THE VOCABULARY LEARNING SYSTEM IN EFL FOR INCLUSIVE HIGH SCHOOL LEVEL (STUDY OF THE TENTH GRADE FOR HEARING DISABILITY STUDENTS SLB WAHID HASYIM 2018/2019)

A GRADUATING PAPER
Submitted to the Board of Examiners as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.)
In the English Education Department

By:

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2019
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In the name of Allah, The Most Gracious and The Most Merciful

Hereby, The writer declares that this graduating paper is written by writer herself.

This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideal except the information from references. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

This Declaration is written with full concern of the writer.

Salatiga, June 29th 2019

The writer

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Salatiga, 5th September 2019

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Attentive Counselor’s Notes

Case: Hikmah Nur Annisa Fajriani’s Graduating Paper

Dear

The Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Hikmah Nur Annisa Fajriani’s graduating paper, The Vocabulary Learning System in EFL for Inclusive High School Level (Study of Tenth Grade for Hearing Disability Students SLB WAHID HASYIM 2018/2019 Academic Years), I have decided and would like to propose that it could be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

[Signature]

Dr. H. Saadi, M.Ag.
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A GRADUATING PAPER

THE VOCABULARY LEARNING SYSTEM IN EFL FOR INCLUSIVE HIGH SCHOOL LEVEL STUDY OF THE TENTH GRADE FOR HEARING DISABILITY STUDENTS SLB WAHID HASYIM 2018/2019

WRITTEN BY:

HIKMAH NUR ANNISA FAJRIANI
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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 2019 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, 11th September 2019
MOTTO

Surely my prayer, my sacrifice, my lifing and my dying are for Allah. The Lord of the worlds.
Qs. Al An’am:162

“Urip iku mung mampir ngombe kamangka urip saiki kanggo mengko saklwase”
Life is too short very short so I dedicate my life for my afterlife – Riyadhotun told to Hygna
Dwipa Putri Husada, Hikmah Nur Annisa Fajriani, Halim Arya Putra

Banyak kunci sukses namun kunci gagal yaitu hanya menyerah berhenti mencoba
“Too many key of success but the key for failure, surrender and stop to try”
~ Hikmah Nur Annisa Fajriani~

Untukmu yang telah bersama jatuh lalu bangun, menangis lalu gembira, amarah lalu bersabar, prihatin lalu berkecukupan, kesulitan lalu kemudahan, dan kegagalan lalu kesuksesan. Terima kasih untuk memberi kesempatan hidup untuk merasakan sari pati hidup.

~ Semua Keluarga~
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb

First and foremost, the researcher wishes to thank to Allah Almighty for the blessing because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan (S.Pd) in Islamic Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Peace and salutation is given to our prophet Muhammad S.A.W who has guided us from the darkness to the brightness era.

This graduating paper entitled The Vocabulary Learning System in EFL for Inclusive High School Level (Study of Tenth Grade for Hearing Disability Students SLB WAHID HASYIM 2018/2019 Academic Years)” is presented as partial fulfillment for Bachelor Degree in IAIN Salatiga. In performing this graduating paper, I would like to thank;

1. Allah S.W.T Laiilahaillah Muhamadur rasulullah.
2. Prophet Muhammad S.A.W Laiilahaillah Muhamadur rasulullah.
3. My beloved father and mother (Bapak Nurdin, Ibu Riyadhotun) who always give support and motivation. Thanks a lot for your praying and guidance and Ridho, so that the writer can finish her study.
4. Dr. Rahmat Hariyadi, M.Pd as the Head of State Institute for Islamic Studies (IAIN) Salatiga period 2014 – 2019
5. Suwardi, M.Pd as the Head of Educational Faculty, thanks for the Islamic education that you gave to me.
6. Dr. Sa’adi M.Ag as the counselor who has educated, supported, directed and given advice, suggestion and recommendation as for this final graduating paper from the beginning until the end.
7. All of lectures in English Education Department and all of staffs from Formal Institution and non formal Institution who helped the researcher thank you in processing graduating paper..

8. My beloved brothers and sisters (Hygna Dwipa P.H and Halim A.P ) thanks for bounding love ever after.

9. The big family of all Javanies and Sumatra Family, Akong (Abdul Wahab), Mae (Siti Masroh), Kakek Ruslan, Nenek Siti Hawa and All This is the beggining we build our dream and also for Families who Rest In Peace thank you for your unseen praying.

10. My lovely best friends. Its too much very much. I can’t mention one by one in here, Thank you for coloring my life.

11. Thanks to the big family of event, office, great experiences and all people that I cant’ mention one by one, Thank you for growing up with me. Make process and We can success together.

12. HIKMAH NUR ANNISA FAJRIANI. Congratulation. Thank you for fill up the college momment with incredible things, life just beggining. May Allah blessed you, Bismillahirrahmanirrahim, I dedicate every word Lillahitala. I hope can be usefull for everyone . We success in Dunia and Akhirat. Thank you HIKMAH NUR ANNISA FAJRIANI (RIA)

Salatiga, June 29th 2019

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Jumlah Halaman: 48 hal +120 halaman Lampiran
ABSTRACT

Fajriani, Hikmah Nur Annisa. 2019. The Vocabulary Learning System in EFL for Inclusive High School Level (Study of Tenth Grade for Hearing Disability Students SLB WAHID HASYIM 2018/2019 Academic Years)”. A Graduating Paper. English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Dr. Sa”adi, M.Ag.

Key term: Vocabulary Learning; Hearing Disability; Inclusive High School

The physical and mental of hearing impairment students who work differently from the normal make the students have some difficulties in understanding English vocabulary. There are a lot of obstacle factor and supporting factors in inclusive school. “ This research will answer these main questions (1) What is the process of Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM? (2) What are the teacher problems in Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM? (3) What are the teaching strategies to find the problem solution in the Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM? There are various methods of data collection in qualitative. Many problems faced by teacher at SLB WAHID HASYIM. The teacher used methods to find the problems solutions.
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A. Background of the Research

Each citizen has the right to an education (SECTION XIII – EDUCATION AND CULTURE Article 31 The Constitution of the Republic of Indonesia of 1945). Everybody has the same chance to get knowledge in any form. It means every normal and disabilities citizen has the same right to study.

