ENHANCING ENGLISH VOCABULARY USING CLT METHOD TOWARD SLB D STUDENTS VIA ZOOM APPLICATION AS INTERACTIVE LEARNING MEDIA

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Abstract: The research aims to know-how is the implementation of the CLT method towards English vocabulary. The research objects are special needs students of English Club SLB-D YPAC Semarang. Researchers apply the Communicative Language Teaching method to the students via zoom application. The research objects are six students, applying six materials on seven meetings. The research method used in the research is a descriptive qualitative method. There are four stages of techniques that are used, those are the observation, planning, action, and reflection stages. The results of the study are the students can practice English actively, and gaining new vocabularies during the learning process.

Key words: *CLT method, English vocabulary, students of SLB D, Zoom*

INTRODUCTION

English is one of the global or world languages because it is studied and used as a means of communication in various countries both as a first language, second language, and as a foreign language. In Indonesia, English is the first foreign language studied as a compulsory subject from junior high school to university. This happens because of English functions as the language of science, technology, and commerce.

One of the Indonesian government's efforts to improve English language skills is to introduce English earlier informal educational institutions, starting from elementary schools. The implementation of the English language recognition program at the primary school level is based on the Decree of the Minister of Education and Culture Number. 060 / U / 1993 dated 25. The education community gave a very positive response to this policy. The latest development regarding English learning in Semarang is that there are schools that function English not only as a subject but further than that it is used as the language of instruction in the implementation of learning for several subjects in the bilingual class.

The term children with special needs (ABK) is explicitly addressed to children who are considered to have abnormalities/deviations from the average condition of normal children in general, in terms of physical, mental, and social behavior characteristics (Efendi, 2006). The term Children with Special Needs is to refer to those who have physical, emotional, mental, intellectual, and/or social disorders. The government understands based on their limitations so that it assumes that children who have shortcomings and excess abilities, especially in the field of education, have special educational needs.

According to Kauffman & Hallahan (2005) in Bendi Delphie (2006), there are several types of children with special needs, namely: (1) mental retardation (children with

developmental impairments), (2) learning disabilities or children who are low achievers, (3) hyperactive (Attention Deficit Disorder with Hyperactive), (4) disabled (Emotional and behavioral disorder), (5) deaf speech (communication disorder and deafness), (6) blind or children with disabilities vision (Partially seeing and legally blind), (7) autistic, (8) physical handicapped, and (9) giftedness and special talents.

Disabled children are provided not only with formal education but also skills. Various kinds of expertise are offered there according to the interests of special needs students. YPAC has several rooms that are used to teach skills as provisions when the special needs students graduate from YPAC.

The English skills of English Club SLB D students still need to be improved. This is due to the limited conversation models and exercises to develop students' English-speaking skills that are contained in the available textbooks. The only activity that an English teacher usually gives in learning English language skills is asking students to work on practice questions in an English textbook without giving further development exercises.

Research Problems

The formulation of the problem in this study is as follows.

1. What are the factors that support the improvement of the English skills of the students of SLB D YPAC Semarang?

2. How is the process of learning English for students with special needs in SLB D YPAC Semarang using the Zoom platform?

3. Does the CLT method have a significant effect on the improvement of English Vocabulary for students with special needs in SLB D YPAC Semarang?

The objective of the Research

In connection with the problems described, the objectives of this study are:

1. To find out what factors support the improvement of English language skills students of SLB D YPAC Semarang.

2. To find out how the process of learning English for students with special needs in SLB D YPAC Semarang students.

3. To find out whether the CLT method has a significant effect on improving the English Vocabulary of students with special needs in SLB D at YPAC Semarang.

METHOD

English Vocabulary Learning

Vocabulary is all the words that people know and use in their communication. Another meaning of vocabulary is a list of words that can be identified when you hear them again. Learning vocabulary is indispensable in learning English.

Vocabulary learning is taught in stages according to the characteristics and abilities of students in understanding something. Learning English vocabulary in learning places more emphasis on basic words rather than a concept. Students are introduced to various kinds of vocabulary which are then understood and used in daily learning.

