The Use of Visual Presentation in Teaching English Vocabulary to Students with Special Needs at PKBM Zaien Education Centre

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ABSTRACT

This study is entitled "The Use of Visual Presentations in Teaching English Vocabulary to Special Needs Students at PKBM Zaien Education Centre." This research aims to determine the effectiveness of using visual media, such as flashcards and educational videos, in enhancing the English vocabulary skills of students with special needs, particularly in learning colors and facial features. This study employed a quasi-experimental approach with the Visual-Auditory-Kinaesthetic (VAK) learning method involving 15 students. The learning media used included videos and flashcards with themes of basic colors (blue, red, green, yellow) and facial parts (eyes, nose, mouth, ears). Assessments were conducted through three tests measuring students' ability to recognize and pronounce the taught vocabulary. The results showed a significant improvement in students' vocabulary skills after using visual media. In the second cycle, 12 out of 15 students achieved passing scores (Minimum Mastery Criteria ≥ 9), an increase compared to the first cycle, where only 6 students passed. This indicates that the use of visual presentations can help special needs students better understand and remember English vocabulary. Therefore, the use of visual media is highly recommended in teaching English to special needs students to enhance learning effectiveness, inclusivity, and responsiveness to individual student needs.

Keywords: Visual presentation, English vocabulary, special needs students, VAK learning, PKBM Zaien.

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INTRODUCTION

Education is a right for every individual, including children with special needs. However, in practice, many challenges are faced in the learning process for them, one of which is the difficulty in understanding the material delivered verbally. Children with special needs, such as those with autism spectrum disorder, dyslexia, or sensory processing disorders, often need more visual learning methods to better understand and respond to information.

According to Siahaan, M. K. (2022), it is the right of children to have access to an educational system. Regardless of a child's health, education is a fundamental entitlement all children have. When the child's medical problem impairs his ability to learn in a normal school, finding alternative forms of study is necessary. The fundamental children's right to education is offered to children with special needs by special schools.

PKBM Zaein Education Center is an inclusive school established in 2015 and serves children with special needs, ranging from children to adolescents. Experienced and skilled teachers handling students with special needs provide opportunities for children with special needs to develop social and academic skills, enabling them to interact harmoniously with their surroundings and adapt, socialize, and live independent lives.

Inclusive education is a system that ensures all students, including those with disabilities, have equitable access to learning by placing them in regular classrooms within their local schools. This system eliminates the need for separate, specialized classes by providing necessary accommodations and accessible environments that meet diverse learning needs without excluding any student. It encourages social inclusion and respect for diversity while promoting equal learning opportunities. Research from recent years shows that inclusive education not only enhances academic achievements and social engagement of students with disabilities but also positively influences their non-disabled peers by fostering empathy, cooperation, and mutual understanding in diverse educational settings (Chaudhary et al., 2022; Natividad, 2022; UNESCO, 2025). Inclusiveness can mean that educational goals for participants in educational institutions, from elementary schools to universities, for those with obstacles, are the genuine involvement of each student in the comprehensive life of the school. Inclusive education can mean the acceptance of students or learners with obstacles into the curriculum, environment, social interactions, and self-concept (vision-mission) of the school or university.

Inclusive education is an approach that seeks to meet the needs of all students, including those with special needs, to have equal opportunities in obtaining quality education. One of the main challenges in the English language learning process for students with special needs is the limitations of methods that can be adapted to their conditions. Conventional teaching methods are frequently less suitable for students with special needs because these students require instructional approaches that address their unique learning styles and individual requirements. Effective teaching strategies for this group include the use of multisensory techniques, curriculum modifications, assistive technologies, and differentiated instruction tailored to each student's capabilities and learning speed. Contemporary research reveals that traditional methods relying mainly on lectures and memorization fall short in meeting the varied needs of special needs learners. Consequently, the adoption of more innovative and inclusive instructional strategies is essential

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to enhance the learning experiences and outcomes for students with special needs (Sadriani et al., 2023; Chaudhary et al., 2022; Kurniasandi et al., 2023).

