The Media and Ways to Teach Vocabulary for Students with Special Needs

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Abstract

It is known that students with special need have a different treatment in their teaching-learning process although, some of them with certain conditions can be allocated in the regular school. Therefore, the writer seeks the use of visual media in teaching vocabulary to students with special needs at SMKN 13 Malang with focused on the kinds of visual media and the ways of using visual media. This study was conducted on qualitative design to draw data of the topic discussed. It involved an English teacher who used visual media in teaching vocabulary in SMKN 13 Malang, and 12 students with special needs. The instruments to collect the data were observation field note and interview guideline; meanwhile, the methods to collect the data were non-participant observation and semi or partially structured interview. The result showed that the teacher used still pictures, poster, real object, and slides as the kinds of visual media. Also, she used some procedures with the following steps: (1) preparing the media and distributing to them equally or asking them to use it in turn; (2) delivering the rules of using the media; (3) teaching them vocabulary based on material by TPR method with imitating and modeling strategies; (4) giving rewards for their accomplishment during the teaching-learning process; (5) monitoring their understanding by asking them one by one to mention the vocabulary.

Keywords: Visual Media, Teaching Vocabulary, Students with Special Needs

A. PENDAHULUAN

Teacher should be more creative in enhanching students's skill based on their needs. Recently, the growing case is a way to teach students with special needs. Definitely, children with special needs demand our attention more. According to the Child Care Law Center (2005), a child with special needs is one who requires some form of

special care due to physical, mental, emotional or health reasons. In other words, teachers require a spesific method, strategy, media and approach to teach them due to the fact that they are different from regular students.

In line with this, the teacher taught vocabulary frequently to students with special needs at exclusive class. Vocabulary was taught and related to the other skills like in writing, speaking, listening and reading to make the words easy to remember as well. Then, vocabularyis considered as the main material in language learning and suitable for students with special needs. Supporting this argument, Wilkins (in Thornbury, 2002) states "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Furthermore, Bos and Vaughn (2003) state that special education teacher needs to understand what students with special needs can reasonably expect in regular education classroom so that they can provide the support and skills necessary for success. Research about education for students with special needs has also been done by Roszak (2009). He found that it was the best for a teacher to focus on teaching process as well as students' interests and needs of a given time, place and environment, instead of being too concerned about unclear and disputable theories.

There are some researchers who are interested in conducting this topic, they are:. vocabulary instruction for students with learning disabilities (Bryant, et al., 2003), the use of puppet and flashcard as media in teaching vocabulary for children with special needs (Wahyuni, 2019) and the special education needs students and the teaching of english vocabulary (Susanto, et al., 2019). This current study tried to seek the use of visual media in teaching vocabulary to students with special needs at SMKN 13 Malang with focused on the kinds of visual media and the ways of using visual media.

B. LITERATURE REVIEW

According to Department of Education (2006, in Minati 2013:46), "students with special needs deal with different aspects: cognitive and learning disabilities; social; emotional; and behavioural qualities; communications and interaction; sensory, physical, and medical conditions." It means that children classified into special needs are students who have disabilities not only caused by their phsyical state but also their mental disability. European Commision (2005) claims several causes of learning disabilities which are bio-chemical, genetic, and development causes. Kirk (1970, in Efendi 2006:4) explains that students who need special circumstances in their school environment to maximize their potency due to their lack in mental, physical, or social characteristics are called students with special needs. In other words, special education is given for those who have disabilities in physical, mental, social-emotional, so students with special needs are given a relevant education to their need.

1. Teaching Method for Students with Special Needs

There are several teaching methods which can be applied to students with special needs. First, TPR (total physical response) is a method to teach language by using physical movement as a respond of speech command (Richard and Rogers 2001). Second, students react by impersonating teachers' command (Mercer and Mercer, 1989:305). Further, Marsh (2005:68) reveals that, "a variety of learning experiences can be presented giving listening comprehension, reading practice, imitation, phone conversation, discussion, and a facility to record responses. Third, In modeling strategy, students are not supposed to give a direct response at that moment (Mercer and Mercer, 1989:305). The way teacher delivers the instruction is teacher gives example or explains something as the model rule and then students will be required to use the rule.

2. Types of Teaching Media

Heinich et al., (2005, p. 111) state that visual media can be divided into two kinds, non projected visual media and projected visual media. Non projected visual can be a puppet, flash card, chart, drawing, pictures, and big poster and so on.

a) Non Projected Visual Media

1) Still Picture

Essentially, using still pictures is easy because it can be used without certain equipment. Heinich et al. (2002) define that still pictures is a portrait of people, place, and things.

