

**TEACHING ENGLISH VOCABULARY FOR DIFFABLE STUDENTS
BY USING VISUAL MEDIA AT SMPLB N BANJARNEGARA**



THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training
of IAIN Purwokerto as a Partial Fulfillment of the Requirements
for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education**

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2020**

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CURRICULUM VITAE



CHAPTER I INTRODUCTION

A. Background of The Problem

Vocabulary is a word that is taught in foreign language. The English language is an international language for us because we do not use English as our second language besides our mother language. Vocabulary is used to developing reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. When students attempt to make conversation or ask to native speaker, listening English song, or watching English movie without subtitle, they need vocabulary to understand what the meaning of the things above.

David Wilkins, a linguist argued that “without grammar, little can be conveyed, but without vocabulary, nothing can be conveyed”. This simply explains that vocabulary is one of the basic elements that must be mastered by people who want to learn English. Student who wants to learn English and other foreign languages should master or know some of the vocabularies first. For some students learning vocabulary of foreign language is not a difficult matter. At least, they only need to read some books or dictionary, listen to the correct pronunciation, and how to spell or write the word in the right way.

On the other hand, learning vocabulary is not just for them who do not have disabilities, but for students who have special needs, they have to learn English as their foreign language too. This is appropriate with the law of government number 20 year 2003 about National Education System article 32 which contains: “Special Education (Extraordinary Education) is education for students who have an obstacle to follow learning process because physical disorder, mental, emotional, social”. This can be a strong foundation that students with special needs have the same rights as normal children in general to get the same education. So they can feel the same education as normal children in general.

As mentioned above, mastering vocabulary is important. Children with special needs are required to be able to master vocabulary well, especially students with hearing impairment. But for students with hearing impairments who cannot listen to the pronunciation or spell the word, studying vocabulary in a foreign language is not easy.

Students with hearing impairment are students who have disorder or problems in the inner ear, or outside organs caused by disease, collisions, accidents, or indeed from birth so they have problems in hearing (Smart, 2012: 36). For children with hearing impairments, they do not only have the disorder in hearing but they have the disorder in speaking too. Speaking ability is influenced by how often they listen to the conversation. But for children with hearing impairments, they cannot hear everything so they have difficulties in understanding conversation that people talk about.

Raver (1999, cited in Bayat, 2012: 406) argued that the term *Deaf* with capital “D” refers to children and individuals who use American Sign Language (ASL). American Sign Language is a visual or manual/gestural language system that is used by the majority of children or adults who are deaf. Meanwhile, the term *deaf* with lower “d” refers to children or individuals who have severe hearing loss and they cannot utilize hearing, with or without hearing aid. They maybe use or not use ASL as the primary mode of communication.

For furthermore, the term hearing impairment will be used in this paper. This is because the term hearing-impairment has more polite mean. This is to give a respect for hearing impairment people.

In their daily lives, ordinary people understand hearing impairment children as children who lose their hearing ability in total. Even if we understand more deeply, the term hearing impairment is not only used for them who have lost their listening ability in total, but there are also hearing impairment children who are still able to hear sounds at a distance and certain decibel (Efendi, 2009:57).

The classification of hearing impairment children is divided into two; there is deafness and hearing loss. Children are called to be deaf (severe deaf) if they lose hearing at 70 dB (decibel) or more so that they have difficulty understanding the speech or words of other people despite using hearing aid. Whereas children are called weak hearing (mild deafness) if they lose hearing at 35-39 dB (decibel) and they can still understand other people's words using hearing aid (Efendi, 2009:59).

Students with hearing impairment also have the same thinking ability as other children in general. It is just that the constraints on the sense of hearing which less or even unable to hear well. Of course, this is giving an effect on their ability in understanding the subject. In this case, the teacher has an important role where the teacher should give them different treatments with normal students in general. The teacher should be able to create an attractive learning environment and fun so the students can enjoy the learning process and not feel bored. The teacher also has to know their students' character.

On the other hand, English learning will be more effective and easily understood if the teacher uses the appropriate media to support the teaching-learning process. If rely on teacher explanation without using learning media students will get difficulty in understanding material. The use of media like realia, pictures, puppets, and miniatures can make the teaching-learning process more interesting and fun especially for students with hearing impairment.

