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Improving English Language Achievement in Special Education Students (MBPK) Through Music Video Method

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ABSTRACT

Each student with Special Educational Needs (MBPK) learns differently, especially if the student is exposed to something new, such as the use of English language in their lesson. According to the teachers' initial observations, the majority of the MBPK failed to master this subject due to their very limited cognitive abilities and the use of unintelligible language. To address this issue, the method of using music videos has been used to assist MBPK in improving their achievement and attracting their interest, where the combination of colourful audio visuals in the music video displayed is able to stimulate thinking and attract MBPK's interest in learning English. This method aids them in understanding the message they wish to convey during the English teaching session. This practise was implemented in 2018 at Sekolah Kebangsaan Malim (Malim National School) Melaka with 5 MBPK (learning problems) form Class Sinaran 3 as a respondent. Data from pre and post tests were analysed qualitatively, and observation forms were used to assess MBPK's interest in the methods employed. According to the findings of this best practice, there is an increase in achievement as well as students' interest in learning English. This demonstrates that the use of music videos can pique students' interest and boost their performance in English classes. It is hoped that the findings of this study will help to implement teaching and learning using music videos as one of the teaching aids among special education students.

Keywords: English, Music Videos, Special Education Students.

Introduction to Best Practices

Children with reading learning disabilities (MBPK) and English language learners are both at risk for low reading achievement, but for different reasons. Children with genuine learning disabilities in reading have intrinsic learning difficulties or differences, which are frequently related to phonological processing issues that impact their word identification skills. MBPK can typically learn to read normally in their native language, but they do not receive enough exposure to both spoken and written English, which can delay their development of English literacy. A child with a learning disability also happens to be an English language learner. The issues surrounding identification and remediation can become extremely difficult.

It should be noted that students with learning difficulties in primary or secondary school are those who have a variety of health issues such as down syndrome, mental retardation, hyperactivity, ADHD, sluggishness, and so on.

Language teaching, according to behaviourist theory, is mastered through a process of repetition, which is to repeat a language skill as many times as possible until it becomes a habit or routine. We will master competence if we practise regularly. As a result, language is studied using stimuli and responses.

Using this theory, Special Education teachers must create a learning environment that is appropriate for the topics and activities that will be introduced to these special children. Among them is Music video learning. These teaching aids play an important role in the teaching and learning process by simulating real-world scenarios. The use of music videos can provide a realistic picture, which in turn can help these special children develop their imaginations.

Music-based learning is one method used to stimulate students' emotions and interest in learning because it is very similar to the lives of children who love singing music in their daily lives. (Azli 2018)

The use of music videos in the classroom for Special Education students is strongly encouraged, as this method is becoming increasingly popular as a learning medium. According to (Gema 2017), video is a learning medium that immerses students in a realistic situation. The use of music videos that have been adapted to the level and category of students is very effective in learning. This is due to the fact that music videos frequently incorporate elements of self-constructive combinations such as audio visuals, motion, colour, and three-dimensional effects. Indirectly, this method can pique their interest and focus on learning.

Another advantage of using music videos for learning is the ability to watch song videos over and over again. Most students, including Special Education students, have a very limited memory, as we all know. To overcome this weakness, the method of learning through music videos will greatly assist students in remembering what they have learned. This statement is supported by David Reiss's (2007) study in "Video-based Multimedia Design," in which he stated that the construction of teaching media materials can control the focus and attention of student learning. This is reinforced by the use of "playback" or "playback function" for video and audio, both of which can stimulate the emotional part of the brain. As a result pupils become more sensitive and engaged in the media used.

The use of Music Video in MBPK teaching and learning is critical for attracting MBPK students' attention in the classroom during learning sessions. According to Baharom Muhammad's (2011) research, students are more interested in Music video teaching sessions than in traditional methods.

As a result, this method should be implemented to determine its efficacy in the process of teaching and learning English for MBPK, as well as the extent to which it can aid in their achievement.

