

USING FLANNEL PICTURE IN TEACHING ENGLISH VOCABULARY TO THE INCLUSIVE STUDENTS OF SD YAMASTHO SURABAYA

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Abstrak

Pendidikan inklusif adalah hal baru di Indonesia pada umumnya. SD Yamastho, yang merupakan sekolah islam swasta, adalah salah satu sekolah dasar di Surabaya-Jawa Timur yang memiliki kelas inklusif dengan beberapa anak berkebutuhan khusus. Ini tidak hanya memiliki kelas reguler tetapi juga memiliki kelas inklusif. Di kelas inklusif SD Yamastho, ada empat guru dan satu koordinator. Mereka menangani 21 siswa dengan kebutuhan khusus. Para siswa memiliki berbagai kategori kebutuhan khusus. Beberapa di antaranya adalah ADHD, autis, gangguan komunikasi, keterbelakangan mental, ketidakmampuan belajar, dan lambatnya belajar. Selain itu, mereka juga memiliki tingkat kelas yang berbeda. Jadi di sini, mereka berkumpul di kelas yang ditangani oleh keempat guru itu tetapi terkadang ada kesempatan bagi mereka untuk berkumpul dengan siswa lain di kelas reguler. Berdasarkan pengamatan pembelajaran bahasa Inggris di SD Yamastho di kelas inklusif sebelumnya, ada beberapa masalah yang terjadi dalam situasi belajar mengajar: bahwa siswa mengalami kesulitan untuk menghafal kosakata bahasa Inggris, mengucapkan beberapa kata bahasa Inggris, membaca kata-kata bahasa Inggris, menulis ejaan yang benar dari kata-kata, gunakan kata-kata ke dalam kalimat yang benar dan tidak fokus pada pembelajaran bahasa Inggris. Oleh karena itu, diperlukan kosa kata bahasa Inggris yang menarik sehingga siswa tidak akan bosan mengikuti pembelajaran kosakata bahasa Inggris karena menguasai kosakata penting dalam mempelajari bahasa asing. Ini melibatkan bagaimana mengetahui sebuah kata, cara kita mengucapkan dan mengeja kata-kata dan bagaimana kita menggunakan kata-kata itu menjadi kalimat. Tanpa menguasai kosakata yang memadai, seorang siswa tidak dapat memahami pesan dari teks. Untuk menguasai kosakata bahasa Inggris, seorang guru harus memperkenalkan beberapa kosakata bahasa Inggris kepada siswa dan mempertimbangkan beberapa aspek kosakata seperti makna, pengucapan, pengejaan, dan penggunaan kata-kata. Dalam mempelajari kosakata bahasa Inggris, siswa berkebutuhan khusus tertarik untuk mempelajari kosakata bahasa Inggris secara lisan dan visual. Mengajar kosakata bahasa Inggris dengan menggunakan gambar flanel untuk siswa inklusif dapat menjadi solusi untuk masalah ini karena mereka tidak hanya membawa gambar realitas tetapi mereka juga dapat berfungsi sebagai elemen menyenangkan di kelas. Bahan flanel juga aman untuk para siswa. Untuk menggunakan gambar secara efektif, penting untuk menemukan keseimbangan dan tidak menggunakan gambar atau visual saja tetapi untuk menggabungkannya dengan teknik lain dan berbagai jenis rangsangan (gerakan, rangsangan verbal, suara, dll). Selain itu, gambar yang digunakan untuk demonstrasi makna harus berulang kali dihubungkan dengan bentuk lisan dan selanjutnya kata tertulis. Diharapkan dalam mengajarkan kosakata bahasa Inggris dengan menggunakan gambar flanel, dapat membuat siswa dengan kebutuhan khusus tertarik untuk belajar kosakata bahasa Inggris. Oleh karena itu, melalui layanan komunitas ini, kami ingin memberikan sosialisasi tentang "Menggunakan Gambar Flanel dalam Mengajar Kosakata Bahasa Inggris kepada Siswa Inklusif SD Yamastho Surabaya". Sosialisasi ini dilakukan untuk memperkaya penguasaan kosakata siswa inklusif SD Yamastho Surabaya dengan menggunakan gambar flanel. Akhirnya, hasilnya sangat memuaskan bahwa hampir semua dari 21 siswa siswa inklusif SD Yamastho yang telah mengingat / menghafal kata bahasa Inggris sesuai dengan kosakata bahasa Inggris yang telah diajarkan menggunakan gambar flanel. Selain itu, para siswa sangat antusias untuk belajar kosakata bahasa Inggris dengan menggunakan gambar flanel. Ini berarti belajar kosa kata bahasa Inggris dengan menggunakan gambar flanel efektif.

