THE USE OF 'SNAKE LADDER' AS ENGLISH TEACHING MEDIA FOR MENTALLY RETARDED STUDENTS: A CASE STUDY OF *SLB (SEKOLAH LUAR BIASA)* SASANTI WIYATA SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Munawwaroh, Ahsanatul. (2020). The Use Of 'Snake Ladder' As English Teaching Media For Mentally Retarded Students: A Case Study Of Slb-Bc (sekolah luar biasa) Sasanti Wiyata Surabaya. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. MokhamadSyaifudin, M.Ed, Ph.D, Advisor II: Fitriah, Ph.D,

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Every student has different needs and characters, and teachers should be able to address the different needs of the students, for example by using various methods and approaches. This also applies when teaching retarded students; teachers can use a media to transform the information effectively. Snake and ladder is one of interactive media that teachers can use in teaching English for retarded students. This research aimed to identify the use 'snake and ladder' as a learning media at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya by interviewing the English teacher. The research found that they were happy, enthusiastic, ant more spirit to learn English. In fact by using Snake and ladder as English teaching media, the mentally retarded students could improve their English vocabulary, they could interact with other students and the teacher easily and effective, and they could remember and understood the lesson. The findings highlights that the teacher should continue to use 'snake and ladder' as English teaching media for mentally retarded students and also the teacher could create an interested design to improve their enthusiastic.

ABSTRACT

Munawwaroh, Ahsanatul. (2020). The Use Of 'Snake Ladder' As English Teaching Media For Mentally Retarded Students: A Case Study Of Slb-Bc Sasanti Wiyata Surabaya. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Advisor II: Fitriah As'ad, Ph.D,

Kata Kunci: Ular Tangga, Media, Tunagrahita, SLB

Setiap siswa memiliki kebutuhan dan karakter yang berbeda, dan guru harus mampu menjawab kebutuhan siswa yang berbeda, misalnya dengan menggunakan berbagai metode dan pendekatan. Ini juga berlaku saat mengajar siswa yang terbelakang; Guru dapat menggunakan media untuk mentransformasikan informasi secara efektif. Ular tangga merupakan salah satu media interaktif yang dapat digunakan guru dalam pembelajaran bahasa Inggris bagi siswa retardasi. Ini adalah implementasi tetapi hasil dari respon menggunakan tangga ular. Hasil penelitian menemukan bahwa mereka senang, antusias, dan lebih bersemangat untuk belajar bahasa Inggris. Bahkan dengan menggunakan Snake and ladder sebaga i media pembelajaran bahasa Inggris, siswa tunagrahita dapat meningkatkan kosakata bahasa Inggrisnya, dapat berinteraksi dengan siswa lain dan guru dengan mudah dan efektif, serta dapat mengingat dan memahami pelajaran. Temuan ini menyoroti bahwa guru harus terus menggunakan ular tangga sebagai media pembelajaran bahasa Inggris untuk siswa tunagrahita dan juga guru dapat membuat desain yang menarik untuk meningkatkan semangat mereka.

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CHAPTER I

INTRODUCTION

This chapter addresses what will be studied, what the signs are, what the goals are, the importance of the analysis, the scope and limitation, the meaning of key words, and why this researcher is doing so. Some points are displayed by the researcher to respond to those headings.

A. Background of Study

Mentally retarded students are students who have intellectual disability. Mental disabilities refer to students' difficulties in understanding sentences, words, and numbers as they have low view. The inability makes them hard to write sentences, read and speak. Therefore, they have difficulty to interact with other people in their circle or internal environment such as their families, teachers, and classmates. Considering this, teachers should have special approaches to make them understand the sentences or utterances and communicate with others using their limited ability.

Providing teaching on mentally retardation certainly cannot be arbitrary and mustbe adaptive, especially providing English language teaching. As we know that the mentally retarded students have problem in understanding the sentences. They have trouble in writing or speaking. As Tin Suharmini¹ says that mentally retarded students is difficult to do interaction with their environment. So, for teaching them the English teacher should have attractive media like using visual media or audio-visual media. Visual media is media that consist about picture and often sentence

Now days, Nowadays visual media for teaching mentally retarded is various: flash card, picture, or images and now in millennium era, the teacher try to modified Snake ladder as

¹Triyani, Thesis, 2013: Interaksi Sosial Anak Tuna Grahita di SDN Kepuhan Bantul (SD Inklusif)

English media teaching for mentally retarded.² The teacher believes that this media is not only help mentally retarded students to get the lesson, but also it can improve their social skill. So with using Snake and Snake ladder the students able to enjoy the learning. Meanwhile, Snake and ladder is a game that uses board that in the board contain some of line what form square. In the square of Snake ladder there is some pictures: numeric, snake as sign of down, ladder as sign of up, and sometimes there are picture that designed based on the material lesson. This objective is to interest students to be more enthusiastic to learn the lesson.

Besides it has a unique design, Snake ladder is able to create interesting communication both of students and teacher or students to students.³ Snake Ladder is chosen as media teaching English in SLB-BC Sasanti Wiyata Surabaya because the teacher believes that Snake Ladder is able to rise up their motivation in learning English. Also Snake ladder is one of effective media to teach English because the design of the game is of colorful, there is simple word, and also it is designed based on the students need and it can be used in several lesson with different material. In addition Snake ladder can help the mentally retarded students to train their soft skill and their social communication skill.

Based on regulation in law no. 20 of 2003 in article 37 that English is a mandatory charge at every level of education and every school should offer it in their curriculum. From that statement it means that English is not only for general school but also in special schools (SLB) ⁴.The system and facilities in general school and special school are different. Specialschool (SLB) requires extra efforts and treatment as the school educate students with special needs.

⁴UU. Nomor 20 Tahun 2013 pasal 37 ayat

²Iin, 2019: English teacher for mentally retarded students in SLB-BC Sasanti Wiyata Surabaya

³Milawati, Nurasmi Kurni, 2012:*Meningkatkan Kemampuan Membilang Melalui Permainan Ular Tangga bagi Anak Tunarungu*. Jurnal Ilmiah Pendidikan Khusus, Vol. 1 No.2. Ha1329-337

The school has different education system, infrastructure and learning methods. For example, the maximum capacity of classrooms is five students, the classroom size is fifteen square meters, there should be guiding block facilities, and the school should provide ramps for wheelchair students⁵. In addition to infrastructure, the teaching approach should adjust the students' special needs, for example teachers use a light color background when teaching students with mentally retarded. The aim is to help them focus on the teaching materials or lesson taught.⁶

Based on the minister Ministry of education and culture No.157 of 2014 the concerning special education is school that built for specials students like blind, deaf, speechless, mentally retarded or intellectual disability, disabled, harmonized, learning difficulties, slow learning, autistic, having motor impairments, being victims of narcotics and abnormalities students. One of the categories of children with special needs that are often encountered is intellectual disability or mental retarded, which is a child who has a weak grasp or has mental retardation. Children with mental retardation usually have disabilities in several ways, such as self-care, self-help, communication, environmental adaptation, and other abilities.7

A data from previous studies already have been conducted in correlation with this research. The first study seems to be from Af'idah Sifa'ul.⁸ This paper is a journal

⁵The education minister's regulation No. 33 tahun 2008

⁶Fahmi Feisal Erwin. *Kriteria Interior Ruang Pembelajaran Siswa* SDLB-C yang Sesuai dengan Karakteristik Siswa Tunagrahita Ringan (Studi Kasus SDLB Pembina Tingkat Nasional Bagian C Malang). Journal Fakultas Tehnik Universitas Brawijaya.

⁷Sugino, 2013: Meningkatkan Kemampuan Mengenal Nilai Mata Uang bagi Anak Tunagrahita Ringan Kelas VII di SLB Negeri Tanjungpinang, Jurnal Ilmiah Pendidikan Khusus. Vol. 1 No.2. Hal 198-209

⁸Af'idah Sifa'ul, Journal, 2015: The Use of Snake and Ladders Game as A Medium to instructor Speaking Descriptive Text to Tenth

about how to improve the speaking ability in teaching descriptive text. In order to get accurate results; this study employed a qualitative research method. The result of this study shows that snake and ladder are easy to use as a medium to teach descriptive speech. In addition, snake and ladder is able to help teacher to improve their speaking skill and also it is motivate students in speaking descriptive text while in class.

The second study comes from Nisa' Khoirotun.⁹ 2019. This research used class action research method to get the data. The research shows that the snack ladder is able to improve their speaking ability. Also, the implementation of snake ladder as media teaching in do you have pet is success and increase. From the observation data shows that in first cycle 85% is up and in the second cycle 89.5%.

The third study comes from Safitri Hasanah Alikta.¹⁰ The study is used class action research to gain the data. The result of this research is snake and ladder is able to improve the students' scrutinize ability in *Gathutkaca* story. The fourth study comes from Muhlisoh Siti. It is a thesis that used quasi-experiment with type non-equivalent pretest-posttest control group design to get the data. The study shows that the experiment is up and also the use of snake and ladder as media teaching to improve speaking Arabic is effective. The fifth study comes from Rizqi Lailatur.¹¹ The researcher used

¹⁰Alikta Hasnah Safitri, Thesis, 2016: Penggunaan Media PermainanUlar Tangga untuk Meningkatkan Keterampilan Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi. Surakatta, Universitas Sebelas Maret.

