THE STUDY OF THE PROCESS OF TEACHING AND LEARNING VOCABULARY IN SEKOLAH LUAR BIASA BINA BANGSA NGELOM-TAMAN-SEPANJANG-SIDOARJO

THESIS

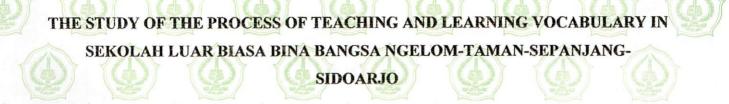
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THESIS

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ABSTRACT

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needs)

Many students in Junior High School lack of vocabulary. They are difficult to speak and write because they do not have enough vocabulary. This is because of monotonous teaching. So, the students feel bored in the process of teaching and learning vocabulary. Whereas vocabulary is a basic of four skills in English, speaking, listening, writing and reading. If the students did not have enough vocabulary, they cannot practice the four skills well. English is also one of compulsory subjects in National Final Exam (UAN) for special school; school for students with special need. In 2009/2010 academic years all of the students with hearing impairments in SLB Bina Bangsa could pass it. That is why; it is interesting to study how the English teacher teaches English vocabulary to the students who have special need in SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo.

In this study the researcher want to know the process of teaching and learning vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo it focuse on techniques of teaching and learning English vocabularies, describe the problems faced between the teachers and the students during the process of teaching and learning vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo, and describe how the teacher solved the problems. The research observed the class four times. Documentation, observation checklist, and interview were used to collect the data. To answer the research problems, the researcher used descriptive analysis technique in analyzing the collected data.

The result of research showed that the teacher used and created many techniques when teaching vocabulary to students with hearing impairment, such as demonstrating, drawing and writing on the blackboard underlining the difficulties words then translate to bahasa Indonesia and others. To avoid the students' boredom, the teacher usually gave and marked on the task during the teaching and learning process. The students who could answer the task correctly got good marks. This task seemed to stimulate the students to do task as best and as soon as possible.

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a means of communication that can make people understand what their interlocutors are saying¹. Language is the way to share the speakers' feeling in order to make the hearer catch what the speakers' saying. There are many kinds of languages in the world. Every country has their own language. Now, English is an international language because of almost every country uses it as a lingua franca.

In Indonesia, English is one of the compulsory subjects which are taught in junior and senior high school, and in all departments of university even in school for students with special needs. Hence, the Indonesian government always makes effort to improve the quality of society especially adult generation, in order to be able to confront the competition in globalization era. Because of the importance of English, the teacher should have an interesting technique in teaching English language. In order to make the student interested in English and master the material

¹ Indriani Aria Wardani. Teaching English to Kindergarten Pupils through coloring picture. (Surabaya: Universitas Katolik widyamandala Surabaya, 2007) page: 1

easily, the teacher should be able to apply various techniques to present the material to students.

Learning English is not as simple as counting one to three. To be successful in learning English, learners have to be familiar with English vocabulary first. Vocabulary is one of the language components that have to be learned to make a successful communication. Vocabulary is the basic of communication as we will not be able to communicate easily without knowing the word we want to use. So it is impossible for someone to speak English or to have a conversation in English without mastering English vocabulary first. In listening, for example, someone cannot catch what the people are saying without knowing their language and vocabularies.

Many students get difficulties when they learn new vocabularies. They cannot understand what the text is about because they do not understand about the vocabularies. And it can happen in speaking, listening and writing. The student cannot speak, listen, and write well if they do not know about the vocabulary itself.

Since vocabulary is often difficult to learn for the students, the teacher has to be able to guide and create an interesting way to teach

vocabulary. The fact in the class, teachers usually use monotonous way to teach vocabulary, whereas the students need something interesting in teaching learning process. Teacher can also use nonverbal communication in teaching learning process as a technique in order to avoid the students' boredom. Gestures as one of nonverbal communications may be used to convoy the meaning of some words. Certain descriptive, adjective, such as tall, thin, fat, happy, lend themselves trough pantomime and gestures. Preposition of place can also be effectively taught by movement for example: the book is on the table, the pencil is on the book, the book is under the pencil, etc.²

In spite of the difficulties above, SLB (school for student with special need) Bina Bangsa Ngelom Taman Sepanjang Sidoarjo can help the students get English vocabulary and pass the UAN (National Final Exam). It is also because of the English teacher. The role of teachers in school for students with special need is very important. Because of it, the teaching material should be recreated and suitable with the students' condition and ability individually. The success of education not only comes from the students but also from the teacher. Larsen and Freeman

² Edward, David Allen, Rebecca M Valette. Classroom Techniques Foreign Languages and English as a second language. (New York. Harcourt Brace Jovanovich, Inc. undated) Page: 155

state that the teacher is a facilitator of his student in the teaching learning process. Therefore, a teacher has many roles. First, as the manager of the classroom activities, he is responsible to establish the situation likely to promote communication in the classroom. Second, as advisor he provides to answer the students' questions and monitors the students' performance. Third, as a communicator, he connects the communicative activity along with the students³. The teacher creates the way of enjoyable learning in the classroom to make the student receive teachers' explanation easily. Especially in English lesson, the English teacher should create good technique to teach and good environment to make the students' enjoy with the lesson and minimize the problem of study.

Students with hearing impairment in SLB Bina Bangsa are the students who have hearing defect or lost that make them need special education services suitable with their condition. Students with hearing impairments are generally dependent on visual cues for communication. The degree of dependence is based on the severity of the hearing loss and whether or not they wear a hearing aid. There are several ways to communicate with students with hearing impairments, such as Speech-

³Dianne Larsen-Freeman. *Teaching and Learning Grammar*. (New York: Longman, Inc. 1986) page: 131

reading known lip-reading, involves watching lip movements, facial expression, eye movements and body gestures. In this deficiency, the children are difficult to acquire the language and make them difficult to communicate with the society both receiving and giving the information as a function of language itself.⁴

English is the subject in which not all SLB schools teach it. Just certain SLB that includes English in a curriculum, meanwhile English is international language which should be known. That is way; it is interesting to study how the English teacher teaches English vocabulary to the students who have special need in SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo. Although in the previous research, "Model Komunikasi Proses Belajar Mengajar antara Guru dengan Siswa SLB, The member of Research Center, Petra Christian University, explain that the students with hearing impairments have a way to say theirs feeling by their own language and when communicate with the other include the researcher, but there is some problems occurred, like miscommunication. As the result, both of the researcher and the students feel difficult to give feedback. Because of their limited intelligences, many researchers feel

⁴ Abu Ahmadi. Psikologi Belajar. (Jakarta: Rineka Cipta. 1991) Page: 65

lazy to interact with them. It is because the students with hearing impairments have less self confidence and are introvert.

B. Problem of the study

Based on the background described above, the problems of the study are formulated follows:

- How is the process of teaching and learning Vocabulary at SLB
 Bina Bangsa Sepanjang Sidoarjo?
- What problems are faced between the teachers and the students during the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo?
- 3. How does the English teacher solve the problems?

C. Objectives of the study

Based on the problems above, the objectives of the study are to describe:

 The process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo that is focused on techniques of teaching and learning English Vocabularies.

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- 2. The problems faced between the teachers and the students during the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo.
- 3. The teacher solves the problems.

D. Significance of the study

The study has two major benefits, they are:

1. Practical benefit

The writer hopes that the result of the research will be useful for the teachers, especially those who teach English in the school for students with hearing impairments and the readers. So they will understand how to teach English for students with hearing impairments effectively.