Kata Kunci: Gambar Flanel, Kosakata, Efektif.

Abstract

Inclusive education is a new thing in Indonesia generally. SD Yamastho, which is a private islamic school, is one of elementary schools in Surabaya-East Java which has an inclusive class with some special needs children. It does not only have a regular class but it also has inclusive one. In the inclusive class of SD Yamastho, there are four teachers

and one coordinator. They handle 21 students with special needs. The students have different categories of special needs. Some of them are ADHD, autistic, communication disorders, mental retardation, learning disabilities and slow learners. Besides, they also have different levels of class. So here, they are gathered in a class handled by those four teachers but sometimes there is an opportunity for them to gather with other students in the regular class. Based on the observation of English learning at SD Yamastho in the inclusive class before, there were some problems occurred in the teaching and learning situation: that the students got difficulty to memorize English vocabulary, pronounce some English words, read the English words, write the correct spelling of the words, use the words into correct sentences and did not focus on English learning. Therefore, it needs an interesting vocabulary English teaching so the students will not get bored to follow the English vocabulary learning because mastering vocabulary is important in studying foreign language. It involves how to know a word, the way we pronounce and spell the words and how we use the words into sentences. Without mastering adequate vocabulary, a student cannot understand the message of the text. To master English vocabulary, a teacher should introduce some English vocabularies to the students and consider some vocabulary aspects such as meaning, pronunciation, spelling, and the usage of the words. In learning English vocabulary, students with special needs are interested to learn English vocabulary orally and visually. Teaching English vocabulary by using flannel pictures for inclusive students can be the solution for these problems because they do not only bring images of reality but they can also function as a fun element in the class. The material of flannel is also safe for the students. To use pictures effectively, it is important to find a balance and not to use pictures or visuals only but to combine them with other techniques and different types of stimuli (movement, verbal stimuli, sound, etc). Moreover, pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word. It is expected that in teaching English vocabulary by using flannel pictures, it can make the students with special needs interested to learn English vocabulary. Therefore, through this community service, we would like to give socialization on "Using Flannel Picture in Teaching English Vocabulary to The Inclusive Students of SD Yamastho Surabaya". This socialization is conducted to enrich vocabulary mastery of the inclusive students of SD Yamastho Surabaya by using flannel picture. Finally, the result was very satisfactory that there were almost all of 21 students of the inclusive students of SD Yamastho who had already remembered / memorized the English word in accordance with the English vocabulary that has been taught using the flannel pictures. Besides, the students were very enthusiastic to learn English vocabulary by using flannel pictures. It means that learning English vocabularies by using flannel pictures is effective.

Keywords: Flannel Pictures, Vocabulary, Effective

INTRODUCTION

Inclusive education is a new thing in Indonesia generally. The term inclusive or inclusive education, began to emerge since 1990, when the world conference on education for all, was continued with a salamanca statement on inclusive education in 1994. Inclusive Education is an education service system that requires children with special needs to study in nearby schools in regular classes with their friends who have the same age. Schools of inclusive education are schools that accommodate all students in the same class. The school provides appropriate, challenging and matched

educational program with each pupil's abilities and needs and the support from teachers can make successful children.