2) Chart

Heinich et al. (2002) define chart is "a visual representation of abstract relationship such as chronologies, quantities, and hierarchies." Further, chart should provide sufficient information through it design visually. Chart can be combined into graph. Using chart makes the teaching learning process easier let alone if it is used to teach material with numerical data inside the material.

3) Poster

Heinich et al (2002) points out the definition of poster is images, lines, color and words that are mixed in one paper. A good poster should consider its color. Through good combination of colors, poster is expected to deliver the message and attract students' attention.

4) Drawings

"Drawings, sketches, and diagrams employ the graphic arrangement of lines, to represent persons, places, things, and concepts (Heinich et al, 2002)." Teacher can do drawing spontaneously while giving material by using blackboard or whiteboard.

5) Real Object

Harrell and Jordan (in Nurbaeti, 2013) define realia is real things that can be used in classroom to explain in the concrete concept. Based on its definition, realia is used by the teacher to show the vivid things related to the material. Further, Adrianne and Jordan (2000) state realia means real object around us to teach English.

6) Puppet

Puppets are various in its kinds. It can be shown as finger puppet, card puppet and glove puppet. One of the uses of puppet is to make students' interest with story. Thus, students are able to re-tell story like teacher does.

b) Projected Visual Media

1) Overhead Projector

Overhead Projector is a box with aperture to show a compilation of image, (Heininch et al., 2002:119). This in line with Anderson (1987) who states that overhead projector can be used with the big amount of audiences, if it can be used properly.

2) Document Cameras

"The document camera is a video camera mounted on a copy stand, pointed downward at documents, flat pictures, or graphics and small objects" (Heininch et al., 2002).

3) Slides

The term slides refer to pictures transparency which is projected to screen, (Heininch et al., 2002:124). There are some advantages of using slides. First, it is sequencing. Teacher is able to display slides' order based on her or his need. Second, it has an automatic camera.

C. RESEARCH METHODOLOGY

Ary (2006:31) states that qualitative research design is used to get an understanding which focus to general description rather than variables. Therefore, this study was conducted on qualitative design to draw data of the topic discussed. It involved an English teacher who used visual media in teaching vocabulary in SMKN 13 Malang, and 12 students with special needs. The instruments to collect the data were observation field note and interview guideline; meanwhile, the methods to collect the data were non-participant observation and semi or partially structured interview. The data analysis uses the interactive model of Miles and Hubberman.

D. RESULTS AND DISCUSSION

The English teacher taught 12 students with special needs. The students were taught English at inclusive room different from the regular students. They were allocated in regular class in Agriculture Department but they were moved to inclusive room at

10.00 am every day to be taught several lessons based on their level of understanding such as Math, History, and English. In short, the observation was taken at inclusive room. Based on the results of data analysis, the teacher used still pictures, real objects or realia, poster, and slides.

In this study, observation was employed to investigate teacher's ways in teaching vocabulary using visual media. The teacher's ways in using the media was stated as follows.

1. Still pictures

The teacher showed the pictures in the form of cards. She used card at the first observation with topic of 'things around you'. From the observation, it could be seen that there were many media used to teach the students about the topic. She used still pictures with several steps:

1. Preparing colourful vocabulary cards

She prepared cards with colourful background. She made cards based on the realia already prepared by her as well. Based on the semi structured interview she explained,

"At periods 1-4, they are still included in regular class but at period 5 they will be allocated in special room. The place to teach can be in Agriculture laboratory to make them see kitchen set like blender, mixer, and oven as realia, but mostly it is conducted at an inclusive room."

2. Shuffling cards and sharing them on the table

3. Letting the students' chose their own cards; each student had three cards

Students observed the card and quickly picked in a rush the cards as they liked. After they took cards, she asked them to see the pictures on it.

4. Explaining the functions of eachpicture in the cards

5. Asking the students to mention the vocabulary in the cards several times

6. Drilling the vocabulary until the students can pronounce the name of vocabulary correctly

During the observation, the writer found that the teacher pronounce the vocabulary repeatedly to train them to pronounce the words clearly. Besides, she asked student to translate the word written in the card in Bahasa Indonesia continuously to make them understand.

