

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to review of some theories relevant with the problem of research question. The researcher presents the review of some literatures to 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

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the prime foundation for every language learning as well as the English language. It is hard for students in mastery English language without knowing the meaning of the words both written and oral. Ur (1991:60) states "Vocabulary can be defined, roughly, as the word we teach in the foreign language. However a new item in a vocabulary may be more than a single word". While, Gardener in Adger (2002) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Its mean that in

learning vocabulary we have to know the meaning of the words itself and also understand and can use it in sentence context.

Suyanto (2007:43) explains vocabulary is a set of words which is had by a language and give the meaning if we use that language. In language communication, we use many vocabularies to communicate with other. So, if someone has more vocabularies they will easily communicate with other people. Vocabulary is one of the language aspect which should be learn. The importance of vocabulary is stated by Allen (1983:5). He states that: In the teacher-preparation programs today, there is more attention to teach vocabulary. One reason is this : In many English Second Language classes, even where teachers have devoted much times to vocabulary teaching, the results have been disappointing. Sometimes-after months or even years of English- many of the words most needed have been learned.

Taken from the Oxford Pocked Dictionary, “vocabulary is all the word that person knows or use or list of words whit their meaning, especially in a book for learning a foreign language. According to Nunan (1990:101) on his book, second language teaching and learning explain:

Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages. Into “grammatical word”, such us preposition, articles, adverb, content word and so on. The grammaticality of vocabulary also manifest itself in word morphology, that is the grammatical particles that we attach to beginning and ends of word in order to form new words. The following task in designed to focus learner on this aspect language.

According to Allen (1983:3) students who do not learn grammar along with vocabulary will not be able to use the language for communication. Meanwhile, Finnegan (2004: 40-46) defines vocabulary covers every word whether those are nouns, verb, adjectives, pronouns, or conjunction etc. This emphasizes vocabulary as the central aspect in learning a language. The words, whether the role as nouns, verb, or pronoun, formed a sentence are vocabulary. According to Hiebert and Kamil (2005: 1), vocabulary is the written word that can represent multiple meaning in form of sentences or paragraphs. This definition focuses to the vocabulary in form of text. Students are expected to understand the word that they read based on the context.

From different definitions above, vocabulary is defined as the words that have the form and the meaning sometimes one word could have multiple meaning. Therefore, the researcher can define that vocabulary is the written words that students need to know the meaning in order to lead them in achieving comprehension. Even material in which all at the works look familiar may be possible to understand if the grammatical construction have not been learned and also from those all definition we takes the conclusion that vocabulary is core competent of language or set of word is had by language for the purpose of communication.

2. Kind of Vocabulary

Generally, vocabulary is the words that languages consist of, the central role of vocabulary in affecting ability to use language makes

vocabulary needs to be mastered. It also the sub skills for every skill in English language. Hiebert and Kamil (2005: 2-3) categorize vocabulary into two forms namely productive vocabulary and receptive vocabulary. Productive vocabulary is the set of words that an individual uses when writing or speaking. Meanwhile, receptive vocabulary is the set of words that can be used when listening or reading. This defines vocabulary type based on the usage, related to each English skill. Productive vocabulary means that the students, which those are familiar, produce the words well known and used frequently in writing a sentence or essay and in speaking. Receptive vocabulary is the words which student listen from an audio or read in a reading text and trying to recognize the meaning in order to achieve understanding. Similar to Hiebert, Kamil, and Hutton (2008: 1-2) writes that vocabulary consists of the words which are understood when those are heard or read, it is called receptive vocabulary. Meanwhile, the words which spoken or written is called expressive vocabulary. It is similar to productive vocabulary which the words are used to produce a writing or using the words in speaking

According to Montgomery (2007: 1-2), vocabulary is divided into four types suitable to English language skills. Those are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. It defines that vocabulary types from their usage during teaching. Listening vocabulary is the words students hear and understand, speaking vocabulary is the words used when they speak, reading

vocabulary is the words students understand when they read text, through reading many words can be read and can improve understanding, and writing vocabulary is the words that students use when they try to express.

