

TECHNIQUES IN TEACHING ENGLISH VOCABULARY TO STUDENTS WITH INTELLECTUAL DISABILITY

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ABSTRACT

This research aimed at describing the techniques implemented by teacher in teaching English vocabulary to students with intellectual disability. This research used qualitative approach, which employed case study design. The research was conducted at SLB N 2 Singaraja in academic year 2019/2020. The subject of this research was an English teacher who taught the eighth grade students with intellectual disability. The data of research were derived from observations and interviews. The result of this research showed that the techniques used by teacher in teaching English vocabulary to eighth students with intellectual disability were Using Real Object (Relia), Showing the Meaning of Word, Game, Using Picture Repetition Drill, Singing a Song, and Outdoor Finding. Those techniques were implemented by giving only simple vocabularies since the students with intellectual disability have several characteristics such as always having low level of learning achievement and very slow in the situation of catching the information from teacher about material that taught by teacher. The learning activity should be design to fit the students' ability in understand the material. Therefore, the technique used by teacher during the learning process need to be adjusted to the students with intellectual disability. In addition, it was found that the teacher faced some challenges in teaching English vocabulary to students with intellectual disability. The challenges were students' limitation, time limitation, and lack of facilities. Therefore, the teacher need to implemented the right depend on the students' condition in learning can help the students to understand the material.

Keywords: intellectual disability students, special school, vocabulary teaching technique

TEKNIK MENGAJAR KOSA KATA BAHASA INGGRIS KEPADA ANAK TUNA GRAHITA

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan teknik-teknik yang diterapkan guru dalam mengajarkan kosakata bahasa Inggris kepada siswa tunagrahita. Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi kasus. Penelitian dilaksanakan di SLB N 2 Singaraja pada tahun ajaran 2019/2020. Subjek penelitian ini adalah seorang guru bahasa Inggris yang mengajar siswa tunagrahita kelas VIII. Data penelitian diperoleh dari observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa teknik yang digunakan guru dalam mengajar kosakata bahasa Inggris pada siswa tunagrahita kelas VIII adalah *Using Real Object (Relia)*, *Showing the Meaning of Word, Game, Using Picture Repetition Drill, Singing a Song*, dan *Outdoor Finding*. Teknik-teknik tersebut diterapkan dengan materi kosakata sederhana karena siswa tunagrahita memiliki beberapa keterbatasan seperti memiliki tingkat prestasi belajar yang rendah dan sangat lamban dalam situasi menangkap informasi dari guru tentang materi yang diajarkan oleh guru. Kegiatan pembelajaran harus dirancang agar sesuai dengan kemampuan siswa dalam memahami materi. Oleh karena itu, teknik yang digunakan guru selama proses pembelajaran perlu disesuaikan dengan siswa tunagrahita itu sendiri. Selain itu, ditemukan bahwa guru menghadapi beberapa tantangan dalam mengajarkan kosakata bahasa Inggris kepada siswa tunagrahita. Tantangannya adalah dalam menghadapi keterbatasan siswa itu sendiri, keterbatasan waktu, dan minimnya fasilitas. Oleh karena itu, penerapan teknik mengajar yang tepat sesuai dengan kondisi siswa dalam pembelajaran yang dapat membantu siswa dalam memahami materi.

Kata Kunci: siswa tunagrahita, SLB, teknik pengajaran kosakata