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THE USE OF EDUCATIONAL GAMES TO ENHANCE THE ENGLISH SKILL OF CHILDREN WITH SPECIAL NEEDS

by
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Abstract:

English language education is vital for everyone including for children with disabilities. Thus, children with special needs also have the right to learn like normal children, and because children with special needs will prefer games to games, the authors choose to use new teaching media in the form of educational games. The educational games used in this research are the Bingo alphabet, Charades, and Braille. Where all three are related to supporting students' abilities in learning English. This study aims to: Describe and analyze educational games and how they affect students. The author uses a case study method to describe and analyze three educational games at a private school in Tanjungpandan. The findings of this study are: (1) Students can improve their English skills through educational games that have several values that are by student learning which make the game more suitable to be used as a medium for learning English in the classroom for students. With special needs; (2) There are some visible results through the game. First, learning styles suit students so that they feel interested in learning. Second, motivation and background affect each student's learning progress, especially in English.

Keywords: *Educational game; learning styles; English; the child with special needed*

INTRODUCTION

Learning English is the right of every student in general, regardless of whether the student is typical or a student with special needs. English is also one of the subjects that must be given to students, both in regular schools and special schools (Renandya, Hamied, & Joko, 2018). The government provides Indonesian citizens the same rights in obtaining an education. As stated in Law Number 20 of 2003 concerning the Education System, especially in Chapter IV Article 5, several things regarding these rights are noted, including the fifth point, namely: Every citizen has the right to have the opportunity to improve lifelong education. Indonesian children without exception (under any circumstances) have the right to obtain a quality education

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(Presiden RI, 2003). Thus, education no longer belongs to a particular community or group.

Moreover, even children categorized as children with disabilities are now getting education guarantees from the government. (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001) suggests that English is an international language so that it becomes the most widely spoken language globally. The 2013 education curriculum, better known as K13 for primary schools, is listed in the competency standards and essential competencies of English lessons for primary schools.

Competency standards and essential competencies of English in grade I there are two aspects; understanding the conversation and expressing the meaning of transactional conversation (to get things done) and interpersonal (socialize). Students must master some English vocabulary (Guritno, 2017). Each learning unit vocabulary can be defined as a collection of all the words the person understands to construct a new sentence. Vocabulary is a collection of lexemes that includes single words, compound words, and idioms. It is in line with Vocabulary is very important because it allows us to communicate where it means that mastering vocabulary can determine success in learning English. When students have a lot of Vocabulary, it will be easy to learn English (Perrotta, Featherstone, Aston, & Houghton, 2013). Teaching English for young learners must use vocabulary teaching in which words are in relevant situations to build relationships (Demircioğlu, 2010)among them. It can be concluded that Vocabulary must be studied and understood so that the acquired vocabularies can be used correctly and adequately in writing, reading and pronunciation. Because the more English Vocabulary the students master, the easier it will be and improve the English that students learn and understand.

Educators state that people with special needs or people with impairment (impairment) tend to be seen by society as "objects" of protection, treatment, and assistance than as the subject of rights holders (Educators, 2008). Such a view results in the disabled being separated from the general public and provided with their places and facilities. It is done on the assumption that they cannot face life's challenges in society. Just like average students, students with special needs also have the right to have the ability to speak English. Among them are students who are blind or called blind. (Hallahan, Pullen, Kauffman, & Badar, 2020)Students with visual impairments present legal blindness. They have a visual acuity of 20/200 or less in the eye that is better even with correction (e.g., glasses) or have a narrow field of vision that its diameter

tends to beat angle distance is not greater than 20 degrees (Hallahan et al., 2020)

However, blind people only have any visual impairment, not for the intelligence of the blind child who is not disturbed. Blindness is undoubtedly the same as any other average child, and it is just that they experience differences in information reception and perception. In their learning activities, blind children experience barriers according to their level of blindness. So that for learners to receive lessons more efficiently, it is necessary to modify the learning media to improve their ability to obtain an address, especially English, that is foreign to them. To enhance their capacity in receiving a study, especially English, several learning media can be used, such as; the Bingo alphabet, Charades, and Braille, all three of which are related to supporting students' ability to learn English (Robert Zheng and Michael Gardner, 2018). Educational toys are games created to educate or have incidental educational value.

Educational games are all forms of games created; to provide an educational experience or learning experience to the players of the game or educational content. A game is a type of play where participants follow defined rules (Perrotta et al., 2013). Game is an enjoyable activity. It is an educational method or media that is educative and useful to improve thinking skills (Winaryati, 2018). Get along with friends, and as a means of exercise, namely moving the body that contains education, children's thinking power is stimulated to evoke emotions, social, and physical development. Each child has different abilities and playing skills depending on the child's development from the game. It will also usually cause big fantasies by children, which will increase the child's interest in the game. Educational games are essential for children because; (1) educational games can stimulate imagination in children, (2) can develop socialization in children, (3) can improve the way of thinking in children. Educational games excel in several aspects when compared to conventional learning methods. One significant advantage is the existence of animations that can improve memory so that children can store subject matter for a longer time compared to conventional teaching methods (Inbar & Stoll, 1970)

Educational games are designed for learning but can still offer play and fun. Educational games combine educational content, learning principles, and computer games (Prensky, 2011) (Prensky, 2012). So, it can be concluded that educational games are entertaining and contain knowledge conveyed to their users. They can be used as an educational medium that can be used as a learning medium.

