

CHAPTER I

INTRODUCTION

This sub-chapter 1 discusses the background, statements of the research, objectives of the research, scope of the research, significance of the research, definition of key terms.

1.1 Background of the study

Inclusive education is one of the educational programs to achieve the goal of uniting and combining regular education with special education into a single system of educational institutions that are connected to match the needs of all. Inclusive education is an educational system that regulates that students are provided with facilities and services at the nearest school and their peers in regular classes. As stated in Undang-Undang No. 23 of 2003 concerning " child protection requires and the government to respect and guarantee the human rights of every child regardless of the child's condition and mentality." Without a specific course, students can study with other students without exception for students with special needs.

Several general schools in Indonesia have special class programs for students with special needs. In the scope of regular schools, it does not discriminate between the students with special needs and regular students. Here the students with special needs are given the opportunity to attend regular classes and get the same curriculum and education as the students their age. This is based

on Alenia 31, paragraph 1 of the 1945 Constitution on education, which reads: "every citizen has the right to education". This statement shows that everyone has the same opportunity to get a proper education to develop their knowledge and potential, regardless of whether they are born normal or mentally and physically deficient.

Referring to alenia 4 of law of 2016 concerning Persons with Disabilities, the various disabilities are divided into four categories, namely : Persons with Physical Disabilities, Persons with Intellectual Disabilities, Persons with Mental Disabilities and/or, Persons with Sensory Disabilities. In all of the above disabilities, the researcher only focused on the students with intellectual disabilities. In all of the above disabilities, researchers only focus on the students with intellectual disabilities or mental retardation. Donald K. Feedheim (2012, :12) defines intellectual disability as a disorder characterized by significant intellectual and behavioral functioning limitations, embodying the concept of skill capacity in social and practical adaptation. The researcher revealed that the students with special needs at SMP Muhammadiyah 2 Surabaya had difficulties and were slow in learning because they had IQ scores below the average. The average score of normal students on the IQ test is 100, while the students with special needs have an IQ of 70. Therefore, the students with special needs are placed in classes that receive exceptional education support.

The students with special needs are given very basic and intense learning. English lessons in particular. In learning English, the students with special needs are given vocabulary skills which

are the most basic lessons to introduce understanding and focus on the students with intellectual special needs or lack of ability having to do with human intellect. Nuryani (2018, :1) says vocabulary is the most important element of learning English, especially understanding an English text. In learning vocabulary in class a teacher must have a unique method for teaching in class. Fransiska and Jurianto (2016, :126) say that the drilling method can instill good habits in students in learning English. As well as being able to form student habits by repetition, memorizing grammatical structures using the target language and the culture in which the language is used.

However, based on the phenomenon at many inclusive classes, the researcher saw that vocabulary learning in the class of the students with special needs using the drilling method not only instills good habits. It can also be used as a means to hone and improve English skills, such as reading, writing, listening and speaking skills. It can be honed with this method. Simultaneously getting a plus by using only one method for the students with special needs who have deficiencies in understanding and focus.

Developing on previous research from Fransiska, Avianita, and Yuni Aliyatur Rofi'ah, the researcher chose this study because not many studies have focused on analyzing the use of drilling methods for teaching and learning. Especially for students with special needs in junior high school. The results of previous studies research from Fransiska, Avianita, and Yuni Aliyatur Rofi'ah indicate that the learning method helps students gain confidence in speaking, makes learning fun, and improves student mastery. It is

also able to hone students' understanding during the teaching and learning process in class.

Based on the description above, SMP Muhammadiyah 2 Surabaya was chosen as the research subject because SMP Muhammadiyah 2 Surabaya is one of the schools in Indonesia that combines regular students with special needs. The researcher wants to describe the implementation of using this drilling method for teaching vocabulary for the students with special needs with the title "Challenges in Implementing Vocabulary Drilling Method for Special Need Students".

1.2 Statements of the Research

1. How is implementation the drilling method for students with special needs in teaching vocabulary?
2. What are the challenges faced in this implementation?

1.3 Objectives of the Research

According to the research questions, the objectives of the research areas are the followings:

1. Describing the implementation in learning vocabulary drilling method for the students with special needs at SMP Muhammadiyah 2 Surabaya.
2. Analyzing the challenges faced in implementing vocabulary drilling method for the students with special needs at SMP Muhammadiyah 2 Surabaya.

1.4 Scope of the Research

The scope of this research is teaching English vocabulary. The limitation of the research is implementation of drilling method and challenges when applying this method to the students with special needs.

1.5 Significance of the Research

The importance of this research is to describe and know the challenges when teaching vocabulary in the class of the students with special needs using the drilling method. In addition, this research benefits teacher of the students with special needs to better understand the challenges when applying a drilling method to the students with special needs. This research can also inform readers about how to know the ability of the students with special needs to learn vocabulary.

1.6 Definition of Key Terms

1.6.1 Vocabulary

Vocabulary is a very basic thing in learning English, it is a basic ability before learning other skills. Junior high school students mastering English vocabulary is very important to support English language skills, as a foreign language. Although many students do not feel comfortable or interested in foreign languages in the classroom. English lessons in their minds are subjects that are very difficult to understand because their vocabulary mastery is limited.

1.6.2 Drilling Method

Drilling is a technique to introduce a new language to students based on students repeating the model given by the teacher. Drilling is used after teaching new vocabulary, point of grammar and sentence structure. exercises are usually done in a chorus (the whole class is repeated) then individually.

1.6.3 Students with Special Need

Students with special needs are students who experience difficulties or obstacles to interact and participate fully in social life in their environment in daily life because of limitations in terms of physical, intellectual, mental, and sensory aspects.

