

CHAPTER I
INTRODUCTION

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1.1 Background of the Study

English becomes the most important language in the world because it has an important role in any aspect of life. Consequently, many people in the world try to learn and master English. Nevertheless, learning and mastering English is not an easy work - especially for the handicapped people. However, the handicapped people should also master it so that they can stand by themselves and do not depend on other people's help.

Since there are many kinds of handicapped people, this study focuses on the deaf students of SLB Bhakti Asih Junior High School – SLB (Sekolah Luar Biasa) Bhakti Asih Junior High School is one of the schools for the deaf students in Surabaya. Deaf children are those who were born totally deaf or sufficiently deaf to prevent the establishment of speech and natural language; those who became deaf in childhood before language and speech were established; or those who became deaf in childhood so soon after the natural establishment of speech and language has been practically lost to them (Meyerson, 1974:121).

The writer focuses her study on the deaf students since she thinks that the deaf students should have the same opportunities to get knowledge as the normal students do. Nevertheless, the deaf students do not have the same competence to

obtain that knowledge as much as the normal students because of their language deficiency. Somantri (1995:77), in her book entitled "*Psikologi Anak Luar Biasa*," says that:

“Perkembangan kognitif anak tunarungu sangat dipengaruhi oleh perkembangan bahasa, sehingga hambatan pada bahasa pada anak tunarungu menghambat perkembangan intelegensinya.”

Furthermore, Somantri (1995: 76) says that language is very important because it is used by human as the communication media in establishing the relationship among others.

According to Tarmansyah (1995:20-27), when a child does not have an ability to observe the stimulus he receives, he will not transform the concept of language and the speaking. For a child with hearing impairment, his ability of language achievement is automatically low because he has never heard the information from his society. Therefore, his concept of language is low or even he does not have one. Tarmansyah further says that memory and attention have very important role in all communication process and speaking ability. The process of memorizing object that can be heard – such as a word or a sentence – will stay longer in the memory if it is heard through the ears, then a child imitates the words he hears continuously. Then, the words that he imitates continuously will be new vocabularies. It is the same as the process of learning a foreign language, first, the student listens, then he imitates what he hears and later he will remember it.

A deaf child, who does not hear processes his memorization only through the stimulus that he sees – he sees the movements, imitates, then memorizes the movements. Therefore, the impression of visual object has an important role for the deaf children. Stimulus that the child receives through the modality of eyesight modality, sense of hearing, or sense of touching will strengthen the child's memory. For instance, this child will have a stronger memory of flower if he hears the word of "flower", feels, and smells the real object named flower. A deaf child cannot hear well as the result of his acuity limitedness. Therefore, the deaf child expresses the concept of flower using a sign in the form of a hand movement, which describes a flower – because he cannot receive a stimulus through the sense of hearing. Moreover, the language and speaking development are related to the visual acuity. The result of the visual acuity limitedness is that a deaf child cannot hear well. Therefore, the voice imitation after the sense of touching period does not occur and the imitation process is only limited on the visual imitation. Furthermore, in the language and the speaking development a deaf child needs special and intensive guidance based on his ability and level of ability.

Based on the explanation above, it can be concluded that the deaf child's low intelligence level is not caused by the lowness of the intellectual barrier. However, it is due to the fact that he does not have the opportunity to develop it. Regular guidance – especially in speaking ability - helps the development of the deaf child's intelligence. There is one thing we should know that not all aspects of the deaf

child's developments are impeded. The intelligence aspects, which are impeded, are the aspects, which have the verbal characteristics, such as making conclusion and predicting events.

During the observation done in SLB Bhakti Asih Junior High School Surabaya, the writer found out that the students had difficulties in learning vocabulary. According to the English teacher, the students had difficulties in learning vocabulary because of their language deficiency, which could cause vocabulary deficiency. The vocabulary deficiency could also be caused by the fact that the students have two different worlds. The first world is the world of their own, which they cannot hear and the other one is the world of the normal people, which forces them to be able to hear. Then, it is undeniable that the English teacher gets difficulties in presenting the material – especially in explaining the vocabulary.

