CHAPTER 1

INTRODUCTION

A. Background of Study

To be skillful in English, one must be enriched with the mastery of English vocabulary. In practice, vocabulary has an important role in teaching English. We also communicate language with vocabulary. On the contrary, people who do not have any knowledge of vocabulary cannot convey their ideas when engaging in the communication. By considering the importance of vocabulary, Nizzam calls vocabulary as "the heart of language".[1] To ensure the mastery of English vocabulary, writing is a key instrument.

People use writing in daily activities, and this skill is the first ability in giving meaning or sense. Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabulary, to refine their knowledge of the grammar, and to develop their understanding of how things are best expressed and how well their message is understood.[2] By arranging English vocabulary in writing, students understand about its meaning and they are able to arrange the words. Writing is the act of forming graphic symbols which have to be arranged according to certain convention to form

[1] As quoted in M. Nizzam. "The Use of Flash Cards in Teaching Vocabulary to Hearing Impaired Students". (State Institute of Surabaya: unpublished bachelor thesis, 2007), p.8

[2] John Little Andrew. *Writing Students Book* (Cambridge: University Press, 1991), p.79

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words. Then, words have to be arranged to be sentences. As Susanto Leo states that writing is a process of expressing ideas or thoughts in words.[3]

Writing is a challenging skill for people in general, especially for those with certain limitation in physical access. In this case, the writer uses the term "students with different ability" for those people with limitation in hearing something (deaf). That word is more polite, and is not insulting for them. In education, students with different ability can also be called "students with special needs". Students with different ability that the writer means are someone who lost the competence of hearing something well. This is a kind of important lessons for us to respect each other. When the individual has limited ability so they will try to develop their ability although the result is not maximum, but they still has desire to improve vocabulary and the information that they mean can be conveyed. Dwijosumarto said that deaf is the condition of loosing audio-lingual capacity that will cause someone fail to catch some stimulation, especially through audio-lingual sense. As a consequence, someone will get communication difficulties in daily life.[4]

Many students with different ability face difficulties in language or communication, firstly in writing. When using writing language, they use short

[3] Susanto Leo. *Essay Writing* (Yogyakarta: CV Andi Offset, 2007), p.1

[4] Permanarian Somad, *Orthopedagogik Anak Tunarungu* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1996), p.27

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sentences. They usually use simple sentences because they have limited vocabulary and they forget how to arrange the correct sentences.[5]

So they need communication development totally to reach achievement in the average level. Through the acquisition of language skill well, they will be given chances to access the language. Then, they can master English vocabulary.

Students with different ability can be describes as "visual human" who always needs information and interaction with the environment which can respect each other. Bad environment is the environment which cannot respect each other. In education world, they must get communication development in teaching language firstly in mastering English vocabulary. So they can describe their world. Through education development, they will be successful to access language especially in mastering vocabulary. In this case, it is used to apply the easier communication for them. Something which is very important for the parents and the teacher is that they need to understand and give treatment as early as possible. Because, early treatment helps very much the children, and they are not depending on the other people, so they can live as the human life.

The writer chooses SMPLB Negeri Gedangan, Sidoarjo, because the school has many students with different ability. The writer chooses B level (deaf) for subject in the research. When teaching in this school, teacher still uses manual ways, like draw the picture on the whiteboard, so sometimes students are still

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[5] Edja Sadjaah, *Bina Bicara, Persepsi Bunyi dan Irama* (Bandung : Departemen Pendidikan dan Kebudayaan, 1995), p.18

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unclear with the picture and they cannot catch the lessons well especially in English. The success way to increase vocabulary through writing for students with different ability in SMPLB Negeri Gedangan, Sidoarjo, is by using the way in writing English vocabulary which is suitable with the observation toward photos that are easy to be understood. So the students can communicate the meaning of pictures which are given. Photos are given to train the writing English vocabulary, so the students can improve their writing skill of English vocabulary. In using photos as media, it is expected that students can improve their English vocabulary, because by using photos the students will be more active in describing their ideas from the picture to the expression in writing, and this is suitable to be applied for them.