Justification on the Implementation of Best Practices

McDonnell (1997) categorises special needs students as having mental retardation, behavioural disorders, autism, learning disabilities, sensory disabilities, and other physical and health disabilities. There are also those who suffer from mental retardation and behavioural disorders.

Each MBPK has a unique learning approach that is tailored to their needs. As a result, appropriate and effective learning methods are required to assist this MBPK.

According to observations of teachers in the classroom, MBPK's ability to master a learning that does not use the mother tongue is very limited. Especially for English subjects, where most students show no interest during learning and it is difficult to master the subject because they do not understand the meaning of the words and do not master the basics of the following language MBPK will be uninterested and less responsive to something they do not understand. This situation will make it difficult for teachers to establish good two-way communication during classroom teaching and learning.

According to Abdul Rahim Razalli, Noor Aini Ahmad, and Kamaliah Ahmad (2005), studies show that computer technology can help special students learn reading, writing, and counting skills, particularly students with behavioural problems and learning disabilities. Because it is interesting and simple to use, the use of multimedia in education piques students' interest in learning. There are several options, including the addition of music, videos, demonstrations, and even descriptions through photographs and live screenings, which improve understanding. Palmen and Rodgers (2003)

Because the use of multimedia has grown rapidly, it should be used to assist Special Education Students in their learning. As a result, teaching with this music video should be used to improve the ability of their understanding in English lesson and develop the effectiveness of their teaching and learning processes.

Throughout the implementation of this method, teachers have seen the positive impact of using music videos to assist MBPK in mastering English and improving their reading and writing skills through a pre-test and post-test for the title "*Parts Of Human Body*" which is one of the titles in the syllabus Year One of English KSSR.

