

**IMPROVEMENT OF ENGLISH FOR CHILDREN WITH DISABILITIES SLB
THROUGH THE MANAGEMENT OF WHEEL OF NAMES**
(*Peningkatan Bahasa Inggris bagi Anak Disabilitas SLB melalui Pengelolaan Roda Nama*)

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Abstract

This research aims to improve the English skills of children with special needs by utilizing support from their environment, including seniors and external tutors. The study employs lectures, discussions, brainstorming, question–answer sessions, and demonstrations, supported by the Wheel of Names as an interactive learning medium. This tool encourages fairness and active participation by reducing perceptions of favoritism and providing equal opportunities for all learners. Its flexible functions make it suitable for English teaching, quizzes, and various classroom activities. The use of this media helps strengthen students' awareness of the importance of English, provides structured training, and fosters consistent communication practices. The problem-solving approach involves using media and conversation modules to enhance teacher competence and support active English learning. Providing conversation modules also contributes to improving learning outcomes and communication skills. The expected outcome is to help children with special needs communicate more fluently in English through vocabulary enrichment and guided practice.

Keywords: *improvement, english for children, disabilities SLB*

Abstrak

Penelitian ini bertujuan meningkatkan kemampuan bahasa Inggris anak berkebutuhan khusus dengan memanfaatkan dukungan lingkungan, termasuk peran senior dan tutor dari luar. Metode yang digunakan meliputi ceramah, diskusi, brainstorming, tanya jawab, dan demonstrasi, yang didukung media interaktif Wheel of Names. Media ini mendorong keadilan dan partisipasi aktif dengan mengurangi persepsi favoritisme serta memberikan kesempatan yang setara bagi semua peserta didik. Fleksibilitas fungsinya menjadikannya efektif untuk pengajaran bahasa Inggris, kuis, dan berbagai aktivitas kelas. Penggunaan media ini membantu memperkuat kesadaran siswa akan pentingnya bahasa Inggris, memberikan pelatihan terstruktur, dan membiasakan praktik komunikasi berkelanjutan. Pendekatan pemecahan masalah melibatkan penggunaan media dan modul percakapan untuk meningkatkan kompetensi guru dan mendukung pembelajaran bahasa Inggris yang aktif. Penyediaan modul percakapan juga berkontribusi pada peningkatan hasil belajar dan keterampilan komunikasi. Luaran yang diharapkan adalah membantu anak berkebutuhan khusus berkomunikasi lebih lancar dalam bahasa Inggris melalui pengayaan kosakata dan latihan terarah.

Kata-kata kunci: peningkatan, bahasa inggris untuk anak, SLB disabilitas

INTRODUCTION

Learning English early can also help children gain better language skills in general, including the ability to understand grammar

and correct sentence structure. This can help improve the ability to communicate effectively, both verbally and in writing.

Objectives of English Subjects English subjects aim to ensure that learners can do the following. Develop communicative competence in English with a variety of multimodal texts (oral, written, visual, and audiovisual)

English language skills and effective communication are essential in many aspects of life, including education, business, diplomacy, travel, and social interaction. Good English language skills allow individuals to express themselves clearly, understand others, and engage in meaningful conversations. Likewise, teaching English to autistic students. Overall, by breaking down the rules into smaller chunks, using visual aids, connecting lessons to topics of interest, providing opportunities to practice, and offering positive reinforcement for good work, educators can effectively teach grammar and punctuation skills to students with autism. Autism is a severe developmental disorder that, among other things, affects the way a person communicates and interacts (relates) with others. People with autism cannot meaningfully relate to others due to their inability to communicate verbally or non-verbally, among other things.

In addition, Friend (2005) further explains that the term *Autism Spectrum Disorder* (ASD) is used for Autistic children because it clarifies that this disorder occurs in many forms and cannot be explained in one way. The target of this research is to help children with special needs in communicating with the outside world using English in their training process by adding the necessary infrastructure facilities and providing knowledge and communication in English. One of the strategies to activate and be effective in learning English is through the use of classroom *language* that is relevant to the level of learners' ability. Through the use of relevant classroom language, they can work together and communicate in the learning process. About the use of classroom language, Scott and Ytreberg (2000) argue that if cooperation and communication management must be part of the language learning process as well as part of the developmental process,

then learning should be packaged with teaching meaningful expressions in English. The way to teach it is through the use of classroom *language*.

In addition, classroom language learning can train students to reduce dependence on books and independence in using language for communication purposes. So, the use of classroom language can lead students to learn to use language to express their feelings in communicating and interacting in the target language. In addition, teaching English is also using the media of Wheel of names. The wheel of names management can be used in learning or training events both online and offline. This application is used if the teacher or trainer wants to give prizes to participants by way of a lottery.

