

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

1.1 Background

Mastery of vocabulary is one of the basic components for mastering English. Decarrico (2001), stated that vocabulary mastery is the basic or central language in understanding a language. In addition, Krashen (1984) stated that vocabulary is very basic thing in learning a language. Thus, vocabulary is a very important aspect that must be taught by teachers in teaching English, this is due to several reasons. Moreover, Schmite and Carthy (1997) stated that in learning English, vocabulary plays an important role in four English language skills. Therefore, vocabulary learning needs to be applied so that students achieve knowledge of the four English skills. Lack of student vocabulary can cause difficulties for students when speaking, reading, writing, and listening. In teaching vocabulary, memorization is needed, not understanding from students. Furthermore, Harmer (1991) argued that vocabulary provides vital organs, which means that vocabulary requires memorization that is processed by the brain to always remember the vocabulary. Then, a research conducted by Almela and Sanchez (2007) found that learning vocabulary cannot be applied easily because vocabulary needs to understand in word structure and correct pronunciation. Therefore, students have difficulty in learning vocabulary. So, effective and efficient teaching is needed so that students can achieve the desired learning.

Teaching vocabulary is a challenge for teacher's of English. This is because every students has various kinds of individuals such as characteristics, conditions, and various physical forms. That is, normal students and students with special needs. one of the students with special needs is deaf. According to Hallahan and Kauffman (1988), deafness is a general

term for deaf which can range from mild to severe. Then, Gargiulo (2012) stated deaf is the inability to listen to a low level to severity. In short, deaf students pose a challenge for teachers to teach English vocabulary because of their condition. This is because deaf students have difficulty in listening and speaking. Furthermore, Marschark and Everhart (1999) stated that deaf have difficulty in fluency in memory operations related to vocabulary. Domagala-Zyck (2013) showed in their study that deaf learn vocabulary have difficulty remembering the vocabulary taught by the teacher because the students themselves are unable to speak and listen. Then, a research conducted by Prezbindowski and Spencer (2000), found that deaf learn foreign vocabulary produce lower scores than normal peers. Therefore, teaching vocabulary for deaf students becomes a problem for teachers in teaching because deaf students cannot speak and listen so they find it difficult to get the information and vocabulary taught by the teacher.

In teaching vocabulary for deaf students, the teachers must use teaching strategies to make it easier for deaf students to learn. According to Susan (2013), teachers must use strategies, practices, and materials for good learning outcomes in students, this makes teachers need to be careful in making decisions about practices, materials, and strategies for teaching deaf students.

Fatimah (2017) showed in her study that vocabulary limitations of deaf students become a problem for teachers because teachers have to repeat explaining vocabulary material so that they capture the material and this takes a long time and also has limited facilities, deaf students need a lot of media for the process of understanding. Then, Irawati and Nanik (2011) showed in her study that teachers have difficulty teaching vocabulary for deaf students because of adequate facilities. However, as a teacher must find creative and effective ways to make teaching strategies to overcome vocabulary teaching can be understood well by hard of hearing students.

In the strategy of teaching vocabulary for deaf students, the teacher must teach written forms so that they can be seen by those students. According to Domagala-Zyck (2016), teachers should teach in the form of the written or spoken word because deaf students have more control over seeing than speaking or listening. This is because deaf students have visual learning. According Lewis (2013), visual tools are very helpful for teachers to teach new vocabulary because visual tools provide various kinds of pictures and vision is the first tool for deaf students. Then, a research that conducted by Domagala-Zysk (2013) found that the learning process of teachers teaching visual things to deaf students such as pictures, graphics, diagrams, photos, and technology devices can be learned easily by deaf students. Furthermore, Zarate and Eliahoo (2014) further found in their studies that the use of broadcast subtitles in word recognition can be obtained by deaf children well. This shows that the teacher's strategy of teaching vocabulary using sign language, flashcards, drawings, crossword puzzel and so on that can be seen by the visual sense can attract attention and can be accepted by deaf students in learning vocabulary.

Based on the results of preliminary interviews to the two teachers at SLB-B Karya Ibu Palembang, it was found that the teacher must have good preparation in teaching vocabulary because the vocabulary of deaf students is very low. Therefore, the teacher experienced some difficulties teaching vocabulary to deaf student. The first is deaf who have problem can not hear. The second difficulty was the teachers need a lot of constructive media because with the media, learning will be easier for students to understand. The third the teacher has limited time in teaching vocabulary because deaf students are slow to understand so that the teacher has to repeat the material. Therefore, to overcome these difficulties, teachers must have several appropriate strategies in teaching vocabulary so that deaf students can understand (N, personal communications, 19 October 2020).

Furthermore, there are some researchers who have done the similar research about teachers' strategies in teaching vocabulary. Firstly, study conducted by Isna (2017) indicated that teacher's strategy in teaching English vocabulary applied at SLBN 1 Palangka Raya consists of personal delivery strategies, presentations, laboratories and studios, field work and placement, schedule arrangements, room selection and mother tongue methods. Secondly, study conducted by Dianita (2020) highlighted that teaching deaf students need extra efforts and passion to make them get into the learning, and the strategies found in this study can be used other EFL teachers to teach deaf students. Third, study conducted by Etik (2017) showed that the teachers' teaching by using visual strategies, namely pictures, flashcards, and body movements. And last, study conducted by Birinci (2014) indicated that effective visual material language that does not include any visual material in teaching vocabulary for deaf EFL learners.

From the above facts, teaching vocabulary is expected to solve the problems and the teacher's strategy can help the students learn for deaf. Therefore, I am interested to conduct a research study entitled. **Teachers' Strategies in Teaching Vocabulary to Deaf Students At SLB B Karya Ibu Palembang.**

1.2 Problem of the Study

The problem of the study is formulated as follows: What are the teacher's strategies in teaching vocabulary to deaf students At SLB B Karya Ibu Palembang?

1.3 Objective of the Study

Related to the problem above, the research objective was: To find out the teacher's strategies in teaching vocabulary to deaf students At SLB B Karya Ibu Palembang?

1.4 Significance of the Study

The results of the research are expected to provide benefits and useful information for teachers, especially teachers who teach students with special needs, namely hard of hearing students, one of which is in SLB-B Karya Ibu Palembang. Teachers are expected to make appropriate hard of hearing students vocabulary management strategies. So that teachers can make useful contributions to help deaf students in learning English vocabulary.

For prospective English teachers, it is hoped that the results of this study can provide enlightenment for prospective teachers to prepare special learning methods for students with deaf so that students can understand the lessons delivered by the teacher so that there are no difficulties related to students in learning.

Finally, for the researcher, this research can provide valuable information and experience because researcher can develop it about my knowledge of learning strategies. vocabulary for deaf students and finding out how to solve problems.