

**TEACHER'S EXPERIENCE IN TEACHING
ENGLISH VOCABULARY USING
FLASHCARD FOR MENTALLY DISABLE
CHILDREN IN JUNIOR HIGH SCHOOL**

A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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SN. 2518088

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“If you are grateful, I will surely increase you (in favor).”

(Ibrahim : 7)

“Hope for the best and prepare for the worst”



ABSTRACT

The lack of an optimal learning process is because the teacher does not understand the characteristics of children with special needs and does not find appropriate learning media design. This study discusses teacher's experiences in teaching using flashcard media for children with special needs. Flashcard is a learning medium that is easy for teachers to teach students with special needs. The pictures on a flashcard are made using photos existing images and then patched on the flashcard sheets. This study using flashcards for mentally students aims to find out the learning process and experience of teachers teaching English vocabulary. The researcher conducts observations and in-depth interviews with English teachers at Sekolah Luar Biasa (SLB). The researcher focuses on teacher's experiences while teaching English in special schools. The results of the research are that the challenges teachers face in teaching are classroom management, lack of communication between teachers and students, and lack of reading and writing skills. The findings of this research can be useful for English teachers to teach English to people with mild intellectual disabilities in a better way despite the many challenges that may arise.

Keywords : *teacher's experience, mentally disabled children, flashcards.*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **“Teacher’s Experience in Teaching English Vocabulary Using Flashcard for Mentally Disabled Children”** can be completed. It is submitted to English Education Department, IAIN Pekalongan to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion I would like to express my sincere gratitude to:

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Pekalongan, July 12th 2024

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most significant things for every child is education.. Everyone including those with physical and mental disabilities or special needs has the right to the chance to pursue a career in education. According to Halahan & Kauffman (2006) "individuals with special needs are those who need education and related services, they realize that every human being has advantages so that they believe in their human potential". Special education is needed because they look different from students in general in one or more obstacles such as intellectual barriers, learning disabilities, concentration disorders, emotional and behavioral disorders, physical barriers, communication barriers and so on related to the disorders they experience. Through education, it is hoped that they can become independent human beings and have a number of skills that can be provisions for life in the future.

According to law National Education System No. 20/2003 Chapter 1 Article 1 (1), that education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, avoidance of doubt, personality, intelligence, noble morals, and abilities needed by themselves, society, nation and state. To make all happen, children with special needs can still go to special schools or Sekolah Luar Biasa (SLB). SLB are educational establishments that are a part of the national education system and are designed especially for students who may be intelligent and possess due to physical but who struggle to follow the learning process because of physical, emotional, or social-mental disorders(Nasution, 2022). SLB helps students to develop themselves so they can socialize with other people. What a teachers does is very necessary to help students with disabilities receive learning well. Children with special needs are taught using different learning methods than

typically developing students. There are several types of children with special needs, one of which is mentally retarded, which is commonly known as children who have an intelligence level below the average for normal children (Kristian Mander, 2022). Due to their low level of intelligence, mentally retarded children usually have limitations in various aspects. This is a challenge for teachers who teach children with special needs such as mental retardation must have learning media that are fun and can be understood by children. and efforts to increase English vocabulary for mentally retarded children is to enhance the effectiveness in the classroom. Improving the quality of learning can be through the use of appropriate learning strategies, learning methods and learning media, one of which is by using cards or pictures that are easily understood by mentally retarded children (Ramadanti Aulia, 2022).

According to Wilkins (2002 : 13) “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” The students with mentally disabled in junior high school still struggle to focus on their studies. Additionally, they have certain traits and demand a specialized course of care. As a teacher who teaches children with disabilities, they must be able to face the challenges that exist in teaching, including identifying effective methods to facilitate learning and memory in children. A teacher can use a variety of techniques such as word list or flash card to efficiently teach vocabulary. According to some experts using flashcard can help students learn word more quickly (Sitompul, 2013) (Komachali & Khodareza, 2012; Schmitt & Schmitt, 1995). It is consistent with Thornbury (2002) assertion that flashcard aid teachers in showing students a straightforward flow of activities.

One of the problems that English teachers, students, or other English language learners have to face is how to handle vocabulary. Learning English vocabulary for mentally retarded children must be adapted to the material and the child's condition. Learning media must also be used optimally for the

benefit of children. To fulfill this, learning media must meet requirements such as being easy to use, not detrimental, attracting children's attention, being simple, and being able to develop children's motor skills. One of them is by using the visual aids that are most widely used in language education, namely flashcards which are just simple pictures on a piece of card.

Children with special needs frequently do not receive the educational support they need because teachers frequently base their lessons on satisfying the requirements of typical students, neglecting them . Therefore, meeting the learning needs of all students needs to be considered by all teachers, whether they teach in integrated or inclusive education model classes for all subjects. Likewise with teaching English. English has now become one of the subjects that students must study. Like other subjects, the process of teaching English has its own challenges, especially when learning is carried out for children with special needs.

1.2 Formulation of the Problem

Based on the research background above, the researcher proposed one main problem that is “How did teacher’s experience in teaching vocabulary using flashcard for mentally disabled children?”.

1.3 Operational Definitions

Some key terms in this research are briefly defined as follows:

1. Flashcard : Flashcards are a piece of cardboard or thick paper on which a picture, a word, a phrase or a sentence is written that can be handled easily by the teacher (Maulidyawati (2008:16)).
2. Vocabulary : Vocabulary is a total member of words in a language that is used by a person (Bahrudin, 2015) .
3. Mentally disabled : Mentally disabled children in the lower level of disability are the children who face obstacles in intellectual aspect and social adaptation behaviors, although they have the abilities to grow (Daniel et al.,2012) in academic, social adaptation and work skills (Amin, 1995).

1.4 Aims of the Study

This study aims to find out the learning process and experience of teachers teaching english vocabulary for students with mild mentally disabled.

1.5 Significances of the Research

The significances of this research are explained as follows:

1. Theoretical significance : This investigations was based on Heinich's theory and similar theories that promote vocabulary instruction for students with special needs.
2. Empirical significance: This study will inspire other people's prespective to explore deeper about learning of children with special needs.
3. Practical significance: This research will be an example for teachers who want to see classroom learning procedures for children with special needs.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the research findings and discussion, the researcher found that flashcards can be used as a beneficial learning medium by teachers who teach mild mental disabilities. Therefore, students are more interested in learning English because they see interesting and colorful pictures, they become curious. Teachers also expressed their experience of teaching using flashcards for children with mental disabilities. Teachers revealed that teaching using Flashcards is very helpful in delivering English vocabulary material.

Through teaching using Flashcards, teachers get positive and negative experiences that can be used as lessons to improve the quality of teaching. While Flashcards offers many advantages, it also presents challenges. Teacher must be more patient, must be able to understand the characteristics of children with mental disabilities so that when they become hyperactive in class, the teacher can handle them. The use of Flashcards emphasizes on improving the vocabulary of students with mental disabilities and their memory. It is hoped that with flashcards containing pictures and text, students with mild mental disabilities will find it easier to remember, although not as much as normal students.

5.2 Suggestion

The findings of this study are expected to be useful for teachers, students, and readers who read this thesis to improve teaching skills not only for normal students but also for students with disabilities. There may be many challenges that must be faced, but hopefully this research can provide a little insight for readers on how to teach and the characteristics of children with mental disabilities. Hopefully, future researchers can expand the research by conducting more in-depth investigations and adding more references related to teachers' experiences in using flashcards as learning media for children with mental disabilities.

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