Teaching English to children with special needs poses both challenges and opportunities in the educational sector. Research shows that these children have unique learning characteristics distinct from their typically developing peers, requiring teaching approaches that are specifically adapted to meet their individual needs effectively and inclusively. Successful English language instruction for these learners involves strategies such as contextualized teaching, personalized learning, the use of visual and tactile aids, and collaboration with specialists and family members to support the learning process. Educators face challenges, including managing a range of abilities, addressing emotional and behavioral concerns, and modifying materials to enhance comprehension. Therefore, adaptive and compassionate teaching methods are essential to improve English learning outcomes for children with special needs in inclusive classrooms (Suharsih, 2022; Faiza & Astutik, 2025). However, when understanding and using English as a foreign language, obstacles such as difficulties in comprehending texts, limitations in verbal communication, and differences in learning styles can pose challenges to the learning process.

Inclusive education exists as a response to the fundamental right of every individual to obtain equal education, regardless of differences in physical, intellectual, or social abilities. This concept emphasizes that children with special needs have the right to the same access to education as their peers, while also demanding that the education system be adjusted to accommodate the diversity of characteristics and needs of students (Ica, n.d.). The following is an explanation based on the results of the study and learning practice:

1. Differences in Learning Styles and Cognitive Abilities
   Children with special needs often have difficulty understanding language concepts, both in terms of vocabulary, sentence structure, and verbal communication. Technocrat explains that some children may have intellectual barriers, attention deficit hyperactivity disorders (ADHD), or autism spectrum disorders that affect the way they receive and process information. Therefore, teaching methods must be adapted to each person's cognitive abilities and style, such as the use of contextual approaches that relate the material to everyday experiences to make them easier to understand.

2. The Need for an Individualized and Sensitive Approach
   Because the characteristics of children with special needs are diverse, learning strategies should be individual and flexible. For example, children with Down syndrome or ADHD require repetition of material in different ways, such as translating vocabulary from Indonesian to English gradually and using engaging visual media.

3. Use of Visual Media and Technology
   Children with special needs often find it easier to understand material through visual media, images, or interactive aids. This helps them overcome limitations in verbal communication and strengthens their understanding of English vocabulary and structure.

4. Behavior and Emotion Management
   The characteristics of unstable behavior and emotions in some children with special needs require teachers to choose methods that can create a positive and supportive learning atmosphere, such as using educational games, fun approaches, and positive reinforcement techniques.

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5. Collaboration with Parents and Specialists

A deep understanding of a child's unique characteristics is gained through cooperation with parents and experts such as psychologists or therapists. This information is very important to determine the most effective method and according to the needs of children with special needs.

Thus, the characteristics of children with special needs require English teachers to apply adaptive, personalized, and creative teaching methods, such as contextual approaches, the use of visual media, repetition of materials, and appropriate behavior management, so that the learning process can run effectively and inclusively.

English learning in inclusive classrooms encounters significant challenges. A key issue is that traditional teaching methods, which are generally standardized and uniform, do not align well with the distinctive needs of children with special needs. Recent research indicates that a one-size-fits-all approach is often inadequate to address the varied learning preferences found in inclusive settings. For instance, Putra da Silva (2025) highlights the effectiveness of personalized teaching strategies, including small group instruction and tailored educational materials, to support students with intellectual disabilities. Furthermore, studies in higher education stress the necessity of curriculum modifications and individualized teaching methods to enhance both the relevance and quality of learning for special needs students. The lack of curriculum adaptation, insufficient resources, and limited teacher training in inclusive education contribute significantly to the shortcomings of conventional methods. Hence, employing flexible and empathetic instructional approaches is crucial for fostering successful English learning outcomes in inclusive classrooms. Some of the main reasons for the failure of this approach are:

1. Not Paying Attention to Individual Differences

Inclusive children have very diverse learning needs, ranging from physical, cognitive, to emotional barriers. A uniform approach cannot adapt to these differences, so many students find it difficult to follow learning (Farah, 2023).

