



**THE USE OF PUPPET AND FLASHCARDS AS MEDIA IN  
TEACHING VOCABULARY FOR CHILDREN WITH SPECIAL  
NEEDS**

**(A Quasi-Experimental Study of Eighth Grade Students at SLB Negeri Ungaran  
and SLB Widya Bhakti in the Academic Year of 2018/2019)**

a final project  
submitted in partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by

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2019**

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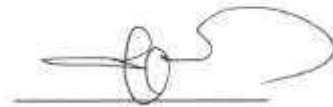
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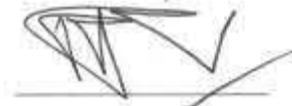
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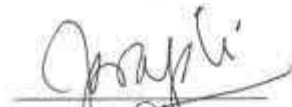
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### **DECLARATION OF ORIGINALITY**

I, Nining Candra Wahyuni, hereby declare that this final project entitled THE USE OF PUPPET AND FLASHCARDS AS MEDIA IN TEACHING VOCABULARY FOR CHILDREN WITH SPECIAL NEEDS is my own work and has not been submitted in any form for another degree or diploma at any university or other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of reference is given in the references.

Semarang, Juli 2019



Nining Candra Wahyuni

## **MOTTO AND DEDICATION**

“Everyone has different journey, we use different shoes. God knows the desire of your heart. He will give the right thing on the right time”

To:

- My beloved parents, Ahmad Abdul Basyir  
and Kumaryani
- My dear sibling, Abdul Aziz Aradea
- My best friends

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

Wahyuni, Nining Candra. 2018. *The Use of Puppet and Flashcards as Media in Teaching Vocabulary for Children with Special Needs*. Final Project. English Departement. Faculty of Languages and Arts. Semarang State University. The first advisor Pasca Kalisa, S.Pd., M.A., M.Pd.

Key words: Puppet, Flashcard, Teaching Vocabulary, Quasi Experimental Research.

Teaching English to children with special needs is need because English is one of subject that is tested on national examination. Teaching vocabulary to children with special needs is not easy. There are some problems faced by teachers when they taught English vocabulary to the children with special needs, they did not pay attention to the teacher, and they lost their interest in English subject. Based on those reasons, this topic was chosen.

This study aimed at finding (1) what extent puppet and flashcards lead the children with special needs to the vocabulary development; and (2) discuss students' attitude towards puppet and flashcards media in learning vocabulary. According to the aim of this study, this study employed a descriptive-quantitative method. This study tried to figure out research questions by conducting some procedures such as collecting the data, analyzing the data, comparing the data, and concluding the findings.

The objects of the study were students of eighth-grade of SLB Negeri Ungaran and SLB Widya Bhakti Semarang. There were four students from each school. There were two instruments; test and questionnaire. The tests were try-out, pre-test, and post-test.

The results showed that the significance between post-test score of puppet group and flashcard group was 0.000 with significance  $0.000 < 0.05$ . Furthermore, according to result of the questionnaire, students' perceptions towards both media were positive, yet their interest in flashcard was higher than those in puppet media.

Based on the findings, the flashcards media was more effective to be used in teaching vocabulary for children with special needs. For the next researcher can be more explore media in learning vocabulary for students with special needs. It is also hoped that the further research can investigate this topic with a different students of different ages and grades.

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# CHAPTER I

## INTRODUCTION

This chapter presents an introduction. It covers background of the study, reason for choosing the topic, research questions, purposes of the study, research hypotheses, significance of the study, scope of the study and outline of the study.

### **1.1 *Background of the Study***

Children with special needs are children who have different characters both physically, emotionally, or mentally with others in their age (Murtie, 2014). In learning they need stimulation to be directed in which they can live independently. The provision of education for children with special needs is on *Undang-Undang Nomor 20 Tahun 2003* about national education system especially article 5 reverse (2) it is mentioned that citizens who have physical, emotional, mental, intellectual and/or social abilities are entitled to special education and also on article 32 reverse (1) that special education is an education for learners who have difficulty in following the learning process because of physical characteristics, emotional, mental, social and/or have special intelligence and special talents that are different from other children. It means children with special needs also get education according to their needs, especially language.