Based on the reasons above, the writer decides to focus her study on the teaching of vocabulary through pictures. The writer emphasizes on teaching vocabulary rather than structure, writing, speaking, and listening, because teaching vocabulary to the students can influence the student's achievement in learning English structure since the students will not understand the meaning of that language patterns if they do not know anything about the vocabulary.

During the observation done in SLB Bhakti Asih Junior High School Surabaya, the writer did not see any attempts to use pictures, whereas pictures have many advantages when they are applied in the classroom. In her investigation,

Handayani (1989) found out that the students found it difficult in learning the Degree of Comparison of Adjectives. In order to help the students, she presented the teaching materials using pictures so that the students comprehended the material well.

From her observation, the writer found out that the English teacher at SLB Bhakti Asih Surabaya presented the teaching materials of vocabulary using the Grammar Translation Method and the Total Communication method. She found out that the students had a problem in comprehending the vocabulary. The students cannot recognize the English words given easily because their own mother tongue's vocabulary is limited. For instance, the teacher gives two new words – a nurse and a doctor. Although these words are completely different, the students say that the nurse and the doctor are the same because both of them work in a hospital and wear white uniforms.

From the explanation above, it is clear that actually the deaf students' intelligence does not develop appropriately not because their intelligence is low but because of their language deficiency. Therefore, the materials given to the students in the first year until the third year of junior high school are almost the same.

Having all these reasons, the writer decides to help the students develop their knowledge focusing on vocabulary. The writer chooses pictures as the media of teaching vocabulary because based on the observations and investigations done, pictures give effects to the normal students' achievement. Therefore, the writer

thinks that teaching vocabulary with pictures as the media helps the deaf students improve their vocabulary worlds. It is believed that pictures can save time, because the teacher does not need to write the exercise on the blackboard. The teacher can also use the pictures as the media for reminding the students about the previous lessons.

The last reason – but not the least – for choosing pictures as the media of teaching vocabulary is that the pictures are inexpensive, easy to make, and can arouse the students' interest. Pictures can be taken from magazines, newspapers, or one's drawings in order to make the teaching learning process more interesting.

Finally, by using this technique in teaching vocabulary to the deaf students, it is expected that the deaf students' ability in learning vocabulary can be improved and they can get information they need by using their vocabulary.

1.2 Problem Statement

In line with the background and the title of this study, the research question that drives this study is formulated as: "How can the suggested technique for using pictures be applied to the teaching of vocabulary to the first year junior high school deaf students?"

1.3 Objectives of the Study

The aim of the study is to describe how the suggested technique for using pictures can be applied to teach vocabulary to the first year junior high school deaf students.

1.4 Significance of the Study

It is essential to carry out this study because the writer hopes that this study can help the teachers to teach their teaching materials to the junior high school deaf students. It is also expected that the teacher can motivate the students to master English. By mastering vocabulary, the students are able to understand, for instance, the information or instructions attached in public announcement board such as in shopping centers, hospitals, restaurants, airport, railway station, etc. that are written in English.

1.5 Scope and Limitation

The study is limited to the teaching of vocabulary to the first year junior high school deaf students using some suggested technique of using picture. The reason of focusing on the teaching of vocabulary to the first-year students because it is their beginning time to study English. By having good basic language skill of English, the students will get a lot of ease in developing their English mastery later. Besides, the

vocal attention of the teaching vocabulary using pictures is on “things in the classroom”, and “action verbs”.

1.6 Assumption

To keep this study being on the right track, it needs to be conducted under following assumptions:

1. The deaf students have the same opportunity to study English.
2. The deaf students have just started to learn English.
3. The deaf students do not take any English courses.