Furthermore, Wollacott (2013: 1) explains that the types of vocabulary are the reading vocabulary, listening vocabulary, writing vocabulary and speaking vocabulary, all of those are categorized into two forms, active and passive vocabulary. Active vocabulary is the words that a person know the form, the words spelling, pronunciation, and how to use it whereas passive vocabulary is the words that people understand through listening or reading but doesn't have to say that. Also, he defines vocabulary term as the list of words so that adjectives, nouns, and verbs are classified as the vocabulary type. The definition is similar to Griggs', the ability of mastery vocabulary, which covers reading, and listening process is called the passive whereas covers writing and speaking is called the active.

In conclusion, the differences of vocabulary types have been described above. Vocabulary can be divided into four types of English skills. Then, based on its usage on the context that students hear and read the words or it is used when writing or speaking. Therefore, the writer can draw that kind of vocabulary appropriate with this discussion is the receptive vocabulary. It described the words used in form of sentences or texts need to be understood by students

B. Teaching and learning Vocabulary for disable

1. Media of teaching vocabulary

Media is a channel of communication. Media are considered as instructional media when they carry messages with instructional purposes that is to facilitate communication. The teaching media is media that is used to support the instructional interaction between the teacher and the students, Chun, D. M., & Plass (1996) say that the kind medias of teaching vocabulary to disable are:

a. Realia

Realia is a term for real things-concrete object-that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences to build and to provide students opportunities to use all senses in learning. Realia allows the student to see, feel, hear, and even smell the object. Hereell & Jordan (2000:23) says that “if the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as model, to a semi- object such as a photograph or illustration”.

Realia is can be found every day, authentic *objects*, such as photographs, menus, brochures, receipts, maps, movies, television shows, commercials, etc. that are used to teach and learn languages. Using Realia helps students to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia breathes life into new vocabulary, the chances of the students remembering the new words have thought those increases.

Realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Using Realia will generate interest and help create an atmosphere conducive to learning.

Therefore realia is very suitable and needs to be used for vocabulary teaching in schools that have students with special needs such as in SLB. Not only that, realia will greatly help students in SLB to learn vocabulary. Because realia can they meet around them every day

b. Real situation

Real situation is one of the media to make students interested in vocabulary lessons. Real situation here means is to create a classroom atmosphere as in the real facts in everyday life, Such as when the teacher takes the theme of the market in vocabulary lessons. In that lesson also the teacher should prepare the classroom atmosphere like the market. If usually in the market there are sellers and buyers, the class should also be made just like that. Real situation must also use a real object. Suppose if in the fruit market, so the situation in the classroom should also have fruits such as apples, grapes, watermelons, and others.

And the next class can be run like an activity in the market by using English, so they are interested in vocabulary and indirectly will also add new vocabulary that they have not met before. But real situation cannot be used for all students who are special need, Only a

few classes can use this medium, such as students who are deaf, physically disabled, and also blind.

c. Audio visual (Video)

Audio visual is a combination of two words, audio which refers to what we can't hear; whereas, visual refers to what we can see. In other words, it is any device which by sight or sound increases the individuals experience in classroom. Students will be upgraded when teachers play video/slide types of vocabulary taught, because the classroom atmosphere will be different from before. In SLB B Negeri Tlungagung there is only use video in teaching and learning vocabulary, because the students there is consist of deaf students. Especially if the video is equipped with an interesting picture and also the sound that supports the image. Video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process (Sherman, 2003:1). Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language

So, it can be defined as the materials and equipment that record sounds and images when presenting certain information, and some of

them might be multi- sensory because they deal approximately with all senses of the receiver, those devices used in the classrooms to encourage teaching and learning process and make it easier and interesting.

d. Picture

Using pictures is one of the teaching aids that teachers depend on in their teaching. Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning. In my experience, English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils' attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the words with a concrete object makes these words easier to remember. One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one. Of course, not all new words can be taught using picture but most concrete vocabulary can.

Of course, pictures must be chosen carefully and it is hoped that this study will shed some light on how teachers make these choices. Pictures should be appropriate not only for the language to be learned but also for the classes they are being used for; if pictures are too

childish students may not like them and if they are culturally inappropriate they can offend people. According to Andrew Wright (1989:43), "Pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences".

Pictures also need to be visible – especially if they are being shown to the whole class they need to be big enough for everyone to see. And it also helps if pictures are durable – that is, strong enough to be used several times. Although it is generally accepted that pictures can play an important role in supporting vocabulary learning especially in school that have special needs, we know little about teacher and learner perspectives on this issue.

