

# A Need Analysis of I-Mol Language Learning Model for Speaking Skills of Children with Special Needs

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**Abstract:** The purpose of this study is to identify the need for an Indonesian language teaching model for Extraordinary School that needs to be developed. The data in this article was collected through a closed questionnaire distribution to 12 teachers who taught at the Dian Kahuripan Extraordinary School at Elementary School level. This research is a descriptive qualitative research with the process of collecting data through observation for approximately 1 month, interviews to two teachers, and questionnaires. Through this study, it was found that the Indonesian language teaching model used at the Dian Kahuripan Extraordinary School at the elementary school level still has a simple teaching model that was naturally general. Hence there are still limitations and insufficiency to meet the needs of students with special needs (mental retarded, down syndrome, and autism) who adjust the 2013 curriculum in the use of technology in the teaching and learning process. The results of the needs analysis based on R&D show that multimedia-based I-Mol Indonesian language teaching model is expected to be an integrated and relevant teaching model with the 2013 curriculum so it can support the speaking skills of children with special needs (mentally retarded, down syndrome, and autism). Thus, it can be understood that the Indonesian language teaching model based on multimedia I-Mol for speaking skills is needed.

## 1 INTRODUCTION

Language is basically a tool for communication between people. In cultural expression, language is a fundamental aspect. As a tool for communication, language is the concrete proof of the historical continuity of a community. The importance of communication makes us aware of the importance of language use in the development of individual humans.

In this case, children with special needs have limited communication using Indonesian language as a daily communication tool. Humans live by socializing, therefore the limitations possessed by children with special needs (mental retarded, down syndrome, and autism) do not encompass their path to maintain their ability in language based on language development whose standard is owned by children with special needs. In Indonesian language speaking communication, children with special needs have the same rights in education despite certain limitations. But their limitations do not encompass the possibility for children with special needs to

learn a multimedia learning model. This model is more interactive and interesting to be understood by children with special needs (mental retarded, down syndrome, and autism). Language learning models using multimedia can place the problem of children with language breakdown specifically in separating forms from content and usage.

In previous studies by (Handayani, 2013), the world of education is increasingly diverse with all complex problems in the implementation of child protection. The state and the government are responsible for providing facilities and ensuring accessibility for children, especially in ensuring their growth and development physically, mentally, spiritually and socially in an optimal and directed manner. Likewise, the problems faced by some children with special needs are who have difficulty interacting socially in their environment, especially children with autism. The limited ability of children with autism in the process of social interaction both in the process of communication, cooperation, controversy, and conflict with those around them. Many government officials formulated policies in

resolving this gap. One of them is the existence of inclusive education policies in formal schools. However, the implementation does not work effectively which it can increase disability of these children to interact, develop and receive the education optimally.

Implementation of the 2013 Curriculum requires a comprehensive understanding of the teacher about the concept, preparation, and availability of facilities and infrastructure. The teacher has an important role in implementing the curriculum. One of the success of the curriculum depends on the activities and creativity of the teacher in developing and realizing it. The teacher must also be able to carry out the learning process in accordance with the Minister of Education and Culture (Permendikbud) Regulation Number 22 Year 2016 concerning the standards for the process of primary and secondary education (Rahmadani, Roza, and Murni, 2018).

The problems raised based on interviews and observations with several teachers are the basis of the authors to analyze the need for multimedia intelligent mobile learning tool (i-MOL). It is based on the teaching models of Indonesian language learning in accordance with the demands and expectations of the 2013 curriculum for elementary school of Extraordinary School. In addition, this study also identifies the types of learning models that are suitable to be given to students with special needs (mental retarded, down syndrome, and autism) so they can be in accordance with the technological developments and can support learning activities in the classroom and outside the classroom. Based on this background, this article aims to analyze the need for a multimedia intelligent mobile learning tool (i-MOL) model based on Indonesian speaking skills at SLB B & C Dian Kahuripan, East Jakarta.

