

THE USE OF FLASHCARDS IN IMPROVING VOCABULARY MASTERY OF STUDENTS WITH DISABILITY

NUGROHO HABIBI

Universitas Brawijaya

nugroho.habibi@gmail.com

Abstract

This research comes from the weakness of vocabulary mastery of students with disability. This researcher used Classroom Action Research (CAR) in integrated classroom to improve vocabulary of the students with disability at the second grade of SMP Diponegoro, Junrejo, Batu in the academic year 2017/2018 by using flashcards. In this research, the researcher becomes a teacher while the English teacher becomes a volunteer or therapist to help, control and manage the class. The result of the study showed that before the implementation of flashcards, all students with disability' score were under 75, with the lowest score was 50 and the highest score was 70. From six students with disability, no one passed Standard Minimum Criteria (KKM). Therefore, in the cycle 1, all students with disability passed Standard Minimum Criteria (KKM). The lowest score was 80 and the highest score was 100.

Keywords: *vocabulary; flashcards; students with disability.*

Abstrak

Penelitian ini berasal dari kelemahan kosakata siswa difabel. Peneliti ini menggunakan Penelitian Tindakan Kelas (PTK) dikelas integrasi untuk meningkatkan kosakata siswa berkebutuhan khusus dikelas dua SMP Diponegoro, Junrejo, Batu tahun ajaran 2017/ 2018 dengan menggunakan flashcards. Dalam penelitian ini, peneliti berperan menjadi guru, sementara guru bahasa Inggris menjadi relawan atau terapi untuk membantu, mengontrol dan mengatur kelas. Hasil dari penelitian ini menunjukkan bahwa sebelum implementasi flashcrads, nilai seluruh siswa berkebutuhan kasus di bawah 75, dengan nilai terendah adalah 50 dan nilai tertinggi adalah 70. Dari enam siswa berkebutuhan khusus, tidak ada siswa yang melewati Kriteria ketuntasan minimal (KKM). Oleh karena itu, pada siklus 1, semua siswa berkebutuhan khusus melewati kriteria ketuntasan minimal (KKM). Dengan nilai terendah 80 dan nilai tertinggi adalah 100.

Kata kunci: *kosakata; flashcards; siswa difabel.*

A. Introduction

As everyone has the same right to get good education. The students with disability have right to study and get the lesson as what non-disabled students get from their school. The students with disability need to get special or inclusive education that is appropriate with their condition. Education unites are obligated to ensure access to educational service for students who need special education and special services (Presiden Republik Indonesia, 2010, article 52)

Children with disability are suggested to learn and study in special education. According to UNESCO (2011), the purpose of Special Education Needs defined as “Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program”. In Indonesia, children with disability are suggested to learn and study in special school namely *Sekolah Luar Biasa (SLB)*. In this school children with disability are

The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

able to access and enjoy study with diverse disability. However, the regular school that applies inclusive education system should facilitate the need of all student event the students with disability.

According to Idol in Dixon (2005) there are three types of classroom system that appropriate to students with disability: a.) Segregated classroom is classroom that filled with students who have a particular or any number of disabilities in a class, this classroom refers to special education, b.) Integrated classrooms is classroom that used for children with disability in one class. The classroom might be an umbrella between segregated and inclusive classroom. It means that, the students in this classroom can spent some time with disabled students and part of the day spent with non-disabled students. This classroom refers to regular education that applies inclusive education system, c.) Inclusive classroom is classroom that containing all students regardless of disability or non-disability in one class, this classroom usually used in general education system.