2. Strategy of teaching vocabulary to disabled students.

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Chamont (2005:93) says that the strategies to teach disabled students is different with normal students. Some of these strategies are:

a. Total Physical Response (TPR)

TPR is an instructional strategy that aims to involve kinesthetic activity while learning. Because many students with learning disabilities do not process language in the same form, TPR allows students to

interact with the language and one another in an expressive manner. Increasing attention and response opportunities, TPR allows the teacher to see how all students respond to instruction at any given point: The teacher gives a command and models the action while the students listen and watch, The teacher gives the command and models the action. The students copy the action, and teacher gives the command without modeling then the students perform the action. Dianne (1986:116) says that TPR is a method of teaching language developed by James Asher of San Jose State University in California. It is based on the premise that the human brain has a biological program for acquiring any natural language on earth. The process is visible when we observe how infants internalize their first language.

TPR is a strategy that is widely used in learning vocabulary especially in schools that have students with special needs because it can increase vocabulary mastery of students in a unique way and make students happy. Not only that, vocabulary teaching using TPR can also be used in various types of disabilities

b. Gesture

Using particular gestures or expressions in the classroom will lead students to associate them with a particular thing. For example, if you always use the same gesture when you say "*Please stand up.*" students will become accustomed to it and stand up when you use that gesture

even if you occasionally leave out the oral instruction. An effective instructor will use their body to help give students additional information about what they want them to do. Modeling (doing what you want students to do by showing them what is wanted), gesturing to prompt behaviors and cueing with more subtle movements all provide assistance to the students.

The school have special need you are teaching is the most important component of any lesson and you don't want to get stuck in a lesson with students not knowing what to do. Always model any activity first, gesture to show students when you want them to respond chorally, "listen" (put your hands behind your ears) and "repeat" (move your hands away from your mouth) and give cues by pointing to target language on the board. Effective use of these tools will make your class go much more smoothly. As the image of the book above indicates, ask and be aware of any cultural differences in gestures. In many cultures, pointing with a finger is quite rude as is gesturing with your palm facing up versus down. Find out what works best in the country where you will be teaching.

c. Sign Language

Sign language use hand, face or other movement in a three dimension space as the physical means of communication. Principally, there are two type of sign language and these differs as to whether or not signs represent ordinary (speech-based language). Thus there are sign

language which represent the word (though signs) and their order as they appear in ordinary languages, such as Swedis, English and French, and there are sign language such as America sign language and Britis language which have their own word and grammatical systems for the generation of sentence.

d. Written Language Approach

Written Language Approach is one of the ways used to teach students with special needs in the classroom. Teachers usually use this strategy to assist students in understanding the lessons in the classroom, because students in the classroom cannot communicate with the normal language. The teacher should publish each letter to write one word to the students so they understand and know the procedure of writing the word properly and correctly. So the teacher must be patient to help students write letters from a word. This is why this Written Language Approach should be used in classroom teaching with students who have special needs.

3. Teaching material vocabulary for disable students

Gardener in Adger (2002) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. In schools that have students

with special needs, they are only taught simple vocabulary or vocabulary English they commonly encounter around them, Because they are focused on the job suits or daily skills they will use after they graduate from school. The percentage of these schools is 60% of skills and 40% of general subjects say Zwiers (2008:51). That is the reason why only a simple vocabulary is taught by the teacher in the class during English language lessons in some school of disabilities

C. Disable

1. Definition of Disable

All children must have some difference either physically (some are shorter, some are higher, some are stronger and some are weaker) or intelligently (some learn quickly and are able to remember and use what they have learned in a new situation, while others need repeated practice and have difficulty maintaining new knowledge). Hence, children who showed these differences either physically or intelligently are called *exceptional children*. This term refers to children with learning or behavior problems, children with physical disabilities or sensory impairments, and children who are intellectually gifted or have a special talent. Wardani (2009:13) this term includes children who have difficulties in learning as well as those who have excellent performance that modifications in curriculum and instruction are necessary to help them fulfill their potential. The term students with disabilities are more

restrictive than exceptional children because it does not include gifted and talented children.

From other opinion disable is conceptualized as being a multi dimension experience for the person involved. There may be effects on organs or body part and there may be effect on person's participation in areas of life. According to the *World health Organization*, a disable is any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a being human being.

The term disabilities is a short from special education needs and is a way to refer to students with disable. The term disable in the education setting comes into play whenever a child's education program is officially altered from what would normally be provided to students thought an individual facilities for disable students. Students with disable who receive special education instruction and related services vary greatly in their needs and background.

