

**PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED  
STUDENTS BY USING FLASHCARDS AT SLB NEGERI COLOMADU IN  
2017/2018 ACADEMIC YEAR**



Submitted as a Partial Fulfillment of The Requirement  
for Getting Bachelor Degree of Education  
in English Department

by:

**FITRIANA KARTIKA SARI**  
**A320140156**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHERS TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2018**

**APPROVAL**

**PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED  
STUDENTS BY USING FLASHCARDS AT SLB NEGERI COLOMADU IN  
2017/2018 ACADEMIC YEAR**

**PUBLICATION ARTICLE**

by

**FITRIANA KARTIKA SARI**

**A320140156**

Approved to be Examined by Consultant

Consultant



**Fitri Kurniawan, M. Res.Ed**  
**NIK. 100.1202**

ACCEPTANCE

PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED  
STUDENTS BY USING FLASHCARDS AT SLB NEGERI COLOMADU IN  
2017/2018 ACADEMIC YEAR

PUBLICATION ARTICLE

By:

**Fitriana Kartika Sari**

**A320140156**

Accepted and Approved by:

The Board of Examiners School of Teacher Training and Education

Universitas Muhammadiyah Surakarta

On April 2018

The board examiners:

*a/m* Fitri Kurniawan, M.Res.Ed.

*[Signature]*

Aryati Prasetyarini, M.Pd.

( *[Signature]* )

Syahara Dina Amalia, M.Res.Ed.

( *[Signature]* )

Dean,



*[Signature]*

**Prof. Dr. Harun Joko Prayitno. M.Hum**

**NIP. 196504281993031001**

## TESTIMONY

Herewith, I testify this publication article there is no plagiarism of the previous literary, which has been raised to obtain bachelor degree of a university, Nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary reviews and references.

Hence later, if it is proven that there are some untrue statement in this pronouncement, I will hold fully responsible.

Surakarta, 4 April 2018



Fitriana Kartika Sari  
A320140156

## **PROCESS OF TEACHING VOCABULARY TO MENTALLY RETARDED STUDENTS BY USING FLASHCARDS AT SLB NEGERI COLOMADU IN 2017/2018 ACADEMIC YEAR**

### **Abstrak**

Tujuan dari skripsi ini adalah untuk mendeskripsikan (1) proses pengajaran kosakata untuk siswa Tunagrahita dengan menggunakan Flashcard di SLB Negeri Colomadu tahun ajaran 2017/2018 khususnya pada (a) materi dalam pengajaran kosakata, (b) prosedur dalam pengajaran kosakata, (c) teknik dalam pengajaran kosakata, (d) media mengajar kosakata. (2) permasalahan yang dihadapi guru dalam pengajaran kosakata. Tipe jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah guru yang mengajar siswa Tunagrahita di SLB Negeri Colomadu. Sumber data penelitian ini adalah informan (guru) dan kegiatan. Teknik pengumpulan data dengan observasi dan wawancara. Ada beberapa teknik analisis data yang digunakan dalam penelitian ini yaitu peneliti mengurangi data, menampilkan data dan verifikasi data. Temuan dalam penelitian ini menunjukkan bahwa (1) materi diambil dari buku berjudul “Bahasa Inggris untuk Anak Tunagrahita” yang diterbitkan pemerintah. Guru juga mencari materi lain yang relevan dari internet, majalah dan bukubahasa Inggris lain. Prosedur dari pengajaran kosakata adalah menampilkan, mempraktikkan dan menghasilkan. Guru menggunakan teknik gambar dan menggambar, mengingat (sistem kartu kosakata) dan pengulangan pada pengajaran kosakata. media yang digunakan oleh guru pada pengajaran kosakata adalah flashcard. Dengan menggunakan flashcard guru dapat membuat siswa mengerti dan mengingat materi dengan mudah. (2) permasalahan yang dihadapi oleh guru dalam pengajaran kosakata adalah siswa yang mudah bosan, fasilitas yang terbatas dan media pembelajaran, media yang digunakan oleh guru adalah flashcard dan untuk menggunakannya guru membutuhkan banyak waktu dan uang untuk mempersiapkan proses belajar mengajar.