In Batu, the schools that apply inclusive education system will increase based on the needed. According to *Dinas Pendidikan dan Olahraga (Disdikpora)* Batu (2016), there are 19 schools that applied inclusive education system. There are 18 elementary schools and one junior high school. One of those schools is SMP Diponegoro Junrejo which is located on Jl. Raya Junrejo 3, Batu East Java. Every year, this school accepts the students with disability. The data of disabled student in SMP Diponegoro Junrejo Batu academic year 2017/2018, there are 22 students with disability and they consist of 13 males and 9 females. However, school that applies inclusive classroom is not always success to fulfill the students with disability's need. Based on the previous grade in second grade academic year 2015/2016, the inclusive classroom was changed to integrated classroom because students with disability cannot keep up with the lesson.

In the preliminary research during teaching learning at B class, second grade of SMP Diponegoro Junrejo Batu, the researcher found that, there are six students with disability in integrated classroom which consists of an autistic disorder student, two deaf students, and three mild intellectual

INKLUSI:
Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017

disability students in one class. This condition based on the disability of those students that cannot be mixed with non-disabled. Based on interview of the English teacher, the student with disability' difficulties come on English from the weakness of student with disability' vocabulary, also the student with disability had difficulty in differentiating the form of word, such as part of speech: adjective and adverb. Moreover, the students with disability tend to be bored and having low participation in English class. Compare these findings to the research by Aryanti (2014).

Those problems have to be solved, because vocabulary is a basic communication to say something also to make connections to other words to become a sentence. Snow, Griffin, & Burns, (2005) state that, students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence.

One of teaching strategies to improve student's vocabulary in integrated classroom is an activity that involved the student in active situation. Alexakos, (2001) states that student's knowledge and understanding is reinforced in special classrooms when the teacher involves students in active learning. Therefore, teacher needs to use the media in order to make the situation to be active. The teacher has to improve students with disability' vocabulary in active learning by a suitable media such as flashcards.

Flashcards may facilitate the students with disability to improve their vocabulary. Cross (1991) notes that, flashcard is a simple picture on a piece of card or paper, which is probably the most widely visual aids in language teaching. It is used as a personal dictionary for students with disability that can improve their vocabulary. Flashcards also can be the instrument to play a game. This learning strategy is expected to make the students with disability in integrated classroom more active, enjoy and motivated in learning English process.

There are two researches, related to this study. The first is a research done by Muttahidah (2011) entitled Improving Students' Vocabulary

The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

through Vocabulary Card (A Classroom Action Research in the First Year of MTs. Nurul Falah, Ciputat), the students' score increased, from 16.6 % in the preliminary study to 86.6% in the second cycle. The second was done by Nugroho (2012) entitled Improving Students' Vocabulary Mastery Using Flashcards (A Classroom Action Research at The fourth grade of SD Negeri II Watuagung, Baturetno, Wonogiri in The Academic Year 2011/2012), The students' score in the pre-test is 45.70. The students' score in post-test 2 is 80.13. It can be concluded that teaching English vocabulary by using flashcards as media does improve the students' vocabulary mastery.

Based on the previous researches, the use of flashcards in improving students' vocabulary was success in increasing the students' score in regular class. Therefor the researcher tries to implement flashcards in integrated classroom. It also might able to be a good media in increasing students with disability.

B. Method

The design of this research was Classroom Action Research (CAR) since this research focused on providing solution towards teaching and learning process. Mettetal (2001) stated that classroom action research was a method to find out which treatment worked best in classroom to improve teaching and learning activities. This action research was designed to know the use of flashcards in improving vocabulary to students with disability in SMP (VIII B) Diponegoro Junrejo, Batu in 2017/2018 academic year.

The research procedure was an important thing to conduct the action research by which activity of the investigation can be done systematically. The simple action research model that was developed by Kemmis and Mc Taggart (2007) explained four phases, namely planning, implementing, observing, and reflecting.

1. Preliminary Study

The preliminary study was done before the implementation of flashcards method to observe, interview, and test the students with disability. From the observation results, it was found that the students with

INKLUSI:

*Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017*

disability had some difficulties to learn English because they lacked of the vocabulary. It was supported by the teacher' admission during the interview results of their problem in learning English. All students with disability have not fulfilled the standard minimum adequacy criteria of their midterm test scores. This preliminary result was also used to know the teacher's technique in teaching English, especially in teaching vocabulary in integrated classroom, and the students with disability' achievement before the implementation of flashcards.

