CHAPTER II

REVIEW OF RELATED LITERATURE

A. Photos Media

1. Definition of Photos Media

Media is equipment which is used by the teacher to communicate with the students.[10] Photos are visual media which can be observed by every person who looks at it, and objects they are from moving or from the reality such as scenery, person, things or the live atmosphere. Photos media basicly help the students to be interested with the lesson so it can help the students to develop their language ability. According to Sudjana, there are many advantages of photos in relation with learning process, as follows:[11]

a. Easy to be advantaged in teaching or learning process because it is practiced without any equipment.

b. Cheaper than the other's teaching media, and the way to get it is easier by advantaging used calendar, magazines, and news paper.

c. Can be used in many condition in teaching level and some scientist discipline.

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[10] Oemar Hamalik, *Media Pendidikan* (Bandung: PT Citra Aditya Bakti, 1994), p.45
[11] Nana Sudjana, *Media Pengajaran* (Bandung: Sinar Baru Algesindo, 2002), p.72

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d. Can translate the concept or abstract ideas to be realistic, photos can change teaching phases, from verbal symbols into visual symbols (concrete phase).

2. The Characteristics of Photos Media

Picture is a part of visual aids in one form that can help students enter an imaginative experience. Picture can translate abstract concepts into realistic or concrete items. Theacher can get various colourful pictures from used magazine, posters, brochures, or from newspaper and calendars. Picture is simple to use because they not require any equipment and they are inexpensive. Pictures are photograph like representations of people, places and things. According to Sudjana, the communication characteristics from photos are:[12]

a. Photos are two dimensions, and from teaching's point of view that is very important, firstly for the young students or for the complex lesson.
b. Flat picture is "silent media". So that way in this case it is called "constant picture" to show that the picture is not movement.
c. Flat picture give movement impression, such as the picture that showing action on the street is very effective.
d. Flat picture emphasize principal idea and impression, is that to evaluate and to choose flat picture well. So it must present the first idea.

[12] Ibid, p.73

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e. Flat picture give chance to be observed detail by individual, such as the result of world photos with things, it needs detail pictures observation accurately.

f. Flat picture can be used for many lessons, many kinds of object can be photos from the concrete untill the abstract idea.

B. Students with Different Ability

1. Definition of Students with Different Ability

Students with different ability are someone who lost the ability of hearing something so that it will disturb the language information process through listening both using or not using the listening instrument.[13] According to Sadjaah, students with different ability are children who can not listen or catch the words or people conversation through their listening. They are only able to see or catch people conversation through lips movement (gesture) by the ability of seeing (eyes), their eyes shift the function or shut something that can not be listened.[14] Deafness is an individual condition that have listening disturbance so someone cannot catch any stimulation, firstly in their listening.

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

[14] Edja Sadjaah, *Bina Bicara, Persepsi Bunyi dan Irama* (Bandung: Departemen Pendidikan dan Kebudayaan, 1995), p. 45.

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According to Tarmansyah, deafness is a condition which has limitation in listening function. Then, according to Multi Salim, students with different ability are children who lost listening ability which is caused by disfunction ability in listening organ, so they have language development problem.[15] From some definition, about students with different ability, so it can conclude that students with different ability are persons who has a kind of disturbance of listening ability which is caused by the disfunction of the listening instrument. So they can not use the listening instrument in daily life.

2. The Characteristic of Students with Different Ability

a. Intelligen Aspect

Generally, the intelligence of the students with different ability potentially is same as the general children, but functionally the development is effected by language ability, information limits and child abstraction power. This is impairing knowledge process.[16] Students with different ability will have lower achievement than general children, or listening for verbal material. But for unverbal materials, the achievement of students with different ability tends to be similar to the general children. Low achiement for students with different ability do not come from low intellectual ability, but generally it is caused because their intelligence do

[15] Tin Suharmini, *Psikologi Anak Berkebutuhan Khusus* (Jakarta: Departemen Pendidikan dan Kebudayaan, 2007), p. 56.

[16] Sunardi, *Intervensi Dini Anak Berkebutuhan Khusus* (Jakarta: Departemen Pendidikan dan Kebudayaan, 2007), p.156.