Disable children has right in education to build their capacity as their potentials own any discrimination against as their background of condition. Education for disable children as the UU No.20 Years 2003 about national education system Article 5 verse (2) says that "Citizens who have physical, emotional, mental, intellectual, and or social abnormalities have the right to receive special education " and paragraph (4)" Citizens who have the potential for intelligence and special talents are entitled to special education ".

According to individual Disable Education Act (IDEA) ’04 Taylor, Smiley and Richards (2009:4) there are several kinds of children with special needs. The child with mental retardation impairments, hearing impairment (deafness), speech and language disorder, visibility impairments (blind), emotional impairment, physic impairment, autism, traumatic brain injury, healthy disorder, academic difficulties and double impairment.

Indonesia has school for special disable children divided into their own terms SLB (Sekolah Luar Biasa). This school is categorized as their special needs classification visible impairment/tunanetra (SLB-A), hearing impairment/deaf/tunarungu (SLB-B), Intellectuality Impairment/Tuna Grahita
(SLB-C), physic impairment/tunadaksa, Impairment Emotional (SLB-D), Impairment/Tunalaras (SLB-E, Multiple Impairment/ Cacat Ganda (SLB-G).

SLB as a school for the disable has English Foreign Language (EFL) as one of their subjects. In this globalization era, the English language becomes an important subject. It is a compulsory subject in the national examination. The English subject system of learning is very different from normal students. Every disables students have their own learning style.

Vocabulary is primary for English as Foreign language. English for deaf disable students is teaching by special method. There are aspects of language skills such as writing, speaking, listening, and reading. All the basic skills need vocabulary as the primary of language. There are many problems in class in vocabulary learning to hearing impairment students.

The physical and mental of hearing impairment students who work differently from the normal make the students has some difficulties in understanding English vocabulary. There are a lot of obstacle factor and supporting factors in inclusive school. Teacher should use special method for explaining about English. The teachers control every students as the individual need without leaing class setting.

According to this topic the writer conduct The Research on The Vocabulary Learning System in EFL for Inclusive High School Level Study of The Tenth Grade for Hearing Disability Students WAHID HASYIM).
B. Research Question

1. What is the process of Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM?

2. What are the teacher problems in Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM?

3. What are the teaching strategies to find the problem solution in the Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM?

C. Limitation of the Research

The writer limits the research to the students of SLB ABCD WAHID HASYIM in academic year 2017/2018. This research is conducted to find out the vocabulary learning system EFL for Inclusive high school level for hearing disability students of SLB ABCD WAHID HASYIM.

D. Objectives of the Research

Based on the statements of the problems above then the intentions of the research are as follow:
1. To find out the method that uses in vocabulary learning system in EFL for inclusive high school level.

2. To find out the teacher problem in vocabulary learning system in EFL for inclusive high school level.

3. To find out the problem solution in the difficulties vocabulary learning English system in EFL for inclusive high school level.

E. Significances of the Research

The result of this research is expected to able to be beneficial such as follow:

1. Theoretical Benefit

The result of research can be used as the reference for those who want to conduct research about EFL in an inclusive school.

2. Practical Benefit

For another researcher. This research can contribute to other researchers to find vocabulary learning system EFL for Inclusive high school method.

a. The students

Motivate the students to enhance their ability in vocabulary English as foreign learners.
b. The teachers

The Finding of the research hopefully can help the teachers identify the problem in vocabulary learning English system in EFL for inclusive high school level. It also contributes to the teacher in the form of suggestion to complete their role in the learning process.

F. Clarification of term

1. Vocabulary learning

According to Red John (2000:16) vocabulary is knowledge involves knowing the meanings of words and therefore, the purpose of a vocabulary test to find out whether the learners can match each word with a synonym, a dictionary–tape definition, or an equivalent worn in their own language.

2. EFL

According to (Julia Eka : 2013) As the first foreign language, English is learnt because of instrumental reasons. Job vacancies require English as one of the requirements. English is regarded as important because by mastering English, people can have higher salary and have better opportunities. English is also used in advertisements to give the impression that the products can give a higher prestige.

According to WHO WEB:2009 disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity
limitation is a difficulty encountered by an individual experienced by an individual in involvement in life situations

G. Review of Related Previous Researchers

In this study, the writer takes previous researches to emphasize and support this research.

The first, previous research was conducted Journal of Deaf Studies and Deaf Education Oxford Academy by McDaniel, Jena; Benítez-Barrera, Carlos R (2018) entitled “Bilingual Versus Monolingual Vocabulary Instruction for Bilingual Children with Hearing Loss”. Three Spanish-English-Speaking children participated in this single case adapted alternating treatments design study that evaluated the effectiveness and efficiency of bilingual and monolingual teaching procedure for an expressive vocabulary intervention. The Findings suggest more efficient word learning in the bilingual condition as measured by conceptual vocabulary.

The Second research from Journal of Deaf Studies and Deaf Education Oxford Academy (2007) is Sign Language and the Brain by Ruth Campbell, Mairéad MacSweeney, Dafydd Waters. The writers find signed language, like spoken language, makes special use of the left perisylvian regions of the brain. Where differences can be shown between sign and speech they can, on the whole, be ascribed to the different input modalities
of the language system—auditory for spoken language, visuo-spatial for signed language.

The specialization of cortical networks for language processing does not appear to be driven either by the acoustic requirements for hearing a spoken language or by the articulatory requirements for speaking. It seems likely, therefore, that it is the specialized requirements of language processing itself, including, for instance, compositionality, syntax, and the requirements of mapping coherent concepts onto a communicable form, that determine the final form of the specialized language circuits in the brain.