Based on the observation, the researcher found several problems during teaching and learning process. The students with disability felt that they got bored with the method used by the teacher because the way to teach that simple conventional technique. The students had no enthusiasm in learning activity because they were not interested in studying English. Among six students, two of them were difficult to read and could not read at all. During the exercises, five students got difficulty to do the exercises because they found difficulties to memorize the vocabulary, which affected the students with disability' ability in learning English. For additional, in this integrated classroom the English teacher uses bilingual languages to teach students with disability in this integrated classroom.

This was supported by the result of vocabulary test in preliminary research. It showed that all students with disability could not reach KKM. They could not reach KKM after they got scores from the additional assignment and the daily test and mid semester scores. The researcher observed the teacher's way to teach that it was found he used a simple conventional technique. Also, the students with disability should have controller of the class such as volunteer or therapist to keep them focus on their learning English process.

From the preliminary study, it could be concluded that students with disability should have a volunteer or therapist to keep them focus on their learning English process. Students with disability had low vocabulary mastery. It can be seen from their score. They got difficulties in memorizing the meaning words and they were bored with monotonous teaching and learning atmosphere.

The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

The students with disability' problems as mentioned above have problems during English teaching and learning process. The indicators were having no interest in learning English, having limitation number of vocabulary, having difficulty in memorizing the meaning of words, and getting low score in English test.

In order to overcome several problems that was mentioned above, the researcher tried to implement flashcards to improve the students with disability' vocabulary and motivate them to be active and enjoy the teaching and learning English process, also place the volunteer or therapist to help the teacher in controlling and conditioning the students with disability in that class.

2. Planning

The researcher prepared the plane by making lesson plan to determine learning and teaching activity in integrated class. Lesson plan was designed by researcher and the English teacher, because it has mixed with Elementary school's syllabus as the guideline in implementing action. In making lesson plan, the researcher designed it by using KTSP as standards. Planning was the first step in this research that was done after identifying students' problem. In this stage, the researcher made some preparations for the action by helping the teacher. The researcher designed the lesson plan which consists of standard competence, basic competence, indicators, purpose of the study, instructional media and materials, teaching and learning activity, assessment and also remedial

3. Implementing the Planning

Acting was an implementation of the planning. In this action phase, the researcher delivered the flashcards to teach the integrated classroom at VIII B of SMP Diponegoro, Junrejo, Batu. The cycle had four meetings and one additional meeting for post-test. In the first meeting, the researcher taught descriptive text to the students with disability. First, the subject matter was presented in class by the researcher. The method was showing and explaining the material by using the picture card to the students with disability than the students with disability make at least one

INKLUSI:

*Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017*

sentence to the picture. The second meeting was team work in which each pair consist of two students with same disabilities and one group with different disabilities. After the teacher explain the material, each pair discussed about the worksheet, compared answer with other pairs and gave mutual help between students, if there was a problem. The pairs which got the highest score from the English teacher got a reward form the volunteer. The third meeting was giving the Flashcards to each pair with arrangement vocabulary from the teacher. After each pair could answer correctly, the flashcards were given to other pairs then every pair presents the pair's flashcards before. The fourth meeting was the same giving flashcards, for additional, giving the vocabulary-cards. The post test was done after implementing flashcards to know the students' improvement after the implementation of flashcards by using picture card. The test was distributed to the students and they had to finish the test individually.

4. Observing

The researcher conducted observation to find problems, advantages, disadvantages, and the conclusions from implementing flashcards to improve students with disability' vocabulary in descriptive text. The researcher wrote important thing in the observation sheets and field note to see all of the events before, during, until the implementation of flashcards method whether it could improve students' vocabulary in descriptive text. The observation was conducted during the implementation of flashcards method in the integrated classroom.

