

TEACHING VOCABULARY BY USING PLAYDOUGH FOR SPECIAL NEED STUDENTS

Noor Zakiah¹, Hafizhatu Nadia², Tenny Murtiningsih³
Universitas Muhammadiyah Banjarmasin, Indonesia
hafizhatunadia@gmail.com

Received: March 8 , 2023 Revised: April 5, 2023 Accepted: May 12, 2023

ABSTRACT

This research aims to develop a playdough game as a medium for learning English Vocabulary. This research used Classroom Action Research with qualitative methods. This research was carried out in a special school in Banjarmasin, South Kalimantan. The purpose of this research is to facilitate the learning process in the classroom for students with special needs. Playdough media can help students remember vocabulary more easily and train fine motor skills in students, and not only that, playdough can also overcome tantrums and increase students' focus on learning. Therefore, learning by using playdough can make it easier for students to remember vocabulary, increase focus on learning, and can overcome tantrums in students when studying in class.

Keywords: *English Language, Playdough, Vocabulary, Special Need Student*

INTRODUCTION

Students in special schools need extra assistance and guidance from teachers when the teaching and learning process occurs in class. This situation is because students are not able to carry out activities like students in general, compared to students who are in public schools able to independently carry out all activities that occur in the classroom, thus making the techniques and processes of teaching and learning in schools with special needs different from public schools. Therefore, schools with special needs require media that can make it easier for them to remember learning, train students' motives, and control their focus when learning in class. This can help students to gain understanding more efficiently. According to Sujatwanto (2020), children with special needs are children who need special education services to meet the learning needs of children with the characteristics of each different student. As is known, students with special needs have other

diagnoses, so they need media for learning to make the material presented easier and easier for students to understand.

According to the opinion of Lersilp, Putthinoi & Lersilp (2018), it is said that special schools are for children with special needs, including schools for children with a diagnosis of deafness, visual impairment, hearing loss, autism, as well as for students who have physical and intellectual disabilities. Therefore, this research focuses on teaching English vocabulary using Playdough media in special schools. Because according to researchers, this media is very appropriate when used in special schools. There is also an explanation about fine motor skills from Pradipta & Dewantoro (2019), saying that fine motor skills are a collection of small muscles such as the fingers that require accuracy and neatness, eye and hand coordination to control in order to achieve all skills implementation. Setiawan, Sukarjo & Melatisari (2020), media can provide fun for children, especially for children to form new combinations with their play equipment. When the children play with dough it requires flexibility and fine motor connections

Therefore, the researchers used playdough as a medium for learning English vocabulary for students with special needs. This research aims to make playdough more useful for English lessons. By applying playdough, students can develop playdough to be made into various desired shapes. In this case, playdough can also train motor skills in students, playdough can also be used to develop English vocabulary for students, and not only that, but playdough also aims to facilitate the process of learning English vocabulary so that students at special schools can remember vocabulary more easily improve concentration, and can also overcome tantrums in students with autism.

Learning to use playdough is very rarely used in elementary school, junior high school, and senior high school levels. However, playdough is more often used in kindergarten schools. Because some people only think of playdough for children, even though playdough can also be used for everyone. And not only that, besides being used in public schools, playdough can also be used in special schools.

According to Sudiasih, *et.al* (2014), good media for students is media that can increase or stimulate all basic abilities that students must develop, according to the potential students. For example, by using playdough media, children will do a lot of pressing, squeezing, and cutting activities when making a shape with playdough; it will serve to stimulate children's fine motor skills. So that when using playdough media during learning, it will make it easier for students with special needs to create something.

Previous research discussed playdough media as initial writing skills for developmentally disabled students. According to Aziza & Samawi (2015), writing skills are one of the developmental aspects that students with mental retardation must be practiced. The first writing skill starts with students with good fine motor development so that students with mental retardation can train their hands and move writing instruments correctly and can write. One of the media that the researcher will use for beginners' writing skills is playdough media. The purpose of this research is to describe the effect of playdough media on beginning writing skills.

Several researchers have researched learning using playdough for children with special needs. Wardah (2017) has applied playdough to develop the fine motor skills of autistic children, especially to develop hand coordination skills autistic children such as holding, pressing, grasping, and pinching. Through playing with playdough, children's fingers become flexible, so their fine motor skills are increasingly trained. From the results of this study, it can be stated that the fine motor skills of children with autism can be improved through playing play dough. That is why the study uses playdough to develop fine motor skills in autistic children. Children with special needs or autism are very good at learning playdough. The fine motor skills of children with special needs or autism become more trained by pressing, holding, and holding, making to remember, besides that it is also made easier vocabulary when children are learning while playing.

