Children with special needs responses to English learning media "SEGA" at SLB Muhammadiyah Jombang

Ulfa Wulan Agustina[1], Luluk Choirun Nisak Nur[2], Iin Baroroh Ma'arif[3]

[1,2,3] English Department, Universitas KH A Wahab Hasbullah, Jombang, Indonesia

Contact:　　Ulfa Wulan Agustina　　✉　　ulfa.wulanagustina@unwaha.ac.id

ABSTRACT

Education is a very important need for the next generation of the nation for life in the future. Education needs are also very necessary for children with special needs, especially children with intellectual disabilities or children with mental disabilities. Teaching and learning activities for children with special needs are not easy, educators must adjust the right method or media. When we learn English, especially for speaking, vocabularies become one of the elements that must be learnt. As for learning English, some teachers or students find difficulties to master English because they do not know the vocabulary. They also have difficulty to speak, write and memorize the vocabulary. Much less for especially children with intellectual disabilities or children with mental disabilities it is really hard thing to do. They need some media to help them in speaking and memorizing the vocabularies well. SEGA (Speaking English Game) media is one of the interactive media designed to help them in speaking skill. This study focuses on Children with special needs responses after using SEGA media for learning English. The purpose of this study is how students respond to SEGA media in the classroom; the design of this study is descriptive-qualitative to answer these questions. The instrument of this study is using questionnaire which is distributed to the students with special needs which consist of 12 students at SLB Muhammadiyah Jombang. The result of this study showed that 78% students or about 7 students are motivated and also easy to speak and remembering the vocabularies in speaking task, and about 22% or 5 students said that SEGA media help them much to speak. From this result can be concluded that SEGA (Speaking English Game) media can help the children with special needs to explore and also improve their English speaking. By having this result hopefully another researcher can conduct this study in other level and skill.

KEYWORDS:
Special needs children;
English learning;
SEGA media;
Speaking skill;

INTRODUCTION

English learning is very important to be learnt by students because it becomes one of international language used in the world. Knowing English to be able to speak English well will make it easier to someone in communication with others. All students in every level of education should master English as a foreign language in our country. In communication, the students should master firstly about speaking. Speaking is very important because by speaking the students can give a good response to the others. Speaking is a functional spoken language skill in everyday human life because by speaking we can obtain and convey information. (Agustina & Muslimah, 2021) stated that speaking is one of the English abilities that plays an significant part in language studies since it relates to the growth of communication skills. Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language

There are many function of speaking, one of them is human can express all the feeling. According to (Agustina et al., 2021) speaking can know the ability of students to produce the target language or English. Speaking can explore our feeling such as sadness and happiness. Speaking skill need to be taught to student from an early age, it can be ability to communicate in society. It also needed to know English for children with special needs, especially children with intellectual disabilities or children with mental disabilities. Teaching and learning activities for children with special needs are not easy, educators must adjust the right method or media. When we learn English, especially for speaking, vocabularies become one of the elements that must be learnt. As for learning English, some teachers or students find difficulties to master English because they do not know the vocabulary. They also have difficulty to speak, write and memorize the vocabulary. Much less for especially children with intellectual disabilities or children with mental disabilities it is really hard thing to do. They need some media to help them in speaking and memorizing the vocabularies well.

(Novita, 2017) stated children with mentally disabilities are children who experience impaired development of their thinking and personality. English education learning for mentally disable at the junior high school is very important because this learning patterns are developed and can increase the intelligence students. English learning in children with disabilities can be said is difficult to tend. Therefore, the role of teachers is very important for their development in school especially children with disabilities who learn foreign languages. Therefore, it is necessary to use the media as an alternative to convey it attractively in order to produce reciprocity between teachers and students.

