

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that is used as a tool for every human in the world to communicate. Since English is to be international language that has important role as global communication and transfer most of the knowledge for every aspect in the human's life. Therefore, government in Indonesia becomes English as a subject in the education curriculum. English should be learned by all students, not only by normal students, but also the abnormal students that need special education. It is based on *UUD* 1945 about education paragraph 31 verse 1 which states "*Tiap-tiap warga negara berhak mendapat pengajaran*" (Tim Pustaka Setia, 2004, p.27). That statement indicates that everybody has an equal opportunity in getting good education to increase his/her knowledge and potentials whether he or she is born to be normal or abnormal.

Wah (2011, p.33) mentions six types disabilities of the students with special education needs, they are students with: visual impairment, hearing impairment, intellectual disability (significant limitations in cognitive function), cerebral palsy (disorders of movement and posture), attention deficit hyperactivity disorder (less ability to control themselves in the society), and multiple disabilities (have two or more impairments).

From all of disabilities mentioned above, the researcher only interested in the students with intellectual disability or mental retardation. American

Association (as cited in Ellis, 2008, p.4) stated that mental retardation is a disability characterized by significant limitations, both in intellectual functioning and in behavior as expresses in conceptual, social and practical adaptive skills. The researcher argues that students in special education are very difficult and slow in learning process because their intelligent have a slower IQ than normal students. The normal students' average score on an IQ test is 100 while students with special need score is below 70. Therefore, students with special need are given special education that is suitable with their disabilities and condition. They are not only difficult to communicate, but also difficult to complete the academic tasks because the development of their brain and nerve functions are not perfect like normal students in general.

Every human has the same right for all of aspects in human's life. Therefore, no discrimination between normal and abnormal, especially to get good education. Allah says in *An-Nuur* verse 61:

لَيْسَ عَلَى الْأَعْمَىٰ حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ وَلَا عَلَىٰ أَنفُسِكُمْ أَن تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ أَوْ بُيُوتِ عَمَّاتِكُمْ أَوْ بُيُوتِ أَخْوَالَكُمْ أَوْ بُيُوتِ خَلَاتِكُمْ أَوْ مَا مَلَكَتُمْ مَفَاتِحَهُ أَوْ صَدِيقِكُمْ ۗ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَن تَأْكُلُوا جَمِيعًا أَوْ أَشْتَاتًا ۚ فَإِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا

عَلَىٰ أَنْفُسِكُمْ تَحِيَّةٌ مِّنْ عِنْدِ اللَّهِ مُبْرَكَةٌ طَيِّبَةٌ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ  
 الْآيَاتِ لَعَلَّكُمْ تَعْقِلُونَ ﴿١١﴾

Based on the verse above, the children with special needs also have same opportunity and degree to get education as normal children in general. So, they can develop their potential optimally with all its limitations. Because, everybody being who is born certainly have potential, talents, strengths and characteristic.

In Indonesia, schools for the exceptional children are called *Sekolah Luar Biasa (SLB)*. The school programs of *SLB* are different from school for normal students, but both have the same levels. This research is conducted at seventh grade of *SMPLB C* in *SLBN* Pelambuan, *SMPLB C* is a school which provided special education services for students with special need based on students' condition whose intelligence far below average are characterized by limited intelligence and incompetence in social interaction. The researcher selects subject at seventh grade of *SMPLB C* in *SLBN* Pelambuan because students with special need start to learn English lesson in this grade.

Delphie (as cited in Utina, 2014, p.74) says that the teachers in *SLB* need to develop the students' sensoric perceptual function, intellectual function, emotional function, and social function. The suitable activity for them is movement motivation, environment attraction, place, time, and emotional approach. Generally, teachers in *SLB* have difficulty in teaching process because their students have disability in learning. Here, role as a teacher is very important

because teaching style of teacher in teaching affects students' success in receiving of lessons.

In English, vocabulary is a basic of four skills, speaking, listening, writing and reading. If the students did not have enough vocabulary, they cannot practice the four skills well. Wilkins (as cited in Ferreira, 2007, p.14) stated that "Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed". Based on statement above, vocabulary is very important in expressing our idea and feeling. Vocabulary is expressed not only in spoken form but also written form. The people who have many of vocabularies can speak and write English correctly. Therefore, the learning of vocabulary becomes a requisite in learning a new language like English language. Without learning of vocabulary, the people cannot be successful in learning of language.

Education curriculum in Indonesia, English is become a subject in the education by goverment. Therefore, learning of English vocabulary is learned not only to normal students but also abnormal students specially students with special need at seventh grade of *SLBN* Pelambuan. The teaching and learning vocabulary process to normal students and students with special need are different. The teaching and learning vocabulary to students with special need should be given special attention by teacher because students with special need are slow in receiving of lesson.

After the researcher observes the process of teaching vocabulary, the researcher finds problem in teaching which the teacher teaches without using media. Therefore, the reseacher selects *SLBN* pelambuan as research setting.

Based on observation of researcher, English teacher at seventh of *SMPLB C* in *SLBN* Pelambuan teaches vocabulary as follow, teacher writes words of vocabularies in whiteboard and then says pronunciation of words. The teacher asks students to write word of vocabularies in their book and repeat pronunciation of words that is said by teacher. The researcher argues that it is not enough effective to students with special need because they need various of media that can help students with special need in understanding of vocabularies that is learned. Teaching vocabulary to students with special need should be learned slowly based on their condition that is slow in thinking. Therefore, students with special need need a appropriate technique that is suitable with their limited intelligence such as using various senses in teaching vocabulary.