Communicative Language Teaching (CLT)

A Communicative Language Teaching (CLT) approach is one of the main teaching methodologies in which preservation teachers must be educated. Richard and Rodgers (2001) note that CLT is better viewed as an approach rather than a process. It refers to a variety of concepts that reflect a communicative view of language and language learning and can be used to facilitate a wide range of procedures in the classroom. A language is a communication tool developed by humans for thousands of years. Until now, its use in both written and spoken formats is the main thing. The function of language is basically to communicate what is meant, for example to state, to ask, to respond, to greet, to say farewell, and so on so that language is a communication tool used to interact with others, and as a medium for self-actualization. Of the many approaches and methods of teaching English, Communicative Language Teaching (CLT) is the most contemporary method used at all levels of education today in teaching English.

CLT is the principle of teaching English that is related to the purpose of teaching language as a means of communication, how students learn, activities that are good in class, and the role of teachers and students in learning (Richards, 2006). CLT is an approach to learning English so that students can communicate effectively in everyday situations. This approach is very important to carry out considering that the average Indonesian student after learning English for years, still cannot communicate using English (Sholihah, 2012).

CLT has several characteristics, the most important characteristic of which is the combination of language aspects functionally and structurally. Functionally, CLT places more emphasis on the use of language itself, whereas structurally, CLT places more emphasis on language systems or rules, so that in the application of CLT, the functional aspects are applied more than the structural aspects because the teaching material about language rules is not directly provided, but is only implicit in the language learning process.

Children with Special Needs

Children with special needs or what in the past were called children with disabilities have special characteristics and abilities that are different from children in general. The type of children with special needs varies with the designation according to the part of the children who are experiencing obstacles, either since birth or due to failure or accident during his development. According to Kauffman & Hallahan in Bendi Delphie (2006) the types of special needs that have caught the attention of parents and teachers are (1) mental retardation or children with developmental impairments, (2) learning difficulties (learning disabilities) or children with low achievement, (3) hyperactivity (Attention Deficit Disorder with Hyperactive), (4) disabilities (Emotional and behavioral disorder), (5) deaf speech (communication disorder and deafness), (6) blind or children with visual impairment (Partially seeing and legally blind), (7) autistic, (8) physical handicapped, and (9) giftedness and special talents.

Platform Zoom

One of the software aimed at web-based web conferencing and mobile meetings is zoom. Zoom applications are available on various platforms, both mobile (smartphone) such as Android and IOS, as well as desktops such as Windows and Macintosh. Zoom can facilitate as many as 100-1000 participants with high definition (HD) quality and has recording and scheduling features. This can make it easier for users to be able to get information from recordings and also be able to schedule future activities. This makes Zoom becomes the

choice in many instances. We were no exception, the research team also used it to research with the children of SLB D YPAC Semarang. The technical issues must be prepared that might occur with any online platforms such as lagging or losing connectivity during the session. Even so, Zoom can be used as a face to face interaction platform. Athough it can be argued that the Zoom lesson can be carried out in a very similar way to the face to face classes, there are variations due to the technologies involved in providing the material. Teachers have to take into account aspects of Zoom's functionality that are unique to synchronous online tool when planning teaching events, assigning tasks for the CLT method:

1. Teaching tools: audio, video, text chat, whiteboard, polls and breakout rooms (external and teacher created)

2. Audio: (all the person can speak if the microphone unmuted)

3. Video images (via webcam): a large picture of the speaker and small thumbnail images of all participants. Simultaneous screen sharing (selected or gallery view)

4. Shared screen to another weblink such as youtube, Kahoot!, etc.

5. The joint creation of text and images (whiteboard)

6. Parallel use of audio, video, text chat, and whiteboard possible

7. Showing of slides and videos

8. Automatic recording of sessions (allowing participants to review)

As a synchronous tool for teacher training, Zoom has a fairly comprehensive set of features for teaching purposes: audio, video, text chat, shared screen, whiteboard, polls, and breakout rooms besides the parallel use of audio, video, text chat, polls, and whiteboard. Therefore, the preservice teachers become the key tenets of the Communicative Language Teaching Approach using PowerPoint slides and videos before engaging them in the two CLT activities. The automatic recording of sessions (if the instructor chooses this option) means both the instructors and participants can review the lessons.

In this case, the use of Zoom to teach CLT may be called experiental learning on the basis of the assumption shared by Delfino and Persico (2007) that they are more likely to use similar approaches for their students with first-hand experience themselves while engaging in the adoption of online strategies for training potential teachers.

