



doi <https://doi.org/10.58256/e4hejt58>

Research Article

Section: Literature, Linguistics & Criticism



Published in Nairobi, Kenya by
Royallite Global

Volume 5, Issue 1, 2024

Article Information

Submitted: 31st October 2023

Accepted: 28th December 2023

Published: 9th January 2024

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

Additional information is available
at the end of the article:

To read the paper online, please scan
this QR code:



How to Cite:

Cahyono, B., Asri, D., & Trisnani, R. (2024). Vocabulary learning for slow learner students in inclusive elementary schools: A case of Magetan Regency, East Java, Indonesia. *Research Journal in Advanced Humanities*, 5(1). <https://doi.org/10.58256/e4hejt58>

Vocabulary learning for slow learner students in inclusive elementary schools: A case of Magetan Regency, East Java, Indonesia

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Abstract

This study aimed to describe and explain the conditions for learning vocabulary for slow learners in inclusive elementary schools. This research uses a descriptive-qualitative approach. Sampling was carried out on students with slow learners at 10 inclusive elementary schools in Magetan Regency, East Java, Indonesia, which were selected based on regional considerations. The data sources selected were 10 special accompanying teachers, vocabulary learning activities in class, and documents or archives related to slow learners. Data collection techniques include passive participant observation, in-depth interviews, and documentation. Data analysis uses an interactive analysis model, which is carried out through three activity flows: data reduction, data presentation, and drawing conclusions. The results of the study show that the vocabulary of slow learners is minimal when compared to that of other normal students. Slow-learner students have difficulty using vocabulary in reading and writing and are weak at stringing letters into words. Factors that hinder slow learners' vocabulary mastery include being less accustomed to using Indonesian and the lack of support from parents. Teaching materials taught by the teacher include the introduction of new terms, synonyms, antonyms, and standard words, filling in gaps in sentences, and constructing sentences with the available words.

Keywords: vocabulary learning, slow learners, inclusive elementary school



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Public Interest Statement

Slow learners are one of the most common disabilities experienced by students with special needs in inclusive schools. Compared to regular students, in learning at inclusive elementary schools, slow learners experience several obstacles, one of which is learning vocabulary. As a result, the purpose of this study is to describe and explain the conditions of slow learner vocabulary learning at inclusive elementary schools in Magetan Regency, East Java, Indonesia.

Introduction

Based on basic data on education in Indonesia (2023), in 2022 there will be 40,928 schools that have implemented inclusive education in both the descriptions of elementary schools, junior high schools, senior high schools, and vocational high schools, both public and private schools. The school has accommodated 135,946 students with special needs. In Magetan Regency, East Java, Indonesia, there are 43 inclusive primary schools with a total of 474 students with special needs and various types of disorders. The existence of this inclusive school supports the Indonesian government's policy, which provides opportunities for children with special needs to be able to obtain the same educational services as normal or regular students. This policy is supported by the availability of special education units for students with disabilities, both at the primary and secondary education levels.

In inclusive education, all students receive equal support in the learning process in class, including learning Indonesian. One of the Indonesian language learning materials is vocabulary. Vocabulary is part of the language, and all languages must have a vocabulary. Talking about language means talking about vocabulary. This means that language cannot be separated from vocabulary. Vocabulary is a basic component of language. Therefore, vocabulary mastery is the most important aspect of acquiring a language. If individuals want to master the language, they must first master the vocabulary in addition to the structure of the language (Hacth & Brown, 1995).

Vocabulary that students have can help them form an understanding of receiving information obtained from the environment and communicating with others. Vocabulary mastery affects the ability to speak the language used when communicating. For students, communication is very important in the learning process in class, especially those with special needs or slow learners. Students with slow learning abilities are those who have the ability to acquire all the necessary academic skills except cognitive abilities, which are slightly below average. However, this condition does not meet the requirements to be identified as a disabled student (Muppudathi, 2014).