5. Reflecting

Reflection focused on the analysis of the teaching and learning process. The analysis was based on the obtained data from instruments used in the research to analyze the data whether the implantation of flashcards that used by the researcher could solve the integrated classroom or not. The students with disability' vocabulary score was the aspect discussed to determine the strategy was successful or not. Then, the researcher analyzed the data and compared the result score with the criteria of success.

6. Data Analysis

The data analysis used in this research was the observation of students with disability' activities during teaching and learning process and also the interview before and after Classroom Action Research (CAR). In this case, the researcher collected the entire data which have been gained. In analyzing the numerical data, the researcher tried to get the average the students with disability' vocabulary score per section with in one cycle. It used to know how well students with disability' score as a whole on vocabulary skill.

The researcher evaluated and compared the students score with the criteria of success. If the post-test reached the target, the cycle was complete. Yet, if the target was not reached, the action must be improved and re-implemented in the next cycle.

C. Finding and Discussing

The research finding is completed to support the data. The goal of this study is finding the real fact that has happened during the research. There was one cycle in this research. This cycle, the researcher used flashcards as strategy to improve students with disability' vocabulary mastery.

In this research, the researcher has a role as a teacher to teach this integrated classroom. In delivering the material, the researcher used code switching between Bahasa Indonesia and English. It was used also in making flashcards that was Indonesian to help the students with disability in understanding the material. The English teacher has a role as a volunteer and observer who filled the field note about the classroom activities. It is based on the consideration that the English teacher knows well the characteristics of every student in this integrated classroom. Thus, the teacher's role not only becomes the observer but also the volunteer to help the researcher in controlling the students. There are six students in this class. The students are an autistic disorder student, two deaf students, and three mild intellectual disability students.

The implementation of the research was conducted based on the lesson plan that had been made by the researcher and English teacher. The action

carried out in five meetings and in the last meeting was giving a test. All students with disability always attended the class, since the observation started until the implementation finished. As, additional, the English teacher has a role volunteer or therapist to help the researcher teaches the class, she helps the researcher only in controlling and conditioning the class. In the following, the detail explanations of the activity are presented in every meeting. In each paragraph presented pre-activity, main-activity and post-activity as KTSP standard.

1. First meeting

The first meeting was conducted on April 5th 2017. Based on the lesson plan, the time allocation for the researcher to teach was for about 80 minutes. The teaching learning process was described as bellow.

Pre-activity

For warming up stage, the researcher opened the class by greeting, praying and asking their condition, like “how are you?” and then checked the students with disability’ attendance. Then the researcher gave some leading questions to the students with disability related to the topic that would be explained.

Main-activity

The researcher reviewed the material about *simple present* and form of verb which focused on noun and verb that given by English teacher previous. After that, the researcher asked the students about “my hobby”. This material is delivered because the suggestion from the English teacher to gain the students interest and motivation in learning English with new teacher (researcher). The researcher introduced vocabulary about “my hobby” such as what is your hobby, what do you like and what do you do in your spare time. After the researcher explained about vocabulary used to express their hobby, the researcher gave the chance to the students with disability to come forward and express their hobby. For the deaf students, the researcher asked to write down her hobby on the white board. To make the students with disability relax during the teaching and learning process, the researcher sometimes made a joke. The last activities were evaluation which was done by giving questions based on the material (my

hobby) and the students had to mention the important point that they had learn such as playing football, singing and dancing. In their hobby, the researcher asked them “do you have a football player, singer or dancer idol?” to correlate with the next meeting.

Post-activity

Before ending the activity, the researcher concluded the material that has been done before. Then the researcher closed the class by saying good-bye.

2. Second Meeting

The second meeting was conducted on April 12th 2017. Based on the time allocation of the lesson plan, it was carried out for about 80 minutes. The researcher asked about previous material that given in the previous meeting.