Previous Studies

There have been many previous studies on the use of the Communicative Language Teaching (CLT) method in learning English in the classroom, including research with the title "Analysis of Communicative Language Teaching Methods on the English Speaking Ability of Bodjong Gede Islamic Vocational School and Junior High School Teachers" which written by Iwan Budiarso from the Indraprasta PGRI University. From the results of this study, there are several conclusions about the application of the CLT teaching method to teachers at the Mandiri Islamic Foundation: 1. Teachers can improve their speaking skills in English. 2. Teachers can improve the ability to understand the meaning of English conversation according to the context and function of daily use. 3 This teaching method has succeeded in increasing the motivation and creativity of teachers as well as providing learning nuances and new English learning experiences. Meanwhile, Ruth NN Wompere et al. Conducted a study on CLT with the title Teacher's Perception of the Application of the Communicative Language Teaching (CLT) Method in Teaching English Grammar. The latest study about CLT and Online teaching is about "Communicative Language Teaching (CLT) through Synchronous Online Teaching in English Language Preservice Teacher Education" written by

Chiew Hong Ng from National Institute of Education, Nanyang Technological University, Singapore. From the result of his study, he shows the differences between face to face discussion and Video conferencing.

Research method

The research method is a series of procedures and steps that are systematic and structured to obtain information or data used to solve a problem. Based on the research problems and objectives, the authors use appropriate research methods to facilitate data collection and information following the needs of this research activity.

The research method used by the author is a descriptive method with a qualitative approach. By using the descriptive method in this research, the writer can describe the results of the research following the real conditions at the time of the research. The author uses a qualitative approach to determine the effectiveness of CLT learning methods in improving students' English vocabulary skills.

Data Collection Method

The data collection technique carried out by the team in this study consisted of four stages, namely: observation step, planning step, action step, and reflection step. In the observation step, the writer made observations on the students' English skills and found out the obstacles faced in learning English. At the planning step, the research team plans and prepares to learn methods, teaching materials, and materials to be delivered to students. At the action step, the research team implemented the lesson plan that had been prepared in advance. In the reflection step, the writer evaluates and concludes the learning process by applying the CLT method.

Research Design

1. Observation

Before conducting the research, the team conducted observations at the YPAC school to determine the obstacles faced by students in learning English and determine the appropriate learning method for these students.

2. Planning

Before carrying out the learning, the team prepared learning tools including learning materials, teaching materials, learning steps, and observation sheets.

3. Action

During the learning phase, the team acted as the English teacher to introduce themselves and then provide understanding and insight into English. In the next stage, the team provided English material to students and began to apply CLT (Communicative Language Teaching) in the learning process. After the students received the learning material and applied CLT (Communicative Language Teaching), the team provided a test instrument in the form of an interactive game following the learning material. At this stage, the team only acts as a facilitator when students experience difficulties in learning.

4 Reflection

After carrying out learning and applying the CLT (Communicative Language Teaching) method, the team collected data, evaluated, and concluded the results of implementing CLT in the English learning process. CLT research is carried out in several steps. The research was conducted for 7 meetings and different themes using zoom media to face-to-face with students of SLB D YPAC Semarang. In 1 meeting the duration is 1 hour via zoom.

5 English Learning Process

Students are seated in groups to delegate the assignment to the teacher during regular face to face teaching sessions. The teacher will use slides to provide verbal guidance and/or present the task or discussion questions and determine the limit for each task or debate. But in a pandemic, the face-to-face learning process is more challenging. Many teachers become more aware of technology, especially the internet with several platforms. The implementation of learning using the CLT method this time, all activities are carried out on a virtual zoom platform, as a result of the Covid-19 pandemic. In carrying out this research activity, the research team found that the Zoom application is a virtual space that can bridge English learning. Implementation of learning can be carried out interactively.

English learning that is carried out through virtual space in the zoom application is carried out at the same time. Students carry out learning at the same time using devices, such as laptops or smartphones. Just like other virtual rooms, there is an active interaction between teachers and students. Researchers also use assistance media such as flashcards, PPT, video, and properties.

FINDINGS AND DISCUSSION

In the observation process, researchers used several activities when in the teaching-learning process using CLT via the Zoom application.

Tabel.1

English language skills.