## 2 LITERATURE REVIEW

The analysis of the needs of this teaching material combines the theory of (Briendley, 1995), the theory of (Hutchinson and Waters, 1991) and the theory of (Nation and Macalister, 2010) in (Fitria, Rasyid, and Lustyantie, 2019), specifically by dividing need analysis into objective and subjective needs. Objective needs include analysis of identification and background of students. Meanwhile subjective needs include analysis of needs, shortcomings and desires. In addition, researchers also integrate target needs with learning needs into one in subjective needs. Learning objectives are 1) learning media 2) themes, 3) learning materials, 4) learning activities,

5) learning and evaluation media.

Learning models through multimedia can be applied using intelligent mobile learning tool (i-MOL) which is interactive in its use. This application that is designed based on (i-MOL) is intended specifically for learning models for children with special needs in the form of applications that can be accessed mobile or by relying on an Android processor on a portable device or easily carried anywhere such as smartphones and tablets or which is called a mini computer by relying on the touch screen. This media is designed by adjusting the needs and compatibility of children with special needs. The application design is given in order to demand a digestive process in understanding articulation, vocabulary and color grammar which is adjusted to the level given to the needs of children with special needs This application is designed as simple and interesting as possible to create a child's interest in learning Indonesian language which is supported by the presence of media in the form of images, graphics, videos and audio. This application is also designed for the public which can be used both for teachers in extraordinary schools or special needs or for parents who have children with special needs. The use of this Android-based device has its own advantages that can be accessed free of charge for the general public in meeting the needs of the learning process for children with special needs.

In accordance with (Hornberger, 2010) in (Lustyantie, Emzir, Mayuni, Arung, & Sarmadan, 2019) there are four things that need to be considered in language teaching, namely: 1) Grammar abilities related to phonological knowledge, morphology, syntax, and vocabulary. 2) Linguistic abilities consisting of various variations and codes. 3) Ability to understand discourse both verbally and in writing, and 4) Strategies in communication.

From the explanation above, a needs analysis based on an interactive multimedia-based teaching model using an intelligent mobile learning tool (i-MOL) aims to facilitate children with special needs in Indonesian speaking skills.

### 2.1 Learning Model Development

Learning media is a link from the giver or the method of delivering information as a process of learning to the recipient of the lesson. According to (Locatis and Atkinson, 1984: 3), media is a tool (usually in the form of audio-visual or electronic) to convey or send messages. Media includes prints, graphics, photography, audio communication, television, simulation and games, and computers.

(Wina Sanjaya, 2012) considers that learning media is everything such as tools, environment, and all forms of activities that are conditioned to increase knowledge, change attitudes or instill skills in every person who implements them.

From the definition above, it can be concluded that learning media can be used as a tool in the learning process to be more interesting, effective, and efficient. Learning media can simplify the process of delivering material. Learning media can also help students to learn better to get information. This is to increase motivation and student learning outcomes and help students achieve learning goals based on the function of learning media, types of learning media, and selection criteria for learning media itself.

## 2.2 Multimedia

According to Turban in (Suyanto, 2003), multimedia in general is a combination of at least two input or output media from data, this media can be audio (sound, music), animation, video, text, graphics, and images. According to (Munir, 2012: 110), interactive multimedia is a multimedia that is designed to be looked to fulfill the function of informing the message and has interactivity with its users. This understanding refers to the ability of interactive multimedia to communicate with its users. The interface is designed to make users getting interactive information. Whereas according to Deni Darmawan (2013: 33), multimedia must be plentiful in interactive processes. Selected materials are truly representative for interactive learning.

According to (Lustyantie, 2016), multimedia based on the information communication and technology (ICT) is defined as a technology that has supporting function of the conveyance process of information and communication. In line with the technology development, ICT with computer system and network support allows people not only to communicate by seeing the physical but also to hear the voice directly even though the parties who communicate are in different place.

In this study the interactivity of the media is packaged as the delivery of messages or material that can be displayed according to the wishes of the user based on the components and characteristics of interactive multimedia. These components and characteristics are one of the bases in making research instruments for interactive multimedia-based learning models using intelligent mobile learning tools (i-MOL) with the support of Android processors in Indonesian language speaking skills.