Implementation Objectives

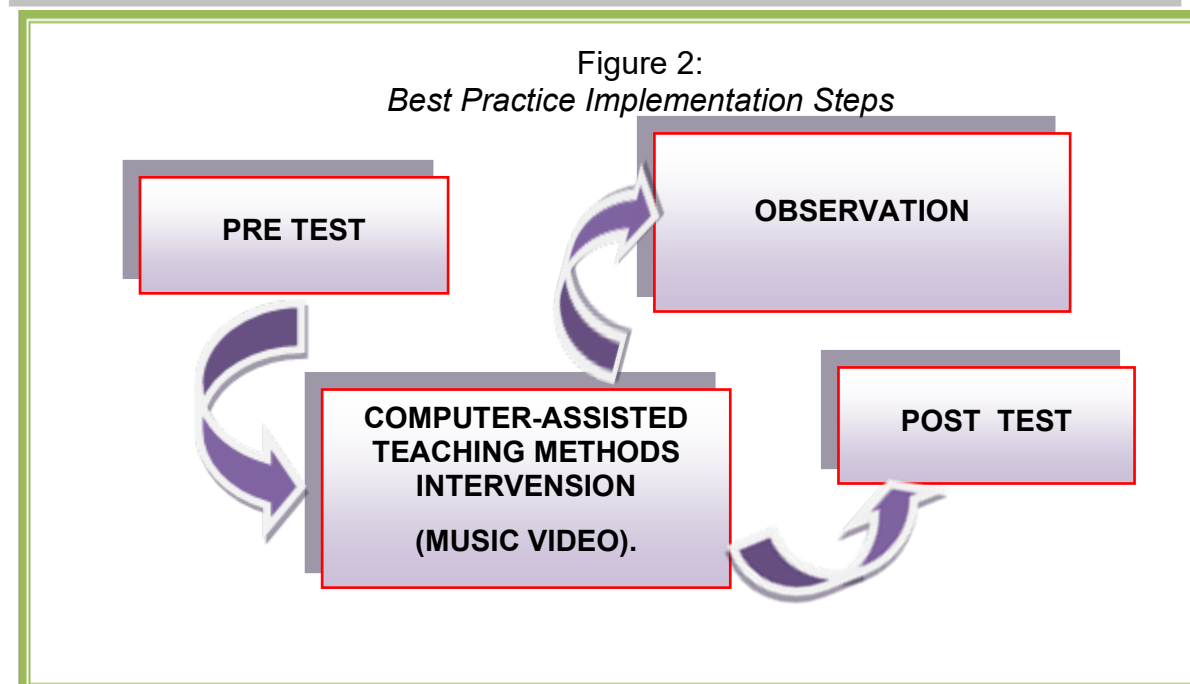
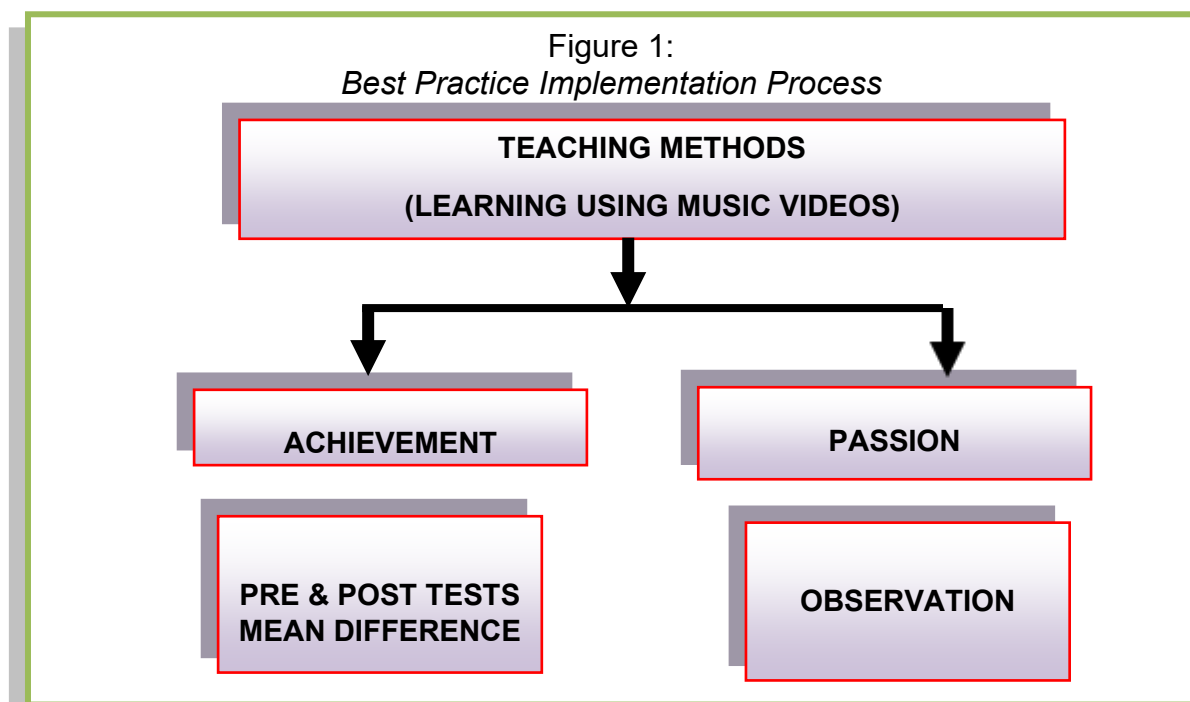
This best practise writing aims to examine the effectiveness of music video learning methods in improving MBPK learning achievement in English subjects, as well as the extent to which music video teaching methods can attract MBPK in their learning.

The specific goals of implementing this best practise are as follows:

1. Teaching with music videos can be an effective method for improving the achievement of Students with Special Educational Needs (MBPK) in learning English.
2. Using music videos to teach English can increase the interest of students with Special Educational Needs (MBPK).