2. Lack of Flexibility and Personalization

This approach is teacher-oriented and does not provide space for students to learn according to their own pace and learning style (Solang, 2021), as a result, student motivation and involvement decrease.

3. Incompatibility with Local Context and Conditions

Materials and methods that are delivered uniformly are often irrelevant to the specific conditions and needs of schools or students in different regions, making them less applicable and effective *(Populism: Journal of Social and Political Sciences, n.d.)*.

4. Lack of Interaction and Reflection

One-way learning without opportunities for teachers and students to discuss or contextualize material hinders deep understanding and optimal application in the classroom *(Populism: Journal of Social and Political Sciences, n.d.)*.

5. Risk of Shrinkage and Distortion of Material

In a training or tiered learning model that uses this approach, information is often depreciated or distorted, resulting in a decrease in the quality of learning.

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For these reasons, the "one-size-fits-all" approach is not able to answer the learning needs of inclusive students who require more personalized, flexible, and adaptive learning methods according to the characteristics and abilities of each individual. Therefore, inclusive education requires the application of a customized, individualized, or personalized learning approach to ensure that every student receives appropriate and optimal support in the learning process.

METHODS OF RESEARCH

Place and Time of Research

This research was carried out at PKBM and the Zaein Education Center ABK Inclusion School, located at the Tebet Mas Office, Jl. Tebet Barat I No. 6-7, West Tebet Village, Tebet District, South Jakarta. This location was chosen based on several strategic considerations that support the smooth and successful research. First, in terms of institutional profile, Zaein Education Center is an inclusive education center that actively serves children with special needs by implementing an adaptive curriculum tailored to the needs of students. This institution has 15 students enrolled in the English language learning research program, so it is very representative to be used as research.

This research was carried out for five months, from September 27, 2024, to February 12, 2025. The research design uses an action research cycle, where each cycle consists of four learning sessions with a frequency of one session per week. Each session lasts 60 minutes. After each cycle, weekly reflection is carried out with the teacher to evaluate the effectiveness of the learning methods applied, so that improvements and adjustments can be made in the next cycle to achieve optimal learning outcomes for children with special needs.

Research Methods

This study uses the action method from Kemmis and Taggart with a cyclical concept consisting of four main stages, namely planning, implementation of actions, observation, and reflection. This model describes a repetitive and continuous process, where each cycle builds improvements based on the results of reflections from previous cycles. This cycle emphasizes a process of in-depth evaluation and reflection after action is taken, so that research results can be used for continuous improvement in practice, especially in the field of education.

RESULT AND DISCUSSION

1. **Result of Cycle I**
   a) Planning
      The implementation of cycle 1 on November 29 – December 20, 2024, began with compiling a learning tool in the form of an educational animation video "What's Your Favourite Colour?" for colour recognition. Educational video "Me" for the recognition of the limbs on the face. Flash cards of six main colours (blue, red, green, yellow, orange, purple) and limbs on the face

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(head, eyes, nose, ears, mouth, teeth). Once everything is ready, the classroom is set up so that children can watch videos and see the flashcards.

b) Implementation
1) The opening activity, greeting and explaining the purpose of today's learning, and presenting a lighter performance about the colour and limbs of the face in English.
2) Core activities
The educational video "What's Your Favourite Colour?" was screened four times, and children were invited to sing and point to the colours mentioned in the video. And continued to play the "Me" video to introduce the limbs to the face, the children followed the movements and lyrics.

