

# AFID 2013

21<sup>st</sup> Conference of the  
**Asian Federation on Intellectual Disabilities**  
7 - 11 October 2013, India



*Towards Dignity & Quality of Life -  
Evolving Individual Capacity with Family & Community Participation*



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# DEVELOPING BAHASA INDONESIA TEACHING MATERIALS FOR STUDENTS WITH INTELLECTUAL DISABILITY IN YOGYAKARTA, INDONESIA

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## ABSTRACT

This research aims at developing teaching materials used for teaching Bahasa Indonesia for students with Intellectual disability in Special school or (SLB) C. This research is a multi-years research which is designed to be implemented in two years. The first year research is to: (1) identify the materials used by Yogyakarta SLB C teachers, (2) analyze the need of SLB C teachers of Bahasa Indonesia teaching materials for their students, and 3) design drafts of teaching materials for intellectually disabled students. This project is an applied research following Research and Development (R&D) design. This research is done in two stages (2 years). The approach and method applied in each year are different depending on the goal of the research. In the first stage, the research is focused on the preliminary research activities including the pilot research. This descriptive research is carried out using the data collection techniques of observations, interviews, questionnaires, and documentation. Furthermore, this research uses qualitative descriptive technique as its data analysis technique.

The result of this research shows that the teaching materials provided in the school are still limited both in term of quantity and quality. Teaching materials are still need to be developed. The SLB C teachers need teaching materials which are simple, understandable, interesting, and appropriate for students. The draft of module is developed integrated with the basic competencies of various fields of the study which are presented in functional themes and linked to the students' daily life.

*Keywords: Bahasa teaching material, students with intellectual disability*

## INTRODUCTION

The form of special educational school in Indonesia as regulated by Law No. 2 of 1989 are special kindergarten schools, with a duration of 3 years; special primary schools with a duration of at least 6 years; special lower secondary schools with a duration of at least 3 years; and special upper secondary schools, also with a duration of at least 3 years. There are several type of special school called SLB are SLB A for children with visual problems, SLB B for children with hearing problems, SLB C for children with Intellectual Disability, SLB D for children with physical disabilities, SLB E for children with behaviour and emotional disorder.

Among many special schools in Yogyakarta, Indonesia, one of the special schools which is commonly found is the special school for students with intellectual disability called SLB C. The teaching and learning processes for students with intellectual disability still need to be improved especially for the language teaching. Based on the discussion with some SLB C teachers in Yogyakarta, it is concluded that the teachers have less materials for the language teaching to the students. Currently, they are found to adapt the materials for normal schools with the lower level according to the students' mental age. For example, for students with intellectual disability in grade five, teaching materials for them are taken from the elementary school textbook for class 1 or class 2. It is also applied for other classes.

The most important thing in teaching children is having the information about their learning characteristics (McCormick. Et al, 2003). They have a limitation in intellectual function and adaptive skill that affect their daily life and it happens before age 18 (AAIDD, 2007). Furthermore, Smith (1998) explains that, because of that condition, the teachers need to notice three things in teaching, i.e. students' speed, students' learning level, and students' comprehension. This statement implies that the diversity of intellectually disabled students' comprehension needs to be accommodated by the teachers and the flexible teaching materials are needed to support it. Unfortunately, the teachers do not have enough sources that can be used as teaching materials for intellectually disabled students. The teachers still rely on the materials for normal students. Teaching materials for intellectually disabled students are still limited. Therefore, the need analysis of teaching materials to support language learning is the main focus of this research. This is used for arranging the teaching material draft which is appropriate for intellectually disabled students.

### **Students with Intellectual Disability**

Intellectual disability can be defined as a significant discrepancy between mental age and chronological age. They have slower learning tempo resulting in receiving less information (Sidiarto, L.1991; Rochyadi, 2010). This is related to the cognitive limitation of intellectually disabled students which affects their language development. However, the retardation does not only occur on their speech development, but it also affects their motor, cognitive, and social development. The retardation gap between chronological age and language development depends on how severe intellectual disability they have. Furthermore, Bernstein and Tiegerman (1985 in Sidiarto L. 1991) explain the characteristics of language disorder on intellectually disabled students as bellows:

- a. The use of short and simple sentences (not too complex), with more primitive form and followed by articulation disorder.
- b. The use of more concrete words' definition

- c. The use of less semantic functions such as adverb of place and time. The linguistic differences between students with intellectual disability and normal students is quantitative not qualitative. Their pragmatic development form is the same as the normal students, but their conservative role is less dominant.