Inclusive schools are a new development of integrated education. In inclusive schools each child in accordance with the needs in particular, all cultivated can be served optimally by making various modifications and or adjustments, ranging from curriculum, facilities and infrastructure, education and education personnel, learning systems to the assessment system.

Special Needs Children (ABK) need special education services. This is because they have internal barriers including

physical, cognitive and socio-emotional. Education for those children can be done both in the segregative system in extraordinary schools (SLB) and inclusive systems in regular schools that provide inclusive education. Special Needs Children categories are learners who experience visual impairments, hearing impairment, mental retardation, physical and health disabilities, communication disorders, slow learner, learning disabilities, gifted and talented, ADHD, autistic and multiply handicapped.

In inclusive learning, the curriculum model for Special Needs Children can be grouped into four, namely:

1. Duplication Curriculum

Namely Special Needs Children use a curriculum whose level of difficulty is equal to the average student / regular. This curriculum model is suitable for students with visual impairment, hearing impaired, quadriplegic, and tunalaras. The reason the students are not experiencing barriers to intelligence. However, it is necessary to modify the process, ie blind learners using Braille, and deaf hearing using sign language in its delivery.

2. Modification Curriculum

That is the average student curriculum / regular matched with the needs and abilities / potential of the crew. The downward curriculum modification is given to the

learners of tunagrahita and the modification of the upward curriculum (escalation) for gifted and talented learners.

3. Substitution Curriculum

That is, some parts of the average child's curriculum are abandoned and replaced with more or less equivalent. Model this curriculum for Special Needs Children by looking at the situation and condition.

4. Omission Curriculum

That part of the general curriculum for a particular subject is totally eliminated, because it is not possible for the Special Needs Children to be able to think equals with the average child.

Mastering vocabulary is important in studying foreign language. It involves how to know a word, the way we pronounce and spell the words and how we use the words into sentences. Without mastering adequate vocabulary, a student cannot understand the message of the text. To master vocabulary, a teacher should introduce some English vocabularies to the students and consider some vocabulary aspects such as meaning, pronunciation, spelling, and the usage of the words.

Learning vocabulary is not a simple thing. There are some difficulties to learn vocabulary. Besides, how to teach vocabulary influences the way to master vocabulary. Furthermore, the teacher must

try hard to make the words are well explained to the students before they begin to read the words. Teacher should build good relationship and make sure that the students become familiar with the words both orally and visually (Brown, 1994: 23).

In learning English vocabulary, students with special needs are interested to learn English vocabulary orally and visually. Hill (1990) stated that “the standard classroom” is usually not a very suitable environment for learning languages. Therefore, teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring “images of reality into the unnatural world of the language classroom” (Hill 1990: 1). Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes, it is surprising, how pictures can change a lesson, even if only employed in additional exercises or just to create the atmosphere. There are many reasons for using pictures in language teaching. As Wright (1990: 2) pointed out, they are motivating and draw learners’ attention. Furthermore, Wright (1990: 2) refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus.

Pictures, being suitable for any group of learners independently on age or level, can be used in lots of various ways. There are

several types of picture, example; flashcards, drawings, wall-pictures and posters, and semantic maps. To use pictures effectively, it is important to find a balance and not to use pictures or visuals only but to combine them with other techniques and different types of stimuli (movement, verbal stimuli, sound, etc). Moreover, pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word. It is expected that in teaching English vocabulary by using picture, it can make the students with special needs interested to learn English vocabulary.

Therefore, through this community service, we would like to give socialization on “Using Flannel Picture in Teaching English Vocabulary to The Inclusive Students of SD Yamastho Surabaya”. This socialization is conducted to enrich vocabulary mastery of the inclusive students of SD Yamastho Surabaya by using flannel picture.