¹¹Siti Rofi'ah, Thesis, 2018: Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder Materi Description Text Pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar, Blitar, Universitas Nahdlatul Ulama Blitar.

Graders of SMK Muhammadiyah 01 Gresik. The University of Negeri Surabaya.

⁹Nisa' Khoirotun, Thesis, 2019: Peningkatan Keterampilan Berbicara Materi Do You Have Pet Menggunakan Media Snake and Ladder Game Di Kelas IV B MI Wachid Hasjim Sedatigede Sidoarjo.Universitas Islam Negri Sunan Ampel Surabaya.

qualitative method with class action research approach to gain the data. From the study shows that snake and ladder is able to improve students' Arabic vocabulary.

The sixth study comes from Hamdayani Suci.¹² It is a thesis that uses quantitative method type experiment. From this research we know that using snake and ladder as media in learning Arabic vocabulary is effective to improve students' ability. The seventh study comes from Sari Irna.¹³ It is a thesis and the thesis used quasi experimental desain to get the data. For the design the researcher uses time series design. The result of the study shows that the use of snake and ladder is a good media to motivate students to study PAI. The study has also ever been conducted by Milawati, Nurasmi Kurnia.¹⁴ The research used quantitative design and the result is Snake ladder is able to improve counting skill for mentally retarded.

Although this study is same with previous study but it is different on focus research. In this study, the research will conduct the use of Snake ladder as English teaching media for mentally retarded. It means that in this study the researcher will choose the English teacher as subject of this study and this research is the first research that conducted in SLB Sasanti Wiyata Surabaya. SLB Sasanti Wiyata Surabaya is one of special school in Surabaya that only focuses on mentally retarded students and dumb students. Although Surabaya have lots of SLB with category BC (dumb students and mentally retarded), but SLB Sasanti Wiyata Surabaya is different with the others. The different of this school is the media teaching that used to teach English. In this school the English teacher has ever been applied Snake and ladder as media teaching English for mentally retarded students. It can

¹²Hamdayani Suci, Thesis, 2016: *Eksperimentasi Pembelajaran* Dengan Media Permainan Ular Tangga Terhadap Penguasaan Mufradat Siswa Kelas VIII Mts Negeri Pedan Klaten.Universitas Islam Sunan Kali Jaga Yogyakarta..

¹³Sari Irna, Thesis, 2018: Pengaruh Penggunaan Media Pembelajaran Berbasis Visual Berbentuk Permainan Ular Tangga Terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran PAI Kelas IV SD 186 Tappale Kecamatan Libureng Kabupaten Bone.Universitas Alauddin Makasar. ¹⁴ Ibid, 7

be proved from the result of the survey that is done by the researcher. The survey has ever been done at 2019 later. In addition, in SLB Sasanti Wiyata have English teacher who graduated from English department and graduated from PLB (Pendidikan Luar Biasa). So based on the information above, the researcher chooses that school as the place of the research.

B. Research Question

As explained before on the background of this research, this paper aims to answer these questions:

- 1. How Snake and Ladder are used as media to teach English to mentally retarded students at SLB-BC Sasanti Wiyata Surabaya?
- 2. What is the student response to the use of Snake and Ladder as a media teaching English at the SLB Sasanti Wiyata Surabaya?

C. Objective of the Study

In the light of the research questions proposed above, the objectives of this study are:

- 1. To analyze how Snake and Ladder are used as media to teach English to mentally retarded students at SLB-BC Sasanti Wiyata Surabaya.
- 2. To find out what the students' response to the use of snake and ladder media is.

D. Significance of the Study

The significance of this research can be seen from both a theoretical and a practical point of view, as described below.

1. For teachers, it is hoped that this research will refer to the media for teachers to facilitate teaching media for mentally retarded students, that the teacher will be able to gain more knowledge of teaching English at school, and that it will help the teacher to transfer the material through the Snake ladder.

- 2. For the researcher, it is hoped that the result of this research can give a piece of evidence that Snake ladder is appropriate media that can use in teaching-learning English (vocabulary) for mentally retarded students. The second, this study gives academic information for future research, especially in using Snake ladder to facilitate student's vocabulary learning.
- 3. For the reader, it is hoped that this study will provide more information about the advantages and the students' response to using the Snake ladder as a media teacher.

E. Study Scope and Limit

The scope of this study is the use of 'Snake Ladder' as an English teaching media for mentally retarded students. The limitation of use here is the procedures of using Snake ladder as a teaching media for mentally retarded students. In this study; the researcher analyze the procedure of snake and ladder as teaching media for mentally retarded in teaching English. Dealing with the scopes mentioned above, it was also important to set some limitations in order for this research to be able to achieve its objectives. For this reason, the researcher also will focus on English teachers' action to conduct the use of snake and ladder to teach English for mentally retarded. The scope and the limitation of this research is English teacher who teach English for mentally retarded in light level.

Furthermore, the study is limited to the two English teachers and one class of junior high school and one class of senior high school at SLB Sasanti Wiyata Surabaya in academic year 2019-2020. The reason of the researcher chooses that one teacher and one class in each level because at SLB Sasanti Wiyata Surabaya there are same media that used to teaching English, snake and ladder. For the scope and limitation of the second question is about the students' response toward the advantages of using snake ladder as teaching media for mentally retarded students by using Steven M. Chaffe theory. The researcher will focuses on the affective types and cognitive type of response.

F. Definition of key terms

The researcher writes down some key-term definitions in order to help readers understand this study easily and to make them equally commendable as the researcher.

1. Mentally retarded

Mentally retarded are children who have Intellectual disability.¹⁵In Indonesia, Intellectual disability is called as *tuna grahita*. Based on AAMD (American Association on MentalDeficiency), mentally retarded is divided three types:weight, average, and heavy. In this study the researcher will be focus on light level of the mentally retarded students. In this level, their brightness and their social adaptation are blocked, but they have the ability to develop in an academic area. They are able to work and able to adapt in social and their IQ is about 50-70. Althought they have an IQ low, they still able to learn English language.

2. Visual media

Visual media is one of media that can enjoy using vision. Usually visual media use picture or sentences to pour the idea. Some people believe that visual media can help student's difficulties in learning. It is valuable instructional tools that can help make learning more effective and interesting. In this study, the researcher defines visual media as the way in which English teachers plan teaching-learning to deliver materials effectively in order to attract students to learn English.

3. Snake and Ladder

Snake and ladder is one of traditional games that made from board that is played by two people or more. The shape of Snake Ladder is square that is contained about numeric and picture. Usually, Snake Ladder is played using dice and things as a player that stand on the board. Now days, Snake ladder is able to play in outdoor place. For the design of snake and ladder will be more interested and more easly than usually. For example, themedia will

¹⁵Jamaris, Martini. (2018) Anak Berkebutuhan Khusus: Bogor, Ghalia Indonesia.ha196

be colorfull and there is numeric and picture that related with the lesson that they learn.

So the mentally retarded can learn the material with playing the fun game. In this researcher, snake ladder is teaching media that used as teaching English for mentally retarded students. For the design, it likes a general design: using board as foundation, using numeric and colorful and also there are pictures and questions based on the lesson that the teacher teaches.

4. Students' respond

Respond is a measurable, cognitively dependent variable based on perceptual reactions and verbal statements of belief.¹⁶ In this researcher, the indication of students' response will be seen through teachers' media. According to Rosenberg and Hovland¹⁷, the observable dependent variables of the cognitive portion are visual reactions and verbal statements of belief. This research would show an example of the student's reaction through the students' opinion on the snake ladder as English teaching media.

¹⁶ Rosenberg and Hovland as cited in Azwar. (2012). Sikap Manusia Teori dan Pengukurannya (2nded.). Yogyakarta:Pustaka Pelajar.
¹⁷ Azwar, S. Sikap Manusia Teori dan Pengukurannya (2nd ed). Yogyakarta: Pustaka Pelajar. 2012.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents a review of the literature used in this research. Related to the subject of this research, the researcher presented some literature reviews, which were divided into four parts. These sections are mentally retarded students, educating students with special needs, using the internet to educate mentally retarded students, reacting students to teacher media. The researcher clarified these four sections briefly in accordance with the research-related theory.

A. Review of Related Literature

1. Theoretical Framework a. Mentally Retarded Student

Mentally retarded is a human who have a problem in intellectual. Kustawan says that mental retarded are people who have IQ under mean and unable to behavior adaptation in their process development.¹⁸ People who have IQ under mean are also have an obstacle in academics. To follow the learning in academics, the mentally retarded need modification curriculum based on their special necessary. A society called mentally retarded as a mentally handicapped, idiot, and intellectual disabilities.

