

## CHAPTER I

### INTRODUCTION

In this chapter the researcher discusses introduction. It consists of six sub chapters namely background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study and research paper organization.

#### **A. Background of Study**

English is one of the most important things to study by people in the modern era because English always plays as an important role in the communication around the world. According to Nutt (2007), “if someone can speak English, it will probably be able to communicate with other people in just about any major country they could visit”. English also has been considered as an International language that used in every human’s life aspect such as economic, military, education, international relation. English has become the International language in the world of science and technology, commerce and diplomacy, tourism and travel and English is now the first source for information in most language (Frath, 2010).

Some countries consider English as their native language but in Indonesia, English is implemented as foreign language. According to Harmer (2007), English as a foreign language (EFL) when students who not used English as they first language. Indonesian government adopted English as a compulsory subject taught to students in every formal school level, elementary, high, and even in university. English should be learned by all students in every level of education, not only for regular students but also for students with special needs. Based on Constitution of Republic Indonesia it is widely known as UUD 1945 that regulated all the system government such as politics, educations and others. It states that education in UUD 1945 included on section 31 subsection 1:”Every citizen has the same right to have education”. While, special needs students in Indonesia also have the same right to have education, it has been regulated in UU No. 20 2003 about national education system on section 5 subsection 2:” Citizen which has physical

disorders, emotional, mental, intellectual and social has to obtain special education". Based on the statement above can be concluded or indicates that every students including special needs students has the same right in receiving education in Indonesia.

According to Wah (2011), student that have Special Education Needs if he or she has a disability, they usually display greater difficulty in learning, difficulty to accessing educational facilities or displays some impairment in social, academic, physical or sensory functioning.

Students who usually get difficulties in intellectual functioning, adaptive behaviors are called Mental Retardation (MR) or Intellectual Disability. Mental Retardation refers to significant limitation in intellectual and adaptive behavior in social and practical skills. These defects appear before the age of 18 (AAIDD, 2010). Based on above statement we know that children who have Mental Retardation or Intellectual Disability have the disorder in intellectual, adaptive behavior and skills. The characterize of mentally retarded students is students that have the result of test WISC-R (Wechsler Intelligence Scale for Children Revised) (Anastasi, 1982) show the IQ score IQ 70 down and they have adaptive skills refers to skill needed for daily life such as the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic) and job-related skills (Howard, 2004)

In the teaching learning process for Mentally retarded students, those students does not need teaching remedial like regular students, but teaching program should be appropriate with Mentally retarded students' potentials. The teacher cannot force students to approve all the material as listed in the curriculum, the teacher only give the certain material which is appropriate to them with different way, because they will not accept the given material optimally. Strichart (1993) States:

The importance strategies of study combined with the deficiencies is study strategies common to students with the mental disability, dictated the need for increased emphasis on assisting these students to develop effective

study strategies. We believe that the strategies of study must be systematically introduced to students with mental disability in the middle school grades and must continue to be reinforced throughout the remainder of their education.

Vocabulary is one of important role in language learning. According to Cameron (2001), vocabulary as one of the basic knowledge in language learning, it is plays a great role for learners in language learning. To teach vocabulary, teachers must use some kinds of media to make students feel happy and more easily in the lesson. There are some media can applied to teach vocabulary interesting for students, one of them is flashcard. According to Kasihani (2007), flashcard is cards measure A4 papers amount to 30 to 50 cards, every cards are contain of picture and name of it picture. Teaching learning with flashcard can be used by regular and special education students and also can help learners to acquire words more effectively. According to Thornbury (2002), flashcards can help the teacher to explain a simple sequence of activities to the learners.

Flashcard is one of famous media which can use to teaching English vocabulary easily. According to Cross (1991), flashcard is a learning media made by paper which have a colorful real picture or simple words. it can increase students' attention and also students concentration to study new English words. Flashcard is a cardboard that consist of a simple word, a simple sentence, or a simple picture (Komachali & Khodareza, 2012). According to Haycraft (1978), flashcards in the teaching learning process can be used for introduce new vocabulary, practicing structure of sentence that apply by games.

The writer is interested in analyzing the teaching vocabulary process to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year. As we know flashcards is one of famous media in English teaching learning in this case in teaching vocabulary, flashcards help students to learn and memorize new English words easily. The writer does the research to known and described the teaching vocabulary process to mentally retarded students by using flashcards at exception school (SLB).

Educations for children who have special needs are providing in special educational institution or we known exceptional school (SLB). SLB-C is special education institution to accommodate mentally retarded students.

The researcher concerns with teaching vocabulary process to mental retardation by using flashcards. The research focuses on the teacher activities during the teaching process. The researchers do this research in SLB Negeri Colomadu. The teacher who taught mentally retarded students in ninth grade is chosen as the research participants. SLB Negeri Colomadu is located on Klegen Rt. 06/08 Colomadu, Karanganyar. Education on SLB Negeri Colomadu included elementary school, junior school and high school education.

### **B. Limitation of the Study**

This study limited on the teaching vocabulary process to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year because of limited time and capability. The subject is limited to the teacher who taught mentally retarded students at SLB Negeri Colomadu. The object of the research is limited on the teaching of vocabulary process focused on material, technique, media and procedures used by the teacher.

### **C. Problem Statement**

Based on the background statement above, the research can be formulated the problems as follow:

1. How is teaching vocabulary process to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year?
2. What are the problems (if there are any) faced by teacher in the process of teaching vocabulary to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year?

### **D. Objective of the Study**

In relation to the problems statement above, the objectives of this research are:

1. To know how the teaching vocabulary process to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year.

2. To know the problems (if there are any) faced by teacher in the process of teaching vocabulary to mentally retarded students by using flashcards at SLB Negeri Colomadu in 2017/2018 academic year.

### **E. Benefit of the Study**

The benefits of the study in this research, as follow:

1. Theoretical Benefit
  - a. This study will give contributes for other researchers who want to conduct a research in teaching vocabulary process to mentally retarded students.
  - b. This study can be used as input in teaching English process, especially in teaching vocabulary.
2. Practical Benefit
  - a. The research provides teachers the best method in teaching vocabulary to mentally retarded students.
  - b. The readers will acquire more information and knowledge of the teaching vocabulary to mentally retarded students by using flashcard.

### **F. Research Paper Organization**

This research is arranged systematically. It consist of five chapters and each sub chapter is divided into further divisions. The writer sets up the order of the paper as follows:

The first chapter is about introduction. This chapter explains about the main problem of this paper. It covers the background of the study, limitation of the study, problem of the study, objectives of the study, and benefit of the study.

The second chapter is related literature. This chapter explains about previous study and underlying theory. The theory in this paper consists of the definition of teaching vocabulary, vocabulary, flashcards, and mental retardation.

The third chapter is research method. This chapter contains the type of research, subject of the research, data and data source, technique of collecting data, technique of analyzing data and credibility of data.

The fourth chapter describes research finding and discussion. It consists of research finding and discussion.

The fifth chapter is conclusion, implication and suggestion. In this chapter, the writer concludes the result of the research, the pedagogical implication of this research and gives suggestion related to the result.