

SKRIPSI



**STUDENTS' ENGAGEMENT IN VOCABULARY TEACHING-
LEARNING PROCESS OF THE EIGHTH-GRADE INTELLECTUALLY
DISABLED STUDENTS OF SLB N JEPARA**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MURIA KUDUS**

2024



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DISABLED STUDENTS OF SLB N JEPARA**

SKRIPSI

Presented to University of Muria Kudus

**In Partial Fulfilment of the Requirements for Completing the Sarjana
Program in the English Education Department**

By:

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ENGLISH EDUCATION DEPARTMENT

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2024

MOTTO AND DEDICATION

Motto:

“Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar”

(And be patient, indeed Allah's promise is true)

- Qs. Ar-Ruum:60

“Jika kamu berbuat baik kepada orang lain (berarti) kamu berbuat baik pada dirimu sendiri”

(If you do good to others (meaning) you do good to yourself)

- Qs. Al-Isra : 7

“Hidup bukan saling mendahului, bermimpilah sendiri-sendiri”

(Life is not ahead of each other, dream separately)

- Hindia

Dedication:

This hard work and all the good things that might be accomplished from it are dedicated to:

1. My parents who always support me unconditionally,
2. Especially to my beloved sister Hindun Qoriah who always supports me to be much better,
3. My significant other who always be there for me and help me at his best, Yossy Alfian Dwi Oktafianto, S.H.,
4. My colleagues and friends who accompanied and helped me complete my thesis, Thedi, Elfa, Galuh, and Fatiha.

ADVISORS' APPROVAL

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Has been approved by the Examining Committee as a requirement for the Sarjana
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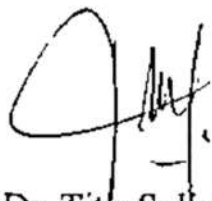
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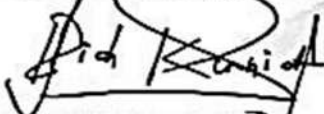
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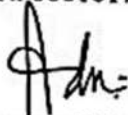
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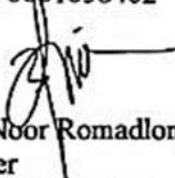
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Finally, the writer realizes that there are many weaknesses in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

Jepara, January 20th, 2024

The writer



Malikatin Fatika



ABSTRACT

Fatika, Malikatin. 2023. “**Students’ Engagement In Vocabulary Teaching-Learning Process Of The Eighth-Grade Intellectually Disabled Students Of Slb N Jepara**”. Skripsi. English Education Department, Faculty of Teacher Training and Education, Universitas Muria Kudus. Advisors: (1) Dr. Diah Kurniati, S.Pd, M.Pd. (2) Agung Dwi Nurcahyo, S.S., M.Pd.

Keywords: *Students’ Engagement, Vocabulary, Intellectually Disabled Students, Teaching-Learning.*

English education is very important and should be given to all students including students with special needs who have intellectual disabilities. There are 4 skills in English, including Vocabulary. The most effective way to quickly speak a language is to choose the 6800 to 1,000 lemmas that occur most frequently in a language and study them.

This research used a descriptive qualitative method. The researcher joined the vocabulary class in teaching-learning process for 2 meetings in the eighth grade at SLB N Jepara as the intended samples. The data were collected through observation and documentation. Furthermore, the researcher analyzed how students' engagement and grouped them into three types of students engagement; behavioral engagement, cognitive engagement, and affection engagement. The results from the table above, the researcher found that from 27(100%) students there were 3 (11%) students with **low** engagement in English vocabulary class, 2(7%) students with **medium** engagement in English Vocabulary class, 11(41%) students with **high** engagement in English Vocabulary class, and 11(41%) students with **very high** in English Vocabulary class. The researcher concluded that there are more students with high and very high engagement than students with low and medium engagement which is shown in the table above this class has a 76,5% engagement level means it falls into the high category.

ABSTRAK

Fatika, Malikatin. 2023. “**Students’ Engagement In Vocabulary Teaching-Learning Process Of The Eighth-Grade Intellectually Disabled Students Of Slb N Jepara**”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Diah Kurniati, S.Pd, M.Pd. (2) Agung Dwi Nurcahyo, S.S., M.Pd.