According to (Amin, 2014) stated that mentally disable can be classified into: mild mentally disable, moderate mentally disable, severe mentally disable, and very severe mentally disable. The first, Mild Mentally Disable (Able to Educate): Their IQ ranges from 50 to 70 ability to develop in academic subject areas, social adjustment and ability to work, able to adjust a wider environment, can be independent in society, able to do semi-skilled work and simple work. It can be concluded that children with intellectual disabilities is children still able to do learning in the academic field, able to adapt to the social environment, and able to do simple work. The second, Moderate Mentally Disable (Able to Train). IQ intelligence levels ranging from 30–50 can learn skills for functional purposes, able to perform skills taking care of him, able to make adaptations social in the immediate environment, able to do routine work that needs supervision. It can be concluded that children with moderate intellectual disabilities is very difficult to even be able to learn academically such as learning to write, read, and count though children with moderate intellectual disabilities can still write socially, for example: write

his own name, his home address and others. The third is Severe and Very Severe Mentally Disable (Able to Treat). IQ intelligence level of less than 30 is barely having the ability to be trained to take care of you. Some are still able to be trained to take care of self, communicate properly simple, and adaptable to the environment very limited. It means that children with severe and very severe intellectual impairment children with intellectual disabilities are very low intelligence so they are unable to take care of themselves or socialize.

In this global era, everything is demanded to use technology information, both teachers and students. For teachers, learning media based on technology information will help and facilitate the delivery of material provided while for students using learning media will provide variations in lessons. One of the benefits of learning media is that it attracts students to be able to create their learning motivation. SEGA (Speaking English Games) media is a learning media in the form of an application that aims to develop, improve, and facilitate mentally disable in speaking skill. This application provides materials in one semester. This media can help students in practicing speaking and makes students become confident and understand speaking skill.

The software for this product is a PowerPoint Hyperlink because it made based on the researchers' survey and trial, it is suitable for the product and consists of so many features that support the application. The features provide are Menu: Contains about the appearance of menus in the application, About: Explanation about the author and application that is SEGA (Speaking English Games) media, SK & KD: Contains competency standards and core standards adjusted by the material, Material: The material consisting discussion of number, animal, and time, Goal: Contains about the purpose of SEGA media, Evaluation: The evaluation is video researcher about number, animal, and time of the materials.

METHOD

The objective of this research is to examine the students' reactions to SEGA media in the classroom. The study follows a descriptive-qualitative approach to address these inquiries. The methodology used in this research involves the utilization of a questionnaire, which is administered to a group of 12 students with special needs at SLB Muhammadiyah Jombang. In order to get data on students' perception on the integration of SEGA media in the English topic, the researcher used questionnaires that are required to be completed by all students. The researcher assessed the students' reactions, both good and negative, after the adoption of SEGA media in their lesson based on the data.The questionnaires administered to students consisted of 10 items that addressed 4 specific issues related to the process of learning English. The first topic explores the impact of implementing the SEGA (Speaking English game) media in the classroom, as indicated by questionnaire number 1 and 2. The second topic examines the effectiveness of using SEGA media compared to other strategies, as indicated by questionnaire number 3 and 4. The subsequent topic focuses on the influence of SEGA media on students' speaking ability, specifically in terms of grammar, vocabulary, fluency, and accuracy of word usage, as indicated by questionnaire number 5-7. Lastly, the final topic investigates the ways in which SEGA media can enhance students' speaking ability, as indicated by questionnaire number 8-10. Illustration of a survey Evaluation of students' use of SEGA (Speaking English game) media during class..

RESULT

The researcher discussed the result of try out. SEGA Media applied for 7th grade Junior High School at SLB Muhammadiyah Jombang. They were gathered by the result of observation, need analysis, and interviewing the teacher because the ability of students in speaking skill had a different skill start from low, middle, and high level.