In this community service, it is agreed that to enrich vocabulary mastery of the inclusive students of SD Yamastho Surabaya, flannel picture is used as an effective way to enrich English vocabulary because based on the observation at the inclusive students of SD Yamastho Surabaya before, some problems occurred in English teaching and

learning process, ie., in focusing, memorizing, pronouncing, reading based on their dialect, writing, spelling and using those words into correct sentences. Based on the above phenomena, this community service is aimed at giving answer on the following problems:

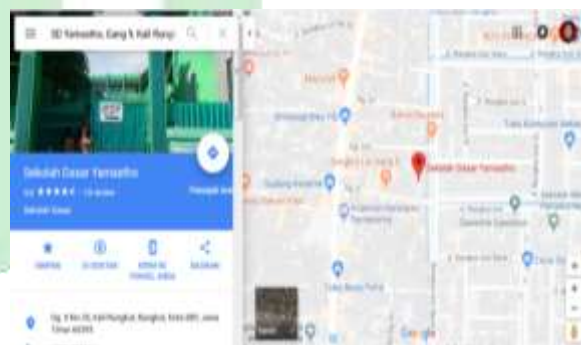
1. Is using flannel picture effective to enrich the inclusive students' vocabulary mastery at SD YamasthoSurabaya?
2. How is the use of flannel picture to enrich vocabulary mastery at SD YamasthoSurabaya?

GENERAL VIEW OF TARGET COMMUNITY

Elementary School of Tholabuddin Mosque Foundation (Yamastho Elementary School / SD Yamastho) which is located on Jl. RungkutLor IX - 35 Surabaya was established in 1987 as a development of Tholabuddin Mosque Youth activity on Jl. Raya Kalirungkut 140 Surabaya. In 1986, Tholabuddin Mosque youth activity expanded to the maximum so the Tholabuddin Mosque was often occupied with Surabaya youth activities. Since the activities of the Tholabuddin Mosque Youth were then developed maximally, the Tholabuddin Mosque management board in cooperation with Ta'mirTholabuddin

Mosque asked the blessing to the elders to expand the activities of the Mosque Youth by establishing an educational institution that began with establishing kindergarten in 1986 which is located behind the Tholabuddin Mosque with the condition of only 1 class. Then, the Tholabuddin Mosque Youth Board wanted to develop the institution by establishing elementary school (SD) level education institution. At the same time, there was a resident of RungkutLor (H. NurHasan) who lived at Jl. Raya Kalirungkut 151 Surabaya gave his land for elementary school and finally, SD Yamastho was established in 1987. Now, SD Yamastho, which gets A accredited, becomes bigger and more developed.

Figure 1. Map of SD Yamastho



SD Yamastho, which is a private islamic school, is one of elementary schools in Surabaya, East Java which has an inclusive class with some special needs children. So, it does not only have a regular class but it also has inclusive one. This inclusive program is supported by the government financially. The

school fee between regular and inclusive class is different. The regular school fee is Rp 40.000,- while the inclusive one is Rp 325.000,- (although it has been supported financially by the government). It is due to the intensive program which needs more competent teachers especially in handling the students who have special needs. There is one inclusive class in SD Yamastho which applies inclusive education program. The coordinator of the inclusive program in this school, Mrs. Fanny, has an authority to manage the curriculum of this program for her students but it is still based on the curriculum nationally and based on her students need.

In the inclusive class of SD Yamastho, there are four teachers (Mr. Wahyu, Mrs. Fina, Mrs. Dewi and Mrs. Nofi) and one coordinator (Mrs. Fanny). They handle 21 students with special needs. The students have different categories of special needs. Some of them are ADHD, autistic, communication disorders, mental retardation, learning disabilities and slow learners. Besides, they also have different levels of class. So here, they are gathered in a class handled by those four teachers but sometimes there is an opportunity for them to gather with other students in the regular class. The curriculum models used in the inclusive learning class of SD Yamastho match with

the students ability, sometimes substitution or omission curriculum.