Kata kunci: pengajaran kosakata, materi, prosedur, teknik, media, flashcard

### **Abstract**

The study aims (1) to describe the teaching vocabulary process to mentally retarded students by using Flashcards at SLB Negeri Colomadu in 2017/2018 academic year especially (a) the material of teaching vocabulary, (b) the procedure of teaching vocabulary, (c) the technique of teaching vocabulary, (d) the media of teaching vocabulary, (2) to describe the problem faced by teacher in teaching vocabulary. This type of the research is descriptive qualitative research. The subject of this research is the teacher who taught mentally retarded students at SLB Negeri Colomadu. The data sources of this research are from informant (teacher), and event. The data of this research were collected by using observation and interview. And then there were several techniques of data analysis that used in this research and they were data reducing, data presenting/display, drawing conclusion and verification. The findings of this research show that (1) the material are taken from textbook entitled “Bahasa Inggris untuk Anak Tunagrahita” by Government publisher. The teacher also searches another relevant material from internet, magazine and other English book.

The procedure of teaching vocabulary is presentation, practice and production. The teacher used pictures and drawing, memorization (Vocabulary Card System) and repetition technique in teaching vocabulary. The media that used by teacher in teaching vocabulary is Flashcard, by using flashcard can help the teacher to make students understand and remember the material easily. (2) the problem faced by teacher in teaching vocabulary is students boredom, limited facilities and learning media, media that used by teacher is flashcard and to use flashcard the teacher need much time and money to prepare the teaching learning process.

**Keyword:** teaching vocabulary, material, procedure, technique, media, flashcard

## **1. INTRODUCTION**

English is one of the most important things to study by people in the modern era because English always plays as an important role in the communication around the world. According to Nutt (2007), “if someone can speak English, it will probably be able to communicate with other people in just about any major country they could visit”. English also has been considered as an International language that used in every human’s life aspect such as economic, military, education, International relation. English has become the International language in the world of science and technology, commerce and diplomacy, tourism and travel and English is now the first source for information in most language (Frath, 2010).

Some countries consider English as their native language but in Indonesia, English is implemented as foreign language. According to Harmer (2007), English as a foreign language (EFL) when students who not used English as they first language. Indonesian government adopted English as a compulsory subject taught to students in every formal school level, elementary, high, and even in university. English should be learned by all students in every level of education, not only for regular students but also for students with special needs. Based on Constitution Republic of Indonesia it is widely known as UUD 1945 that regulated all the system government such as politics, educations and others. It state that education in UUD 1945 included on section 31 subsection 1:”Every people in the country has the same right to have education”. While, special needs students in Indonesia itself also have the same right to have education, it has been regulated in UU No. 20 2003 about national education system on section 5 subsection 2:” Citizen

which has physical disorders, emotional, mental, intellectual and social has to obtain special education". Based on the statement above can be concluded or indicates that every students including special needs students has the same right in receiving education in Indonesia.

According to Wah (2011), student that have Special Education Needs if he or she has a disability and they usually displays greater difficulty in learning, difficulty to accessing educational facilities or displays some impairment in social, academic, physical or sensory functioning.

Students who usually get difficulties in intellectual functioning, adaptive behaviors are called Mental Retardation (MR) or Intellectual Disability. Mental Retardation refers to significant limitation in intellectual and adaptive behavior in sosial and practical skills. These defect appear before the age of 18 (AAIDD, 2010). Based on above statement we know that children who have Mental Retardation or Intellectual Disability have the disorder in intellectual, adaptive behavior and skills.

In the teaching learning process for Mentally retarded students, those students does not need teaching remedial like regular students, but teaching program should be appropriate with Mentally retarded students' potentials. The teacher cannot force students to approve all the material as listed in the curriculum, the teacher only give the certain material which is appropriate to them with different way, because they will not accept the given material optimally. Strichart (1993) States:

The importance strategies of study combined with the deficiencies is study strategies common to students with the mental disability, dictated the need for increased emphasis on assisting these students to develop effective study strategies. We believe that the strategies of study must be systematically introduced to students with mental disability in the middle school grades and must continue to be reinforced throughout the reminder of their education.

The teacher also has to be aware of the students' characteristics generally and individually. There are characteristics which usually exist in mentally retarded students. They will not accept the material optimally and they need special treatments, method and strategies in the teaching learning process.