## 2.3 Intelligent Mobile Learning Tool (i-MOL)

Intelligent Mobile learning Tool is defined by: The intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. E-Learning itself is independent of location in time or space.

Intelligent Mobile learning is a learning model that utilizes technology from mobile devices. In this study, the device is an Android-based smart phone. Based on the existence of Intelligent Mobile learning, teachers and parents can access the learning content anywhere and anytime while providing learning to children with special needs (mental retarded, down syndrome, and autism).

## 2.4 Speaking Skills

According to (Tarigan, 1983: 15) in (Tambunan, 2016), speaking is defined as the ability to say sounds of articulation or words to express, state, and convey thoughts, ideas, and feelings. This is because someone who is said to be skilled at speaking is someone who is able to speak in all situations, anytime, and anywhere. In pursuance of (Martaulian, 2015: 4) in (Indrawati, Emzir, dan Lustyantie, 2016) the speaking skills are essentially a skill in producing articulation-sound system currents to convey the willingness, feelings, and desire to others.

## 2.5 Indonesian Language Learning Phonetic and Morphology

Phonetic knowledge is one aspect of knowledge found in language development, in addition to other aspects of language knowledge, namely semantic, syntactic, morphemic, and pragmatic knowledge. Phonetic knowledge is knowledge of language-symbol relationships in language according to (Erika Hoff, 2009) in (Christianti, 2015). Phonetics deals with the sounds of languages and symbols. Phonetic knowledge in children is aided by the ability of children to understand differences in sounds and how to use language around children. Phonetic development in children occurs very naturally in receptive language skills and language production.

In linguistic studies, morphology means branches of linguistics that have the subtleties of words and their changes and also the effects of those changes on meaning and class of words. According to (Chaer, 2008) understanding of morphology is part of the

language science that studies the subtleties of word forms and changes in word form and changes in the shape of words to the meaning and class of words.

## 2.6 Child with Special Needs

According to Heward and Orlanskyin (Handayani, 2013), children with special needs are as children who are in the process of growth or development who experience abnormalities or irregularities (physical, mental, intellectual, social, emotional) so that they require special education services. In contrast to (Directgov) in (Riadin, Misyanto, and Usop, 2017), it is suggested that the term children with special needs that refers to children who have learning difficulties or disabilities that make it more difficult to learn or access education than other children of their age.

### 2.6.1 Mental Retarded

Children with mental retarded are individuals who significantly have intelligence under normal intelligence. According to the American Association on Mental Deficiency, they define the mental retarded as an abnormality in which intellectual function is generally below average, that is IQ 84 and below. Usually mentally retarded children will experience difficulties in "Adaptive Behavior" or behavior adjustments. This means that mentally retarded children cannot achieve independence in accordance with the standards and social responsibility of other normal children and will also experience problems in academic skills and communication with the same age group (Yosiani, 2014).

### 2.6.2 Down Syndrom

Down syndrome is one of the children with special needs which is a condition of underdevelopment of physical and mental development in children caused by abnormal chromosomal development. Mental disabilities in general have more abnormalities than other disabilities, especially according to their

intelligence. (L, Batshaw, n.d) in (Marta, 2017).

### 2.6.3 Austistic Child

Auto means self, whereas ism means a stream / understanding. Thus, autism is defined as an understanding where an autistic child is only interested in his own world according to (Yosfan Azwandi, 2005: 14). According to (Nakita) in (Pamuji, 2014: 2, autism is a severe disorder mainly characterized by disturbances in the development area as follows: reciprocal social interaction skills, communication skills, and behaviors stereotyped by interests). While the understanding of children with autism is the condition of children who experience impaired development of brain function that includes social and affective fields, verbal and non-verbal communication, imagination, flexibility, interest, cognition, and attention according to (Lumbantobing) in (Pamuji, 2014: 2).