Based on the observation of English learning at SD Yamastho in the inclusive class before, there were some problems occurred in the teaching and learning situation: that the students got difficulty to memorize English vocabulary. It is very difficult for them to memorize English words. Besides, they got difficulties in pronouncing some English words. Some students still pronounced the English words according to their basic reading ability which was influenced by their natural habit using their mother language's dialect. Some of them even still got difficulty to read the English words. Moreover, they faced difficulty to write the correct spelling of the words, and to use the words into correct sentences, the condition of the students was also far from the expectation. As this was an inclusive class, most of them did not focus on English learning if the way to teach the English vocabulary was not interesting and made them bored. Therefore, it needs an interesting vocabulary English teaching so the students will not get bored to follow the English vocabulary learning.

METHOD

Method of Implementation

The method of implementation in the program of the community service through

Socialization of "Using Flannel Picture in Teaching English Vocabulary to The Inclusive Students of SDYamastho Surabaya" through 3 (three) stages:

3.1 Pre-Activity

3.1.1 Meeting of implementation strategy

The implementation strategy meeting will be led by the leader to discuss the strategy and the planning of the community service program that will be implemented.

3.1.2 Location survey

The survey is conducted no later than one day before the activity is carried out to arrange the equipment layout and the form of activities.

3.1.3 Preparation of facilities and infrastructure

- A. Laptop and Speaker;
- B. Audio file of Heads, Shoulder, Knees and Toes Song and The Movement
- C. Flannel Pictures
- D. Whiteboard and Boardmarkers
- E. Table and Chair

3.1.4 Preparation of activity implementation place

- A. Wall area
- B. Inclusive classroom

3.2 Implementation of Activities

The implementation stage of the activity is the main stage of the program of community service, namely: "Using Flannel Picture in Teaching English Vocabulary to

The Inclusive Students of SDYamastho Surabaya". Through this community, it is expected that the teachers can use the interesting method and the effective way in teaching English vocabulary and the students can also enrich the vocabulary mastery with fun and focus on English vocabulary learning, so the students will master the English vocabulary.

First, the students will sing "Heads, Shoulders, Knees and Toes" song played in the laptop and move the body. Second, the tutors will ask all students whether they have already known the English terms related with parts of human body and face (pre-test). Third, the tutors will teach parts of human body by showing two flannel pictures (body first, then face) by writing the words on the whiteboard and giving the right pronunciation and spelling of each words. Ms. Nurul will teach parts of human body, then Ms. Khodijah will continue it with parts of human face. Fourth, the tutors will drill the students with those English words 2-3 times. Fifth, the tutors will put off all words in the flannel pictures then ask the students to be the volunteer to put on those words on the flannel picture. The last, the tutors will end the English vocabulary learning by asking English vocabularies again (post-test) and singing the song again.

3.3 Post-Activity

Post-activity stage is the final stage of community service program, in this stage, it will be evaluated, made activity reports and documented.

The population of this community service activity was 21 students of the inclusive students of SD Yamastho. The tutors will ask all students whether they have already known the English terms related with parts of human body and face (pre-test→able/not able). Then, the tutors will teach parts of human body by showing two flannel pictures (body first, then face) by writing the words on the whiteboard and giving the right pronunciation and spelling of each words. The tutors will drill the students with those English words 2-3 times. Next, the tutors will put off all words in the flannel pictures then ask the students to be the volunteer to put on those words on the flannel picture. The last, the tutors will end the English vocabulary learning by asking English vocabularies again (post-test→able/not able) and singing the song again. The last, the score obtained from each group analyzed and distributed in table.

RESULT AND DISCUSSION

Friday, April 14, 2017 (10:00 to 12:00)

Monday, April 23rd, 2018 (08:00 to 11:00 o'clock)

A. Lecturers from S1 English Education Program who attended the community service were 2 (two) lecturers and accompanied by 5 (five) students.

