

Chapter One

Introduction

In this research, the researcher discusses teachers' perception on the use of flashcard and its effect on the vocabulary mastery of hearing impaired students. Then, first chapter discusses background of the study, identification and limitation of the problem, formulation of the problem, purpose of the study, significance of the study and outline of the study.

Background of the Study

Hearing impaired students are special students who learn in special school for disabled students. In Indonesia, hearing impaired students can learn in extraordinary school or *Sekolah Luar Biasa* (SLB). In SLB, they can get some new knowledge such as science, language, mathematics and social. The government of Indonesia regulates about education for disabled students in article 5 point 1, 2 and 4 of the law no. 20 of 2003 about National Education System states:

Paragraph (1) Every citizen has the same right to obtain a quality education;

Paragraph (2) Citizens who have physical, emotional, mental, intellectual, and / or social entitled to receive special education; Then, paragraph (4) Citizens who have the intelligence and special talents are entitled to special education.

In Indonesia, hearing impaired students follow the curriculum that has been designed by the government that specially designed curriculum for them. Based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006, the curriculum design of hearing impaired students has some purposes to make them have a good ability in communication, helps them in globalization era and know the relationship between language and culture. Then, hearing impaired students learn by following syllabus

that their teacher use, which should be appropriate with curriculum for disabled students in Indonesia.

In learning English language, hearing impaired students have similar subjects with normal students. They also need to learn four skills in English language such as speaking, listening, reading and writing. Hearing impaired students need to have those skills because it is written in syllabus based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for hearing impaired students. Based on KTSP (2006), there are four points of the standard competence such as listening, speaking, reading and writing. In learning four skills in English language, the students need to learn the basic knowledge in English language.

One of basic knowledge in English language is vocabulary. Learning vocabulary is an important part for beginners in English language learning. Nam (2010) argued that vocabulary does not only support four language skills, but also facilitates between English as Second Language (ESL) students and content-area classes in which these students often find that lack of vocabulary knowledge is difficult to learn. Vocabulary knowledge is an important part for beginner English learners because when the students do not have good vocabulary knowledge, they can get difficulties in learning English language skills. It is because in learning English skill hearing impaired students need to have many vocabularies to make them understand with English language.

There are many methods to learn new English vocabulary such as by using dictionary, reading book, and using flashcard. Laufer and Hill (2000) as cited in Nam (2010, p. 128) stated that “in order to learn unknown words while reading a text, students can access a dictionary with various look-up options such as pictorial and verbal cues”. First, using dictionary is a famous activity that some students use to

learn new English vocabulary because it is a simple way to learn new English vocabulary. Komachali and Khodareza (2012) argued that “one way to add new words to one’s vocabularies is by locating words in the dictionary and learning what they mean” (p. 134).

Second, reading books is one of methods to learn new vocabulary because from reading book the students can get new English vocabulary. Then, reading story books is also an easy way to learn new English vocabulary because some story books have pictures to help students learn new vocabulary. Snow (1983) and Wells (1985) as cited in Williams (2012, p. 502) explain that “since the early 1980s, research has indicated that storybook reading offers a potentially rich context for accelerating young children’s language development that is, their development in all components of language”. Third, flashcard is one of media that can be used by teacher or students. Flashcard can be appropriate for learning new vocabulary because flashcard contains pictures, words or sentences and it can make students interesting to learn new vocabulary. Komachali and Khodareza defined that “A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it” (p. 137).

There are many media for hearing impaired students to learn English vocabulary but the teacher should know the appropriate media for them. It is because hearing impaired students need a special treatment in learning. The special treatment can use by the teachers are choosing appropriate media to learn new vocabulary. Then, teachers can do an observation to know the appropriate media to teach hearing impaired students. By doing observation, teachers can know the media or tools that is appropriate with their ability.

Although teachers can teach new vocabulary by using many media, flashcard is said to be the appropriate learning media for hearing impaired students. It is

because hearing impaired students is visual learner and visual aid can be appropriate for them. Moores (2010) shared that deaf students are visual learners. The contents in the flashcard especially pictures can help hearing impaired students know a new word quickly because as visual learners, they can see the picture and this picture also can help teacher to share a new word for their students.

The role of the teachers in the classroom also have important part of learning teaching process for hearing impaired students. Not all of the teachers can teach hearing impaired students because they need skills to teach the students. Teacher of hearing impaired students should have characteristic to be a master teacher of hearing impaired students. Sheetz and Martin (2008) as cited in Smith and Allman (2010) argued that there are six characteristics of master teachers of the deaf such employing cognitive strategies, being up-to-date, having a passion for teaching, working collaboratively, demonstrating strong communication skills and, creating independent learners. The teacher should not only have characteristic to teach hearing impaired student, but they also should have ability to choose appropriate media to help hearing impaired students learn new vocabularies.

Then, every teachers of hearing impaired students have their own perception about the appropriate media for hearing impaired students in learning new vocabulary. Based on the researcher's observation, some teachers of hearing impaired students used flashcard in the beginning of the semester. It was because the teachers wanted to introduce material by learning new vocabulary first.