FRAMEWORK THEORY

Managing a student with a disability in an educational setting requires a multifaceted approach focusing on creating an inclusive environment, implementing individualized accommodations, and utilizing assistive technologies. This includes understanding the specific needs of the student, providing necessary support, and fostering a positive learning experience.

Autism can be one of the conditions caused by unemployment. Disability is an Intellectual disability characterized by below-average cognitive and intellectual abilities. Autism is a disorder that causes difficulties in communication and social interaction.

Tunagrahita is the origin of the word tuna which means 'loss' while grahita which means 'mind'. Tunagrahita is another word for Mental Retardation which means mentally retarded. Tunagrahita also has the following terms: a) Feeble minded; b) mentally retarded; c) stupid or stupid (idiot); d) Mental; e) Mental Subnormal, etc. According to Aproditta (2012: 45) based on the IQ level of disabled children can be classified into: a. Mild disability (IQ: 51—70), b. moderately disabled (IQ: 36—

51), c. Severe Disabilities (IQ: 20–35), d. Severe disability (IQ below 20).

A disabled child is an individual who has significantly below normal intelligence. According to the American Association on Mental Deficiency, Disability defines Disability as a disorder whose intellectual function is generally below average, namely IQ 84 and below. Usually, children with disabilities will experience difficulties in "Adaptive Behavior" or behavior adjustment. This means that children with disabilities will not be able to achieve the independence that corresponds to the standard of independence and social responsibility of other normal children and will also experience problems in academic skills and communicating with peers.

Due to delays in the development of their intelligence, students with disabilities will experience various obstacles in trying to meet these needs, even though some of them achieve more or less, depending on the severity of the obstacle that the child has and the attention given by their environment. According to Richard (1984: 117-119).

The target of this activity is to help children with special needs in communicating with the outside world using English in their training process by adding the necessary infrastructure and providing knowledge and communication in English. One of the strategies to activate and be effective in learning English is through the use of classroom *language* that is relevant to the ability level of students with special needs. Through the use of relevant classroom language, they can work together and communicate in the learning process. With regard to the use of classroom language, Richard (1984) stated that if cooperation and communication must be part of the language learning process and part of the development process, then learning should be packaged by teaching meaningful expressions in English. The way to teach it is through the use of classroom *language*. In addition, classroom

language learning can train students to reduce dependence on books and independence in using language for communication purposes. So, Richard (1984) emphasized that the use of classroom language can lead students to learn to use language to express their feelings in communicating and interacting in the target language. In addition, teaching English is also involves the media of Wheel of names. The wheel of names can be used in learning or training events, both online and offline. This application is used if the teacher or trainer wants to give prizes to participants by way of a lottery.

Gen Z, or Alpha, is already very close to cell phones and computers, even surpassing their parents or teachers. Therefore, bridging their capabilities requires innovation from teachers to combine lesson materials with today's emerging technologies. One of the learning media presented by diguditu.com is a digital platform using the website www.wheelofnames.com. This website has been around for a long time, but not all teachers can use it effectively to support the teaching and learning process with Gen Z or Alpha.

The Wheel of Names is a randomized drawing of names for all students to participate in the learning process. Examples of its use in everyday life include prize draws, social gatherings, games, and more. All you need is a laptop, projector, internet connection, and prizes. English plays an important role. With the existence of open source technology, namely the internet, many English learning is taught, but it is still far from perfect, to get maximum results in communication, many say that English is difficult. Paul (2022) added that instructors need to use classroom language for classroom instruction. The instructor's job is to provide examples and guide students to use English expressions naturally. In this way, students can understand parts of the language peripherally and relate the use of English according to their feelings.

In connection with the above, Nation (2013) emphasized that the use of English in language classes should be maximized whenever possible continuously and through classroom management. Nation (2013) added that when learners have few opportunities to use the target language outside the classroom, it is the instructor's job to maximize the use of the English learned in the classroom, e.g. *get into pairs*. There are three easy steps that can be applied and produce good results. That is: focus on inputs and not just outputs; grammar is important but don't overcharge it; repeat and then do it slowly

As for how to use the Wheel of names, it is very easy without the need to install. Here are the steps:

1. Open [link](https://wheelofnames.com/)
2. Then all you have to do is change the name in the enter name here we can enter as many names as possible here.
3. If you want to change the name with a picture or photo of the participant, you can also do it.
4. After completing entering the participant's name, click to spin.
5. Wait until the wheel has completely stopped spinning until the winner's name appears
6. It's quite simple, to change the color or sound we just need to click customize we can set the sound, color and image

Early Intervention is an effort to provide assistance or services that are provided as soon as possible to children who experience developmental obstacles, with the intention of minimizing the negative impact due to their developmental obstacles, so that they can achieve optimal development.

