INSTRUCTIONAL MEDIA IN TEACHING VOCABULARY TO DEAF STUDENTS IN SLB HELEN KELLER YOGYAKARTA

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA

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STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, February 13\textsuperscript{th}, 2014

The writer

Desiderius Arysta Yuan Christanto

081214047

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Desiderius Arysta Yuan Christanto
There is no way human can avoid communication. Human needs it and cannot live without it. However, there are special cases when human cannot communicate and that is when a person has hearing impairments or worse, deaf. These people, the deaf, study in special schools called Sekolah Luar Biasa (SLB). One of SLBs in Yogyakarta is SLB Helen Keller. However, in SLB Helen Keller there are only limited source of English materials and media. This situation attracted the writer’s attention to develop a set of English instructional media in teaching vocabulary for the students.

There is one problem in this study. What do instructional media in teaching vocabulary to deaf students in SLB Helen Keller look like? The writer tried to find the answer of the problem in this study.

In solving the problem, the writer used Educational Research and Development from Borg and Gall (2007) as the method of the study. In relation with the design of the media, the writer used Kemp and Smellie’s (1989) model of instructional media development.

The final product of this study is a set of instructional media derived from the combination of monopoly and flashcard. The topics used in the media are stationery, food, animals, body parts, colors, numbers, fruits, furniture and family. The writer hopes that this media would be useful for the sake of education, especially for deaf learners in SLB Helen Keller Yogyakarta.

Keywords: instructional media, deaf, vocabulary
ABSTRAK

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Desiderius Arysta Yuan Christanto
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the method, the problem and the objective of the study.

1.1. Background

Human cannot avoid communication. In fact, people need it and cannot live without it. Wood (2010) supports it by saying “Even if we choose to be silent, we are communicating.” (p. 27). In relation with communication, Maslow (1954) implies that communication is important by saying humans need to feel a sense of belonging and acceptance among their social groups (p. 102). To be able to get the acceptance, of course one should communicate. Thus in Maslow’s hierarchy of needs, Family becomes the second needs, love and friendship are the third needs, respected by others stands for the fourth needs while self-actualization shows up as the last needs. In order to fulfill those needs, humans need to communicate and it would be impossible for men to be able to get those needs without a good communication.

There are three models of interpersonal communication. Wood (2011) mentions that the first model comes from Laswell in 1948 and was revised by Shannon and Weaver in 1949. Those people depict communication as the one-way process done by a person towards another person. Claude reviews Laswell’s model. Claude states that Laswell’s model is lack of one thing, noise, so Shannon and Weaver add the feature of noise in Laswell’s linear model which acts as the message
sent by the first person. The second model is an interactive model by Schramm in 1955 as cited in Wood (2011, p. 17). In this model, the listener or the receiver of the message would give feedback according to the message. Rothwell in 2004 came up with transactional model as in Wood (2010, p.18). Transactional model is the last model which is emphasizing on the dynamic process of communication and the multi roles of people during the communication. In this model, one is not labeled as a receiver nor a sender, both are active communicators. From those three models, there is one similarity, the message. In every model of communication, the thing which is sent by communicators is message. However, those models are only being able to be applied on normal people. A question arises, how does communication work for the handicapped?

It is clear that handicapped persons have impairment(s) which differ them from normal people. If people should choose between two options, losing hearing sense or sight sense, most people might answer that deaf is better than blind. In some occasions, it might be true since most of beautiful things in the world are visual and humans rely on their sight for mobility. However in terms of social relation or functioning in language-oriented society, the blind would be very much better. They could communicate with others; they are also able to build good communication based on the models explained in the previous paragraph. Hallahan et al (2009) argue that the person who is deaf is at much greater disadvantage than someone who is blind. Blind person has visual impairments which prevent them to see things but the deaf has impairments of hearing which limit them to communicate effectively toward
others (p. 347). Deaf has sign language which helps them to communicate but the problem is do normal people are familiar with sign language? There are only limited people who understand their language. That is why there are some schools which are built in order to help them maintain their life by giving them some skills in communicating normally (normally means like majority of people). Those schools which are directed to handicapped children are called Sekolah Luar Biasa (SLB) in bahasa Indonesia.

According to Petunjuk Pelaksanaan Sistem Pendidikan Nasional Tahun 1993 (http://repository.usu.ac.id/bitstream/123456789/22047/5/Chapter%201.pdf, accessed on January 17th, 2014) SLB is an education institution which aims to help learners who have some physical and/or mental, behavior and social impairments to be able to develop their knowledge, attitude and skill as a person and a social being in order to build a relation with society, culture and the nature and also to be able to develop their skill in career or continuing their study. SLB itself has spread across the region in Indonesia. In DIY, there are 7 Government SLB and 53 Non-Government SLB. One of the SLB which is located in DIY is SLB Helen Keller. SLB Helen Keller is located on at RE Martadinata Street no.88 A, Pakuncen, Wirobrajan, Jogjakarta.

SLB Helen Keller does not only accept deaf students but also low vision students, blind students or students who got both of the impairments. Every student is divided into some classes depending on the needs and the impairments. However, based on the interview with the principals, Helen Keller focuses on the person; it is
different with most schools which focus on class achievements. Helen Keller also works on students’ functional skills but there is no syllabus in this school since the learning process depends on the development of the students. Thus they have a minimum source of English materials and media to use.

Based on all of the explanation above, the researcher decides to develop instructional media for students of SLB Helen Keller. Arsyad (2010) describes media in the process of teaching and learning as graphic, photographic or electronic tools to catch, process and rearrange the information accepted both visual and verbal (p. 3). As explained above, students of SLB Helen Keller are under 12 years old which means they are still in elementary school if they do not have any impairment. Sudono (2010) states that right brain works more dominant for the children in early age and in this time, by playing, children enter an important stage of developing which is understanding symbols (p. 5). It strengthens the fact that media for SLB students are needed to learn English. It is because they rarely get in touch with English and their vocabulary mastery is poor. Thus, the researcher come up with a question, what do the media in teaching vocabulary for deaf students in SLB Helen Keller look like?

This study is aimed to develop a set of instructional media of vocabulary for students of SLB Helen Keller which can be used for teaching learning process. It is expected that the media are able to help the handicapped students to get to know English so that they could understand some simple common vocabulary.

1. 2. Research Method
The researcher conducted this study in order to answer the research problem stated in the previous sub chapter. Thus the researcher chose research and development in order to seek the answer of the problem stated in the previous subchapter. Based on that question, the researcher found that the suitable method to answer the question was Research and Development.

Educational research and development appeared in Borg and Gall’s work (1983) which defined educational research and development is a process used to develop and validate educational products (p. 772). It is slightly different with experimental research which, according to Wallen and Fraenkel (2006), aims to establish cause and effect relationship between variables (p. 261). Educational research and development aims to discover new knowledge or to answer specific questions about practical problems as found in Borg and Gall (1983, p. 772). Thus derived from that definition, the researcher conducted a study based on the first three steps of Borg and Gall’s R&D Cycle namely research and information collecting, planning, and developing preliminary form of product. This R&D model is linked with Kemp and Smellie’s instructional media theory.

The first step of the research and development was research and information collecting. This step consists of review of literature, classroom observation and preparation of report of state of the art. However, it should be clear that the subjects of the study are handicapped students who are deaf. Therefore, instead of using questionnaire as the method of gathering data, the researcher uses classroom observation and interviewed the teachers. The reason behind the decision of the
researcher to use observation is explained by Ary et al (2010) that observation could determine the behavior presented in the class (p.216). Thus by doing observation the researcher is able to understand how learning works in the class for the students. The second method of data collection in this study is interview. Interview appeared in Johnson and Christensen (2012) as interpersonal encounter to collect data from research participant (p.198). The researcher used qualitative interview in this study. Johnson and Christensen (2012) explain that qualitative interview uses open-ended question and it is able to obtain depth information about thought, belief, knowledge, reasoning, motivation and feeling (p.202). From three types of qualitative interview, the researcher decided to use interview guide approach which focuses on the way students learn. The log of interview could be seen in appendix 2.

