, one of the learning models that can be used is the group counseling model with contemporary Wayang media. This is done so that slow learners immediately learn to add vocabulary contextually through contemporary Wayang performances and are guided directly by accompanying teachers through group counseling. The use of contemporary wayang media is seen as more attractive to slow-learner students because the plays that are staged are close to the life around them. Through group counseling and contemporary wayang performances, accompanying teachers can directly teach Indonesian vocabulary to slow learners.

Group counseling is a process of dynamic interaction that is reciprocal in nature as an effort to provide assistance to individuals who are experiencing personal problems through group activities in order to achieve optimal development (Banat et al., 2020). Cherry (2017) explains that group counseling is an activity carried out in groups that has the main goal of helping individuals in the group solve the same problems. Group counseling helps them realize that they are not alone in having these problems. The counselor will respond to group members individually in face-to-face interviews. During counseling, it will become clear to the counselor that the group situation is more helpful to the student (Chalraburtty, 2017). According to (Tomasulo, 2010), group counseling often leads to individual counseling, where group members have started a process of self-exploration and want the opportunity to go further in individual counseling.

Group counseling has been mostly carried out on students, but in this study, group counseling was integrated with contemporary Wayang media. Contemporary puppets are puppets that are not bound by existing traditional standards. So, contemporary wayang is wayang that has been modified both in the form of characters and plays that are staged for special purposes (Mrazek, 2002). Contemporary wayang has many new features, including technical and visual innovations and personnel improvements, but in its story and philosophy, the contemporary wayang show still adheres to tradition (Sedana, 2005). Through Wayang Media, teachers can translate abstract ideas into a more concrete form. For slow learners, the benefits of wayang media can stimulate students' interest or attention in understanding learning material and help students understand and remember the informational content of the accompanying verbal materials (Fasisih & Hidayat, 2021).

In this study, the implementation of the group counseling model with contemporary wayang media in vocabulary learning for slow learner students was carried out through 3 stages, namely (1) the recreation stage, namely contemporary wayang performances by special accompanying teachers or other people who have the ability to perform wayang; (2) the psychoeducation stage, consisting of the group formation stage, the transition stage, the activity stage, and the closing stage; and (3) the resolution stage, consisting of the group evaluation stage and the follow-up stage (Asri, D.N, Cahyono, B.E.H, Trisnani, R. P., 2023). Implementation of group counseling with contemporary wayang media facilitates slow learners to be able to learn vocabulary in groups with an emphasis on the principles of group dynamics, which are followed by all group members. Through the group counseling model with contemporary wayang media, vocabulary learning becomes simple but exhilarating, not tiring, creates a relaxed atmosphere, and increases familiarity with fellow slow learners.

2. Objectives

The aims of this study were: (a) to obtain a clear description of the implementation of the group counseling model with contemporary wayang media in learning vocabulary for slow learners; (b) to describe the increase in vocabulary of slow learner students after applying the group counseling model with contemporary wayang media; and (c) to describe the obstacles faced by teachers and students in implementing the group counseling model with contemporary wayang media in learning vocabulary.

3. Methods

This research uses a descriptive qualitative approach. The use of this approach is based on several considerations, including: (1) the data produced is descriptive in nature, in the form of words from people and behaviors observed by researchers (Bogdan & Taylor, 1975:5); (2) the results of this study were collected by relying on the observations of researchers (researchers as key instruments) on research subjects and their environment (Kirk & Miller, 1986:9); and (3) this study uses a natural setting (Moleong, 2004:4; Guba, 1987:39). This study emphasizes observing the implementation of the group counseling model with contemporary wayang media to increase the vocabulary of slow learners and reveal the constraints and obstacles faced by teachers in implementing the group counseling model with contemporary wayang media. This research was conducted for two months. The research location was chosen purposefully, namely at SDN Sukowinangun 02 Magetan, because in that school there were quite a lot of slow learners compared to 42 other inclusion schools.

The research subjects were 10 slow learners, selected from 24 students with special needs in the research location. The data in this study is in the form of a number of pieces of information related to vocabulary learning for slow learners. The types of data sources used are: (1) informants, as many as 1 special companion teacher; (2) events or activities in vocabulary learning activities in class; (3) documents or archives in the form of slow learner student life backgrounds and other related documents. Data collection techniques were carried out through (1) passive participant observation, (2) in-depth interviews, and (3) documentation.