Reinforcement with a flash card, after four repetitions of the video, shows a colour flash card according to the song, and shows a flash card of the limbs on the face, asking the children to imitate and say the name of the part of the face. The children take turns matching the flash cards with pictures and colours, as well as mentioning their names, and the teacher gives praise and motivation.
3) Closing Activities
Invite children to repeat the names of colours and limbs on the face, give a post-test in the first cycle by matching pictures without looking at the video, and give appreciation for the children's participation and enthusiasm.

c) Observing
Observing and taking notes, children's enthusiasm during activities, the ability to memorize and mention colours and limbs, the ability to match pictures with flash cards, and behavioural changes such as the ability to sit quietly and wait for their turn.

d) Reflecting
1) Analyse the challenges faced, such as children who are slow to respond or memorize, but remain enthusiastic. Learn to speak slowly to children with speech disorders, so that they can read lip movements.
2) Evaluate the effectiveness of visual and audio-visual methods used in learning.
3) The success from the learning process is based on the 72 of the minimum score standard value, from 15 participants, 3 tests were carried out to match images without seeing the video, with the following assessment:

Test Classification	
Score	Accuracy Level
4	All answer correct
3	Three correct answer
2	Two correct answer
1	There is no correct answer
0	Not giving an aswer

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Minimum standard value is: 72 (if maximum score per test is 4, then maximum total of 3 tests is 12. That 72% from 12 = 8.64, rounded up to 9)

e) Reflection of the score value table

Table 1 Circle 1 Values Result

Name	Test 1	Test 2	Test 3	Total	KKM (9)	Status
Athar	4	4	4	12	≥9	**Complete**
Alip	2	2	2	6	<9	Incomplete
Bian	2	3	4	9	=9	**Complete**
Caca	2	2	2	6	<9	Incomplete
Ezy	2	2	2	6	<9	Incomplete
Fahri	3	2	3	8	<9	Incomplete
Faqri	4	4	4	12	≥9	**Complete**
Farel	4	4	4	12	≥9	**Complete**
Jagad	2	2	2	6	<9	Incomplete
Meli	2	2	2	6	<9	Incomplete
Melisa	4	4	4	12	≥9	**Complete**
Reta	3	3	3	9	=9	**Complete**
Ranna	0	0	0	0	<9	Incomplete
Ryuga	0	0	0	0	<9	Incomplete
Steven	0	0	0	0	<9	Incomplete

KKM minimum standard score value criterion.

f) Result
1) Number of participants: 15, total number of complete students is 6, total number of incomplete students is 9 students
2) Success percentage: (total number of complete students divided by total Number of participants) times 100% = (6/15) x 100% = 40%
3) The success in the first cycle class is still below 50%, which means that more than half of the participants have not reached the KKM yet.
4) This result shows that the success of participants is still low; it needs collaborative efforts between researchers, educators, and participants to improve learning outcomes.

g) Lesson Plan

Tabel 2 Lesson plan

Lesson Plan
Education Unit: PKBM Zaien Education Centre
Subject: English
Class/Target: Students with Special Needs

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Theme: Colour and Parts of the Body – Face
Topic: Getting to know the colours and parts of the face in English
Time allocation: 2 x 35 minutes (4 x meetings)
Date: November 29 – December 20, 2024

I. Learning Objectives
After participating in learning, students are expected to:
- Mention the colours and parts of the face in English
- Designate the colour and part of the face that the teacher asked for
- Imitate vocabulary pronunciation correctly and confidently

II. Learning Materials
- Colour: blue, red, green, yellow, orange, purple.
- Vocabulary of the face: head, eyes, nose, mouth, ears, teeth.

III. Methods and Approaches
- approach: Visual-Auditory-Kinaesthetic (VAK)
- Methods: Demonstration, Singing, Q&A

IV. Media and Tools
- Colour flashcards and limbs on the face
- Laptops and speakers to show educational videos
- Colouring worksheets

V. Learning Steps

A. Introductory Activity (10 minutes)
- The teacher greeted the students warmly
- The teacher invites the students to sing "Head, shoulder, knees, and toes" (ice breaking)

B. Core Activities (40 minutes)
1. Introduction to Colour Vocabulary
    - Teacher shows the video "what's Your Favourite Colour?" up to 4 times
    - The teacher showed the flash card according to the colour that appeared in the video.
2. Introduction to Vocabulary Limbs on the face
    - Teacher shows "Me" video up to 4 times
    - The teacher showed the flash card according to the picture in the video.
3. Post Test at the 4th meeting
    - One by one, students match the colours and images mentioned without looking at the video
    - Students who take turns waiting for the test or have taken the test to colour the picture.