2. Theoretical Benefit

The writer hopes that the result of the research will enrich the theory of teaching vocabulary for the students with hearing impairments. For the future researchers, this study can be useful to provide a scientific reference on the applied process of teaching and learning vocabulary at SLB.

E. Scope and Limitation

The scope in the study is focused on the techniques in the process of teaching and learning Vocabulary for the students with hearing impairments at SLB Bina Bangsa Sepanjang Sidoarjo, the problems that both teacher and students with hearing impairments face in the teaching and learning vocabulary at SLB Bina Bangsa especially in Junior High School level in 2010/2011 academic year.

F. Definition of Key Terms

Some important terms are needed to be defined to avoid misunderstanding. The definitions of the key terms used in the study are presented as the following.

Vocabulary is a collection of words or phrase and a list of words taught to students so that they are able to improve the four skills (Listening, Reading, Speaking and Writing).⁵ In this research vocabulary refers to English vocabulary.

⁵ Novi wahyuningsih. 2006. Techniques of Teaching Vocabulary at SLTP Negeri (unpublished, S-1 thesis). Educational English department, FBS: UNESA. Page 6

Teaching is showing or helping someone to learn how to do something, providing with the knowledge, causing to know or understand.⁶

Technique of teaching is the way in which the teacher teaches the student in the formal situation.⁷

Student with hearing impairment is the student who have sense of hearing defect or lost that make them need special education services which suitable with their abilities.⁸

Sekolah Luar biasa (School for students with special needs) is a school that focuses on teaching and learning process for students with special need. Students with special need here are the students who have some limited mental or physical abilities.⁹

⁶ H. Douglas Brown. *The Principle of Language Learning and Teaching*. (Engle woods Cliffs, N. J: Prentice-Hal, Inc. 1980) Page: 7

⁷ Anthony Edward M, Approach, Method, and Technique English Language Teaching. In Allen: Teaching English as a second Language, (Cambridge: Cambridge University Press, 1999), p.45

⁸ Somantri, T. Sutjihati. 2006. *Psikologi Anak Luar Biasa*. Bandung; PT. Refika Aditama. Page 93

⁹ Depdiknas Direktorat Pembinaan Sekolah Luar Biasa. 2006. Jakarta. Page 75

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to the study are reviewed as a means to help clarify the study. The discussion covers education for students with hearing impairments, teaching English, and the review of previous research.

A. Education for students with hearing impairments

Sekolah Luar Biasa (School for students with special needs) is a school that focuses on teaching and learning process for students with special need. They are students who have some mental or physical disabilities. There are some kinds of school for students with special needs, like special school for students with mental retardation, students with hearing impairments, students with visual impairment, and students with multiple impairments.

The government always improves all education aspects including school for students with special needs, improving curriculum and giving financial help for poor students. Government makes special standard for school for students with special needs. The standard competence and basic

competence (Standar Kompetensi dan Kompetensi dasar: SKKD) for English for Junior High School for students with special needs (Sekolah Menengah Pertama Luar Biasa; SMPLB) is purposed to achieve perfomative level, meaning that the students should be able to write and read and can speak by symbols used in daily activity. The graduates of Senior High School for students with special needs (Sekolah Menengah Atas; SMALB) are hoped to achieve functional level because they are prepared to be able to use language to fulfill their daily life necessity, such as read newspaper, manual and guide. Meanwhile, English in SMPLB start at learning English in daily life context (learning to read) and in SMALB is completed by learning English to fulfill their daily life necessity (reading to life). 10

School for students with special needs /sekolah luar biasa (SLB)

All citizens have same right to get good education, including those who have physical or mental deficiency. They get education in a special school called school for students with special needs or Sekolah Luar Biasa (SLB).

¹⁰ Depdiknas Direktorat Pembinaan Sekolah Luar Biasa (Jakarta: 2006), p.73

School for students with special needs is a subsystem of national education system for students who have physical, mental, behavioral, and social deficiencies.11

2. The service and implementation of SLB

a. Special education in segregation form

This education is implemented in the form of independent education institution separated from regular school. The student with impairment can study in this special institution. This service is called school for students with special needs/ Sekolah Luar Biasa (SLB). 12

b. Special education in integration inclusion form

Special Class a.

Special Class is offered to students that have a lot of deficiencies both in mental and or physical impairments but they can take part in the regular class.

¹¹ Dinas pendidikan dan kebudayaan Jatim, petunjuk pelaksanaan PLB, (Surabaya:

¹² Ibid page 4

Place and Teacher Source b.

In this program, students with special need are placed in the regular class, but they get special service, like reading Braille for deaf students.

Integrated School with Special Teacher (teacher goes around) c. In this type of service, the teacher is in the service center of the school to help students with special need periodically.

d. Integrated School with Consultant Teacher

To service students with special need, the teacher of Regular school consults to PLB (the consultant of school for students with special needs) that sometimes comes to regular school.

Integrated School e.

Students with special need that have different needs in the same level can be given service in the regular school by being monitor of class teacher. 13

c. Classification of school for students with special needs

1) Classification of school for students with special needs based on level and length of study

¹³ Ibid page 5

Based on Kepmendikbud (the decision of the education and culture minister) no. 0491/V/1992 unit IV article 4 & 5 about level and length of study of school for students with special needs for each level is as follows.

- a) Kindergarten for students with special needs (TKLB), with the duration of study is one until three years.
- b) Elementary School for students with special needs (SDLB), with the duration of study is approximately six years.
- c) Junior High School for students with special needs (SMPLB), with the duration of study is approximately three years.
- d) Senior High School (SMALB), with the duration of study is approximately three years.
- Classification of school for students with special needs based on deficiency.
 - a) SLB-A for student with visual impairments (blindness)

This school for students with special needs runs an education for the students that have visual impairment which have difficulty with eye sight.

b) SLB-B for student with hearing impairment (deafness)

A School for students with special needs runs an education for the students who have sense of hearing defect or lost of hearing.

c) SLB-C for students with mental retardation

An education that given by this School for students with special needs is an education for the students that have mental retardation, their intelligences are under average and cannot adapt with their environments.

d) SLB –D for students with mobility impairments

This school for students with special needs runs an education for the students who have physical or body defect inhibits of their moving functions, including sensory, motors and mobility.

e) SLB –E for students with social impairments

A school for students with special needs runs an education for the students who have behavior deficiency and less ability to control themselves in the society. Social impairment is also called anti-society.

f) SLB-G for student with multiple impairments

A School for students with special needs runs an education for the students who have multiple impairments, both physical and mental impairments.

d. The aim of Education for students with special need

In general, the aim of a school for students with special needs is helping the students that have physical and or mental deficiency, developing their attitudes, knowledge, and skills as an individual or part of the society, helping them to not only make relation with the social environment, culture and surrounding, but also to develop their skills in the work or further education¹⁴.