Data analysis used an interactive analysis model (Miles and Huberman, 1994), which was carried out in two stages, namely during data collection and after data collection. Data analysis was carried out through three **activity** flows that took place simultaneously, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions or verification. Checking the validity of the data was carried out using the following techniques: (1) extending the participation of researchers so that interactions between researchers and informants could take place more intensively; (2) making observations diligently and carefully so that the data obtained could reflect the phenomenon as it is; (3) carrying out Triangulation of data sources is done by comparing the results of observations with the results of interviews, comparing the contents of the documents used as research data sources, and (4) examining the findings through focus group discussions.

4. Results and Discussion

Before this research was carried out, the school, in collaboration with the Institute of Psychology and Counseling Guidance at the University of PGRI Madiun, had conducted an assessment of the types of disorders experienced by students with special needs at SDN Sukowinangun 02 Magetan, East Java, Indonesia. Based on the documents in the school, the results of the assessment of the types of disorders experienced by students with special needs are proportionally presented in the following table.

Table 1 Types of Disabilities of Students with Special Needs in Inclusive Elementary Schools at SDN Sukowinangun 2 Magetan

No	Types of Disability	Quantity	Percentage
1	Slow Learner	10	41,67%
2	Learning Difficulties	2	8,33%
3	Autism	2	8,33%
4	Moderate Mental Retarded	3	12,50%
5	Dislexia	1	4,17%
6	ADHD	3	12,50%
7	Down Syndrome	1	4,17%
8	Mild Physical Impairment	2	8,33%
	Total	24	100%

Based on the data in Table 1 above, it is known that of the 24 students with special needs who were used as research subjects, the most common type of disorder was slow learning, namely 8.33%; learning difficulties, autism, and mild physical impairment; mental retardation, moderate, and ADHD, each at 12.5%; dyslexia and Down syndrome, each at 4.17%. In this study, 10 students were slow learners, with consideration that 10 students are ideal for group work counseling. Based on the research of Sofwan and Habibi (2016), there are many deficiencies in the implementation of inclusive education in Indonesia. The lack of attention from the government regarding schools that provide inclusive education makes schools that organize inclusive education try to keep it running with very limited capabilities. Schools have not implemented inclusive education

Aaccording to the standards set by the government, namely a curriculum suitable for children with special needs, teaching staff, and adequate infrastructure. Muazza' research, et al. (2018), shows that in implementing the inclusive education policy in Jambi Province, no special preparations have been made by the school to become an inclusive school. Schools only prepare teachers to be sincere in teaching students with special needs, and schools implement inclusive education policies that are not in accordance with the standards set by the government.

The government does not provide financial assistance to inclusive schools to pay for special accompanying teachers, so the task of guiding students at school is carried out by class teachers and assisted by parents of students who accompany their children to study at school. The success of implementing inclusive education is not only determined by the availability of infrastructure that supports students with special and regular needs, but also by good management of school administration, parental involvement, and support from the school (Chan & Yuen, 2015; Heemskerk et al., 2012; Yada et al., 2021). Therefore, the implementation of inclusive education is still carried out by schools with adjustments to the resources they have (Chotitham & Wongwanich, 2014; Liang et al., 2020).

The results of interviews with special accompanying teachers show that slow learners experience obstacles in learning vocabulary. This is indicated by the low level of students mastering simple vocabulary related to everyday life. So far, special assistant teachers have not implemented vocabulary learning to the fullest. In teaching vocabulary, besides having to have competence according to their field, the teacher must also have patience, skill, interest, and great attention in dealing with the development of slow learners, considering that slow learners have limitations in cognitive abilities. The informant added that the limitations of special accompanying teachers who have extraordinary educational backgrounds in inclusive primary schools also affect the fluency of teaching vocabulary to slow learners. On average, in one inclusive school, there is only one special accompanying teacher; this is not proportional to the number of students with special needs in that school.

