

CHAPTER I

INTRODUCTION

This chapter discusses background of study, statement of the research question, objective of the study, significant of the study, scope and limitation of study, and definition of key terms.

A. Background of The Study

Every student almost have many problems in learning English, because English is not a mother tongue in Indonesia. The students must be study step by step to know and understand about English. One of which is how to create interesting condition in class while studying English, especially in learning vocabulary. Learning vocabulary will facility students learning in four skills of English. Vocabulary is one of the essential aspects of language, knowing appropriate vocabulary is very important to understand language. It is important to master vocabulary to express ideas precisely and forceful. Penny Ur (2000:60) states that “vocabulary can be defined, roughly, as the words we teach in the foreign language.”

One thing that may not be ignored in teaching and learning English is teaching vocabulary, without knowing vocabulary people cannot communicate with other. In the word education, students are expected to master enough vocabulary to support their English skill. When the students have known enough vocabulary, it will help them make their learning process go easier with the

maximum result. There are many faced by the students in vocabulary, some of them do not understand the meaning of the word. Most of the teaching the meaning vocabulary in the class is dominated by memorization the word, its written form and its meaning answer the question to translate it. This situation caused some of the students feel bored and lazy to memorize vocabularies.

Success and failure in learning English as foreign language especially in vocabulary may be evaluated by the progress of students in language acquisition and development positive attitude toward language learning. However, the most important factor depending on the basic procedure being used by English teacher. The teacher expected to know the language he is teaching and what the strategy should be used by teacher in teaching English. English teacher should give the way in teaching to make students understand about material. One of the way that say from in English teacher to make students interesting about the material is by developing her or his strategies. Teacher strategy is important roles for everyone especially for the teacher who always teaches the students and need certain result to show the success of teaching not only strategies but also media that used by teacher to make material be interest and be better to students. So teacher strategies, good media and also good communication with students in class will be make professionalism teacher in teaching students.

When teacher and students talk about communication in class, we know if process of teaching and learning also use communication between teacher and students. But how is if the students that study in class they can't speak or dumb students, blind students, students that have physical defect, autism and maybe they

can't listen or deaf students like Students that have special need that school in SLB or disable student?. If we know about the strategy English teachers in normal class to be certain with teacher that teach in SLB especially in teaching vocabulary, when teacher teach Vocabulary in normal school usually they using a something that can make student interest with material like game, song, card and act, because teacher and students have a normal condition that means both of them same can see anything when during the lesson, same can speak all of them, same can write and do activity in class with normally.

It is very different if a central of study that is students have special need, example is deaf student, blind students, autism etc. they also need vocabulary of English material to continue their daily activity that based modern era. Generally, Indonesian people learn English for 9 years. English language subject already entered into the curriculum of elementary school level and continue through high school until university level. Although learning vocabulary English for nine years and perhaps the material being taught is repetitive, it is impossible that all the people definitely advanced and master the English language very well. To normally students to become a master of vocabulary is not easy, moreover to students that have special need like that school in SLB.

As citizen, Wardani (2000:60) say that person with special needs or disable have the same rights to get the equal education. Government in Indonesia support their statement by UUD 1945 point 31 and described further in UU No 2 1989 in point 8.

Pasal 8

1. Citizens with physical and or mental disorders has the right to receive an exceptional education
2. Citizens who have an exceptional intelligence have the right to receive special attention.

From the two points above we can conclude that special children have the right to get education until at least the equivalent of graduated primary education, they also have the right to continue to the next level of education if they did have the required skills. Teachers are also expected to provide educational services that they need, and protect them from abuse that may be shown by the school or some people.

Teachers have very important role in special school. Since these students are special students who have difficulties in learning and adaptive behavior. These children need an extra attention and individualized approach, giving motivation, support, and feedback to them will also encourage them to learn and improve their confidence in what they have achieved, because motivation is the modal of first requirement in learning. In special school, the all teaching material should be recreated and suitable with the student's condition and ability, so it is why a teaching vocabulary in normal school also different with at SLB like in previous paragraph.

The teachers of SLB need to develop the students' sensoric perceptual function, intellectual function, emotional function, and social function. The suitable activity in class or in out class for them is movement motivation,

environment attraction, place, time, and emotional approach. The teaching methods used should be suitable with the needs of these children mentioned in the previous paragraph. Not only teaching strategies in teaching of vocabulary, the teacher must be have a good communication and also must be can use interest something to teach them especially in teach English that not mother tongue in our country.

