

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is a foreign language that is taught in formal education. English is not only taught to the normal learners, but also for the disabilities. The Indonesian government realized that English is important to support and enhance the process of the development in Indonesia and to absorb the development of science and technology. Special education is an education for learners who have difficulty in joining the learning process due to physical, emotional, mental, and social conditions. Children who have disorder are very meaningful because it gives a strong foundation that children with disabilities need the same opportunities as it is granted to the normal children in terms of learning and teaching. Therefore, the government attaches subject at the school for the learners who have physical weakness and mental retardation, or in Indonesia it is usually known as special education. In English subject, vocabulary is one of the language components that has to be learned. Vocabulary is a key link to master four other skills in language learning, they are: speaking, listening, reading and writing (Moats, 2005).

Vocabulary development is the most important part of the others which should be mastered in the process of the learning of reading by the learners before they learn other skills, it means that the development of the vocabulary can give positive impact that can help children to apply their ideas in speaking so their lack of vocabularies doesn't affect their idea which that will be conveyed. Vocabulary is the central of language teaching, by mastering vocabulary, people can express

their ideas and understand the meaning of what the opponent of communication have been said. Moreover, In order to build up good communication in foreign language, learners have to acquire and know how to use them accurately.

Learning vocabulary in the level of hearing impaired learners does not need to be learned deeply, but they emphasize more on daily application for daily communication. Deaf learners are weak in their level of vocabulary knowledge (Luckner & Cooke, 2010). Learning a language for hearing impaired learners is used to observe their emotional characteristics and intelligence. Consequently, many learners who are deaf may not have learned the academic language and necessary vocabulary key for understanding the content of information. As a result, they have difficulty with the vocabulary and concept demanded in many content-area discussions, lessons, and material presented in the textbook. Deaf learners often find some obstacle and difficulties in communication because some of them lost their total ability to listen while the rest lost some abilities in listening or hearing the sounds. This condition makes the deaf learners to deliver their ideas, expressions and thought toward each other in difficult ways. Furthermore, the other obstacles faced by the deaf learners are in development of language competencies. Therefore, they cannot hear and listen well of every sound of language which is spoken by others. Consequently, they will get less vocabulary and get difficulty in communicating to others.

According to El-Zraigat & Smadi (2012) hearing-impaired learners need special services to be offered to them with the needed equipment in order to meet their unique needs. For example, they need special technique that meets their developmental tasks. In order to assist the hearing impaired learners in teaching

learning process, there are special education services which solve their problem. One of the treatments and strategies is teaching through visualization. In this case, the teacher serves some appropriate and interesting pictures through a Longtion autorun application which is reflected from the topic. Text and picture are the most effective type of vocabulary annotation (Yeh, Y., & Wang, C., 2003). Explaining and delivering lessons through picture will ease the hearing impaired learners to acquire and understand some new vocabularies and enhance learners' motivation in learning. According to Zamfirov, M., & Saeva, S. (2013) the application of computer based teaching strategies with hearing impaired learners in English classes is highly effective. Yovkova, B. (2016) also stated that learning with the help of well-designed interactive multimedia applications has a potential to increase the effectiveness of vocabulary acquisition among the children with hearing loss. There are many visual stimuli and manual commands during the teaching-learning process. In addition, the hearing impaired learners are more likely need some types of vocabulary exercise in order to test their competency progress and to apply their understanding of new vocabulary which they have got. Thus, the vocabulary material should be designed in form of longtion autorun application because it is best in visualization and help the learners to learn new simple vocabularies through pictures, simple explanations and exercises, so they will be interested and will get new knowledge when they learn something new.

Hearing impaired learners in *SLB* cannot hear perfectly, they only can hear small voices from the opponent or their teacher. Similarly, the learners in eleventh grade in *SLB* also face the difficulty in learning because they have less vocabulary which can help them reach their knowledge about something around them.

Regarding these problems, the researcher attempts to develop a vocabulary material which appropriate and can make the learners understand the material easily. Moreover, in term of elevating the critical thinking of the learners, the researcher tries to develop vocabulary material using Longtion autorun application which will make the learners more interested and understand it easily by serving some of explanations and exercises.

1.2 Purpose of the study

The purpose of the study is to develop vocabulary material using Longtion autorun application for hearing impaired-eleventh grade learners at SLB Negeri Cerme.

1.3 Significance of The Study

1.3.1 Theoretical Significance

1. Gives contribution to the material of English vocabulary for hearing impaired learners.
2. Gives contribution to the theory to develop the material for hearing impaired learners.

1.3.2 Practical Significance

1. Provides interesting vocabulary material form, more colorful pages for hearing impaired learners.
2. Assists the hearing impaired learners to understand simple vocabularies.
3. Gives efective material in the class for teacher and also it doesn't need paper and pencil.

1.4 Scope and Limitation

In order to specify the topic of this study, the researcher gives scope and limitation as specific as possible. The scope of this study is to develop vocabulary material for second semester of hearing impaired-eleventh grade learners at SLB Negeri Cerme. The limitation of this study is the focus on developing vocabulary material by creating it using Longtion autorun application.

1.5 Definition of Key Terms

Clarification of the terms which will constitute the backbone of the studies is a great importance. Not to allow misunderstanding or misperception, some of the terms need to be defined, are:

1. Developing material is the way to develop vocabulary material using Longtion autorun for hearing impaired learners.
2. Vocabulary is a list of words which are used by hearing impaired learners so they will understand well the vocabulary that they should master.
3. Longtion autorun is a learning media of visual computer media that contains html, flash and office program that develop vocabulary material for hearing impaired-eleventh grade learners at SLB Negeri Cerme.
4. Hearing impaired learners are learners who lost or break some part of or all of hearing sensor and that can not be functioned as normal people even though they are helped by hearing aids.