For students with hearing impairments, the teacher cannot use audio media or audio-visual media for them as learning media. But, teacher can use visual media such as silent pictures, motion pictures, realia, or video with subtitles so they can understand the new vocabulary and how to write it. When the teacher uses visual media, the teacher can make their students more focus on material. Because visual media is a media that they can see even though they cannot hear or say the words, they can learn to observe, analyze, and make a conclusion by seeing the media used by the teacher.

Educating students with special needs especially hearing impairment students is not easy. Of course, the teacher will find difficulties or obstacles during learning. As mentioned earlier, teachers should choose learning media that are suitable for hearing-impaired students. Therefore, SMPLB N Banjarnegara is a formal educational institution that provides educational services for special needs children such as hearing-impaired students.

The researcher is interested in conducting research on hearing-impaired students especially in SMPLB N Banjarnegara because hearing-impaired students are able to memorize daily vocabulary and make a simple sentence. SMPLB N Banjarnegara is a formal educational institution that serves children with special needs without distinguishing their children's background. At SMPLB N Banjarnegara there are several classes specifically for children with special needs such as the hearing impairment class, visual impairment class, and mental retardation class, etc. However, in this research, the researcher only focuses on hearing-impaired students only.

Based on preliminary research, the teacher said that besides giving an explanation by using sign language, the teacher also used visual media such as images and picture dictionary in helping students easy to understand the material and remember the new vocabulary. According to the teacher, this can also help students not to get bored quickly when learning and teaching process. They do not give an expectation for the students for mastering all of the elements in English like the students have to memorize grammar, tenses or vocabulary. The teacher said if the students can write the English word and understand what the teacher talks about, it is enough for him.

B. Operational Definition

This research focused on analyzing visual learning media in developing students with hearing impairments vocabularies in SMPLB N Banjarnegara. To avoid the concept of the research widely, so the researcher explained about research variable as follow:

1. Visual Media

Visual media is media that involves the sense of sight. Visual media is used by the teacher as an intermediary for the teacher in delivering learning the material so students can easily accept and understand. There are some kinds of visual media that can be used by the teacher, as pictures, realia, map, cartoon, etc.

2. Diffable Students

Diffable students are students who are have disorder that affect the acquisition, understanding, and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. But, in this research the researcher give limitation which the researcher focused on hearing-impairment students.

Hearing – impairment is a condition that is someone who has an obstacle or interruption in hearing. This is because there is damage in the part of the ear so the ear cannot function properly. Hearing-impairment commonly caused by accident and heredity. Meanwhile, we know that the sense of hearing is one of sense that people use to communicate and accept the information. Children with hearing-impairment usually use sign language to communicate with other people.

3. Vocabulary

Vocabulary is the stock of words used by a person to communicate in their daily activities. Generally, the terms “vocabulary” is used to express a collection of words from the English language. Vocabulary can be defined as a group of words that needed to communicate or connect ideas and expressions from the speaker.

4. Teaching Vocabulary

Teaching vocabulary is an activity or process the teacher introduces and does words to students including the meaning of words, how to write words, spell words, and read words.

C. Research Question

Based on the background of the problem that has been explained above, so the problems can be formulated in the form of research questions, as follows:

1. How is visual media used by the teacher in developing vocabulary towards students with hear-impairment in SMP LB N Banjarnegara?
2. What are the advantages of the use of visual media in developing vocabulary towards students with hear-impairment in SMP LB N Banjarnegara?
3. What are the obstacles of the use of visual media in developing vocabulary towards students with hear-impairment in SMP LB N Banjarnegara?

D. Objective of the research

1. To analyze how visual media is used by the teacher in developing vocabularies towards students with hear-impairments in SMPLB N Banjarnegara.
2. To find out the advantages of the use of visual media in developing vocabularies towards students with hear-impairments in SMPLB N Banjarnegara
3. To find out the obstacles of the use of visual media in developing vocabularies towards students with hear-impairments in SMPLB N Banjarnegara.

E. Significances of The Research

This research expected to provide significant contributions both theoretically and practically.