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not get the chances to develop maximally. This does not mean that all of the students with different ability intelligence are impaired, but only verbal material, such as in explaining definition, making conclusion, and predicting incident. Their visual intelligence aspect can develop well.

b. The Language and Speaking Aspects

The language ability of students with different ability is different from that of general children. This is because language development is related with listening ability. The language and speaking aspects for the deaf needs intensive and special training according to the deaf characteristic and other abilities, because students with different ability cannot listen to the language inputs well. Their language ability cannot develop if they do not teach or train specially, and their language development will be late. Many of students with different ability are late two until four years than general children in reading and writing ability. One of communication ability aspects is speaking ability. Speaking ability for students with different ability will develop by themselves, but it needs professional attempts for a long time and guidance in training.

Many students with different ability cannot speak as the general human do. Their voice, rhytm, and stressing voice are monotonous, unlike the general children. This is because they never get feed back. To control their speaking, they get from visual or grope and move. Although their visual feed back, grope and move are trained well, the utterance of

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students with different ability is not better than the general children which get feed back from their listening. Because of that problem, the language and speaking of students with different ability are difficult to be catched, but if we associate with them longer, we will be able to adapt with their speaking.

c. **Emotional and Social Aspects**

The deaf children can be isolated from social intercourse, it means that they are isolated from the society where they live. This condition make personality of the children' maturity will be obstructed. The result of isolation can make negative effect such as: more egoistis, feeling afraid with the environment, to depend on the others, difficult to take over their attention, they have innocent character, simple and without any problem, also easier to angry.

3. **The Classification of Students with Different Ability**

Students with different ability classification according to Samuel A. Kirk:[17]

1) 0 dB : Showing optimal listening
2) 0-26 dB : Normal listening
3) 27-40 dB : Difficult to listen distant sound
4) 41-55 dB : Minimum deaf

[17] Permanarian Somad, *Ortopedagogik Anak Tunarungu* (Bandung: Departemen Pendidikan dan Kebudayaan, 1995), p. 36-39

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5) 56-70 dB : Medium deaf

6) 71-90 dB : Maximum deaf

7) 91 up dB : Upper maximum deaf

Decibell (dB) is measurement unit to calculate tone or ratio between intensity which need to listen until pain period in listening. The limit of normal listening is 0 dB.

4. Causals of Students with Different Ability

Generally, students with different ability are caused by prenatal, natal, and post natal. There are two factors for deaf causals, those are :[18]

a. Intrinsic Factor (children themselves)

a. Heredity factor from one of parents who is suffering deafness. Many different genetic condition can cause deafness.

b. Mother who is pregnant and she suffers measles(rubella) and caused perseptif deafness.

c. Mother who is pregnant and she suffers toxaemia

b. Extrinsic Factor

a. The child suffers the infection when they born (herpes implex).

b. Meningitis or brain membran irritation.

c. Otitis media (ear irritation in the middle part).

[18] Mufti Salim, *Pendidikan Anak Tunarungu* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1984), p. 8-9

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d. Other diseases or accident that can cause breakage of listening instrument.

5. Problems of Students with Different Ability

Students with different ability face difficulties in their daily activities. Students with different ability often isolated in their life. They are difficult to communicate verbally with the other people by expressive and reseptive. This condition make them difficult in many aspects, as like:

a. Difficulty in Psycho-social Aspect

The human association with the environment have transactional nature. Generally, the behaviour happened because it has feed back and effect between the individual and their environment. Listening disturbance will have effect in their association with their environment. An individual which has listening disturbance cannot catch voice stimulation and they communication with their family, friend, and the other people was impaired.

b. Barrier in Language and Speaking Development

Speaking ability for students with different ability cannot develop normally, because they cannot get voice stimulation from their environment. They learn by imitate many voices from outside. They need special guidance depend on their ability. Students with different ability have variation in vocabulary ability, some of them have many vocabulary,

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some of them lack of vocabulary. The way to get vocabulary for them by interaction with the other people (parent, family, friends, the other).

c. Barrier in Cognitive Function Development

Students with different ability have difficulty in meaning formation process, so their ability is very limited than general children. They show their best ability in mechanical aspect, motoric aspect, and concrete factual understanding. Cognitive development for students with different ability depend on:[19]

a) The language ability level

b) Experience variation

c) Environment control

d) Deafness level

e) There is another defect

The language ability is very important factor in cognitive development. By language ability, people can get and inform information. Cognitive structure will develop through learning, then language is very important factor in learning.