After all information had been collected, the researcher began the planning stage which became the second step of Borg and Gall’s R&D. This includes defining the skills, stating objectives, and determining course sequence. All the actions taken in this step were linked with Kemp and Smellie’s (1989) instructional design, specifically the preliminary planning. Basically, in this step the researcher decided the subject which became the focus of this paper. Then using Borg and Gall’s R&D, the researcher established the objective which was similar to Kemp and Smellie’s preliminary planning in their instructional design model.

Based on the steps taken previously, the researcher was finally able to do the last step, developing preliminary form of product. The last step of this study was linked to Kemp and Smellie’s way to design the media. From the interview and the
observation, the researcher developed a set of media for the deaf learners in SLB Helen Keller. The link of those two theories from Borg and Gall’s R&D Cycle and Kemp and Smellie’s Instructional Media Theory is presented in the diagram below.

![Diagram of Research Method](image)

Figure 1.1 Research Method
CHAPTER II

DISCUSSION

This chapter covers the review of related literature and the findings of the study. The review of related literature is a sub-chapter in which the researcher discusses the theories used in this study and its relevance in supporting the issue discussed in this study. The second part, the findings of the study, is meant to discuss the interpretation of the findings in this study that would be used in the conclusion of the study.

2.1. Review of Related Literature

The researcher uses three theories supporting this study. Those are Kemp and Smellie’s (1989) instructional media theory and vocabulary learning. Kemp and Smellie’s instructional media theory becomes the fundamental theory in conducting the study. In conducting the study, the researcher follows the steps of Borg and Gall’s R&D. Thus the researcher combined Borg and Gall’s R&D with Kemp and Smellie’s instructional media theory. The deeper explanation of the combination of those two theories could be seen in the research method in chapter one. However, the researcher still needs the theory on vocabulary since the media are developed to learn vocabulary. Therefore, the theory on vocabulary would be implemented in this study integrated with the media. The subjects of the study are deaf students in SLB Helen Keller. Clearly, there are several differences between deaf learners and other students normally in general. That underlines the reason
why the researcher gathered the data through observation and questionnaire. Furthermore, by combining those theories the researcher aims to develop suitable media for deaf students. All elaborations of theories in this study would be given below:

2. 1. 1. Kemp and Smellie’s Instructional Media Theory

There are two main concerns in Kemp and Smellie’s theory which is taken as the supporting theory in the study namely preliminary planning and designing the media. Kemp and Smellie (1989) propose 8 steps in preliminary planning (pp.35-43). Those eight would be elaborated below:

2. 1. 1. 1. Planning and Creativity

The first step according to Kemp and Smellie (1989, pp. 35 - 36) is planning and creativity. Planning and creativity are two different things but those are related. Planning deals with operational things such as "how long this study would take time?" or “what should come first between developing the storyboard and the narration?” Those problems would appear in planning. Therefore, by using Borg and Gall’s R&D cycle, the researcher plans this study. Creativity, however, is in a different league with planning. To be able to develop media, creative thinking processes are needed. Kemp and Smellie list six things which can help revealing the hidden idea of creativity. The first is desire which deals with the researcher motivation upon the problem. The second is preparation which is done by gathering necessary information. The third is manipulation which asks the researcher to play with numbers or ideas to find more than one solutions to the problem. Incubation comes as the fourth which takeovers the subconscious mind.
Then we have Illumination which is similar to enlightenment, sudden revelation. The last is verification which examines the solution to evaluate its suitability.

2. 1. 1. 2. Start with a purpose or an idea

Kemp and Smellie (1989, pp. 36-37) list three purposes of media. Those are to motivate, to inform or to instruct. Each purpose has different specification of the possible media. Media to motivate would deal with some dramatic things to move the heart. Informational media have a possibility in dealing with a dramatic sequence but an entertaining media would be more suitable. For instructional purpose, the media need to be systemic.

2. 1. 1. 3. Consider the Audience (the Learner)

The objectives of the media cannot be separated with the target learners. Thus, Kemp and Smellie (1989, p. 37) insert the audience as one of the considerations in developing media. The age, educational level and knowledge of the subjects are just few examples of things need to be considered in developing the media. Thus, the researcher should make sure that the media developed are suitable and appropriate for the learners’ level of understanding and interest.

2. 1. 1. 4. Develop the Objectives

Kemp and Smellie (1989, pp. 37-39) argue that desired result of instructional media can only be obtained if the researcher has a good understanding of the objectives from the media. Thus the researcher is obligated to know specifically what must be learned. There are three major categories of objectives stated by Bloom as it is cited in Kemp and Smellie (1989, p. 20). The first one is dealing with psychomotor area represented by performing some skills
using muscle. The cognitive area is dealing with knowledge, information and intellectual skills. The affective area is dealing with attitude.

2.1.1.5. Use a Team Approach

Kemp and Smellie (1989, p. 39) stated that there are three skills that one should master in order to develop instructional media. First, one should have good knowledge of the subjects. Second, one should have skills in planning instructional media and interpreting visual media. Third, technical skills in photography, sound recording and graphic arts are necessary. Hence, it is suggested that the researcher works in a group or at least obtains some assistance from others.

2.1.1.6. Find Related Materials

Before entering a more advanced stage, looking at some related materials could help the researcher in finding new ideas and a proper way to reach the objectives. Kemp and Smellie (1989, p. 39) suggest to search for some related materials. It could be from some commercially produced materials or from other references.

2.1.1.7. Review What You Have Done

There are many questions needed to be asked before the researcher proceeds to the next stage. Are the objectives suitable? Are the steps clear and easy to follow? Those two questions are just examples of the review on the process of planning. (Kemp and Smellie, 1989, pp. 39-40)
2. 1. 1. 8. Prepare the Content Outline

From the gathered data, the researcher should make the content outline. The outline becomes the framework for the instructional media. It consists of two things, basic topic, which supports the researcher’s objective, and factual information that explains each topic. Kemp and Smellie (1989) state that the researcher is obligated to know the content supporting the objectives and by understanding that, the researcher could take decision about the media (p. 40).

Those eight steps of Kemp and Smellie’s (1989, pp. 35-42) preliminary planning would be linked with Borg and Gall’s second step of their R&D theory. Further information about how those theories worked on this study could be seen in the first chapter.

Besides preliminary planning, the researcher still uses one more theory of Kemp and Smellie. It is the theory of designing the media. The elaboration of designing the media by Kemp and Smellie would be elaborated below:

2. 1. 1. 9. Plan for Participation

Kemp and Smellie (1989, p. 57) state that there are several experiments which investigate the effectiveness of instructional media. The instructional media which are investigated always make the learners participate in the learning process. Those experiments have proven that active participation definitely helps learning. Thus the media which the researcher is trying to develop should involve the students in the process of learning. There are some suggestions for developing participation in instructional media: (1) Include questions, (2) Direct other written
activity. (3) Require that selection, judgment or other decisions be made, (4) Require performance related to the activity or skill shown or heard.

2. 1. 1. 10. Write the Treatment

Kemp and Smellie (1989, pp. 57-59) define treatment as the way the researcher might develop the idea visually. There are various formats of treatments. The common one – a straightforward information presentation - is called expository. Besides the common one, there is an emotional form known as dramatic or personal involvement. Another treatment approach involves the use of vehicle to carry the storyline or message.

2. 1. 1. 11. Make a Storyboard

Kemp and Smellie (1989, p. 59) suggest to visualize the situation and the idea which is described by the researcher. The question is how does the researcher visualize the idea and the situation? Visualization can be aided by making simple sketches. Those sketches become storyboard. The storyboard itself becomes an important checkpoint stage in designing the media. Reactions and suggestions from those involved in the project or from other interested and qualified persons are valuable in this point.

2. 1. 1. 12. Develop the Script

Once the treatment and the storyboard are already satisfying, then the researcher should go to the next step according to Kemp and Smellie (1989, pp. 60-62) which is preparing the detailed blueprint, the script. The script is a picture-by-picture description. Anyone reviewing the script should mentally examine the
visual flow, the continuity, the smoothness and overall unity of the information being presented.

2. 1. 1. 13. Consider the Length

Kemp and Smellie (1989, p. 62) state that the content to be treated in instructional media affects the time needed to present. The researcher should measure how long it takes for the media to be able to effectively perform. If it is too long, the learner might be bored and lose their interest therefore the media would lose its effectiveness. However, if it is too short, then the learner would not absorb the information from the learning. At the end, a review would be a good action to take to see whether the time for the media could be shortened or divided into some other categories.