METHODOLOGY

This research was conducted in a special school in Banjarmasin, South Kalimantan. The target of this study was seventh-grade junior high school students, which consisted of three students with different disabilities. Two of them were diagnosed with autism, and one of them was diagnosed with mental retardation. This research used a Classroom Action Research design. Action research in education is research undertaken by practitioners in order that they may improve their practices.

According to Kurt Lewin (1993), classroom action research consists of four stages. Namely planning, action, observation, and reflection. Each cycle is carried out twice in meetings, and at the end of each session, there is a reflection to measure students' ability, whether there is progress or not.



Figure 1. Kurt Lewin's Action Research Design

RESULT

The classroom action research is divided into two cycles; each cycle has two meetings, and each meeting is carried out for 40 minutes. The pre-test that the teacher and researcher have agreed on is that students are expected to be able to follow the teacher's instructions, be able to remember English vocabulary about animals, and students can apply playdough, which aims to make it easier for students to remember the vocabulary that the teacher has taught. The previous explanation is a reference for the pre-test whether the implementation of class actions has increased or not.

The research was carried out in two cycles. The results obtained from observations to reveal implementation data for the first cycle, namely the post-test results from third students, did not meet many requirements as expected by the teacher and researcher. In the implementation in the first cycle, the three students still looked confused and shy, and one student with a diagnosis of autism seemed very focused when playing with the playdough toy, but for the three students, only occasionally did they follow the teacher's instructions such as matching the picture to the template, and printing the playdough. Animal shape, even in the first cycle, only students with the initials IT could get half of the ten criteria; namely, five met the success requirements. The following are the results obtained from each student:

Table 1. (Result) Student's Name IA

No	Criteria	Yes	No
1.	Can remember the vocabulary about animals well		*
2.	Pay attention and listen when the teacher explains vocabulary about animals		*
3.	No tantrums when the teacher explains the material		*
4.	No tantrums when conducting a question-and-answer session on vocabulary about animals	*	
5.	Students are active when the teacher explains (high curiosity)	*	
6.	Able to name animals well (Applies to students who can talk)		*
7.	Able to match prints to animal image templates correctly		*
8.	Able to press playdough into the mold	*	
9.	able to print playdough neatly	*	
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.		*

The table above is the result of the first post-test of IA students who got four Yes and six No.

- The results of the observations of IA students in the first cycle, IA still had tantrums in class, and IA also tried to leave the class during the lesson, but when the teacher gave IA playdough, IA could calm down. IA is still confused and makes many mistakes when asked by the teacher to guess the print, but when IA is asked to print playdough into the mold, IA can score playdough. IA is not only a student with autism but also a student with a speech impairment. Therefore, the teacher's way to find out the extent of vocabulary knowledge that IA remembers is by IA taking one of the molds in the form of an animal as requested by the teacher; for example, the teacher asks IA to take a fish, then IA takes one of the prints in the form of a fish between the prints. Another mold. If IA takes the mold correctly, the student can be successful.

Table 2. Student's Name IT

No	Criteria	Yes	No
1.	Can remember the vocabulary about animals well		*
2.	Pay attention and listening when the teacher explains vocabulary about animals.	*	
3.	No tantrums when the teacher explains the material	*	
4.	No tantrums when conducting a question-and-answer session on vocabulary about animals	*	
5.	Students are active when the teacher explains (high curiosity)		*
6.	Able to name animals well (Applies to students who can talk)		*
7.	Able to match prints to animal image templates correctly		*
8.	Able to press playdough into the mold	*	

9.	able to print playdough neatly	*	
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.		*

The table above is the result of the first post-test of IT students who got five Yes and five No.

- The results of the observations of IT students in the first cycle still looked shy and confused when the teacher asked them to answer. It is a student with mental retardation, and IT very rarely makes a sound when in class; even IT almost does not want to talk when the teacher asks him to answer, so the teacher does the same thing with IT by guessing the print when the teacher asks him to answer questions from the teacher. Not only that, but IT also makes many mistakes when the teacher asks him to answer, but when the teacher asks him to print playdough, IT can do it well and correctly.

Table 3. Student's Name RA

No	Criteria		Yes	No
1.	Can remember the vocabulary about animals well			*
2.	Pay attention and listen when the teacher explains vocabulary about animals		*	
3.	No tantrums when the teacher explains the material		*	
4.	No tantrums when conducting a question and answer session on vocabulary about animals		*	
5.	Students are active when the teacher explains (high curiosity)			*
6.	Able to name animals well (Applies to students who can talk)			*

7.	Able to match prints to animal image templates correctly			*
8.	Able to press playdough into the mold			*
9.	able to print playdough neatly			*
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.			*

The table above is the result of the first post-test of RA students who got three Yes and seven No.

- The results of the observations of RA students in the first cycle, in this first cycle RA was still very lacking compared to other students. When the teacher asked RA to score, RA still had difficulty scoring even though the teacher still assisted RA during the printing process. RA was also one of the autistic students with the same speech impairment as IA. RA includes students who quickly pay attention to the teacher when explaining the material, but RA still has difficulty when the teacher asks him to guess the print and match the print to the picture.