[19] Tin Suharmini, *Psikologi Anak Berkebutuhan Khusus* (Jakarta: Departemen Pendidikan dan Kebudayaan, 2007), p.61

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d. Barrier in Social and Personality Development

Lost ability have effect in ability of the language use and communication ability. So students with different ability have limited ability to have interaction with the other people in the environment. This condition will have effect in personality development which is known by they have jealous, shy, suspicion feelings. They often feel being isolated with their family and society. They also have egocentric, impulsive, suggestable and depresive feelings.[20]

C. Photos as a Teaching Media in Mastering English Vocabulary for the Competence of Students with Different Ability

Students with different ability is the individual who has listening disturbance function in translating sounds. It will cause someone cannot catch any stimulation firstly in listening sense. Students need improving listening function through language that are flexible and rich. It can be used to describe complex experience and to organize our idea with the organization of the language and logical structure, so it is possible to have knowledge ability at high level. As an improving of listening function for the students with different ability, they need teaching media that can increase their language ability especially in mastering english vocabulary. Students with different ability often forget how to arrange the

[20] Rochman Natawidjaya, *Penelitian Bagi Guru Pendidikan Luar Biasa* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1996), p. 129

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words into sentences, this is in indonesian writing, whereas in english writing. So the writer only focuses in writing english vocabulary.

Vocabulary is list of words with their meaning.[21] Vocabulary has an important role in teaching english. For year, english teaching has placed heavy emphasis up on early and extensive vocabulary learning. Furthermore, Mc. Charty in Rully states that learning a language without vocabulary, to show a wide range of meaning may result in some communication in a meaningless way. It shows that vocabulary has an important role in language element.[22] For measuring vocabulary for students with different ability, writing is a key instrument. The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills, in other curricula it is only used, if at all, in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of language.[23]

When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, especially for students with different ability which cannot do oral activities, they can rise their ideas into writing. Lis Athia Farah Ramani states that writing vocabulary is all the

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[21] ____, *Oxford Learner's Pocket Dictionary* (UK: Oxford University Press, 2003), p.482

[22] As quoted in Rully Mustikaningrum, "The Students English Achievement in the Hard Science Programs at SMA Negeri 2 Jombang". (State University of Malang: unpublished bachelor thesis, 2009), p. 26

[23] Jeremy Harmer, *How to Teach Writing* (UK: Stenton Associates, 2004), p. 31

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words that can employ in writing.[24] For improving writing english vocabulary, writing the words is a key strategies to unfold the information and meaning of a new word to a class.

The writer also focuses especially on noun. Noun is quite simply a naming word or label used to describe those things which have become the names of people, places, objects, parts of our surrounding, works of art, towns, and so on.[25] The writer chooses common noun to give vocabulary for students with different ability. Common noun is the label for ordinary, everyday things.[26] For common noun, the writer limit in noun with description in the school, to make students with different ability easier in mastering vocabulary.

Many language teachers are as concerned to help their students to develop as people and in their ability to relate to others as they are to help them to develop their ability to use the foreign language.[27] Especially for students with different ability which have limited ability so they need the way to help them easier in learning process. Picture is a part of visual aids in one form that can help students enter an imaginative experience. Pictures are photograph like representations of people, places and things.[28] Pictures can help students with

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[24] As quoted in Lis Athia Farah Rahmani. "Teaching Vocabulary in SBI Class of SMPN 6 Surabaya". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished bachelor thesis, 2010), p.9

[25] Desmond W Evans, *Improving English Skills* (Jakarta: Binarupa Aksara, 1989), p.23

[26] Ibid, p. 23

[27] Andrew Wright, *Pictures for Language Learning* (Australia: Cambridge University Press, 1989), p.2

[28] John Willey and Sonds, *Instrucsional Media and The New Technologies of Instruction* (Singapore: MacMillan Publishing Company, 1985), p.103

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different ability to study language, children be able to understand the meaning of word when they look at picture. Pictures make children to be more fun and active to study language.

Photo is a kind of picture. In this research by using teaching media in the form of photos, hopefully it can help the students in mastering english vocabulary trhough the test of writing english vocabulary. So they are able to be active in describing their ideas in writing english vocabulary which is suitable with photos. Using photos in teaching process will make simplicity in teaching without any instrument. We will know the activity of individual and visual activity from interesting observation trough photos.