According to Arifin Fauziana, as quoted by Nikmayukha, the result of the research for photos as a media to improve Indonesian sentences for students with different ability is effective. The students can utter sentences by oral and signal language so students' sentence can increase by using photos media in learning process.[6] By the research above, photos media can increase students' enthusiasm and achievement in the school. The reason of using photos is that the writer expects their writing English vocabulary can increase and they can be more active in describing the picture into writing English vocabulary. By using photos media in mastering English vocabulary for students with different ability, this research

[6] As quoted by Nikmayukha. "Penggunaan Media Gambar Fotografi untuk Meningkatkan Keterampilan Menulis dan Menyusun Kalimat pada Anak Tunarungu di SDLB Empat Lima Babat Lamongan". (Institut Agama Islam Negeri Sunan Ampel Surabaya: nonpublik skripsi, 2010), p.5

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expects to create new information about the suitability of writing English vocabulary. Thus it is needed to know the mastering of English vocabulary using photos media for students with different ability. So it can examine the effect of photos media in mastering English vocabulary

B. Statements of Problem

From the background above, we can take research questions as follows:

1. How does the researcher implement photos as a teaching media for improving the competence of students with different ability in mastering English vocabulary? In this formulation of problem, the research focuses on the implementation of using photos on the students with different ability in mastering English vocabulary.
2. How does the effect of using photos appear on the competence of students with different ability in mastering English vocabulary? This formulation of problem further examines the answer of the first research problem by focusing on the impact of photos on mastering English vocabulary. It is about the result of using photos in mastering English vocabulary for students with different ability, whether or not it has an effect.

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C. Objective of Study

According to statements of problem, the writer purposes are:

1. To analyze the implementation of using photos in mastering English vocabulary for the development of competence of students with different ability at SMPLB Negeri Gedangan, Sidoarjo.
2. To examine the effect of using photos in mastering English vocabulary for the competence of students with different ability at SMPLB Negeri Gedangan, Sidoarjo.

D. Significance of Study

1. For the writer:

   This study helps to improve the knowledge about photos as media for the competence of students with different ability as one of English teaching instruments, to add new innovation about teaching approach in mastering English vocabulary through photos.

2. For the teacher:

   This research can help the teacher in teaching process, and can develop an interesting teaching media. By this new method, hopefully this study will increase the ability in mastering English vocabulary for students with different ability.

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3. For the students:

Students will get the new more interesting atmosphere according to their limited condition, especially for students with different ability to help them in English basic learning. The photos as an innovation of learning media can motivate the students to describe their ideas in mastering English vocabulary.

E. Scope and Limitation

This study is limited on students with different ability at SMPLB Negeri Gedangan, Sidoarjo. Students with different ability in this case are deaf students. This study focuses on the using of photos as a teaching media for students with different ability in mastering English vocabulary. The topic of vocabulary is about common noun "in the school". Attempts to know the students' ability in mastering English vocabulary is by using photos in rearranging English vocabulary about common noun.

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F. Definition of Key Terms

1. Photos Media:

   Photos are pictures formed by means of the chemical action of light on film and then transferred to specially prepared paper.[7] Photos are used such as picture of noun in the school.

2. Students with Different Ability:

   Someone who lost the ability of hearing something so that he / she has difficulties in the language information process through listening both using or not the listening instrument.[8]

3. Vocabulary:

   The total numbers of the words in language known by individual, the words are used as vehicle of the language to express one's idea. In other words, it is a number of words possessed by learners.

4. Writing:

   Writing is one of language skills which are used as a medium of communication, especially indirect communication.[9]

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[7] As quoted in Fitri Khoirun Nisa. "Teaching Descriptive Writing by Using Photos as Media to the Eight Grade Students of SMP Jati Agung Taman Sidoarjo". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished bachelor thesis, 2010), p.9

[8] Permanarian Somad, *Ortopedagogik Anak Tunarungu* (Bandung: Departemen Pendidikan dan Kebudayaan, 1995), p.26

[9] Donn Bryne, *Teaching Writing Skill* (Hongkong: Longman Group Ltd, 1988), p.47

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