1. Theoretical significances

The researcher hopes the readers could get a lot of knowledge related to this research. They are also expected to be able to develop the learning media that is used by the teacher before, especially in using visual media in teaching vocabularies towards students with hearing- impairment.

2. Practical significances

The practical significances of the research can be useful for the students, the teacher, the other researcher, and the school, as follows:

a. For students

The result of the research is expected to become an evaluation and correction in improving their English vocabulary. Through this research, students are expected to be more interested and motivated in developing vocabulary.

b. For teacher

The result of the research is expected to be able to be teacher evaluation in using visual media in developing vocabularies towards students with hearing – impairment. The teacher is expected to be able to develop the visual media that is used before so students would not get bored by the media used by the teacher.

c. For other researcher

For another researcher, the research can be the reference to them which their research related to this research.

d. For school

The research can help the school to solve some problems related to students with hear-impairment in developing vocabularies.

The school is expected to be able to provide facilities that can help teachers and students to make the teaching and learning process more effective.

F. Review of Relevant Studies

The first research was conducted by Khoerul Umam Kholis, students of Faculty Education of Semarang State University with the title “*Studi Evaluatif Penggunaan Media Video Pembelajaran Bahasa Inggris Tema Cycling Is Fun Terhadap Aktivitas dan Hasil Belajar Siswa Kelas XII-B SLB Semarang*” year 2016. This research aim is to know about the result of the evaluation of the use of media video learning with themes Cycling Is Fun

against the activity and the result of learning English on the students with hear impairments in SLB N Semarang. The method of observation is use checklist and interview to know activity of children and test method used to know the result of study. The finding of this study showed that video media 88% could make conducive learning atmosphere, 96% could motivated students in learning, 95% could make students discipline in learning, 85% increase students with hear – impairment activity in classroom. The use of media video learning is very effective to make learning activity being conducive, fun, more concentrate and realize more varied learning, so students do not get bored with learning methods as usual.

The similarity between the research above and this research is both of them take the same theme, visual media in developing students' vocabularies. The difference is the research above focused on the result evaluation of the use of the media video, while in this research the focus is on the process of the use of visual media in developing students' vocabularies.

The second was conducted to research by Witri Erdiawati S.R. and Budi Susetyo students of Education Faculty of Educational University of Indonesia written on year 2016, with title "*Perbandingan Media Kartu Gambar Dengan Rosetta Stone Dalam Meningkatkan Perbendaharaan Kosakata Bahasa Inggris Anak Tunarungu*". The aims of this research is to know the effectiveness of two learning technic between picture card media and Rosetta Stone in improving students' English vocabulary. Research method that used is experimental with Counter Balance (rotation) design. Sample of the research are class VII-A and VIII SMPLB di SLB N Cicendo, Bandung there are 10 students with hear-impairment. The result showed that rosetta stone was more effective than picture card in improving the English vocabulary in deaf students. This is because Rosetta Stone has advantages as computer based media compared with picture card media which is visual, programmed, systematic, constructive, interactive, and fun.

The similarity between the research above and this research is the theme of the research is on the use of visual media in developing students'

vocabularies. The difference is the research above focused on comparing two visual media that is picture card and Rosetta Stone, while in this research the focus is on the process of the use of visual media in developing student's vocabularies.

The third was research conducted by Defitasari from Educational Faculty of State University of Yogyakarta written on 2017, with title "*Peningkatan Penguasaan Kosakata Benda Melalui Media Gambar Berbasis Lingkungan Pada Siswa Tunarungu Kelas Dasar I Di SLB Wiyata Dharma 1 Sleman*". The aims of this research is to improve the learning process and improve the mastery of the vocabularies of objects through image media based environment hear-impairment students in class 1 elementary in SLB Wiyata Dharma 1 Sleman. Research method that used to collect the data was observation, documentation, and data test. Technique analysis data is descriptive qualitative and quantitative. The result of the research show that the implementation of image media based environment can improve the learning process and improve student mastery of vocabulary of object.

The similarity between the research above and this research is the theme of the research is on the use of visual media in developing students' vocabularies. The difference between the research above and this research is the research above focused on the process of the use of media that has been mentioned above, while in this research the focus is on the process of the process of the use visual media that teacher used in teaching English for students with hearing-impairment.