Pre-activity

Similar with the previous meeting, the researcher opened the class by greeting and checking the students' attendance. Then the researcher gave some questions orally related to the topic such as “Who have a pat in your home?” that would be related with descriptive text about my pet and “who is in preliminary meeting like singing or dancing?” that would be related about my idol material would be discussed to stimulate the students with disability by showing picture (cat and artist). The purpose of leading questions was to produce the word, ideas, etc. related the topic was about descriptive text by showing picture.

Main-activity

The researcher gave material by showing picture about descriptive text. The text was about my idol which was given in drilling activities in the previous meeting. In the previous meeting one of the students said “my idol is Alehando” so the researcher showed picture of Alehando. The researcher asked to all student “*siapakah ini?*” After that, the researcher asked question related to their personality “is he handsome”, is he artist, is he singer?” than “*apa artinya mata, telinaga, hidung dst?*”. After that, the researcher divided the students with disability into 3 pairs. One pair consists of one mild intellectual disability with autistic disorder, another

INKLUSI:

*Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017*

pair consists of two deaf students and the last pair consists of two mild intellectual disabilities. After that, the researcher gave worksheets to each group to choose the correct word to answer the blank and also make 5 sentences from mini vocabulary that provides in the worksheet. The researcher also guided them to make sure that each student with disability understood about the material. Meanwhile, the English teacher had a role as volunteer to help the researcher to control especially the autistic disorder group's that usually disturbs other students with disability in the learning and teaching English activities. After finishing their discussion about my idol, the researcher took one result from mentally retarded pair's answer while the other pairs match and correct their answer then guided them to discuss the result together.

Post-activity

Before ending the activity, the researcher concluded the material that has been done before. Then the researcher closed the class by saying good-bye.

3. Third Meeting

The third meeting was conducted on April 19th 2017. Based on the time allocation of the lesson plan it carried out for about 80 minutes. The students continued the activity about descriptive text. The researcher gave a model in flashcards, while the English teacher became the volunteer in that class. After that, the researcher divided the students with disability in in the same with previous groups. After the researcher applied flashcards to the students with disability. And continue to the home work.

Pre-activity

As usual, the researcher opened the class by greeting and checking the attendance of the students.

Main-activity

The researcher gave a model in flashcards. In this model, the researcher gave 3 flashcards and six words in a paper. After that, the researcher asked the delegation from each pair to come forward and the researcher showed the flashcards and the word to one of the delegation. Then, the researcher instructed to choose which the correct words that match with the

The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

flashcards. The researcher divided the students in three pairs like previous meeting. Then, the researcher gave four the flashcards and 12 words to each pair. The researcher reminded that from 12 words only 4 words that correct and match with the flashcards. The researcher also guided them like the previous model. After the game finished, the one pair exchanged their flashcards to other pair. Then, each pair presented the result in front of the class. After that, the researcher gave home work to make 5 sentences from the vocabulary. In this meeting, the researcher has a role as a teacher. Thus, the English teacher's role becomes the volunteer and the observer.

Post-activity

Before ending the activity, the researcher concluded the material that has been done before. Then the researcher closed the class by saying good-bye.

4. Fourth Meeting

The fourth meeting was conducted on April 26th 2017. Based on the time allocation of the lesson plan it was carried out for about 80 minutes. The students continued the activity about descriptive text. In this activity, the researcher used different flashcards and also gave vocabulary-cards to each pair to add their vocabulary. Similar with the previous meeting, the researcher became the teacher and English teacher became volunteer and observer in that class.

Pre-activity

As usual, the researcher opened the class by greeting and checking the students' attendance. The researcher divided the students in pairs to correct each other's work.