The results of interviews with teachers in inclusive elementary schools show that one of the academic weaknesses most students with slow learners have is writing and reading. The results of interviews with informants show that slow learners have not yet mastered vocabulary. The obstacles experienced by these students are shown by their low level of ability to master simple vocabulary, which is often used in everyday life. Based on interviews, teachers realized that they had not implemented vocabulary learning optimally. So far, in teaching vocabulary to students, teachers are only equipped with the curriculum that is applied but do not have the appropriate competence in dealing with the characteristics of slow learners who have limitations and thinking, so they need patience, attention, and skills in dealing with slow learners. The informant added that the limitations of teachers who have special education backgrounds in inclusive elementary schools also affect their fluency in teaching vocabulary to slow learners. The ratio of teachers to special needs students is unreasonable since, in actuality, inclusive schools typically only have one special assistant teacher for every student.

Research Objectives and Questions

The purpose of this study was to describe and explain the conditions of slow learner vocabulary learning at inclusive elementary schools in Magetan Regency, East Java, Indonesia. So, specifically it sought to address

the following questions:

1. How are the vocabulary learning conditions for slow learners at inclusive elementary schools in Magetan Regency, East Java, Indonesia?.
2. What are the factors inhibiting slow learners' vocabulary mastery in inclusive elementary schools in Magetan Regency, East Java, Indonesia?

Literature Review

The curriculum used in inclusive schools is the same for both regular students and students with special needs, with no distinctions made between the two groups' facilities and infrastructure (Dapudong, 2014; Galevska & Pesic, 2018). Inclusive schools implement inclusive education, namely education that combines regular education with special education in one unified education system. The aim of inclusive education is to provide the widest possible opportunity for all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and/or special talents to obtain quality education in accordance with their needs and abilities and realize the provision of a good education. respect diversity and not discriminate against all students with special needs. This means that inclusive education provides a place for students with special needs to interact and communicate with normal students and participate fully in society while studying at their schools (Hornby, 2015; Terpstra & Tamura, 2008).

Inclusive schools provide opportunities for students with special needs to study with peers who are normal students in regular classes (Hassanein et al., 2021; Lozano et al., 2022). This integrated education encourages students with special needs to imitate the positive behavior of normal students, develop their academic and non-academic potential, and become part of the community in general (Kucuker & Tekinarslan, 2015; Zakaria, 2017). The implementation of inclusive education not only requires facilities and infrastructure that support learning activities for students with special needs and regular students, but is also supported by school management, which involves material and immaterial support from parents and the involvement of the school (Chan & Yuen, 2015; Heemskerk et al., 2012; Yada et al., 2021). Therefore, inclusive education is implemented by schools by utilizing the resources they have (Chotitham & Wongwanich, 2014; Liang et al., 2020). The existence of an inclusive school provides an opportunity for parents who have children with special needs to get a proper education in regular schools.

Vocabulary as a whole of the number of words that are in accordance with linguistics known by individuals. Synonyms of a language are vocabulary that includes words and utterances (Grave in Taylor, 1990). Vocabulary is a number of words arranged into a language. Language can be used as a spoken or written language. Spoken language is used by someone when interacting in everyday life to express their desires and goals. Written language is used by writers to express thoughts and ideas by using words that are systematically arranged using the rules that apply to a sentence in written form (Tarigan, 2015b). Hurlock (2009) calls this linkage the ability to think and speak. Piaget (in Hurlock, 2009) explains that language acts as an outside agent in the development of children's thinking. In other words, what a person thinks appears in what he says. McCarthy (1998) states that no matter how well students learn grammar or how successful they are in mastering the language, without words with a broader meaning, two-way communication cannot occur properly. Schmitt (2000) adds that knowledge related to words is the essence of competence in communicating.

Through good vocabulary learning, students can master the four language skills. namely: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills (Tarigan, 2015). Good vocabulary mastery can affect the ability to understand something. According to Shepherd (in Gazlianty, 2011), there are two kinds of vocabulary mastery, namely: (a) active mastery, namely vocabulary mastery that produces utterances. In this case, students actively produce words or sentences and are able to communicate with others. Included in active mastery are speaking and writing; (b) passive mastery, namely vocabulary mastery that only transfers words or sentences as heard or seen so that they can explain something. Included in passive mastery are reading and listening.

