Statement of Authenticity

I am a student with the following of identity:

Name: Etik Yuliandari
NIM: 20130810058
Program Study: English Language Education Department
Faculty: Faculty of Language Education
University: Universitas Muhammadiyah Yogyakarta

Certify the Skripsi with the title “Teachers’ Strategies to Teach English Vocabulary for Hearing Impaired Students at SLB N 1 Bantul” is authentically my own work. I am completely responsible for the content of this paper. Others’ opinions of finding included in this Skripsi are quoted in accordance with ethical standards.

Yogyakarta, December 14, 2017

Etik Yuliandari
NIM 201308100598
Motto

“Do not lose hope, nor be sad”

[Al-Qur’an 3:139]
Table of Content

Cover .................................................................................................................. i
Approval Sheet.................................................................................................. ii
Statement of Authenticity .................................................................................. iii
Motto ................................................................................................................... iv
Table of Content............................................................................................... v
List of Figure..................................................................................................... viii
Acknowledgement............................................................................................ ix
Abstract ............................................................................................................ x

Chapter One

Introduction ......................................................................................................... 1
  Background of study ......................................................................................... 1
  Statement of the problem .................................................................................. 4
  Research question ............................................................................................. 5
  Objective of the study ....................................................................................... 5
  Significance of the study .................................................................................. 5
  Outline of the study .......................................................................................... 6

Chapter Two

Literature Review ............................................................................................... 8
  Hearing-impaired students ................................................................................. 8
    Definition of hearing-impaired students .......................................................... 8
    The hearing-impaired students’ language learning process............................ 11
  Vocabulary ....................................................................................................... 15
Definition of vocabulary................................................................. 15
Types of vocabulary ........................................................................ 16
Teaching strategies ........................................................................... 17
Kind of strategies on teaching English vocabulary for hearing-impaired
students ......................................................................................... 18
Conceptual framework ...................................................................... 24

Chapter Three
Methodology ...................................................................................... 27
Research design ................................................................................ 27
Research setting ................................................................................. 28
Research participant .......................................................................... 29
Data collection method ...................................................................... 29
Data analysis ....................................................................................... 31

Chapter Four
Finding and Discussion ...................................................................... 34
Kind of Strategies in Teaching English Vocabulary for Hearing-Impaired
Students at SLB N 1 Bantul ................................................................. 34

Chapter Five
Conclusion and Recommendation ....................................................... 46
Conclusion ......................................................................................... 46
Recommendation ............................................................................... 48

References .......................................................................................... 50
Appendices .......................................................................................... 56
Interview guideline................................................................................................. 55
List of Figure

Figure 1 ........................................................................................................... 26

Figure 2 ........................................................................................................... 37
Acknowledgement

First of all, I would like to express my deepest praise to Allah Subhana Wataalla, the most gracious and the most merciful, for giving me health as well as mercy, and guiding me for finishing this Skripsi. I would like to give my second appreciation to my parents (Suranto and Sumiyati), my beloved brother (Zulkhairi Nurandha) and also my big family for always supporting me in accomplishing this skripsi writing. Their support and love give me strengths to do my best in writing this skripsi.

My greatest appreciations are also addressed to my great supervisor, Ms. Indah Puspawati, M.A for her willingness to share knowledge, suggestion, guidance, and support to help me finish my research. Moreover, I would like to express my gratitude for my first examiner, Ms. Arifah Mardiningrum, M.A and my second examiner Mr. Suryanto, for giving me useful feedback for my skripsi. The feedbacks given to me are really helpful in to make my skripsi better. I also would like to express my sincere appreciation to all lecturers at the EED of UMY for teaching me since the first semester until I can finish my study.

Then, I would like to say thank to my best friends, Sempruls (Cindy Cahaya and Hemas Fauziah M.), Bumpy Bee class (Vindacahya, Choryfah, Jeni, Alvi, Afifah), Kost Kembang Squad, PHPI and all friends of Komunitas Yogyakarta Mengajar. I thank them for supporting and helping me finish this skripsi. My gratitude goes to them for giving me loves to be strong and cheering me up when I feel demotivated and down.
The last but not least, I would like to say thank for two English teachers at SLB N 1 Bantul who have helped me to finish my skripsi. May Allah bless them with happiness and successful.