Vocabulary is one of important role in language learning. According to Cameron (2001), vocabulary as one of the basic knowledge in language learning, it is plays a great role for learners in language learning. To teach vocabulary, teachers must use some kinds of media to make students feel happy and more easily in the lesson. There are some media can applied to teach vocabulary interesting for students, one of them is flashcard. According to Kasihani (2007), flashcard is cards measure A4 papers amount to 30 to 50 cards, every cards are contain of picture and name of it picture. Teaching learning with flashcard can be used by regular and special education students and also can help learners to acquire words more effectively. According to Thornbury (2002), flashcards can help the teacher to explain a simple sequence of activities to the learners.

Flashcard is one of famous media which can use to teaching English vocabulary easily. According to Cross (1991), flashcard is a learning media made by paper which have a colorfull real pictur or simple words. it can increase students' attention and also students concentration to study new English words.. Flashcard is a cardboard that consist of a simple word, a simple sentence, or a simple picture (Komachali & Khodareza, 2012). According to Haycraft (1978), flashcards in the teaching learning process can be used for introduce new vocabulary, practicing structure of sentence that apply by games.

The writer is interested in analyzing the teaching vocabulary process to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year. As we know flashcards is one of famous media in English teaching learning in this case in teaching vocabulary, flashcards help students to learn and memorize new English words easily. The writer do the research to known and described the teaching vocabulary process to mentally retarded students by using flashcards at exception school (SLB). Educations for children who have special needs are providing in special educational institution or we known exceptional school (SLB). SLB-C is special education institution to accommodate mentally retarded students.

The researcher concerns with teaching vocabulary process to mental retardation by using flashcards. The research focuses on the teacher activities



during the teaching process. The researchers do this research in SLB Negeri Colomadu. The teacher who taught mentally retarded students in ninth grade is chosen as the research participants. SLB Negeri Colomadu is located on Klegen Rt. 06/08 Colomadu, Karanganyar. Education on SLB Negeri Colomadu included elementary school, junior school and high school education.

## **2. RESEARCH METHOD**

In this research, the writer used descriptive qualitative research. The writer used descriptive because she want to describes the teaching vocabulary process to mentally retarded students by using flashcard in SLB Negeri Colomadu, the material, the technique, the media, the procedure and the problem faced by teacher in teaching vocabulary process. The subject of this study is the teacher who taught mentally retarded students at SLB Negeri Colomadu. the writer focuses on teaching vocabulary process to mentally retarded students by using flashcard at SLB Negeri Colomadu in 2017/2018 academic year. The data are taken from observation and interview. The data consist of the material, technique, media, procedure and the problem faced by teacher in teaching vocabulary process. The technique for analyzing data is data reduction, data display and drawing conclusion.

## **3. RESEARCH FINDINGS AND DICUSSION**

From the observation and interview that has been conducted then the researcher analyze, the main points of this research is to describe the process of teaching vocabulary to mentally retarded students by using flashcard. The description of data devided into some points of teaching vocabulary process by using flashcard, the material, the technique, the media, the procedure in teaching vocabulary and the problem faced by teacher in teaching vocabulary process by using flashcard.

### **3.1 The Process of Teaching Vocabulary by using Flashcard**

Based on data observation and interview analyzes, the research finds the process of teaching vocabulary process by using flashcards such as, the material, the technique, the media and the teaching procedure.

#### **3.1.1 The Material of Teaching Vocabulary by using Flashcard**

Based on the onservation and interview, the material in teaching vocabulary process in SLB Negeri Colomadu especially to mentally retarded students used textbook and teacher also searches for another relevant material from internet, magazine, and other English book. The material that learned by the students is numbers.

In the relation to the material used in this school, teacher tends to use all source of material. It is shown in the following data:

*“The material resource from many sources, from textbook so, the teacher finds the material from internet and magazine or other English books”*

Based on the four time observation, the teacher discusses one of the material in the class about “Numbers”, it is divided into four meetings activities. In the first activity, the teacher explained numbers one until number ten, the second meeting, the teacher explained numbers eleven until twenty, the third meeting, the teacher remembered the material about number one until twenty by using flashcard, and the last, the teacher repeat the material of number that have learned in last meeting.