The researcher implement on May 30, 2023. The researcher used laptop and sound to implement the media. The activity was done on 7th grade. The researcher is as the teacher in class. There were 12 students that filled out the questionnaire. The researcher got the data as follows:

Table 1. The Questionnaire Result of Implementation of SEGA media

No.	Description	Questionnaires Score
1.	Do you like games in learning English using SEGA (Speaking English Games) Media?	88
2.	SEGA (Speaking Englih Games) Media is interesting	93
3.	SEGA (Speaking English Games) Media is easy to understand.	98
4.	Do materials in SEGA (Speaking English Games) Media make easier for you to learn English?	95
5.	Does SEGA (Speaking English Games) Media materials in accordance with the lessons in class?	98
6.	Does learn using SEGA (Speaking English Games) application be effective in learning English?	98
7.	Does SEGA (Speaking English Games) Media make it easier for you to master ability to speak in English?	95
	SUM	665
	AVERAGE	95

Total score of observation= score of observation (the result of number items x likert scale)=665. The maximum score was= number of questions.

According to (Agustina et al., 2021)

$$P = \frac{Total\ Score}{Maximum\ Score} \times 100\%$$

$$P = \frac{665}{7} \times 100\% = 95\%$$

Table 2 is showed The Questionnaire for Students' responses

Table 2. The Questionnaire for Students' responses

| No	Questions	Strongly agree (4)	Agree (3)	Disagreed (2)	Strongly disagree (1)
1	Do you like English? (Apa kamu suka Bahasa Inggris)	6	3	3	0
2	Do you often speak an English? (apa kamu sering berbicara Bahasa Inggris?)	2	3	5	2
3	Is it difficult to Speak English? (Apakah Sulit berbicara Bahasa Inggris?)	5	3	3	1
4	Do you feel confused when you have speaking task? (Apakah kamu bingung ketika berbicara Bahasa Inggris?)	4	4	3	1
5	Do you often lost your idea and forget your idea when Speaking? (Apakah kamu sering kehilangan Ide ketika berbicara?)	4	7	1	0
6	Do you know about Sega (Speaking Games)? (Apakah kamu tahu tentang Sega?)	1	9	2	0
7	Do you feel easy when you speak by using Sega? (Apakah kamu merasa mudah Berbicara bahasa Inggris dengan Sega?	3	7	2	0
8	Is Sega is the best way to Improve your Speaking? (Apakah Sega bisa meningkatkan kemampua berbicara Bahasa Inggris?)	6	4	2	0
9	Is SEGA motivating you to Speak? (Apakah Sega memotivasi kamu untuk berbicara?	7	4	1	0
10	Is SEGA Improve your vocabularies to Speak? (Apakah Sega bisa menumbuhkan kepercayaan diri kamu untuk berbicara?	6	5	1	0

Table 3. The data Analysis for Students' responses

Responden	Items										Total	Max Score		Average %
	1	2	3	4	5	6	7	8	9	10	S	N	%	%
1	4	1	4	3	2	3	4	2	4	4	31	40	77.5	77.70833
2	4	4	4	4	3	4	3	3	4	4	37	40	92.5	
3	4	3	4	2	4	3	3	4	4	4	35	40	87.5	
4	4	3	1	4	3	3	3	4	4	4	33	40	82.5	
5	3	2	4	3	4	3	3	4	4	4	34	40	85	
6	3	2	3	3	3	3	4	4	4	3	32	40	80	
7	3	2	3	2	3	3	4	4	3	3	30	40	75	
8	2	2	2	2	3	3	3	3	3	3	26	40	65	
9	4	3	2	3	3	3	3	2	4	4	31	40	77.5	
10	4	2	3	4	3	3	2	3	3	3	30	40	75	
11	2	1	2	4	4	2	3	3	3	3	27	40	67.5	
12	2	4	4	1	4	2	2	4	2	2	27	40	67.5	
Total	39	29	36	35	39	35	37	40	42	41	373			
Max Score	48	48	48	48	48	48	48	48	48	48				

%	81. 25	60. 41	75	72. 91	81. 25	72. 91	77. 08	83. 33	87. 5	85. 41
Average %	77.70									