The more specific aims of a school for students with special needs can be explained more as follows:

Developing students' life as an individual, at least including an
effort to strengthen their belief and faith, to have good attitude,
knowledge and basic skills, to keep their mind and body

¹⁴ Nur Kholis, http://www.artikel.us

- healthy, to give capability of learning and developing an autonomous and personal stability.
- Developing the students' social skill as a part of society, including the effort to strengthen humans' religion, responsibility, giving knowledge and basic skills in their life.
- 3. Preparing the students in getting skills for works.
- 4. Preparing the students in the further education level to acquire the regulated curriculum. 15

3. Teaching students with hearing impairments

Teaching students with hearing impairment is related their cognitive development. According to the characteristics, students with hearing impairment need different way to learn. Based on the research, students with hearing impairments have the same cognitive skills with normal students in potential development, but there is difference in functional development. Students with hearing impairments have language ability under normal students. Because of their impairments, students with

¹⁵ Ibid.

hearing impairments have obstacle to get languages, information, and abstraction.¹⁶

In the learning speed, students with hearing impairments are far left behind from normal students. Students with hearing impairments need more repetitions to reach the criteria as normal student in cognitive development. In the context of sentence sense, students with hearing impairments could reach better performance than normal students in discrimination verbal works such as collecting different shapes and separating different pattern if they are supervised with interpretation.

The low intelligence level of student with hearing impairments is not from intellectual obstacles but the intelligence does not get time to develop normally. Regular guidance especially in the language ability can help intelligence development of students with hearing impairments. In this case, the intelligence aspects of students with hearing impairments are not obstructed at all. The obstructed intelligence aspects happen in verbal function, such as formulate definition, connect and make summary, and predict the action¹⁷.

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Sutjihati Somantri, Psikologi Anak Luara Biasa. (Bandung: Refika Aditama, 2007) page. 97
¹⁷ Ibid.

4. Characteristics of Student with hearing impairments

a. Definition of Student with hearing impairments

Hearing impairments means "tunarungu" (in Indonesia). In etymology, "tuna" means less, impair, defect, and not have and "rungu" means hearing. Student with hearing impairments can be defined more as follows.

- 1. In 1990, Andrea Dwidjosumarto defined students with hearing impairments as children who have low and disable to hear the voices. The hearing impairments are divided to two categories: deaf and low in hearing. Deaf means that children have hard defect and disorder in sense of hearing until the function is loss. While low in hearing means that children have mild defect and impairment sense of hearing but still can hear, either using or not using hearing aids. ¹⁸
- 2. In 1984, Mufti Salim defined students with hearing impairments as children who have low or loss sense of hearing because of the broken or loss both in part or all and makes the language development obstructed. So students with hearing impairments need Special

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¹⁸ Ibid, page 93.

education to make their life better both in external and internal aspects¹⁹.

According to the definition above, it can be concluded that students with hearing impairments are someone who have low sense of hearing obstruct their language development.

- b. Classification of hearing impairments
- 1) Classification according to etiology (divided based on causes of hearing impairments)
- Before children birth (congenital)
 - Abnormal gen; hearing loss can occur before birth (congenital);
 one or both parents have abnormal gen such as, dominat genes and recesive gen.
 - 2. Disease; when being pregnant attacked some disease in the first semester means that during the sense of hearing shaped. The disease such as, rubella, moribili, etc
 - 3. Medicine poisoned; when being pregnant, mother has been over in consume the medicines, alcohol, etc

¹⁹ Ibid, page 94.

- When birth

- 1. Mother get difficulties until the birth help by sucking (pliers)
- 2. Premature: the infant is born before the time.

- After birth

- Infection; infection after child born can cause such as meningitis
 (infection in the brain) or infection because of differi, morbili, etc.
- 2. Medicine; Consuming over medicines to children
- Accident; hearing impairments can be caused by an accident that made hearing loss especially in the intern part.
- 2) Classification according to the degree of impairments

The degree of impairments can be classified by using audiometris test. The degree falls into the following category.

1. Level I

In this level the students' loss of hearing ability is from 35 until 54 dB.

They need speaking training and hearing treatment intensively.

2. Level II

In this level the students' loss of hearing ability is from 55 until 69 dB. They sometimes need special school (school for children with special need). In the daily activities, they need speaking and language training intensively.

3. Level III

In this level the students' loss of hearing ability is from 70 until 89 dB.

4. Level IV

In this level the students' loss of hearing ability is from 90 dB and above.

The students in level I and II are called *deafness*. They need speaking and listening of language training, and need special school. And the students in level II and IV are called *the students with hearing impairments* and commonly need special school²⁰.

c. The influence of hearing impairments to speaking and language development

Speaking and language development relate with sense of hearing²¹. The children with hearing impairment do not imitate the sound without visual appearances. They are just limited in visual imitation. So, in the speaking and language development they need special and intensive service that is appropriate with their type and level of impairments.

²⁰ Ibid page.95

²¹ Ibid

Language and communication skill development of students with hearing impairments in profound level (total) might be not to acquire the language with their hearings, but to use their visual abilities. In this case, communication for students with hearing impairments uses all their aspect of senses.

There are hearing communications of students with hearing impairments to say their feeling:

- For the students with hearing impairments who can speak, they can speak as a medium and read the speech of second person in the communication.
- 2. For the students with hearing impairments who cannot speak, they can use both writing and reading tools as a received medium and use manual alphabet both sender and receiver²².
- d. The characteristics of student with hearing impairments

The intelligence, emotion and social development of students with hearing impairments can be described as follows.

1. Intelligence; both normal and student with hearing impairments are same in the intelligence development in potentially. However, functionally, the students with hearing impairments are left behind

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²² Ibid page.97

from normal students because of their limited language vocabularies, information, and abstraction.

- 2. Emotion; the students with hearing impairment are usually misunderstanding and misconception when communicating with other person because of their limited vocabulary. These cases not only make them depressed and isolated but also stimulate them to do something aggressively.
- 3. Social; in the social intercourse, the students with hearing impairment feel that they live with limitation. Their life is lack of language vocabulary so it is difficult for them to communicate with the society. They live with their worries and confusion.

5. Factor to be considered when teaching students with hearing impairments

When teaching student with hearing impairments, the teacher should know about the factors that cause of hearing impairments. There are several factors that cause hearing impairments. They are:

1) Endogen factor. This factor comes from the children's gen as chromosome and gen deviation.

- 2) Exogen factor. This factor comes from the outside of children. This factor can be divided as:
- a. Infection and poisoned. This factor can be because of illness infected when the embryo is in the uterus.
- b. Trauma and radioactive substance. Hearing impairments also can be caused by trauma on the part of body especially on the brain of the baby when born and hit by some radioactive substance during pregnancy.
- c. Birth problem. This problem includes broken brain caused by mechanist trauma especially in difficult birth.²³

Beside the factor that needs to be considered when teaching student with hearing impairments, the problem of teaching student with hearing impairments should also be known by the teacher.

Difficulties of learning that experimented by the students are a problem in the learning process. The problems are:

a. The limited vocabulary. Students with hearing impairments sometimes have less in concentration than normal students. This makes them easy to disturbed by their friends. Because of their limited vocabulary, it is

²³ Ibid. hal93

difficult for them to communicate and share their feeling. In other hand, they are also forgetful and need more time to write.

b. The other obstacles that appear are medium and infrastructure. As a consideration up to now, an extraordinary education is less in attention, so the medium and infrastructure are given less attention.²⁴

According to that problem, an English teacher of student with hearing impairments should know about that problem and create a way to teach them.