Mental retarded is one condition that marked by the function of intellectual is under mean and the social skill is decreased. The factor above causes mental retarded difficult in process learning and also difficult to adaptation in social. Based on the research before that mentally retarded is able to identify before 18 years old, but in other opinions, mentally retarded is a syndrome of delayed or disordered brain development that is evident before the age of eighteen. People who have mentally retarded are difficult to learn and

¹⁸Kustawan, D. (2006). *Bimbingan dan Konseling bagi Anak Berkubutuhan Khusus*. Jakarta Timur: PT.Luxima Metro Media. understand the information. So to reach it their skills needed to adapt quickly and adequately to environmental charges.¹⁹

Somantri says that mental retarded is condition while the development of their intelligence is being an obstacle, so that why the intellectual is not development optimally.²⁰ Someone who has low brightness under means is included as mentally retarded. Based on Grossman that mentally retarded refer to an intellectual function that has IQ fewer than eighty four with the lack in their behavior of adaptation and it is ongoing in their development period.²¹ Japan League for Mentally Retarded tells that the character of mental retarded is the function of their intelligence is languid, an IQ fewer than seventeen based on an intelligence test, and they have lacked in their adaptive behavior.²² Mentally retarded is included in special children (ABK). Mental retarded are also humans who have reduction ability or their ability in strength, value, quality, and the quantity is low.

The characteristic of mentally retarded based on brown are low in learn, difficult to learn with use their abstract ability, and also they will forget quickly if there is treatment continually, difficult to generalize and learn new thing, their speaking ability is less and difficult, the physical and the movement of development are deformity, difficult to do their simple duty, less in their self-help: eating, keep their cleanness, and their behavior movement and interact is

¹⁹Ainsworth, P., & Baker, P. C. (2004). Understanding Mental Retardation. From <u>https://site.ebrry.com</u>.

²⁰Somantri, Sutjihati (2006). *Psikologi Anak Luar Biasa*, Bandung, Refika Aditama. hal:107

²¹Wardani, Hernawati, &Astati, 2007. *Pengantar Pendidikan Luar Biasa*. Jakarta: Universitas Terbuka.

²²Abdurrahman dan Sudjadi. (1996). Pendidikan Luar Biasa. Jakarta: Depdikbud.

awkward: bite their self.²³ AAMD (American Association on Mental Deficiency) says that the characteristic of mental retarded is able to know the situation, things, and people around theirs, but, they don't understand their existence.

Mental retarded is someone who difficult to solve their problem, not able to create planning for theirs, they difficult to write a symbol of numeric, difficult to read and count. Their learning ability is limited. *Depdiknas* said that the characteristic of mental retarded are their physical performing is not balance, not able to manage themselves related to their old, their speaking ability and their language skills are clumsy, less interest in their area, and the coordination of their movement is less and often fluid spittle.

The classification of mentally retarded is divided into three. There are, light, moderate, and heavy. The classifications based on their intelligent that consist of light retarded, moderate retarded, and heavy retarded. The classification of mentally retarded based on AAMD (American Association on MentalDeficiency) and PP No. 72 *Tahun* 1991 define it into three.²⁴ They are:

a) Light level

In this level, their brightness and their social adaptation are blocked, but they have the ability to develop in an academic area, able to work and able to adapt in social. An IQ of this level is about fifty until seventy. In this level, the mentally retarded students are able to taught learning, reading, and counting. Although they have intellectual disability, but they are able to complete their study equal with class six at elementary school as at normal school.

²³Wolery & Harring, (1994) Exceptional Children Fith Edition, 1996

²⁴Amin, Moh, (1995) Ortopedia Anak Tuna Grahita hal. 22-24. Jakarta: Depdikbud.

b) Moderate level

Moderate retarded have general intellectual ability and behavior adaptation under light retarded. They are able to learn school skills to functional purpose, reach their responsibility, and reach their working with their assistants. An IQ of this level is about thirty until fifty. Moderate retarded level is people who have an IQ of about fifty one until thirty six. This category is included based on *Binet* data and based on Wechsler data moderate retarded is people who have an IQ about fifty four until fifty.

Mental retarded who included in this category unnecessary to learn academically, such as reading, writing, and counting. Although they aren't able to learn academically, they are still able to write socially, such as write their names and their address. Although they have intellectual disability, but they are able to complete their study equal with class two at elementary school as at normal school.

c) Heavy level

Children who included in this level are children who given treatment to care about their self, interact with their social, and work. In the limited time, they are able to care for their self, adapt in their environment without given treatment. An IQ of this level is less than thirty. The mental retarded who included here are children who have an IQ about thirty two until thirty and this category are included based on *Binet* data. Based *Wechsler* data, heavy retarded is people who have an IQ about thirty nine until twenty five. Based on this category, people who included in heavy retarded are not able to manage themselves and they need assistant totally for helping their life. The retardation refers to general intellectual that is under level. Dudi Gunawan says that students who are called as mentally retarded students if they have three indicators²⁵. For the first is if the students have function of intellectual delays generally or under average. The second factor is if the students have inability in behavior society. The third is if the students have obstack in their behavior society before they are eighteen years old.

b. Teaching Students With Special Needs

There are six aspects that should be hold when teaching English for special students²⁶: a) Teacher

A teacher is the main aspect that should be prepared because the success of learning is influenced by the attitude of the teacher. Based on UU no. 20 Tahun 2003 teaching is an activity among students with the teacher and with the source of learning in area learning.²⁷Machi says that how the ways teacher teach is influenced by the educational background, the educational experience, the size of the class, how long they teach special students, and the burden of teaching²⁸.

²⁵Dr. GarnidaDadang, M.Pd (2016) Modul Guru Pembelajar slb Tuna grahita kelompok kompetensi, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Taman Kanak-Kanak dan Pendidikan Luar Biasa, Direktorat Guru dan Tenaga Kependidikan, Bandung

²⁶BIshaw (2012) Teaching English to the Students with Difficulties in Inclusive Settings.

²⁷Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 1 ayat 20.

²⁸Daiwi Widya. 2019. Educational Journal Vol. 06 No. 1 edition of June

b) Training

To increase teachers' competition, the teacher should be given training because teaching English for specials needs students is different from normal students. This aim is to make easier teacher teaching.

c) Curriculum

The curriculum is adapted and modified related by the students' necessary. This cause is to make easier for students to follow the lesson. Surely the curriculum for special students is different from the regular students. The adapted curriculum is needed to organize to deliver the material of the lesson. The material should be related to the characteristic of the individual. For developing the curriculum they are the compass that should be obeyed. For example, the curriculum that supply should support the target of the special aims.

d) Source and tools of teaching

The availability of source and teaching tools will support the process of teaching-learning English in the class. Surely, the source and tools are related to their need.

e) Evaluation

The process of evaluation for the special students should be designed based on the necessary. The evaluation can be shape exercise or a claim that able to apply for all types of specials students.

f) Teaching strategy

The motivation learning of the students will increase when the teacher has lots of interesting strategies and the strategy can fulfill their learning style. To teach students with the special need the teacher should have a good response to special students. In reality, teaching students with special needs is the same as teaching students with normal students. As in normal school, in a special school, the teaching is containing about the component. The components are the purpose of the lesson, the material of teaching, the method of the teaching, the media, and the evaluation of teaching.

As teaching normal student, teaching special need also need method teaching to get aims of the lesson. Based on Sudrajat there are three types of method English for special students need:²⁹:

1) Given prompts method

A prompt is one of a method with giving them a good response. Usually giving prompt is applied to deaf students. The way of given prompt can be done by peer-tutoring, giving gestures, and giving a demonstration. Speech method

2) Speech method This method

This method, the teacher is an important thing because a teacher is a duty to extend the information or the material to students orally. This method usually used to teach blind and skilled students.

3) Interactive method

The method is one method that can be done by them answer and ask the question among the teacher and the students. This method usually applied to teach blind student and skilled students.

4) Discussion method

This method used to teach blind students and skilled students because this method does not demand intellectual thinking to break the problem. In other way, Lituhayu³⁰ defines the method to teach English for special students there are three methods. The first is using the direct method. The direct method is one method used to teach English that involves students'

²⁹ Ibid 18

³⁰Daiwi Widya. 2019. Educational Journal Vol. 06 No. 1 edition of June

consciousness and involves students to know about the meaning words that they learn and how they use it. Based on psychology, using a direct method in teaching will help the teacher to activate the processing teaching because in a direct method the teacher teaches from simple to complex learning and from real to abstract.

The second method is the total physical response or TPR. TPR (total physical response is a method that uses body movement or gesture in teaching. The third method is the lexical approach. Lexical approach is a method that usually using comic to help the student learn a language. The language of the lexical comic should be simple and natural.

Media For Teaching Specials Students

c.

Media is one of teaching tools that used to help students to understand the materials.³¹ The shape of media can be visual or audiovisual. It is depend on the teacher and the types of the students. To help students to get the lesson, the teacher should have lots of creative media, especially for teaching special students. The media that can be used to teach English are realia kits, slides, film strips, or card.

Realia kit is one of media that usually use things in our area. For example use corn to learn counting, using scrabble to learn sentence or etc. The second media is slide. The using of slide usually use power point to get the interesting view. This media will help deaf students to get the material. The third media is film strips. It is one of unique media because in this film strip the picture can move and the teacher can add music there. So, this media can enjoyed for mentally retarded, blind students, and other. The fourth media is card.

³¹Hisbiyatul Hasanah, Rudy Sumiharsono, (2017). *Media Pembelajaran: Buku Bacaan Wajib Dosen, Guru, dan Calon Pendidik.* Pustaka Abadi. Hlm.3.