Keywords: *Students’ Engagement, Vocabulary, Intellectually Disabled Students, Teaching-Learning.*

Pendidikan bahasa Inggris sangat penting dan harus diberikan kepada semua siswa termasuk siswa berkebutuhan khusus yang mempunyai disabilitas intelektual. Ada 4 keterampilan dalam Bahasa Inggris, termasuk Kosakata. Cara paling efektif untuk berbicara suatu bahasa dengan cepat adalah dengan memilih 6.800 hingga 1.000 lemma yang paling sering muncul dalam suatu bahasa dan mempelajarinya.

Penelitian ini menggunakan metode deskriptif kualitatif. Peneliti mengikuti kelas kosakata dalam proses belajar mengajar selama 2 pertemuan di kelas delapan di SLB N Jepara sebagai sampel yang dituju. Pengumpulan data dilakukan melalui observasi dan dokumentasi. Selanjutnya, peneliti menganalisis bagaimana keterlibatan siswa dan mengelompokkannya menjadi tiga jenis keterlibatan siswa; keterlibatan perilaku, keterlibatan kognitif, dan keterlibatan kasih sayang. Hasil dari tabel di atas, peneliti menemukan bahwa dari 27(100%) siswa terdapat 3 (11%) siswa dengan engagement rendah pada kelas kosakata bahasa Inggris, 2(7%) siswa dengan engagement sedang pada kelas kosakata bahasa Inggris, 11(41%) siswa dengan keterlibatan tinggi di kelas Kosakata Bahasa Inggris, dan 11 (41%) siswa dengan keterlibatan sangat tinggi di kelas Kosakata Bahasa Inggris. Peneliti menyimpulkan bahwa siswa dengan engagement tinggi dan sangat tinggi lebih banyak dibandingkan siswa dengan engagement rendah dan sedang yang terlihat pada tabel diatas kelas ini memiliki tingkat engagement sebesar 76,5% artinya masuk dalam kategori tinggi.

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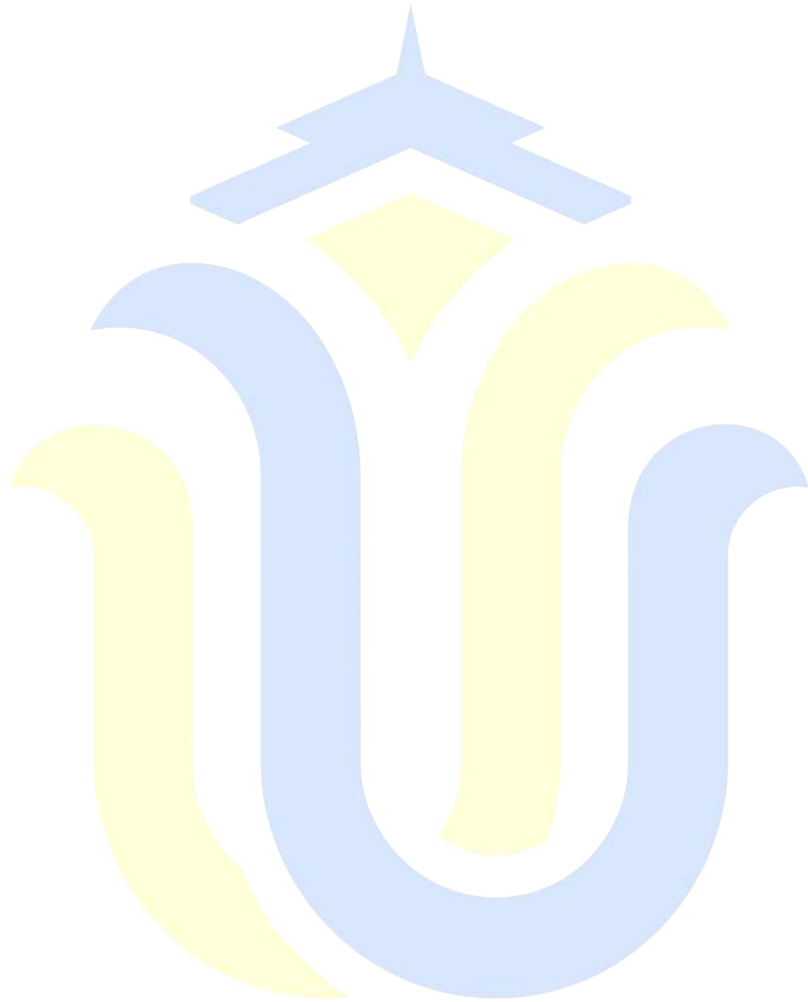
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