Implementation of Best Practices

The implementation of this best practise is to demonstrate the effectiveness of learning methods using music videos in the teaching and learning of the topic "*Parts Of Human Body,*" which is based on the KSSR English syllabus Year 1 for Special Education students (Learning Disabilities). Figure 1 depicts the best practise implementation process that has been implemented. The main goal of this method is to see how MBPK achievement in English subjects improves after being exposed to teaching and learning through music videos. On MBPK, a pre-test and a post-test were administered to see if there was a difference in English achievement. The observation method was also used to determine the extent of MBPK's interest in music video teaching methods. Test scores from both the pre-test and the post-test were analysed to determine the level of student achievement.



According to Figure 2, the implementation of this best practise is based on several teaching sessions titled "*Parts of the Human Body*," which emphasises learning methods using music videos. This teaching session is intended to increase MBPK interest and enthusiasm for learning English subjects, as well as to improve student achievement in the following subjects. The table below describes the best practise measures that have been implemented throughout the teaching and learning process:

Steps	Best Practice Implementation
Pre Test	<ul style="list-style-type: none"> ➤ Students are given a pre-test to determine their level of achievement and understanding of the given topic. (Human Body Parts) ➤ Answers will be graded individually.
Intervension	<ul style="list-style-type: none"> ➤ Intervention on the topic for 4 weeks (2 hours per week) ➤ Pupils follow the learning using music videos prepared for the title "Parts Of Human Body" ➤ Pupils listen to songs, pronounce words, and perform movements based on the music video being played in improving their listening and speaking skills.
Post Test	<ul style="list-style-type: none"> ➤ As soon as the intervention period ended, students were given a post-test to determine the effectiveness of using music videos to help students achieve in the same subject (Parts of Human Body)
Observation	<ul style="list-style-type: none"> ➤ Teachers observe student behavior throughout the teaching process to determine the students' interest in the music video teaching methods used.

Several types of multimedia software in the form of music videos appropriate to the topic were chosen for use during teaching and learning sessions during the lesson. Only music videos are allowed. The music video below was used by teachers throughout the learning process.

Figure 3
Music Videos Used as Teaching Aids



Effectiveness from the Implementation of Best Practices

1. Comparing Pre and Post Test Mean Differences

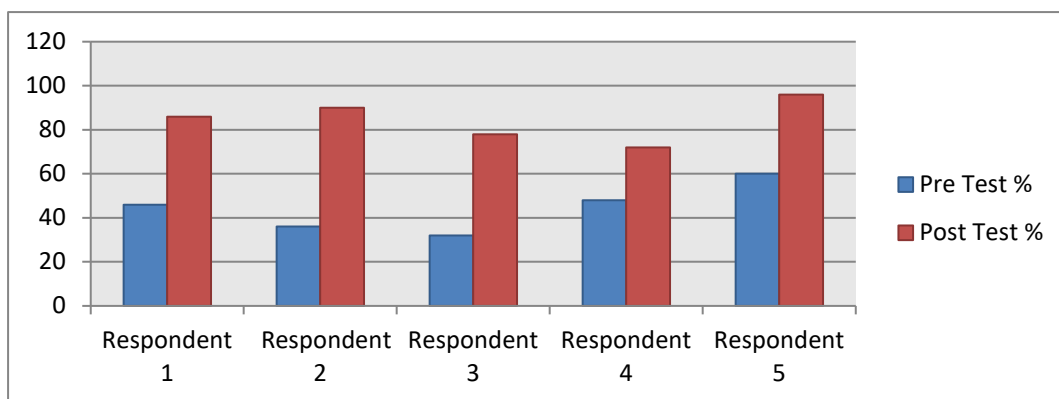
MBPK was subjected to pre and post tests that included slightly different sets of questions. Implementation of pre and post tests in the form of writing tests to assess the extent of improvement in students' memory skills for the title "*Parts Of The Human Body.*" The pre and post test results are as follows:

Table 1
Pre and Post Test Percentage Distribution

RESPONDENCE		Pre Test	Post Test
		%	%
1	Respondent 1	46	86
2	Respondent 2	36	90
3	Respondent 3	32	78
4	Respondent 4	48	72
5	Respondent 5	60	96
MIN		44.4	84.1

