

CHAPTER I

INTRODUCTION

1.1 Research Background

English vocabulary is needed by students as most information is conveyed in English because English as a global language provides access and connection for every aspect of human to have a good future career in the digital era (Priyanti et al., 2019). According Rahmah et al. (2023), vocabulary is an aspect that must be learned and mastered by students to access information presented in English. Without sufficient vocabulary, a person will find it difficult to convey or understand information effectively. Vocabulary is a word that has a meaning that is used to communicate so having enough vocabulary is very necessary to master and communicate using English (Rachmadi et al., 2023). Therefore, it is important for students to continuously develop their vocabulary in order to communicate more fluently in various contexts. Learning English must be done regularly, and must be introduced so that habits can be formed and skills can be developed (Padmadewi et al., 2023).

English vocabulary in the language structure system is very different from Indonesian. Implementing the English learning process to be carried out well for teachers is not an easy thing, especially in terms of memorizing English vocabulary. Learning English vocabulary is often a boring and tedious activity for students, making them disinterested in learning. When students are not interested in English vocabulary, then students will find it difficult to learn and even teachers cannot achieve the learning objectives, which will ultimately affect their ability to speak English. Lack of vocabulary is one of the main reasons students cannot communicate fluently. This problem encourages researchers to explore the use of appropriate learning media in the English language learning process, which aims to create a more interesting learning process and help students in mastering English vocabulary. Regarding to the issues, the teachers nowadays are suggested to give vocabulary instructions for the students in early age to maintain their interest to learn (Santosa et al., 2020).

However, the challenge for teachers in instructing English vocabulary becomes more complex when considering the diversity of learners, including deaf students. Deaf children have hearing impairments, which means they cannot use their sense of hearing to gather information like other children (Juherna et al., 2020). So here they can't rely on their hearing to communicate. Instead, they use primarily sign language to communicate, while for understanding communication they use vision. According to Irchmna et al. (2025), deaf children use sign language as a communication tool to support the learning process of children with special needs in schools and there are two types of sign language in the world of education, namely the Indonesian Sign Language System (SIBI) and Indonesian Sign Language (BISINDO). Despite these limitations, deaf children can still access equal education and learn alongside their hearing peers in an inclusive education system.

Inclusive education is a model that allows students with special needs to receive tailored support in their learning. According to Irvan and Jauhari (2018), inclusive education is a government policy designed to ensure that all citizens, including those with special needs, have access to quality education for their future. Therefore, inclusive education requires teachers to develop a good quality learning process for students with special needs as well as children in general.

The researcher conducted a study at SD Negeri 2 Bengkulu. Based on the observations and interviews conducted on September 27, 2024, with the relevant teachers, it was found that the school has implemented an inclusive education system since July 19, 2007, and continues to do so today. At SD Negeri 2 Bengkulu, there are regular students and students with special needs, especially deaf students. The focus of this research is on deaf students in grade 6. The results of observations and interviews show that students' interest in learning is still very low because there is no suitable media for children with special needs, making their interest in learning low. This lack of interest significantly affects the learning process, especially for students with special needs such as deaf students in inclusive classrooms. This can be seen from English language learning which is the focus of the research.

It was found that students' mastery of English vocabulary is still low, especially in sample past material such as the mastery of verbs 1 and 2, as well as additional subjects and objects, which support the sample past material taught to

students. This is caused by their low interest in learning. The mastery of English vocabulary of deaf students is said to be low because of the results of student tests which are still below the Minimum Competency Standards for English subjects, where student 1 and student 2 get scores below 60, namely 45. At SD Negeri 2 Bengkala has a drinking competency standard of 60 for English lessons according to the independent curriculum.

So here deaf students have not received English learning like regular students because of students' low interest in learning so the teacher only makes students learn independently according to their wishes and here the teacher has not prepared a lesson plan (RPP). This is because the teacher has not found suitable media in learning that supports the learning process.