Bingo

Bingo is a kind of community game where numbers are randomly assigned, and players mark the numbers on the coupons provided to form specific patterns either vertically, horizontally, or diagonally. The word bingo comes from the habit of winners using the word "Bingo" to indicate they have formed a pattern. A bingo-style game is a game that helps students remind students of terms or subject matter that students have learned during the subject (Silberman, 2017). This game encourages students to learn actively in mastering and to understand the learning material. Bingo-style games are to motivate students to work hard in solving problems. This game is a group game so that all students compete and compete in answering questions about learning materials.

Guess the Word (Charades)

There are many strategies in teaching Vocabulary for children with special needs, one of which is called Charades. It is assumed that it can help teachers guide and students learn English. Charades is one of the techniques used in teaching Vocabulary; it is also one of the most famous guessing games. It is an entertaining game for all ages, such as people of all ages and group sizes. The guessing game aims to guess the word played by the other person. The payer is not allowed to speak while acting out the word. Usually, the word is left to the player who acts first. It is assumed that it can help teachers teach and students learn English. It is one of the techniques that can be used in teaching Vocabulary for guessing games to use actions to describe a word that students of all ages and levels can play. The s students divide into teams or groups, each team delegates one player in front of the class to act out some words. The o her students sit and try to guess the word. Besides s, Teare in Dania stated that charades are a technique miming the individual parts of a comment (Rahmah & Astutik, 2020)

Braille

Braille was invented by a French soldier named Charles Barbier. Braile is a type of touch writing system used by the blind. This system was created by a Frenchman named Louis Braille, who was blind due to blindness as a child. Brail e is a series of raised dots that the visually impaired can read with finger movement. Brail e is not a language but a code that allows languages such as Indonesian, English, German, and others can be read and written.

Brail e allows the blind and visually impaired to learn spelling, grammar, and punctuation and understand how text is formatted on pages. Based on the Indonesian dictionary (Akbar & Muhammad, 2014), printed letters (Braille) are symbols of the sounds of language sounds in writing which are commonly used in printing (the letters are not continuous). Brail e is a type of touch writing system used by blind people. This system was created by a man from France named Louis Braille, who was blind due to blindness as a child. Even though tactile sensitivity is not automatic for blind people, training and learning are necessary for the person concerned. Brail e ability is one of the basic skills as a teacher requirement special education includes the correct identification of Braille characters (Putnam & Tiger, 2015).

Upon all, the author uses three educational games in each class to improve students' abilities in each class. The researchers formulated the research questions;

1. Can students with special needs improve their English skills through educational games?
2. What are some visible learning styles resulted from the game?
3. What motivation and background affect each student's learning English progress?

METHOD

Design

The research used is descriptive qualitative research under the case study procedure. This research focuses intensively on one particular object studied as a case. A case study is a model that focuses on exploring a limited system in a specific issue or, in some cases, in detail by extracting the data in depth. Various context-rich sources of information are carried out for data mining (Mahboob, 2008). The method used is a case study to explore in-depth programs, events, processes, activities regarding the effectiveness of educational games in teaching English to children with special needs at a Private School.

Participant

The object of this research is students at a private school in Tanjungpandan Belitung. They are at different grade levels and have different boundaries, and the four of them are students with disabilities, visually impaired. Participants in this study were homeroom teachers

and students of a private school in Tanjungpandan Belitung who could source research information.

Instrument

Two instruments were employed to obtain the data; observation and interview. The observation was used to gain activities while the teaching process was running. At the same time, the interview was to ask the opinion, feeling, or clarification of unclear things during the observation. In this regard, a structured interview was used

Data Collecting Technique

The data were gathered from observation and interviews. The observation was used to obtain data about students' abilities and reactions in learning English through educational games implemented and recorded through video recordings as evidence and reference material in research. Inter views were used for collecting the homeroom teacher's perspective on the effect of educational games on the students.

Another data collection technique used by the researcher was an interview. Interviews aim to reach opinions, feelings, emotions, and other things related to the individual in the interview. The t technique of conducting interviews is structured interviews; what is meant by structured interviews are interviews conducted by first compiling an interview guide instrument. The researcher uses a double interview type where the researcher asks the informant about things that have been prepared in advance.