D. Review of Previous Studies

In the research, it is necessary to enclose reviews of previous studies to avoid replication. Some similar studies have been conducted to find out the effectiveness of using photos in teaching writing. There are ten previous studies about the use photos as media in teaching writing, also about mastering vocabulary and students with different ability.

The first previous study is by Fitri Khoirun Nisa entitled "Teaching Descriptive Writing by Using Photos as Media to the Eight Grade Students of

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SMP Jati Agung Taman Sidoarjo".[29] In her research she took observation in order to find out the implementation of the photos in teaching descriptive writing, and she also conducted the data of the result of students' writing composition. She concluded that photos were effective and useful in helping the students to compose descriptive text in each cycle but some students still got difficulties in composing descriptive text because of unsuitability in choosing pictures.

Another research is by Nikmayukha about "Penggunaan Media Gambar Fotografi untuk Meningkatkan Keterampilan Menulis dan Menyusun Kalimat pada Anak Tunarungu di SDLB Empat Lima Babat Lamongan".[30] In her research she conducted the data by doing experimental research, because she wanted to find out the improvement of students writing and rearranging indonesian sentences ability after the photos is used in teaching writing.

The third research is by Inayatul Fikriyah about "Pengaruh Penggunaan Media Pembelajaran terhadap Prestasi Belajar PAI bagi Anak Tunarungu di SLTPLB 1 Muhammadiyah Jombang".[31] In her research she conducted the data about using teaching media and the respondent answer. In her research, using

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[29] 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)

[30] Nikmayukha. "Penggunaan Media Gambar Fotografi untuk Meningkatkan Keterampilan Menulis dan Menyusun Kalimat pada Anak Tunarungu di SDLB Empat Lima Babat Lamongan".(IAIN Sunan Ampel Surabaya: nonpublik skipsi, 2010)

[31] Inayatul Fikriyah. "Pengaruh Penggunaan Media Pembelajaran terhadap Prestasi Belajar PAI bagi Anak Tunarungu di SLTPLB 1 Muhammadiyah Jombang".(IAIN Sunan Ampel Surabaya: nonpublik skripsi, 2004)

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teaching media is effective, it showed from the data analysis result but the learning situation is monoton.

The fourth research is by Wilis Zuraidah about "Proses Komunikasi Siswa Tunarungu SLB-B Muhammadiyah Golokan Sidayu Gresik".[32] In her research she explained more detail about the communication process between students with different ability and their parent, teachers, also their friends. The communication by face to face is effective because students with different ability can not understand the language without looking at the communicator. she also mentioned that there is barrier in their psychology about wrong perception because they do not have enough the standard semantic language in their communication.

The fifth research is by Fatkhul Hidayati about "The Effect of Using Pictures on Learners' Vocabulary Mastery at Seventh Grade of MTs Babussalam Mojogung Jombang".[33] The researcher concludes that there are differences between using picture and not using picture. There is effect in using picture in mastering vocabulary. In her research, there is control group but in this research some picture are unclear.

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[32] Wilis Zuraidah. "Proses Komunikasi Siswa Tunarungu SLB-B Muhammadiyah Golokan Sidayu Gresik".(IAIN Sunan Ampel Surabaya: nonpublik skripsi, 2005)

[33] Fatkhul Hidayati. "The Effect of Using Pictures on Learners' Vocabulary Mastery at Seventh Grade of MTS Babussalam Mojoagung Jombang".(State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished bachelor thesis, 2009)

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The sixth research is by Imroatul Chamidah about "The Use of Online Games in Teaching English Vocabulary at SMP Muhammadiyah 18 Surabaya".[34] In her research, she concluded that more than fifty percent students were enthusias when playing online games in learning vocabulary. She also mentioned that some of the students felt the difficulty in classroom management and the internet connection. Some of the students felt the restricted reativity as the availability of technology are limited and weak internet connection and confused to the instruction or activities they do.

The seventh research is by Zahrotul Ilmiyah about "Improving Vocabulary Mastery through Reading Folktales to the Eight Grade Students of SMP Negeri 2 Sidayu".[35] In her research, she concluded that the students could reach the standard minimal score and it always increases in every meeting. She used collaboration clasroom action research in her research.

