

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

A list of words which is used by someone to deliver the information, expression or arguments in communication is vocabulary, based on Hatch & Brown(1995). Moats (2005) also defined vocabulary as the collection of word meaning in order to understand what they said to us, to explain we read or express our thoughts. Vocabulary is a central to language teaching because insufficient vocabulary, they cannot express their own ideas. It is supported by Hatch and Brown (1995) who said that vocabulary was the foundation component to build languages which played a fundamental role in communication. It implies by mastering vocabulary, people can express their idea, and understands the meaning of what is the opponent have said. McCarthy (2000) also asserted the importance of vocabulary which was implied in his statement, no matter how well the students understand grammar, no matter how successfully the pronunciation is mastered, yet, without wider vocabulary, communication in language learning cannot happen in every situation and every atmosphere.

Moreover, vocabulary is a key link to master four other skills in language learning, they are: speaking, listening, reading and writing. In order to build up good communication in foreign language, students have to acquire and possess adequate collection of words and know how to use them accuracy. Nation (2001) and Meara & Fitzpatrick (2000) asserted that vocabulary knowledge seen as the essential prerequisite to gain successful communication. The successful of communication itself can be achieved by learners who have more expansive general vocabulary than by those who have smaller. Derived from the statement, the successful students learning language depends on how many vocabularies they can master

and how well they use them. Then, Thornbury (2002) stated that lack of vocabulary knowledge impedes language comprehension and production.

In Indonesia, vocabulary is one of the components of learning taught from elementary until university level. Education especially not only taught for the normal students but also for the physical weakness, so they able to know how to communicate in even thought, in basic indicators. Based on UU Number 20, 2003 about national Education System chapter 32 stated “Special Education is an education for students who have difficulty in following the learning process due to physical, emotional, mental, and social. (UU Sisdiknas, 2003:21). Provision in UU Number 20, 2003 for those children who have disorder are very meaningful because it gives a strong foundation that children with disabilities need the same opportunities as granted to normal children in terms of learning and teaching. Therefore, the government has been included subject at the school for the students who have physical weakness and mental retardation or in Indonesia usually known as SLB (Sekolah Luar Biasa).

In the school, the teachers will use the special treatments, special media and special techniques to teach the impaired students in order to meet the necessity of the students in learning and the standardization which have to gain for the impaired students in subject. Especially for hearing impaired student or we usually called by deaf students, they have different needs in learning and teaching process than hearing students. For example: hearing impaired students do not need broader knowledge of but they emphasize more on daily or in application for daily communication. Education or learning language for hearing impaired students is done by observing their emotional characteristics, intelligence and their categorization of physical condition, such as: mild deaf, middle deaf and heavy deaf.

They or students who are deaf or hard of hearing are delayed in their level of vocabulary knowledge, have smaller lexicons, acquire new words at slower rates, and have a narrower range of contexts that result in word learning that is less than their hearing peers

(Lederberg,2006; Luckner &Cooke, 2001). Consequently, many students who are deaf or hard of hearing may not have learned the academic language and key vocabulary necessary for understanding content information. As a result, they are likely to have difficulty with the vocabulary and concept demands of many content-area discussions, lessons, and material presented in textbooks.

Deaf students often find some obstacles and difficulties in communication because some of them lost their total ability to listen while the rest losses some ability in listening or hearing sounds. This condition, pushing up the deaf students to deliver their ideas, expressions and thoughts toward each other in difficult ways.

Furthermore, the other obstacle faced by the deaf students is in developing of language competency. As cited on S, Hermanto (2011), ears as a sense of hearing for human had a vital role as a media or 'gate' for getting verbal language. Hence, they could not hear and listen well of every sounds of language which is spoken by others. Consequently, they will get less vocabulary and get difficulty in communication to others.

According to Hallalan&Kaufman (1991), he pointed out that there were three teaching techniques to hearing impaired students. The first is oral communication method that uses the combination of residual hearing, speech reading and facial expression. Second is manual communication method that uses sign language including the higher spelling .The third is total communication method uses the combination of oral and manual methods in their communication of teaching learning process.

In order to assist the hearing impaired students in teaching learning process, there are some special service education which solve their problem. One of the treatment and strategy is teaching through visualization. In this case, the teacher needs to serve some appropriate and interesting pictures which reflect toward the topic. It gets along with Richard and Renandya (2002) who said new vocabulary words were more efficiently learned when

pictures were available for students. Explaining and delivering lesson through picture series is hoped will ease the hearing impaired students to acquire and understand some new vocabularies and do enhance students' motivation in learning. In addition, the hearing impaired students are more likely needing some types of vocabulary exercises in order to try their competency progress and to apply their understanding of new vocabularies they have got. Thus, the vocabulary material should design in form of module because it will help the students to learn simple new vocabulary through picture, simple explanation and exercise, so they will be interested and will get new knowledge when they learn something new.

Hearing impaired student in SMPLB who is classify in middle deaf, they cannot hear perfectly, they only can hear small voice from the opponent or their teacher. Similarly, the students in seventh grade in SMPLB also face the difficulties in learning because they have less in vocabulary which can help them reach their knowledge about something around them. Regarding these problems, the researcher attempts to develop vocabulary material which is appropriate and hoped can make the students to understand easily the material. Moreover, in term of elevating the critical thinking of the students, the researcher tries to develop vocabulary material using picture series which will make the students more interested and understand easily by serving some explanations and exercises.

## **1.2 Objective of the Study**

The objective of this study is to develop vocabulary material using picture series which are applied for seventh grade of hearing impaired student at SLB Kemala Bhayangkari.

## **1.3 Significance of the Study**

This study is hoped to give contribution toward two significances, they are theoretical and practical ones.

### **1.3.1 Theoretical Significance**

The researcher takes the theoretical significance on this study as an alternative theory to develop the material for hearing impaired student.

### **1.3.2 Practical Significance**

The researcher expects that this study gives impact to assist the hearing impaired students to understand the simple instruction, simple new vocabularies around them that they never know before.

## **1.4 Scope and limitation**

In order to specify the broader topic of this study, the researcher limits the topic as specifics as possible. The scope and limitation of this study are developing vocabulary materials by using picture series for second semester of the seventh grade hearing impaired student at SLB Kemala Bhayangkari.

## **1.5 Definition of Key Terms**

To avoid misunderstanding regarding the problems which are going to be discussed in this research, the researcher intends to define the key terms as follow:

1. Developing material is the way to develop vocabulary material by using picture series strategy and scientific approach for hearing impaired students.
2. Vocabulary is a list of words which are used by hearing impaired students so they will understand well the vocabulary that they should master to pass the subject of.
3. Picture series is a media which uses some pictures that define all vocabularies and have relation one and another.
4. Hearing impaired students is a condition of the students which has physical disorder in term of sense of hearing.