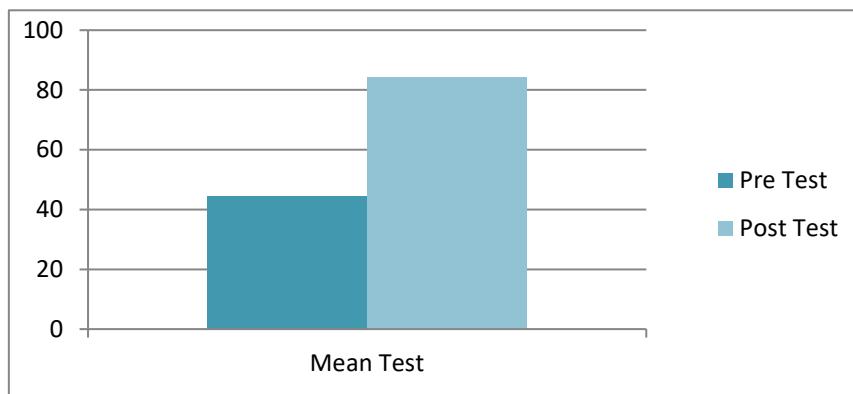
According to the results in table 1.1, the marks for the pre-MBPK test are less satisfactory because four students received marks below 50 percent and only one student managed to pass the percentage level that was set. Learning techniques using music methods were found to have many positive effects, with data indicating a significant improvement in achievement. The postal test results show a significant increase in postal test for each MBPK, as shown in table 1.2 below: -

Figure 1.2
Pre and Post Test Percentage Comparison Graph



Overall, the increase in the percentage of MBPK evaluated through the Mean data in figure 1.3, the mean score of the pre -test is 44.4 percent and the mean score of the post -test is 84.1 percent, can be concluded. Finally, after students were exposed to teaching methods using music videos, there was a mean increase of 39.7 percent.

Figure 1.3
Mean Difference of Pre-Test and Post-Test Scores Graph



2. Students' Interest in Learning Through Music Videos.

To answer the second objective question, whether the method of using music videos can arouse MBPK interest in learning English, teachers observed MBPK interest and behaviour throughout the teaching and learning. A checklist form was used to record the number of frequencies for each observation focus. Table 2.1 shows the data obtained, which show that MBPK showed 100% interest in learning methods using music videos. 4 out of 5 MBPK people remembered the lyrics of the song from the music video display, which had an 80 percent recall rate, while 4 MBPK people could name and state the parts of the limbs.

Table 2.1
Data Analysis of The Observation Checklist Form

Code	Observational centre	Frequency	Frequency Percent (%)
1	Pay attention during the teaching process to ensure that learning occurs.	5	100
2	Participate while singing	4	80
3	Show an interest in music video learning methods.	5	100
4	managed to remember the lyrics of the song through the music video displayed	4	80
5	Capable of expressing limb parts correctly	4	80

It can be concluded from testing, observation, and data analysis that the method of teaching music videos during English teaching and learning has been able to improve MBPK achievement and have a positive effect on students' interest in learning English.

Conclusion and Recommendations

The purpose of this writing is to examine the impact of teaching methods that use music videos in English subject on the achievement and interest of students with Special Educational Needs (MBPK). According to the findings of the data analysis, the goal of this writing was met, and it can be concluded that the use of teaching methods using music videos is an appropriate and very effective teaching technique that can assist teachers in improving MBPK achievement in English language subjects. Furthermore, this technique is a creative and fun technique that can pique the interest of MBPK to follow the learning taught with greater focus.

Finally, the method of using this music video has numerous advantages for both students and teachers. This method can evoke fun and stimulate students' interest in learning in situations where the teaching and learning sessions are not stressful. It is hoped that the creation of this Special Education writing article will benefit all parties, particularly teachers, MBPK, and curriculum development centres, in producing a generation of MBPK who are technologically literate and up to date with the latest developments in the world of education.

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