## 3 RESEARCH METHOD

This study uses a qualitative descriptive approach that analyzes student needs both from the content of teaching materials and the teaching models needed based on intelligent mobile learning tool (i-MOL) with survey methods conducted in June 2019 at Dian Kahuripan B & C Extraordinary School, East Jakarta at the Elementary School level. The study population was all teachers who taught at Dian Kahuripan B & C Extraordinary School in East Jakarta.

Data collection techniques is with observation, interviews, and questionnaires. The instrument for collecting data was through questionnaires via the help of google form to 12 teachers who taught at Dian Kahuripan B & C Extraordinary School. Closed questionnaires are used to obtain data about learning resources that have been used by students with special needs. The results of this needs analysis are based on a multimedia-based teaching model. Data from the results of this study were analyzed descriptively qualitatively.

Tabel 1: The Questionnaire Theory Framework Teachers Need Analysis

| No | Type of Need Analysis | Aspect of Need Analysis              |   | Form of Data  |
|----|-----------------------|--------------------------------------|---|---|
| 1. | Objective needs       | Identification of student background | Dimension:<br>1. Background and Environment<br>2. Learning Experience<br>3. Knowledge of Indonesian in the Class<br>4. Learning Media Support 12 teachers | Interview with teachers & questionnaire for 12 teachers |

|    |                  |             |   |                               |
|----|------------------|-------------|---|-------------------------------|
| 2. | Subjective needs | Needs       | Dimension:<br>1. Learning Objective<br>2. Theme                       | Interview with teachers       |
|    |                  | Shortcoming | 3. Learning Activities<br>4. Learning Activities<br>5. Learning Media | Questionnaire for 12 teachers |
|    |                  | Desire      | 6. Evaluation   | Questionnaire for 12 teachers |

## 4 FINDINGS

### 4.1 Results of Analysis and Background Identification of Students with Special Needs

In the need analysis, information was obtained that the average child with special needs (mentally retarded, down syndrome, and autism) attending Dian Kahuripan SLB B & C is the majority of children with down syndrome and mental retardation, while 14% were children - autistic child. Children with special needs are not limited to only carrying one disease, some with mental retardation with deafness, autism with deafness, down syndrome with hearing impairment. In the interview, it was found that, children with special needs came from families of middle class. The environment is considered not in a sufficiently good scope in forming the development of children with special needs. Children with special needs who attend Dian Kahuripan B & C Extraordinary School are from around the school. Based on the teacher's monitoring experience, it is often found that there is a bad influence from the surrounding environment about bad language or language that is easily absorbed by these children. Their memories absorb more easily when they feel they are very influential on those bad language. The impact is that children often repeat these bad words in the school, class, and field. Difficulties in controlling the behavior of speech acts that have been contaminated by the environment around their residence is a challenge for the teacher. That is why children with special needs can learn well, although there are often obstacles with saying bad words repeatedly.

In this case, it is often found problems with bad language memory in children who experience mental retarded. In the learning process of children with mild to moderate retardation, it is very difficult to absorb lessons or good information, but absorbing bad words is very easy to absorb and difficult to keep away from his memory. In line with what was said (Awalia, 2016) in (Fitria, 2018), according to the Government Regulation Number 72 of 1991, mental retardation is classified into two, namely mild mental

retardation and moderate mental retardation. Mild mental retardation still has abilities in the academic field and adjustments in class. When the mental retardation is moderate, it needs to achieve its goals. The characteristics that distinguish groups of mentally retarded children are lagging behind development among peers, not varied ways of life, easily bored, limited communication skills, low motivation to learn, and no concern for the surrounding environment. Mentally retarded children have difficulty when interacting. This difficulty is influenced by several things such as children's intelligence and the surrounding environment. A child's interaction is very important for his life because interaction can be a guideline for his socializing life.