According to Muppudathi (2014), the term slow learner is used interchangeably with weak students in the context of language learning. In the context of language learning, Billy (2016) states that the factors that cause students to learn slowly are inadequate language learning strategies and past learning experiences that cause a person to lose interest. Therefore, it becomes a challenge for the teacher to teach vocabulary, which is the basis of language skills. A number of characteristics of students with slow learners include working on assignments slowly, lacking the ability to do complex tasks, showing low academic achievement and immaturity in interacting with friends, being slow in mastering academic skills such as spelling and managing schedules, and a lack of ability to convey what has been learned. learn and often forget the time and events that occurred, tend to have a poor self-image, lack of short- and medium-term goals, lack of a sense of security in the environment, low emotional development, and have little internal strategies such as generalizing information, difficulty transferring information, and organizational skills (Billy, 2016; Borah, 2013).

Methods

Research Design

This research uses a descriptive-qualitative approach. (Sandelowski, 2000) explains that descriptive qualitative research is a research design that guides researchers in providing comprehensive topic summaries, accurate descriptions of events that will be agreed upon by most people who observe the events, and explanations of the subjective meanings distributed by participants to these events. This study emphasizes the assessment of students with special needs, especially slow learners, in inclusive elementary schools. In addition, observations were made on the conditions of vocabulary learning in slow learners and an analysis of documents related to the background of the research subjects.

Sample and Data Collection

In this study, we purposefully selected 10 inclusive primary schools in Magetan District as a sample. The determination of the sample was based on regional considerations, namely inclusive elementary schools in urban areas with 2 schools, city districts with 4 schools, and rural/mountain areas with 4 schools. The research subjects were students with special needs in 10 inclusive primary schools, consisting of 82 slow learners. The data in this study is in the form of a number of pieces of information related to slow learners and vocabulary learning for slow learners. The types of data sources used were: (1) 10 informants with special companion teachers; (2) events or activities in vocabulary learning activities in class; (3) documents or archives in the form of slow learner student life backgrounds and other related documents. Data collection techniques were carried out through (1) passive participant observation, (2) in-depth interviews, and (3) documentation.

Analyzing of Data

Data analysis used an interactive analysis model (Miles & Huberman, 1994), which was carried out in two stages, namely during data collection and after data collection. Data analysis was carried out through three activity flows that took place simultaneously, namely (1) data reduction, (2) data presentation, and (3) drawing conclusions or verification. Checking the validity of the data was carried out using the following techniques: (1) extending the participation of researchers so that interactions between researchers and informants could take place more intensively; (2) making observations diligently and carefully so that the data obtained could reflect the phenomena as they were; (3) carrying out Triangulation of data sources is done by comparing the results of observations with the results of interviews, comparing the contents of the documents used as research data sources, and (4) examining the findings through focus group discussions.

Findings/Results

According to documents at the school, the school, in collaboration with a psychology institution, has conducted an assessment of the types of disorders experienced by students with special needs. Based on the results of the assessment, the types of disorders experienced by students as research subjects in the 10 selected inclusive elementary schools were described as follows:

Table 1
Types of Disabilities of Students with Special Needs in Inclusive Elementary Schools

No	Types of Disability	Quantity	Percentage
1.	Slow Learner	82	73,21%
2.	Learning Difficulties	4	3,57%
3.	Autism	4	3,57%
4.	Moderate Mental Retardation	8	7,14%
5.	Dyslexia	2	1,78%
6.	ADHD	4	3,57%
7.	Down syndrome	5	4,46%
8.	Mild physical impairment	3	2,68%
Total		112	-

Based on the data in Table 1, it is known that of the 112 students with special needs who were used as research subjects, the most common type of disorder was slow learning, namely as much as 73.21%; learning difficulties, autism, and ADHD each as much as 3.57%; moderate mental retardation as much as 7.14%; dyslexia 1.78%; down syndrome 4.46%; and mild physical impairment as much as 2.68%. In this study, 82 students were used as research subjects who were classified as slow learners. The proportion of types of disorders among students with special needs in Table 1 above is more clearly visualized in Figure 1 below.