2. 1. 1. 14. Prepare the Specifications

Once all the things have been done, there are several questions need to be answered. What is to be made? How long does it take to finish the media? Those two questions are examples of specifications. The more complex the media, the more it has numerous specifications. There are some examples of specifications which would be elaborated here: (1) Type of instructional media, (2) Material and size, (3) Sound, (4) Length, (5) Facilities and equipment, (6) Special assistance required, (7) Timeline and completion date, (8) Budget estimate. (Kemp and Smellie, 1989, pp. 63-64)
2. 1. 2. Theories on Vocabulary Learning

Thornbury (2011) states that there are three memories that are used in storing the information of words in human’s system (p. 23). Those memories are Short-term store (STS), working memory, and long-term memory.

Thornbury (2011) defines short-term store (STS) as the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds (p.23). It is the kind of memory which is involved when people ask their friends’ phone number and remember it only until you dial it or save it as a contact in your mobile phone. Clearly, vocabulary learning would not involve this since teachers aim to make the students remember words longer not only for a few seconds or minutes.

Working memory based on Thornbury (2011) is the memory which works when some cognitive tasks are being done such as reasoning, learning and understanding (p.23). Here is how working memory works in vocabulary learning; whenever a learner hears a word (like night), the learner downloads a similar word from long-term memory (like right) then he compares those two words in working memory to decide whether they are the same or different. However, working memory does not store that information permanently. Therefore, until some cognitive thinking has been done, the memory would be filed away for later retrieval. Material remaining in working memory is about 20 seconds.

Long term memory has enormous capacity unlike those two others. The content in the long-term memory are durable over time. However, it is not easy to have the learners really store the information in this memory because usually
teachers find that the students retain the vocabulary in today’s lesson but they would already forget the lesson by the time they meet the teacher again in the next meeting. Thus, Thornbury (2011, p.24-26) gives some suggestions based on the study done in the area of memory to ensure that the information is stored in long-term memory. Those are:

2. 1. 2. 1. Repetition

Simply repeating an item seems to have little long-term effect unless some attempts are made to organize the materials at the same time. Thornbury (2011) believes that one kind of repetition that is important is repetition of encounters with a word. It has been estimated that words stand a good chance of being remembered if they occurred at least seven times over spaced interval (p. 24).

2. 1. 2. 2. Cognitive Depth

Thornbury (2011) states that the more decision the learners make about the word, the better the words are remembered by the learners (p. 25).

2. 1. 2. 3. Imaging

Easily visualized words according to Thornbury (2011) are more memorable than words that do not immediately evoke a picture (p. 25). This shows that even for abstract words, mental image could help learners remember the words better.

2. 1. 2. 4. Attention / arousal

There are beliefs that one could remember a word by sleeping and listening to a tape. On the contrary, Thornbury (2011) believes that some degree
of conscious attention is required (p. 25). Words that trigger a strong emotional
response are more easily recalled than ones that do not.

Those four techniques of learning vocabulary would be used by the
researcher. It is clear that the reason behind mastery of language would deal with
repetition. Indonesian speaks bahasa Indonesia fluently because they deal with it
every single day since they were born. Thus the idea of repetition would be used
in creating the media. However, only repeating the word would not be effective,
there are still things to do for a person to be able to master a language. Therefore,
the researcher plans to make the students make use of their cognitive side by using
the media since people would remember better if they are thinking as it has been
explain by Thornbury (2011) through cognitive depth. Furthermore, deaf students
are not able to listen any sound. Thus, things which could be seen must be easier
to learn for them rather than abstract things. Last thing to remember, the students
are children, if the media could get their attention, it is easier for teacher to
transfer the materials. Those things which the researcher has stated become the
reason of why the researcher chose Thornbury’s (2011) idea of teaching
vocabulary.

2.2. Findings of the Study

The researcher has stated previously that this study uses Borg and Gall’s
R&D which is combined with Kemp and Smellie’s instructional media theory.
Further explanation discussing the method could be seen in the first chapter. In
this part, the researcher would discuss what the researcher had found and what the
researcher did based on the findings. There were three steps which should be
taken by the researcher. The elaboration of those steps taken by the researcher
would be explained below:

2. 2. 1. Research and Information Collecting

The researcher gathered the data on 30th and 31st of August 2013. The
data, as the researcher has mentioned in the previous chapter, were gathered by
using interview and classroom observation. In this phase, the researcher would
give the detailed result of the data gathering both from interview and observation.
Since the data gathered from those two ways of data gathering cannot be
separated, the researcher would give an elaboration of the result from those two
data gathering techniques after explaining the data separately between observation
and interview.

2. 2. 1. 1. Observation

The observation was done on 30th of August 2013. The researcher
observed both the teacher and students when they did the teaching and learning
activity for that whole day. Basically, the schedule in SLB Helen Keller
Wirobrajan is divided as follows: (1) from 07.30 – 09.30, (2) 10.00 – 11.00, and
(3) 11.30 – 12.30. Based on that schedule, the researcher explained the result of
the observation in each learning hour.

Tabel 2.1 and 2.2 show activities done by teacher (table 2.1) and students
(table 2.2) in the first session of teaching and learning in the observation. Table
2.3 and 2.4 show activities in the second session. Activities in the last session
could be seen in table 2.5 and 2.6. The tables are the data taken from the
observation. Based on those tables, the researcher analyzed how teaching and learning in SLB Helen Keller works. The researcher decided the suitable media based on the analysis.

Table 2.1 Teacher’s behaviors at 07.00 – 19.30

<table>
<thead>
<tr>
<th>Actions taken by teacher in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In the classroom and kitchen, 07.30 – 09.30</td>
</tr>
<tr>
<td>Speaking loudly</td>
<td>All the time</td>
<td>12</td>
</tr>
<tr>
<td>Raising questions</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Speaking slowly</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Pronouncing</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Making an offering</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing on the board</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Giving instruction</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Repeating the instruction</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Helping students in doing the instruction</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Observing students in doing the instruction</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Correcting students’ mistake</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Providing realia</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Cleaning the mess</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Giving a review</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Checking students’ work</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Before the researcher gives the analysis, the researcher would explain what the teacher and students did in the first session. The lesson at that time when the researcher observed the teaching and learning process was making the melon juice. From those two tables, tables 2.1 and 2.2, it could be seen that teachers did more work than the students. It did not mean the students were passive and the teacher was active. The students still had some initiative to ask questions, coming
to the board whenever they could not see the writing clearly or helping their friends who got some troubles in the process.

Table 2.2 Students’ behaviors at 07.30 – 09.30

<table>
<thead>
<tr>
<th>Actions taken by students in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom and kitchen, 07.30 – 09.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronouncing a word from the teacher</td>
<td>✔ ✔</td>
<td></td>
</tr>
<tr>
<td>Doing the instruction</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>15</td>
</tr>
<tr>
<td>Answering questions</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>12</td>
</tr>
<tr>
<td>Helping their friends who made mistakes</td>
<td>✔ ✔</td>
<td></td>
</tr>
<tr>
<td>Identifying things</td>
<td>✔ ✔ ✔ ✔</td>
<td></td>
</tr>
<tr>
<td>Repeating teacher’s instruction</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>7</td>
</tr>
<tr>
<td>Coming closer to the board</td>
<td>✔ ✔</td>
<td></td>
</tr>
<tr>
<td>Solving problems</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>7</td>
</tr>
<tr>
<td>Writing a review</td>
<td>✔</td>
<td>1</td>
</tr>
</tbody>
</table>

The teacher became the trigger to make the students actively participated in the learning process. In table 2.1, the teacher did speak loudly all the time, the teacher also asked many questions to the students, not to mention the instruction too. It can be seen that the teacher mostly initiates every action and the students followed it for example by answering questions, doing the instruction, and identifying the realia given by the teacher. At this first period, everything seemed teacher centered. However, students always do the teacher’s instruction. The reason is because they loved doing it. Thus, students’ interest should be considered.
Table 2.3 Teacher’s behaviors at 10.00 – 11.00