Main-activity

The students collected their home-work. Then the researcher corrected their home-work. After that, the researcher applied flashcards as the previous meeting. For additional vocabulary, the researcher gave vocabulary-cards to the students. The vocabulary-cards consisted of verb simple picture and noun simple picture. It could help the students to find new vocabulary based on picture because vocabulary-cards had the

*INKLUSI:
Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017*

definition what words that appropriate with the picture like oxford dictionary. After all, the researcher asked to the students to present vocabulary that they found from vocabulary-cards.

Post-activity

The researcher informed the students that the next meeting was a test of descriptive text individually and they were allowed to bring dictionary.

5. Last Meeting for Post-Test

The researcher chose the material consistently about descriptive text and it was about my family and my pet. The researcher asked for helping to English teacher, in order to control the autistic disorder student because the researcher worried about his disturbance toward other students with disability. The researcher gave the students the test. Then the researcher told the students with disability to fulfill the post-test. The test conducted in the form of vocabulary test that was descriptive text that consists of 20 questions which divides in two descriptive texts. While the students were doing the test, the researcher walked around the class and checked their work.

In this research, the researcher explained the material twice by using English and Indonesia to make the instruction clear. Also, the researcher asked for the English teacher to help in controlling and conditioning the class.

6. Discussing

In this integrated classroom, the researcher divided the student in 3 pairs based on the ability grouping. Hornby and Witte (2014) state that, grouping based on the ability has good effect in fulfilling the student's education, improving student's achievement, helping the teacher to facilitate the student maximally. The grouping mode helped the researcher to gain the best result in improving the ability of the student with disability. There were 6 students in this integrated classroom, and they were divided into three pairs. The first pair was two mild intellectual disabilities. Both of them had good ability, so that they can be model in this class. The second pair was two deaf students who could communicate each other

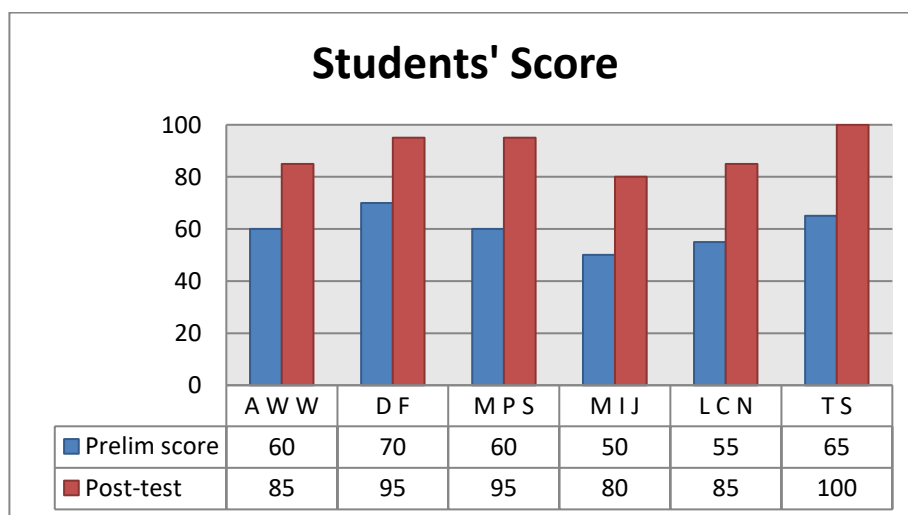
The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

accidentally, they have different abilities but they showed good result. Both students could understand the material when they collaborate in a pair. The last pair was autistic disorder and mild intellectual disability student. This pair was the difficult one because the autistic disorder student was difficult to be controlled, as a result the mild intellectual disability student could help teacher and volunteer to control the autistic disorder student.

In this integrated classroom, the volunteer has important role to help and control the class because when the researcher taught in this integrated classroom, the researcher got difficulties to control the class. According to Suyono (2014, p. 3), volunteer, therapist or interpreter who is responsible under the coordination of teachers to give special treatment for children with special needs, therefore they can follow the lesson well. Thus, the volunteer should be given by the school to help the English teacher in teaching integrated classroom.