According to informants, the vocabulary of slow learners is different from that of other normal students. Normal students have a better vocabulary than slow learners. In communicating with their peers, slow learners do not experience problems, but their weakness lies in the use of vocabulary in reading and writing. Slow-learner students are weak at using letters and assembling letters into words. There are several factors that hinder slow learners vocabulary mastery, including because they are not used to using Indonesian to communicate. Besides that, there is also a lack of support from parents. Most of the slow-learner students come from poor families and are uneducated. The fact that elementary school students' mastery of Indonesian vocabulary is still low has been studied by Yuharto (2014). Based on the results of observations and interviews with several students and teachers at the school, it was found that in general, students experienced difficulties in accepting and expressing ideas, thoughts, and feelings, both through writing and orally in Indonesian, due to the limited student vocabulary. This problem is also closely related to the lack of active students who communicate in Indonesian. To increase students' vocabulary, special teacher assistants need to apply innovative and appropriate learning models to learning vocabulary. The model implemented in this study is the group counseling model with contemporary wayang media, which is an interdisciplinary model because it integrates two scientific fields, namely counseling and language learning.

Before the group counseling model with contemporary wayang media was carried out, training and debriefing of special accompanying teachers were carried out by psychologists from the Institute of Psychology and Counseling Guidance at the University of PGRI Madiun. The purpose of the debriefing and training activities is for special accompanying teachers to have skills in playing contemporary Wayang plays and knowledge as counselors in implementing group counseling. The training was carried out for 2 weeks, and every week there were 2 meetings, each with a duration of 90 minutes. The implementation of the group counseling model with contemporary wayang media is carried out in 2 sessions, and each session is held for 90 minutes, namely 40 minutes for contemporary wayang performances and 50 minutes for group counseling activities.

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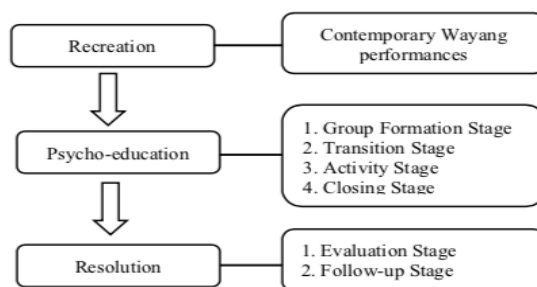

Figure 1 Model of Group Counseling with Contemporary Wayang Media

In recreational activities, contemporary Wayang performances are carried out by special accompanying teachers. The characters in contemporary Wayang are figures who are close to the daily lives of slow learners. In the first session, the play "Bajang Sang Champion" was staged, and in the second session, the play "Independence Day Commemoration". This contemporary Wayang performance is a learning medium for teaching vocabulary learning materials, namely synonyms and antonyms in the first session and standard words, and constructing simple sentences based on the 10 words provided in the second session.

Furthermore, psychoeducational activities are carried out through four stages, namely the group formation stage, the transition stage, the activity stage, and the closing stage. At the group formation stage, the special accompanying teacher grouped 10 slow learners into 2 groups, each consisting of 5 students. The steps taken at this stage are introductions, disclosure of goals to be achieved, explanation of rules, and exploration of ideas and feelings. In interviews, the special accompanying teacher stated that the goals to be achieved at this stage were mutual trust among students and maintaining group-centered relationships through mutual feedback, providing support, mutual tolerance for differences, and mutual positive reinforcement. After that, it is followed by the transition stage, which is a bridge between the first stage and the third stage. The activities carried out at the transition stage are the special accompanying teacher explaining the activities to be carried out in the next stage, offering or observing whether the slow learners are ready to undergo the activities at the next stage, discussing the atmosphere that is happening, and increasing student participation in the group. Based on the results of observations, at this stage, a group atmosphere begins to form, and group dynamics have started to grow. The special accompanying teacher has been able to open up the problems of each student in learning vocabulary so that these problems can be jointly formulated and the causes identified. Special accompanying teachers are seen to be active in helping students who are unable to walk independently effectively and helping students deal with problems related to vocabulary learning difficulties. At the activity stage, the special accompanying teacher already knows the difficulties experienced by students and formulates a further action plan. At this stage, we discuss issues or topics that are relevant to the vocabulary learning difficulties faced by students. The special accompanying teacher explores problems related to vocabulary learning difficulties to produce the desired changes. Counseling activities carried out by special accompanying teachers at the activity stage include discussions about vocabulary teaching materials, sharing opinions and experiences, and guiding students in completing student worksheets, which contain assignments related to vocabulary teaching materials. In the first session, it was seen that there was no togetherness in the group, but in the second session, almost all students played an active role in finding solutions to the problems they faced through exploring their own abilities. In the closing phase, the special accompanying teacher summarizes everything that has been done in the previous phase and provides reinforcement to the students so they are brave and willing to learn vocabulary more actively in the next session. In the resolution activity, a group evaluation is carried out and a follow-up plan is developed. Evaluation is carried out on the effectiveness of vocabulary learning through group counseling that has been carried out. At the follow-up stage, students discussed the efforts that had been made to learn vocabulary. They share their difficulties and successes with the group during the vocabulary learning session. Special accompanying teachers carry out evaluations by giving questions or conducting interviews within certain limits to find out the level of mastery of the vocabulary material that has been discussed in the activity stage.