<table>
<thead>
<tr>
<th>Actions taken by teacher in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In <em>ruang ketrampilan</em>, at 10.00 – 11.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving some problems to solve</td>
<td>✗ ✗ ✗ ✗</td>
<td>4</td>
</tr>
<tr>
<td>Helping students if necessary</td>
<td>✗ ✗</td>
<td>3</td>
</tr>
<tr>
<td>Giving instruction</td>
<td>✗</td>
<td>1</td>
</tr>
<tr>
<td>Speaking slowly</td>
<td>✗</td>
<td>1</td>
</tr>
<tr>
<td>Answering questions</td>
<td>✗ ✗ ✗ ✗</td>
<td>4</td>
</tr>
<tr>
<td>Giving a review</td>
<td>✗</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2.4 Students’ behaviors at 10.00 – 11.00

<table>
<thead>
<tr>
<th>Actions taken by students in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In <em>ruang ketrampilan</em>, at 10.00 – 11.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving problems</td>
<td>✗ ✗ ✗ ✗</td>
<td>4</td>
</tr>
<tr>
<td>Doing the task</td>
<td>✗ ✗ ✗</td>
<td>3</td>
</tr>
<tr>
<td>Sharing the materials between them</td>
<td>✗</td>
<td>1</td>
</tr>
<tr>
<td>Repeating the teacher</td>
<td>✗</td>
<td>1</td>
</tr>
<tr>
<td>Asking some questions</td>
<td>✗ ✗ ✗ ✗</td>
<td>4</td>
</tr>
<tr>
<td>Reviewing the lesson</td>
<td>✗</td>
<td>1</td>
</tr>
</tbody>
</table>

The break time after the first period became snack time for both students and teachers for half an hour. Then it is followed by this second period, an hour of teaching and learning activities. The actions of both students and teacher could be seen in table 2.3 and 2.4. The lesson took place not in the classroom but in *ruang ketrampilan*. If at the first period they learned how to make melon juice, this time they learned some English vocabulary via electronic media, such as LCD projector and PC. Thus there were only limited communication since the teacher
and the students focused on the picture projected by the LCD. The problems given by the teacher were not the problems which need cooperation from others just like making the melon juice, the problems in this case mean several tasks in the form of flash games which should be completed by the students. That is why both students and teacher tend to be passive in term of communication. A thing to note in this session is that students were able to answer all the vocabulary games perfectly. After the researcher tried the game, the games were made in flash extension so that the reason beyond their perfection was pictures. Students memorize all the pictures appeared in the game, not the words, and they memorize the turn such as after the answer is truck then the right answer would be bus and so on. However, that evoked the researcher’s idea that picture is interesting for them.

Table 2.5 Teacher’s behaviors at 11.30 – 12.30

<table>
<thead>
<tr>
<th>Actions taken by teacher in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering questions</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>7</td>
</tr>
<tr>
<td>Giving instruction</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>4</td>
</tr>
<tr>
<td>Speaking slowly</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>3</td>
</tr>
<tr>
<td>Explaining materials</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>1</td>
</tr>
<tr>
<td>Raising questions</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>10</td>
</tr>
<tr>
<td>Helping students with their problems</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>1</td>
</tr>
<tr>
<td>Writing on the board</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>1</td>
</tr>
<tr>
<td>Writing some notes</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>2</td>
</tr>
<tr>
<td>Correcting students’ mistake</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>1</td>
</tr>
<tr>
<td>Checking students’ works</td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
<td>4</td>
</tr>
</tbody>
</table>
In the last period of learning, the learning aimed to develop their ability in active skill, especially in writing. Instead of giving the students some problems, teacher chose to ask them reading some books. The books they read were just books with many pictures inside such as *bobo*. Based on the pictures on the books, teachers raised some questions about the picture and the book itself. If the students could not answer teacher’s question, then the teacher would explain and give the students the answer they need to know. It did not mean the students were only reading. They were also curious about things they did not know in the picture so that they asked the teacher about the picture. The teacher would answer it descriptively or the teacher would use the board to explain the materials clearly.

At the end of the session, the teacher asked the students to write their experience of that day activities. This time, the teacher gave some examples and the students would continue the writing based on their own style of writing.

<table>
<thead>
<tr>
<th>Actions taken by students in class</th>
<th>Checklist</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom, at 11.30 – 12.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking some questions</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td>7</td>
</tr>
<tr>
<td>Doing the instruction</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>4</td>
</tr>
<tr>
<td>Repeating the teacher</td>
<td>✓</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td>6</td>
</tr>
<tr>
<td>Drawing</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>3</td>
</tr>
<tr>
<td>Discussing the materials with their friends</td>
<td>✓ ✓</td>
<td>2</td>
</tr>
<tr>
<td>Coming closer to the board</td>
<td>✓ ✓</td>
<td>2</td>
</tr>
<tr>
<td>Answering questions</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>10</td>
</tr>
<tr>
<td>Asking for a help to the teacher</td>
<td>✓</td>
<td>1</td>
</tr>
</tbody>
</table>
2. 2. 1. 2. Interview

In this part, the researcher only discusses the result of the interview. Thus, the detailed answer from the interviewee could be seen in appendix 2. There are several questions which were chosen to discover and to reveal the way teaching and learning happened in SLB Helen Keller. The reason behind why those questions were chosen could also be found in the appendix.

The first question is about the students’ knowledge of English. From the first question, it is known that from four students, there is only one person who has some understanding about English and it was just some small vocabulary. Another information which could be gathered from this question is that the students has some impairments in their visual senses which somewhat bothering them in learning.

Questions 2 until 8 in the interview were meant to find how learning works in SLB Helen Keller. Based on the interview, the researcher found that in SLB Helen Keller the students are supposed to learn sign language first then they would learn how to say words in the higher grade. In learning the language, they usually use some items which is located surrounding them such as fruits or books and of course the choice of items would later become or affect their learning topic. Basically, students deal with functional skills which help them to be able to live among the society. Thus, besides learning communicating skills, they also learn trading system using money, they learn to earn money by selling some products and they learn to produce some valuable things. In the process of learning, they are usually attracted by pictures. That is why the teacher often gives them books
or draws in order to explain materials but still, things which should be considered in giving materials to them are they have different capability and they vary one another. Each person has their own way of learning based on their degree of impairments.

Questions number 9 and 10 are meant to look for a suitable form of media. From the interview, the researcher found that teachers usually use books as their media. The point is not the books they use in learning and teaching but books are media which is durable. Besides books could be used by most of the students, except for those who have visual impairments. Then from the information gathered, the form of the media does not really matter since teachers would look after the students so that they would not break any media nor hurt themselves using the media.

2. 2. 2. Planning

There are several steps from Kemp and Smellie’s theory which would be applied in this phase. Firstly, the researcher would define the skills and the objectives of the learning as it has always been in Borg and Gall’s R&D. As it has been stated in the title and in the first chapter, the researcher chose to make media for learning vocabulary. The goal of the media is to introduce them to some vocabulary for things around them in school. The last thing in this step based on Borg and Gall is that the researcher should give the course sequence. The course sequence in this part would be linked to Kemp and Smellie’s theory of instructional media and it would be elaborated in the next part:
2. 2. 2. 1. Planning and creativity

The study is aimed to find out the suitable media for teaching vocabulary to handicapped students in SLB Helen Keller. It has also been stated in the previous paragraph. Thus, in this part the researcher is going to expand the plan of creating the media. As it has been elaborated in previous chapter, this study was started by gathering the data then the researcher used the data to create the media. The researcher had discussed the data, there were things which would be taken as consideration. First, from the observation it was clear that students loved doing activities to learn a subject such as making melon juice, drawing a picture of things they met or playing pictorial games. Second, students were usually cooperating and helping each other whenever they had a task. The last, they gave most attention to real things and picture. Those three things which appeared in the observation were also strengthened by the teacher in the interview. However, from the interview, two new things appeared. First, students were not good at all in English and second, the durability of the media depended on the teacher whether they could control the students or not. Those things would become the researcher consideration in planning and creating the media.

The researcher had analyzed the data and found that there were some considerations to develop media. Then, the researcher deals with the purpose of the media, why the media are developed, what for? Next step, the researcher deals with the learners. How do they learn? What are their interests? And some other questions related to learning. Based on the considerations found from the analysis, the purpose and the characteristics of learners, the researcher started eliminating...
the choices of media. After finding some possible forms, the researcher decided
the objectives of the learning, what are the materials would be and the suitable
objectives for the students. At last, based on the elimination and the objectives,
the researcher decided what media should be developed and then the researcher
searched for some materials based on the decision later and started developing the
media.