*INKLUSI:
Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017*

Figure 1
Graphic of student score



The use of flashcards made the students with disability easier to memorize vocabulary. The implementation of flashcards also could make the students with disability brave to answer the questions. The

improvement of vocabulary mastery could be seen from their score that was indicated in the Figure 1.

In analyzing numeral data, the researcher compared the test result from the preliminary observation and post-test. Before trying out the CAR, the researcher conducted observation in the collaborator's or the English teacher of SMP Diponegoro, Junrejo Batu.

The observation before the implementation flashcards was the students with disability felt that they got bored with the method used by the teacher because the way to teach that simple conventional technique. The students had no enthusiasm in learning activity because they were not interested in studying English. Therefore, their score could not reach KKM.

The result of post test showed that there were 6 students or 100% who passed the KKM. It proved that the target of criteria of success in this study with the standard minimum criteria (KKM) was 75 and minimal 50% students with disability passed the KKM.

The data of observation showed the students with disability' participation from the first meeting up to fifth meeting was 100%. The objective of using flashcards during teaching and learning process at SMP Diponegoro, Junrejo, Batu was improving the students with disability' vocabulary. The use of flashcards in improving students with disability vocabulary gave a lot of benefits and positive effects for teacher and made the students with disability more interested in learning English and also the role of volunteer could help the teacher to control and manage class condition. Finally, the students with disability of SMP Diponegoro, Junrejo, Batu could improve their vocabulary.

Cross (1991) notes that, flashcard is a simple picture on a piece of card or paper, which is probably the most widely visual aids in language teaching. Flashcards are used as personal dictionary in improving vocabulary mastery of students with disability. Based on the implementation, the flashcards is used by the researcher in bilingual languages. Flashcards modified in two vocabularies, the first vocabulary is sown in Bahasa and the second vocabulary is sown in English. It happened

The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability

caused the students with disability could not understand when the vocabulary that used in flashcards using English.

Alexakos, (2001) states that, student's knowledge and understanding is reinforced in classrooms when the teacher involves students in active learning. Therefore, teacher needs to use the media in order to make the situation to be active. The teacher has to improve students with disability' vocabulary in active learning by flashcards.

The researcher conducted the research in SMP Diponegoro, Junrejo, Batu particularly at the second grade. In this study, flashcards could improve not only student non-disability but also students with disability. The implementation of flashcards to the students with disability need to adopt based on the need of students with disability. In this implementation, the researcher delivers flashcards in bilingual languages, in order to the students with disability could understand the explanation, also the researcher asks to the English teacher becomes the volunteer to help the researcher in conditioning and controlling the students in this integrated classroom.

D. Conclusion

The research shows that the use of flashcards in teaching and learning students with disability of second grade in SMP Diponegoro, Junrejo, Batu has successfully improved students with disability' scores in vocabulary test. Therefore, the researcher makes some conclusions. First, using flashcards (in bilingual language) in vocabulary teaching and learning successfully improves students' score in vocabulary test. It can be seen that all students improved their score after the implementation of flashcards and it reached the standard minimum adequacy (KKM). Second, flashcards build students with disability positive response during vocabulary teaching, and also the volunteer has important role to help the English teacher in controlling the class condition. It is proven from field note that is written by the observer. Third, students with disability' improvement are not only from their vocabulary mastery, but also from class atmosphere becomes good and under control. All students with

INKLUSI:
Journal of
Disability Studies,
Vol. 4, No. 2
Jul-Des 2017

disability pay attention and also active in sharing the new vocabulary during the teaching and learning process. The last, the role of volunteer or therapist helps the teacher in controlling and conditioning the students with disability in the class.

INKLUSI:

*Journal of
Disability Studies,
Vol. 4, No. 2,
Jul-Des 2017*

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INKLUSI:

*Journal of
Disability Studies,
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