In the knowledge of Indonesian language class, according to the results of an interview with the teacher, it was considered quite difficult. This is because the ability of children to master new subjects is very slow with the lack of adequate facilities from the support of learning media. Children with special needs tend to want to learn more if there are adequate audio and visual introductions, when students learn to use visuals with the use of attractive and harmonious colors and images, students are more enthusiastic in learning. It is said that students with these special needs still have to follow government programs which adjust the passing grade/*Kriteria Ketuntasan Minimal* (KKM) in general. Therefore, children with special needs need to be paid more attention by the government to improve the quality of education for children with special needs such as mental retarded, down syndrome, and autism at Dian Kahuripan SLB B & C Extraordinary School. Based on the results of the closed questionnaire distribution, it was found that these children could learn well when good and interesting use of audio and visual was carried out in the classroom. The use of learning media using technology is still limited for each class at this elementary school level. The number of students at each level from grade 1 to grade 6 is around 8-9 grade children with ages ranging from 7 years to 15 years.

## 4.2 Result of Need Analysis

Based on the results of interviews with language teachers, Indonesian language learning refers to the Core Competencies and Basic Competencies of the 2013 Curriculum that is imposed by the government. however, these core and basic competencies must be surpassed by teachers before the end of the 2018/2019 school year. Core competencies and basic competencies are still not optimal to achieve learning achievement. This is because of the limitations of children and facilities and support from the family. in this case children with special needs must always be alerted and guided in each learning process carried out.

Even in learning Indonesian itself, it is still not good enough, there are still some obstacles for children with special needs. It is difficult to recognize and understand new vocabulary and arrange simple sentences. Therefore, to optimize the achievement of Indonesian language learning by the decision of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia article 3 paragraph 1, Policy for Handling Children with Special Needs includes programs in the general field, education, work skills training, health, protection and participation of children with special needs. In addition, Presidential Decree No. 36 of 1990 is concerning Ratification of the Convention on the Rights of the Child as contained in Article 23 of the Convention which mandates the need for children with mental and physical disabilities to enjoy a decent life, increase trust self and facilitate the active participation of children in society.

The state in particular the government guarantees that children with disabilities can get education, training, health services, rehabilitation services, preparation for work and opportunities for recreation. Likewise, according to the components of learning activities, teaching material must be able to support learning activities related to students with special

needs who are active. The teacher in learning activities more as a facilitator that directs students to understand and apply the contents of the material. Because of the lack of use of audio and audiovisual media, students need teaching materials that cover this media with content that is in harmony with the material as well as gradual intensity of time on the use of the learning media.

## 4.3 Result of Shortcomings and Desires Analysis

The results of the need analysis on this aspect were obtained from a questionnaire that was distributed by 12 teachers. The components of the question in this aspect are generally consisting of learning objectives, theme material / topics, language and cultural learning materials and speaking skills, learning activities, media learning, evaluation. The thing that distinguishes between aspects of lack and desire is the question and category. The question of the lack aspects is more emphasized on "experiencing difficulties in learning or teaching". Meanwhile the questions about desire aspects are emphasized in "desires and needs related to components to be held or enhanced". The value category in the deficiency aspect consists of "yes and no", it is based on the semantic differential scale. However, for the results of the analysis presented in this article, the average teachers / researchers score in the value category is the need for the development of an I-Mol multimedia-based teaching model on Indonesian speaking skills. In the aspect of shortages and needs for aspects of desires, it can be seen based on comparisons and gaps between aspects of shortage and desire. However, for the dimensions of the theme or topic, the teacher evaluates them after learning the aspects of deficiencies and then assesses what is needed in the aspect of desire. The following is the average value of the two aspects based on the closed questionnaire distributed by the use of google form technology:

Table 2: Summary of Questionnaire Results Recapitulation

| No                    | Teacher Name | Question Score to- Answer Code (1= yes, 0= no) |       |     |       |       |       |      |      |       |      |      |      |      |      |      |
|-----------------------|--------------|--|-------|-----|-------|-------|-------|------|------|-------|------|------|------|------|------|------|
|                       |              | 1  | 2     | 3   | 4     | 5     | 6     | 7    | 8    | 9     | 10   | 11   | 12   | 13   | 14   | 15   |
| 1                     | Teacher 1    | 1  | 1     | 1   | 0     | 1     | 0     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 2                     | Teacher 2    | 1  | 1     | 1   | 0     | 1     | 0     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 3                     | Teacher 3    | 1  | 1     | 1   | 0     | 1     | 0     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 4                     | Teacher 4    | 1  | 0     | 1   | 1     | 1     | 1     | 1    | 1    | 0     | 1    | 1    | 1    | 1    | 1    | 1    |
| 5                     | Teacher 5    | 1  | 0     | 1   | 1     | 1     | 0     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 6                     | Teacher 6    | 1  | 0     | 1   | 1     | 0     | 1     | 1    | 1    | 0     | 1    | 1    | 1    | 1    | 1    | 1    |
| 7                     | Teacher 7    | 1  | 1     | 1   | 0     | 1     | 1     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 8                     | Teacher 8    | 1  | 1     | 1   | 1     | 0     | 0     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 9                     | Teacher 9    | 1  | 1     | 0   | 1     | 1     | 1     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 10                    | Teacher 10   | 1  | 0     | 1   | 1     | 1     | 1     | 1    | 1    | 1     | 1    | 1    | 1    | 1    | 1    | 1    |
| 11                    | Teacher 11   | 1  | 1     | 0   | 1     | 1     | 1     | 1    | 1    | 0     | 1    | 1    | 1    | 1    | 1    | 1    |
| 12                    | Teacher 12   | 1  | 1     | 0   | 1     | 1     | 1     | 1    | 1    | 0     | 1    | 1    | 1    | 1    | 1    | 1    |
| <b>Skor Total</b>     |              | 12   | 8     | 9   | 8     | 10    | 7     | 12   | 12   | 8     | 12   | 12   | 12   | 12   | 12   | 12   |
| <b>Presentage (%)</b> |              | 100%   | 66,7% | 75% | 66,7% | 91,7% | 58,3% | 100% | 100% | 66,7% | 100% | 100% | 100% | 100% | 100% | 100% |

The summary recapitulation of the needs analysis questionnaire result is reviewed from table II, teachers who say the importance or not of learning Indonesian language for children with special needs as much as 100%. The teachers stated that it was difficult to teach Indonesian to children with special needs as much as 66.7%. Then the teachers who were stated that children with special needs were happy with learning to speak in Indonesian language as much as 75%. Then the teachers who have stated whether children with special needs more often found difficulties in learning Indonesian language as much as 66.7%. The teachers stated that there was a special level of learning Indonesian for children with special needs as much as 91.7%. Then the teachers who used multimedia-based learning in learning Indonesian in children with special needs was 58.3%. Furthermore, the teachers said that children with special needs liked 100% technology-based learning methods. Then the teachers who have said that there was a special evaluation in learning media using multimedia in the class used as much as 100%. Then teachers who have found that children with special needs find obstacles in learning Indonesian in using multimedia devices that have been provided in class as much as 66.7%. Furthermore, the teachers who have stated that children with special needs were more interested in using (gadgets) / devices as much as 100%. Teachers who have said children with special needs like learning methods with image domination and mixing colors that are harmonious and interesting as much as 100%. Then the teachers who said learning in Indonesian using (gadgets) / devices using audio is needed by children with special needs as much as 100%.

The teacher said that it was deemed necessary for the existence of Multimedia-based learning methods (gadgets) / devices with 100% Android-based. Furthermore, the teachers said that the development of Indonesian Language learning teaching materials was needed with devices that were easier to carry around and accessed anywhere for children with special needs guided by teachers / parents / family / friends as much as 100%. Finally, the teachers who stated that relying on renewable technology with android-based multimedia according to the father / mother would be effective and could affect the results of the Indonesian language learning process as much as 100%.