Based on the results obtained above, according to the researchers, it still cannot be said to be successful for students because there are still many criteria that teachers and researchers want to meet the requirements to succeed.

After seeing the results of the first cycle, the three students still lacked enough to meet the components. The teacher and researcher continued to collect data again in the second cycle with a slight change in treatment and a change in the sitting position of the students that formed the letter L. The following are the results of the second post-test obtained by each student.

Table 4. Student's Name IA

No	Criteria	Yes	No
----	----------	-----	----

1.	Can remember the vocabulary about animals well	*	
2.	Pay attention and listen when the teacher explains vocabulary about animals.	*	
3.	No tantrums when the teacher explains the material	*	
4.	No tantrums when conducting a question-and-answer session on vocabulary about animals	*	
5.	Students are active when the teacher explains (high curiosity)	*	
6.	Able to name animals well (Applies to students who can talk)		*
7.	Able to match prints to animal image templates correctly	*	
8.	Able to press playdough into the mold	*	
9.	able to print playdough neatly	*	
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.	*	

The table above is the post-test result of the two IA students who got nine Yes and one No. According to the researchers, the results obtained by IA were very satisfactory in the second cycle.

- The results of the observations of IA students in the second cycle show it is obvious that IA's development here, IA no longer has tantrums when learning takes place. When the teacher asks IA to guess the print, IA easily takes the print according to the teacher's instructions. IA can match the print to the image template precisely. IA is also able to print carefully and neatly. So that IA can meet all the criteria except the criteria in number six because IA is speech impaired.

Table 5. Student's Name IT

No	Criteria	Yes	No
----	----------	-----	----

1.	Can remember the vocabulary about animals well	*	
2.	Pay attention and listen when the teacher explains vocabulary about animals.	*	
3.	No tantrums when the teacher explains the material	*	
4.	No tantrums when conducting a question-and-answer session on vocabulary about animals	*	
5.	Students are active when the teacher explains (high curiosity)	*	
6.	Able to name animals well (Applies to students who can talk)	*	
7.	Able to match prints to animal image templates correctly	*	
8.	Able to press playdough into the mold	*	
9.	able to print playdough neatly	*	
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.	*	

The table above results from the post-test of the two IT students who fulfilled all the components correctly.

- The results of the observations of IT students in the second cycle as we know, in the first cycle, IT is very quiet. It rarely talks to the people around it in the class, but in the second cycle, it was evident that IT developments, IT dares to ask the teacher, and IT also wants to raise its voice to say the name of the animal in English so that IT can meet all the criteria above.

Table 6. Student's Name RA

No	Criteria	Yes	No
1.	Can remember the vocabulary about animals well		*

2.	Pay attention and listening when the teacher explains vocabulary about animals.	*	
3.	No tantrums when the teacher explains the material	*	
4.	No tantrums when conducting a question and answer session on vocabulary about animals	*	
5.	Students are active when the teacher explains (high curiosity)		*
6.	Able to name animals well (Applies to students who can talk)		*
7.	Able to match prints to animal image templates correctly		*
8.	Able to press playdough into the mold	*	
9.	able to print playdough neatly		*
10.	Be careful when printing, paying attention to every corner to see if there are still any that have not been covered with playdough.		*

The table above is the result of the post-test of the two RA students who only experienced a little progress before, namely four Yes and six No.

- The results of observations of RA students in the second cycle, RA only experienced one increase compared to the first cycle. There are still many criteria that RA has not achieved. So much different from the results of IA and IT, RA is said to have failed.

DISCUSSION

As we know, learning English vocabulary is a good starting point for children to learn English, starting from introducing vocabulary one by one until it can progress to the next learning. However, it is different for students with special needs learning English vocabulary. Students with special needs need interesting learning media to make it easier for students to remember the vocabulary they are learning. According to Sujatwanto (2020), students with special needs are students who need special education services to support student learning needs in accordance with the diagnosis that exists in each student, with the aim that every material

conveyed is right on target according to the needs of each student, and can also be delivered effectively. The teacher also gives the material that students can understand easily. Therefore, the researchers used playdough media as a medium for learning English vocabulary to make it easier for students to remember the vocabulary that had been taught previously.

The results of the first cycle post-test showed students achieved very few criteria because students did not experience good development. On the first day, the sitting position was separated when doing the treatment, so it was difficult for students to learn because it was too far from the teacher. It was difficult to monitor the students, so the teacher needed extra energy, approaching students individually for their desks, which made learning less conducive. After the second day, the researcher changed the sitting position to the letter U, and the teacher communicated more easily with students than before. However, that did not affect the extent to which children could understand the material because many students still did not meet the criteria desired by the teacher and researcher, so the first cycle can be declared unsuccessful.