The third research from Journal of Deaf Studies and Deaf Education Oxford Academy (2008) by Daan Hermans and team is Modelling Reading Vocabulary Learning in Deaf Children in Bilingual Education Programs. The writer finds the acquisition of reading vocabulary is one of the major challenges for deaf children in bilingual education programs. Deaf children have to acquire a written lexicon that can effectively be used in reading. In that paper, the writers presented a developmental model that describes reading vocabulary acquisition of deaf children in bilingual education programs.

The model is inspired by Jiang’s model of vocabulary development in a second language (N. Jiang, 2000, 2004a) and the hierarchical model of lexical representation and processing in bilinguals (J. F. Kroll & E. Stewart, 1988). The writers argue that lexical development in the written language often fossilizes and that many words deaf readers acquire will not reach the
final stage of lexical development. The writers argue that this feature is consistent with many findings reported in the literature.

H. Paper Outline

This study is divided into five chapters. Each chapter explains the different matter in line with the topic that is discussed. Chapter I is the introduction. It consists of the background of the research, problem of the research, limitation of the research, objectives of the research, significances of the research, term clarification, and paper outline. Chapter II is a theoretical framework. It consists of the previous research, the concept of parts of speech and concept of the sentences. Chapter III presents the methodology. It consists of the place and time of the research, research design, population and samples, technique of data collecting and technique of data analysis. Chapter IV is finding and discussion. It is the analysis to answer the problem of the study. Chapter V is the conclusion. It is the conclusion of the research and the suggestion which the writer makes from the findings that the writer has.
CHAPTER II
THEORETICAL FRAMEWORK

A. Review of Related Previous Researchers

In this study, the writer takes previous researches to emphasize and support this research.

The first previous research was conducted Journal of Deaf Studies and Deaf Education Oxford Academy by McDaniel, Jena; Beni’tez-Barrera, Carlos R (142:2019) entitled “Bilingual Versus Monolingual Vocabulary Instruction for Bilingual Children with Hearing Loss”. Three Spanish-English-Speaking children participated in this single case adapted alternating treatments design study that evaluated the effectiveness and efficiency of bilingual and monolingual teaching procedure for an expressive vocabulary intervention. The Findings suggest more efficient word learning in the bilingual condition as measured by conceptual vocabulary.

The Second research from Journal of Deaf Studies and Deaf Education Oxford Academy (3:2008) is Sign Language and the Brain by Ruth Campbell, Mairéad MacSweeney, Dafydd Waters. The writers find signed language, like spoken language, makes special use of the left perisylvian regions of the brain. Where differences can be shown between sign and speech they can, on the whole, be ascribed to the different input modalities of the language system—auditory for spoken language, visuospatial for signed language. The specialization of cortical networks for
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B. Theories of Vocabulary and Disable

1. Vocabulary

According to John (2000:16), vocabulary is knowledge involves knowing the meanings of words and therefore, the purpose of a vocabulary test finding out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent worn in their own language.

According to Snow (2000:179), a good working vocabulary has a particular shape. To be functional, students need a relatively small fund of words that they know well and can use productively in a speech in writing, and much larger receptive vocabulary; from the beginning, students are expected to be able to use all the words they learn. According to Crysta (2003:2), English is an international language used by people around the world as their mother language, second language, and foreign language. The spreading of English as a global language causes of many factors such as historical tradition, political purposes, commercial, cultural, and technological advantages. The advent of cultures across low-cost free media, and the growth of middle-class societies.

According to low and Ao (2016:2), Southeast Asia in a region characterized by historical, political, ethnic, cultural, and linguistic diversity, where English serves for international communication and in the other words English does not only serve the purpose of communicating with people...
outside Southeast Asia but is also being used as a lingua franca among different ethnic groups within the region.

2. Inclusive School

WHO WEB (2:2009), disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Each citizen has the right to an education (SECTION XIII EDUCATION AND CULTURE Article 31 The Constitution of the Republic of Indonesia of 1945) “Everybody has same chance to get knowledge in any form”. It means every normal and special needs citizen has same right to study.

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3. Hearing Impairment

According to Hallahan and Kaufman (1991:128), hearing impairment disability that may in severity from mild to profound. It includes the subsets of deaf and hard of hearing. A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid. A hard of hearing is one who generally with the use of hearing aid has residual hearing sufficient to enable successful processing of linguistic information through audition.

Hearing impairments are normally divided into groups based on the anatomical site of the problem. Thus hearing losses can be subdivided into conductive (outer ear or middle ear), cochlear (inner ear), retrocochlear (auditory nerve) and central (brain) causes.
According to Baguley (66:2015), the standard tests of hearing easily distinguish conductive losses from the other types but are less good at distinguishing cochlear, retrocochlear and central auditory problems from each other. The latter three causes are therefore in practice often amalgamated and the classification is simplified to conductive and sensorineural.

a. **Conductive Deafness**

According to David (67:2015), even with no ear canal, eardrum or ossicles, sound can still reach the inner ear, transmitted through the bones of the skull directly to the cochlea. The maximum effect of a conductive lesion, therefore, is to remove the contribution of the conductive pathway to hearing. An isolated conductive hearing loss has a maximum extent of 40–50 dB in addition to measuring the individual’s hearing thresholds (the quietest sounds they can hear in a sound-proofed environment) it is also necessary to consider auditory discrimination while assessing hearing impairment. This is the ability to listen to a sound in a noisy environment and to be able to concentrate on that sound while ignoring the background noise. An individual with reduced hearing sensitivity but normal auditory discrimination will be helped simply by making the sound louder. In contrast, an individual with poor auditory discrimination will find that simple amplification will turn a quiet acoustic jumble into a louder acoustic jumble. The clarity may not be improved. Isolated conductive hearing losses generally have normal auditory discrimination.
b. Cochlear hearing loss

1) Causes Cochlear hearing loss

According to Baguley (68: 2015), the delicate micro-mechanical structures of the cochlea have been described previously and it will come as no surprise that the cochlea is vulnerable to trauma, infection and degenerative processes, leading to reduction of hearing sensitivity. Noise at excessive levels, even for short periods of time, affects first outer and then inner hair cell functions.

