

**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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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.

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

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.

¹⁶ Sutjihati Somantri, *Psikologi Anak Luara Biasa*. (Bandung: Refika Aditama, 2007) page. 97

¹⁷ Ibid.

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

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.
A: *What day is it today (sekarang)?*
B: *It is*

10
Senin

2.
A: *What day is it tomorrow (besok)?*
B: *It is*

11
Selasa

3.
A: *What month is it?*
B: *It is*

5
Juni

4.
A: *What is the month after (setelah) August?*
B: *It is*

5.
A: *What is the day before (sebelum) Friday?*
B: *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.

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