According to the explanation above, then, language disorder of intellectually disabled students occurs in phonology, semantic, and syntax elements. McMormic, et al (2003:102) add, beside those three things, there is also pragmatic element disorders because they have difficulty in maintaining or initiating communication. The phonological development is determined by the physiological development in children (Dardjowodjojo, S. 1991). Therefore, Intellectually disabled students who have short and thick tongue will have difficulty to produce clear voices. Further, semantic acquisition in children (Dardjowidjono, S. 1991) is more determined by cognitive maturity and environment. Cognitive limitations on students with intellectual disability make them limited in getting semantic so that they get limitation on vocabulary and words productions which are dominated by simple and concrete words. Therefore, the use of simple words and concrete material presentations in teaching materials will make them easy to understand.

Because of the limitation of students with intellectual disability' memory, it needs special learning strategies. Stephens (Smith, et al., 2002:223) expresses strategies for students with mild intellectual disability in order to improve their memory, covering: a) decreasing unimportant environmental responses; b) presenting each response component which has proportional grade as previous one clearly; c) started by simple tasks, continued by more complex tasks; d) avoiding irrelevant materials in learning tasks; e) labeling responses; f) minimizing any braces to avoid anticipation obstructions of gifts; g) providing practices for short term memory ; h) integrating practice materials in the new subject that creates new experience to students; i) also, presenting skills which involves the short term memory, which makes them focus on programmed ways.

According to Mumpuniarti (2007), the teaching strategy which can improve intellectual disabled students' ability is categorizing as the input data by two methods, i.e. grouping and mediation.

- a. Grouping method is efforts to group presented materials. According to Stephens (Smith, 2002: 254), the grouping method refers to categorizing members of group based on physical similarity (such as the same color), functions (such as clothes materials), concepts (plants and animals), and series equivalency (example: subject and object used for organizing grammatically). Rochyadi, E (2010) expresses the visual and auditory discrimination ability which is exemplified in the grouping processes above as the essential element in beginning process teaching of reading and writing.
- b. A mediator is something which has role to mediate or connect. The meaning of materials and the use of stimulus words or familiar objects facilitate learning processes in the connected tasks in pairs.

According to the explanation above it can be concluded that initiate teaching using teaching materials which are familiar to the students and simple. Giving a chance to repeat and practice can fulfill learning needs of intellectually disabled student.

Teacher in SLB C teach students with intellectual disability based on competency based curriculum 2004. This curriculum gives flexibility for schools and teachers to develop their own material based on students need. In general, structure curriculum for elementary level in SLB C

consist of : civics education, science education, language education, arts education, specific program (self-skills), physical education, math education, social education, vocational skills.

### **The Strategy of Arranging Teaching Materials**

This research refers to Zulkarnaini's opinion (2009) about three necessary principles in arranging teaching materials. Those are relevancy, consistency, and adequacy. Relevancy means linkages or close relations. Consistency means regularity-fix. Adequacy means the materials adequate for being learnt qualitatively. There are some procedures that should be followed in making teaching materials. Those procedures are: (1) understanding the content standard and competency standard, syllabus, semester programs, and lesson plans; (2) identifying kind of learning materials based on the comprehension toward points (1); (3) mapping materials (4) determining the form of presentation; (5) arranging the presentation structure; (6) reading sources book; (7) drafting teaching materials; (8) revising teaching materials; (9) trying out teaching materials; and (10) revising and finalizing.

Objective of the Research:

Aims of the first year research is to: (1) identify the materials used by Yogyakarta SLB C teachers, (2) analyze the need of SLB C teachers of Bahasa Indonesia teaching materials for their students, and 3) design drafts of teaching materials for intellectually disabled students.

### **RESEARCH METHOD**

This research belongs to research and development. Gall and Borg (2003) proposes that R&D model in educational research is one of the processes used to develop and validate educational products, one of them is media. By the having some modifications, the R&D design is set as the research design.

This research is carried out in two research stages. Each stage is completed in a year. The first stage uses the descriptive method to get the early data that will be a pilot research and first teaching material draft. The second stage uses a workshop model, field testing, and legibility testing. The method used in this research is evaluative method. Evaluative method is used to evaluate workshop result, legibility testing processes, and trying out Bahasa Indonesia teaching materials development in SLB C Yogyakarta.

Subjects:

The subject of this research is 35 SLB C teachers in Yogyakarta with average 8 years teaching experience. From all SLB C taken as the research setting, the teachers who are still studying for S-1 and teaching in SLB C is selected to be representatives of the research subject.