No.	Material	Activity	New vocabulary words
1	Topic: What is it? Description Date: 15 Juni 2020 at 14.00	Students prepare some pictures. It can be animals, goods, occupations, activities, etc. Tools: - FlashCards - PPT	- Fur - Occupation - Triangle - Square - Circle - Wall - Helpful
2	Topic: like and dislike Date: 22 June 2020 at 11.00 a.m Prepare two slices of bread and a favorite jam. Beverage and fruits	Making sandwiches with a favorite jam. Tools: - Slices of bread - Jam - Flashcard	- Beverage - Honey - Jam - Slice - pineapple - Bitter - Itchy - Acid - Sour
3	Topic: Short story Date: 30 June 2020 at 09.00 am	Students read the shorty which is already prepared by researchers. After that, they have to find difficult words. Short story: - the greedy dog - the lion and the	- Reflection - Bridge - Graze - Particular - Quarreled - Separately - Vineyard - Dressed

		cows - the fox and the grapes - the donkey's lion skin Tool: PPT	- Braying
4	Topic: Adjective and Spelling Date: 7 Juli 2020 at 11.00 am	The material is about adjectives and spelling. The material is taken from https://learnenglishkids. britishcouncil.org/ Tool: PPT	- Describing - Weak - Fast - Slow - Far - Near - Dirty
5	Topic: Making a Simple Sentence Date: 14 Juli 2020 at 11.am	Making simple sentences through the picture Pictures showed: - A bird on the nest - The dinner table at restaurants - A lake on the jungle Tool: PowerPoint	Picture of a bird on the nest: - Beak - Tail Picture of a dinner table at a restaurant: - Salt - Pepper - Handkerchief - Dish - Order - Dinner - Utensils - Chopsticks Picture of a lake in the jungle: - Scenery - Jungle - Forest
6	Topic: Parts of Speech 21 July 2020	Learning Parts of speech using kahoot.com. Tool: Kahoot! application	- Reading - Painting - Glum - Cookies - Celebrating - Engineer - Daydreaming - Hiding - Mushroom
7	Topic: Reading Parade students and observers. Date: 4 Agustus 2020	Reading and recording the short story. Tool: Student's mobile phone	- Greedy - Amuse - Sleepy - Toward - Rug

The observations from day one to seven using different activities. Not only fash cards or PowerPoint, but the Kahoot platform is also used to introduce a new online platform for them to learn English. In every single topic, it has different activities which able to enhance their English vocabulary words.

On day one, researchers had several activities to do with the very first topic "What is it?" as follows:

1. Researchers show the picture from the flashcard and ask the students "what is it? Or what picture is it?". Students try to ask the picture shows with raise their hands on.

2. Students show the picture they have and ask the other students.

3. Researchers make a note of the new vocabulary words from the students.

The Outcome of the activity on day one is the student able to describe the picture with a simple explanation or simple sentence. On the 1st day the students able to add 7 new vocabulary words.

At the second meeting, the topic was about like and dislikes. The activities as follows:

1. Students prepare 2 slices of bread and their favorite jams.

2. Students put their favorite jam on the bread with a simple explanation.

3. Students eat their slices of bread and explain the taste of it.

4. Researchers show the picture of several foods and beverages and ask the taste of the student

5. Students give their opinion like and dislike of the bread and the beverage.

Picture 1

The outcome of this activity on day two is the students able to show their feeling, like, and dislike. On the 2nd day, they had 9 new vocabulary words.

In the third meeting, the topic was about a short story. Researchers already prepared 4 stories such as the greedy dog, lions and the cows, fox and the grapes, and the donkeys' lion skin. After that, they have to find difficult words. The stories gave before the virtual meeting. The purpose is students can read all the stories before the virtual meeting. In the zoom meeting, PPT used to share the picture of the story. Students read one by one the story they have chosen. They have time to ask the meaning of each vocabulary word which unfamiliar.

The outcome of the topic is the student able to read the short story and find the difficult words there. Noted 9 new vocabulary words on this topic.