6. Some ways in teaching student with hearing impairments

There are some ways in teaching student with hearing impairments:

- Create and practice suitable learning strategy. Teacher centering, asking and answering and demonstration are drilling technique (ready practice).
- Prepare adequate medium and infrastructure.
- Supple professional and competent teacher in the field, graduated bachelor of SGPLB (the teacher of school with students who have

²⁴Farida Ulfa Retnaningsih. 2004. Studi tentang pembelajaran Pendidikan agama Islam pada anak tungrahita. Surabaya: IAIN Sunan Ampel Surabaya. Page 50

- special needs) and department of PLB Faculty (Education for Special needs).
- Give material that is suitable with student with hearing impairments' condition.²⁵

7. Teaching English to students with hearing impairments

The teaching English to student with hearing impairments in Indonesia are staged in four levels of literates: perfomative, functional, informational and epistemic. Firstly, in perfomative level, people should be able to read, write and speak through symbols. Secondly, in functional level, people can use language to fulfill their daily necessity, such as: reading a newspaper and reading guide way. Thirdly, in informational level, people can access knowledge with that language, and the last, in epistemic level in which people can express knowledge into target language.

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²⁵ Ibid. Page 56

The standard competence and basic competence for school with student with hearing impairments in First grade of junior high school (SMPLB) was regulated as follows:

1. Listening

- Understand in meaning both in the very simple text of transactional and interpersonal interlocutor to interact with the other people in the daily life.
 - Explain the meaning in transactional interlocutor (to get things done) and interpersonal interlocutor (to socialize) in very simple oral and or gestures.
 - ➤ Response both in very simple transactional and interpersonal interlocutor that involve speech action; greeting to other people those that the students have known or not yet, introducing her/himself and other people, saying thanks, and asking apologize.
- Understand in meaning in the simple functional spoken text to interact with the other people in the daily life.
 - Explain the meaning of very simple oral functional text.

➤ Response the meaning of very simple oral short functional text, such as, giving instruction, shopping list, expression of congratulation, and announcement.

2. Speaking

- Express meaning both in very simple transactional or interpersonal text both oral and or gestures to interact with the other people in the daily life.
 - > Imitate very simple text of transactional and interpersonal interlocutor.
 - ➤ Use the meaning of the very simple transactional and interpersonal text, such as: greeting to other people those that the students have known or not yet, introducing she/he and other people, saying thanks, and asking apologize.

3. Reading

- Understand meaning in simple functional written text that related with surrounding.
 - > Read simple and short written functional text
 - Pronounce words, phrase, and sentences by utterance, stressing, and intonation

➤ Use the meaning of simple and short written functional text, such as notices and shopping list.

4. Writing

In writing, English is focused on the students with hearing impairments understanding meaning of simple functional written text to interact with the other people in the daily life, include writing simple and short written text, such as notices and shopping list.²⁶

B. Teaching English

According to Brown, teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and facilitating learning, enable the learner to learn setting and condition for learning.²⁷

Teaching cannot be separated from the word "learning" because the presence of teaching is as a result of the presence of learner. Learning is process of skill acquisition and increased fluency as Brown states that

²⁶ Depdiknas Direktorat Pembinaan Sekolah Luar Biasa. 2006. Jakarta. Page 75

²⁷ H. D. Brown, principle of language learning and teaching: fourth edition, (new York: Longman, 2000), p.7

learning is acquiring or getting of knowledge of subject or a skill by study, experience or instruction.²⁸

Based on the definition above, we can state that teaching is the activities that enable the learners to acquire knowledge, guided by teacher through learning process.

1. Teaching English as a foreign Language

Teaching English as a Foreign Language (TEFL) is described as a tried and a tested way for people to see the world while earning a living. So that is why TEFL become a tool to overseas the international network.²⁹

The role of English is considered as a second language or a foreign language in each country all over the world. As a second language, English has an essential role in national and social life through communication aspect. Meanwhile, as a foreign language, English is taught in schools and courses. It does not play an essential role in national or social life. However, the role of English is great. Mostly we find it in developing country.³⁰

²⁹www.google.com,http://www.direct./gov.uk/en/BritonsLivingAbroad/EducationAndJob

²⁸ Ibid, p.6

s/DG 10020027, accessed on March 7, 2009, at 07.30 p.m ³⁰ Geoffry and Anita, A Practical Guide "Teaching Today". Third Edition, (United Kingdom: Nelson Thornes Ltd, 2004), p.4

The role of Teaching English as a foreign Language (TEFL) is about conveying information to students in an interesting way and communicating through sense of English language. The students is given foreign language competence by using more several ways to read literature, to read technical work, to listen the radio, to understand the dialogue in the movie use of the language for communication. It indicated that teaching a foreign language has important role and has the same position with another teaching subject in order to reach the objective of language teaching.

2. Vocabulary

To communicate with the others, people need to master vocabulary as much as possible. We always need vocabulary when we want to share ideas, opinions and thoughts. Here will be discussed in more detail about the definition of vocabulary, the type of vocabulary, the importance of vocabulary and vocabulary acquisition.

a. The definition of vocabulary

In learning English as a foreign language, vocabulary is the most important factor which should be mastered by the students. A student who

lacks vocabulary will find difficulties in language learning process and has little opportunity to be successful in developing the four language skills.

Dupuis points out that vocabulary is words or phrase, which label the parts of material to be learned, and which are necessary for the students to use it in talking and writing. It means that vocabulary labels the parts of material to be learned (object) that the students use when they are talking and writing³¹.

Other definition comes from Harris in Shepherd. He states that vocabulary is one of the most significant aspects of the language development. It means that there are some significant aspects of language development, and vocabulary is the one of the most significant aspect that is needed in language development³².

Hart as cited by Wahyuningsih points out that vocabulary is a list of words with their meaning, glossaries, and sum of word that is used in language. Those words have meaning and convey some messages. Means people use words in conversation and each word has meaning³³.

³² Harris in Shepherd, *Reading Study and Vocabulary Program- 2nd*. (RSVP The Houghton Mifflin, 1973) page: 39

³¹M. Mary Dupuis, Content Area Reading: An Individualized Approach. (London: Prentice Hall, 1982), page:159

Novi wahyuningsih. 2006. Techniques of Teaching Vocabulary at SLTP Negeri (unpublished, S-1 thesis). Educational English department, FBS: UNESA. Page 6

According to Hornby, vocabulary is a total number of words which (with rules for combining them) makes up a language. According to Hornby, vocabulary consists of words to express one's thought, opinion and idea. He states that people will not able to communicate without language and language will never exist without vocabulary. Hornby's statement is extreme. From the last statement that language will never exist without vocabulary, he places the vocabulary in the most important aspect. It proves that vocabulary is very important in communication³⁴.

From those definitions, the researcher can describe that vocabulary is a list of words of phrases and with their meanings used by person as the means of learning material and communication both speaking and writing.

b. The types of Vocabulary

According to Lado and Burry, there are two types of vocabulary. They are function word and content words or lexical words. He wrote that function words are some lexical unit of words that are used to express grammatical function. On the other hand, content or lexical words are words whose meaning are recorded in dictionaries and often stated by

³⁴ A. S. Hornby, Oxford Advanced Learners Dictionary of Current English 5th Edition. New York: Oxford Universuty Press (1995:1331) means of definition, synonym, and contextual explanation. They consist of noun, verb, adjective and adverb³⁵.

The other definition of vocabulary is as a list or collection of words arranged in alphabetical order and explained, Scott Thorn Burry in his book "How to Teach Vocabulary" Devine the words into two groups, they are:

Function words (Grammatical words)

Function words (Grammatical words) are contributed to the grammatical structure of the sentence. These function words are generally preposition (on, in, at, beside), conjunctions (and, between, then), determiners (the, a, an, this) and pronouns (I, we, you, her, my).

> Content words

Content words are words whose meanings are listed in dictionaries such as definition, synonym, antonym, and contextual explanation. The contents words are generally nouns (book, pencil, ruler, eraser), verb (make, buy, give, eat), adjective (beautiful, happy, soft, fast) and adverb (soundly, beautifully, carefully).