David says (69: 2015), the extent of cochlear hearing loss can be mild, moderate, severe or profound, and can have almost any conceivable frequency configuration, though most often the extent of loss is greater in the high frequencies. With cochlear deafness due to ageing or noise exposure, the loss is usually bilateral and reasonably symmetrical. Some other forms of cochlear loss, including deafness due to Menière’s disease or trauma, can result in unilateral symptoms. Auditory discrimination tends to be more affected in this type of loss than in conductive losses. Early identification is possible with tests undertaken in the neonatal period, though care has to be taken to allay parental anxiety. Initial treatment of such children is to provide suitable hearing aids, intensive support for both child and parents, and to equipment made by the Advanced Bionics Corporation. The sound signal is converted to an electrical signal by a microphone attached to a microprocessor worn either on the belt (top) or behind the ear (bottom, shown with attached headpiece). After processing, the signal is sent to a headpiece, which sends the sound information through the skin to the implant using a radio signal.
b. Retrocochlear hearing loss

1) Causes Retrocochlear Hearing Loss

On his book David (71:2015) says the cochlear and vestibular nerves run side by side within the internal auditory meatus (the bony canal that passes through the temporal bone from the inner ear structures towards the brainstem). A region of cellular instability on the vestibular nerve can give rise to a benign tumour, derived from the Schwann cells that surround and insulate nerve fibres. These tumours are correctly known as vestibular schwannoma but are more often referred to as acoustic neuromas.

2) Effects Retrocochlear Hearing Loss

According to Baguley (72:2015), vestibular schwannoma usually causes unilateral hearing loss and tinnitus. The hearing loss typically results in poor auditory discrimination. Left untreated they can grow to fill the internal auditory meatus, and thence grow out towards the brainstem, where after some years the compressive effects of the tumour compromise the functions vital for life. Vestibular schwannoma are diagnosed in 1 in 50000 adults per year in the UK, and such diagnosis has been greatly facilitated by magnetic resonance imaging.

c. Central Auditory Processing Disorders

1) Causes and effects Central Auditory Processing Disorders

Michael (75:2015) explains one interesting group of patients that are referred to audiologists and otologists believe themselves to have a hearing problem although standard hearing tests are normal. More detailed
psychoacoustic tests show that their ability to discriminate sound in noise is markedly worse than their peers. In the UK these symptoms were carefully considered in the 1980s and the condition named Obscure Auditory Dysfunction (OAD). In the USA the name Central Auditory Processing Disorder (CAPD) has been used and was coined after the specific investigation of children who had normal hearing acuity on pure tone and otoacoustic emission testing but who had quantifiable and significant difficulties in noisy environments – such as found in classrooms. CAPD is gradually becoming the more accepted terminology. Specific mechanisms involved in this situation have yet to be identified, and indeed there are likely to be a variety of different patho-physiologies involved rather than one alone. One is unlikely to do so if anxious or upset by tinnitus, or concerned about the potential seriousness of the sound, and so careful, authoritative reassurance might well be helpful, and indeed has long been utilized by some audiologists and otologists. Some recent scientific insights into tinnitus may well augur more hope for the future. Whilst tinnitus may well emerge as a consequence of changes in cochlear function, it has been suggested that such changes result in reorganization of the auditory cortex, specifically in regard to the dimensions of the cortex concerned with the perception of particular frequencies close to an area of hearing loss. An analogy is drawn with the situation of losing a finger, wherein the area of the somatosensory cortex concerned with that finger is greatly reduced in activity immediately following that amputation. Some weeks later activity has returned to usual levels, but investigations have shown that this later activity is associated with
neighbouring fingers which are thus over-represented in terms of cortical activity. This phenomenon has been associated with the development of phantom pain and the suggestion is that tinnitus represents phantom auditory perception in some cases. Investigation of such hypotheses continues apace, and the hope is that some more effective therapy for people who develop tinnitus may result.

According to Baguley (76:2015), the human auditory system is complex and dysfunction at any level may result in hearing impairment. The simple reduction in sensitivity in conductive hearing loss may be remediated by amplification, but the more complex dysfunction associated with cochlear hearing loss requires careful consideration. Auditory dysfunction beyond the cochlea is also possible, and may result in particular auditory phenomena. Tinnitus is common in the population in general and appears not to bother most of these individuals, but as there is a significant number of people whose lives are significantly affected, this condition therefore warrants careful consideration and the development of effective therapy.

4. Sign Language

According to the Ethnologue Gerkatin Website (4:2000), there are about 2,000,000 Deaf people in Indonesia. This figure probably includes all late-deafened as well as those born deaf and other pre-lingual deaf.3 Only a small percentage of Deaf children in Indonesia attend school. The Deaf have formed an organization called Gerkatin, an acronym for “Gerakan Untuk Kesejahteraan Tunarungu Indonesia” meaning “Movement for the Welfare of
the Indonesian Deaf”. This organization has spread to many of the provinces of Indonesia and its members promote the welfare of the Deaf by having lectures, sports, sewing classes, computer classes and other activities for them. Sometimes they are able to assist the Deaf in finding work. Other than Gerkatin activities the Deaf youth will gather in each other's homes for various activities. The older deaf will meet similarly, but the two groups do not usually get together for activities. According to Sorta Siregar, Vice President of Gerkatin in (6:2003), Indonesian Sign Language is different from other signed languages. She thought that Indonesian Sign Language may be somewhat related to Malaysian Sign Language. There were no government subsidies yet for the Deaf at the time of the interview.