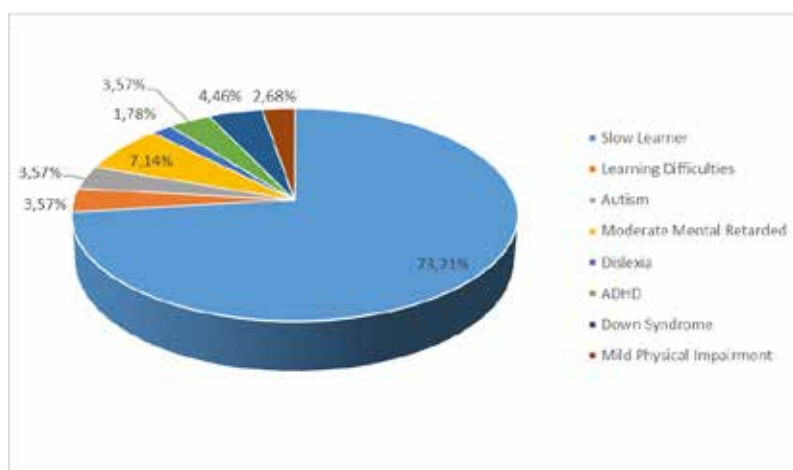


Figure 1. Proportion of the Percentage of Types of Disorders of Students with Special Needs in Inclusive Elementary Schools

The number of special accompanying teachers in the 10 inclusive primary schools is 16 people. Of the 16 teachers, none have an extraordinary educational background. Even so, these special assistant teachers have good competence in providing assistance to students with special needs in their schools. Apart from having

several years of experience, these special assistant teachers have attended training as inclusive school teachers organized by the Magetan Regency Education and Sports Office. According to informants, increasing teacher competence through various activities such as training, workshops, seminars, and mentoring is important because it will have an impact on the quality of performance both administratively (developing tools) and in carrying out the learning process in the subjects taught.

Based on observations, learning in the inclusive elementary schools studied went well, regular students did not exclude slow learners, even though slow learners were lagging behind other students in learning. During recess, slow-learner students who cannot yet read and write are given additional lessons and are accompanied directly by a special accompanying teacher.

The teacher states that normal students have a better vocabulary than slow learners, so that the vocabulary of normal students is different from that of slow learners. In interacting with peers, slow learner students do not experience communication problems, but slow learner students experience obstacles in using vocabulary in writing and reading activities, are weak in reading letters and using them in written form, and have difficulty arranging letters into words or sentences. Factors inhibiting slow learner students in vocabulary include slow learner students not being used to communicating using Indonesian because geographically these students live in villages; most of them come from poor families and have low education, so there is a lack of support from parents. To improve reading skills and increase students' vocabulary, schools provide sufficient reading materials, but these slow learners usually only look at pictures.

Based on interviews with informants, it is known that learning vocabulary in inclusive elementary schools uses two different curricula, namely the "Kurikulum 2013" and the "Kurikulum Merdeka". The "Kurikulum 2013" is used in grades III and VI, while the "Kurikulum Merdeka" is applied in grades I, II, IV, and V. According to the teacher, the "Kurikulum Merdeka" is seen as more suitable to be applied because it gives students broad space or freedom. teacher to choose materials, methods, and media according to the teacher that are suitable for teaching vocabulary. In addition, with the "Kurikulum Merdeka" teachers can find out children's interests and talents and determine learning methods that are suitable for students.

From observations of the "Kurikulum 2013" Learning Implementation Plan and "Kurikulum Merdeka" Teaching Modules prepared by teachers, it is known that teachers have good competence in preparing lesson plans. The teacher compiles indicators of achieving competence, referring to the basic competencies that have been determined, with cognitive levels that are adjusted to the class and students' cognitive development. Learning objectives have also been prepared by fulfilling the principles of A (audience), B (behavior), C (condition), and D (degree). Learning activities are arranged systematically, including the preliminary stage, the core activity stage, and the closing stage. In the core stage, the teacher chooses a project-based learning (PjBL) and problem-based learning (PBL) model with an orderly and clear syntax. The lesson plan has also been equipped with teaching materials, learning media, student worksheets, and assessment instruments.

