CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the statement of the problem, the objective of the research, the significance of the study, the scope of the study, and the operational definition of the term.

1.1 Background of the Research

According to Regulation Of The Director General Basic And Middle Education Number: 10/D/Kr/2017 Date: 4 April 2017 Concerning Curriculum Structure, Basic Inticompetency Competence, And Guidelines for Implementing The 2013 Curriculum Special Education The subjects of Religious and Moral Education, English, Physical Education, Sports and Health, Selective Skills, and Special Needs Programs do not use thematic learning processes.

The Indonesian government is fully aware that education is the right of all children of the nation, regardless of circumstances and conditions. Inclusive education is a breath of fresh air in education in Indonesia to be able to develop the potential of children with special needs so that they can develop optimally like normal children. Inclusive education has been mandated by the government with the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning inclusive education.

This Ministerial Regulation regarding inclusive education was also supported by the 1948 Declaration of Human Rights, the 1989 Convention on the Rights of the Child, the 1990 World Conference on Education for All, and UN Resolution 48/96/1993 concerning equal opportunities for people with disabilities.

Teaching English to special needs, especially those with intellectual disabilities, is a major challenge for teachers. This condition is not only due to the learning of English as a foreign or second language but also because students with intellectual disabilities have certain characteristics that can be obstacles in the teaching and learning process. Students with intellectual disabilities tend to be

unmotivated, have poor memories, are passive, easily distracted, and have problems with language development (Shree & Shuka, 2016).

In fact, 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. (Prof Stuart).

According to Stuart Web, who works as a professor of applied linguistics at the University of Western Ontario, states that it is very difficult for a language learner to able to know as much vocabulary as native speakers. Usually, native speakers know about 15,000 to 20,000 words or lemmas in their language. The lemma is the base word and all the inflections, for example Running, running, blue, light blue, dark blue, bluish, etc.

Vocabulary is one of the important components in learning English which is taught in junior high school. In fact, not only general junior high schools taught English to their students but also junior high schools for exceptional children (SMPLB). The optimal effective student development is with several factors, one of which is student engagement.

Similar journals have been researched by (Rahayu et al., 2021), entitled Exploring Student's Engagement in Learning Vocabulary Through Animation Videos, Universitas Muhammadiyah Enrekang. Another research was also carried out by (Susie, & Rusmiyati, 2021), entitled Students' Engagement In Learning English Vocabulary Via Games In Kahoot, STKIP Pasundan.

The difference between this research and previous research is that it lies in the object of research. what makes this research interesting is using intellectually disabled students as objects where they have limitations compared to normal students in general.

According to The Glossary of Education Reform, student engagement "refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education."

As Archambault and colleagues (2009) point out, there are several types of student engagement. Behavioral engagement, emotional engagement, cognitive engagement. Behavioral involvement includes following rules and engaging students in classrooms and extracurricular activities. Affective involvement includes the experiences, feelings, attitudes, and perceptions that students have of school, particularly their sense of belonging, interest, motivation to learn, and a general sense of liking the school. Cognitive engagement refers to cognitive functions that are involved in a student's learning process. Since behavior, emotion, and cognition are all part of development, it is important to consider all three categories (i.e., behavioral engagement, emotional engagement, and cognitive engagement) when implementing prevention programs.

This research focuses on the students' engagement in the vocabulary teaching-learning process of the eighth-grade intellectually disabled students' vocabulary. Even though they are children with special needs, in plain view those who are classified as weak are not much different from normal children. Psychologically, the IQ of class intellectually disabled students is almost close to that of normal children, namely 85-115, while the IQ of intellectually disabled students is 51-70. this shows that the strategies carried out by the teacher for normal students and students with special needs are different. students with special needs need more effort to achieve success in learning vocabulary classes.

This is where the interest of this research is, someone who only looks physically without ever greeting or even talking to the Intellectually Disabled. when in fact all children must be taught and treated the same as normal children. Indeed, it is difficult to distinguish between physically Intellectually Disabled and normal children, but the grammar they use will look different.

From the background of research above, the writer as a researcher is interested in conducting a study entitled ― "Students' Engagement In Vocabulary Teaching-Learning Process Of The Eighth-Grade Intellectually Disabled Students Of Slb N Jepara"

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1.2 Statement of the Problem

From the background above, the researcher has outlined the statement of this research as follows: "How Is Students' Engagement In Vocabulary Teaching Learning Process Of The Eighth Grade Intellectually Disabled Students Of SLB N Jepara?".

1.3 The Objective of the Research

Based on the research problem above, this research aims to describe How Is Student Engagement In the Vocabulary Teaching Learning Process Of The Eighth Grade Intellectually Disabled Students Of SLB N Jepara.

1.4 Significance of the Research

With this research, the researcher hopes that this research can be useful for many people. Theoretically, this research hopes to provide information about Student Engagement In Vocabulary Teaching Learning Process. And practically this research is expected to help the next researcher who will conduct research related to Student Engagement In Vocabulary Teaching Learning Process.

1.5 Scope of the Research

From the problems described above the researcher focused on students' engagement in the vocabulary teaching-learning process of intellectually disabled students in eighth grade SLB N Jepara, which more focused on types of students engagement in the Vocabulary Teaching Learning Process Of The Eighth Grade Intellectually Disabled Students Of SLB N Jepara.

1.6 Operational Definition

Based on the title of the research, the researcher clarifies the operational definition of each terminology as follows:

1. Student engagement is according to The Glossary of Education Reform, student engagement "refers to the level of attention, curiosity, interest, optimism, and passion that students exhibit when they are learning or being

taught, and how they learn and progress." It extends to the level of motivation necessary to have in their education.

2. A vocabulary is a set of familiar words that a person knows. Vocabulary typically develops with age and is an essential tool that helps children (and adults) communicate and expand their knowledge.

3. Intellectual Disability according to the tenth revision of the WHO (World Health Organization): Intellectual disability (ID) is a disorder defined by the presence of incomplete or arrested mental development, principally characterized by the deterioration of concrete functions at each stage of development and that contribute to the overall level of intelligence, such as cognitive, language, motor and socialization functions; in this anomaly, adaptation to the environment is always affected. For ID, scores for intellectual development levels must be determined based on all of the available information, including clinical signs, adaptive behavior in the cultural medium of the individual, and psychometric findings.