2. Disable Students

When students with disable even those with severe disable receive appropriate instruction, they grow academically and social. Jabberwocky (1990) explain as follow:

Students with disabilities are those who demonstrate a significant discrepancy, which is not the result of some other handicap, between academic achievement and intellectual abilities in one or more of areas of oral expression, listening

comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, mathematics reasoning, or spelling.

Following is a list of some of common indicators of learning disabled students. The traits are usually not isolated ones: rather, they appear in varying degrees and amounts in most learning disabled students. A learning disabled student has poor auditory memory both short term and long term, has a low tolerance level and a high frustration level, has a weak or poor self-esteem, is easily distractible, finds it difficult, if it is impossible, to stay in task for extended periods of time, is spontaneous in expression: often cannot control emotion, is easily confused, is verbally demanding, has some difficulty in working with other group settings, has difficulty in following complicated directions or remembering directions for extended periods of time, has coordination problems with both large and small muscle groups, has inflexibility of thought: is difficult to persuade otherwise, has poor handwriting skills and has a poor concept of time.

3. Type of Disabled

The term students with disabilities is more restrictive than exceptional children because it does not include gifted and talented children. The categories of exceptionality according to Heward (2006:56) are:

a. Blind And Low Vision

Definition: Blindness is often thought to be complete loss of vision with no remaining perception of light. However, this ultimate form of blindness is rare. Far more students have a permanent loss of some, but not all, of their eyesight. Blindness can be either congenital (occurring before or at birth) or is acquired as a result of trauma or a medical disorder. The severity of vision loss varies widely. The most prevalent eye diseases are age-related macular degeneration, cataracts, diabetic retinopathy, retinitis pigmentosa, and glaucoma. Other vision impairments may be the result of night or color blindness, myopia (nearsightedness), astigmatism (irregular curvature of the cornea), hyperopia (farsightedness), and presbyopia where the eye lens becomes elastic.

Educational Limitations: Students who are blind or low vision will have limitations in reading, viewing classroom materials, boards, overheads, videos and other visual presentations. Getting around the campus will be a limitation as well as locating places or materials in labs and classrooms. In addition, visual perceptual problems such as discriminating figure or ground, sequencing, or reading similarly shaped letters or words may preclude comprehension of printed test materials. Students with low vision vary greatly in their ability to use vision. They may be limited in sharpness of vision or ability to see distances, or the student may have reduced central or peripheral

vision. If the condition fluctuates, a student may have varying degrees of visual ability from day to day.

b. Autism Spectrum

Definition: Autism Spectrum disorders are defined as neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning. Educational Limitations: Autism spectrum disorders are characterized by significant limitations and may include, but not be limited to any of the following:

- 1) Limitations in social-emotional reciprocity (e.g. abnormal social approach; failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect; failure to initiate or respond to social interactions)
- 2) Limitations in nonverbal communicative behaviors used for social interactions (e.g. poorly integrated verbal and nonverbal communication; abnormalities in eye contact and body language; deficits in understanding and use of gestures; total lack of facial expressions and nonverbal communication)
- 3) Limitations in developing, maintaining, and understanding relationships (e.g. difficulties adjusting behavior to suit

various social contexts; difficulties in making friends; absence of interest in peers)

- 4) Stereotyped or repetitive motor movements, use of objects, or speech (e.g. self-stimulation behaviors such as arm flapping, flipping objects, echolalia, idiosyncratic phrases)
- 5) Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior (e.g. extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route every day, need to eat the same food every day)
- 6) Highly restricted, fixated interests that are abnormal in intensity or focus (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest)
- 7) Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

c. Other Health Conditions and disabilities

Definition: Some chronic health impairments are visible disabilities, but many are invisible illnesses or medical conditions. In some cases the degree of impairment will vary from one day to the

next because of the nature of the medical condition, the medication used, or the therapy required. When illnesses do not follow a set course, are progressive, or involve chronic pain, the student may additionally experience depression, anxiety, or other emotions. Chronic Health impairments include AIDS, allergies, back disorders, burns, cancer, Crohn's disease, diabetes, fibromyalgia, heart disease, hemophilia, lupus, multiple sclerosis, muscular dystrophy, renal-kidney disease, respiratory disorders, seizure disorders, sickle cell anemia, Tourette's syndrome. Side effects of medication may include fatigue, memory loss, shortened attention span, loss of concentration, or drowsiness.

