

**A DESCRIPTIVE STUDY ON THE METHOD OF TEACHING
ENGLISH VOCABULARY FOR CHILDREN WITH HEARING
IMPAIRMENT IN SLB-B NGADIROJO WONOGIRI
IN 2008/2009 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Understanding English is not as easy as understanding Indonesian, because Indonesian students have had experience with their native language. They get difficulties in sounds and words. But, actually learning a foreign language has many similarities with learning mother tongues. As Scoot and Yterberg (1990:4) clarified that “there are many similarities between learning one’s mother tongue and learning a foreign language in spite of the differences in age and the time available”. English is an international language, which is used in communication to interact with people from other countries. So, any important information in international world is written or conveyed in English. Indonesian government included English in the curriculum as a compulsory subject for the junior and senior high school. As stated in the 1994 curriculum, all components of English are taught integrated by to achieve the integrated language skills.

Because of the importance of English, the teacher should have an interesting method in teaching English language, so that the students are interested in English and can catch the material easily. Many specialists language teaching create methods and technique in teaching-learning foreign language. They hope that the learners can study it easily.

Method is a single procedures used by the teacher in the classroom. According to Anthony (1963:95) in Fauziati (2002:5) method is an overall plan

for the orderly presentation of language material, no part of which contradicts, and all of which based upon the selected approach.

In this case, teacher should be able to apply various methods to present the material to the students. The teacher should be creative in order to help the students learning the four basic skills of English language; speaking, listening, reading, writing, and vocabulary too. It is due to the fact that vocabulary is a language component that supports the four basic skills of English language.

Children with hearing impairment should be given education. It is compulsory subject which is suitable with the constituent of 1945 verse 31 which is stated that every citizen has the right to get education. It is also stated in *Undang-undang Hak Asasi Manusia*, 1999 verse 54: “*setiap anak cacat fisik atau mental berhak memperoleh perawatan, pendidikan, pelatihan dan bantuan khusus atas biaya Negara, untuk menjamin kehidupannya sesuai dengan martabat kemanusiaan, meningkatkan rasa percaya diri dan kemampuan berpartisipasi dalam kehidupan bermasyarakat, berbangsa dan bernegara.*”

For the disabled learners, especially hearing impairment children, the government establishes a school for them. The school is called SLB (*Sekolah Luar Biasa*), which is only for the hearing impairment children. Such as a school has a curriculum which is the same as the regular school. But the target of subject matter and curriculum is different from those for normal children. The material is easier than is normal school or simpler because their IQ is low.

Children with hearing impairment have different characteristics compared with normal children, especially in hearing and communication development.

Normal children learn in general school, but children with hearing impairment actually should be suitable with the students condition and ability individually.

English is subject in which not all SLB school teach it. There are different characteristics of SLB learners. SLB yayasan Mulatsariroh Ngadirojo Wonogiri belongs to SLB that teaches English to their learners, especially in SLB-B. SLB-B is special classroom for children with hearing impairment. Based on the importance of learning English for children with hearing impairment the writer is interested in conducting a research about “A DESCRIPTIVE STUDY ON THE METHOD OF TEACHING ENGLISH VOCABULARY FOR CHILDREN WITH HEARING IMPAIRMENT IN SLB – B NGADIROJO WONOGIRI”.

B. Problem of the Study

This research concerns with the following problems:

1. What methods are implemented in teaching vocabulary at SLB – B Ngadirojo Wonogiri?
2. What problems appear from the implementation of the method of teaching vocabulary at SLB – B Ngadirojo Wonogiri?

C. Limitation of the Study

In this research, the writer has limitation of the study to make easier. There are five kinds of SLB; SLB- A for children with visual impairment, SLB-B for children with hearing impairment, SLB- C for children with mental retardation, SLB- D for children with orthopedically handicapped, and SLB- E

for delinquency children maladjustment. Here the writer focuses on the method of vocabulary teaching and learning implemented in SLB- B Ngadirojo Wonogiri especially in Junior High School level in 2008/2009 academic year.

D. Objective of the Study

The research is aimed at:

1. describing the methods of teaching vocabulary for children with hearing impairment in SLB- B Ngadirojo Wonogiri.
2. describing the problems that appear in teaching and learning process.

E. Benefit of the Study

There are two kinds of benefits in the research, those are:

1. Theoretically

The writer hopes that the result of the research will enrich the theory of teaching English to children with hearing impairment

2. Practically

The writer hopes that the result of the research will be useful for the teachers, especially those who teach English in school for children with hearing impairment and the readers. So they will understand how to teach English for children hearing impairment effectively.

F. Research Paper Organization

Research paper organization is arranged in order to make the reader easier in understanding the research paper.

This research paper is divided into five chapters as follows:

Chapter I is introduction that consists of the background of the study, problems of study, objective of the study, benefit of the study and research paper organization.

Chapter II consists of previous research, the notion of vocabulary, learning and teaching vocabulary, the method of teaching English vocabulary, types of exceptional children, classification of hearing impairment, characteristics of hearing impairment, teaching children with hearing impairment and the essence of disabled learner school (SLB).

Chapter III is research method which consists of type of the research, subject of the study, object of the study, data and source of data, method of collecting data, and technique for analyzing data.

Chapter IV is finding and discussion.

Chapter V is the last chapter consists of conclusion and suggestion.