1.7 Methodology

This study is a library research since the writer did not do any experiments or give any treatments to the subjects under study. Instead, she only explored some related references and theoretical perspectives. She made this study because she was inspired with the question, “Do deaf students always have to stay behind those normal students in learning English?”

Based on that question, the writer decided to conduct an observation of the deaf students in learning English. Her observation was done in SLB Bhakti Asih, which is located on Jl. Simohilir Raya 12 Surabaya. During the observation, which was done for 10 times, the writer found out that there were 42 students in that school. They were the students of elementary school, junior high school, and senior high

school. In the junior high school there are only 12 students and two of them are deaf.

SLB Bhakti Asih did not have any technology devices which can be used to teach the deaf students, such as: computers, television or even an articulation room, which is used to train the hearing of the deaf students. The English teacher used the Grammar Translation Method and the Total Communication Method while he was conducting the teaching learning activity. At that time, the writer did not see that the English teacher used pictures as the media of teaching in teaching vocabulary. Furthermore, the writer asked the English teacher there and found out that he never used pictures as the media of teaching. Therefore, the students had difficulty in learning vocabulary since they did not have a concept of language toward the vocabulary taught.

Therefore, based on the findings mentioned above, the writer tried to present a teaching technique using pictures in order to help those deaf students in learning vocabulary. The technique used is the application of techniques based on the Grammar Translation Method and the Total Communication Method.

During the observation the writer also conducted a try out as described below:

The Try out of the Techniques Based on Grammar Translation Method and the Total Communication Method

The writer used this technique to teach "Things in the Classroom". While using this technique, the writer depended more on the use of pictures and the things in the classroom to describe the vocabulary taught. The writer read the sentences that

she wrote one by one. After reading each sentence, she must show the real thing or the picture of the vocabulary taught.

While the writer was presenting of techniques based on Grammar Translation Method and the Total Communication Method, she forgot 2 things. First, while reading a sentence, she forgot that she had to pronounce each word of that sentence as clearly as possible so the deaf students can see the writer's lip movement. Then, while doing the oral exercise, the writer forgot that the students were deaf students and she was expected too high. She expected that the students could pronounce the words correctly. Nevertheless, after hearing the students' answers she realized that she was not teaching normal students but teaching deaf students.

Generally, those deaf students could follow the teaching learning activity done in the classroom well. Furthermore, they could master the vocabulary taught fast since they could interpret the vocabulary by seeing the real objects or pictures that the writer showed to them as the media of teaching.

However, with the help from Mr. Antono, the English teacher of that school, the students can understand what the writer wanted them to do. Generally, these students could follow the techniques well so that they mastered the material better. The detailed information of those suggested techniques can be seen in chapter IV.

1.8 Definition of Key Terms

To clarify the terms used in this study and to avoid misunderstanding in the side of the readers, the following definitions are given.

1. Technique

Technique is the method of procedure with reference to practical or formal details (Webster's Dictionary, 1991:1374)

2. Teaching

Teaching is showing or helping something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown: 1980:7).

3. Picture

A picture is a visual interpretation of persons, places, or things. (Kreidlre, 1974:4).

4. Vocabulary

Vocabulary is the total number of words which (with rules for combining them) make up a language (Hornby, 1982:959).

5. Deaf students

Deaf children are those who were born totally deaf or sufficiently deaf to prevent the establishment of speech and natural language; those who became deaf in childhood before language and speech were established; or those who became deaf in childhood so soon after the natural

establishment of speech and language has been practically lost to them (Meyerson, 1974:121).

1.9 Organization of the Thesis

This thesis is divided into five chapters. Chapter I is the Introduction. Chapter II is the Review of the Related Literature. Chapter III is Pictures as A Means of Teaching Vocabulary to Deaf Students. Chapter IV is the Steps of Teaching Vocabulary Using Vocabulary to the First Year Junior High School Deaf Students. Chapter V is Conclusion, which contains Summary and Suggestion.