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C. Closing Activity (10 minutes)
• Teacher reviews vocabulary today
• Teachers give praise and motivation
• Closing song and greetings

VI. Assessment

Aspects Assessed	Assessment Techniques	Success Indicators
Pronunciation of face vocabulary	Oral observation	Students correctly mention at least 3 parts of the face
Body movement response	Direct practice	Students show their faces according to the teacher's instructions
Matching	Work Results	Students can match images with flashcards

2. **Result of Cycle II**
   a) Planning

      Revision Focus
      1. Reducing the colour vocabulary to only four main colours: blue, red, green, and yellow.
      2. Reducing the vocabulary of the faces to only four parts: eyes, ears, nose, and mouth.
      3. Match colours using a flash card by viewing videos.

      Preparation
      1. Developed a new learning tool: an educational animated video "What's Your Favourite Colour?" featuring only blue, red, green, and yellow.
      2. The "Me" video was revised so that it only taught the members of the face: eyes, ears, nose, and mouth.
      3. The flash card is customized with only 4 colours and 4 face members.

   b) Implementation
      1. The opening by greeting the children, a brief motivation about the four colours, and the four limbs.
      2. Conduct a pre-test to ask students one by one by showing a flash card.
      3. The core activity was watching the "What's Your Favourite Colour?" video four times, calling and pointing to the colour (only 4 colours), and then strengthening with a flash card, practicing matching the images in turn.
      4. Then watch the "Me" video, especially eyes, ears, nose, mouth, do movements and say them together, then reinforce with a flash card.
      5. Finally, do a post-test to match the flash card by watching the video. One by one, students were asked up to 3 times.

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c) Observing

Monitor and record: participation, ability to mention colours and faces of their members, match images, and behavioural development have improved compared to cycle 1.

d) Reflecting

Cycle 2 Success Assessment Formula

1. Total Student Score = Test 1 + Test 2 + Test 3
(The maximum total value of each test is 4, the number of tests is 3, so the maximum total value is 12)

2. KKM is 72 %
KKM (score) is 72% x 12 = 8.64 (rounded up to 9)

3. Criterion for Completeness
Students are declared completed if Score ≥ 9

4. Percentage of Formula
Success Percentage = Number of Students Completed x 100 %
                                    Total Number of Students

5. Rating Table

Table 3 Circle 2 Value Result

Name	Tests 1	Tests 2	Test 3	Total	KKM (9)	Status
Athar	4	4	4	12	≥9	**Complete**
Alip	3	3	3	9	=9	**Complete**
Bian	2	3	4	9	=9	**Complete**
Caca	3	3	3	9	=9	**Complete**
Ezy	3	3	3	9	=9	**Complete**
Fahri	4	4	4	12	>9	**Complete**
Faqri	4	4	4	12	≥9	**Complete**
Farel	4	4	4	12	≥9	**Complete**
Jagad	3	3	3	9	=9	**Complete**
Meli	3	3	3	12	=9	**Complete**
Melisa	4	4	4	12	≥9	**Complete**
Reta	4	3	3	10	>9	**Complete**
Ranna	0	0	0	0	<9	Incomplete
Ryuga	0	0	0	0	<9	Incomplete
Steven	0	0	0	0	<9	Incomplete

6. Analysis of Research Results
Number of students: 15 students
Total Complete: 12 students

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The number of incomplete: 3 students

Success rate: 12/15 x 100% = 80%

The research was declared **successful** because the percentage of students who completed is very high (80%) and there is a significant increase compared to the previous cycle. Students who complete are dominated by a full score (12) or close to full, showing very good mastery of colour vocabulary after learning interventions with educational video media.