Teaching language, especially English for students with special needs start with introducing simple vocabularies such as animals, colors, objects, and activities that surround them. Therefore they are introduced to the international language. So,

they can do simple communication with their friends. Teaching vocabulary to children with special needs is not easy. There are many problems faced by teachers when they taught English vocabulary to the students with special needs, especially in special Junior High School, for example, the students never been taught English in Elementary School, they are not paying attention to the teacher, and they lost their interest in English subject.

Based on the interview by asking some questions to three teachers of special junior high school, there are some problems in teaching English especially vocabulary. The first problem is the students did not pay attention when the teacher gives an explanation about vocabulary, they did not focus on the lesson. The second problem is the students felt bored when learning English because they think English is hard to learn.

Some studies about learning media to teach vocabulary for children with special needs have been conducted to overcome that problem. They vary from teaching strategies (Lin and Nzai, 2014; Kokkalia and Drigas, 2016), learning strategies (Moran, 2012), using method or technique such as interactive method (Padurean, 2014) and Teacher's practices and voices (Yahya, Yunus, and Toran, 2013) and music and dance as teaching interventions (Surujlal, 2013), and also using media such as visual aids and pictures (Evi, Zaenal and Dewi, 2016; Noori and Farvardin, 2016). However, few of those studies discuss using puppets and flashcards to teach vocabulary for children with special needs. Therefore, the writer tried to use

puppets and flashcards as media in teaching vocabulary to overcome students' problems in learning vocabulary.

### **1.2 *Reasons for Choosing the Topic***

I choose "The use of Puppet and Flashcards as Media in Teaching Vocabulary for Children with Special Needs" as a topic because of the following reasons:

(1) Teaching English vocabulary for children with special needs as an introduction to a foreign language is needed. It means that simple vocabularies should be taught. However, based on the writer's interview with teachers in SLB Ungaran and SLB Widya Bhakti, there were some problems in the learning process. Students did not pay attention when the teacher gave an explanation about vocabulary and students felt bored when they are learning English because they thought that English was hard to learn. One of the ways to solve this problem is by using media. Puppets and flashcards were supposed to be appropriate to teach vocabulary for children with special needs.

(2) Puppet and flashcards are often used in teaching English vocabulary for young learners. This media can increase students' attention. It also makes learning process more enjoyable. I would like to know how these media can overcome students' problems in the learning English, especially teaching vocabulary for children with special needs.

### **1.3 *Research Questions***

In this research, the discussion is limited to these questions:

1. What extent do puppets and flashcards lead the children with special needs to vocabulary development?
2. What are students' attitudes towards puppet and flashcards media being applied in learning vocabulary?

### **1.4 *Purpose of the Study***

The purpose of the study can be elaborated as follows:

1. to describe what extent puppet and flashcards lead the children with special needs to vocabulary development.
2. to discuss students' attitudes towards puppet and flashcards media in learning vocabulary.

### **1.5 *Research Hypotheses***

There are two hypotheses in this research. They are:

1. The working hypothesis (H<sub>w</sub>)

There is significant difference between the students who are taught using puppets and flashcards as media in teaching vocabulary.

2. The null hypothesis (H<sub>0</sub>)

There is no significant difference between the students who are taught using puppets and flashcards as media in teaching vocabulary.



### **1.6 *Significance of the Study***

Theoretically, this study can help other researchers for their references when their field of research is related to this research.

Practically, teachers can apply effective media in teaching vocabulary. It also can motivate students to master English vocabulary.

Pedagogically, teachers could apply more interactive media in teaching vocabulary and use the media in language teaching. They could also use the media to make the learning process more enjoy and pleasure.

### **1.7 *Scope of the Study***

This research highlights the use of puppets and flashcards as media in teaching vocabulary, particularly in providing further teaching in vocabulary for children with special needs. The same characteristics of the sample are taken into consideration since they are purposive sampling. In addition, the time period of the experiment is short. Needless to say that it needs a huge amount of time period and more practice to teach children with special needs. However, this research has enough information for further research.