2.2.2.2. Start with a purpose or an idea

As it has been stated in the beginning, from three possible purposes of
media, the media made by the researcher aim to inform, to teach vocabulary for
students in SLB Helen Keller. The idea is to inject some vocabulary, simple
vocabulary about things around them, inside their brains. Kemp and Smellie
(1989) state that informational purposes media should be entertaining in order to
attract (p. 37). Based on the observation, students are interested in pictures and
visible things. Suleiman (1985) listed that there are many media dealing with
pictures namely diagram, pictures, map, poster, photograph, board, movie (along
with the sound), diorama and filmstrip. Smaldino et al (2012) added that there are
computer and web which could be used as instructional media. Thus, the
researcher concluded that there are eleven media which are possible to develop.

Then, the researcher went deeper in the word ‘entertaining’ from Kemp and
Smellie, what could be entertaining for the students? Desmita (2007) stated that
playing is a dominant activity for children (p.141) and the reason why children
love playing was explained by Schwartzman as cited by Desmita (2007) that
process comes first for children and since the process of playing is fun, children
love it. Yes indeed that the students in this study are deaf children but Spencer and Deyo as cited in Marc Marschark (2007) argue that the disability does not reduce deaf students’ level of play behavior. Related to language development, Watson and Lindgren (1973) state that child has a hunger for naming an object (p.177) and that means children are also interested in objects. In conclusion, there are many media which could be useful and possible to be developed but the researcher should consider the learners’ interest that in their age they love playing and are interested in pictures and visual things. The researcher had already had several ideas about the media but there are still things to consider before the decision is made.

2. 2. 2. 3. Consider the audience

To begin with, the researcher would give a brief review of five considerations which are found from the observation. Those are students tends to learn together in SLB Helen Keller, pictures and real things are interesting for them, students were actively participating in learning, students are bad on English and the media durability depends on the teacher. First, the researcher would focus on the way students learn. They tend to learn together, pictures are interesting for them and they need to actively participate in learning. Those would be used to eliminate the possible form of the media.

First, the students tend to learn together in SLB Helen Keller. In this section, the researcher started eliminating the media which are not suitable. Diagram comes first in the discussion in the previous section. However, the researcher found from Suleiman (1985) that in order to understand diagram, one
should master the knowledge in reading diagram and it deals with quantitative data (p.41). Thus, diagram is impossible to develop since it depends on personal understanding while the media which are needed by the researcher is the media which are understandable for all. Moreover, although it is a little bit out of context, diagram deals with quantitative data while the aim of the media is to teach vocabulary. In brief, diagram is not possible. The next media which would be discussed is filmstrip. Suleiman (1985) states that filmstrip is used to inform the audience (p. 174). In brief, using filmstrip means that teacher would be forced to explain the material in front of class and that would be one way communication. The students need to learn together and it makes filmstrip not a suitable device for the students. As for movie or video, it could be effective media. Smaldino et al (2012) describe video as moving images in electronic media format (p. 234). Smaldino et al (2012) also add that movie or video works well for whole classes, in groups or individual (p.234). Until this part, movie or video sounds promising. It has fulfilled the need of the students to learn in a group. However, Smaldino et al (2012) state that in order to successfully develop the cognitive domain, video uses color, motion and sound (p. 235). Sound becomes an obstacle for this media since the learners are deaf and it makes video fails to be effective. The other media such as movie, slide show and books do not meet the requirements since those media would deal with a person’s concentration. To be able to watch a movie, they need to be able to pay attention personally, besides a movie also uses sound as one of its unit to be effectively used, of course it would not be possible since the students are deaf. The same
thing also works for slide show. Furthermore, slide show would lack of communication since it would be one way communication thus the togetherness in learning would disappear.

Second, pictures are interesting for them. For this case, the researcher found that pictures, map, poster, photograph, board, diorama, computer and web could have or attach pictures inside the media. Thus the rest of the media are possible for the learners.

Last, students need to actively participate in learning. This means the media should ask them to do something. Computer and web are the leading media for this aspect since the students should operate the media by themselves. Pictures, map, poster, photograph, board and diorama are also possible to be implemented by giving the students activities using the media such as using flashcard games which are taken from photograph and pictures or asking the students to investigate map.

From those considerations, it is clear that some media are not suitable since there are things which cannot be covered. However, the PCs in SLB Helen Keller are limited. There is only one available PC for the students. Thus, it would not be possible to have an effective learning from computer and web since not everybody would be able to experience the same thing at the same time. Therefore, Pictures, map, poster, photograph, board and diorama become the last standing media in this discussion.
To strengthen the decision of the researcher, it should be remembered that the learners are students which are disabled. Furthermore, they are still children around 8 years old.

2.2.4. Develop the objectives

The objective of this study is to develop a set of media to teach vocabulary for students in SLB Helen Keller. Since the researcher would deal with teaching vocabulary, some theories in teaching vocabulary would be involved. However, implementing the media in the teaching and learning situation requires the researcher to decide the objective of the learning. Thus, related to the study then the objective on the learning would be to know some vocabulary which is usually learned by new learners of English.

2.2.5. Use a team approach

There is one thing for sure, the researcher worked alone in this study so there were no team split in this study. All things from mastering the materials, planning the media and doing the technical work were done by the researcher. However, the researcher still asked for suggestions from some experts in the field.

2.2.6. Find related materials

Basically, to be able to find materials related to the researcher’s plan, the researcher should decide what media the researcher would make. The researcher would give some brief review. Movie would not be possible since without its sound, movie would be hard to be effective. Remember, the students are deaf students who clearly could not hear any sound. Filmstrip is teacher oriented in some degree. Thus, the teacher is the person who will determine whether the
learning is successful or not, it would not be the media. Computer and web are also impossible since there is only one computer in SLB Helen Keller. Pictures, map, poster, photograph, board and diorama are interesting since students are attracted to pictures. Flash card and other games are also possible but for computer games, the researcher would not use it since SLB Helen Keller only has one PC for the students. The researcher also noted that map and diorama are meant to teach direction which make them irrelevant to this study.

The researcher plans to combine all the possible media, pictures, board and also photograph. Monopoly, a board game, becomes the answer. The researcher believes that monopoly is the suitable media for teaching vocabulary to the students. First, it has some pictures in the games. As the researcher has stated many times, pictures are somehow very interesting for the students. Second, all students are able to participate together at the same time when using the media. Based on the interview and also the observation, they always learn together, they always do everything with their companions. Thus, it would be good if the media could be used together by the students. Third, it is a game, students love games and we could not deny it. Sudono (2010) strengthens the researcher’s idea that right brain is more dominant for children (p. 5) which means that visual processing works better for them. Getting students’ attention would be easier if they are interested so the researcher is trying to make use of it. The last reason would deal with why handicapped students go to school. Handicapped students go to school to learn how to be a part of the system, the society. That is why SLB Helen Keller focuses on functional skill such as
communicating, producing and dealing with money. Monopoly deals with trading system, money. Therefore, it would also help the students to understand both some vocabulary and how trading system works. However, monopoly itself would not be enough. Therefore, the researcher also uses flashcard in the process for the exact same reason, the learners rely on their sight and that makes pictures are very interesting for them. Thus, the media are combination of monopoly game with flashcards inside it.

The researcher has decided to create monopoly games combined with flash card for learning vocabulary, so that the researcher looks for some blank monopoly boards and the researcher tries to find some pictures which would deal with the materials of vocabulary used in the learning. Since the monopoly is meant later for teaching and learning activity, then the researcher also seeks some references about the materials for teaching and learning. From Mukarto et al (2009), it is found that there are nine topics for vocabulary learning that are covered in their works for elementary school grade 1. Those are stationary, color, furniture, animals, body parts, family, numbers, shape, and foods. In formal education, people start learning English in elementary school since the first grade, so that those topics found from Mukarto et al (2009) would help the researcher deciding the topics in the media.

2. 2. 7. Review what you have done

So far, the researcher found that there were no problems in the process. The plan is clear and the decision had been made. However, in this step, the researcher asked some experts about the idea and the researcher’s decision.
However, there is one thing for sure, the media would deal with many pictures so the researcher would have to find or create suitable pictures.

