

RUBBER ANIMAL TOYS WITH BRAILLE ALPHABET

THESIS

Presented to in partial fulfillment of the requirement
for Barchelor degree of English Language Education



BY:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2026

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THESIS STATEMENT

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Ponorogo, 6 Juli 2026

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OFFERING

Alhamdulillahirabbil 'alamin, thanks be to the presence of Allah SWT. for all His abundance of mercy, guidance and grace so that the author can complete the HKI entitled "Rubber Animal Toys With Braille Alphabet" as one of the requirements for obtaining a bachelor's degree at the Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo. Shalawat and greetings are always poured out on the Prophet Muhammad SAW who has brought humanity from an era full of ignorance to an era filled with knowledge, thus becoming an example for all people.

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The author acknowledges that this thesis still has limitations. Therefore, any constructive suggestions and input will be used to improve this scientific work in the future. Hopefully, this HKI will benefit the development of science, particularly in the field of education, and serve as a reference for further research.

Ponorogo, 24 Agustus 2026



Pramudita

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ فَإِذَا فَرَغْتَ فَانصَبْ ۖ وَإِلَىٰ رَبِّكَ
فَارْغَبْ

Artinya:

“Maka, sesungguhnya beserta kesulitan ada kemudahan. Sesungguhnya beserta kesulitan ada kemudahan. Apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada Tuhanmulah engkau berharap.”
(QS. Al-Insyirah: 5–8)



PREFACE

Praise be to God Almighty for His grace and blessings, which have enabled the successful completion of this innovative project: a set of rubber animal toys featuring Braille characters. This resource was developed as an innovation to support inclusive and creative learning that is accessible to a wide range of users.

The rubber animal toys with Braille characters were designed by integrating educational, sensory, and playful elements. By combining engaging animal shapes with Braille characters, the resource aims to provide a more interactive learning experience—specifically in introducing objects, vocabulary, and the Braille system through a fun medium.

The creation and development of this project are part of an effort to produce innovations that offer educational value and contribute meaningfully to the field of education. This work has also been submitted for Intellectual Property Rights (IPR) protection.

Gratitude is extended to Universitas Muhammadiyah Ponorogo—specifically the English Education Study Program within the Faculty of Teacher Training and Education—for their support in developing this innovative project.

It is hoped that these rubber animal toys with Braille characters will prove beneficial, inspire further developments in learning resources, and support the creation of a more innovative and inclusive educational environment.

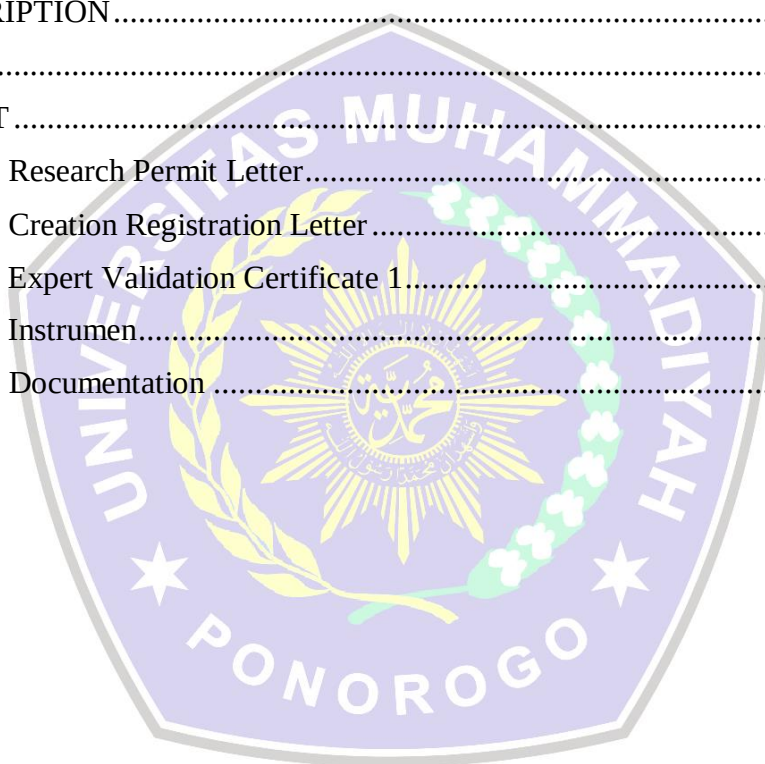
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ABSTRACT

English language instruction for visually impaired students requires learning aids that offer concrete and accessible experiences. Rubber animal toys featuring Braille lettering were developed to help students learn English vocabulary through tactile exploration, Braille reading, listening, and pronunciation. These aids consist of animal toys made from soft, pliable, and safe rubber, featuring distinct three-dimensional shapes and physical characteristics. Each toy is marked with Braille text indicating the animal's name in English—such as cat, dog, cow, goat, horse, elephant, lion, and rabbit. The toys are used in a progressive manner, involving activities such as shape recognition, Braille reading, listening to pronunciation, pronouncing words, matching, categorizing, and using vocabulary in simple sentences. They can be used individually, in pairs, or in small groups, and adapted to the students' abilities. Beyond vocabulary acquisition, these aids help develop skills in Braille reading, vocabulary retention, speaking, tactile discrimination, and object concept understanding. Thus, rubber animal toys with Braille lettering serve as a flexible, concrete, and accessible English learning resource for visually impaired students, fostering a more active and meaningful learning experience.

Keywords: Learning media, rubber animal toys, Braille, English, visually impaired students.