### **1.8 Definition of Terms**

1. *Vocabulary.* Vocabulary is a collection of words used in language to communicate.
2. *Children with Special Needs.* Children with Special Needs are children who have different characteristics, either physically, emotionally or mentally with other children on his age.
3. *Puppet.* Puppet a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the finger.
4. *Flashcard.* Flashcard a card with a word or picture on it which used to help students learn.

### **1.9 Outline of the Study**

Systematically, this research is arranged five chapters which are described as follows:

Chapter I is an introduction. It covers background of the study, reason for choosing the topic, research questions, purpose of the study, research hypotheses, significance of the study, scope of the study, definition of terms and outline of the study.

Chapter II deals with review of the related literature. It presents review of the previous studies, key terms, and theoretical framework.

Chapter III is research methodology. It contains research design, the object of the study, the subject of the study, research variables, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

Chapter IV is findings and discussion. This chapter describes the result of data analysis and the discussion of the research findings.

Chapter V deals with conclusion. It presents the conclusion of the research and provides a suggestion.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents review of the related literature. There are three sections discussed here. They are review of the previous research, theoretical framework, and research activities.

#### **2.1 Review of the Previous Studies**

This study concerns with teaching English for children with special needs. In this section, the writer would like to describe some previous studies related to the topic. Starting with a study conducted by Lin and Nzai (2014) about using iPad Apps to teach vocabulary. Some findings of the study are iPad can enhance literacy skills, not only that it can motivate students using technology. To do this, the teacher would gain information on how to incorporate iPad apps into their daily teaching practice and curriculum design.

Kokkalia and Drigas (2016) studied about teaching strategy in English. The findings of the study are mobile learning support children with special needs to be familiar with common nouns and verbs signs. Applications can help children with autism and attention deficit hyperactivity disorder (ADHD) and also children who face mental and physical disorders.

Yahya, Yunus, and Toran (2013) also conducted research about a technique to learn vocabulary. In their research, they used teachers' practice and voice to teach

vocabulary for students with special needs. In other words, the teacher teaches vocabulary to his students by giving clear explanations or objects and also uses his voice to make the explanation clearly.

Moran (2012) in her thesis stated that using VAK Learning styles to teach English Vocabulary is affective. He found that the use of VAK learning helps the students to master English vocabulary. Meanwhile, the learning style was a complete contribution focused on the improvement and development of a pedagogical methodology used for the acquisition of English vocabulary related to the learning process and learning context of a learner with mental retardation.

In addition, there is a study conducted by Surujlal (2013). In this study, using music and dance as learning interventions for children with special needs is effective enough. He found that the use of music and dance not only helps the students be active and enjoyable in the learning process but also improves vocabulary quite a lot. Moreover, children are acting the song so their vocabulary improves a lot.

Similar to the study above, a study relating to vocabulary is also carried by Noori and Farvadin (2016). Their study has an objective to examine the effect of using audio-visual and pictures in teaching vocabulary. The result of the study shows that students give positive responses to the media used by the researcher. The students are motivated, so they can learn vocabulary easily. However, the use of audio-visual aids can be more effective than pictures in learning vocabulary.

Evi, Zainal and Dewi (2016) on their research about “Teaching Vocabulary by Using Picture for Autism Students” revealed that the picture is effective to be used as an alternative media in teaching vocabulary. The use of pictures can minimize the students’ difficulties in vocabulary

Rismanti (2017) on her research found it was a positive effect of using flashcards in teaching English vocabulary for dyslexic students. Other findings showed that there was increasing in the average of post-test. In the pre-test, the average score was 58.64 and in the post-test was 77.95. In other words, the use of flashcard was effective to teach English for dyslexic students.

Bennett (2002) on his research it was found that the benefits of the use of puppets in the classroom are many and varied. Such as provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet show are learning to work cooperatively with others, where there is give and take and sharing of ideas. This offers the students the advantage of making group cohesion.

All of the studies above concern teaching English for children with special needs which is similar to the topic brought by me. Some of those studies discuss media or techniques used to teach English. A few studies analyze learning media used by the teacher in teaching vocabulary.

The difference between those studies and the study I propose is I tried to find out whether different media can be applied to teach vocabulary for students with

special needs. It is mention in one of the media that students have to find interest in the media itself. In this case, I uses a puppet and flashcards to teach vocabulary, so the students will be more enjoy and understand the material.