One of the methods that is widely applied for intervention or treatment of Autistic children is the ABA method. The basic principle of the ABA method is to form acceptable behaviors by

milieu and eliminating/reducing problematic behaviors.

1. The behavioral series (TL) is as follows:
 - a. A – *antecedent* : the thing that precedes TL
 - b. B – behavior (TL)
 - c. C – consequences after doing TL
2. ABA Method Techniques
 - a. Compliance and eye contact are key to the ABA method. But actually, no matter what method is used, if the child is able to obey and is able to make eye contact, then it will be easier to teach something to the child.
 - b. *One-on-one* is one therapist for one child. If necessary, a co-therapist can be used who serves as a prompter .

The cycle of *discrete trial training*, which begins with instruction and ends with rewards. The full cycle consists of 3 instructions, with a grace period of 3-5 seconds on

The need for skill development in English language acquisition. Language skills are not mastered by a person by themselves. However, language skills will be obtained through the development process or require development efforts, these efforts will be realized through Science and Technology for the Community, namely by lecturers and students of STKIP Bina Insan Mandiri Surabaya.

The use of science and technology is the use of the Wheel of names.

It is a popular tool for teachers in the classroom. Teachers no longer have to worry about selecting random students for contests or choosing who will be on the board to answer today's questions. The Random Name Picker is a free tool to quickly draw random names or choose a few random winners by submitting a list of names.



Figure 1. Photo of the Wheel of Names App from [Wheelofnames.com](https://wheelofnames.com)

The Wheel of names is an excellent alternative for various purposes, such as English teaching, quizzes, teaching objectives, sweepstakes, and project start-ups, it is also one of the free alternatives to Google Forms.

METHODS

This research uses a qualitative descriptive approach with a phenomenological approach. The phenomenological design was chosen because this study examines the phenomenon of English language learning conducted by teachers for autism students.

This qualitative research was chosen to facilitate the description and analysis of data in the form of words regarding the methods used by teachers in teaching English vocabulary. These results will later serve as the basis for developing appropriate learning methods to improve students' English language proficiency.

The research began with a study of the conditions and problems encountered in the field through interviews during the pre-field phase. This step was taken to gather information about students' achievements in English learning. The data analysis technique used in this study was Cresswell's (2016) data analysis, presenting themes/descriptions in narrative form and then connecting each theme/description to each other to gain meaning or interpretation.

The study was conducted on the autism students, based on their low English vocabulary skills. This fact was obtained through interviews prior to data collection. Data collection was conducted using interview, observation, and documentation techniques. Before conducting the interviews, the researcher developed an interview guide to ensure a more focused interview process. Observations and documentation were conducted to identify supporting aspects used in the learning process. Data verification was conducted to ensure no information was missed in the interview results and several existing

documents, before grouping them for analysis. After analysis and verification, the researcher concluded from the final data management results.

The overall implementation method consists of preparation, implementation, monitoring and evaluation. Arikunto (2013) emphasized the indicators of success, as well as the sustainability of the program. Overall, the implementation method can be as follows:

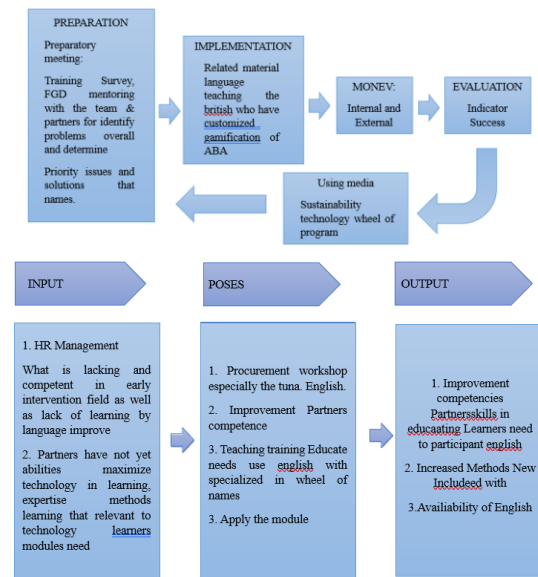


Figure 2. Implementation Method

DISCUSSION

Data collection is an effort to collect information in research to reach a conclusion. Menurut Moleong (2013: 232). According to Moleong, data collection is divided into two, namely: (1) Interview recording device: The recording device is used as an aid in capturing the voices that appear during interview activities. This aims to anticipate if the interviewer does not have time to write important information during the interview. (2) Note-making on observation: In qualitative research, note-making is indeed necessary to be done as a material in making data analysis. Record making can be done during interviews or while still conducting interviews and observations, Mustafa (2009:93). (3) Documentation comes from the word dokume which means written goods. Using the documentation method means collecting data by recording existing data. According to

Sugiyono (2012: 329) said that documents are records of events that have passed. Documents can be in the form of writings, drawings, or works of a person.