In this research, researcher viewed the teachers' perception on using flashcard and its effects on the vocabulary mastery of hearing impaired students in SLB Bantul Yogyakarta. The object of this research were hearing impaired students in SLB Bantul Yogyakarta. The reason of choosing this school was because not all of SLB in

Yogyakarta had hearing impaired class. Then, the location of the school was near with the researcher's university so that it made the researcher easy to collect the data.

Teacher's perception was important to know about the use of flashcard and its effect in disabled's class. By the teacher's perception, the researcher could know about how to used flashcard in disabled class because of many teachers did not know how to used flashcard in disabled class. So this research was important to give knowledge for the teachers that want to teach hearing impaired students about how to use flashcard in the classroom of hearing impaired students. Teacher's perception also can be used to know the effect of using flashcard because the teachers know about students' ability.

Identification and Limitation of the Problem

The hearing impaired students in SMPLB N 1 Bantul Yogyakarta were beginner learners in English language learning while English language is a foreign language for them. As beginner learner in English language, hearing impaired students had difficulties in learning English language because English language as a foreign language was different with their mother tongue. Hearing impaired students also had difficulties to hear teachers' explanation in the class, thus, the teacher used sign language to teach them.

Although they had difficulties in learning process, the hearing impaired students should learn new vocabulary. Learning vocabulary is important because they should have good vocabulary knowledge to learn four skills in English language. It is because hearing impaired students need to have many vocabularies to understand English language. There are many media for hearing impaired students to learn English vocabulary. Those media are such as text book, flashcard, and dictionary. The media that the teachers used were to help students in the process of learning new

vocabulary. Although those media might be effective for hearing impaired students, teachers should understand the effect of every media that they use for their students. So, the teachers could improve vocabulary knowledge of the students by understanding the effect of using media and knowing how to use media to help their students in learning new vocabulary.

Teacher and students could learn new vocabulary by using many tools, but not all of those media can be appropriate for hearing impaired students. Flashcard could be appropriate tools for hearing impaired students because they felt difficult to hear teachers' explanation. As a beginner, hearing impaired students needed interesting media to learn new vocabulary and flashcard that contain pictures that can help them to understand new words and teachers' explanation in interesting way.

Further, the researcher limited this research with discussed about the use of flashcard as media to learn new vocabulary by using teachers' perception in order to know how to use flashcard in disabled class and to know the effect of using flashcard on the vocabulary mastery of hearing impaired students. The researcher investigated the teachers' perception in SLB N 1 Bantul Yogyakarta because this school has classes for hearing impaired students.

Formulation of the Problem

The main goals of this research were to find out the teachers' perception of the use of flashcard and its effect on the vocabulary mastery of hearing impaired students.

The research questions followed the goal were:

- a. How do the teachers of hearing impaired students use flashcards in the classroom in SLB N 1 Bantul?
- b. What is teacher perception about the effect of using flashcard on hearing impaired students' vocabulary mastery?

Purpose of the Study

From research questions, this research was intended to find out:

- a. The use of flashcard in the classroom in SLB N 1 Bantul Yogyakarta.
- b. The teacher perception about the effect of using flashcard on the hearing impaired students' English vocabulary.

Significance of the Study

There are five significant points of this study that might give valuable contribution to hearing impaired students, teachers, researcher, other researcher and educational institution.

Hearing impaired students. Flashcard is effective to hearing impaired students, so they can use flashcard as tools to learn new vocabulary at school or at home.

Teacher. This study can help teachers in disabled class to know the effectiveness of using flashcard to improve student's vocabulary. When flashcard is appropriate to be used, it can be one of media that teacher can use to improve hearing impaired students' English vocabulary.

The researcher. This study can give new knowledge for the researcher such as activities that can appropriate for hearing impaired students at learn new vocabulary by using flashcard, effect of using flashcard for hearing impaired students and function of using flashcard.

Other researchers. This study can help next researchers to know the advantages and disadvantages of using flashcard to improve deafness students' English vocabulary. Then, researchers can try other media that can help hearing impaired students to improve their English vocabulary knowledge.

Educational institution. Educational institution or school can help to give teacher many flashcards to help teacher in teaching hearing impaired students, so teacher can help students to improve their English vocabulary.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and conclusion.

Chapter One discusses about research introduction. This chapter consists of background, problem and limitation of the research, formulation of the problem, purpose of the research, significance of the research, and outline of the research.

Chapter Two presents a review of related literature. This chapter consists of three sub-chapters; first, it will present some definitions of the terminology used in this paper. Then, researcher will discuss the previous study and conceptual framework used in this paper.

Chapter Three discusses about research methodology. This study employed qualitative method. The participant of the study was the teacher of hearing impaired students in SLB N 1 Bantul Yogyakarta. This research was conducted using descriptive qualitative to collect the data.

Chapter Four reports the finding and presents the discussion. Firstly, the finding reports the use of media and method to teach hearing impaired students. Secondly, the use of flashcard in the classroom in SLB N 1 Bantul Yogyakarta. The next finding is about the teacher's perception about the effect of using flashcard on the hearing impaired students' English vocabulary. The last finding is challenges of using flashcard in the class and how to overcome the challenges

Chapter Five presents conclusion and recommendation of this research. This chapter summarizes the research findings and proposes some recommendations

emerged from the findings. The researcher also proposed some recommendations for hearing impaired students, the teacher, other researcher and the educational institution.