Moreover, I try to describe what extend puppet and flashcards lead the children with special needs to vocabulary development. If the use of visual-aids and pictures as media could improve students' vocabulary mastery for children with special needs, the use of puppet and flashcards in this study discuss students' mastery in special junior high school. Therefore, I find out how these media are used to teach vocabulary to students with special needs.

## **2.2 Theoretical Background**

This subchapter discusses some theories which support this study. I take some relevant theories related to the topic from many sources.

### ***2.2.1 Vocabulary***

Vocabulary is a collection of words used in language to communicate. There are some definitions of vocabulary. Linse (2006, p. 121) stated that vocabulary is the collection of words that an individual knows. It means that students should have a lot of vocabularies to make easier the communication with others. According to Farqi (2014, p. 27) as cited by Munifar (2017, p. 13) every word that is learned in the foreign language belongs to vocabulary. So, vocabulary is an important aspect of learning a foreign language. In learning vocabulary, we have to know the meaning of words it's self.

There are two kinds of vocabulary or words, they are grammatical words or function words and content words (Thornburry, 2002). Furthermore, Hornby (2006) defined vocabulary as: (1) all the words that a person knows or uses; (2) all the words in a particular language; (3) the words that people use when they are talking some particular subjects.

#### ***2.2.1.1 Teaching Vocabulary***

Teaching English vocabulary is not easy. Teachers have to know the students' character and style they learn. Many teachers use interactive media to enhance students' understanding. So, the students understanding well.

Wallace (1982) explained that teaching vocabulary should consider these following factors. They are (1) aims; (2) quantity; (3) need; (4) frequent exposure and repetition; (5) meaningful presentation; (6) situation and presentation.

#### ***2.2.2 Puppet***

Reymer (1997) stated that puppet is a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. While Gwin (1972) stated that puppet is a wonderful toy that can be controlled by an operator and can teach kids and adults, all kinds of things. According to Oxford advanced learner's dictionary (1995, p. 942), a puppet is a small figure of a person or animal that can be made to move by pulling strings attached to its limbs, or by putting one's hand inside it.



### ***2.2.2.1 Types of Puppets***

In teaching vocabulary using the puppet as media, it will be better for the teacher to know the types of puppets it's self. So, it can be suitable for the materials. According to Lewis (1973), the commonly used puppets are; first, hand puppets. It consists of a head figure and loose garment or dressed fitted over the operator's hand. The hand puppet is operated below the puppet stages; gloves and finger puppets, it makes use of gloves to which small costumed figures are attached. The operator usually uses the index and middle fingers as puppet legs. Puppets bodies can be either flat cutouts or doll-like figures. These puppets are commonly operated from the backstage; Second, rod puppets. It usually has jointed bodies made with a stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. These puppets also be used to push animal cutouts, stage furniture or scenery on or the stage or to move the rod puppets while on stage; Third, marionettes. These puppets are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. They are usually between 10 and 24 inches in length. The weight placed on their feet helps to keep them upright and in proper working condition. Marionettes are more complicated than a puppet to make and to operate; fourth, shadow puppets, these are formed from a piece of thin cardboard or wood, to which handles are attracted to allow manipulation behind a rear lighted while cloth or milk plastic screen.

### ***2.2.3 Flashcard***

According to Oxford advanced learner's dictionary (1995, p. 445) flashcard is a card with a word or words and sometimes picture on it which is used to help pupils as a visual aid to learning. Doff (1992, p. 82) as cited by Rismanti (2017, p. 17) defined that flashcards are cards with single pictures that can be held up by the teacher.

#### ***2.2.3.1 Types of Flashcards***

Haycraft (1978, p. 104) as cited by Rismanti (2017, p. 18) stated there are some kinds of flashcards: (1) word cards, is number of cards which represents all the words in a sentence; (2) picture cards, is used to represent vocabulary in number of pictures; (3) combining word and picture cards, are combined both words and pictures in a card.