G. Structures of The Study

In this part, the researcher will explain the structure of the study as follows:

Chapter I explains introduction which are contain of background of the problems, operational definition, problem statement, objectives of the research, and significances of the research.

Chapter II contains of theoretical basis that consist of two parts. The first is review of relevant studies and the second is literature review both of visual media, hear-impairment, and vocabulary mastery.

Chapter III contains of research method that include type of research, source of the data, techniques of collecting data, technique of analyzing data and location of the research.

Chapter IV contains of presenting and analyzing data about an analysis of the use of visual media towards students with hearing impairment vocabularies in SMPLB N Banjarnegara. It contains of two subchapters, first is about general description of research place such as geography location, the school history, vision and mission, purpose of the school, condition of teacher, and students. Second is about analyzing data toward the use of visual media in developing the vocabulary of students with hearing impairments.

Chapter V is closing that consist of conclusion, suggestion and closing remarks. While in the last part of this thesis contains about references, appendices, curriculum vitae and bibliography.



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CHAPTER V CONCLUSION

A. Conclusion

Based on research that has been done at SMPLB N Banjarnegara related to the use of visual media in developing the vocabulary of students with hearing impairments in SMPLB N Banjarnegara, the researcher found that the use of combination between whiteboard, images, picture dictionary, realia and sign language could english vocabulary and make students easier to memorize it. Then, the conclusions of this research can be drawn as follows:

1. The use of visual media in developing the vocabulary of students with hearing-impairment in SMPLB N Banjarnegara can help the teacher and the students to achieve the learning goals, introduce and improve students' English vocabulary. However, the media used by the teacher are still very limited, that are whiteboard, images, picture dictionary, and realia. The use of those media is still manually. The teacher use whiteboard to write the material or draw object, use images, picture dictionary, and realia to give an overview to the students, and also use sign language to give explanation so that they can easy to memorize vocabulary. The students expect the teacher to add the visual media to help them easier understand the explanations given by the teacher such as LCD, laptop, etc.
2. The advantages of the use of visual media in developing the vocabulary mastery of students with hearing-impairment in SMPLB N Banjarnegara such as;
 - a. The media can help the students understand and memorize the vocabulary easier. This is because the media is suitable with what the students need as visual learners.
 - b. The teacher can use those media because the media do not need to be projected and can use manually.

- c. The media is easy to get because the teacher just need to take the advantages of things around or he can buy in store.
3. The obstacles of the use of visual media in developing the vocabulary mastery of students with hearing-impairment in SMPLB N Banjarnegara that were:
 - a. Lack of practice in students' daily lives so that some of the vocabulary taught is forgotten by them.
 - b. Sometimes the students get wrong with what the teacher men. That is because the lip movements which sometimes same with other words, so they have difficulty in guess the right word.
 - c. Lack of teacher's ability to operate computer-based media such as laptop, LCD, etc. so that the media used are still very limited. The teacher said that he did not have time yet to made media based computer.
4. The solution taken by the teacher to overcome these obstacles is repeated the material that has been taught at the next meeting. This repetition is done briefly so that students remind the vocabulary that was taught at the previous meeting. However, this is less effective because it makes learning hours reduced. The teacher also tries to habituate the students by using English when they meet or have a conversation. This is can help students to learn new vocabulary indirectly.

B. Suggestions

Based on the conclusions obtained, then the next author would like to submit some suggestions related to the use of visual media in developing the vocabulary of students with hearing impairments in SMPLB N Banjarnegara, as follow:

1. For Headmaster
 - a. The headmaster is expected to improve and add supporting infrastructure for learning English,

- b. The headmaster is expected to provide training to English teachers on the use of the latest learning media to be applied.
2. For English teacher
- a. The teacher is expected to be more innovative in using visual media so students do not get bored with the media that is often used,
 - b. The teacher is expected to be able to use other media that are more attractive to students, so students become more excited and not bored, like LCD, laptop, projector, etc.
 - c. The teacher expected to still use combination between one media and others in teaching and learning process.
 - d. The solution to the lack of students vocabulary that is caused by lack of practice teacher can asks students to bring dictionary to find the difficult word, or make their own mini dictionary that is contains of word usually use in daily conversation or things around them.



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