## 5 DISCUSSION

Needs analysis is needed in designing and developing teaching materials. (Kayi, 2008) in his research, he stated that with the need analysis, language learning will become more focused and directed. The need for analysis in this study produces information about characteristics and backgrounds of students. What achievements are obtained from the learning process, gaps and shortcomings of what is available from ideal conditions in the field. Therefore, this is also how desires and needs are needed to achieve the learning process. Accordingly, this needs analysis can be the basis for developing Indonesian language teaching materials that lead to the specific needs of teaching and learning in the classroom. The media leads the development of teaching models that supported by technology tools and multimedia-based devices with the use of I-Mol with Android processor supported. Therefore, two things lead to the suitability of both the level of difficulty and the appearance of the material according to the characteristics of the students.

The results show that the main skills must be achieved to support the goal of speaking skills. Therefore, teaching material is a systematic teaching material that can support the achievement of learning objectives that is supported by the use of multimedia-based teaching models. A need analysis is the main step in developing a renewable learning model. Then, the material must be designed using Indonesian language to make it easier for students to understand the instructional material and the speaking skills component.

This can be seen from the high response of the teacher's desire to use teaching materials in Indonesian language instruction. In order that learning can encourage the improvement of speaking skills through teaching materials that must be equipped with supporting media for audio, visual and audio visual. This is supported by "needed" responses from teachers in the range of 100%. Therefore, students need instructional materials that lead to multimedia by utilizing (gadgets) / devices on smartphones so that presentation of teaching materials can cover a variety of materials in one media application. This form of teaching material students is considered capable of repeating lessons at home with a complete range of audio and visual aids examples in which both are related to vocabulary, text, and dialogue. Based on their responses with a value of more than 100%, the teacher also does not mind maximizing the use of multimedia such as smartphones or using emulators on the use of

applications by the computer in learning activities.

This is also in line with the characteristics of students who have a high sense of multimedia used in learning activities (see results of analysis of identification and background of students). In fact, by utilizing this multimedia-based teaching model, the contents of the material can be included with interactive instructions or can stimulate students to do kinesthetic responses. Then the learning activities can maximize the work of the brain through audio, visual and kinetic. This is solely to bias students' understanding of the material content. In addition to interactive teaching, learning activities can be carried out systematically and structurally if learning activities are carried out in class or outside the classroom which can be guided by teachers, parents and relatives of children with special needs.

The findings in this article can be practically followed up by the authors and the school in improving the teaching materials used by Indonesian teachers for children with special needs. Teachers must also continue to explore the potential and local needs that are appropriate to be integrated in good and correct Indonesian language learning. In other words, the learning can become meaningful, enjoyable, and sustainable.

## 6 CONCLUSION

Based on the explanation above, it can be concluded that the analysis of objective needs and subjective needs is related to each other. The results of the identification and background of students have a harmony with the gaps that occur in the learning process and the expected needs in learning activities. In addition, the results of the analysis of needs, disadvantages, and gaps are interrelated as obstacles in learning objectives. These things need to be resolved based on the needs and desires of students and teachers.

The results of the research data indicate that Dian Kahuripan B & C Extraordinary School students need Indonesian language teaching materials with the content including 1) linguistic components including vocabulary, sentences, discourse texts, dialogue with contexts leading to the field of learning; 2) speaking skills component that is supported by appropriate media supporters; 3) instructions and explanations for materials using Indonesian language; 4) learning activities lead to learning both active students individually; 5) teaching materials can be accessed with electronic devices such as computers, laptops and smartphones;

6) teaching materials including audio, visuals, audio visual support on it; 7) teaching materials use interactive instructions that can stimulate student responses; 8) teaching materials have an evaluation of learning both assignments and exercises at the end of each material topic, and 9) teaching material can encourage systematic learning activities when it is used in inside or outside classroom.

From this conclusion, it can be said that students need teaching materials according to the needs of students. In this case, material content has the context of multimedia-based language learning model in helping the learning process of Indonesian speaking skills in children with special needs using interactive intelligent mobile learning tool (i-MOL). This is to improve good and correct speaking skills of Indonesian language learning that is presented by multimedia which includes text, images, animated instructions, audio, and audio visual. The purpose of this study of needs analysis is to provide an overview to the author in order to have a design in conducting research. Hopefully the research can have a positive impact on the world of education, learning, research, and other creative aspects.

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