Educational Limitations: Medical complications result in a variety of limitations for these students including regular class attendance. In addition, attendance at particular times of day may be a limitation due to treatments or hospitalizations. Side effects of medication may limit classroom responses or taking tests in a timed situation. Some medical conditions may limit mobility, speech, vision, or muscle control. Students may be limited in their use of standard furniture or be limited in maintaining long class periods.

d. Intellectual Disability (Id)

Definition: Title V of the California Education Code defines the developmentally delayed learner as a student who exhibits below average intellectual functioning and potential for measurable

achievement in instructional and employment settings. Educational Limitations: Students may have limitations with critical thinking, inferential reading, analysis or synthesis, and abstract reasoning.

e. Acquired Brain Injury (ABI)

Definition: Traumatic brain injuries result from either external events such as a blow to the head, or internal events, such as a tumor or stroke. Educational Limitations: Limitations vary depending upon the type, location, and severity of the injury. The student is usually limited in cognitive functioning in the area of memory, concentration, speed of response, spatial reasoning, conceptualization, problem-solving, motor functioning or communication through reading, writing, speaking, or listening.

f. Learning Disability (Ld)

Definition: Title V of the California Education Code defines learning disabilities as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Students with learning disabilities exhibit average to above average intelligence ability, severe processing deficits, severe aptitude-achievement discrepancies, and measured achievement in an instructional or employment setting.

Educational Limitations: Learning disabilities may result in limitations in the rate, accuracy, or efficiency of reading, writing, or

math. A student with a learning disability does not lack aptitude or ability but is inhibited from demonstrating his or her true intelligence in at least one area of achievement (reading, writing, or math) due to the severe processing deficit. Time management, project organization or initiation, sustained attention, and social skills may be limited. Taking in information, retaining it, or expressing knowledge and understanding to others may be a challenge. The student will have uneven abilities and persistent deficits in auditory, visual, or memory functions.

g. Physical Disability

Definition: There are a wide range of neuromuscular and orthopedic impairments that are congenital, the result of illness, or accident related. Mobility impairments range from slight difficulties with movement to paralysis. Such impairments may be caused by disorders such as arthritis or multiple sclerosis, or they can have congenital causes such as cerebral palsy or muscular dystrophy. They can also be the result of illness, accidents, strokes, or injury to the spinal cord. Some students have impairments in arm or hand movement that are the result of repetitive strain injury. These strain injuries can fluctuate in severity and are susceptible to aggravation from overuse.

Educational Limitations: Impairments can be painful and can limit mobility, strength, speed, endurance, or coordination. Mobility

impairments cause difficulties with movement and fine-motor activity. In some conditions, limitations are constant; in others, flare-ups increase limitations intermittently. Some students have difficulty walking; others can stand but cannot walk. Fatigue may be a factor in limiting mobility; many students are able to walk but need to conserve energy by using a wheelchair occasionally. Limitations may include physical access to classrooms, offices, and rest rooms. Limitations may include use of standard height desks or tablet chairs. Some students are limited in their use of steps and may have limited choice in theater seating or may not be able to reach classrooms on the second floor if the elevator is not working. Sometimes upper extremity limitations, which involve the use of hands or arms, can impact the student's ability to reach and manipulate. Limitations may include fine motor tasks such as writing class notes, taking essays and tests, doing homework, completing tasks in science labs, or using computers.

h. Mental Health

Definition: Psychological disabilities cover a wide range of conditions varying in symptoms and severity. In College the most commonly observed diagnoses are disorders of mood such as bipolar disorder and major depression. Other conditions are anxiety and panic disorders, obsessive-compulsive disorder, and schizophrenia. These

disabilities are recognized to have a biological basis and many can be treated with appropriate psychotherapy and psychiatric medications

Educational Limitations: Most students with these psychological disabilities are limited with communication because they react to the increased stress of College by withdrawing. Psychological disabilities limit times of class choice because the student's functioning fluctuates throughout the day. Student's attendance may be limited because of relapses or hospitalizations.

i. Deaf And Hard Of Hearing (Dhh)

Definition: Deafness refers to a profound hearing loss of 90 decibels or greater. Hard of Hearing refers to those students who have some residual hearing. Hearing loss may be conductive when there is a disruption of the transmission of sound through the outer and/or middle ear or sensorineural, which is due to sensory or nerve damage in the inner ear, auditory nerve, or auditory cortex of the brain. When the deafness is congenital (occurring before or at birth) or prelingual (before the age of about three when spoken language is normally acquired) the student will have significant communication impairments resulting from having a restricted exposure to language and social frame of reference when learning to speak, write, or lip-read.