Based on observations, it is known that special accompanying teachers have implemented the group counseling model with contemporary wayang media according to the elements in the model, which include syntax, social system, principle of reaction, support system, instructional, and nurturing effect (Joyce, Weil, dan Calhoun, 2000). According to the special accompanying teacher, after applying the group counseling model with contemporary wayang media, there were positive changes in slow learner students, namely students having better self-confidence, being able to build interactions with other students in groups, understanding themselves, and being able to solve problems related to vocabulary acquisition. According to Azhari, A. & Sulistianingsih (2020), the application of the group counseling model has proven to be very effective in solving problems. Group dynamics that have been regulated during the process make all members play a very good role in the group and can be used as a means of interacting and building good relationships so that members can easily adapt. In addition, group counseling is useful in understanding one's own role, conveying sources of problems, completing assignments, and submitting assignments (Fitri & Marjohan, 2016). Vogel & Venberg (1993) added that doing group counseling really helps children who are experiencing difficulties overcome stressful conditions caused by life challenges. Group leaders help participants reduce the impact of many problems that later have the potential to cause unwanted mental health problems. (Mulyati & Istirahayu's research (2016), which was conducted at a public high school in Singkawang City, West Kalimantan, stated that students who were given treatment in two meetings showed self-confidence, were able to understand themselves, were aware of their weaknesses and strengths, were able to make decisions, were able to face failure, and showed self-discipline, self-control, self-respect, and self-acceptance as a person of value.

In addition, the use of contemporary language media has several benefits for learning vocabulary. Wayang media can make it easier for children to learn, provide more real experiences, attract children's attention, and activate all senses (Devi & Maisaroh, 2017; Pebri, Tegeh, & Rahayu, 2017). Wayang media is also able to improve story listening skills, is efficient in terms of time, place, cost, and preparation, can develop students' imagination and activities in a happy atmosphere, uses appropriate puppets directly on the target, and can develop an idea. It is also a medium that is easy to make, inexpensive, and practical, and the shape is unique and attractive and easy to use, sharpening the teacher's creativity. Sabri's research (2017) concluded that the use of wayang media in thematic learning can improve student learning outcomes. It was further stated that varied methods and interesting media could increase students' enthusiasm for participating in the learning process. This encourages students to actively participate in learning activities. If students are actively involved, learning outcomes will increase.

In the development research conducted by Nurlaili, Suwignyo & Setyosari (2016), the results showed that the product trial results included several aspects, namely product validity, product practicality, product effectiveness, and product attractiveness, which had a value of 85.35%, 89%, 93, 2%, and 88.15%. This development research concluded that the use of wayang media in learning showed positive results. Research conducted by Lestariningsih & Parmiti (2021) concluded that the contemporary wayang media that has been developed is feasible to apply in the learning process for several reasons. First, contemporary media can make students motivated and interested in learning. Contemporary wayang media attracts students while studying so that it makes them motivated to take part in learning in class. Second, contemporary wayang media can make it easy for students to understand the material conveyed by the teacher and can stimulate students' memory. This is because the characters used in contemporary Wayang media can be seen in the everyday environment, so they will stimulate children's memory. In addition, the use of this medium will help to develop wayang art through learning. Contemporary wayang media can function as a tool that makes it easier for students to learn so that they can more easily understand the subject matter (Carlucy, Suadnyana & Negara, 2018; Tegeh, Simamora & Dwipayanan, 2017). Contemporary media has an important influence on children's psychology, such as stimulating students' enthusiasm for learning. The role of the media is very important because currently children are in a period of concrete thinking so that they learn something real (Rahmatia et al., 2021; Solihati, 2015). Concrete thoughts will be understood through objects that can be felt directly, such as contemporary Wayang media. Third, contemporary Wayang media combined with play activities can stimulate children's motor skills. Previous research findings also state that play activities are activities that are favored by elementary school students so that they will make it easier for children to understand the learning material presented in the media (Rahmatia et al., 2021; Setyawati, Permanasari & Yuniarti, 2017; Swastrini, Permanasari & Tirtayani, 2016). This medium can also improve cognitive and language abilities in students and is able to create a comfortable and enjoyable learning atmosphere for them. A pleasant learning atmosphere will make it easier for students to absorb information (Antara & Aditya, 2019; Rani, Ardana & Negara, 2019; Ratna, Natajaya & Dantes, 2019).