To address the issues mentioned above, researcher suggest implementing an Individualized Education Plan (IEP). An IEP provides the necessary services and accommodations tailored to the specific needs of students (Yuniari and Santosa, 2024). The goal of an IEP is to ensure that every student, regardless of their disability, has equal access to education and the opportunity to succeed academically. Therefore, the implementation of an IEP can help overcome the challenges faced by deaf students.

Researcher using an Individualized Education Plan (IEP) using visual learning media, such as flashcards, can improve vocabulary mastery among deaf children. Visual media are particularly suitable for deaf children because they rely on their sense of sight to comprehend information (Purniasihi et al., 2024). Therefore, images in visual media serve as a suitable learning tool. Flashcards, as a form of visual aid, are especially helpful in language learning because they assist learners in memorizing new words and actively engaging in the learning process (Matruty and Que, 2021). According to Hadi et al. (2021), flashcards with colorful pictures can capture students' attention and increase their interest in learning English. Flashcards are not only engaging but can increase vocabulary easily, as their fun and visually appealing design helps maintain students' attention (Feranty et al., 2024). According to Yasa and Sudirman (2023), the use of Flashcards in the process of learning English vocabulary is said to be fun and interesting because there are pictures, so that it can attract students to learn and improve basic English vocabulary.

Building on this idea, the researcher proposes the implementation of an Individualized Education Plan (IEP) for deaf students using flashcards in combination with sign language as a tool to improve vocabulary mastery in Grade VI at SD Negeri 2 Bengkulu. Sign language is included as it serves as a crucial medium of communication for deaf students. This study adopts the Classroom Action Research (CAR) method, which involves a cyclical process of planning, acting, observing, and reflecting. In each cycle their changes to achieve the desired learning outcomes. The researcher aims to find out to examine how the use of flashcards media improves the English vocabulary skills of grade 6 students at SD Negeri 2 Bengkulu Inclusive School.

1.2 Problem Identification

Based on the background that researchers have mentioned above, the problems that researchers can identify are as follows

- a. Deaf students' vocabulary mastery is low due to low interest in learning so that the results of the end of semester test are still below the Minimum English Competency Standard at SD Negeri 2 Bengkulu.
- b. Deaf students have not received English learning like regular students because the teacher has not found appropriate media in learning and there is no interest in learning.

1.3 Research Questions

The following are the formulations of this research problem

- a. How can the use of flashcards media improve the English vocabulary skills of grade VI students at SD Negeri 2 Bengkulu?

1.4 Research Purposes

The purposes to be achieved in this research are as follows

- a. To examine how the use of flashcards media improve the English vocabulary skills of grade VI students at SD Negeri 2 Bengkulu Inclusive School.

1.5 Research Significance

There are two benefits that can be obtained by doing this research, namely theoretical benefits and practical benefits:

a. Theoretical

This research can provide benefits in understanding and exploring theories related to the use of flashcards in improving English vocabulary acquisition, especially for students with special needs such as deaf children. In addition, this research will also provide insight into the forms of communication used by deaf children and the concept of inclusive education. The results of this study are expected to prove that flashcards are effective in improving the English language skills of deaf students.

b. Practical

1) Educators / Teachers

For educators and teachers, this research provides practical benefits by broadening their horizons and encouraging the implementation of creative and inclusive teaching strategies. The use of flashcards as an additional learning medium can support classroom learning, especially in improving deaf students' English vocabulary acquisition.

2) Students

For students, especially those who are deaf, the application of flashcards as learning media can facilitate vocabulary development, increase engagement in learning activities, and reduce anxiety during the learning process. Flashcards provide visual and interactive learning that suits their communication needs.

3). Other Researchers

This research can be a valuable reference for future studies exploring similar topics. It offers a knowledge base and empirical support for further investigation into the use of flashcards and other visual learning media in inclusive education settings, particularly in

the context of English language learning for students with special needs.