³⁶ Scott Thornburry, How to Teach Vocabulary. (Singapore: Longman, 2002) page: 3

³⁵ Robert Lado, Language Teaching: A Scientific Approach. (New York: McGraw-Hill Company, Inc). Page: 115

c. The importance of vocabulary

Vocabulary is very important in language learning process especially in learning English as a foreign language. When someone is learning a language, it means that he/she will deal with vocabulary. She/he will find vocabulary when she/he is studying reading, pronunciation, and structure and making dialogues.

Vocabulary is important in communication. People primarily communicate by using words. West in Nunan³⁷ states that word could make the learners express their idea. From that statement, we know that if one has rich vocabulary, she/he is able to communicate, show and share his ideas, opinions and thought to others.

A statement by Hornby defined that people will not be able to communicate without language and language will never exist without vocabulary³⁸. It means vocabulary is an important part of language. It can be said that words forms language. People use language to communicate with others. They need words (vocabularies) in making conversation. Without mastering vocabulary it is impossible for someone to make

³⁷ David Nunan, Language Teaching Methodology, (Sydney: Prentice Hall.1991) Page: 118

³⁸ A. S. Hornby, Oxford Advanced Learners Dictionary of Current English 5th Edition. (New York: Oxford Universuty Press, 1995) page:1331

relationship with the others. It proves that vocabulary is very important in communication.

Harris in Shepherd points out that vocabulary is one of the most significant aspects of language development. It is through words that we are able to communicate and to think. Words are the labels we give to thoughts, ideas, concepts and impressions³⁹.

Dale points out that the students need to realize that vocabulary is an index of the nature and quality of their lives. It reflects what they have studied, where they have been, the subtleties and refinements of their mind. He adds that to change your vocabulary is to change your life. So we can understand that how important vocabulary is in our life⁴⁰.

In the same line with Dale, Paul Nation states that vocabulary also has a big contribution in the success of reading. Vocabulary is not the factor that makes text difficult, but it is very important feature affecting readability and is the major factor in most readability measures. So, if a

³⁹ Harris in Shepherd, *Reading Study and Vocabulary Program- 2nd*. (RSVP The Houghton Mifflin, 1973) page: 39

⁴⁰ Edgar Dale, *Techniques of Teaching Vocabulary*. (California: Field Educational Publications, Inc, 1971) page: 9

student has mastered English vocabulary, it must be easy for him to read English magazines since he is familiar with the words⁴¹.

Remembering that English is needed nowadays in almost every aspect in daily life, people have to able to speak English fluently. Vocabulary is the most important factor in learning foreign language, so people should master vocabulary in order to able to communicate easily. Vocabulary is the basis of communication as we will not be able to communicate easily without knowing the words we want to use. It proves that vocabulary is important in communication.

A teacher must teach vocabulary to his students because they need it to be able to improve the four language skills. They have to master vocabulary as much as possible.

The researcher considers that the success of learning a language depends on how many vocabularies that students can master and how well they use them. It means, before they learn a new language, they have to know much about the vocabulary.

⁴¹ Paul Nation, *Managing Vocabulary Learning*. (Singapore: SEAMOE Regional Language Centre, 1992) page:19

d. Vocabulary Acquisition

Vocabulary acquisition is the process of acquiring language through context and appearance incomprehensible message. It means that in acquiring new words, we not only look for the meaning in the dictionary and then memorize them, but we also have to learn and understand the words in context. Richard and Rodgers state that there are two special ways to develop competency in a second or foreign language; they are acquisition and learning. The term acquisition can be defined as a process of acquiring language in natural way. Learning, by contrast, is a process in which conscious rules about a language are developed⁴².

Channel as quoted by Nunan suggests that a new vocabulary items acquired when the learner can identify its meaning in and out of context and it can be used naturally and appropriately. In other words, we can only talk about acquisition when learners have both productive as well as receptive control of the new item⁴³.

⁴² Jack C. Richard and Thedore S. Rodgers. *Approaches and Method in Language Teaching*. (Cambridge: Cambridge University Press, 1987) page: 131

⁴³ David Nunan, Language Teaching Methodology, (Sydney: Prentice Hall.1991) Page: 129.

e. Teaching Vocabulary

One way to learn foreign language is trough vocabulary. Vocabulary as one of the language skills should be mastered by the students who are learning the language. Since vocabulary is often difficult to learn by the students, the teacher has to be able to guide and create an interesting way to teach vocabulary. It is not an easy duty for the teacher. It is really needed a good teacher who does not only teach his or her students but he or she must do more that in order to teach successfully. As a good facilitator and coordinator, the teacher should be able to make the students' learning process easy. The teacher should enrich his or her knowledge about the ways or techniques how to teach vocabulary.

1. The definition of teaching Vocabulary

Teaching vocabulary is not easy thing. Teaching vocabulary is the way how the teacher teaches the vocabulary which can be acquired by the students in the teaching and learning process. Teacher especially an English teacher should prepare himself with many interesting techniques of teaching in order to make his class life and comfortable. According to Prayogo and Ciptono as quoted by Wahyuningsih, there are several steps to select vocabulary to teach:

- Look at the theme and sub theme
- Look at the list of vocabulary in the syllabus
- Look at the text to see how many words have been included
- > Select which words to teach
- > Decide when and how to teach⁴⁴.

2. The aims of teaching Vocabulary

Vocabulary is one of the language components that have to be learned to make a successful communication. Vocabulary is the basic of communication as we will not be able to communicate easily without knowing the word we want to use. So it is impossible for someone to speak English or to have a conversation in English without mastering in English vocabulary first. The aims of teaching vocabulary is as a basic of four skills reading, writing listening and speaking.

Students need to master Vocabulary to be able to improve the four language skills. They have to master Vocabulary as much as possible because they always use words to express their ideas and use it in Listening, Reading, Speaking and Writing. They will easily get depressed

⁴⁴ Novi wahyuningsih. 2006. Techniques of Teaching Vocabulary at SLTP Negeri (unpublished, S-1 thesis). Educational English department, FBS: UNESA. Page 9

if they find a text in which the vocabulary is too difficult in interpreting what the text talks about.

3. The technique of teaching Vocabulary

Definitions of techniques

A technique is the way to present the material which depends on the teacher's ability, personality and class composition. A statement by Anthony as quoted by Richard and Rodgers read that technique is an implementation- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well⁴⁵.

Procedures are the actual moment techniques practice and behavior that operate in teaching a language. According to particular method there are three dimensions to a method at the level of procedures:

- a) The use of teaching activities
- b) The ways in which certain teaching activities are used for practicing language and,

⁴⁵ Jack C. Richard and Thedore S. Rodgers. *Approaches and Method in Language Teaching*. (Cambridge: Cambridge University Press, 1986) page: 15

c) The procedures and techniques used in giving feedback to learner concerning the form of the content of the material⁴⁶.

* Techniques of teaching English Vocabulary

Techniques in teaching English vocabulary determine the students' success in developing the four language skills. It is impossible for a learner to be able to listen, read, speak and write in English without mastering the English vocabulary. There are some techniques of teaching vocabulary to young learners based on some experts. Those techniques are as follows.