In classroom learning, the teacher has a fairly good ability in opening lessons and doing apperceptions, motivating students, and providing assistance to slow learners who experience obstacles to learning vocabulary. However, the learning activities carried out by the teacher were not in accordance with the lesson plans that had been prepared. In the lesson plans, it is written that learning activities use project-based learning (PjBL) and problem-based learning (PBL) models, but in practice, the teacher uses lecture and assignment methods. According to the teacher, especially for slow learners, learning cannot be 100% based on modules. The main focus of learning for slow learners is so they can take care of themselves and be able to communicate with their peers. Based on the results of the interviews, it was also known that the special assistant teacher did not yet have knowledge about vocabulary learning methods. From the interviews, the teachers confirmed that they did not understand the vocabulary learning method, so learning was carried out without using the method.

The results of observations in class show that the vocabulary teaching materials taught by

the teacher include the introduction of new terms, synonyms, antonyms, standard words, filling in gap sentences, and constructing sentences with the available words. According to informants, slow learners have difficulty distinguishing letters “b” and “d” and have difficulty distinguishing consonants located at the end of words. The teaching materials chosen by the teacher come from textbooks and other materials taken from the internet. Teacher competency in the material being taught needs to be improved, especially on the subject of antonyms and filling in gaps in sentences with the available words.

Of the 10 informants observed, in learning vocabulary, only 2 teachers used instructional media; the rest taught without media. The learning media chosen were word card media for low-grade students and letter puzzle media for high-grade students. The word card medium, in the form of pictures accompanied by writing, is used by the teacher to increase the vocabulary of low-grade students, while the letter puzzle medium is used to create words by assembling the available letters on the puzzle board. With the words that have been created, students are then asked to construct simple sentences. From the results of learning vocabulary, it can be seen that the ability of slow learners is lagging behind compared to regular students. To overcome this, the teacher gives additional lessons, which are carried out at recess.

Discussion

From the results of the research, it is known that of all the existing special assistant teachers, there are no teachers who have an extraordinary educational background. These special accompanying teachers have good competence in providing assistance to students with special needs in their schools. Even though they have attended training as inclusive school teachers, there is a need to increase teacher competence through various activities such as training, workshops, seminars, and mentoring funded by the government. According to Tyagita & Iriani (2018), the competency improvement activities for special assistant teachers must have an impact on the quality of performance both administratively (developing tools) and in carrying out the learning process in the subjects taught. Through various activities such as training, workshops, seminars, and special teacher assistance, you will get the latest information needed to be able to improve education and learning activities for students with special needs in schools.

Based on observations, learning in the inclusive elementary schools studied went well, regular students did not exclude slow learner students, even though slow learner students were lagging behind other students in learning. During recess, slow learner students who cannot yet read and write are given additional lessons and are accompanied directly by a special accompanying teacher.

The vocabulary of slow-learner students is different from that of other normal students; normal students are better than slow-learner students. When communicating with their peers, slow-learner students do not experience barriers and obstacles in communicating but experience obstacles when reading and writing. Slow learners have difficulty mastering Indonesian vocabulary. This is supported by research by Yuharto (2014) which states that in reality, elementary school students' mastery of Indonesian vocabulary is still low. Based on observations and interviews with students and teachers at schools, the results showed that slow learners generally experience difficulties accepting and expressing thoughts, ideas, views, and feelings, both in writing and orally in Indonesian. This is due to students' limited vocabulary due to low levels of communication using Indonesian in everyday life and a lack of support from parents.

Based on the results of observations made at school, problems were found, namely that learning activities still had many obstacles and had not reached the level of vocabulary development in children. When the learning process begins, children tend to be silent and do not want to express their opinions in a simple way. In addition, during the question and answer activity, there were still many children who were confused about understanding the questions given by the teacher. When telling stories and explaining stories in front of the class, the average child has difficulty getting the words out, so the teacher provokes the child so that all students can tell stories. When the learning process takes place, it is hoped that all children will participate so that it can increase children's understanding (Cahyaningrum, Sudaryanti & Purwanto, 2017; Khadijah, Arlina, Hardianti & Maisarah, 2021).

Tomkins & Hoskinson (2005) added that because language learning is natural and social, a child learns to speak through immersion and interaction with family and other community members. In the study, it was also found that the low vocabulary of slow learners was also influenced by parental factors. This indicates that a child's vocabulary development greatly benefits from the involvement of parents, other family members, and the local community. A child's vocabulary can grow significantly by mimicking the speech patterns of parents and classmates (Nagy & Herman in McKeown & Curtis, 2014). In order for young children to master language development, parents have a significant influence on their language development during the preschool years (Hurlock, 2009).