Card is media that can help students to learn about vocabulary. The vocabulary can be written on the card and adding the picture based on the vocabulary. Usually mentally retarded used this media to help their studying. d. Snake ladder Media For Teaching Mentally Retarded Students

1) Describing of Snake ladder

Snake and ladder is a game that used the board as the base of the material that is played by two or more people. The snake ladder is created in the 2nd century before *Masehi* and Hindu is the first time who played this game. Based on Hinduism, a snake that is on the board means the wrong decision, while the ladder in this game means the right decision. In 1892, a game of the Snake ladder was famous in England and in 1943 the name of this game was changed to be *chutes and ladder* by Milton Bradley in the USA. Since 1943, this game began to sell in public.³²

In Indonesia, the snake ladder is one of the traditional games that able to play in pairs or groups. The design of this game is unique because it has a square in every numeric and every square has a different picture and some of the squares have a snake or ladder. If people get the snake in their plat, they should go down based on how the long snake is and if people get the ladder in their playing, they should go up related the length of the ladder. Sidik says that the Snake ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.³³

³² Fatkhan.web.id, Senin 25 November 2019 pukul 20.03 wib

³³ Christian Isman, Albertin. (2012) Metode Belajar dengan Permainan Ulartangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK

2) Advantages of using Snake Ladder in special need

The advantages of using 'Snake Ladder' in special needs can less stress when studying. In other advantages can improve motivation to study and able to improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing Snake Ladder will help the brain to be more concentration and the material of the lesson will be remembered and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson. How to Use 'Snake Ladder'

3)

Yasin Yusuf says that the Snake ladder is an interactive game that can make students active.³⁴Firstly, the teacher should explain the material that will learn and give them an understanding of the material. In this stage, the teacher may give them an example of the lesson. Secondly, the teacher should divide students to be group and ask them to go to their group. After meeting up with their group, the teacher should give a board of Snake ladder in every group and then, the teacher informs them about the rules of this game.

While students play this game, the teacher will be a coach. Finally, the teacher gives them an evaluation to examine the result that students get while playing this game. The evaluation is orally or not. This objective is to know how

*B.*Skripsi. Fakultas Psikologi Universitas Katolik Soegijaparanata Semarang.. (tidak diterbitkan). Hal.36.

³⁴Maisyaroh, Iis, 2014: Penerapan Metode Permainan Ular Tangga (Snake Ladder) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS. Skripsi. FakultasI lmu Keguruan Universitas Islam Negeri Syarif Hidayatulloh Jakarta. Hal18.

understanding students about the material that has students got.

e. Students' response

a) Definition of Response

Response is the answer as one of the key souls can be interpreted as a memory picture of observation has stopped, just an idea. Based on the Indung A. Shaleh³⁵, response is an activity that caused of stimulus. Steven M. Chaffe response is divided to three types³⁶. There are cognitive response, affective response, and conative response. Cognitive response is an answer that is closely linked to a person's knowledge and facts. This answer occurs when there is a shift in the understanding or interpretation of the audience.

Then, the affective response is an answer that related to emotion. For example as described, emotion is a conscious mental reaction (as rage or fear) subjectively perceived as a strong feeling, as well as an attitude; a role assumed for a particular reason and a judgment of something. This response emerges when there is a shift in what the audience enjoyed about something. Conative response is responses that relevant to actual actions, like action or behaviors. As explained, behavior has happened one at a time, though behaviors have always happened.

b) The Factors of Response

There are two Factors that give rise to individual response. First is an internal factor. Internal factor is the factors that reside in the individual human being. It is made up of two elements: spiritual and physical. Then someone

³⁵ Indung A Sholeh dkk, *Pengantar Psikologi Umum*, (Surabaya: Usaha Nasional, 1982), et. E-1, h.78

³⁶ Jalaludin Rakhmat, psikologi komunikasi, (Bandung: Remaja Rosda Karya, 1999), h. 118

who reacts to something from a stimulus always affects one of the elements on its own, and they will be the product of a particular reaction of strength in an individual who responds or will vary in response between the person and the other person. Physical or physiological components include the presence, integrity and functioning of sensory instruments, nerves and various parts of the brain.

The second factor is External factor. External factor is which exist in the world. It's the pressure factor and the form of stimulant, or people call it the stimulation factor. According to Bimo Walgito³⁷ in his book, the psychic factors associated with the object are attributable to the stimulus and the stimulus of the sensing device.

B. Review of Previous Studies

A number of previous studies have already been conducted in connection with this research. The first study is from Af'idah Sifa'ul.³⁸ 2015. The Use of Snake and Ladders Game as A Medium To Teach Speaking Descriptive Text To Tenth Graders Of SMK *Muhammadiyah* 01 Gresik. This paper is a journal about how to improve the speaking ability in teaching descriptive text. In order to achieve the result, this study used a qualitative approach. The outcome of this study shows that snake and ladder are easy to use as a tool to teach descriptive speech. In addition, snake and ladder is able to help teacher to improve their speaking skill and also it is motivate students in speaking descriptive text while in class.

The second study comes from Nisa' Khoirotun.³⁹ This research used class action research method to get the data.

³⁹Nisa' Khoirotun. 2019: Peningkatan Keterampilan Berbicara Materi Do You Have Pet Menggunakan Media Snake and Ladder

³⁷ Bimo Walgito. Pengantar Psikologi Umum. Yogyakarta: UGM. 1996

³⁸Af'idah Sifa'ul. Journal. 2015: *The Use of Snake and Ladders Game as A Medium To Teach Speaking Descriptive Text To Tenth Graders Of SMK Muhammadiyah 01 Gresik.* Universitas Negeri Surabaya.

The research shows that the snack ladder is able to improve their speaking ability. Also, the implementation of snake ladder as media teaching "do you have pet" is success and increase. From the observation data shows that in first cycle 85% is up and in the second cycle 89.5%.

The third study comes from Safitri Hasanah Alikta.⁴⁰ The study is used class action research to gain the data. The result of this research is snake and ladder is able to improve the students' scrutinize ability in *Gathutkaca* story.

The fourth study comes from Muhlisoh Siti. 2017.*Keefektifan Permainan Ular Tangga Dalam Peningkatan Keterampilan Berbicara Bahasa Arab Siswa Kelas VII Di Mts. Negeri Sumbang Banyumas Tahun Ajaram 2015/2016*. It is a thesis that used quasi-experiment with type non-equivalent pretest-posttest control group design to get the data. The study shows that the experiment is increase and also the use of snake and ladder as media teaching to improve speaking Arabic is effective.

The fifth study comes from Rizqi Lailatur.⁴¹ 2015. Penerapan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Arab Siswa Kelas IV Madrasah Ibtidaiyah Nurul Jaded Kolomayan Kabupaten Blitar. The researcher used qualitative method with class action research approach to gain the data. From the study shows that snake and ladder is able to improve students' Arabic vocabulary.

Game Di Kelas IV B MI Wachid Hasjim Sedatigede Sidoarjo.Universitas Islam Negeri Sunan Ampel Surabaya.

⁴⁰Alikta Safitri Hasnah, 2016. Thesis: Penggunaan Media Permainan Ular Tangga untuk Meningkatkan Keterampilan Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi, Surakatta, Universitas Sebelas Maret, x.

⁴¹Siti Rofi'ah, 2018. Thesis: Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder Materi Descriptive Text pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar, Blitar. Universitas Nahdlatul Ulama Blitar The sixth study comes from Hamdayani Suci.⁴²2016. Eksperimentasi Pembelajaran Dengan Media Permainan Ular Tangga Terhadap Penguasaan Mufradat Siswa Kelas VIII Mts Negeri Pedan Klaten.It is a thesis that uses quantitative method type experiment. From this research we know that using snake and ladder as media in learning Arabic vocabulary is effective to improve students' ability.

The seventh study comes from Sari Irna.⁴³ 2018. Pengaruh Penggunaan Media Pembelajaran Berbasis Visual Berbentuk Permainan Ular Tangga Terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran PAI Kelas IV SD 186 Tappale Kecamatan Libureng Kabupaten Bone. It is a thesis and the thesis used quasi experimental desain to get the data. For the design the researcher uses time series design. The result of the study shows that the use of snake and ladder is a good media to motivate students to study PAI.

The eighth study comes from Milawati, Nurasmi Kurnia⁴⁴ have already conducted this study with title *Meningkatkan Kemampuan Membilang Melalui Permainan Ular Tangga bagi Anak Tunarungu*. The research used quantitative design and the result is Snake ladder is able to improve counting skill for mentally retarded. In other study is Sugino. His research is *Meningkatkan Kemampuan Mengenal Nilai Mata Uang bagi Anak Tunagrahita Ringan Kelas VII di SLB Negeri Tanjungpinang*. To collect the data he used quantitative design research.

⁴⁴ Milawati, NurasmiKurnia. 2012: Meningkatkan Kemampuan Membilang Melalui Permainan Ular Tanggabagi Anak Tunarungu. Jurnal Ilmiah Pendidikan Khusus. Vol. 1 No.2. Ha1329-337

⁴²Hamdayani Suci. Thesis, 2016: Eksperimentasi Pembelajaran Dengan Media Permainan Ular Tangga Terhadap Penguasaan Mufradat Siswa Kelas VIII Mts Negeri Pedan Klaten. Universitas Islam Sunan Kali Jaga Yogyakarta.