2. 2. 8. Prepare the content outline

All the monopoly boards that the researcher had found have the same exact twenty two squares contained places or cities for the game. However, the media are supposed to be for the deaf children, moreover this would be their first encounter with English, thus it would not be possible to have twenty two different materials for the learners. As it has been stated above, Mukarto et al (2009) proposed nine topics in their book about vocabulary learning for first grader. This becomes the reason for the researcher to adapt the materials in this media so that the researcher decide to have nine topics of vocabulary in this media which are stationary, color, furniture, animals, body parts, family, numbers, shape, and foods.

To sum the content outline which the researcher needs to prepare, the researcher provides a table explains the framework of the media.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn several vocabularies in the neighborhood.</td>
<td>Stationary, color, furniture, animals, body parts, family, numbers, shape, foods, and the cards.</td>
</tr>
<tr>
<td>To learn trading system that works in society.</td>
<td>Money, rules of monopoly, monopoly board and manual.</td>
</tr>
</tbody>
</table>

2. 2. 3. Develop Preliminary Form of Product

In this last step, all the idea that has been gathered by the researcher would be transferred into real things, the media. However, the researcher still needs to
follow the track that has been decided so the researcher would follow the framework that has been stated in the previous part. There will be six steps in this last part.

2. Plan for Participation

Kemp and Smellie (1989) stated that from several investigations, it is found that active participation clearly helps learning (p.57). Actively participating in this case means that students consciously use the media and become the part of the system. They should do something, not just listening or observing their friends or the teacher in the process. Thus, there are two things the students would do since the researcher has two objectives of the media. The first one is students would, since it is a monopoly game, decide what they would do with the money. The second participation would happen if the students do the first activity, using the money. Students should answer the question from the teacher as the bank. The question depends on the box where the students want to buy. The idea comes from Thornbury (2011) that words would retain longer in students memory if students make decision by involving their cognitive depth. Thus, the question would be about the words. However, there should be one person who controls the game and that part would be the teacher’s role.

Teachers in implementing this media would not just sit and watch the students play. They have an important role, to be the bank, so they are the one who decide the questions. Therefore, the teachers are involved in the system, not just being observers.
2. 2. 3. 2. Write the Treatment

Kemp and Smellie mentioned that there are several treatments which one could use in developing media. Personal involvement is the one which is used by the researcher. The researcher believes that just involving students in the media is not enough. Therefore, the researcher proposes four techniques from Thornbury in learning vocabulary. Those are repetition, attention, cognitive depth and imaging.

Repetition implemented in this study deals with the flashcard. The flashcard would be used for the whole game and the cards would appear for more than one time. That is when the repetition happens and students would be easier to memorize the vocabulary.

Attention becomes the reason why the researcher decided to develop monopoly as the media, because it is a game and students love it. If students love it, then they will put their attention to the lesson.

Cognitive depth seems impossible to appear in monopoly since it is a game. However, the researcher has arranged a rule which makes cognitive depth is possible to occur. When the students want to buy an area, they should answer a question about a specific topic of vocabulary. This is the time when students make decision about a word.

Nine topics which are chosen by the researcher are topics which are easy since those topics frequently appear around their neighborhood. Thus, it would be easy for the students to imagine the words occurred in the game. Moreover, the researcher uses flashcard which already has an image on the card. Those times are inspired from the technique of teaching vocabulary called imaging.
2. 2. 3. 3. Make a Storyboard

Implementing the media in the classroom is simple only if the teacher completely understands how the media work. Therefore, before the researcher develops the manual, the researcher visualizes the way the media work.

a. Rules Explanation

In teaching and learning activity, there are pre-activity, main activity and post-activity. This would be the pre-activity. The teacher explains the media to the students so that they would not be confused in the middle of the game and to arouse their consciousness.

b. Rolling Dices

Before the game starts, the turn must be decided. Thus, all of the students should roll the dice and the one who got biggest number comes first. Later, the students’ movements are decided by the dice.
c. Movement

As the students start the game, they later will move into some areas on the board. They will go around the board and move into different areas which can be claimed as their area.

d. Buying Area

When students step into an empty area and they plan to buy it, they can do it by paying into the bank. Later in the game, students are not just able to buy an area, they could also build houses and hotels.
e. The test

Figure 2.5 The test

This would be still related with claiming and buying area. When a student wants to make an area to be his property, there would be a test from the teacher. The teacher, as the bank, would give one question of vocabulary to the students. If the student answers the question correctly, the area could become his personal property.

f. Entering others’ property

Figure 2.6 Entering others’ property
There is a chance that a claimed area is visited by others. If this case happens, the visitor should give some credits for the landlord by paying some incentives.

g. Dealing with the owner

![Image](image1)

Figure 2.7 Dealing with the owner

Basically, the rule is still the same as the requirement of buying an area. The visitor would give question about the area to the landlord.

h. Getting Paid

![Image](image2)

Figure 2.8 Getting paid
From the question given by the visitor, the landlord should be able to answer it. If the answer is correct, then the visitor should pay. Otherwise, it would be free of charge.

2. 2. 3. 4. Develop the Script

It should be clear that script only exists for media which involve conversation such as movies and recording. Since the researcher aims to develop monopoly as the media, it is impossible for the researcher to develop the script. However, this is an obligatory step in this study since Kemp and Smellie (1989) stated that there must be a detailed blueprint after the storyboard. The aim of the script from Kemp and Smellie is to describe how the media would run. Thus, rather than creating the script, the researcher proposes an alternative which is more suitable for the study, the manual of the media.

The media, the monopoly, need minimum 2 players to be used. The maximum players for the media could be around 5 or 6 but the researcher suggests that it is better to have maximum 4 players in this media. The game starts from the start area and goes around the other areas. Each player’s movement is decided by the number shown by the dice the player rolls. A player who visits a buyable area could claim the area as his property by paying some money to the bank. If the player does not want to buy the area, then another person who steps into that area could later buy it. Later on the game, if by any chance a player comes into his own area, he could build houses and even a hotel. When another player got into someone’s area, he should pay the landlord for the rent. The rent of area, house(s) and hotel would be different and it could be seen on the card representing the area.
Besides those buyable areas, there are areas which could not belong to anybody called chance area. Should a person steps into an area, a chance card should be drawn by him and the command in the card should be done by the person. An unlucky player could be punished if he comes into a punishment area or got punished from drawing chance card. The aim is to be the richest person.

2. 2. 3. 5. Consider the Length

Limitation of time should be taken into account in order to make the media work effectively. Therefore, there should be a clear rule for the activity to stop. Basically, monopoly could take a long time to completely finish. Usually, it would end when all of the players go bankrupt but one. Thus, the last man standing becomes the winner of the game. However, because the media area meant to be teaching media then of course the aim is not to look for the winner. The teacher could stop the game when teacher thinks that students have learned enough or the winner has been found.

2. 2. 3. 6. Prepare for Specification

At last, the media which the researcher made are simple. However, there are things which the researcher needs to be taken into account. There are two things. The first one is the teacher and the second one is the budget.

The media are not that complicated since it just integrates monopoly game and some techniques of teaching vocabulary. However, the teacher in using this media should really understand the rules and the role, as the bank and the controller so that the students really have some learning not just play the game since the media also offers entertainment, not just learning. Thus, manual of the
media would be the solution to make sure that the teacher really understands how the media works.

Budgeting is one of the matters which should be taken care of. If the media is too expensive, then it would be impractical since it would cost a lot to create or buy the media. The cost of the media would be explained in the table.

Table 2.8 Budget for the media

<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monopoly board</td>
<td>Rp 5,000.00</td>
</tr>
<tr>
<td>Cards</td>
<td>Rp 35,000.00</td>
</tr>
<tr>
<td>Monopoly money</td>
<td>Rp 5,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>Rp 40,000.00</td>
</tr>
</tbody>
</table>

The media offer some entertainments but still, the media aim to teach the students in SLB Helen Keller about some vocabulary items. Since the students are new to English, the entertainment offered by the media would attract the students to willingly learn English.
CHAPTER III
CONCLUSION

3.1. Conclusion

This chapter presents the finding of the study. The researcher wants to find out how media to teach vocabulary for deaf children in SLB Helen Keller look like. To be able to solve the problem, the researcher uses some steps from Borg and Gall’s model of R & D and Kemp and Smellie’s model of media development. Overall, there are 3 steps done by the researcher to accomplish the study.