DISCUSSION

The researcher discussed the result of try out. SEGA Media applied for 7th grade Junior High School at SLB Muhammadiyah Jombang. They were gathered by the result of observation, need analysis, and interviewing the teacher because the ability of students in speaking skill had a different skill start from low, middle, and high level. Based on table 1 the results of media testing obtained the average score 95% It means that the media is in the "Very Good" category. Based on the result of questionnaires for students' responses, the researcher concluded that students were interested in learning English using technology media and they enjoyed using SEGA Media to support their learning process. The part of the evaluation discussed how SEGA Media can help 7th grade Junior High School at SLB MuhammadiyahJombang. The evaluation got from the result of the questionnaire for student responses. The questionnaire was distributed at the last meeting after conducting SEGA to Children with special needs (TUNAGRAHITA) media exactly on May 30th, 2023. The researcher used questionnaire to know students' response about SEGA Media

After giving the questionnaire the researcher found the result as followed. There were 81 % student who like games in learning English using SEGA (Speaking English Games) Media. There were 60,41% students said that Sega (Speaking English Games) Media is interesting. There were 75 % student said that Sega Media is interesting for learning English Speaking. There were 73% students said that Material in Sega Media is easy to learn. There were 81,25% student said that easy to get idea for speaking. There were 73% students said that Sega Is help them to find the idea for speaking. There were 77% students said that they feel easy when speak in English by using Sega. There were 83% students said that SEGA Media is the best way to improve their speaking English. There were 88% students said that SEGA is motivated them to speak English. There were 85% students said that SEGA Media is Improve their Vocabularies to speak English. More data showing student's Responses through Sega Media can be seen in table:
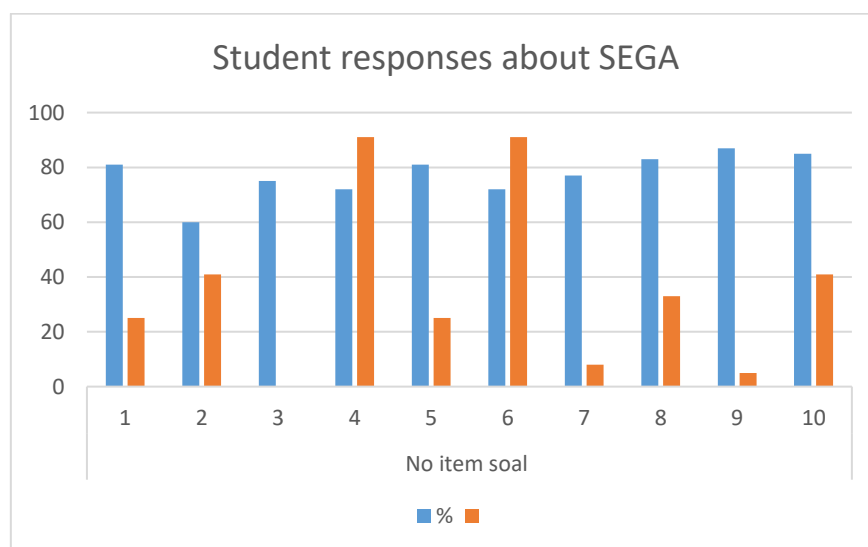
CONCLUSION

According to the researcher's enumerated results of data analysis, the SEGA Media application on Number, Animal, and Time materials was sufficiently engaging and effective to serve as a learning medium for junior high school students with mental disabilities, as described in the preceding section. This SEGA Media development outcome possesses the following strengths and weaknesses:

The benefits of SEGA Media include Students utilize their mobile phones not only for gaming or social media, but also for educational purposes. To facilitate comprehension, the materials provided more detailed explanations and were engaging to the students. Numerous video exercises required students to respond to queries orally, allowing them to develop their speaking and self-assurance abilities. SEGA Media is accessible to students even when they do not have internet access, as it operates offline. SEGA Media's weaknesses are that it cannot be utilized without a laptop in the classroom and it is not compatible with the online environment.