Overall, the research was completed in 2 years. Each year takes 8 months. The locations of the research are Sekolah Luar Biasa type C in Yogyakarta area covering regions of (Sleman, Bantul, Gunung Kidul, Kulon Progo) a municipality, Yogyakarta.

Tools and techniques

. In the first year, the data collection technique used is observation to find out the implementation of language teaching in the field, interview for the availability of teaching materials and the need of teaching materials supporting language learning, questionnaire for crosschecking the use of teaching materials and the need of teaching material suit to teachers'

needs, and documentation about teaching materials that has been published. All is done to get the data in the form of teaching material identifications used and needed by SLB C teachers for teaching Bahasa Indonesia to students with intellectual disability in Yogyakarta.

Tabulating and analyzing data in this research use descriptive qualitative technique. The analysis of the data was done using descriptive qualitative technique for describing the use of Bahasa Indonesia teaching materials and teachers' need of Bahasa Indonesia teaching materials which is appropriate for students. The data validity is done by: (1) multiple data collection method, covering observation method, interview, questionnaire, and documentation; (2) multiple data sources, covering spoken data, written and audiovisual; (3) observation diligence and accuracy; and (4) discussions among the researchers.

## RESEARCH RESULT AND DISCUSSION

Here is the presentation of some results related to the needed data.

### 1. Teaching and learning of Bahasa Indonesia in SLB C

Bahasa Indonesia lesson in SLB is affected by several aspects such as students' condition, teachers, teaching materials, teaching material sources and media. It is found that the most affecting the smoothness of teaching language are:

Table 1: factors affect the smoothness of Bahasa Indonesia learning.

| NO | Factors                   | Percentage |
|----|---------------------------|------------|
| 1  | students                  | 54,29%     |
| 2  | teaching materials        | 30,20%     |
| 3  | learning media            | 29,16%     |
| 4  | teaching material sources | 27,15%     |
| 5  | teachers                  | 20,11%     |
| 6  | Supporting facilities     | 17,9%      |

Students learning motivation which is often getting down along the learning processes is argued as the most affecting factor in learning because learning processes can be started at that time and the teachers should adapt to the students' condition. Teaching materials is the second factor and this means that teachers need to give attention toward the materials given in the class.

Bahasa Indonesia in SLB C is taught to improve students' language competence. There are some difficulties found in the lesson. The most difficult thing to teach in SLB C based on questionnaire is reading skills (49.19%). Next difficult things are grammar (42.16%), writing skills (41.16%), speaking skills (35.14%), literature knowledge (33.13%), listening skills (29.11%), and vocabulary (28,11%). For students with mild intellectual disability who can be taught easily, the teaching process is focused on reading, writing, and speaking skills.

### 2. Availability Bahasa Indonesia teaching material in SLB C

Actually, the teachers have used teaching materials available in the school for teaching Bahasa Indonesia.. Unfortunately, the availability of Bahasa Indonesia teaching material is still insufficient. Schools provide textbooks in limited quantity. Teachers rely on textbooks, while most of the textbooks provided is *Bahasa Indonesia* published by Ministry of Education

published in 1997/1998. Thus, related to the curriculum, this book is hard to be comprehended by teachers even students. The weaknesses of this book are as follows.

- a. **Not coherent:** Materials are not coherently and systematically presented. Parts of the book do not show clear sequence.
- b. **Not interactive:** In the book language lessons is presented separately, not integral. Themes presented are unfamiliar with the students and only focus on a skill.
- c. **Unclear focus:** The lesson of language competency is not explicitly presented. Language lessons are not in line. The teaching materials present language teaching randomly and do not lead into specific language competency. Text books present the text and abruptly students are asked to write the answers to questions in the text.
- d. **Unclear exercises:** The exercises provided in the books are not completed with clear instructions and examples. This makes it harder for the students to understand. Actually, the materials presented should be started from a familiar theme for students

The facts above shows that qualitatively, teaching materials for supporting language teaching in the school is need to be developed. Further more the current national curriculum for SLB C gives flexibility to develop and adapt their teaching material, so adaptation teaching material is needed.

Some criteria of textbook expected by the teachers are:

- a. The textbook should be based on the curriculum and appropriate for the students need and ability.
- b. The textbook should be contain pictures
- c. The textbook should use simple and understandable language
- d. The textbook should cover the language focus competency completely and easy to teach
- e. The textbook should be motivating to the students.
- f. The textbook should reflect the students' daily life and cover content about the students' daily life.

According to the findings above, the teachers believe that a textbook should be appropriate for the students' condition, contextual, and simple can answer the need of students with intellectual disability.