The textbook that used by teacher entitled “Bahasa Inggris untuk Anak Tunagrahita” this is suitable for source material because the book was made based on 2013 Curriculum and SLB Negeri Colomadu is implemented 2013 Curriculum.

#### **3.1.2 The Technique of Teaching Vocabulary by Using Flashcard**

Based on the interview, the teacher used flexible technique based on the material and students condition, so the students not get bored with the lesson. Teacher said:

*“I used flexible technique in teaching process, it based on the material and students’ condition to make students not get bored and they can understand the material easier”*

Based on the four time observation conducted by the reseacher, there are three technique that used in teaching vocabulary process. They are: Picture and Drawing technique, Memorization (Vocabulary Card System) technique and Repetition technique. According to Fauziati (2010) there are some technique that can use for teaching vocabulary memorization, guessing meaning from context, and word wall. Based on findings, the researcher found that the teacher at SLB Negeri Colomadu used one of the technique that mention on the theories. The techniques that used by teacher to teach vocabulary to mentally retarded students is memorization.

### **3.1.3 The Media used by The teacher in Teaching Vocabulary**

Based on the observation and interview, in teaching learning process of English vocabulary, the teacher used the media which appropriate with the material. In SLB Colomadu, teacher used flashcard to teach vocabulary to students, because of flashcard appropriate with students’ condition. Teacher said:

*“In teaching learning process I use some media, but to teach vocabulary I use flashcard. In flashcard there is a colorful picture and word”*

Based on the interview, the teacher in SLB Negeri Colomadu used flashcard in teaching vocabulary process. Flashcard is helpful media to used, it can make the students understand and remember the material easily. According to Harmer (2002), picture and images, the overhead projector, board, bits and pieces, language laboratory, computer, video and tape recorder are the varieties of teaching media that teacher can used. Based on the theory one of kinds of pictures is flashcard, so the research findings appropriate with the theory from Harmer about teaching media.

### **3.1.4 The Procedure of Teaching Vocabulary by Using Flashcard**

In teaching-learning process, the researcher observed the procedure of teaching vocabulary and learning activities by using flashcard at SLB Negeri

Colomadu in ninth grade. In teaching-learning process, the researcher observed the procedure of teaching vocabulary and learning activities between teacher and students by using flashcard at SLB Negeri Colomadu in ninth grade. The researcher found and then describing the scene activities that the students and the teacher had been done during teaching-learning process. The observation was held for four times from 16<sup>th</sup> November until 7<sup>th</sup> December 2017 that was held once a week in Thursday. The first observation was conducted on Thursday, November 16<sup>th</sup> 2017 at 11.00-12.00 a.m. The second observation was conducted on Thursday, November 23<sup>rd</sup> 2017 at 11.00-12.00 a.m. The third observation was conducted on Thursday, 30<sup>th</sup> November 2017 at 11.00- 12.00 a.m. The last observation was conducted on Thursday, 7<sup>th</sup> December 2017 at 11.00-12.00 a.m. In the observation, the researcher interview the teacher. The teacher through the process of teaching learning consist of three steps, there are: Opening, Main activity, and Closing.

In the first to fourth observation, it has same procedure and media that used but there have a different application of technique. In the first observation, the teacher start the classroom activity by greeted the students and then asked their condition. He also checked the students' attendance. In main activities, the teacher explained the material by showing number one until number ten flashcard. He drilled one by one flashcard to students. In the second observation, before the lesson begins the teacher reviewed the last material. Then, the teacher continues to explain the material numbers eleven until twenty. In the third observation, the teacher asked to students to doing an exercise about the material in last meeting. The students should match the number picture with the word. In the fourth observation, the teacher remembered the material have learned before and gave the activities to students by matches the flashcard on the board with suitable number that the teacher wrote as like as his instruction. After all the activity had finished, the teacher reminded and also reviewed the material that day and then closing the meeting. The sequence procedure of teaching vocabulary by the teacher is presentation, practice, and production. According to the theory of the

procedure of teaching vocabulary by Cross (1995) in Prabowo (2005) the right sequence procedure to teach vocabulary is presentation, practice and production. So that, the procedure findings of teaching vocabulary process is appropriate with the Cross's theory.