#### ***2.2.3.2 Benefits in Using Flashcards***

According Smaldino, Lowther, and Russel (2008, p. 72) as cited by Rismanti (2017, p. 19) stated that flashcards as visual media can play many roles in the teaching and learning process, as follows: (1) to supply concrete reference for the idea; (2) to make abstract idea become concrete; (3) to motivate the learners; (4) to direct the attention; (5) to repeat information in different formats; (6) to remind the previous learning; (7) to reduce learning effort/simplify some information which is difficult to be understood.

### ***2.2.4 Teaching Media***

Teaching media is very important to help students acquire new concepts of the skill and language competences. They are many kinds of media which can be used by teachers in teaching-learning. According to Kimtafsirah (1998), instrument media or teaching language can be classified into; (1) games and simulation; (2) visual media; (3) audio media; (4) audiovisual media;

### ***2.2.5 Children with Special Needs***

Murtie (2014, p. 8) defined that children with special needs are children who have different characteristics, either physically, emotionally or mentally with other children of his age.

#### ***2.2.5.1 Types of Children with Special Needs***

Murtie (2014, p. 9) stated that there two types of children with special needs. They are children with different physical characteristics and children with different psychic characteristics.

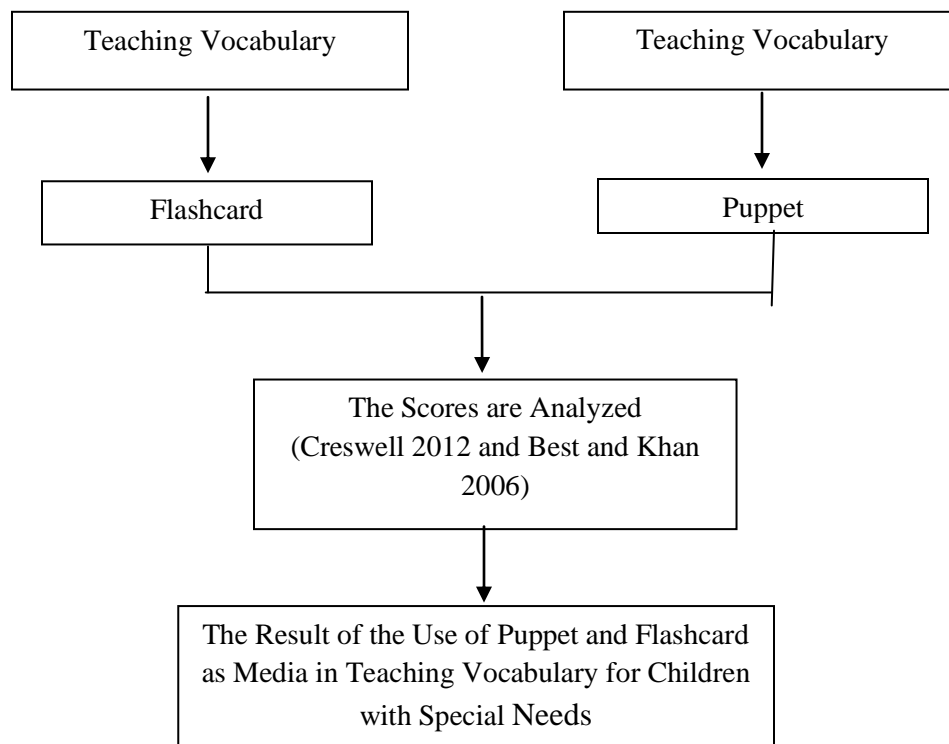
Children with physical characteristics: (1) physically disable, children who have physical differences can be due to a deficiency or congenital defect or because of an accident; (2) blind, children who have visual inhibitions. It can be totally blind and low vision; (3) deaf, children who have difficulty in hearing. It can be permanent or not; (4) mute, children who have difficulties in delivering messages with interlocutors.

Children with Different Psychological Characteristics: (1) mental retardation, children with IQ lower than 80; (2) slow learning, children with IQ between 80 to 90;

(3) autism, children with developmental disorders and concentrations; (4) ADHD, children with developmental disorders that tend to behave too much or cannot be silent; (5) gifted, children who have excess of some field; (6) genius, children with IQ more than 140; (7) unsociable, children who have social problem because they are not in line with surrounding norms.