The eight research is by Siti Duroibah about "Peran Guru Bimbingan dan Konseling dalam Menangani Kesulitan Belajar Anak Tunarungu di SMALB-B Karya Mulia Surabaya".[36] She used descriptive kualitative research. In her

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[34] Imroatul Chamidah. "The Use of Online Games in Teaching English Vocabulary at SMP Muhammadiyah 18 Surabaya".(State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished bachelor thesis, 2010)

[35] Zahrotul Ilmiyah. "Improving Vocabulary Mastery through Reading Folktales to the Eight Grade Students of SMP Negeri 2 Sidayu".(State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished bachelor thesis, 2010)

[36] Siti Duroibah. "Peran Guru Bimbingan dan Konseling dalam Menangani Kesulitan Belajar Anak Tunarungu di SMALB-B Karya Mulia Surabaya".(IAIN Sunan Ampel Surabaya: nonpublik skripsi, 2010)

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research, it can help students with different ability in their learning difficulty. Teacher can give the motivation of students with different ability in their learning process.

The ninth research is by Sukartiningsih about "Pengaruh Motivasi Orangtua terhadap Keterampilan Mengarang Bebas Anak Tunarungu SMPLB-B Karya Mulia Surabaya".[37] In her research, she used kualitative research with correlational approach. She concluded that the parent motivation in students with different ability composition has effect in their composition ability.

The tenth research is by Yuliati Djadjuni about "Upaya Peningkatan Kosakata Melalui Media Boneka Tangan dan Kartu Kata Anak Tunarungu Kelompok-B di TKLB-B Yayasan Pendidikan Tunas Bangsa Malang".[38] In her research, she concluded that the media can give the effect in mastering vocabulary for the kindergarten students. She used classroom action research. The media also can increase the motivation of their learning activities.

Overall, the writer's thesis will be different from the tenth above. The writer focuses on english vocabulary as like common noun especially noun with the topic "in the school". The writer focuses on the use of photos as a teaching media in mastering english vocabulary and to know their english vocabulary after being taught by using photos for students with different ability. So far, no

[37] Sukartiningsih. "Pengaruh Motivasi Orangtua terhadap Keterampilan Mengarang Bebas Anak Tunarungu SMPLB-B Karya Mulia Surabaya".(IAIN Sunan Ampel Surabaya: nonpublik skripsi, 2009)

[38] Yuliati Djadjuni. "Upaya Peningkatan Kosakata Melalui Media Boneka Tangan dan Kartu Kata Anak Tunarungu Kelompok B di TKLB-B Yayasan Pendidikan Tunas Bangsa Malang".(Universitas Negeri Surabaya: nonpublik skripsi, 2008)

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research has been done on SMPLB Negeri Gedangan, Sidoarjo, that research about photos as a teaching media in mastering English vocabulary for the students with different ability.

E. Hypothesis

In this research, using photos as a teaching media to improve the competence of "students with different ability" in mastering english vocabulary is effective.

F. Field Note

Doing a research on "students with different ability" gives me many experiences and an important knowledge for life. I learn about patience, respect, and appreciation. As a human who is given many chances in this world by God, I must be a thankful person because I am given complete body, and all of my body can be functioned well. We can hear something that we listen, we can speak and tell to the other what we listen, but students with different ability (deaf) cannot feel what we feel.

However such a research puts me into some difficulties, first, I find that "students with different ability" are difficult to describe their idea into writing because they have limited vocabulary. They are difficult to arrange the correct sentences. So in english education, they must get an easier media to increase their ability. In this case, the researcher choose photos as a teaching

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media to improve the competence of students with different ability in mastering English vocabulary. The researcher choose English vocabulary because these students learn english limitly on vocabulary. This is because their ability about language especially in english is very limited.

Students with different ability sometimes use gesture in their language, especially in their face and hand moving. I often feel difficult when communicating with them because I do not understand about what they mean. I study more about gesture from daily activities. When they communicate with me or their friends, I observe their gesture and learn what they mean. Long by long, I understand about their communication.

Despite this, students with different ability feel happy because they can study with the new person and they get new experience about learning vocabulary by using photos. This condition makes me easier to give new knowledge about English vocabulary for them. They also are not shy to ask questions when they do not understand about the material. By using photos, they can understand what is the picture and how to write it in English.

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