### **3.2 The Problem Faced by Teacher in Teaching Vocabulary Process**

From interview with the teacher, the researcher found three problems faced by teacher in teaching vocabulary process by using flashcard such as limited facilities, teacher creativity and need much time and money. The teacher also told to interview that another problem in teaching vocabulary process by using flashcard, teacher also faced the problem from students.

#### **3.2.1 Limited Facilities**

Based on the interview with the teacher, the researcher got some information as follows:

*“The common problem in the teaching learning process is the limited the students' handbook and learning media in the school”*

Limited facilities such as limited students's handbook and limited learning media was the main problem faced by the teacher in teaching learning process at SLB Negeri Colomadu. It is make the teacher must search for own media for teaching.

#### **3.2.2 Teacher Creativity**

Based on interview, by using flashcard there was needed teacher's creativity. The teacher said:

*“In teaching by using flashcard, the teachers required to be creative so that students do not get bored in the lesson”*

In teaching learning vocabulary process in SLB Negeri Colomadu, teacher used flashcard as the media. By using flashcard the teacher required to be creative to prepare and create the different activity to minimization students' bored.

#### **3.2.3 Time and financial grounding**

Based on interview, the teacher found problem when used Flashcard as the learning media. The teacher said:

*“Teaching using flashcards need much time and money to preparation, because flashcard not yet available in the school I have to buy or make it before being used as media in teaching learning process”*

In teaching learning vocabulary by using flashcard, the teacher need much time and money to prepare because the teacher must buy or make it by himself. The teacher has a lot of time to prepare before teaching learning process.

Another problem faced by teacher in teaching learning vocabulary proceess is students ability, the mentally retarded students have slow in understand and remember the material so that the teacher must repeat the same material for several meeting.

*“I find problem with the students in teaching learning process, students are slow in accepting the material so that I have to repeat the same material for several meeting so, they really remember and understand”*

The students’s ability raise the problem faced by the teacher in teaching process, teacher must repeat the same material for several meeting so the students really understand and remember it.

#### **4. CONCLUSION**

This research described the teaching vocabulary process to mentally retarded students by using flashcards. The first, it described the process of teaching vocabulary included the material, the technique, the media and the procedure of teaching vocabulary process. The second, the problem faced by teacher in teaching vocabulary process by using flashcard. Based on the data analysis in this research, it has pedagogical implication that teaching vocabulary process to mentally retarded students generally same with regular school, and the flashcards is one of appropriate media that used to teach mentally retarded students. Therefore, the writer gives some suggestion to English teacher to more creative in teaching vocabulary process and teacher should use more interesting media to interact the students in joining the lesson.

## BIBLIOGRAPHY

- American Association on Intellectual and Developmental Disabilities (AAIDD). (2010). *Definition of intellectual disability*. Retrieved from [www.aaidd.org](http://www.aaidd.org)
- Cameron, Lyne. (2001). *Teaching Languages to Young Learners*. New York: Cambridge University Press.
- Cross, David. (1991). *An Practical Handbook of Language Teaching*. London: Cassel.
- Frath, Pierre. (2010). *Should the World Rely on English as A Lingua Franca?* France: Universite de Reims Champagne-Ardenne.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Haycraft, Jhon. (1978). *An Introduction to English Language Teaching*. England: Longman.
- Kasihani, K. E. Suyanto. (2007). *English for Young Learners*. Jakarta: PT. Bumi Aksara.
- Komachali, M. E., & Khodareza, M. (2012). *The Effect of Using Vocabulary Flashcards on Iranians Pre-University Students Vocabulary Knowledge*. A International Journal
- Nutt, Amy. (2007). *Top Reasons That Made English a Dominant Language*. Retrieved from <http://ezinearticles.com/?Top-Reasons-That-Made-English-a-Dominant-Language&id=1776963>
- Strichart, Stephen S. (1993). *Teaching Study Strategies to Students with Learning Disabilities*. USA: A Division of Simon & Schuter, Inc.
- Thornbory, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- Undang-Undang No. 20 Tahun 2003: *Sistem Pendidikan Nasional*.
- Wah, Sum C. (2011). *Psycho Educational Assessment & Placement of Students with Special Education Needs*. Singapore: Ministry of Education, Singapore.