### 2.3 Theoretical Framework

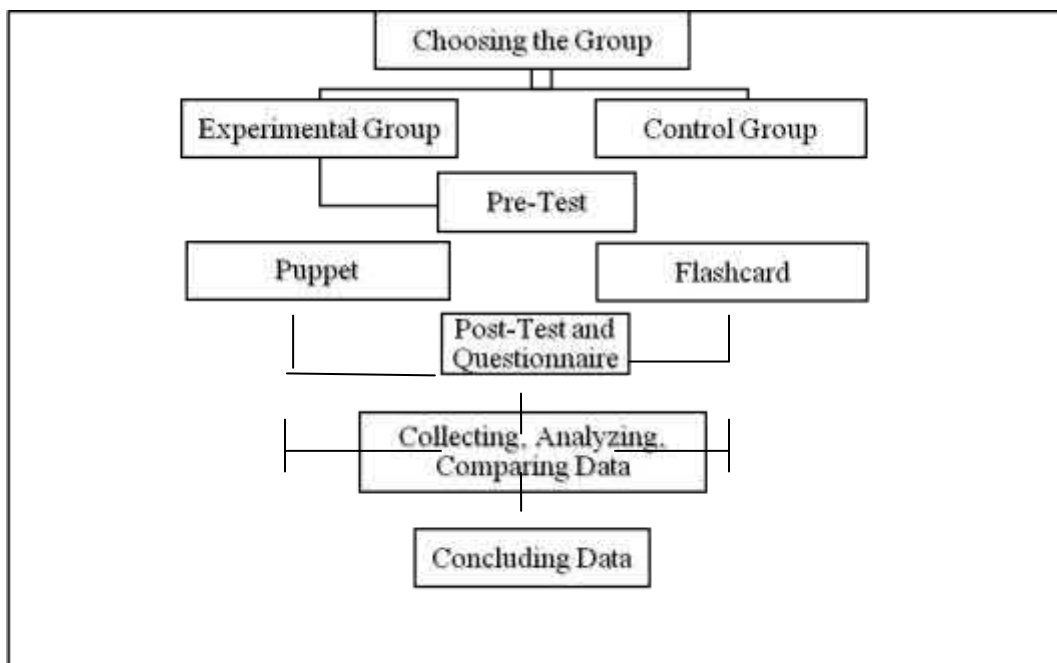
Based on the title that is “The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Needs”. The writer proposes the following theoretical framework.



**Figure 2.1 Theoretical Framework**

## 2.4 Research Activities

To carry out this study, the eight students were chosen and divided into two groups (group A and B) with four students in each one. The group A was the experimental group and the group B was the control group. For the experimental group (group A) the media used puppets. Meanwhile, for the control group (group B) the media was flashcard. Both of the groups were given a pre-test before the treatment. At the end of the treatment, all eight students had a post-test. They also had a post-test. Here is the research design which will be talked about in greater detail in the next chapter:



**Figure 2. 2 Research Design**

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the gist of the research. There are two sections. They are conclusion and suggestion.

#### 5.1 Conclusion

Teaching English for students with special needs is not easy. It is needs media to encourage them to learn English. A media that can help students to remember common vocabulary easily. The writer tried to use puppets and flashcards as media in learning English.

Using puppets and flashcards in learning English can help students to remember common vocabulary that they have found in their live. Based on the computation using SPSS, both puppets and flashcards can use in learning vocabulary. However, flashcard is considered more effective since the improvement of students' achievement of flashcard group is higher than puppet group.

On the other hand, students' attitude towards the media shows a different result. Students are more interested in flashcard media than puppet. One possible explanation is flashcard is more applicable to learn vocabulary than puppet media.

## 5.2 Suggestion

A further investigation about media in learning English for students with special needs should be done. Because of the time limitation, a huge amount of time to conduct a research is needed to measure the improvement of students' achievement in learning English vocabulary. It is because students should learn more vocabularies that related to their school material. In addition, it would be better if the number samples is bigger so the finding of the research is more valid. Thus, learning English for students with special needs can be done with suitable media with their ages and their school materials. This study is limited to media and instruments. In which the media that used were puppet and flashcard, while the instruments made by the writer. For the next researcher can be more explore media in learning vocabulary for students with special needs. It is also hoped that the further research can investigate this topic with a different students of different ages and grades.

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