⁴³Sari Irna. Thesis, 2018: Pengaruh Penggunaan Media Pembelajaran Berbasis Visual Berbentuk Permainan Ular Tangga Terhadap Motivasi Belajar Peserta Didik Pada Mata Pelajaran PAI Kelas IV SD 186 Tappale Kecamatan Libureng Kabupaten Bone.Universitas Alauddin Makasar.

The ninth previous study is from Anggraeni and Damajanti⁴⁵. Their title study is *Efektivitas Penerapan Terapi* Bermain Bola Untuk Meningkatkan Kemampuan Motorik Kasar Pada Tunagrahita Ringan Kelas 1 SMPLB Dharmawanita Sidoarjo. The aim of this research is to improve gross motor skills in grades 1 SMPLB mild retardation. To get the data, the researchers used observation checklist. To analysis the data Anggraeni and Damajanti used experimental research. After doing observation and treatment, the research shows that there is significant value of 0.041 at 0.05. It can say that this media can improve gross motor skills mild of mentally retarded students at SMPLB Dharmawanita Sidoarjo.

The next previous study comes from Ratnasari Sklera⁴⁶. Her study is about the effectiveness of using picture card game toward social science learning achievement for mentally retarded students. This research aims is to determine the effectiveness of using picture card game toward social science learning achievement for mentally retarded students at class IX at SLB – A YKAB Surakarta. To get the data the researcher uses an experimental research method and A-B-CA design in single subject research. From the analysis result, it can be concluded that the use of picture card game effectively to improve Social Science Learning achievement material types of economic activities in society on mentally retarded students at SLB-A (sekolah luar biasa) YKAB Surakarta.

Although this study is same with previous study but it is different on focus research. In this study, the research will conduct the use of Snake ladder as English teaching media for mentally retarded. It means that the teacher will be the subject

⁴⁵Haryani Putrid Anggraeni, Dewi Kusuma Damajanti, Journal Efektivitas Penerapan Terapi Bermain Bola Untuk Meningkatkan Kemampuan Motorik Kasar Pada Tunagrahita Ringan Kelas 1 SMPLB Dharmawanita Sidoarjo, Universitas Negeri Surabaya: Surabaya

⁴⁶Sclera Ratnasari (2015), *Efektivitas Penggunaan Permainan Kartu* Bergambar Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial (IPS) Pada Anak Tunagrahita Kelas I Di SLB-A YKAB Surakarta, Pendidikan Luar Biasa FKIP Universitas Sebelas Maret, Surakarta

of this study. At least, it will be different result because English is different with Math and the focus of the study is different.



CHAPTER III

METHODOLOGY RESEARCH

This chapter deals with the procedures for carrying out research. It includes research design and methodology, environment and subject matter, data and source data, data collection techniques, research tools, research phases and data analysis techniques.

A. Design and Approach for Research

This study, the researcher used a qualitative method to answer the first and second questions of research by interviewing English teachers. The aim of qualitative method is to describe phenomena.⁴⁷ In other opinion, Cresswell said that research that on the basis of a method of investigation to understand a social or human problem, it is called qualitative research on the basis of constructing a dynamic, holistic image, word-forming, reporting comprehensive views of knowledge and taking place in a natural environment.⁴⁸Qualitative study was also characterized as research that focuses on the acquisition of data through openended and conversational communication.

This approach is not only about "what" people think, but also about "why" they think so. In addition, the qualitative research method allows for an in-depth and further investigation and questioning of respondents on the basis of their responses, where the researcher seeks to understand their motivation and feelings. To get a comprehensive data, this study involved one school as a case study to identify how 'snake ladder' is used as a teaching media for teaching English to students with mentally retarded.

⁴⁷Rulanahmadi, 2014. *Metodologi Penelitian Kualitatif*, Yogyakarta: Ar-Ruz Media, 4.

⁴⁸ Ch. Sella S, "Classroom Management in English Class of Pangudi Luhur Elemantary School Yogyakarta" Undergraduatin thesis of Sanata Dharma University, 2015. p 24

B. Research Setting and Subject

The research conducted in junior high school of SLB (sekolah luar biasa) Sasanti Wiyata Surabaya at grade eight. This school used 'snake and ladder' as media to teach English for mentally retarded students. The subject of this research is two English teachers who use Snake ladder as English teaching media for mentally retarded students and they are selected as they have at least two years teaching experience and degree in special education.

The location of this school is in jl.Simorejo Sari B VI No.28, Simomulyo, Kec. Sukomanunggal, Surabaya. the researcher choose these location of the study because SLB (Sekolah luar biasa) Sasanti Wiyata Surabaya is one and only school that applying Snake ladder as English teaching media for mentally retarded students. The data is taken on June because this research is not depending on the material and the specific time. So the research is going to do an interview on the date.

C. Data and Data Source

a. Data

There are some data used in qualitative method, such as visual data (photography, film, and video), document data internet, observation, and interview and qualitative research data can be obtained with many ways, interview, observation, and documentation. To answer the problem, researcher used two types of data, which are primary data and secondary data. Primary means word or action in qualitative research while secondary is supporting data such as documentation. Those are explained detail below.

1. Primary Data

Primary data is the data that directly obtained by source or first-hand experience. Here, researcher used interview as data primer. The data which needed was the procedure to use Snake ladder as English teaching media for mentally retarded students at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya and the responses of students when using Snake ladder. The researcher used interview which supported by interview guidline. To find out how teachers use 'snake and ladder' as a medium for teaching English, this study gathered the data by interviewing the teachers. The teacher was interviewed about how they use Snake and ladder for teaching English for mentally retarded students and how the students' respond do. As there was only one the data that the researcher collected, there was one source of data.

b. Source of the data

The source of the data was the teaching method – learning using 'snake and ladder' as a media. The researcher tried to find the data through interview English teachers. It's mean that the teacher was object of interview. The English teacher of special needs was the information resources to address some of the questions posed by the interviewer in this segment. For answering the second researcher question, the researcher also interviewed the English teacher at SLB (Sekolah luar biasa) Sasanti Wiyata Surabaya.

D. Data Collection Technique

Data collection is a crucial component in the conduct of study and is a tool that the researcher can use in the acquisition of research. Cresswell says that data in qualitative there are four categories. There are observations, interviews, questionnaire, documents, and the last is audiovisual materials.⁴⁹ In this study, the data was collected by the researcher using two data collection techniques.

To collect the data the researcher used interview. There was one English teacher that had been interview. The type of interview that used by the researcher was structure interview. The researcher gained it with the English teacher who taught mentally retarded students. It was done at SLB (Sekolah luar biasa) Sasanti Wiyata Surabaya when the teaching-learning was holiday caused pandemic. It was done in person with the English teacher by used healthy protocol.

The interview guide contained about teachers' media in teaching English for mentally retarded and how the students' respond. This instrument was used to identify how the snake and

⁴⁹Jhon W. Cresswell, *Educational Research: Planning, conducting,* and evaluating Qualitative and Quantitative Research, 4th edition (Boston: Person Education, Inc, 2012), p. 212.

ladder is used as teaching media in teach English for mentally retarded students.

E. Research Instruments

In the qualitative research, the main of instrument collector is the researcher.⁵⁰ The function of the researcher is to determine the focus study, determine the resource person as source data, collect the data, interpret the data, and make a conclusion from the result of the research. To get the data of the study, the researcher uses three instruments:

a) Interview guideline

Before interviewing the researcher, the interview manual should be created to direct the conduct of the interview. In making the question sheet of the interview guide, the researcher referred to the most relevant points in the classification of teaching media. Interview was conducted to English teachers. In the interview guideline there are ten questions that there are related to the teachers' media in teaching English use 'snake and ladder' for mentally retarded students and the interview will be doing orally both of the researcher and the object of study.

During interviewing, the researcher used cell phone to record the teachers' response. It was important to do this and to make sure the data was not lost. The result of interview used in answering the first and second researcher question related to teachers' media in teaching English used snake ladder as media teaching for mentally retarded students and their response used interview guideline.

⁵⁰Lexy. Jm. Maleong. *Metode Penelitian Kualitatif*, (Bandung. Remaja Rosdakarya, 2005) P. 9

F. Data Analysis Technique

Figure 3.1 the data analysis technique



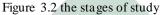
The data analysis technique that will be used by Miles and Huberman⁵¹. Based on Miles and Huberman the activity in data analysis the data are reduction, data display, conclusion drawing, and verification. The data were analyzed using the following steps. In this step, the researchers gathered an English teacher who teaches mentally retarded students at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya to be interviewed about students' response when using Snake ladder as English teaching media.

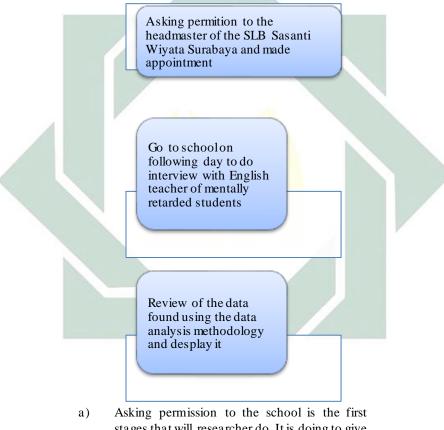
Then, the researcher decided which data were appropriate for answering the question. While reading the data, the researcher gave notes on the result of interview. In this section, the researcher started to analyze the data or information which was found in the interview. This step also used to identify which data were needed or can be reduced. After that, the researcher combined the result of the interview that was students' response with the theory. The result of the interview was used to support the previous data collected and presented together as the finding of this research.