According to David (74:2015), in spite of the differences between the signing in different areas in Indonesia, the most important sign language in Indonesia for everyday use by the Deaf is Indonesian Sign Language. Some standardization is occurring because of the borrowings from ASL, and from the dictionary published by the Education Department. This trend will probably continue especially as the younger Deaf travel about in search of work. American Sign Language has influenced the signed languages of Indonesia to some extent, but Indonesian Sign Language is the lingua franca for everyday use. When the wordlists were compared with American Sign Language the scores varied from a low of 34% to a high of 56%. The score of 72% resulting from the participation of one person in Jakarta who favoured ASL skewed the results somewhat.
Effendi (6:2015) says BISINDO stands for Bahasa Isyarat Indonesia (Indonesian Sign Language), which is the natural language of the Indonesian deaf. It is quite different from the government-approved Sistem Isyarat Bahasa Indonesia (SIBI – Indonesian Sign Language System). Since 1995, the Indonesian government started implementing SIBI in schools. After a certain period of time, the students experienced difficulties understanding SIBI’s language concept, because they feel that the language isn’t applicable in their daily lives and interaction. This confusion keeps them from being able to understand, and their capacity to learn becomes stunted, unable to move forward. BISINDO is a language that is more visual and direct, SIBI is complicated because it uses grammar taken from the spoken Indonesian language. SIBI was a government project. The government felt international pressure, as most countries already have their own sign language, while Indonesia did not. Much of SIBI are adaptation of the American sign language (ASL). They created SIBI in only one year.

According to Whiteboard Journal Effendi (8:2015), there are many who are confused, especially because BISINDO doesn’t use the same grammatical structure as Bahasa Indonesia: SPOK (Subject, Predicate, Object, Keterangan – Information). Without training in sign language, people will face difficulties communicating with the deaf, but when you understand it, communicating will become much easier.

BISINDO is fairly easy to understand, it is kind of like slang. It is much more casual, youthful It ideally would have been BISINDO, but the government
instead on using SIBI, both were used during the debates. That is true. SIBI is expressionless because they must contemplate the complicated grammatical structure. BISINDO is more expressive. We need more interpreters for deaf children in schools. Sign language isn’t properly taught yet – the teachers usually just makes the deaf student read the material without explaining to them what the reading means. There has to be a combination between the written and sign language. Collectively support the proposed law to make BISINDO the official sign language of Indonesia. Help socialize the use of BISINDO and advocate the use of BISINDO in schools.

Figure 1.4 BISINDO and SIBI Indonesian Sign Language
CHAPTER III
RESEARCH METHOD

A. Research Method

1. Type of Research

This writer considers using a descriptive qualitative approach in the case to find out the vocabulary learning system in English foreign language for inclusive high school level (hearing disability students).

According to Bodgan and Taylor (as cited in Moeloeng 4:2009) “qualitative research is presenting written or oral descriptive data of observed people and behaviour)”. This research approach is intended to see the individual background holistically. For that reason, it should not isolate individuals or groups to some variables hypothesis. It is a kind of method which conducts by collecting and analysing data and drawing a representative conclusion. According (Zuriah 2007:83) It is also called naturalistic research because the research is conducted in a natural setting consider the purpose of the research and the nature of the problem.

This research is a descriptive qualitative one. It is descriptive because the objectives of this study are analysing and finding information as many as possible of the phenomenon. As Burns and Grove (2003:19) describe life experiences and situations to give them meaning. This study focuses on process, problem and strategies of vocabulary learning system EFL for hearing disability students.
B. Method of Data Collection

Data collection is considered as the most prominent step in research. There are various methods of data collection in qualitative research due to the open-ended and flexible characteristic of this research which is suited by the problems, aims of the study and the characteristic of the object. The most preferred method that has been used in qualitative research is the interview. The researcher uses the same method. The reason above, the methods that were utilized in the process of gathering the research data could be categorized as follow interview, documentation.

C. The Setting of the Research

1. Place of the Research

This research was conducted at SLB WAHID HASYIM. SLB WAHID HASYIM is located in Jalan Masjid Agung An Nur, Klopo RT / RW 1/3 Klopo Village, Bringin Sub-District, Semarang Regency, Central Java. SLB WAHID HASYIM is a private school under control of YAYASAN WAHID HASYIM (WAHID HASYIM FOUNDATION).

Since 2006 the buildings of SLB WAHID HASYIM as Madrasah Ibtidaiyah before converted to be Wahid Hasyim Special School. As time goes on the number of students added and got the accredited since 2006 and get B level for 2016 accredited.

SLB WAHID HASYIM has Special Kindergarten for the disable school at least 1-2 years studying time, Special Elementary for disable School at least 6 years studying time, Special Junior High School for
disab School at least 3 years studying time, Special High School for disab School at least 3 years studying time. All the categories of school integrated one area. There are special classifications of the disability.

1. Class of A for visual impairment
2. Class of B for hearing impairment
3. Class of C for mild intellectual disability
4. Class of D for physical impairment
5. Class of E for emotional disturbed and social maladjusted
6. Class of G for multiple handicapped

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Group</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>The amount of student</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>The amount of male students</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>The amount of female students</td>
<td>30</td>
</tr>
</tbody>
</table>

The Data of school 2018/2019

SLB WAHID HASYIM uses 2013 curriculum for all class groups. The Main handbook material is taken from the 2013 curriculum design. As the data of 2018/2019, The total Teacher in SLB WAHID HASYIM is 5 female and 2 male teachers all qualified as the minimum standard to be a teacher has an undergraduate certificate. Only 1 teacher gets an undergraduate from the Special Education Department and the other from different background. This research focuses on students with hearing loss disability. There was special management class group because of limited class and unbalanced the ratio of the teachers and students.
Students are placed according to their level of disability. They would gather with the same disability. This made the teacher handle as their own needs. Most of the class group use the combination of classically and individually management class because every disabled child has their own way of learning not like a normal child. Even though there were students in the same class they will be taught individually.

In one class consists of 8 students. The class was mixed with elementary, junior high, high school with the same type of problem. One teacher handles 1 class group. Not all disable students receive English lesson.