- Story telling
- Word games
- Songs
- Hearing the word
- Pronouncing the words
- Grasping the meaning

⁴⁶ Jack C. Richard and Thedore S. Rodgers. Approaches and Method in Language Teaching. (Cambridge: Cambridge University Press, 1986) page: 28

In the article, the researcher found about the steps how to teach vocabulary. They are:

- Choose a list of words focus on that's an integral part of students'
 exiting curriculum. Include words that students find in their
 everyday lives.
- Motivate students by creating rewards, games, puzzles and other fun activities.
- Model proper use of vocabulary words. Have fun your own vocabulary and students will want to have fun with theirs.
- Create a word well where students write new and interesting vocabulary words.
- Quiz and test the students on their vocabulary words.
- Revisit old vocabulary words often. Bring them up casually in the class and on quizzes.⁴⁷

Lewis in his book "practice techniques for Language Teaching" proposes five techniques in teaching vocabulary, such as:

> Demonstration

⁴⁷ http://www.ehow.com/how_2069516_teachvocabulary.html retrieved 3 Jan 2010 07:25:45 GMT

The students can be involved as a person in what is going on in the language classroom. The teachers have to choose appropriate method in teaching new vocabulary in order to retain effectively in the students' memory. Demonstration highlights a particular word and helps to associate it in the students' mind with both visual and audiovisual.

> Use the real thing

Teachers are able to provide or even draw on the blackboard the things which are already available in the classroom, Such as, blackboard, desk, table, chair, book, pencil, teacher, and student.

> Draw/ sketch

Teachers are able to draw/make a simple sketch which illustrate meaning, so that the students more understand about the meaning of words.

> Use the blackboard to show scales or games

Teachers are able to use the black or whiteboard to describe scales or games. The blackboard has important role in this technique.

> Synonyms and antonyms

Teachers are able to use the synonyms (similar meaning) and antonym (opposite meaning) to improve the student's vocabulary improvement.⁴⁸

Nation in his book gives several principles in teaching vocabulary:

- Keep the teaching simple and clear. Don't give complicated explanations.
- Relate the present teaching to past knowledge by showing a pattern or analogies.
- Use both oral and written presentation write it on the blackboard as well as explaining.
- Give most attention to words that are already partly known.
- Tell the learners if it is high frequency word that is worth nothing for future attention.
- Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.⁴⁹

⁴⁸ Michael Lewis and Jimmie Hill, *Practice Technique for Language Teaching*. (London: Language Teaching Publication 1992) page: 45

⁴⁹ Paul Nation, *Teaching vocabulary*. (2007: 2) (online), (vol. 7, issue3, article 4; http://.asian_efl_journal.com/September_05_pn_php), accessed on 24 August 2008

C. The previous research

In a previous research, "Model Komunikasi Proses Belajar Mengajar antara Guru dengan Siswa SLB" the member of Research Center, Petra Christian University, explain that the students with hearing impairments have a way to say theirs feeling by their own language and when communicate with the other including the researcher, but there is some problems occurred, like miscommunication. As the result, both of the researcher and the students feel difficult to give feedback. Because of their limited intelligences, many researchers feel lazy to interact with them. It is because the students with hearing impairments are more hide inside in their limited. However, it is not happened between the students and the teachers of SLB which one of the a School for students with special needs for student with hearing impairments, which have (UAN) National Final Exam as aim of learning, English beside as a communication language.

Another research was done by Latifatun Sa'idah entitled "Efektifitas Penggunaan Metoda Visual Audiotory Kinesthetic and Tactile (VAKT) dalam Meningkatkan Kemampuan Membaca Hhuruf Al-Qur'an Dasar pada Anak Tunagrahita di SLB Bina Bangsa Ngelom taman Sepanjang Sidoarjo". In her conclusion, there is improvement capability 28% after applied VAKT

method about 79, 67% compared to previous score 51, 67%. She stated that although students with hearing impairments have a lot of deficiencies but they could participate in the lesson and got improvement about 28%. And she also concluded that the limited intelligences of student with hearing impairments should not be reason to the researcher and the teacher to be lazy to teach them.⁵⁰

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Latifatun Sa'idah. 2007. "Efektifitas Penggunaan Metoda Visual Audiotory Kinesthetic and Tactile (VAKT) dalam Meningkatkan Kemampuan Membaca Hhuruf Al-Qur'an Dasar pada Anak Tunagrahita di SLB Bina Bangsa Ngelom taman Sepanjang Sidoarjo". (unpublished: IAIN Sunan Ampel Surabaya, 2007). Page 76

CHAPTER III

RESEARCH METHODOLOGY

Method is one of important factors in the research activity. By using a suitable method, the research activities will get good result. This chapter describes the method that was used by the writer to conduct her study and the subject being studied. This part contains of research design, the subjects of study, data and data sources, data collection techniques and data analysis techniques.

A. Research Design

The researcher used descriptive design in her study. It focused on how English is taught by the teacher in SLB. Then, the researcher described the result of data. The research that had been conducted is field research by means, observation and interview to the teacher. This research was also called qualitative research because according to Ary:

Qualitative research focuses on understanding social phenomenon and providing rich verbal description of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observation, and focused interview and historical.⁵¹

B. The Subject of Study

The subjects of this study were the English teacher and the students at the first grade of SMPLB Ngelom Taman Sepanjang Sidoarjo. Because English is only taught at junior high school which have 2 students at seventh grade of junior high school in SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo.

C. Data and Data Source

Data source is the subject where the data are gotten⁵². Data comes from the informant who gives the information. In addition, subject who become the data source of this study were the informant as a key informant to get the information by interview. The informant of this research was the English teacher in SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo.

⁵²Arikunto, Suharsimi. *Prosedur penelitian*. (Jakarta; Rineka Cipta, 2006) p.128

⁵¹ Ary, Donald Jacobs. LC and Razavich. *Introduction to research in Education*. (USA: Wordswort, a devision of Thomson Learning) p.

D. Data Collection Techniques

The data were collected by observing the process of teaching and learning vocabulary in SLB Bina Bangsa Sepanjang Sidoarjo. The activities during the English teaching process were recorded to support the documentation and field note that is made during observation. Furthermore, interview with the subject was done to support the information and to obtain the valid data.

The observation was done to collect the information of the student's and teacher's behavior during the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo and to know the English teaching method that is used by the teacher. The researcher was non-participant during the study. It means the researcher did not interact directly with the subject of the study and did not make the situation in any way. She just made a field note of observation. The observations were done four times in the class.

In order to be easier to collect the data, the researcher needed some instrument. It was important to choose and used the appropriate instrument to gain, gather and determine the intended data. The instruments of this study are interview, study documentation, observation checklist, and recording.

1. Interview

Interview was done to collect the data about the teaching method that used by the English teacher. An interview extended to get information from the teacher as a reinforcement of data from the observation and concerned with the way how the teacher teach English vocabulary to student with hearing impairments. The interview guidelines in this research consist of:

- a. The method how to teach English to student with hearing impairments
- b. The reason of choosing that strategy
- c. Students' response and understanding.

2. Study documentation

Study documentation was done to get the data of curriculum, which is used, the material taught, and the report of the students. The resources of the data are the document, such as curriculum or syllabus and the book used.

3. The observation checklist

The observation was done to collect the data about the situation and condition of class during the English teacher teaching. Observation was used to look for the information about the process of teaching and learning English vocabulary. The researcher used observation guide in form observation checklist to identify some items in the activity of the teacher directly. Besides, the researcher wanted to know what method used by the teacher to teach English to student with hearing impairments. The aspects being observed are:

- a. *Time*, it describes time or duration of activities which occur at the beginning until at the end of English class.
- b. Teacher activities, it describes what kind of activities being done
 by teacher during the English class that consist of methods to teach
 English vocabulary to student with hearing impairments.
- c. Students' activities, it describes what kinds of activities being done being the students during the English class.