Vocabulary is acquired through experience in communicating with other people. The more diverse experiences you gain, the more vocabulary you master. Apart from that, vocabulary is acquired naturally depending on a person's level of intelligence and the environment that provides experience in forming vocabulary. This is a natural event that occurs in human life. Vocabulary mastery, as seen through understanding words and mastering concepts, is not always the same (Petty, Herold & Stoll, 1998). A very young child sometimes has conceptual knowledge of a word, but he cannot describe it with a certain word or connect the word with previous experience. When a child enters elementary school, he already has a functional vocabulary (Petty, Herold & Stoll, 1998). He or she already understands a large amount of vocabulary, even though they may not be able to use it in speech. At this time, the development of children's vocabulary is something very impressive (Graves in McKeown & Curtis, 2014), Parents are sometimes surprised and amazed at the development of a child's vocabulary.

Children have already learned some basic vocabulary, and for most children, hands-on instruction plays an important role in acquiring that vocabulary. One of the main tasks for teachers, especially at the preschool and elementary school education levels, is to increase children's understanding of common vocabulary, not just providing a number of new vocabulary words (Petty, Herold & Stoll, 1998).

Vocabulary, as one of the Indonesian language learning materials in inclusive primary schools, occupies a very important role as a basis for students' mastery of Indonesian language subject matter and mastery of other subjects. Vocabulary mastery will affect students' ways of thinking and creativity in the language learning process, so vocabulary mastery can determine the quality of a student's language. The quality of a person's language skills depends on the quantity of vocabulary he has. The more vocabulary a person has, the greater his language skills.

It can be understood that the students' vocabulary will help them absorb various information conveyed by the teacher or information from various other learning sources. Good vocabulary mastery greatly affects students' ability to communicate, both orally and in writing. The importance of learning vocabulary for improving and developing the language skills of students with special needs has led to the need to improve the quality of language learning in inclusive elementary schools.

Based on interviews with informants, it is known that the "Kurikulum Merdeka" is seen as more suitable to be applied compared to the "Kurikulum 2013", because this curriculum provides broad space or freedom for teachers to choose materials, methods, and media that, according to teachers, are suitable for teaching vocabulary. This is in accordance with the opinion of Khoirurrijal dkk (2022), which states that the "Kurikulum Merdeka" is a curriculum with diverse learning and focuses on essential content so that students have enough time to explore concepts and strengthen competence. "Kurikulum Merdeka" is applied to train independence in thinking. The "Kurikulum Merdeka" has several advantages, including being simpler and more in-depth, giving flexibility to teachers in designing learning processes according to student needs, and learning processes that are more relevant and interactive, which will have an impact on developing student competencies.

From observations of the learning implementation plans and teaching modules prepared by teachers, it is known that teachers have good skills in preparing lesson plans. However, the lesson plan was not implemented in classroom learning. In the lesson plans, it is written that learning activities use project-based learning (PjBL) and problem-based learning (PBL) models, but in practice, the teacher uses lecture and

assignment methods.

In the interviews, it was also revealed that teachers had no knowledge of vocabulary teaching methods, even though knowledge of these methods determines the level of success in learning vocabulary. Broadly speaking, the vocabulary learning method is divided into two types, namely the direct method and the indirect method. In applying the definition method, the teacher gives students the task of determining the meaning of words, then using these words to compose sentences. The contextual method is carried out by introducing new words in sentences or paragraphs according to the context. The indirect method is carried out by providing time for students to read for recreational purposes, exchanging experiences from reading books, and providing various types of reading to increase students' vocabulary (Roe, Stoodt & Burn, 1998; Klesius & Searls, 2006). In a study conducted by Jenkins, Stein & Wysocki (2004), it was concluded that elementary school children can acquire the meaning of the vocabulary they already know while reading. Shu, Anderson & Zhang, (2005) also concluded that students scored higher in vocabulary mastery when the target vocabulary came from the text they read.