<table>
<thead>
<tr>
<th>No</th>
<th>Proses Pembelajaran</th>
<th>Rasio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Ratio of Class Group</td>
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</tr>
<tr>
<td>2</td>
<td>Ratio Students with Classroom</td>
<td>8.33</td>
</tr>
<tr>
<td>3</td>
<td>Ratio Students with Teacher</td>
<td>8.33</td>
</tr>
<tr>
<td>4</td>
<td>Presentation of qualified teacher</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Presentation of certified teacher</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Presentation of Civil Servant teacher status</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Persentation qualified classroom</td>
<td>100</td>
</tr>
</tbody>
</table>

The Data of school 2018/2019

2. The object of the research

The Object of the research are students SLB WAHID HASYIM focus for the hearing loss students’ ten\textsuperscript{th} grade. The number of students are 6. The teachers’ also teach much information about the vocabulary learning system in EFL for inclusive high school level.
3. Time of the research

The schedule of the research can be seen in the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Date and Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maret 1 2019</td>
<td>Observation and cooperation with SLB WAHID HASYIM</td>
</tr>
<tr>
<td>2</td>
<td>Maret 5 2019</td>
<td>Class Observation</td>
</tr>
<tr>
<td>3</td>
<td>Maret 8 2019</td>
<td>Interview with headmaster and teachers’</td>
</tr>
<tr>
<td>4</td>
<td>April - Mei 2019</td>
<td>Data Record</td>
</tr>
</tbody>
</table>

Time of research

The research moves on through several steps as explained below:

a. Observing

In this research, the writer observed under natural and non-manipulative setting uses observation sheets. The observation of object conducts in their classroom which the natural setting. In observations, some information relates to students’ activities which include pre-activities, main activities, and post activities in the classroom.

In this observation, the researcher conducts observational field-notes to record data. This research conducts descriptive field-notes which mean
record a description of the events, activities, and people. The observation guide formulates to dig up some information as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>OBJECT OBSERVED</th>
<th>ACTIVITIES</th>
<th>CODING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Problem</td>
<td>The problem finds during teaching and learning</td>
<td>LP</td>
</tr>
<tr>
<td>2</td>
<td>Learning Strategy</td>
<td>The strategy uses the teacher and or students to cope with the</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>problem finds in teaching and learning activities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teaching Strategy</td>
<td>The strategies used by the teacher in English teaching</td>
<td>TS</td>
</tr>
<tr>
<td>4</td>
<td>Teacher’s Role</td>
<td>The teacher roles during teaching and learning</td>
<td>TR</td>
</tr>
<tr>
<td>5</td>
<td>Student’s Role</td>
<td>The students’ role with hearing loss disabilities in dealing with</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English learning activity</td>
<td></td>
</tr>
</tbody>
</table>

**Tabel 1. Additional outline interview**

<table>
<thead>
<tr>
<th>No</th>
<th>Interview</th>
<th>Topic</th>
<th>Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interview</td>
<td>English teaching and learning process for students with intellectual</td>
<td>The process of vocabulary learning system in EFL for hearing disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>disabilities</td>
<td>students.</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>English teaching and learning process for students with intellectual</td>
<td>The process of vocabulary learning system in EFL for hearing disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>disabilities</td>
<td>students.</td>
</tr>
</tbody>
</table>

**Tabel 2. Additional outline interview from teacher**

**Abbreviation**

TS: Teaching Strategy
TR: Teacher’s Role

SR: Student’s Role

LP: Learning Problem

LS: Learning Strategy

Observing respondents’ background was conducted to obtain pre-information about respondents’ experiences. This step is useful for the researcher to do preparation before collecting the data and interview.

b. Collecting data

To collect the needed data, the existing documentation gathered to be the starting point of the research.

c. Interview

In the interview section, the researcher tries to obtain some information from the English teacher about English teaching and learning process. Moreover to gain information about English teaching and learning process for hearing disabilities. The researcher asked questions about the process of vocabulary learning system. Furthermore, to know information about delivering the English materials, the researcher asked about the relevance between the English syllabuses and delivering English materials for hearing disability students.

The coursebook as main references and other references was source vocabulary learning system in EFL for hearing disability. The researcher asked about the method of delivering materials. In the interview the researcher also asked about evaluation as the parameter of teaching and learning which consist of
how the teacher conducted the evaluation to know ability level of students with hearing disability.

<table>
<thead>
<tr>
<th>No</th>
<th>Interview</th>
<th>Topic</th>
<th>Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interview</td>
<td>English teaching and learning process for students with intellectual disabilities</td>
<td>The process of vocabulary learning system in EFL for hearing disability students.</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>English teaching and learning process for students with intellectual disabilities</td>
<td>The process of vocabulary learning system in EFL for hearing disability students.</td>
</tr>
</tbody>
</table>

**Tabel 3. Additional outline interview student’s**

The researcher asked general difficulties faced by students with hearing disabilities and teaching strategies to find problem solution in vocabulary learning system English as a foreign language for hearing disability students.

d. Documentation

The researcher collected and studies several documents such as English Syllabus form government, existing English syllabus, lesson plan and teaching materials. In this research, those documentations use to study teaching and learning activities.

e. Presenting the result descriptively

All results of the research eventually concluded and presented descriptively in the form of this research report.
D. Method of Data Analysis

According to Moelong (28:2010), a qualitative data analysis is an approach that operates data, organizes them, categorized them, synthesise them, finds their pattern, and eventually presents them as a research report.

After collecting that data by various techniques, in this section, the researcher describes the procedures. The method uses to analyse the data depend on research design research question methods of data collection, and the type of data collected. In qualitative studies data analysis typically involve a categorizing through coding.