⁵¹ Milles, B. Matthew and Huberman, Michael A. *Qualitative Data Analysis*. 1994. P.10

G. Stages of study

Before performing this study, the researcher carried out a range of phases as follows:





stages that will researcher do. It is doing to give information them that the researcher will conduct the research their school. After receiving permission, the researcher may contact English teachers who are mentally retarded to make an appointment as to when the researcher would be able to do the same interview at the school.

- b) After an appointment with the teacher, the researcher will go to the school to interview English teachers who are mentally retarded. The interview stage is in the process of collecting further data from the study.
- c) After an interview, the next step is the review of the data found using the data analysis methodology. After that, the researcher will begin to display the data in the form of a narration in the research finding. The researcher then examines the data with the relevant theory to help them and ensure that the data is accurate. The final stage is to draw conclusions from the data provided in the finding and discussion.

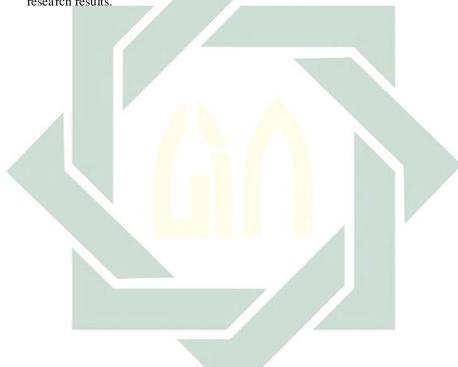
H. Checking Validity and Finding

In this part, the researcher needed to validate the findings of this study after analyzing the data. Based on Creswell there are three types of validate the findings: triangulation, member checking, and auditing⁵². In this study, researcher used several techniques. The first is using triangulation. Triangulation is an examination technique the validity of the data by checking or comparison of the data obtained with the source or other criteria beyond that data to improve data validity⁵³. In this study, the triangulation is used such as:

- a) Triangulation of sources, it is means by compare what is said by the subject with the informant said with the intention is that the data obtained can be trusted because not only obtained from one source is research subjects, but also data obtained from several other sources.
- b) Triangulation method, it is means by comparing the questionnaire result data with interview data. In this case the researcher tried to double-check the data obtained through interviews.

 ⁵² John W.Creswell. *Educational Research Planning*. P.259
 ⁵³ Lexy.2014. Metode Penelitian Kualitatif ,Edisi Revisi. PT Remaja Rosdakarya, Bandung. Pg. 330

The second technic is using reference materials. This reference material was a support tool for proving the data found by the researcher. Like data, the results of interviews need to be supported by recordings interview. In this study, researchers used tools recorder to record the results of interviews with informants. Meanwhile, in the external validity test in this study, the researcher in making reports provide a detailed, clear, systematic, and reliable description. Thus the reader becomes clear on the research results.



CHAPTER IV FINDING AND DISCUSSION

This chapter is dedicated to the presentation and discussion of the results and conclusions of the report. It is divided into two key parts. The first segment is the research findings. The second segment is a discussion that discusses the researcher's reaction to the findings and relates them to the theories. The account given in this chapter is consistent with the two research questions presented in Chapter I.

- A. Research Finding
- 1. The procedure of using Snake and Ladder to teach English for mentally retarded in SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya

The following clarification would enable the reader to understand this study on the basis of an interview with the teacher about the use of Snake and Ladder to teach English to mentally retarded students. In this part the researcher explain about how the Snake and ladder used as teaching English media for mentally retarded students. This result is taken by interviewing the teacher.

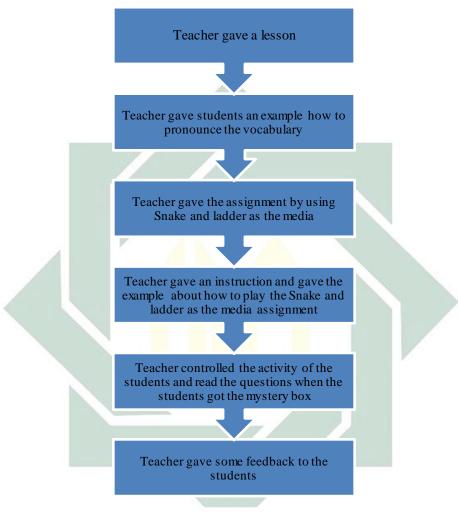


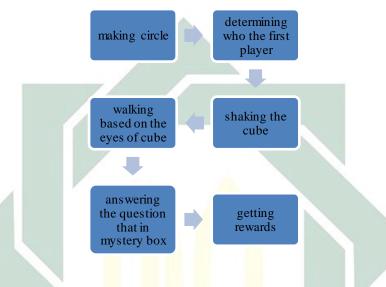
Figure 4.1 The Procedure of Using Snake & Ladder Game as English teaching for mentally retarded students

After interviewing with the English teacher, the data showed that Snake and ladder was used as teaching media for three times until four times in one month. Usually the teacher used Snake and ladder to teach English when they learnt about the simple daily activity, color, and numeric. The simple daily activity likes how to say got up in English, how to say eat in English and so on. In every topic of lesson the snake and ladder has different design. It is depended of the lesson and the purpose of the lesson. "We are used snake and ladder for three times meeting until four times meetings it depends on the purpose of material" (interview section).

Before the teacher used Snake and ladder, the teacher gave mentally retarded students an explanation about the meaning of the material, the aim of material, and how to pronounce the vocabulary. "We give them an explanation first about the meaning of the material and we gave them an example of how to pronounce the vocabulary before we started to use Snack and ladder" (interview section). From the statement above the teacher gave an explanation about the lesson first, then the teacher asked the students to stand up and make a circle. The aim of giving explanations and examples of how to pronounce the lesson was to help students to know and understand the material is.

After they understood the lesson and know how to pronounce it the teacher asked them to do the assignment by using Snake and ladder. For example the English teacher asked students of mentally retarded students to pronounce eat. If they were could do it, so the English teacher asked the students to make circle and give them instruction about what is the snake and ladder and how to use it. The test is doing repeated. This aim is to make sure the understanding their memory.

"The way Snake and ladder as media is the same as the how to use Snake and ladder normally but in this media there is different. The difference is the students should answer the question if they got the mystery box" (interview section). Based on the interview statement, the way to play Snake and ladder is the same with the game of Snake and ladder generally. Although it is the same with the game of Snake and ladder generally there is a little different adjustment. The little adjustment is the students should



answer the question when their character of the game got the mystery box.

Figure 4.2 the step of using snake ladder The step of playing Snake and ladder is first the mentally retarded students should make a circle hat inside there is a table for the place the media. After making circle the students are asked to put one thing as the character and put it on the board of Snake and ladder. Then, the students determined who the first player and so on. Every student got the same opportunity to play it based on the turn.

After determining the first player, the first player should shake the cube and the cube will show how many eyes on there. After getting the eyes of the cube, the students should start their character on the board based on how many eyes of cube showing. For example, when they got four eyes of the cube, their character should walk four steps on the board of Snake and ladder. While playing Snake and ladder students are asked to answer the question when they got the mystery box. They should be up when they got the ladder and they should be down when they are in the head of Snake.

Anyway, the question that should be answered by the students is about the material that has ever been taught by the teacher. For example on the day later, the teacher taught about the daily activity. So the question in the mystery box was containing about the daily activity. The examples of the questions were what time do you get up, what the meaning of eating, what do you do after going to school, and so on. When the students could answer the question, they got the one-star and they got the surprise. The surprise was they should mention in English about the thing in their class.

"To help their remembering about what have teacher taught later, the students should count the numeric of the box using English" (interview section). Based on the interviewing with the respondent, the students asked to move their character on the board using English based on how many eyes of a cube that they got. It meant that while they moved their character on the board the students should mention what the numeric was. The aim of this playing was to help their understanding and to keep their memory about the lesson of numeric was not forgotten.

Snake and ladder is English media teaching that could improve their English vocabulary

By using Snake and ladder the mentally retarded students could interact with other students and the teacher easily and effective By using Snake and ladder in teaching English could help mentally retarded students to remember and understand the lesson

English teacher of SLB (sekolah luar biasa) Sasanti Wiyata Surabaya said that there were advantages of using the Snake ladder as media teaching English for mentally retarded students. "We use the Snake ladder to teach vocabulary. Snake ladder is learning media for helping students to remember and understanding the meaning. Snake ladder is media learning that can improve students' interaction" (the result of Interview). Based on the result of interviewing statement above shows that Snake and ladder as media teaching English for mentally retarded students has a lot of benefit for learning.

The first benefit was students can improve their vocabulary. As general design of Snake and ladder that in every box of Snake ladder there was a vocabulary that students should mention and speak up it while they playing their character. By using Snake and ladder media they could memories some vocabulary, although they need long times than nomal students. It is not for improving their vocabulary but also their pronunciation.

The second benefit was by using Snake and ladder the mentally retarded could interact with other students and the teacher. It could see when they played with other students they could help the students who did not know the answer to getting the answer. Besides that, the media could help students to remember and understand the lesson. When they play the Snake and ladder they were also learning the material of the lesson. It can say playing by learning because while they play the game they should answer the question that is in the mystery box.