Educational Limitations: The most significant limitation is that hearing loss cuts students off from the usual means of acquiring and

transmitting spoken language. Deaf students cannot engage in spoken conversation, listen to information or enjoy the radio, television, movies, music, or video games. Limitations also include appreciating social nuance, jokes, and gossip exchanged by hearing people. Deafness limits hearing in various ways. Many deaf students are unable to perceive sounds, including speech, in a way for it to have meaning for ordinary purposes. Many other students are hearing impaired by background noise, cross talk and certain sound frequencies that limits accurate transmission of information. Deaf and Hard of Hearing students often are limited in mastering English grammatical structure despite intelligence and effort. Lip reading, while helpful, is only 30% to 40% effective and is very tiring.

D. Deaf students and Hard of Hearing

The definition of deaf students or hard hearing from Google, *The Free Encyclopedia "Hearing Impairment"* Hearing impairment is hearingloss that prevents a from totally receiving sounds through the ear. A full or partial decrease in the ability to detect or understand sound.

According to Tan Oon Seng and friends (2001: 144), that deaf or hearing impairment is defined as a genetic term indicating a hearing disability that may range from mild to profound, including the subsets of deaf and hard of hearing. So, it can be define that a hearing impairment can make learning very difficult for the students. Students who are born deaf or experience a

significant hearing loss in the first several years of life usually do not develop normal speech and language.

Hearing ability of someone could not be known at the first birth. But if there is cognitive defect, it will grow up continue. Bandie (2006:102) say that students that did not have problem their hearing abilities will get good result or accurate information that comes into their brain according to what they have studied. Hearing impairment is the consequence of a functional loss of hearing; actually students with hearing impairment also have speaking disabilities. It will be one of the teacher's jobs to get their students come into the lesson. For example in teaching reading, teachers must explain the material and give the instruction by using signal language. Although the material is very simple, teachers have a big duty of the student's development, even their ability in studying English and also their attitude.

According to an interactional theory, deaf students or students' with hearing impairment can adapt the material from the teacher by using signal. In other word, if there is good interaction between teachers and students, it may help both of them to share about the materials easier.

E. Types of Hearing Impairment

There are types of Hearing Impairment based from Tan Oon Seng (2001:45), they are is:

- a. Deaf: is a hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or

without amplification, which adversely affects educational performance.

- b. Hard of Hearing: is a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of 'deaf'.
- c. Deaf-Blind: is simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for deaf children or blind children.

F. Previous Study

There are some researches that almost have some topic or idea with this research. Endah Miyosi P. Ari with her study entitled *Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010*. She observed the effectiveness of strategies in English Language Teaching of Down syndrome students and the result from this research is that the Down syndrome students have disability in absorbing some information, the teacher does not only one method but also combined some appropriate methods, the researcher has some problem in English teaching, and some possible solutions in order to solve the teacher's problem. It is different with this research that the subject there is between deaf student and students that have a down syndrome. Not only the subject but also the

focus is not same there are focus in strategies of teaching English and the other is only focus in teaching vocabulary.

One of the research has been explained by Siti Mutiatun in her thesis *Techniques of Teaching English as A Second Language for Students "With Different Ability" at SMPLB Siswa Budhi, Surabaya*. This thesis explained about several techniques that are used for teaching English. The first technique is explanation which is used in every meeting in English class. The second technique used is discussion, even though it is different from typically class. The third technique is picture which is favored by the students. The fourth technique is drilling, this technique used along with pictures. And the last is reward, which can motivate the students in learning English more. The teacher already used several methods, but she has not a specific skill in English. This subject is consisting from some disability not specific to one disable.

All the previous studies are completely different from the research that the researcher is going to conduct. Some of research only focus to the subject there student have down syndrome but and the focus all about English that was by teacher there. They are not focus to one of skill in English like reading or writing. The subject not specific in one of disability because in one school of disable usually any more than disability. So that, the researcher tends to do this study through combine the use specific material in English there is vocabulary and the subject is more specific there is deaf students, which is never be held before.