## DISCUSSION

### 1. The Descriptions of Bahasa Indonesia Teaching Materials at SLB C in Yogyakarta

Survey results showed that Bahasa Indonesia teaching materials at SLB C in Yogyakarta are still limited in the arrangement of providing the materials, poor relationship between subjects, training service that is not started from the simplest one and the content of the material that is not appropriate to children's daily activity. Those have been identified according to the difficulties faced by the intellectual disabled children in semantic, syntactic, grammatical, and pragmatic aspect. As Perera said on Hartshorne, 2009 that children who have problems to understand verbal language and word meaning are also having some difficulties to understand

the comprehension. Therefore, the following questions according to reading comprehension that have to be answered directly through writing are complicating the children because of the skip of skill mastery that is too far. Reading comprehension can be directed to the early stage of learning reading. Hartshorne, 2009 stated that children reading comprehension related to word meaning, sentence meaning, and narrative structure will help them on decoding process (early stage of reading). So that, the students with intellectual disability who are listening to the story in some familiar words or sentences can be taught by using the decoding process because they see the writing of the words they understand (Houston & Torgesen, 2005).

Reading skill is identified as the most difficult skill to be taught. Although it is difficult to be taught, the skill is possible to be taught (Browder, et al, 2008). Erickson et al (2005) states that the medium level of students with special needs can learn reading by using various flexibility, such as showing particular activities according to the words, saying words through pictures, and saying words through the language sign. Therefore, the variation of serving the text can simplify the process of reading skill mastery doing by the children. It is also explained in more detail by Houston & Torgesen (2005) related to pre-reading activity (using interactive technology and adding verbal vocabulary) started from noun as the easiest words to be mastered by the children.

## **2. Needs Analysis of Bahasa Teaching Materials for Children with Intellectual Disability**

The conditions of children with intellectual disability need some teaching materials adjustment. The teaching materials are expected to be in the form of book with various activities supported by language mastery. Drafts of teaching materials are developed based on basic competencies of some subjects set by the government. It is in a row of thematic learning policy intended for elementary level of 1 to 6 of SLB. The themes are developed from the closer environment to the children and associated to the meaning of their daily activities. El Shourbaqi (2005) identifies some themes related to the communication, money management, time management, and word using skills become the focus of teaching the students with intellectual disability. Other activities supporting the independent of intellectual disabled children (El Shourbaqi, 2005) included to the teaching materias, those are:

Table 3: Activities / Teaching Materials

|                                       |   |  |
|---------------------------------------|---|--|
| 1. Reading the daily words            | 11. Paying the bills                    | 19. Switching on the equipments        |
| 2. Writing the daily words            | 12. Planning the incomes and outcomes   | 20. Saying and using numbers >100      |
| 3. Saying and using numbers           | 13. Finding out their own aims          | 21. Writing numbers                    |
| 4. Saying and using numbers up to 100 | 14. Script Reading                      | 22. Estimating time                    |
| 5. Saying time                        | 15. News Reading                        | 23. Using the passbook                 |
| 6. Following daily schedule           | 16. Finding out the symbols (Rp, +, >)  | 24. Identifying money and notes        |
| 7. Using the calendar                 | 17. Identifying penny                   | 25. Identifying phonemes and graphemes |
| 8. Reading simple sentences           | 18. Weighting and measuring for recipes |  |
| 9. Writing simple sentences           |   |  |
| 10. Using daily schedule              |   |  |

In general, planning the draft of the teaching materials is developed based on the following chart:

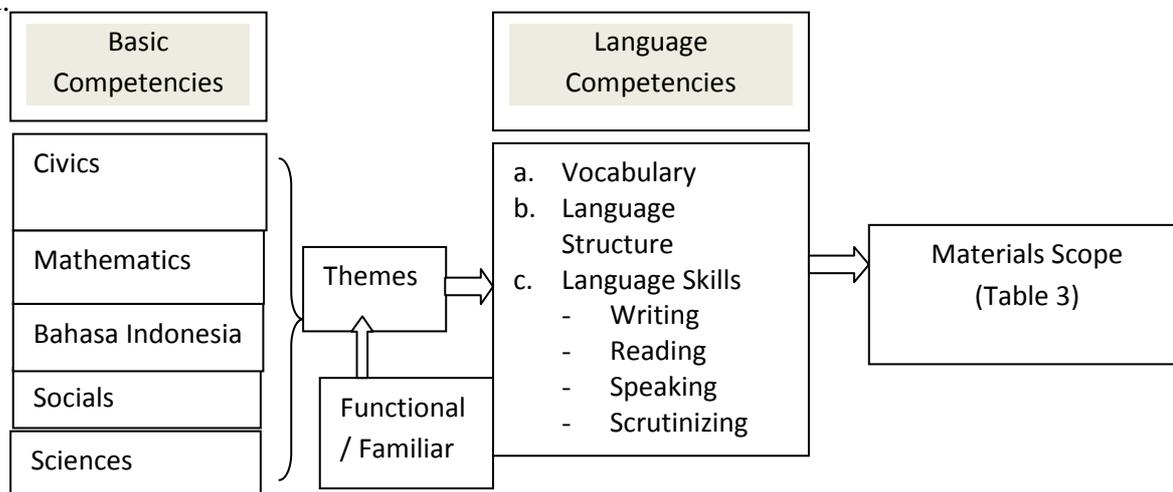


Image 1: draft of the teaching materials

### Developing scheme of Bahasa Indonesia teaching materials draft

In Image 1, the themes are developed based on the standard competencies written on the curriculum. Nowadays developed themes for the 1<sup>st</sup> semester of the 1<sup>st</sup> grade include My Family and I, My Body Parts, My Favorite Food, and My Lovely Pet. The explanation of first theme can be seen on Table 4. The Draft of Bahasa Indonesia teaching materials cover 3 language competencies, there are vocabulary addition (starting from nouns), oral language structure introduction and language skill teaching which is including writing, reading, speaking and scrutinizing. Those are related to the language problems faced by intellectual disabled children as explained by Bernstein and Tiegerman (1985) on Sidiarto L. (1991). The draft is recommended to field tested for future research.

| Competency Standard  | Material Coverage   | Evaluations/ exercises   |
|--|---|--|
| <ol style="list-style-type: none"> <li>1. Comprehending self identity and family, and respect each other in the family (social science)</li> <li>2. Applying rub along at schools and home (civics)</li> <li>3. Comprehending parts of body and its use and how to take care of them (scientific)</li> <li>4. Differentiating sounds, spoken instructions, and listening to the fairytale (Bahasa Indonesia)</li> <li>5. Recognizing numbers 1-10 (mathematics)</li> <li>6. Using time and length measurement (morning, afternoon, evening, short, long) (mathematics)</li> <li>7. Recognizing shapes such as circle, rectangular, triangle (mathematics)</li> </ol> | <ol style="list-style-type: none"> <li>A. Talking about family members</li> <li>B. Recognizing self identity and friends; identities               <ol style="list-style-type: none"> <li>1. Pronouncing the nick name</li> <li>2. Pronouncing family members (father, mother, brother and sister)</li> <li>3. Introducing themselves</li> <li>4. Calling their friends' name</li> <li>5. Expressing the teachers' name</li> </ol> </li> <li>C. Expressing welcome and goodbye greeting<br/>"good morning, Wati"<br/>"Good morning, Ms Ika"<br/>"Assalamu'alaikum, Sir"</li> <li>D. Thanking when being given( allowance, pictures paper)</li> <li>E. Pronouncing together with the teachers, the written text related to the students and family 'name of the students, 'friends' name' 'teachers' name'</li> <li>F. Thickening texts of students' name, family members name, friends' name, teachers' name</li> <li>G. Accounting family members</li> <li>H. Arranging puzzles of adult's face and parts of body</li> <li>I. Group game: imitating parts of body by using the newspaper completed with colorful ornamented.</li> <li>J. Arranging shapes into a home, flower, and wall ornament.</li> </ol> | <p>Expressing welcome and goodbye greeting to the teacher and friends</p> <p>Displaying:<br/>Pictures of students, father, mother, brother and sister.</p> <p>Pronouncing students' name, family members' name based on the pictures displayed, name of classmate.</p> <p>Matching the text to the pictures:<br/>the text of students' name, father's name, mother's name with the family member photo</p> <p>copying the lettering of their name.</p> |

Table 4: Teaching Material draft part 1 (Themes : My Family and I)

## CONCLUSION

Based on the finished research, it can be concluded that:

1. Bahasa Indonesia teaching materials used by SLB C teachers are textbooks. However, the quality and quantity of the textbooks are not appropriate yet to the needs.
2. Bahasa Indonesia textbooks needed by SLB C teachers are the textbooks that are not only based on the curriculum but also appropriate to the students' capability level. The books are expected to be understandable for the teachers and students. Inside materials are simply summarized, and integrated one skill to the others.
3. The draft of the textbooks in this research is recommended for adaptation in teaching material for Bahasa.

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