Validity Techniques Data Examination

In a study, the technique of checking the validity of data is very necessary to determine its validity. In this case, the researcher used the technique of checking the validity of triangulation data. According to Moleong (2014: 321) states that the validity of data is an important concept that is updated from the concepts of validity (validity) and reliability (realism) according to the version of "positivism" and adjusted to the demands of knowledge, character and paradigm itself. For testing the validity of the data in this study, extension observation and triangulation were used to test the correctness of the data obtained from the research. In order to obtain complete data in the performance.

Data Analysis Techniques

Analyzing data is the process of selecting and analyzing data, data analysis. According to Patton in Moleong (2014: 280) is the process of measuring the sequence of data, organizing it into a pattern, category, and basic description. Bogdan & Biklen in Moleong (2014: 248) explained that in conducting data analysis, of course, it will go through the process of collecting data in the field through field notes, reading or studying data, collecting it, sorting it, and then thinking in a way to make the data category.

Based on the priority issues that have been agreed upon between the proposing team and the partners, the proposing team offers solutions that can resolve these issues. In detail, the list of solutions offered is as shown in the table above. The table here is also equipped with output targets/achievement indicators.

Objective

In order for this activity to be successful, it is necessary to have targets. The target of this Beginner Community Empowerment activity is to improve English language skills as a means of communicating fluently in English. This output target has better impacts, including:

Potential

The students become proficient in English, gain knowledge, and can apply their learning. National Social Impact By being proficient in English, one can easily communicate with other nations, thereby improving quality and standards.

Outputs

The expected outcome is:

- a. Understanding of English and its usage.
- b. English training to improve communication in English.
- c. Improvement of the abilities of children with intellectual disabilities
- d. The habitual use of the wheel of names media
- e. English module that serves as a guide for using English easily and practically in communication using English.
- f. Practice speaking English skillfully and perfectly.
- g. An article about joss in English published in the Elite journal and report

Based on the results of the research that has been carried out, the following conclusions can be drawn:

- a. A fairly good understanding of the nature and urgency of early intervention for students with Autism.
- b. A good and correct understanding of the concepts and characteristics of autistic children.
- c. Understand and are skilled enough to apply the ABA method in conducting early intervention in Autistic students.

Based on the findings of this study on English language learning for students,

This limited timeframe contradicts the opinion of Mustafa and Shin (Juhanna, 2014), who explained that using English more frequently can encourage children to trust their instincts in predicting meaning, even if they have limited language comprehension.

The type of material provided to teach English vocabulary to students aligns with Hurlock's opinion (Marlianingsih, 2016), who explains that students learn two types of vocabulary: specific vocabulary and general vocabulary, appropriate to their age level.

Some of the vocabulary learned includes colors, numbers, and time. Based on Tarigan's theory (Marliansih, 2016), the material taught by teachers is appropriate to the age level of the children, with varying vocabulary sizes.

The basic vocabulary that children learn includes kinship terms, names of body parts, pronouns, cardinal numbers, cardinal verbs, cardinal states, and universal nouns. According to French Allen (Purwaningsih, Sari & Purwandari, 2017), the material taught to children is appropriate, drawn from things close to their surroundings, such as body parts, family members, animal names, and so on.

Pinter (Rahmadhani, 2015) explains that English has several elements: expression, vocabulary, pronunciation, and grammar. The language development demonstrated by autism students using wheels of names, both in group A and group B, is the ability to imitate vocabulary, albeit with imperfect pronunciation. Referring to the opinion of Andy, Rusfandi, and Muzammil (2018), this finding is inconsistent, as they explain that pronunciation and pronunciation skills are important aspects that must be mastered to prevent pronunciation errors and thus prevent misinterpretations that could hinder fluent communication. Another aspect of improvement demonstrated by by autism students using wheels of names is understanding meaning. Students are able to understand the meaning of the English vocabulary given. This aspect is observed through the question-and-answer process conducted by the teacher. According to Kurniawati, Arini, & Suarjana (Ilhami, Fitri, and Ramdhani, 2019), this finding is appropriate because the ability to understand and use words is part of children's vocabulary mastery. The autism students using wheels of names explained that there are no specific indicators for assessing student's English vocabulary skills because learning is not included in the school curriculum. Upon further investigation, respondents emphasized that understanding the meaning of words, which is achieved through question-and-answer activities, is crucial in measuring

