

ARTICLE

**TEACHING VOCABULARY USING PICTURES TO THE SEVENTH
GRADE DEAF STUDENTS AT SMPLB
DHARMA WANITA GROGOL KEDIRI
IN ACADEMIC 2014/2015**



By:

ENDANG SETIYOWATI

NPM: 14.1.01.08.0052P

Advised by :

- 1. SUHARTONO, M.Pd.**
- 2. SULI MULYATI, M.Pd.**

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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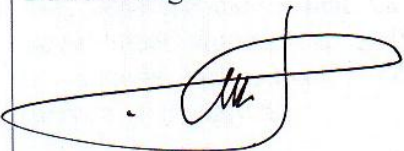
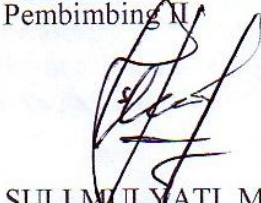
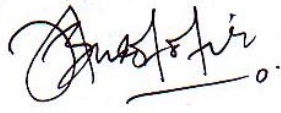
Yang bertanda tangan di bawah ini:

Nama Lengkap : Endang Setiyowati
NPM : 14.1.01.08.0052P
Telepon/HP : 085 736 720 709
Alamat Surel (Email) : endangsetiyowati70@gmail.com
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Pembimbing I  SUHARTONO, M.Pd. NIDN. 071402601	Pembimbing II  SULI MULYATI, M.Pd. NIDN.	Penulis,  Endang Setiyowati 14.1.01.08.0052P

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ENDANG SETIYOWATI

NPM: 14.1.01.08.0052P

FKIP – Pendidikan Bahasa Inggris

endangsetiyowati70@gmail.com

Suhartono, M.Pd. dan Suli Mulyati, M.Pd.

English Department Faculty of Teacher Training and Education

ABSTRACT

This research is done because of the researcher's experience in teaching English especially teaching vocabulary to the deaf students. The researcher found the students were difficult in learning vocabulary so they were confused. The behaviour of the deaf students in teaching learning process were bored and passive, therefore teaching vocabulary was not interesting.

Teaching vocabulary is a process of transforming knowledge about words, new words, and words meaning. Teaching vocabulary should use some methods and strategy to apply and develop the students' vocabulary, especially to the deaf student who is poor in word-knowledge, confused in language, and difficult in learning. The students have to speak orally and / or sign it, to read silently, and to write down even they do not understand the meaning of words. This research is aimed to describe that teaching vocabulary by using pictures is interesting to the deaf students, to describe how the teacher teaches it, and to mention the advantages of teaching vocabulary by using pictures to the deaf students.

The researcher used descriptive qualitative. The data were collected in the form of words rather than statistics through observation, interview, questionnaire and documentation. The researcher focussed on the teaching vocabulary using pictures to the seventh grade deaf students at SMPLB Dharma Wanita Grogol Kediri. The observation was done during process of teaching learning, to know the behaviour of the students, the interview was done face to face with the senior teacher of the school, and at the last, the deaf students did the questionnaire.

Based on the findings of the research, it has proved that teaching vocabulary by using pictures can improve the students's comprehension and to develop the behaviour of the students, so the process of teaching learning is successful. Then, the result of interview is satisfied, the senior teacher gave good respond.

Finally, the result of questionnaire is better than before the research. Thus, the researcher concludes that teaching vocabulary by using pictures is suitable for the seventh grade deaf students at SMPLB Dharma Wanita Grogol Kediri, because it has some advantages, beside that the deaf students feel interested. In short, teaching vocabulary is like playing and studying.

KEY WORD: teaching, vocabulary, picture, deaf students.

I. BACKGROUND

Teaching is a process of transforming the knowledge and the material to the students by using some methods that are suitable with the matter in the teaching learning process. According to Brown (2000: 7), "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand." It means that teaching is an activity between a teacher and the students, the teacher gives some informations and the students receive the informations.

Teaching vocabulary is a process of transforming knowledge from the teacher to the students about words, new words and words meaning. As knowing, vocabulary is a word or new word, it can be as noun, verb, adjective, and adverb, etc.