Moelong says (28: 2010), the data collected by interviews and observation. For the result of classroom observation, the researcher made an interpretation of what happened during classrooms teaching and learning activities on the field note. While the result of the interview session the researcher transcribes the data from the recording. After collecting the data, the researcher analysed data by applying several as following.

a. Presentation of Data

In this step, the data presented transcribing all the result of data collection. For the interview data, it will present and displays in the form of tables and a brief description. While the data of classroom observation will display in a transcript reveals things relates activities of teachers and students with hearing disabilities during teaching and learning process. Then, the researchers make coding and tabulation to the database on certain categories.
b. Data Reduction

Data Reduction means summarizing, selecting basic things, focus on the things that are important, look for themes and patterns. At this stage, the data from the interview record in full in the form of a transcript of the interview and then perform the data reduction that reduces data from interviews that appear but were not related to the research question. The result of the reduction will show in summary form and make separate interviews between interviews with teacher and students. Data reduction also carries out on field notes compose when observation performs.

c. Verification for Making Conclusions

Based on the data will present, the researcher verifies the research by making the conclusion of the data found. From this initial conclusion, there is still a possibility of changes if other facts find.
CHAPTER IV
RESEARCH FINDING

The research finding will be a description of some data findings of this research. The following points are into consideration as the objects of this research. The descriptions are made in order to answer the research question.

A. The General Profile of Teaching and Learning Process in SLB WAHID HASYIM

SLB WAHID HASYIM is located in Jalan Masjid Agung An Nur, Klopo RT / RW 1/3 Klopo Village, Bringin Sub-District, Semarang Regency, Central Java. SLB WAHID HASYIM is a private school under control of YAYASAN WAHID HASYIM (WAHID HASYIM FOUNDATION). Since 2006 the buildings of SLB WAHID HASYIM as Madrasah Ibtidaiyah before converted to be Wahid Hasyim Special School. As time goes on the student was added and got the accredited since 2006 and get B level for 2016 accredited.

SLB WAHID HASYIM has Special Kindergarten for the disable school at least 1-2 years studying time, Special Elementary for disable School at least 6 years studying time, Special Junior High School for disable School at least 3 years studying time, Special High School for disable School at least 3 years studying time. All the categories of school integrated one area. There are special classifications of the disability.
B. Process of Vocabulary Learning System EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM

School began at 7.30 and started with praying together then the teacher gave subject material and finished at 12.00. Every Monday up to Wednesday and finish at 11.00 on Friday and Saturday. Every subject has its own schedule. School for special needs had its own managing time because their students also had special needs. It couldn’t be the same as the normal school. The teacher couldn’t pressure to chase their duty material because it could make them stress and it’s difficult when students did not have any spirit to get along learning.

English subject is only for special impairment especially for hearing loss, visual impairment, handicap and who still had a strong mentality. SLB WAHID HASYIM gave the material for Junior High School and Senior High School level as the curriculum 2013. It was given 2-4 periods the duration was 30 minutes per period in one lesson weeks of school. The schedule depended on the situation. Sometimes it could take routine but for some special case, the period of English Subject could be changed for others subject. There were 7 students with hearing disability. The teacher was Mr.S. Mr S taught almost all of the subject integrating. Mr S has 2 up to 4 periods of English subject weekly role.

As 2013 curriculum gave its reliability with the school curriculum. English integrated with all lessons. The students with a hearing disability had strength in visual. The teacher should maximize students’ strength in visual ability. Teacher explained every vocabulary. They also explained with the mimic
and told with the right pronunciations every syllable. The students imitated the explanation. They could spell it with the articulation example.

Dictation is a method for the students to write down what is said, word for word, later the teacher will check and correct the errors made by the students’. The teacher will read several sentences and ask the students to write down on their notes. For example:

Mr S : ”Ayo semua dibuka di buku tulisnya, dicatat. (Let’s open the book and take note please)”

Students’ : “(Give agree sign bend their head)”

Mr S : “ STAR, S (Sign Language), T (Sign Language), A (Sign Language), R (Sign Language), bacanya STAR bahasa indonesianya BINTANG (Sign Language) ini gambar bintang. Ditulis STAR di buku tulis ”. (STAR mean BINTANG, This is star, take note on your book STAR please).

Victorian Deaf Society (4:2010), another method is lip-reading. It is originally an ability to ‘read’ what people say by seeing the movement of the lips, tongue and jaw. However, it is widening with the reading of the body and face movement called speech-reading Lip-reading is mostly used for hearing people who do not understand sign language.

According to Bruhn (2:1915), therefore mostly deaf people will communicate use lip-reading in a certain language, Indonesian language for instance. Lip-reading has different rules. In Jena and Kenzie’s method, lip-reading also uses facial expression and body movement. However, in Bruhn’s method, lip-reading theory only involves the lips movement of the speaker.
The teacher also used this method lip reading used to jot every word and how to pronounce it well. Hearing loss students would imitate the movement of lips for example:

Mr S : STAR (star itu bahasa indonesianya bintang).
Students’ : Imitate the lips movement (STAR bintang).

The teacher would repeat until the students’ understand and able to pronounce it well. The voice came out from hearing disability was not perfect enough. Some of them have totally could not speak voice clearly. After the repetition, the teacher would ask the student assignment. In one English period meeting, the vocabulary gave small number and related to the thematic taken in this session. The teacher could take a pilot in every material. The seat and table are managed as like as that condition. As Example :

Mr S : Ulang lagi STAR BINTANG, STAR BINTANG!
(Repat STAR BINTANG STAR BINTANG)
Students : (Repeat) STAR bintang. STAR BINTANG. STAR BINTANG.

The teacher also used teacher aid. There was limit replica to explain every vocabulary. The teacher used gadget and internet to search the material explanation.

C. Teacher Problem in vocabulary learning system EFL for Inclusive High School level for Hearing Disability student of SLB ABCD WAHID HASYIM

Every student had their ability to absorb the language received from their environment. As their disability unhearing functional it influenced their achievement absolutely different from normal the input hearing focus inarticulate in
every word. The students with low hearing looked more attractively because they had much vocabulary than the students who were totally hearing loss input. The face difficulty re-speech they need to train their hearing loss total. In learning vocabulary for their mother tongue in Indonesian there were many difficulties moreover for foreign language. There were many problems faced by the teachers in teaching vocabulary learning for hearing loss students.

“Many lacks of the condition of the school. There are still lacks facility building, lack of the classroom, lacks learning and teaching facility, lacks administrative facility and supported facility.” 
(Records with Mr S teacher at Wahid Hasyim 23:08)

a. Lack of facility and lack of teacher.