The products designed by the researcher were media to teach vocabulary for deaf students in SLB Helen Keller. The media aim to help both teacher and students in the process of learning English vocabulary. The researcher provides the manual of using the media so that any teacher who would like to implement the media in classroom would clearly understands how it works.

Basically the media were inspired by monopoly and flash card so this media are combination of both media. The reason behind the researcher’s decision to choose both monopoly and flashcards comes from the learners. The learners are deaf students and they rely on their sight. Thus, media which use pictures on it would be interesting for them. Second, the students always work in group together and monopoly could facilitate it. Third, the students are children so that games as media would be able to get students attention. The last reason is that in SLB Helen Keller, students are supposed to learn how to live in society and that makes the
students should learn trading system which uses money. Monopoly becomes the answer of the researcher’s problem. There are materials inside the monopoly which are more important since the core of learning would be in these materials.

Inspired by Mukarto et al (2010), the researcher provides nine topics in the monopoly. Those are stationary, color, furniture, animals, body parts, family, numbers, shape, and foods. Those topics are taught by applying Thornbury’s (2011) theories of vocabulary learning. There are 4 techniques of vocabulary learning which are implemented in the media by the researcher. Those are repetition, cognitive depth, arousal and imaging.

The researcher hopes that all the media developed by the researcher could help the teacher in SLB Helen Keller transferring some vocabularies to the students. The researcher also hopes that deaf students in SLB Helen Keller who use this media would be able to have their fun time in learning English.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A
Consent Letter
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 116/Pnlit/Kajur/IPBS/VIII/2013
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Suster Kepala Sekolah SLB Helen Keller
Jalan R.E. Martadinata no. 88 A
Pakuncen, Wirobrajan
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Desiderius Arysta Yum Christanto
No. Mahasiswa : 081214047
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 11 (Sebelas)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SLB Helen Keller
Waktu : 30 Agustus - 3 September 2013
Topik/Judul : Instructional Media to Teach Vocabulary to Deaf Students in SLB Helen Keller Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 28 Agustus 2013
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

C. Tutiyandari, S.Pd., M.Pd.
NPP: 1680

Tembusan Yth.:
1. Dekan FKIP

Mr. can, Tromol Pos 29 Yogyakarta 55002 Telp. (0274) 513301, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usd.ac.id email: fkip@usd.ac.id
APPENDIX B

Interview
List of questions for interview

Borg and Gall (2007) state that qualitative research interview aims to find respondents’ view and understanding on some phenomena (p. 247). This leads the researcher to use interview as one method of data gathering besides observation since the researcher believes through interview, the researcher could cover things which cannot be covered by observation. There are ten questions in the interview as seen below:

1. How familiar are they with English?
2. How do deaf children learn a word?
3. What methods which are usually used in teaching deaf children?
4. What prevents them from learning besides their impairments?
5. How long is the effective time of learning?
6. What catches their attention in learning?
7. Where does the learning process usually take place?
8. Which one is suitable for them, learning in group or individual learning?
9. Are there any media which is familiar for them in learning?
10. Do they happen to break every toy given to them?

The first question is concerning about their knowledge of English whether they already knew some words or even they have to start from nothing. Setyarini (2012) in her thesis came up with the question “is English difficult?” in her first question for the questionnaire. In the different thesis which have the similar topic, Barata (2013) came up with a question “Apakah para siswa memiliki kemampuan
membaca dan menulis yang baik dalam pelajaran Bahasa Inggris?” Both researchers put those questions as their first question in the questionnaire or the interview. This strengthens the researcher idea to ask the familiarity of the students with English in order to measure students’ background knowledge. What is the point of conducting a research if there is no problem happening in a specific area?

The focuses of those seven questions (question 2 – 8) are gathering the data of how learning works for the students in SLB HK. Barata (2013), in his work, concerned the rest of the questions with the problems faced by both teachers and students. “Apa sajakah kesulitan mereka dalam menulis?” and “Apa yang membuat anda kesulitan dalam mengajar membaca dan menulis?” are two examples of questions he asked in gathering the data. Setyarini (2012) did a different move in her thesis. Since she had already sure with the problem faced by students, the rest of the questions she asked are focusing on the method she implemented in her research. “Do you think outdoor learning activities are more interesting?” and “do you think outdoor learning activities are more effective to help you understand vocabulary?” are some examples of her questions appeared in the questionnaire. The researcher needs to find out the appropriate method in order to answer the research problem. Thus, the data gathered by question 2 - 8 aim to determine the method which is suitable for transferring the knowledge to the students.

Question 9 – 10 are concerning the media. Kusumasari (2013) in her work asked the function of media centre in her interview. Inspired by Kusumasari’s
question, the researcher finds that in order for media to be suitably used it should function properly. Then question 9 and 10 are developed to seek the answer. However creating media could be fun and tricky at the same time. Teachers need media which are able to encourage and gain the attention of students to learn, however at the very same time, teachers also want to have media which is unable to hurt students and durable. Thus, question 9 - 10 are created to find out the answer.
Interview Report

1. Sejauh mana para siswa dan siswi mengenal bahasa Inggris?

Ada satu siswi yang memiliki kemampuan bahasa inggris lebih baik dari 3 rekan lainnya karena memang siswi tersebut memiliki penglihatan yang lebih jelas dibanding lainnya. Selain itu siswi tersebut juga memiliki satu buku dimana dalam buku tersebut ada bahasa isyarat dan terjemahannya dalam bahasa Inggris dan bahasa Indonesia. Lalu kebetulan dulu ada rekan kami yang memiliki software pembelajaran bahasa Inggris, sebenarnya saat itu kami lebih butuh yang bahasa Indonesia namun itu sudah sangat membantu karena ada gambar-gambarnya dan gambarnya bisa bergerak sehingga anak-anak jadi senang.

2. Bagaimana mekanisme siswa siswi dalam mempelajari bahasa?

Modelnya kami menggunakan benda yang menarik perhatian siswa, biasanya kami menggunakan benda asli dan sepanjang hari apa yang kami bahas selalu berkaitan dengan benda itu. Dan di SLB HK ini kami memfokuskan dalam perkembangan siswa dengan menggunakan bahasa isyarat.

3. Metode apa yang biasanya digunakan dalam mengajar siswa siswi?

Pada dasarnya yang berusaha kami kembangkan adalah kemampuan fungsional jadi kami berusaha belajar dengan melakukan kegiatan riil, semisal contohnya hari ini adalah membuat jus melon. Pada tingkat yang lebih tinggi, barang yang mereka buat tidak lagi dinikmati mereka sendiri namun dijual.
4. Apakah ada hambatan lain dalam KBM selain disabilitas mereka?

   Yang menjadi kesulitan lagi bagi saya adalah perbedaan kemampuan siswa. Jadi saat saya memberikan informasi atau instruksi, terkadang ada yang mengerti, ada yang tidak karena itu tadi, perbedaan kemampuan.

5. Seberapa lama waktu efektif untuk para siswa belajar?

   Pada dasarnya jam sekolah kami hanya jam setengah delapan hingga jam setengah satu siang. Istirahat dua kali masing-masing setengah jam. Lalu setelah itu mereka kembali ke asrama, namun ada juga yang pulang ke rumahnya. Di asrama, pembelajaran pun juga dilakukan, melanjutkan apa yang ada di sekolah, namun tentu saja yang menjadi fokusnya adalah komunikasi saat di asrama.

6. Apa yang menarik perhatian mereka dalam pelajaran?


7. Biasanya pembelajaran dilakukan dimana saja?

   Ada beberapa ruang lain yang kami gunakan, ruang fisioterapi, ruang kreativitas, dan ruang kesenian. Namun kami juga menggunakan halaman sekolah, setiap rabu fokus kami belajar IPA dan itu dilaksanakan di halaman. Lalu jika belajar matematika kami
juga belajar dengan cara belanja ke warung, mempelajari sistem uang. Terkadang kolam renang juga menjadi tempat dilaksanakannya pembelajaran.