4. Recording

The researcher was planning to record the process of teaching and learning vocabulary in SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo. But the students seemed feeling strange and afraid with it. So the researcher just took a picture of students in the classroom during teaching and learning process run.

E. Data Analysis

The technique of data analysis is an important part in research.

Because by using it, the researcher can conclude the result of the study.

The researcher analyzed the data that gained from interview and observation about the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo have been presented in a descriptive form by descriptive analysis.

Bogdan has stated (1992):

Data analysis is the process of systematically searching and arranging the field notes, interview transcript and other materials that are accumulate to increase our understanding on them and to enable us to present what we have discovered to others.⁵³

⁵³ Bogdan and Biklen. Qualitative Research. (New York; Hartcourt Brace Javanovith

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses about general description of SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo, the process of teaching and learning vocabulary, the problems appears and problems solved at SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo.

A. General Description of SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo

> The Profil of SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo

SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo is a formal school that located at Ngelom village, Taman subdistrict, Sidoarjo regency. SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo was built because there was no any a school for students with special needs at that time. SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo was built at 1998 and legitimated at 2000th by regent of Sidoarjo, Dr. Win Hendarso.

This sub SLB Bina Bangsa Ngelom Taman Sepanjang Sidoarjo was blazed by Lailatul Ustadiyah (Headmaster), Nunik Ismaniastia, Spd

(teacher), Sutartik, S.Pd (teacher). This school is under protection of Institute of Al-Islam Ngelom Taman Sepanjang Sidoarjo.

> Students condition

The students' description of Special Junior high school in here was:

- ➤ Student A (male): IQ 104. He had habits like retell stories, easy to understand new vocabularies, easy to guess the meaning of words and sentences and need more time to write.
- > Student B (female): IQ 100. She had good habit in learning like easy to pay attention to the teacher, quiet, mild hearing loss, and need more time to write.

B. Research Finding

In this section, the researcher found the data from the observation, teachers' interview and documentation. Here, the findings were focused on the objectives of the study; the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo which is focused on technique of teaching and learning English Vocabularies, describing the

problems appears from the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo and describing the problems solved.

a. The Result of Observation

1. The First Observation

Held on : Monday, 10th of January, 2011

Topic : Days and Months

Class : SMPLB

At 7.30 am, before starting the lesson, the teacher greeted the students. Then, teacher asked to the teacher about previous lesson and checked the students' books. After that, as usual the teacher introduced the lesson by writing the material on the blackboard.

DAY AND MONTH

Days

1. Sunday = Minggu

2. Monday = Senin

3. Tuesday = Selasa

4. Wednesday = Rabu

5. Thursday = Kamis

- 6. Friday = Jum'at
- 7. Saturday = Sabtu

Months

- 1. January
- 2. February
- 3. March
- 4. April
- 5. *May*
- 6. June
- 7. July
- 8. August
- 9. September
- 10. October
- 11. November
- 12. December

The students followed to write the lesson; they needed time more than one hour to finish it. After the students finished, the teacher checked the students' writing one by one, checked the students' understanding directly and then gave them tasks. The teacher wrote the task on the black board.

Isilah titik-titik dibawah ini dengan jawaban yang tepat!

1.	What day is it to day (a sharrary)?	10
A: B:	What day is it <u>today</u> (sekarang)? It is	Senin
<i>2</i> .		
A:	What day is it tomorrow (besok)?	11
<i>B</i> :	It is	Selasa
<i>3</i> .		
A:	What month is it?	5
<i>B</i> :	It is	Juni
4.		
A:	What is the month <u>after</u> (setelah) August?	
<i>B</i> :	It is	
<i>5</i> .		
A:	What is the day <u>before</u> (sebelum) Friday?	
<i>B</i> :	It is	

The teacher allowed the students to answer the questions by themselves. For writing the task, the students needed time more than 40 minutes and more than 30 minutes for writing. When answering, the task students often asked to the teacher what the questions means.

After finishing task, they gave their books to the teacher to take a

mark. But, there were several false answers. So, the teacher asked the

student to correct it. This case happened to student B. Her answers were

false on number four and five. She was allowed to correct it after given

explanations. Finally, she could answer all of questions correctly. The

other student, student A finished task after student B but all his answers

were correct.

At 09.00 - 09.30 a.m, it was time to take a break. After it, the bell

rang. The students were back to the class again. The lesson continued.

Until the end, the teaching learning ran well. All students participated

actively in asking and answering the questions, nevertheless there were

some noise made by some students which different grade in the same class

while the process of teaching and learning took place. The time was over

and teacher finished the lesson by salam.

2. The second Observation

Held on

: Saturday, 14th of January, 2011

Topic

: Days and Months

Class

: SMPLB

At 7.30 am, before starting the lesson, the teacher greeted the students. Then, teacher asked to the teacher about previous lesson and checked the students' books. After that, as usual the teacher introduced the lesson by writing the material on the blackboard. In this section, the teacher did not give explanation like the meeting before but she gave the task directly.

Fill in the blanks with the words in the box!

Lengkapi titik-titik berikut dengan kosakata yang ada didalam kotak!

- 1. We have after July.
- 2. They are months in a year.
- 3. Today is Sunday, tomorrow is
- 4. The month before April is
- 5. The day after Thursday is

- a. Monday
- b. Friday
- c. August
- d. March
- e. Twelve

To answer those questions, the students needed time so long. Although they have been taught it before with same topic but they still felt difficult. At 8.40 a.m, student B finished the task but there were two wrong numbers, in first and fourth numbers. She tried to finish it by herself but she did not know what the question mean. The bell rang. But both student A and B had not finished answering the task yet.

After rest, students must continue their tasks. They tried very hard to finish it. Finally they could answer all the numbers correctly by themselves. Until the end, the teaching learning ran well. The time was over and teacher finished the lesson by salam.

3. The Third Observation

Held on : Saturday, 29th of January, 2011

Topic : Days and Months

Class : SMPLB

At the third observation, the researcher found activities like at the second observation. Before starting the lesson, the teacher greeted the students. At that day, the teacher did not give explanation like the meeting before but gave the task directly.

Answer the question below by individually!

Jawablah pertanyaan berikut secara individu!

1. How many days are there in a week (dalam seminggu)?

Answer: seven days

2. What is the day after (setelah) Monday?

Answer: Sunday

3. What is the day <u>before</u> (sebelum) Friday?

Answer: Thursday

4. What is the month after June?

Answer: may

5. What is the month before January?

Answer: December

The teacher allowed the students to answer the questions by themselves. For writing the task, the students need time more than 40 minutes and more than 30 minutes for writing. When answering, the task students often asked to the teacher how about the questions means. The questions are too difficult to the students. There are no answer choices like in the previous task. Student B finished the task first but she got false answer at numbers fifth. So she was allowed by the teacher to correct her answer. She needed more time to answer it. Meanwhile, student A still tried to understand the sentences of questions about. He asked student B and she explained more with her language. Finally, student A could answer four numbers well. Just the first number he did not know what it mean. So, they asked the teacher. After get explanation, they could answer well.

After finishing the task, they gave their books to the teacher to take a mark.At 10.00 a.m, the lesson was finished. The students had a rest at

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checked the students' book. Until the end, the teaching learning runs well.

this time. At 10.30 a.m., the students back to the class again. The teacher

All students participated actively in asking and answering the questions,

nevertheless there were some noise made by some students' which

different grade in the same class while the process of teaching and

learning took place. The time was over and teacher finished the lesson by

salam.