Data Analysis Technique

In this study, triangulation is used, which is defined as a data collection technique by combining several different data sources" (Moleong, 2006, p. 330). The purpose of triangulation is to increase one's understanding of what has been investigated. In this study, researchers used triangulation of data collection techniques. Researchers use several different methods in verifying data to obtain data from the same subject or source. The researchers interviewed teachers about educational games such as learning media in this study. Then we observed

English lessons and documented or took pictures. Here, researchers get information from various ways, namely interviews, observations, and documentation. It emphasizes using different techniques to obtain data from the same informant.

Observation is preceded by observation and then recording systematically, logically, objectively, and rationally. Observation is a systematic description of events, behaviors, and artifacts (Mirhosseini, 2020). The observation led researchers to understand the state of a phenomenon as a reference in the research process, thus helping researchers to know the situation and systematics in the field. The purpose of observation is to describe, generate theories and hypotheses, or test theories and hypotheses. This observation indicates that educational games increase the motivation of students with special needs to want to learn English more and raise their curiosity because, of course, they like the educational games provided.

This research also uses structured interviews that were involved based on Esterberg. Structured interviews allow the interviewer to ask the same questions in the same way. A tightly structured question schedule is used, very similar to a questionnaire. The questions contained in the questionnaire will be planned with the help of a pilot study to refine the questions (Lacey & Luff, 2001). Structured interviews collect data when the researcher or data collector already knows about obtaining the information.

Therefore, data collectors have prepared research instruments in written questions that have prepared alternative answers in conducting interviews. Each respondent is asked the same question with this structured interview, and the data collector takes notes. The results of interviews conducted with classroom teachers show that educational games are very influential for students. Students become more active and excited even they want to try it first. The complete in-text citation and list of references employ a model Offline automatic system using Mendeley Desktop (Turmudi, 2020).

RESULT AND DISCUSSION

Result

The result of Bingo games held twice on the same day with two different participants; the researcher will name the letters randomly. The s students must guess each letter that has been mentioned and cross out the letters in question on the worksheet, where students spend 15 minutes. In the final result of the first game stage, ARZ managed to get 3 points, and AD got 4 points. For G ess, the Word (Charades) that played twice in 15 minutes was spent introducing the material and training students through the song "Head, Sholders, Knee and Toes" to make it easier to remember through lyrics and movements. Inga e Guess the Word (Charades), ARZ, AD, YS, and HR students belong to children with learning styles that involve movement. It can be seen through the reactions during the game, such as imitating gestures and coordinating their limbs to some vocabulary. The movement of holding the head to show the word "Head" and the movement of directing the hands and holding to the knees to show the word "Knee" in the word guessing game (charades) were among the examples. In doing the braille game, the researcher filled in the braille board to make letters to make a word. In the s game, the researcher makes the letters Apple, which means it is not too far from the Indonesian language, namely Apple. YS student can guess the word after he feels letter by letter on the braille board. The homeroom teacher's statement supports the statement that this educational game media effectively supports the learning process and students' willingness to learn through interviews.

Discussion

In this research, educational game learning media such as; Bingo, Charades, and Braille have a significant influence in supporting students with special needs to learn English because of their curiosity. In the Bingo game, the effects that appear and are shown by students are good. It also shows an increase in students' willingness to learn from the bingo game; students also want to pay attention to the instructions to guess the word intended by the researcher. Not only that, but there is also an improvement in the way students pay attention to explanations and instructions through bingo games, such as making the class more conducive and making students more concentrated while playing.

Likewise, in the Guess Word game (Charades), this game helps students understand the material through a process carried out repeatedly; the goal is for students to quickly understand and remember the Vocabulary taught by researchers and teachers. At the s stage, students can improve their ability to analyze and capture the movements they make and guess them. The

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Guess the Word game (Charades) is that students show an attitude that is ready to receive stimulation well, able to receive exposure to teaching materials by researchers. Then, the tense attitude towards friends is also one of the impacts formed through the effectiveness of this guessing game because students help each other in reminding each Vocabulary through gestures.

Students can show the effect of using Braille that appears on aspects of material acceptance through good attention. It shows the willingness of students to learn that emerges from the bingo game. It can also be seen through a relatively conducive class situation, and students can also pay more attention to the material presented. Student t Reaction and Teacher's Opinion Homeroom teacher supports the effective use of educational games. The t teacher said, "So one of the factors that support the students' willingness from some of the games that have been given is the activity of each game that requires students to move to express themselves because the average student in this private school will indeed be faster. Remember and understand the material taught with movement and sound.

CONCLUSION AND SUGGESTION

Conclusion

Educational games are designed for learning but can still offer play and fun. Educational games combine educational content, learning principles, and computer games. We concluded that Educational games such as the Bingo alphabet, Charades, and Braille are practical learning media to help children learn. The educational game media coupled with an explanation from the teacher can increase children's knowledge. There are various kinds of games, making this educational game more enjoyable to use by students with disabilities. Based on the results of tests carried out directly on children, educational games can be accepted according to user needs.

Suggestion

After evaluating the research and some input from the respondents, it is hoped that this educational game media can be developed further to become even more perfect.

BIO-PROFILE

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