Not only teacher but the role of SLB Place also important role for disable students to be taught at school based situation and object area. They need to learn English, because English is the first foreign language compulsory subject in mostly Indonesia level education. Disable students also need acquire all skill in English, like students that have disable A, B, D, E have to do National Examination. In other hand vocabulary of English used in wherever place such as in the hospital, store, supermarket, other public place and some product such as the bottle of drink, food product, cosmetic, medicine and other. So they always need vocabulary English for communicate with their environment and the finally they will be able to use English knowledge in future based on their needs and also their abilities.

Based on the teacher interview and observation sheet in disable school, the researcher found new something about English lesson there. In teaching Vocabulary for disable student, the teacher has to try teach the word or vocabulary, number and simple sentence to them, because English only teach in Junior High School and Senior High School, so in Elementary School they is not taught English lesson. Actually the basic competence and standard competent

from each disabled is different depend on their category of SLB, like English in SLB B it's also different with English in SLB A (focus in blind students) and the other of SLB. The researcher found same difficulties when teacher teach students there, they are: 1. The students had disability in speaking and listening because this school only special for deaf students, and many of them that can't hear, they also can't have converse except use sign language. 2. They difficult to memorize words or vocabulary. 3. The students there only focus in a simple sentence and vocabulary in English lesson. The teacher try to teach them based on curriculum of SLB in Junior and Senior High School. So the problem is how the teaching and learning process to make student's understand about English vocabulary lesson.

From the previous study from Nurhayati Ganinda (2013), Nurhayati used TPR (Total Physical Response) to teach disabled students in SLB, the focus of subject this research is students that have disabilities in mental. The research success to increase students score in school, but a shortage from this research is, the TPR only can use students in school when the teacher teach, so if the students they out from school, maybe only some people that know about the Total Physical Response (TPR) that use by students. From the previous study the subject in research is in one class, not only this actually in this research, the researcher also help students to teach vocabulary in English but the strategy is used a TPR to help students in school just focus to increase the score of students, so it's that why the researcher must be have a new research to complete about teaching and learning vocabulary especially in SLB.

Based on the case above English teacher needs to have a strategy to teach disable students in order to reach the goal and objective of study successfully. Disable students need to know that by learning English they get multiple skills that they have to acquire. In this case the role of teacher is needs to manage the teaching and learning process in classroom but must be also use when they in out class. So the topic in this research in other hand in order to give some benefit for English teacher that teach in SLB who can guide them in teaching and learning English especially in vocabulary. The basic competences of English lesson for disable students actually focusing in integrated skill. For students who get disable in speaking and deafness teacher always ask them learning use body language. Not only this, the teachers also ask the students to try writing some simple word or vocabulary. It is why the teacher of disable students thinks that actually students in SLB can learn about English and reach standard of competence

Based on Oxford Essential Dictionary, writing came from the word write as a verb, write has meaning to make letters or word on paper using pen or pencil. Writing section is the part of skill that important in Teaching and learning process. It means students will be able to write both of letters or words to communicate with other person beside of speaking that usually use by normally people, so it is the other reason the disable students must be study about Vocabulary. Based the interview with English teacher in SLB, the teacher said that disable students cannot memorize the long conversation, they also forget about what the speaker say use body language, because actually the disable students have poor auditory memory, both sort term memory and long term memory. So the teacher must be

have a strategy to teach a vocabulary in SLB in order to make students there more understand about English.

This research worth conducting based many reason, the lack of English graduated was conduct the study about that have special need or disable students, the lack of teacher whose profession special for SLB students, maybe many people think that study English has not important for disable students, but SLB B Negeri Tulungagung they try to teach their students interested to English teaching especially in Vocabulary. English teacher who never teach in disable school or SLB will difficult to guide disable students without special strategy for teach them, many people will think that disable students cannot study English because their disabilities, but actually SLB B Negeri Tulungagung has English subject that must be learned by the deaf students there.