4. The Fourth Observation

: Saturday, 5th of February, 2011 Held on

Topic : Hobby

Class : SMPLB

At the fourth observation, at 7.30 am, the teacher was in the classroom. Before starting the lesson, she greeted the students. After that, as usual the teacher introduced the lesson by writing the material on the

blackboard. This was new topic. "Hobby" was topic for that day.

"Membuat pola kalimat sederhana"

Untuk menyatakan kemampuan memainkan sesuatu. Pola kalimat yang digunakan: Can you play? (apakah kamu bisa bermain.....?

Contoh:

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Can you play the kite (layang-layang)?

- Yes. I can atau No. I can't

Can you play the marbles?

- Yes, I can atau No, I can't

Untuk menyatakan suatu benda secara sederhana. Pola kalimat yang digunakan: Is this/that/it (apakah ini/itu/ini....?

Is this? Yes, this is atau No, this is not.

Is that? Yes, that is atau No, that is not.

Is it? Yes, it is atau No, it is.

The students wrote the materials on their own book. There were no tasks for that day, just giving introduction materials. To write the material above, students needed time more than one hour. Because they did not know what the material talked about. Sometimes student A asked student B to hear his stories. And it was repeated frequently. While tried to understand the sentence talked about, student A as usual retold stories to student B. It was happed when he felt bored. He did something that interested.

The students often asked to the teacher about what the sentences talked about. The teacher explained to them one by one, giving example to

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the context, translating difficult word to Indonesia, etc. the teacher tried hard to make the students understood. Finally, the students could get the sentences means.

The teaching learning process took 150 minutes. It was running well even though there were some noises made by other students in the same class. The time was almost over. Teacher finished the lesson by salam.

C. Discussion

In this section, the researcher discussed the data got from the observation, teachers' interview and documentation. Here, the discussion is focused on the objectives of the study; the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo which is focused on technique of teaching and learning English Vocabularies, describing the problems appears from the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo and describing the problems solved.

1. The process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo

From the four observations and the teacher's interview, the researcher saw and could conclude that the English teacher used several techniques mixed to her known techniques to teach English vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo. Such as demonstration, draw and write to the blackboard, underline the difficult word then translate it into Indonesia and show pictures made students interested to learn English especially vocabularies. And the students also respond enthusiastically when new vocabularies were given by the teacher. They could understand the words and sentences easily by teacher's method. They paid attention to the teacher's instructions and explanations. And they sometimes tried to guess the words and sentences means by themselves.

The teacher explained about the difficult new vocabularies after translating into Indonesia and by combining with other techniques like using her gestures, speech act, and writes the translation in the students' book directly. The teacher could teach new English vocabularies to student with hearing impairments could learn it in interesting way. So, the students could extend their knowledge. The process teaching and learning English vocabularies run well.

2. Describing the problems appears from the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo

From the four observations and the teacher's interview, the researcher saw some problems appears from the process of teaching and learning vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo, such as:

- 1. Students' seemed bored, it was caused by the same techniques to teach English in every meetings.
- 2. Crowded classroom conditions, whole students of student with hearing impairments were taught in one classroom which had wood screen in every grade, both in SDLB (Special Elementary School) and SMPLB (Special Junior high School). As often as the students of SDLB screamed and run through a classroom.
- 3. Limited facilities, the facilities were like pictures, the teacher needed many kinds of pictures that could help her to teach English vocabulary.

3. Describing the problems solved

According to those problems, the teacher solved in several ways, such as:

- 1. Students' seemed bored, to avoid students' bored the teacher usually give the tasks directly and gave mark on the tasks. The students who could answer the tasks correctly, she or he got good mark. And the students would do the tasks the best as soon as possible.
- 2. Crowded classroom condition, the English teacher asked to the other teachers' to make the students of SDLB students keep silent and be quite.
- 3. Limited facilities, the teacher created and looked for the pictures that available with the topic. The teacher found the pictures in internet, computer, pictures books, etc.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion presents the results of the study while the suggestion presents the advices for the teachers, students and other researchers. Based on the result of the data analysis and the description which had been discussed in the chapter, this chapter would present the conclusion and some suggestion of the study.

A. Conclusion

1. The process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo

The using of many kinds of techniques in teaching vocabulary made the student with hearing impairments motivate in learning English, such as demonstrating, drawing and writing certain vocabulary on the blackboard, underlining the difficult word then translate it into Indonesia and showing pictures. It made students interest to learn English especially vocabularies. And the students also respond enthusiastically when new vocabularies were given by the teacher. They could understand the words and sentences easily by teacher's explanation. They paid attention to the

teacher's instructions and explanations. And they sometimes tried to guess the words and sentences means by themselves.

We could conclude that although student with hearing impairments have many deficiencies than normal children but student with hearing impairments can be taught English vocabulary like normal students. Student with hearing impairments also could remember many vocabularies in their mind although need more time to teach them and more repetition.

2. Describing the problems appears from the process of teaching and learning Vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo

Although the teaching and learning vocabulary ran well in every meeting but from the four observations and the teacher's interview, the researcher saw some problems appears from the process of teaching and learning vocabulary at SLB Bina Bangsa Sepanjang Sidoarjo, such as:

- Students' seemed bored, it was caused by the same techniques to teach
 English in every meetings.
- 2. Crowded classroom conditions, whole students of student with hearing impairments were taught in one classroom which had wood screen in every grade, both in SDLB (Special Elementary School) and SMPLB

(Special Junior high School). As often as the students of SDLB screamed and run through a classroom.

 Limited facilities, the facilities were like pictures, the teacher needed many kinds of pictures that could help her to teach English vocabulary.

3. Describing the problems solved

According to those problems, the teacher solved in several ways, such as:

- 1. Students' seemed bored, to avoid students' bored the teacher usually give the tasks directly and gave mark on the tasks. The students who could answer the tasks correctly, she or he got good mark. And the students would do the tasks the best as soon as possible.
- Crowded classroom condition, the English teacher asked to the other teachers' to make the students of SDLB students keep silent and be quite.
- 3. Limited facilities, the teacher created and looked for the pictures that available with the topic. The teacher found the pictures in internet, computer, pictures books, etc.

B. Suggestion

After doing observation, delivering teacher's interviewing, and study documentation; the researcher would like to give some suggestions which may be useful and helpful in creating the better techniques in teaching learning English vocabulary in SMPLB.

The teacher has done many things for their students during teaching and learning English vocabulary to motivate her students in learning English. There are some deficiencies to be repaired to make students motivated to learning English. It is not only in choosing techniques but also to keep the students in motivation. The teacher would better to give more care and rewards to motivated them in pay attention and finish the tasks. The rewards might be praise, giving thumb up and saying "good".

To avoid the students' bored, the teacher can use *flash card* techniques. Flash cards which have interesting pictures and colors made the students like them. In this techniques just need several cards which can be bought or made by ourselves. The teachers can give the students to read the words and know what means by the picture in the card. Flash card also can be used to translate the difficult word by matching two words. One is

in Indonesia and one in English. The students allow matching by his/herself. The teacher just gives instruction to the students.

Moreover, the researcher suggests that English teacher should use interesting techniques not only to keep the students' pay attention in the teaching and learning vocabulary process but also to make students motivated to learn English vocabulary and memorize it well. So, the students can enrich their vocabulary.

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