The second post-test showed an increase in each student, but only two got good results. Meanwhile, for one more student, there was only an increase in one criterion. So the second post-test was declared successful.

From all the findings that have been collected and described above, the description of the final results of the process of teaching English vocabulary by using playdough can be seen through the comparison of the results of the cycle I and cycle II below:

Table 7. The Interpretation of Data

No	Initials	First Cycle		Second Cycle	
		Yes	No	Yes	No
1.	IA	4	6	9	0
2.	IT	5	5	10	0

3.	RA	3	7	4	6
-----------	----	---	---	---	---

The above showed the comparison data from the first and the second cycle. Four steps were eligible for the student with the initials IA in the first cycle, and six steps were ineligible. While in the second cycle, IA got nine steps eligible and one ineligible. The student with the initials IT has seen in the first cycle got five steps eligible and five not eligible. While in the second cycle, IT managed to do everything perfectly. For student RA, in the first cycle, got three eligible and seven ineligibles. In contrast, the second cycle result showed only one increase. In conclusion, RA only managed to meet four requirements.

CONCLUSION

The application of learning media using Playdough by learning English vocabulary in class VII SLB schools for the 2021/2022 academic year can be concluded that learning media using Playdough with learning English vocabulary can improve students' ability to remember and also participate in training students. Not only that, but playdough can also train students with special needs fine motor skills. Playdough media was also declared effective for students with special needs in the class VII, which contains three students in the class; it can be proven from the following facts, namely:

Two students who were declared successful were the student with a diagnosis of autism and a student with a diagnosis of mental retardation. After learning English vocabulary using playdough media, the students became more focused on teaching-learning activities. They were also easier to understand and remember the vocabulary. Besides that, the students became more active, happy, and not got bored when studying in class using media playdough. Playdough media can also overcome children who have tantrums after learning English vocabulary by using play dough.

The researcher suggests that the teacher use playdough media for learning English. The goal of using playdough for students in special schools is to avoid boredom, avoid tantrums and make it easier to remember some English vocabulary when learning English in class, not get bored quickly in class, and students do not have tantrums when learning in class. The goal is to remember the taught by the teacher soon easily.

REFERENCES

- Aziza, A. N., & Samawi, A. (2015). Pengaruh Media Playdough terhadap Keterampilan Menulis Permulaan Siswa Tunagrahita. *Jurnal Penelitian dan Pengembangan Pendidikan Luar Biasa*, 2(1), 57 – 63.
- Handayani, P. H., Gandamana, A., & Fariyah, F. (2017). Pengembangan Kreativitas Anak Usia Dini dalam Keluarga. *Jurnal Keluarga Sehat Sejahtera*, 15(2), 46 – 56.
- Lersilp, S., Putthinoi, S., & Lersilp, T. (2018). Facilitators and Barriers of Assistive Technology and Learning Environment for Children with Special Needs. *Occupational Therapy International*, 2018. <https://doi.org/10.1155/2018/3705946>
- Pradipta, R. F., & Dewantoro, D. A. (2019). Origami dan Fine Motoric Ability of Intellectual Disability Students. *International Journal of Innovation*, 5(5), 531-545.
- Setiawan, D. Sukarjo, S., & Melatisarim P. (2021). Playdough Guidebook to Improve the Grade III Student's Creativity. In 2nd Annual Conference on Education and Social Sciences (ACCESS 2020) (pp. 84 – 89). Atlantis Press.
- Stephen M. Corey (1954) Action Research in Education, *The Journal of Educational Research*, 47:5, 375-380, DOI: 10.1080/00220671.1954.10882121
- Sudiasih, N. W. Y., Made Sulastri, M. P., Sudatha, I. G. W., & ST, M. P. (2014). Penerapan Metode Pemberian Tugas Berbantuan Media Playdough untuk Meningkatkan Kemampuan Motorik Halus. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 2(1).
- Sujatwanto, K. (2020). Peningkatan Kemampuan Mengenal Lambang Bilangan 0 – 10 Melalui Media Playdough pada Siswa Autis di SLB Negeri 1 Bantul. *Exponential (Education for Exceptional Children) Jurnal Pendidikan Luar Biasa*. 1(1), 13 – 19.

Tomal, Daniel R. (2010). *Action Research for Educators*. America: United States.

Wardah, E. Y. (2017). Bermasin Playdough Terhadap Kemampuan Motorik Halus Anak Autis di SDLB. *Jurnal Pendidikan Khusus*, 9(2).

How to Cite (APA style):

Zakiah.,N, Nadia.,H & Murtiningsi.,T. (2023,May). Teaching Vocabulary By Using Playdough For Special Need Students. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 12(1), 154-168. <https://journal.unismuh.ac.id/index.php/exposure/article/view/10456>