Based on the background of study, the researcher will to conduct a research in order to know what the strategies of teacher in teach English especially in vocabulary. To know the English strategies employed at disable school or SLB, the junior high school students of SLB B Negeri Tulungagung as chosen as the subject of the study based the interview from English teacher there. Why the researcher choose this school because SLB B is only a school in Tulungagung that teach students that they can't hear or deaf students, not only this, but also SLB B Negeri Tulunggaung have many performance that get by students there and the best school SLB in Tulungagung, has won many national championships, and also to be the center and problem-solving area for SLB schools and inclusion schools in Tulungagung. So the researcher would be able conduct a research based on the

topic, by the reason above the researcher would conduct a study entitle “**A STUDY ON TEACHING AND LEARNING VOCABULARY FOR DISABLE STUDENTS AT SLB B NEGERI TULUNGAGUNG**”

B. The Formula of The Study

Based on the background of the study, this study give information on how teaching and learning Vocabulary in SLB B Negeri Tulungagung. The problem in this study can be formulated as follows:

1. What is strategy used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung?
2. What is the teaching material used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung?
3. What are the teaching media used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung?

C. Objective of The Study

Based on the formula of the research problem above, the main objective of this research are, as follows:

1. To know strategy used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung.
2. To know the teaching material used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung.
3. To know the teaching media used by English teacher to teach Vocabulary for disable students at SLB B Negeri Tulungagung.

D. Significance of The Study

In the significance of the study, the result of this study is expected to be any use, follow:

1. For English teacher at SLB

The result of this study is expected to be able to enrich the teacher's knowledge about appropriate strategies applied for disable students in teaching and learning English.

2. For disable students

The research finding is expected for disable students to use appropriate strategies in learning English at SLB, is also expected that learning English can be done by disable students in meaningful communication.

3. For the Other Research

Hopefully, this study will contribute as a good reference for other researchers who will conduct a study with the same topic as the writer has done.

E. Scope and Limitation of The Research

In this research the scope and limitation of the study cover teacher's strategies on teaching and learning vocabulary for disable students at SLB B Negeri Tulungagung. The focus also that used by teacher when during the lesson or when teacher in the class. "Efficient learning can be achieved when using appropriate learning strategies, learning strategies need to achieve maximum

results” say Slametno (1982:78). Finally, be determining those limitation, the study will be easier to knowing the teacher strategies to teach vocabulary especially eight grade of Junior High School level focus on English teacher and the deaf students who have English lesson.

F. Definition of Key Term

In this part, there are some explanations from the title mentioned the previous item. The title is “A Study on Teaching and Learning Vocabulary for Disable Students at SLB B Negeri Tulungagung”. The definitions of key term as follow:

1. Media

According to Arif S. Sadiman, the use of media means the use of teaching and learning process to explain and to serve messenger in order to get variation in simulating the silent students Sadiman, (1986:17). In other word, the use of media can create a good learning activity and give a good interaction between teacher and students.

2. Strategy

Oxford (1990:7) explains that “Strategy involves the optimal management of troops, ship, or aircraft in a planned campaign. A different, but related, word is tactics, which are tools to achieve the success of strategy”. From this, assumed that strategies are the ways that the learner use in receiving the material in order to help them knowing and understanding the material with easily.

3. Disable students

Disabled student is student who are not be able do things that we as “normal people” can, do not deserve to be considered as ineffective, unfit, incapable, deprived, invalid,imperfect.

4. Vocabulary

Taken from Oxford Pocked Dictionary, “Vocabulary is all the word that person knows or use or list of word whit their meaning, especially in a book for learning a foreign language.” And Penny Ur (2000:60) state that “Vocabulary can be divined, roughly, as the word we teach in the foreign language”.

G. Research Organization

The organization of this study is given in order to make the reader understand the contents of the paper. The organization of this study will be given as follow:

Chapter I is introduction, it consists of background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of study

Chapter II deals with review of related literature consist of Vocabulary (definition of vocabulary, kind of vocabulary), Teaching and learning vocabulary for disable (media of teaching vocabulary, Strategy of teaching vocabulary to disable students, teaching material vocabulary for

disable students). Disable (Definition of Disable , Disable Students, Type of Disable) Deaf students and Hard of Hearing, Types of Hearing Impairment, and Previous Study

Chapter III deals with research method which consists of type of research design, subjects of study, data and data source, technique of data collecting, technique data verification, and data analysis

Chapter IV deals with the data presentation and research finding. This chapter provides the presentation of data taken from the results of observation, interview and documentation it presents research findings related to the proposed research questions.

Chapter V deals with the result and discussion of the study that loaded of the result of data presentation research finding. This chapter is very important because the writer will analyze the data. In other words, the data are processed in this chapter. And finally, all data can be analyzed and interpreted based on the research problem and providing theories.

Chapter VI presents the conclusion of the study and suggestion for the further study to make the better study. Conclusion is the summary of the research problem based on problem. This part is the last of this study.