2. The students responses when using Snake ladder as media English learning

This following explanation will help the reader to understand about the students' responses at SLB (*Sekolah Luar Biasa*) Sasanti Wiyata Surabaya when using Snake ladder for learning English. This explanation is got from interview with the English teacher.



Figure 4.3 the responses of the mentally retarded students when using Snake and ladder as English learning

After interviewing with the English teacher, the study showed that most of students of SLB Sasanti Wiyata Surabaya felt more spirit and enthusiastic to do it because they could learn directly through Snack ladder and they learn by playing game. "By using snake and ladder the students could learn English easily and they more spirit and enthusiastic to learn English" (interview section). They felt spirit and enthusiastic because the media was colorful and there are lots of surprises in there. They did not feel like that before because in the media before, the design of media was not interested and the students only look and cannot operate it.

Mentally retarded students at SLB Sasanti Wiyata Surabaya were active in learning process. It could be seen when they did not understand the materials and the question when they played the game they were active asking the material to the teacher and the teacher gave the explanation briefly. "Sometimes they more active to ask when they do not understand about the lesson and as the teacher we give them explanation briefly" (interview section). So by using snake and ladder their communication skill is improved.

Snake and ladder was chosen as media teaching English for mentally retarded is because the media is simple, colorful, interactive, educative, and not bored. The teacher used this media start on September 2019 and used it for teaching English for dumb students and now this media is also for teaching mentally retarded students. After doing the interview with the English teacher, the study showed that the responses of the students of SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya were happy, more active and enthusiastic.

Although most of students were happy to play Snake and ladder, but there is student who felt confused. The students who get confusing are about 10% of the students. It meant that there was one student from ten students who has different response. The confusing of the student was caused by they did not understand about the clue. They thought that the clue was complicated and most of the students who get confusing were students who have a moderate and heavy level. To help them, the teacher gave them an additional time for giving simple instruction and explanation.

This study showed that Snake and ladder can have a major influence on English vocabulary and pronunciation learning. This research has some consequences. For the first time, this study has revealed that the English instructor may use Snake and Ladder as a complementary device for face-to - face instruction and evaluation. Then another teacher might use Snake and Ladder as educational media to teach English to special students. It goes without saying that any study faces a number of limitations that cannot be avoided.

B. Discussion

This research aimed to find out the procedure of using Snake and ladder as media teaching English for mentally retarded students at SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya. The finding of this study approved the usefulness of Snake and ladder as media teaching. Participant of this study is an English teacher at the SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya and improved on the basis of an interview. Based on the results of the interview section, the Snake and the Ladder offer special students interesting advantages.

The findings of this research are similar to those of Lailatur Rizqi. This study was conducted on how to implement Snake and Ladder to improve students ' vocabulary in Arabic.Research shows that the use of Snake and Ladder as a medium strengthens their Arabic vocabulary. Before using Snake and Ladder, they have a value of 57, 1 and 77, 1 after using this media. This research was more concerned with the effect of Snake and Ladder on language learning techniques. More consistency, Muhlisoh Siti achieved the same result as the study described above.

In fact, this study was generally an attempt to assess the efficacy of using Snake and Ladder as a means of teaching English to mentally retarded SLB (Sekolah Luar Biasa) students in Sasanti Wiyata Surabaya. The first part of this study dealt with the analysis of related literature on the use of snake and ladder as media teaching. The second section was an attempt to expand on the outcome of an interview with the English teacher. It was concluded that snake and ladder would promote student vocabulary and pronunciation.

1. The procedure of using Snake and ladder to teach English for mentally retarded students.

The first researcher question asked about how the snake ladder as English teaching media for mentally retarded students at SLB (Sekolah luar biasa) Sasanti Wiyata Surabaya. This study was intended to analyze the process of snake ladder as English teaching media for mentally retarded students. This study found that the teacher used snake ladder as English teaching media for three until four times in one month. Usually the teacher used the snake ladder to teach English vocabulary. The vocabulary that can be applied on the Snake ladder was depending on the lesson and the topic of the lesson: color, numeric, and daily activity.

Brown said that the mentally retarded students have trouble to remember and they are disposed to forget

what have they learn⁵⁴. Although Brown said like that but some of researchers have tried that mentally retarded students were able to remember the vocabulary by using Snake and ladder. As the English teacher at SLB (Sekolah luar biasa) Sasanti wiyata Surabaya that have already used snake ladder as English teaching media for mentally retarded students.

Based on the interviewed with the English teacher of SB (Sekolah luar biasa) Sasanti wiyata Surabaya gave a clear explanation about the material first before the mentally retarded students used snake ladder as English teaching media. This objective was should the students got the understanding the material. As Mastropieri & Scruggs argued that for teaching students who have backward intelligence the material and the teaching method should be simple and the review was done repeatedly⁵⁵. Not only gave them an explanation by using simple sentences and easy to understand, the teacher was also gave them explanation again when they was students who did not get the main of the lesson. For example, at the time the teacher taught about color. Then the teacher explained repeatedly what the kinds of colors by using easily sentences: "this is red. "Red is merah" and so on. As found in the result, there was one student who did not understand the material and to solve this problem, the teacher explained the lesson again until the student got the point. From this analyze, it can be said that by giving explanation of lesson first before used snake ladder as English teaching media can be benefit for mentally retarded students to get the understanding the lesson easily and based on that result they were able to understand the lesson.

After giving clear explanation, the teacher gave them an example how to pronounce the color. The aim of giving example how to pronounce for mentally retarded

⁵⁴Brown (At all, 1991; Wolery&Harring, 1994 pada Exceptional Children Fith Edition, 1996

⁵⁵Istikhmah Nurul, Thesis, 2017: Retardasi Mental (Tunagrahit). program studi psikologi fakultas psikologi universitas 17 agustus 1945 Surabaya, Surabaya

students were help them to know and understand how to pronounce it. Also, by repeating explanation and give them tutorial how to pronounce the mentally retarded students will be not wrong in pronounce it. For example, at the time the teacher pronounced "red", so the mentally retarded students should follow what the teacher saying "red". What the teacher done above was same with the statement of Sudrajat. He said that there were three types of method English for special students need: giving prompts method⁵⁶. It was a good example that can be followed by other teachers who teach special need students especially mentally retarded students because from that result the students who have mentally retarded students were able to follow the lesson.

After giving the example of pronounce, the teacher gave an assignment by using snake ladder. But before using snake ladder, the teacher explained the instruction how to use snake ladder. Surely, the teacher used simple and clearly sentences and language. Usually the teacher used "go or go back one step" to start the game, "take a card" to get the question, and so on. By giving a clear and simple instruction, the mentally retarded students understood what the teacher means easily. As Ingall⁵⁷ said that the mentally retarded students were difficult to understand the grammatical and they were difficult to use and understand the compound sentences.

After giving the instruction how to use snake and ladder, the teacher gave them an assignment by using snake and ladder as media. The assignment was about the vocabulary of color. In material of color there were lots of color; yellow, red, purple, etc. Then, in the box there were the name of color based on the color of box. To apply the color in Snake and ladder, the teacher collaborate it with picture based on the color was. For example in the first box there was picture of apple and

⁵⁶Ainsworth, P., & Baker, P. C. (2004).*Understanding Mental Retardation*. From <u>https://site.ebrry.com</u>.

⁵⁷Ingall Robert. P., (1978). Mental Retardation The Changing Outlooks, Published Simultaneusly in Canada.

there was one as the numeric. In second box there was picture of banana and two as the numeric. In boxes of Snake and ladder there were different picture in every box and different challenging. When the students got the mystery box that contained the question the students should answer that question. This objective was to train their physical and help them to understanding the assignment and also to attract them so that enthusiasm learning. As Effendi⁵⁸ said that playing could train their sensory; sense of hearing, sense of sight, sense of touch, and sense of smell.

By using snake and ladder the mentally retarded students could learn by playing. This strategy would not make mentally retarded students bored because they thought that they were playing game. Learning by playing also gave advantages for their development. By learning by playing, the mentally retarded students could master several concepts. For example they could master the concept about color, language, size, shapes, and etc. learning by playing made mentally retarded students happy and they did not need to study seriously. This topic had already studied by Anggraeni. 59 Anggraini said that game by using the ball could improve gross motor skills for mild mentally retarded students. Based on the information above, it could be argued that although they have a backward intelligence, the mentally retarded students in light level were able to follow the academic. This result was also same with Sutjihatis' research that mentally retarded pupils were pupils who have less than six years old and they have light level of mentally

⁵⁸Effendi, Muhammad (Cetakan Pertama). Pengantar Psikopedagogik Anak Berkelainan. Jakarta: Bumi Aksara ⁵⁹Haryani Putrid Anggraeni, Dewi Kusuma Damajanti, Journal Efektivitas Penerapan Terapi Bermain Bola Untuk Meningkatkan Kemampuan Motorik Kasar Pada Tunagrahita Ringan Kelas 1 SMPLB Dharmawanita Sidoarjo, Universitas Negeri Surabaya: Surabaya

retarded were able to understand the material because they got explanation clearly from their teacher⁶⁰.