Teaching vocabulary to the deaf students is very difficult. It is difficult because the problem is very complex. It is basically expressed through sounds, the sounds that produced in speech are always connected with almost every aspect of human life. According to Boothroyd (1982), stated that "The deaf students is children with hearing impairment in

learning everything must go through things that are concrete, because children with hearing impairment caused by hampered in the aspect of verbal thinking." It means that the deaf students are difficult to comprehend the words, new words, knowledge words without visual aids.

In fact, the deaf students have hindrance in learning, less in language, less in hearing, less in speaking, and the deaf intellectual is more slower than the normal student's intellectual. According to National Dissemination Center for Children with Disabilities (NICHCY), states: Students who are deaf face several educational barriers, which can make the following tasks difficult: learning by lectures, participating in classroom discussions, giving oral presentations, taking oral exams, note taking, and watching educational films. A sign language interpreter also can be assistance during classroom discussions. Additionally, NICHCY identifies language arts as a potentially problematic subject, specially in topics such as vocabulary, grammar and word order. (www.specialeducationguide.com)

It is very hard for the deaf students to learn the vocabulary easily. It is also

impossible for the English teachers to make the deaf students master the vocabulary in very short time. Therefore, a teacher must choose an interesting technique and method which can motivate the deaf students to understand and comprehend the vocabulary.

II. RESEARCH METHOD

The subjects of this research are the deaf students of seventh grade at SMPLB Dharma Wanita Grogol Kediri in academic year 2014 / 2015. It consists of four students. Actually, there are 22 students at Junior High School in grade seven, eight and nine with different disability. The researcher uses Qualitative Research as the method of the research. It means that the researcher does not use any statistic analysis for the data.

The procedures are preparation, processing of teaching vocabulary without any pictures and after using some pictures, and finishing. The instruments of the research are tools that are used to collect the data. The data collecting should be based on factual situation so the researcher must become a good human instrument. The researcher as the human instrument shall see that other forms of instrumentation may be used in later phases of the inquiry,

so that, some instruments can be constructed that are grounded in the data through list of observation, list of interview and list of questionnaire. The technique of collecting the data through observation, interview and give questionnaire. The Direct Method is used to teaching vocabulary too.

The Direct Method is used to teaching with drilling and practice. The Direct Method has one very basic rule; no translation is allowed. In fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids. The researcher believes that the students need to associate meaning and the target language directly. In order to do this, when researcher as the teacher introduces a new target language word or phrase, the researcher demonstrates its meaning through the use of pictures.

III. RESEARCH FINDING AND DISCUSSION

The researcher makes description about teaching vocabulary, the purpose is to describe the teaching vocabulary by using pictures. At first, the teacher should improve herself to make active communication to the deaf students with oral/sign and SIBI language, in order to

improve the oral/spoken students' ability, and to make the teacher can be succeeded in teaching vocabulary by using pictures to the deaf students.

Picture can help the deaf students to understand the vocabulary because a picture can stimulus thinking ability of the deaf students in the teaching learning process. It can help the students to know the topic.

Secondly is technique, using picture make the deaf students more easier to understand the vocabulary. The researcher allowed the deaf students to create the words according to the picture that shown, the students mention the kinds of profession with their language eventhough sign or SIBI. Then, the teacher asked the deaf students to mention the properties, assecories, uniforms and anything else which have relationship with the profession. Knowing the character of the students is very important too, so choosing the technique which is suitable for the deaf students exactly.

Third is worksheet, the worksheet is designed based on the theme, that is about professions or kinds of job. The last is the teacher, the teacher should use attractive techniques so the deaf students are interested with the material and the deaf

students are not bored with monotonous way that is used by the teacher. If the teachers are creative the students can be active in the English classroom.

Conclusion and Suggestion

From the research finding and discussion, it is proven that the deaf students' behaviour is better than before the research, it is interesting. The technique of teaching vocabulary using pictures is suitable to the deaf students. It can be related by the deaf students' behaviour and it has relationship with developing the students' vocabulary.

Thus, the advantages of teaching vocabulary by using picture to the deaf students are: the teaching learning more enjoyable, the students give feedback in the lesson, the teaching vocabulary by using picture can increase the students' vocabulary, it can help to memorize the vocabulary. In short, playing and studying are done together to learning English in daily activity.

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