children's vocabulary. Handoyo (Ghani & Ghous, 2014) argued that understanding a word enables children to understand and apply language. Regarding the aspect of understanding meaning, respondents stated that almost half of the students were able to understand the meaning of the vocabulary they learned. Researchers obtained information regarding factors influencing student's English vocabulary learning, including the role of parents in accelerating student's understanding of the material, peer relationships and support that can motivate children to participate in learning, and teacher activities that can introduce for autism students using wheels of names to vocabulary. These findings align with the opinion of Fries and Charles (Rojanabengakun, 2016) regarding factors influencing children's English learning, in addition to internal factors, namely family or parental factors, peer relationships and support, and teacher activities that support learning. Obstacles encountered in implementing English learning from different respondents included difficulty pronouncing newly learned vocabulary, students being preoccupied with their own activities, such as chatting, rather than paying attention to the teacher, and student's responses being somewhat difficult because they are more accustomed to using Javanese in their daily learning. This fact aligns with Rahmadhani's (2015) opinion that when teaching vocabulary to students, teachers often experience difficulty pronouncing words, students are barely able to use English in every sentence, and children lack focus on what is being taught.

The research results provide information on the learning methods commonly used by teachers for autism students using wheels of names, including singing, imitation/drilling, and games Bakhsh, 2016). These methods have been researched on their usefulness in teaching English vocabulary to students.

Field findings revealed that many respondents reported that students responded happily and enthusiastically during the learning process. This was because teachers not only used specific methods but also

combined them with other media, such as images, to increase children's interest and motivation in learning. As explained by Mustafa and Shin (Juhanna, 2014), providing activities using various visuals is one way to attract student's attention and engage them in learning. Another response was that children were preoccupied with other activities, such as talking to themselves, and were less responsive to learning. Paul (Qiu, 2016) stated that students tend to lose interest in easier learning, prefer playing, have difficulty concentrating, and have low self-control. Therefore, it is necessary to provide fun and effective methods for autism students using wheels of names. Visual media is also used to increase children's interest in the topics being taught, as Callahan (Fantika and Ratmanida, 2016) stated. Using appropriate learning methods can significantly impact student's optimal learning outcomes.

The process of learning English for children must utilize appropriate learning methods. Fun and engaging. Methods are one of the external factors teachers use to deliver material and encourage for autism students using wheels of names English language skills.

The facilities provided by teachers in English learning can help students understand the meaning of the vocabulary taught, according to Nation (Wulanjani, 2016). Furthermore, teaching English to students cannot be compared to teaching to teenagers or adults. Teachers need to know how to teach English appropriately for autism students using wheels of names.

CONCLUSION

English learning for early childhood has been implemented by the teacher of autism students. The use of English learning methods generally involves three different methods: singing, imitation/drilling, and games. The teachers' reasons for choosing each method are: singing is considered to help children understand and memorize the vocabulary taught more quickly and to encourage enthusiasm in learning by wheels of names. The imitation/drilling method was chosen because repeated activities or practice enable children to understand the vocabulary being

taught. Furthermore, when autism students imitate and pronounce vocabulary and are presented with pictures, it makes it easier to pronounce the English vocabulary being learned. The game method was used to prevent children from getting bored when using the same method over and over again by wheels of names.

Furthermore, concerns still arise due to obstacles experienced by autism students, such as difficulty pronouncing newly learned vocabulary, children being preoccupied with their own activities, such as chatting, rather than paying attention to the teacher, and student's responses being slightly difficult because they are more accustomed to using Javanese in their daily learning by wheels of names. Furthermore, each teacher from different institutions has their own policies, which can influence the implementation of English language learning for students. Therefore, it is important to explore various methods that are deemed appropriate for teaching English vocabulary to students by wheels of names. Based on the conclusions outlined, the researcher offers several suggestions that are expected to be beneficial, namely:

1. For Teachers

Teaching English vocabulary to students requires time and the right strategy to achieve the desired English language skills. The methods used may be less effective in teaching English to children. Therefore, it is necessary to use other methods that have been proven to improve student's English vocabulary skills.

2. For Future Researchers

Further researchers are expected to expand and increase the number of research subjects in conducting their research to explore more diverse studies by wheels of names.

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