Brown (2007, p.17) states technique is any of a wide variety of exercise, activities or tasks used in the language classroom for realizing lesson objectives. In teaching vocabulary, English teachers should give a suitable technique based on the condition and need of their students. Nation (2000, p.18) stated that technique in teaching vocabulary is divided in two forms, they are teaching the form of a word and teaching the meaning of a word. They are teaching the form of a word, there are some ways which teacher can help students to perceive the word by means of three separate senses: visually (by showing the written form of the word and showing the mouth movements involved in saying of word), tactilely (by using letter made of wood, cardboard, sandpaper and so on, so the learners can feel the shapes of the letters that make up the word and by writing the word, letter by letter on the learner's hand) and aurally (by saying the word). And

teaching the meaning of a word, there are some ways which teacher can help the learner to understand the meaning of a word by using different approaches: demonstration (by showing an object, by gesture and by performing an action), picture (by using photographs, blackboard drawing and illustrations is taken from magazines or newspapers. (Nation, 2000, p.19)

The researcher argues that the use of technique in teaching vocabulary is very important because teaching vocabulary to students with special need need appropriate technique in learning. In this research, the researcher argues that multisensory technique is a suitable way in teaching because this technique involves various students' senses in teaching.

Multisensory technique combines various senses such as visual, auditory, movement and touch to help understanding students with special need of vocabulary. This is a suitable technique that can help students with special need to understand, remember, pronounce and write the words of vocabularies correctly. According to Schneider and Crombie (as cited in Holesinska, 2006, p.17) announced a motto of multi-sensory techniques that is 'Hear it, see it, say it, write it, act it out' and make learning as active as possible. In teaching vocabulary with using multisensory technique, the teacher needs real object that can see and touch to students with special need by using real can help students with special need in object, students with special need, and then teacher mentions name of objects in English repeatedly and asks the student to repeat name of objects until their pronunciation correctly, and the last write of objects' word correctly.

The fact, the implementation of multisensory technique in teaching vocabulary to students with special need is not easy for teacher in *SLB* because facilities in teaching vocabulary is limited. Multisensory technique is a suitable technique with characteristic of students with special need that is easy to understand real object than abstract object therefore using multisensory technique very helps students with special need in understanding of vocabulary that is learned. Although, the implementation of multisensory technique is difficult for teacher but as a teacher in *SLB* have a role to help the students achieve goal in learning process by using appropriate technique based on students' condition.

Based on the background of problem above, so the researcher interested to do this study with entitle: “ **The Use of Multisensory Technique to Improve Vocabulary of the Seventh Grade Students with Special Need at SLBN Pelambuan Banjarmasin.** ”

## **B. Problem Statements**

Based on the problems identified above, the proposed problems of research can be formulated as follows:

1. How is the improvement of vocabulary after using multisensory technique and not using multisensory technique of the Seventh Grade Students with Special Need at *SLBN* Pelambuan Banjarmasin?
2. Is there any significant difference of vocabulary mastery after using multisensory technique and not using multisensory technique of the seventh grade students with special need at *SLBN* Pelambuan Banjarmasin?

### **C. The Objectives of the Research**

Based on the research question, these are the objectives of the study:

1. The researcher wants to know the improvement of vocabulary after using multisensory technique and not using multisensory technique of the Seventh Grade Students with Special Need at *SLBN* Pelambuan Banjarmasin
2. The researcher wants to know difference of vocabulary mastery after using multisensory technique and not using multisensory technique of the seventh grade students with special need at *SLBN* Pelambuan Banjarmasin.

### **D. Hypothesis**

The hypothesis that the researcher will be examined in this research:

1. Direction or alternative hypothesis ( $H_a$ )

There is significant difference in improving vocabulary mastery using multisensory technique and not using multisensory technique of the seventh grade students with special need at *SLBN* Pelambuan Banjarmasin.

2. Null hypothesis ( $H_o$ )

There is no significant difference in improving vocabulary mastery using multisensory technique and not using multisensory technique of the seventh grade students with special need at *SLBN* Pelambuan Banjarmasin.

### **E. Significance of Study**



The benefits expected from the result of this study terms of both theoretical and practical are:

1. For the students with special need, it can help them to understand many vocabularies in English by including various of learning style which involve all of students' senses.
2. For the teachers, it can be a reference for their teaching and learning vocabulary to help their students in understanding vocabulary.
3. For the other researcher, who want do the same research in more enriched one, it can become a reference to continue next research.

#### **F. Definition of Key Terms**

There are some terms including in this research and to avoid misinterpretation of the title above the researcher needs to explain them as follows:

1. Multisensory technique is a technique by 'using visual, auditory and kinesthetic modalities, sometimes at the same time'. (The Department for Education and Skills, as cited in Obaid 2013, p.75). In this research, multisensory technique is a technique that integrate various of senses to help in improving vocabulary to students with special need by including all of students' senses in teaching vocabulary process.
2. Vocabulary is "all of word in a language" (Hornby, 2004, p.256). In this research, vocabulary is set of words about things in classroom that is learnt.

3. Students with special need are students who is different with normal students often caused by a medical, physical, mental or disability. Special need can include cognitive difficulties, difficulties with speech and language. In this research, students with mild mental retardation are students at the seventh grade academic year 2015/2016 in *SMPLBN* Pelambuan. Students with mild mental retardation is a condition which have average score IQ about 50-75 that effected their ability in receiving learning is slower than peers which they can mastery basic learning skill (writing, reading, spelling) up to approximately in third until sixth grade level of elementary school.