The special accompanying teacher also stated that there was an increase in the vocabulary mastery of slow learners after the implementation of the group counseling model with contemporary wayang media. This can be seen from the results of completing assignments in student worksheets carried out in psychoeducational activities. In the first counseling session, 8 out of 10 slow learners were able to complete the task of determining synonyms and antonyms based on the word choices provided. The words asked to determine synonyms in Indonesian are: father, expert, food, donation, aesthetics, animal, instructor, mystery, clothing, could, lie, aunt, died, rowdy, hampered, while those determined for the antonyms are original, front, big, many, heavy, long, frugal, fearful, evil, rich, dark, up, early, new, liquid. In this session, students are also asked to form new words based on basic words that have been provided through the affixation process. To complete this task, more than half of the students in the group had difficulty. This indicates that students' understanding of the affixation process needs to be improved. In the second session, the task given was to determine standard and non-standard words in Indonesian, namely the words pharmacies, risks, systems, queues, analyzes, athletes, bored, chilies, photos, february, diplomas, permits, categories, concretes, and breaths. The next task that must be completed by students is to compose simple sentences using the words provided. To complete these two tasks, slow learners experienced difficulties, but after being given guidance by a special accompanying teacher, students were finally able to improve their validity.

Through observation, it is known that special accompanying teachers use direct methods for learning vocabulary. The direct method is a goal-focused teaching design for teaching vocabulary, teaching how to learn vocabulary, and providing an iterative breakdown of essential vocabulary (Roe, Stoodt, 1995). According to Beck & McKeown (1991), teaching vocabulary using the direct method describes situations where information on the meaning of words is given intensively to students, which includes teacher-led teaching and individual work with written materials. Traditionally, direct methods for learning vocabulary include definition and context (Klesius & Searls, 2001). The definition method is in the form of giving assignments to students or asking them to define vocabulary definitions and then writing them in sentences with that word. The usual techniques used in the definition method are word lists and word analysis (Petty, Herold & Stoll, 1998). The word list technique is based on the assumption that students learn vocabulary usually by looking it up in the dictionary and using it in sentences, and that the vocabulary will then become part of their active vocabulary. In its application, this technique is very simple; it only requires the teacher to provide a number of words to be learned and tested later. The word analysis technique is based on the fact that every language (including Indonesian) brings vocabulary from other languages, and many unknown vocabularies can be learned through dictionaries. This procedure requires direct vocabulary analysis by the teacher, studying some aspects of word meanings, finding other words that contain one or more elements, and then providing clues as to their meanings. Contextual methods generally include the introduction of new vocabulary words in context, sentences, or short passages that provide clues to that vocabulary word and its meaning, and sometimes involve teaching the use of special types of context clues (Klesius & Searls, 2001). This method is the main model for vocabulary acquisition Nagy & Heerman (in McKeown & Curtis, 2014). Learning by presenting context and words that cover the target vocabulary is one of the most important reading skills for vocabulary growth. According to Petty, Herold & Stoll (1998), two contextual methods that are generally used are the contextual method and incidental learning. The contextual method is based on the belief that before students can get the meaning of words that are not known to be found in the context, the teacher must directly teach the appropriate instructions and how these clues are used. In practice, this method is purely contextual, pays no attention to learning words as long as meaning is derived from reading or listening, and suggests that meanings of unfamiliar words are acquired more quickly in this way than by the direct method. Incidental learning encompasses a wide range of reading activities and suggests that vocabulary will develop without the teacher's special attention as students read. This incidental learning can occur from listening or reading activities. One of the indirect methods is through free reading (Klesius & Searls, 2001). The teacher provides time in class for recreational reading, holds book reading experience exchange activities, and provides a variety of appropriate books in the classroom, which include newspapers, magazines, menu lists, catalogs, and so on. Reading for students is also useful for adding new vocabulary and increasing vocabulary. Other forms of this indirect method include the use of writing activities, which have an effective impact on students (Dacus, 1986).