REFERENCES

Agustina, U. W., & Muslimah, K. N. (2021). Educatio n and Management Studies DEVELOP CHILDREN ' S SPEAKING SKILL WITH THE HELP OF THE ANDROID APPLICATION " LEARN ENGLISH ENGLIS BETTER ."4(2).

Agustina, U. W., Muslimah, K. N., & ... (2021). Designing APV in Jungle (Audio, Picture And Video) to Learn English Speaking Skills. Jurnal Bahasa https://jurnal.lppmstkipponorogo.ac.id/index.php/JBS/article/view/100%0Ahttps://jurnal.lppmstkipponorogo.ac.id/index.php/JBS/article/download/100/160

Amin. (2014). Tingkatan Tunagrahita. Paper Knowledge . Toward a Media History of Documents, 10.

Baroroh Ma, I., Bahtiar, Y., & Muthoharoh. (2021). Designing Leef Application (Learning English Easy and Fun) As Learning Media At the Seventh Grade Students of Junior High School. Journal of English Language Teaching and Learning, 2(3), 2723–4126.

Burhaein, E., Phytanza, D. T. P., Sukoco, -, & Ghautama, W. S. (2018). Life Skill Dimension Based on Unified Sports Soccer Program in Physical Education of Intellectual Disability. Yaşam Becerileri Psikoloji Dergisi, 2(4), 199–205. https://doi.org/10.31461/ybpd.453865

Farizi, F., & Herwiana, S. (2022). A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri. Pioneer: Journal of Language and Literature, 14(1), 43. https://doi.org/10.36841/pioneer.v14i1.1382

Gustiani, S. (2019). Research and Development (R&D) Method As a Model Design in Educational Research and Its Alternatives. Holistics Journal, 11(2), 12–22. https://jurnal.polsri.ac.id/index.php/holistic/article/view/1849

Hikmah, D. (2019). Media For Language Teaching and Learning in Digital Era. International Journal of English Education and Linguistics (IJoEEL), 1(2), 36–41. https://doi.org/10.33650/ijoeel.v1i2.963

Hussain, S. (2019). The importance of speaking skills in English classrooms. Alford Council of International English & Literature Journal, 2(2), 6–18. www.acielj.com

Novita, E. (2017). The Different Self Acceptance Mother with. Jurnal Diversita, 3(1), 67–74. http://ojs.uma.ac.id/index.php/diversita

Nurbintang. (2021). Developing Pictorial Vocabulary Dictionary for Tenth Grade Students of Technical of Light Vehicle Major Smkn 7 Palopo English Language Education Research Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo for Tenth Grade Stude. http://repository.iainpalopo.ac.id/id/eprint/3385/1/Skripsi Nurbintang fix burning.pdf

Nurul, A., & Mutiara, F. N. (2021). Tiktok : Supplementary Instructional Media in Speaking Skill During Pandemic Covid - 19. In Jurnal Bahasa Satra. (Vol. 8,Issue2,pp.26–31). https://jurnal.lppmstkipponorogo.ac.id/index.php/JBS/article/view/95/156

Parviz, N. (2022). Uzbek Scholar Journal. 1995, 73–78.

Rahmawati, Y., & Ertin, E. (2014). Developing Assessment for Speaking. IJEE (Indonesian Journal of English Education), 1(2), 199–210. https://doi.org/10.15408/ijee.v1i2.1345

Safitri, V. A., Sari, L., & Gamayuni, R. R. (2019). Research and Development, Environmental Investments, to Eco-Efficiency, and Firm Value. The Indonesian Journal of Accounting Research, 22(03), 377–396. https://doi.org/10.33312/ijar.446

Students, T., In, A., Words, W., Third, A. T., Of, G., & Merangin, S. (2020). Selecting : English Education Program Journal e-ISSN : 2657-0246. 39–48.

Vrontis, D., & Christofi, M. (2021). R&D internationalization and innovation: A systematic review, integrative framework and future research directions. In Journal of Business Research (Vol. 128, pp. 812–823). https://doi.org/10.1016/j.jbusres.2019.03.031