Fourth meeting, the topic was about Adjective and Spelling. The material taken from https://learnenglishkids.britishcouncil.org/ shared using Zoom, so the student able to see and answer the questions. Each student has to read an adjective given, match it, and spell the adjectives.
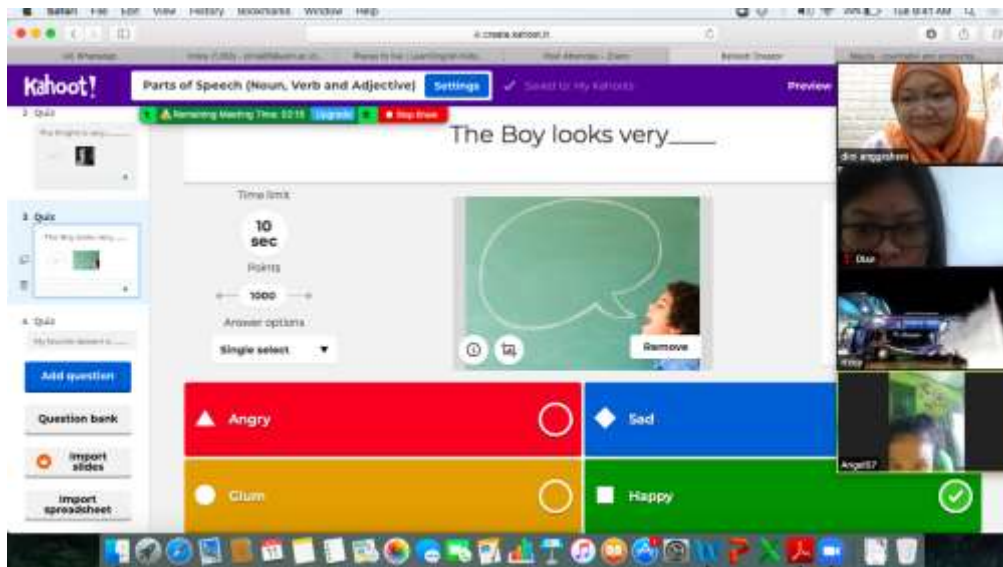

Picture 3
Source: https://learnenglishkids.britishcouncil.org/word-games/describing-1

The outcome of this topic is the students able to know the kinds of adjectives and spell it with the right alphabets. Noted 7 new vocabulary words they got in this topic.

In the fifth meeting, the topic was about making a simple sentence. Powerpoint and flashcards were used to show the picture A bird on the nest, a Dinner table at restaurants, and A lake in the jungle. In this topic, students can add more new vocabulary words they got 13 new words. The new words can be seen in table 1. The outcome of this topic is students able to make a simple sentence based on the picture given

Sixth meeting, the topic was parts of speech. In this topic, the students learn with the combination of Zoom and Kahoot! Application. They learn kinds of parts of speech from

Kahoot! Game application. Kahoot! Shared by Zoom with share screen and the student able to do it

Picture 4

On the last day, seven meeting, students and researchers read their own short stories and record it. The title of the stories such as Ali and the Magic Carpet, The Cows and the Lion, Fox and the Grapes, The Fox and the Grapes, Elephant and the Friends, The Fox and the Grapes, The Greedy Dog, and A Lion and the Boar. The outcome of this activity is knowing the students' pronunciation progress based on their way in read a short story.

Start from the first to seven meetings, researchers used a communicative English learning method to improve the English language skills of children of SLB D YPAC Semarang. The implementation of learning English using the CLT (Communicative Language Teaching) method in increasing the number of English vocabularies for SLB D children greatly helped them. The students' English skills have increased significantly. An interactive and fun learning atmosphere has a positive impact on improving students' English vocabulary.

This time, the implementation of learning using the CLT method is interesting because all activities are carried out on a virtual platform. This is the impact of the Covid-19 pandemic that has hit the entire world. The platform we use is the Zoom application. Researchers carry out activities through Zoom and find the results that this application is a virtual space that is quite interactive. In analyzing the increase in students 'English vocabulary, the researchers found an increase in the students' vocabulary of 5-10 vocabulary additions (vocabularies) on each given theme. Through the Zoom application, students learn English using the CLT method face-to-face online. Student and teacher meetings are held three times, with several different themes at each meeting. The increasing understanding of students through the CLT method proves that the CLT method can be used by teachers in teaching in class. The motivation of students in learning English has increased so that it can help students communicate in English effectively.

CONCLUSION

Based on the research results, it can be concluded that the Communicative Language Teaching (CLT) method is a method that can be used to teach English interactively. The English language skills of students of SLB D YPAC Semarang have increased in the addition of 5-13 vocabulary words in each theme. The English learning process is carried out using the zoom application as a virtual meeting facility. This was done as a result of the Covid-19 epidemic that hit the entire world, including Indonesia. This has an impact on learning systems around the world, from initially face-to-face to online.

The CLT method in learning English is a method that is proven to improve the English vocabulary of students of SLB D YPAC Semarang. Students can use English in communicating. In the learning process, students increase their English vocabulary indirectly. The combination of the CLT method and zoom as the platform to teach English was great. We can share video and English game link to bridge the teaching and learn activities.

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