

MEDIA DESCRIPTION

Rubber animal toys featuring Braille characters serve as an English language learning tool specifically designed to help visually impaired learners acquire vocabulary through concrete, tactile experiences. This resource combines tangible objects and Braille information with listening and pronunciation exercises, making the learning process more concrete, engaging, and accessible to students.

The toys come in various animal shapes and are made of rubber with a soft, pliable texture that is safe to touch. Each toy possesses unique physical characteristics, allowing students to identify and distinguish between animals using their sense of touch. These distinctions can be perceived through features such as ears, legs, tails, horns, trunks, and snouts, as well as overall size and body shape. Consequently, students not only receive information through verbal explanations but also gain direct, hands-on experience in recognizing the forms and characteristics of the objects.

Specific parts of each animal toy feature Braille lettering indicating the animal's name in English. The inclusion of Braille allows learners to read the animal's name independently through fingertip touch. Learners can first feel the shape of the toy and then explore the Braille dot patterns found on the object. This activity helps learners make meaningful connections between concrete objects, written forms, and English vocabulary.

The vocabulary introduced through these materials consists of basic terms related to animals, such as cat, dog, cow, goat, horse, elephant, lion, and rabbit. These words were selected for their simplicity and suitability for beginner-level English learning. Each toy serves as a tool to introduce a specific word while simultaneously providing a tactile experience. For instance, with the cat toy, learners can feel its ears, legs, tail, and body. With the dog toy, they can identify features such as the ears, snout, legs, and tail. Meanwhile, the cow toy offers easily recognizable characteristics like horns and a larger body shape. The elephant toy, with its trunk and large ears, provides a more varied tactile experience.

The use of these learning aids can be implemented in stages, tailored to each student's individual abilities. Learning activities may begin with the teacher introducing animal figures to the students. The teacher then guides the students to gently touch various parts of the animal figures to identify their shapes and characteristics. Once the students are familiar with the physical forms of the figures, the teacher directs them to touch and read the Braille text featured

on the aids. Subsequently, the teacher pronounces the English name of the animal, and the students mimic the pronunciation according to their respective capabilities.

These aids support vocabulary learning through a multisensory approach by simultaneously engaging the senses of touch and hearing. Students can feel the shape of the animal, read the Braille text, listen to the teacher's pronunciation, and then repeat the vocabulary they have learned. Engaging multiple senses in this way provides a more comprehensive learning experience compared to instruction that relies solely on verbal explanations.

In addition to introducing vocabulary, these aids can be used to practice Braille reading skills. English animal names serve as simple, concrete, and meaningful reading practice material. Students can learn to recognize Braille dot patterns while associating them with the objects they are touching. Instruction can proceed in stages, starting with animals that have simpler shapes before introducing students to more complex forms.

Rubber animal toys can be used as learning aids for both individual and small-group instruction. Taking turns using the toys helps structure learning activities while giving every student the opportunity to explore the materials. Teachers can also devise various simple activities, such as matching the toy's shape with its corresponding Braille label. In such an activity, students first feel the toy and then locate the Braille text that corresponds to the animal's name.

To reinforce students' understanding and retention, these aids can also be incorporated into simple games. A teacher might name an animal in English, and students are then asked to find and pick up the corresponding toy. This activity can be repeated using different vocabulary words. By engaging in activities that involve touching, reading, listening, searching, and pronouncing words, students become more actively involved in the learning process.

Using concrete objects—specifically animal toys—helps students build an understanding of objects in their surrounding environment. Through the toys' size, texture, shape, and physical features, students gain hands-on experience in recognizing animal characteristics. These aids serve not only as tools for memorizing English vocabulary but also help students grasp the connections between real-world objects, Braille text, spoken language, and word meanings.

Rubber animal toys featuring Braille lettering have been developed as an English language learning aid that can be flexibly adapted to the abilities and learning goals of visually impaired students. This tool serves not only to introduce animal names but can also be used to practice skills such as categorizing, matching, memorizing, speaking, and understanding

vocabulary usage within simple sentences. Various animals can be grouped based on specific characteristics—such as farm animals and wild animals—thereby offering students the opportunity to gradually expand their vocabulary.

The use of this aid can be tailored to the students' proficiency levels, ranging from recognizing a single object and word to combining multiple words in a single activity. Teachers can also incorporate concepts of size and color—such as "big elephant" or "small cat" and guide students to use animal names in simple English sentences. Thus, the tool supports not only the initial stage of vocabulary introduction but also the progressive development of language skills.

Furthermore, this aid can serve as a means to assess students' developing understanding. Teachers can assign tasks such as object recognition, animal categorization, matching objects to Braille text, or naming the animals represented by the selected toys. The results of these activities provide teachers with insights into student abilities, helping them determine the appropriate difficulty level for subsequent lessons.

In terms of usage, rubber animal toys offer a practical design suitable for various learning activities—whether conducted individually, in pairs, or in small groups. Their flexible and durable nature makes them a practical resource for ongoing educational use. The wide range of activities possible with these toys allows teachers to tailor instruction to the specific needs and abilities of each learner.

Overall, rubber animal toys featuring Braille characters serve as an English language learning tool designed to help visually impaired students recognize and understand vocabulary through a concrete, multisensory, and meaningful approach. The combination of three-dimensional forms, rubber textures, Braille markings, and listening and pronunciation exercises creates a more accessible learning experience. These toys also offer flexibility for various activities—such as identifying, matching, categorizing, and memorizing vocabulary, as well as using words in simple sentences—adapted to the students' proficiency levels.

BIBLIOGRAFI

- American Printing House for the Blind. 2025. *The Catalog 2025–2027*. Louisville: American Printing House for the Blind. ([American Printing House for the Blind](#))
- Föcker, J., Atkins, P., Waddington, J., Hicks, K., Hawes, E., Baker, M., Williams, C., Hodgson, T., Jowel, D., Irvine, A., Patterson, J., Green, C., & Dickinson, P. 2025. “SENSE braille: Children’s Multisensory Experiences with Auditory Haptic Activities.” *British Journal of Visual Impairment*. ([Sage Journals](#))
- Ibarra Cabrera, M. J., Gamarra Chipa, R. W., Rojas Enriquez, H., & Mamani Coaquira, Y. 2025. “Design and Evaluation of a Multisensory Tangible Game Device for Inclusive Pre Braille Literacy.” *Education Sciences*, 15(9), 1110. ([MDPI](#))
- Wu, H., Yang, H., Chang, F., Zhu, D., & Liu, Z. 2025. “AI Generated Tactile Graphics for Visually Impaired Children: A Usability Study of a Multimodal Educational Product.” *International Journal of Human Computer Studies*, 200, 103525. ([ScienceDirect](#))
- Zaid, R. M., & Rachmawati, S. 2024. *Pembelajaran Pra Braille dan Braille Dasar bagi Peserta Didik dengan Hambatan Penglihatan: Panduan Guru*. Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. ([Perpusnas Admin ISBN](#))
- Setiawan, K. M., Bajraghosa, T., & Jatmiko, E. *Perancangan Buku Taktil dengan Media Clay sebagai Media Pengenalan Hewan untuk Tunanetra Usia Anak Anak*. *Fenomen: Jurnal Fenomena Seni*. ([doi.org](#))