8. Mana yang lebih cocok bagi mereka, belajar secara individual atau dalam kelompok?

   Tentu saja pembelajaran secara individu lebih mudah dalam mentrasfer ilmu. Namun kami tetap melaksanakan pembelajaran secara klasikal dan kembali lagi ke kemampuan mereka yang berbeda, pada akhirnya kami tetap fokus pada perkembangan individu supaya apa yang dicapai satu anak sama dengan yang lain.

9. Adakah media pembelajaran yang sudah sering mereka gunakan?

   Buku biasanya kami gunakan. Tapi yang pasti, media konkret adalah hal yang tidak mungkin kami lepaskan.

10. Pernahkan atau seringkah mereka merusak property, media atau mainan yang digunakan dalam pembelajaran?

    Tentu saja pernah, namun itu tugas dari kami para guru untuk mengantisipasi hal tersebut.
APPENDIX C
Designed Media
Monopoly Board
The Flash Cards

Colour

Blue   Red   Green
Black  Yellow  White
Pink   Purple  Grey
Body Parts

Hand  Foot  Arm
Mouth  Leg  Nose
Eyes  Head  Ear
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Family

Father

Mother

Grand Father

Grand Mother

Brother

Sister
Animals

Bird  Dog  Cat
Fish  Monkey  Turtle
Chicken  Horse  Rabbit
Elephant  Tiger  Cow
Foods

- Satay
- Fried Chicken
- Tofu
- Meatball
- Noodle
- Cake
- Fried Rice
- Juice
Fruits

Strawberry  Watermelon  Apple

Orange  Lemon  Banana

Grape  Pineapple
Furniture

Bed  Vase  Fire Place
Sofa  Mirror  Wardrobe
Chair  Lamp
Numbers

0  1  2
Zero  One  Two

3  4  5
Three  Four  Five

6  7  8
Six  Seven  Eight

9
Nine
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Stationery

Paper Clip  Glue  Book
Cutter  Stapler  Ruler
Pencil  Compasses
Property Cards

Numbers

- Rent 1 House: $2,000
- Rent 2 Houses: $6,000
- Rent 3 Houses: $10,000
- Rent 4 Houses: $15,000
- Rent 1 Hotel: $45,000
- Mortgage: $3,000

Colour

- Rent 1 House: $3,000
- Rent 2 Houses: $6,000
- Rent 3 Houses: $10,000
- Rent 4 Houses: $15,000
- Rent 1 Hotel: $55,000
- Mortgage: $5,000

Family

- Rent 1 House: $3,000
- Rent 2 Houses: $4,000
- Rent 3 Houses: $5,000
- Rent 4 Houses: $6,000
- Rent 1 Hotel: $60,000
- Mortgage: $6,000

Fruits

- Rent 1 House: $1,200
- Rent 2 Houses: $4,000
- Rent 3 Houses: $7,000
- Rent 4 Houses: $10,000
- Rent 1 Hotel: $20,000
- Mortgage: $8,000

Animals

- Rent 1 House: $1,000
- Rent 2 Houses: $3,000
- Rent 3 Houses: $6,000
- Rent 4 Houses: $9,000
- Rent 1 Hotel: $12,000
- Mortgage: $10,000

Stationery

- Rent 1 House: $2,000
- Rent 2 Houses: $4,000
- Rent 3 Houses: $6,000
- Rent 4 Houses: $8,000
- Rent 1 Hotel: $12,000
- Mortgage: $12,000

Body Parts

- Rent 1 House: $2,000
- Rent 2 Houses: $3,000
- Rent 3 Houses: $4,000
- Rent 4 Houses: $5,000
- Rent 1 Hotel: $6,000
- Mortgage: $14,000

Foods

- Rent 1 House: $2,000
- Rent 2 Houses: $4,000
- Rent 3 Houses: $6,000
- Rent 4 Houses: $8,000
- Rent 1 Hotel: $12,000
- Mortgage: $20,000

Furniture

- Rent 1 House: $2,800
- Rent 2 Houses: $5,000
- Rent 3 Houses: $7,000
- Rent 4 Houses: $12,000
- Rent 1 Hotel: $16,000
- Mortgage: $16,000
Property Cards

School
- 1 Property: $2,500
- 2 Properties: $5,000
- 3 Properties: $10,000
- 4 Properties: $20,000
- Mortgage: $10,000

Playground
- 1 Property: $2,500
- 2 Properties: $5,000
- 3 Properties: $10,000
- 4 Properties: $20,000
- Mortgage: $10,000

Swimming Pool
- 1 Property: $2,500
- 2 Properties: $5,000
- 3 Properties: $10,000
- 4 Properties: $20,000
- Mortgage: $10,000

Bedroom
- 1 Property: $2,500
- 2 Properties: $5,000
- 3 Properties: $10,000
- 4 Properties: $20,000
- Mortgage: $10,000
Media: Monopolize the vocabulary items

Level
Real Beginner

Learning Objective
Students are able to know the meaning of a specific word

Materials
Monopoly set and Flash Cards

Group Size
Small Group (4 persons)

Time Duration
30 minutes

Procedure
1. The students get the explanation of monopoly from the teacher
2. The students decide the movement turn
3. When a student enters an empty area and he wants to buy the area, he should pass a test from the bank (the teacher)
For example:
The student enters the area of color and he wants to buy it
Teacher: Please tell me which is red?
Student: Give the red card from flash cards deck.

4. A student enters an area belonged to another student. The student should give a question to the owner related to the area (just like the example in step 3). If the answer it correct, then the students entering the area should pay for the rent, otherwise, it would be free of charge.
Monopoly Rules

Players begin the game from the start box. Their movements are determined by the numbers on dice they rolled. A player which steps into an area which has not belong to anybody could buy the area from the bank. If the player does not want to buy the area, the other players who come to that area could buy it. When a player has bought an area, he could spend his money to build houses and even hotel. A player which step into someone’s are would be charge for the rent and the fare for an area which has houses/hotel would be different with an empty area. There are thirteen areas in total which could be bought. Those are number, colour, family, school, fruits, animals, playground, stationery, body parts, swimming pool, bedroom, furniture, foods. However, there are four out of thirteen areas which cannot be developed. Those are school, playground, swimming pool and bedroom. Players who run out of money or become bankrupt should leave the game. The winner is the last standing player on the game.

The money

When the players start the game for the first time, they got some money from the bank as their asset. Each player would get $150,000 which consist of one $50,000, two $20,000, three $10,000, three $5,000, four $2,000, four $2,000, four $500, three $200 and four $100.

The beginning of the game

Players should decide the turn before the game could actually start. The turn is decided by rolling the dice. The player who got the highest number from the dice he rolled would get the first turn. Basically, the turn is ranked from the
highest to the lowest. The movement of the player is determined by the dice he rolled.

**The salary**

Whenever a player passes the start or step right into the start area, the player would get salary. The salary is given by the bank and it is $20,000.

**Stepping into an area**

A player who comes into an area could buy it if the area does not belong to anybody. The player should pay to the bank if the player wants to buy the area. However, in order to buy the area, the player should answer a question from the bank about the area. The question is about vocabulary related to the area and the player should look for the answer from the flashcard given by the bank. If the answer is correct, the player could buy the area. In the contrary, if the call is wrong, then the player cannot buy the area. Other players might buy that area later if a player did not buy it when the player came to that area. Players could develop the area by building houses and hotel in the area only when players step into the area for the second time or more. The requirement of building a hotel or houses is still the same as buying an area. Players should answer the question from the bank.

**Stepping into someone’s area**

There will be time when almost all areas have been bought. When this happen, there is possibility that players would step into another player’s property or area. This means a player as the visitor should pay for the rent to the owner. However, the owner should complete a task given by the visitor. It is answering
vocabulary question related to the area. If the answer is correct, the visitor should pay for the rent. Otherwise, it would be free of charge.

Special cases

Players could move for more than one time in a single turn. In order to do that, players should get the same numbers from the dice. However, if a player gets same numbers for three times in a row, then the player would be punished.

There are areas called chance which is represented by question mark. Players who enter the area should take chance card and should do the command given by the card.

When a player got punished, the player should wait for three turns or the player should get the same number from the dice. Another way to get free from punishment is by getting the pardon from the bank by paying $ 20,000.

Entering the area called school fees means the player should pay the bank. The value of the fees could be seen on the board.