At SLB (Sekolah luar biasa) Sasanti Wiyata Surabaya the snake ladder used in group. Using Snake and ladder only used in group learning because to play this media needed more than one students. In addition the Snake and ladder was played in group learning because the teacher wanted to mix among the light level of the mentally retarded with the moderate level of mentally retarded students. The aim of this was to give them a same service in teaching English for mentally retarded students. This treatment was same with the regulation of the education minister that the special students have a same right to develop their skills, their education, and their social ability⁶¹. So, what the English teacher do at SLB Sasanti Wiyata Surabaya have applied this regulation. In addition, from that the teacher did not want to create gap among the mentally retarded students and the teacher in teaching-learning English because all of the students was same and unique, although they have different ability.

Based on Sidik⁶² that the Snake ladder was a game where the player was should go down if they get a snake and go up if they get a ladder, the English teacher at SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya was also use the procedure of playing Snake and ladder as Sidik said but there was different regulation. The different regulation was the students should answer the question when they got the mystery box and the students should speak up when they were operating their character on the board. The benefits of this regulation were to help

⁶⁰Somantri, Sutjihati, (2007) Psikologi Anak Luar Biasa. Bandung. PT. Refika Aditama.

⁶¹Undang-undang republik Indonesia nomor 20 tahun 2003 tentang system pendidikan nasional. Bab V Pasal 12 ayat 1

⁶² Christian Isman, Albertin. Thesis, 2012: Metode Belajar dengan Permainan Ulartangga yang dipadukan dengan token ekonomi untuk meningkatkan kemampuan membaca permulaan siswa TK B.Skripsi. Fakultas Psikologi Universitas Katolik Soegijaparanata Semarang. (tidak diterbitkan). Hal.36.

the mentally retarded students to memorize the vocabulary and to measure the understanding of the mentally retarded students related the material that has taught by the teacher.

This regulation of this game was good example because by using different regulation the students did not get a different sense. This result was like-minded with Hammer & Leeby implementing the games, the students did not forget the moments when they played the games⁶³. This statement was also supported by Deti Suswitas' research⁶⁴. Detis' research shows that a fter using *Komik* the reading ability of mentally retarded students are increases.

Based on the interview result the students were able to answer the several of question that was in mystery box. For example the mentally retarded students were able to answer the color of an apple and they can mention by using English. Surely to get the effective result the teacher should use the simple sentences. From that result above, it can be concluded that giving simple question by playing the game is helpful for mentally retarded students. For example Anne as the students of mentally retarded. When they got five eyes of the cube she should move their character of Snake and ladder in five boxes and while she moving their character she should counting loudly: one, two, three, for, and five. When they stopped in mystery box, they should answer the question that contain about the lesson that have taught by the teacher before. When she has success to answer the question, she got star. This way was interesting activity because by giving the reward the students were more spirit and felt enthusiastic. In other word giving reward were effective

⁶³Brianita Arie, Students' Perception on The Use Of Games In Language learning at MAN Sleman, jounal. 2014, Universitas Islam Indonesia, Yogyakarta

 ⁶⁴SuswitaDeti, Efektifitas Media Komik Untuk Meningkatkan Kemampuan Membaca Pemahaman Bagi Anak Tunagrahita Ringan
 , journal, Volume 1 Nomor 1 Januari 2013.
 http://ejournal.unp.ac.id/index.php/jupekhu

because it can provide their motivation, and it could less their stress. This result has ever conducted by Christi Irjasaritimba⁶⁵.

The result of interview with the respondent who was interviewed, she was an English teacher who taught English by using Snake and ladder for mentally retarded students at SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya, mentioned that there were reasons for using Snake and ladder as media teaching. A first reason was the Snake and ladder is simple media but there are lots of functions. As we knew that by using Snake and ladder we could learn by playing the game. By using it as media the teacher could give the students assignment and deleted the perception that assignment was scary part. The second explanation was that Snake and Ladder was one of the interactive media that could develop their communication skills. Using Snake and Ladder, students could interact deeply with the instructor and other students, so that students could exchange knowledge or materials with others and learn together.

So, from this question we knew that an English teacher at the SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya has an interest in using Snake and Ladder as a means to teach English to mentally retarded students. It felt necessary to use it because students could use it easily and the regulation was clear. It was also a positive result to use Snake and Ladder as a tool to teach English to mentally retarded students.

2. Students' responses at SLB (Sekolah Luar Biasa) Sasanti Wiyata Surabaya when using Snake and ladder for learning English

This study explains that students who use Snake and Ladder as a tool to teach English feel spirited and willing to use Snake and Ladder. While they have a

⁶⁵Timba Irjasari Christi, Implementasi Permainan-Permainan Edukatif Bagi Anak anak Berkebutuhan Khusus: Studi Kasus Di Smp-Lb Finjil Kota Bitung jurnal skripi. 2018, Universitas Sam Ratulangi Fakultasi lmu budaya Manado

different ability to learn English, most of them were really interesting. Davies said that the teacher can teach effectively if the teacher was able to respond to students 'specific needs and this was done by applying a variety of learning strategies. Various techniques would be able to address the unique needs of different learning types of students and would improve their desire to learn English. From the above result, it could be said that the students' satisfaction was determined by the need for teacher strategies to teach special students.

Although Amin⁶⁶ said that mentally retarded students were able to follow in academia but in the SLB Sasanti Wiyata Surabaya, especially in the SMP (Sekolah Menengah Pertama), there was one mentally retarded student in one class who has difficulty following the lesson. The student was not in a position to answer the question and the material. The finding was supported by an interview with the English teacher. "While using the Snake and the ladder, students do not find it difficult to do so. They understand what they should do, but there is a student who has trouble answering the question " (interview section). The teacher would allow them more time to solve the problem, and the teacher explained it briefly and clearly. So, at the end of the class, every student had an understanding of the subject.

It could happen when one of these students has a mild degree of mental retardation. It was not a particular problem, so students have a problem with the substance of the issue, not with the use of snake and ladder. Although there was one student who is unable to answer the question, but based on an interview with the English teacher, most of the mentally retarded students were happy and enjoy using the media because the design of the media is colorful and fascinating. In the other side, they could play by learning. As according to Bimo Walgito⁶⁷ in his book, the psychic factors associated with

⁶⁶Amin, Moh. 1995. Ortopedia Anak Tuna Grahitahal. 22-24. Jakarta: Depdikbud.

⁶⁷ Bimo Walgito. Pengantar Psikologi Umum. Yogyakarta: UGM. 1996

the object are attributable to the stimulus and the stimulus of the sensing device. By using snake ladder the mentally retarded students were happy, enthusiastic, ant more spirit to learn English. It means that their response is positive. They were happy, enthusiastic, and more spirit because the design of the Snake and ladder was colorful, using simple sentences and also interesting. It can see from how they were response.

Based on the explanation above it can be concluded that mentally retarded students need more time to give them clear and brief explanation and because they have limitedness so in English learning process they should be supported by knowledge and method that can make easier and hasten in their learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research which also describes suggestions and recommendation for the teachers, students, and future researchers.

A. Conclusion

This study examined the use of Snake ladder as a media to teach English to students with mentally retarded at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya. To get the data, the researcher interviewed the teacher on how she used the snake and ladder. It is not only about how to use snake and ladder as the English teaching media, but also interviewed about what the students' responses when implementing the media. After interviewed with the English teacher who taught English for mentally retarded students at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya the research showed how the procedure of using snake and ladder as English teaching media. The procedures are before the students using Snake and ladder, the English teacher gave them an explanation of the lesson. Then, the teacher gave them an example how to pronounce the vocabulary.

After that the teacher gave them an instruction and gave the example how to play the snake and ladder as the assignment media. After the teacher giving them an instruction, the teacher gave them an assignment by using Snake and ladder. While playing the Snake and ladder, the teacher controlled the activity of the students and helped the students to read the questions when they got the mystery box. In the end of the playing, the teacher gave them a feedback.

By using snake ladder the mentally retarded students were happy, enthusiastic, ant more spirit to learn English. It means that their response is positive. They were happy, enthusiastic, and more spirit because the design of the Snake and ladder was colorful, using simple sentences and also interesting. It can see from how they were response. There were advantages of using 'snake and ladder' as English teaching media for mentally retarded students. For the first was the mentally retarded students could improve their English vocabulary. For the second, the mentally retarded students could interact with other students and the teacher easily and effective and also by using the Snake and ladder, the mentally retarded students could remember and understand the lesson.

B. Suggestion and recommendation

According to the conclusion and notice of the limits of the study, the researcher has the following suggestions:

1. Teachers'

In this study, the teacher has already used Snake ladder as a media for teaching English to mentally retarded students at SLB (sekolah luar biasa) Sasanti Wiyata Surabaya. The instructor should then create a method for using the Snake ladder in the learning process. 2. Institution

As a teacher, school also plays a key role in integrating students' knowledge through the creation of a program or creative learning media. So the school has a contribution, too.

3. Students'

There are a lot of things that have the advantages of learning media. So, as students should use everything around them to become a media learning process. 4. Future Scientists

The researcher focuses on the media used as an English teaching medium for mentally retarded students. So, if there are others who will be working on the same subject in this research, it would be much better if other researchers were to expand the subject on the university aspect or other English skills, and would likely be able to focus and discuss it deeply for particular value.

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