The results of observations in class show that the vocabulary teaching materials taught by the teacher include the introduction of new terms, synonyms, antonyms, standard words, filling in gap sentences, and constructing sentences with the available words. According to informants, slow learners have difficulty distinguishing letters "b" and "d" and have difficulty distinguishing consonants located at the end of words. Research by (Elviza, Emidar and Noveria (2018) states that students' low vocabulary mastery is caused by students' lack of insight and knowledge about synonyms, antonyms, and the meaning of terms, so that students have difficulty learning vocabulary at school. Vocabulary learning materials for slow learners also need to be equipped with vocabulary for listening, speaking, reading, and writing (Harris & Sipay, 2005).

Of the 10 informants observed, in learning vocabulary, only 2 teachers used instructional media; the rest taught without media. The learning media chosen were word card media for low-grade students and letter puzzle media for high-grade students. Seeing this condition, the teacher's understanding of the importance of using media in learning vocabulary needs to be improved. Lestariningsih & Parmiti (2021) state that the media the teacher chooses for learning vocabulary is monotonous and does not attract students' attention and interest in learning. The media that teachers usually use are pictures on student worksheets, so there are still many children who pay less attention to the teacher when teaching. This causes the child not to understand the material taught by the teacher, so the child has a low vocabulary.

Based on these problems, one way to help increase vocabulary in students is by using innovative and interesting learning media. Learning media can make it easier for students to understand the material presented by the teacher (Gunawan, Sahidu, Harjono & Suranti, 2017; Maqfiroh, Khutobah & Budyawati, 2020). In addition, learning media can also increase students' enthusiasm and motivation for learning (Puspitorini, Subali & Jumadi, 2014; Sunismi, 2015; Zeptyani, 2020).

Conclusion

Based on the results of the study, it can be concluded that vocabulary learning for slow learners in inclusive elementary schools has not gone well. The vocabulary of slow learners lags behind when compared to other normal students, even though they have no difficulty communicating outside the classroom. Slow learners have difficulty using vocabulary in reading and writing activities and are weak at stringing letters into words. Factors that hinder slow learners' vocabulary mastery include that they are not used to using Indonesian and a lack of support from parents. There are two curricula used in learning vocabulary, namely "Kurikulum 2013" and "Kurikulum Merdeka". "Kurikulum Merdeka" is seen as more suitable to be implemented because it gives teachers the freedom to choose materials, methods, and media according to students' conditions. Teachers have good competence in preparing lesson plans, but the learning activities carried out are not in accordance with the lesson plan that has been prepared. Teaching materials taught by the teacher include the introduction of new terms, synonyms, antonyms, standard words, filling in gaps in sentences, and constructing sentences with the available words, while the learning media used are word card media and letter puzzle media.

Limitations

This research has several limitations. First, researchers find it difficult to collect data from students with special needs regarding their vocabulary conditions, thereby reducing the level of data representativeness. Second, this study was limited to the 10 inclusive elementary schools studied, so there are limitations to formulating generalizations for a broader inclusive elementary school.

Recommendations

Based on the research results, there are two recommendations that can be given for further research. First, so that future research can develop a group counseling model with other, more innovative learning media. Second, the results of this study can be utilized by special education teachers in implementing the new curriculum in vocabulary learning.

Funding: This research was funded by Directorate of Research, Technology and Community Service, Directorate General of Higher Education, Research and Technology, Ministry of Education, Culture, Research and Technology, Indonesia, grant number 183/E5/PG.02.00.PL/2023.

Acknowledgments: We thank the “Directorate of Research, Technology, and Community Service, Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research, and Technology, Indonesia, who have been awarded fundamental research grants. We would like to thank the support team from Universitas PGRI Madiun for facilitating the implementation of this research, and we also give appreciation to the group of special education teachers in inclusive elementary schools in Magetan Regency, East Java, Indonesia.

Conflicts of Interest: The authors declare no conflict of interest.

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Authorship and Level of Contribution

Bambang Eko Hari Cahyono is a first-author. He contributed in term of concept and design, data analysis, writing, and final approval.

Dahlia Novarianing Asri is a co-author. She contributed in term of writing, critical revision of manuscript. Rischa Pramudia Trisnani is a co-author. She contributed in term of technical or material support.

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