Discussion

Table 4. Diagram Of Results Of Cycle 1 and Cycle 2
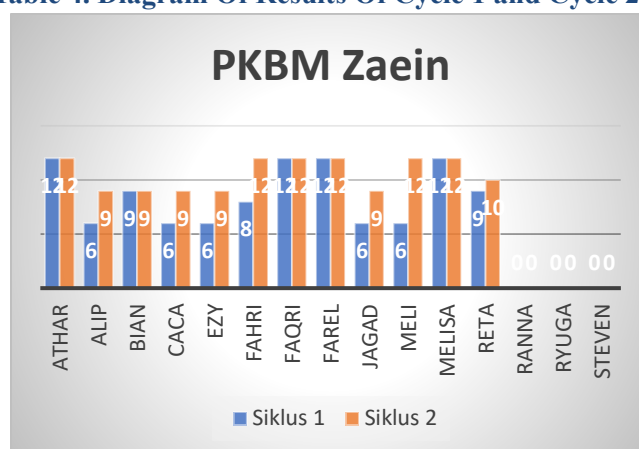
From the data on student scores in Cycle 1 and Cycle 2, it is evident that most students have demonstrated an improvement in their ability to master English vocabulary through the use of visual media. Student scores in Cycle 1 generally range from 6 to 12, while in Cycle 2, they increase to 9 to 12, indicating significant progress. Some students, such as Athar, Faqri, Farel, and Melisa, have shown maximum grades since Cycle 1 and maintained them in Cycle 2. Meanwhile, students like Fahri and Meli even managed to increase their grades from a lower number to reach the maximum grade. However, there are students whose grades are stagnant or have not progressed, namely Ranna, Ryuga, and Steven, who still get a score of 0 in both cycles. This indicates that they need special attention and more intensive mentoring. Overall, out of 15 students, 12 students have reached or passed the Minimum Completeness Criteria (KKM) of 9 in Cycle 2. This proves that the visual learning method applied is effective in improving vocabulary comprehension, although some students with special needs still require a more personalized approach to achieve optimal learning success.

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CONCLUSION

Based on the results of the research on the application of English vocabulary learning methods using visual media to children with special needs at PKBM Zaein Education Centre, the following can be concluded:

1. Increased Motivation and Engagement
   The use of educational videos and flashcards as visual learning media is able to increase students' motivation and involvement in the English vocabulary learning process, especially regarding the recognition of colors and body parts on the face.

2. Improved Vocabulary Ability
   The results of the test conducted in two cycles showed an increasing in students' ability to recognize and mention color vocabulary and facial parts. From 15 students, at the end of the cycle, there were 12 students who completed with a score of reaching the KKM $\geq$ 9, while 3 students still needed further companionship.

3. Effectiveness of the Visual-Auditory-Kinesthetic (VAK) Method
   The learning method that uses the VAK approach with video media and flash cards is effective in introducing new vocabulary to children with special needs. Children are also more active in participating in learning through singing activities and imitating the pronunciation demonstrated.

4. Problems and Challenges
   Some students show a slow response in memorizing and mentioning vocabulary, especially students with speech disorders, so it requires a more personalized and intensive approach. Nevertheless, their enthusiasm remained high during the learning process.

SUGGESTIONS

Based on the results and findings of the research, the author provides the following suggestions:

1. Learning Media Development
   It is recommended to continue to develop and vary interactive and interesting visual learning media in order to increase the learning motivation of children with special needs, for example, by adding technology-based educational games.

2. Individual Companions More Intensive
   Teachers and support staff should give special attention and guidance to students who need longer to understand vocabulary, especially children with speech impairments or low concentration.

3. Periodic Teacher Training
   Regular training for teachers and companions in the use of visual methods and educational technology is highly recommended so that the implementation of learning is more optimal and in accordance with the characteristics of students.

4. Material Evaluation and Development
   It is recommended to conduct periodic evaluations of the materials and methods used to determine their effectiveness and make improvements based on the needs of students.

5. Parent Involvement

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Involving parents in the learning process at home by providing simple teaching media will help strengthen children's vocabulary understanding in an ongoing manner.

These are the conclusions and suggestions that can be conveyed based on the results of this research. Hopefully, it can make a positive contribution to the development of English language learning for children with special needs.

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