According to research results, the use of the direct method results in high vocabulary usage (Roe, Stoodt & Burns, 1995). Eeds & Cochrum (1985) recommend using a direct teaching method that involves engaging students' prior knowledge. However, direct teaching has been found to be less effective and contrary to the concept of natural and meaningful learning (Chall, 1987) . Research also shows that teaching students how to get the meaning of words in context improves their ability to acquire vocabulary (Roe, Stoodt and Burns, 1995). When students encounter specific vocabulary in various contexts, they broaden, deepen, and refine their understanding. Context helps students understand word usage and makes it a model for subsequent word use.

However, to determine whether this means that the contextual method is the best method for teaching vocabulary, further research is needed. According to Beck & McKeown (1991), determining the best method is never successful. The results of studies that compare several methods are not sufficiently supportive. In the conclusion of their research, Petty, Herold & Stoll, (1998) did not show that certain methods were better than others; at least the results were unsatisfactory. Based on the analysis of Stahl & Fairbank (1993), the following statements about the effect of teaching vocabulary on vocabulary mastery can be determined: (1) all use of teaching methods is better than no method at all; (2) no method has been consistently shown to be more appropriate compared to the others; (3) there are benefits to using a variety of methods; and (4) there are benefits to providing as much vocabulary as possible to learn. Vocabulary is acquired through experiential relationships with words (Petty, Herold & Stoll, 1998). The more experience gained, the more vocabulary mastered. In addition, the acquisition of vocabulary is a human process that depends on the level of intelligence and environment, a process that cannot be denied under normal conditions of human life (Petty, Herold & Stoll, 1998). This means, as previously stated, that talent and environmental factors greatly influence one's vocabulary acquisition.

According to the special accompanying teacher, there are several obstacles encountered while implementing the group counseling model with contemporary Wayang media in learning vocabulary. The most crucial obstacle is the lack of teacher skills in presenting contemporary Wayang plays. Teachers also experience difficulties in integrating vocabulary content through contemporary wayang media with the implementation of group counseling. Furthermore, special accompanying teachers feel less confident in providing counseling services because of their limited knowledge and experience regarding group counseling. From the student side, some students had problems expressing the problems they encountered in learning vocabulary, especially in the first session. In carrying out assignments, some slow learners experience difficulties in writing, especially distinguishing between the letters b and d. According to (Berg, Landreth, Fall, 2006) there are several obstacles to implementing group counseling, one of which is not being able to force everyone to feel comfortable. There are some individuals who feel comfortable and safe with individual counseling. Clients feel nervous and hesitant to convey information within the group. Sometimes I feel angry with group counseling because I can't hold back my emotions.

5. Conclusion

Based on the results of the research and discussion, several conclusions can be drawn. Slow learners experience obstacles in learning vocabulary. This is indicated by the low level of students mastering simple vocabulary related to everyday life. To increase the vocabulary mastery of slow learners, a group counseling model is applied with contemporary wayang media, which is an interdisciplinary model because it integrates two scientific fields, namely counseling and language learning. The group counseling model with contemporary wayang media is carried out through three activities: recreational activities, psychoeducational activities, and resolution activities. In implementing the group counseling model with contemporary wayang media, special accompanying teachers have carried out the work according to the elements contained in the model, which include syntax, social system, principle of reaction, support system, instructional, and nurturing effect. According to the special accompanying teacher, there was an increase in the vocabulary mastery of slow learners after the implementation of the group counseling model with contemporary wayang media. This can be seen from the results of completing assignments in student worksheets carried out in psychoeducational activities. Several obstacles were encountered while implementing the group counseling model with contemporary wayang media, including the lack of teacher skills in presenting contemporary wayang plays, difficulties in integrating vocabulary content through contemporary wayang media with the implementation of group counseling, lack of confidence in special accompanying teachers in conducting counseling services because of their limited knowledge and experience of group counseling, some slow learner students lack the courage to express problems encountered in learning vocabulary, and some slow learner students experience difficulties in writing.

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