2. Poster

The teacher used poster in the second observation with the topic of food. Her way in teaching vocabulary using poster to students with special needs were;

1. Showing a poster and passing it to students
2. Letting the students sit around the poster and touching its pictures curiously. She let students observe the posters
3. Drilling the vocabulary words till all of them could concentrate and followed her pronunciation
4. Asking them to write the vocabularies

3. Slides

The teacher always used slides while teaching students in the classroom. From the observation, she used slides in every meeting that the writer observed. Furthermore, from the interview when the writer asked her about the slides, she explained,

"………I use colorful slide and put picture on it to attract them. They will be silent if I point to slide. Moreover, the numbers of students are really suitable to use big size of slide."

So, from the answer, it could be argued that she considered the number of students. Slides that were used were colourful power point. She put a large picture on each slides to make them visible and attractive.

4. Realia

The teacher used realia after showing them cards at the first observation. She used realia like toys of kitchen set and fruits, stationery from students' stuff, and furniture in inclusive room. From the observation and interview, the procedures of how she used realia could be described as follows;

1. Placing realia on the table

She gathered the entire realia in front of the students on the table and gave them instruction to leave it there and not to touch them.

2. Explaining what the realia for

When she explained about it, students could not understand and they did not focus. In other words, some students were frustrated. In teaching, she used friendly gesture and words but when it did not work, she often used threat to calm them down. For example like the writer noted from observation;

"Miss Irma will not come here. She is outside. Look at me. I am holding something.

It was also conveyed through interview, as follows:

"……Not all students pay their attention at me directly so I have to persuade them calmly and if it is failed, so I would bring up the topic they are worried about and threat them using that topic….."

3. Demonstrating the examples by holding the cards and asking students what the thing on card is

4. Asking the students to see the card, pronouncing the words and asking them to find thing like the picture

Related to the research findings above, the media which were used in this study were divided into two kinds; non projected visual media such as still pictures, poster, realia; and the other one was projected media such as slides, which was used in every meeting. Based on the observation, the behaviours of imitation could be described as follows; first, the teacher asked students to imitate what she said; second, she pronounced words and spelt the words repeatedly and students were asked to imitate it; then, she gave examples by pointing the pictures on slides with ruler and mentioned the vocabularies of those pictures in English, finally she models the ways to do it, she asked students one by one to come in front and did it based on her as modelling. Basically, she used different procedures or steps in applying poster, still pictures, and cards but the teacher's strategies in delivering vocabularies through those media were the same which were directed by using imitating and modelling.

This in line with Mercer and Mercer (1981) state that imitation and modeling are the two teaching strategies that commonly used in teaching language to students with learning difficulties. Besides, she asked them to see the card, asked them to move around and find things like the picture. The activities which were mentioned above were identified as the behaviour of TPR (Total Physical Response), a method to teach language by using physical movement as a response of speech command (Richard and Rogers, 2001).

Teaching vocabulary should be fun and attractive. Vocabulary Learning Strategies with a Focus on Motivation (Sarani & Shirzaei, 2016) can be implemented in the teaching of vocabulary or implement various ways to enhance the students' vocabulary such as: learning vocabulary through TPR Storytelling (Nuraeningsih & Rusiana, 2016), learning vocabulary through Cartoon Film (Munir, 2016), learning vocabulary through Picture-books (Hashemifardnia et al., 2018), learning vocabulary through Animated Karaoke (Abdullah & Hussin, 2019), or learning vocabulary through Cultural Video Project Assignment (Jabar & Ali, 2016).

E. CONCLUSION

Based on the result of research findings and discussion, there were several kinds of visual media which were used by the teacher. Those were still pictures, posters, real object or realia and slides. Slides which belong to projected media were used in every meeting. The teacher used slides and asked students to point the pictures by using big ruler based on teacher's instruction in every meeting. She also used non projected media like poster, still pictures, and realia. In teaching vocabulary using visual media to students with special needs, she used some procedures with the following steps; (1) preparing the media and distributing to them equally or asking them to use it in turn; (2) delivering the rules of using the media; (3) teaching them vocabulary based

on material by TPR method with imitating and modeling strategies; (4) giving them rewards for their accomplishment during the teaching-learning process; (5) monitoring their understanding by asking them one by one to mention the vocabulary. Finally, the findings give us insight that they need different way in learning to help them engage with vocabulary. Therefore, it is good for students with special needs to learn vocabulary with visual media. Hopefully, this good start will give a significant improvement as long as it is implied properly. Also, the good cooperation and bonding between special education teacher, parents, and school will create a better assistance for them.

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