B. The team prepared the material to be presented to the inclusive students and teachers of SD Yamastho Surabaya. The material presented in the form of Flannel Picture. Before having presentation by using flannel picture, the students and teachers sang “Head, Shoulders, Knees and Toes” together by using laptop with speaker and guitar played by Anharu (student from Unusa) then continued with two students explained parts of body and face by using whiteboard and board marker. Next, they played a game by using two flannel pictures.

C. The students of SD Yamastho Surabaya attended in class on time.

D. The inclusive class where the community service activities were held was quite wide but it was quite hot. All students, including the team of community service, were sitting on the floor. The teachers were standing on chairs.

E. The students who participated in the community service activities were 21 and the teachers were 4.

F. The activity began with the explanation of materials about parts of human body and face and how to play with flannel pictures.

H. Starting to play flannel pictures, the flannel writings were put off. The flannel pictures are about parts of human body and face. Parts of human body taught were head, neck, chest, arm, stomach, hand, leg, and shoulder. Parts of face taught were eyebrow, eye, nose, mouth, chin, cheek, teeth, ear, hair and forehead. Ms. Khodijah taught parts of human body while Ms. Nurul taught parts of human face.

I. Students in groups took turns sticking / putting on flannel writings based on the arrow to the flannel picture. If they made mistake in sticking on it or pronunciation, the lecturers or students of English department corrected it. While a student was sticking flannel writing on the flannel picture, the other students were watching and listening pronunciation carefully. This game is appropriate for a broad range of learner levels: from low - intermediate - advanced. The level of students' ability in the inclusive class of SD Yamastho was low (inclusive students) but learning English by using flannel picture makes them easy to enrich and remember vocabulary. It can be seen while they were playing the flannel pictures, sometimes a student did not know the English term but the others did. However, by using

this flannel picture, they felt very interested and enthusiastic to play this game, especially to learn new English vocabulary which they received it from other students or the lecturers. Therefore, using flannel picture was an effective way to enrich vocabulary mastery. The students who did not know the English term at first, directly they knew it from others, so they could learn new vocabularies together while playing this flannel picture.

J. Pre-test showed that in learning parts of human body before playing flannel picture only 5 students were able to mention parts of human body, while the others not. They also could not pronounce the English vocabularies correctly. Post-test showed that 7 students were able to mention parts of human body. Pre-test showed that in learning parts of human face before playing flannel picture only 1 student was able to mention parts of human body, while the others not. He also could not pronounce the English vocabularies correctly. Post-test showed that 8 students were able to mention parts of human body. Based on the result, there was a significant different of learning English vocabularies about parts of human body and face after using flannel picture. It can be seen from the result of pre-test and post-test.

Using flannel pictures, the students were more motivated to learn new vocabulary and

they would like to learn vocabulary more and more because they felt that it was an interesting game they had ever played. At first, they did not know English vocabularies related with parts of human body and face (pre-test) but after socialization, learning English vocabulary by using flannel pictures, they were able to mention parts of human body and face (post-test). They were more confident and enthusiastic to learn English and they could speak English more easily.

CONCLUSION

The socialization of “Using Flannel Picture in Teaching English Vocabulary to The Inclusive Students of SD Yamastho Surabaya” made the students more motivated to learn new vocabulary especially about parts of human body and face and they would like to learn vocabulary more and more because they felt that it was an interesting game they had ever played and they could learn vocabulary in a fun way, remember it easily and pronounce it in English correctly and apply it in a daily life. They looked very enthusiastic in learning English by using flannel pictures. At the end of community service activity, when the teacher team asked

the students' English vocabulary comprehension by using flannel pictures, the result was very satisfactory that there were almost all of 21 students of the inclusive students of SD Yamastho who had already remembered / memorized the English word in accordance with the English vocabulary that has been taught using the flannel pictures.

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