In 2018/2019, the ratio between teachers and students did not balance. This made the teachers solve with made management of class. The teacher allowed blending this student in the same class of disability to make easier to teaching and learning. The teacher also role up by giving in the group. It made easier to handle up.

One of the big problems for SLB WAHID HASYIM was the lack of teachers. The teachers used management class to control the class with the amount of the teacher. Most of the teachers who have different background use theirs field experience in handling class.

Almost all of the teachers became the head teacher according to their own class group. Almost all teachers gave all subject material. The different background forced the teacher to master all the material. It could open un maximum subject given to students’.
<table>
<thead>
<tr>
<th>No</th>
<th>Condition</th>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Inventaris</td>
<td>Not Inventaris</td>
</tr>
<tr>
<td>1</td>
<td>Good</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Low Damaged</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Medium Damaged</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Heavy Damaged</td>
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The Data of school 2018/2019

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</tr>
<tr>
<td>PNS</td>
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<tr>
<td>GTT</td>
<td>0</td>
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<tr>
<td>GTY</td>
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</tr>
<tr>
<td>HONOR</td>
<td>0</td>
</tr>
</tbody>
</table>

The Data of school 2018/2019

Supporting facility was limited. Teachers should creative when teaching and learning process. The Teacher used the minimum facility as they can as possible. This condition makes influence to class management. They should divide the class.

English also compulsory subject for Ujian Nasional (National Exam). This subject was not for all disabilities. SLB Wahid Hasyim only focuses on teaching only special disabilities. Only Hearing Disability/ Tuna Rungu, Tuna Daksa / Movement disability and Visual disability/ Tuna Netra. It should have normal mental and not for multiple disabilities.
Every teacher should arrange their schedule. There was one of the head of the class but for a certain condition, it could be flexible. If one of the teachers had other business other teachers can change the other class

<table>
<thead>
<tr>
<th>Class</th>
<th>Amount of Students’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

The Data of school 2018/2019

SLB WAHID HASYIM was lack of classroom. All the students should use the classroom according to their own impairment. This was because of the funding factor. The biggest source of funding comes from the foundation. Fundraise from government taken from BOS (Beasiswa Operasional Sekolah) and most of the funding to flow the school development needs. The fund should be managed as efficiently as it can

The lack of teacher influenced by the flow of teacher recruitment. There are view teacher resign because has other responsibility and can’t divide their time again, another reason because they have extra work out to get high income. It confessed by the teacher that the quality of the wealthy teacher should be increased.

b. The difficulty in the process of the characteristic of language learning

According to Hernawati (5:2007), since deaf students have a hearing impairment, either deaf or hard-of-hearing, they have several barriers in acquiring or learning the language. The first barrier is the late language
acquisition. Mostly deaf students were born and raised in hearing family. (Mellon et al., 2015) Their families are less proficient in signing while linguists consider that sign language is the best language for the deaf child

According to Meier (7:1991), the second barrier concerns the difference between spoken and sign language. Spoken language is arbitrary while sign language is iconic. Yule (15:2010), states that arbitrariness is “the relationship between linguistic signs and objects in the world” It means how the world looks like does not refer to the meaning of the word. This arbitrariness does not belong to sign language. Sign language is iconic. It means that when we are signing, the sign is similar or associate with the meaning. For instance, when a deaf child wants to go to the bathroom, he will directly close his nose refer to the word ‘smell’ and it associates with bathroom

Liben (4:1978), the third barrier is poor in phonological information. Deaf students cannot differentiate phoneme which has the same lip movement such as /f/ and /b/ The last barrier is lack of family and education support. UNESCOWEB (8:2000) school with fewer facilities and inappropriate curriculum makes the deaf students difficult to follow the school’s program.

According Victorian Deaf Society (1:2010) teaching spoken language for deaf students can be mediated by several communication methods, one of which is lip-reading. It means understanding what people say by watching the movement of their lips. The term lip-reading is changed with speech-reading. Speech-reading tends to use lips and body movement, while lip-reading only uses the lips movement. Since most hearing people do not understand sign
language, lip-reading must be taught to deaf students to make them easier in communicating with the hearing world. One of the difficulties faced by students’ was transferred from the source language to the target language. All language has its own difficulty moreover in a foreign language. The problem faced by the student is about their transfer language knowledge. English in Indonesia is a foreign language. Their mother tongue was Indonesian and local language. In daily activity student and the teacher commonly use the SIBI/Indonesia Sign language to transfer from Indonesian speech.

English and Indonesian language were totally different. The Indonesian language is understandable than English for student SLB WAHID HASYIM. English has different pronounce with the spoken and the written. The difficulties become problems. The teachers’ should teach the vocabulary slowly and describe them how to read it in good articulation. Students often confuse why the word that writes in board totally different when it spells up.

The English vocabulary is also totally different from the Indonesian. The students had to memorize for twice process transfer the English vocabulary from the mother tongue to be understandable for them. Language structures are also different. In the Indonesian language there was the classification of the word, grammar, etc often make student confused. Not all handbook material was easy to be understood for students. Some of the cases make the teacher had difficulty deliver their material to the student.

Not all teachers are able to teach English professionally. They had many backgrounds but they should teach all of the subjects. The researcher found a
view wrong pronunciation and some of the mistakes in vocabulary learning as an example. The teacher said Tree (pohon) with pronunciation Three (Tiga). Some of the students with total hearing only caught the oral movement but for the student with low hearing, three and tree had a similarity.

Its also happened students who did not realize the difficulties of their language. The class activity dominated with teacher centre, it means teacher gave many materials actively. The student sat and dictated what the teacher said.

The characteristic of special vocabulary like homonym, homophone, and homograph also has own difficulty in the learning process. Not all teacher understand The BISINDO/ SIBI (Indonesian Standart Sign Language) well. The teacher also had a problem when they should transfer the written to be Indonesian Standard Sign Language. Sometimes the teacher did not know how the English vocabulary was taken in sign language.

c. The ability of students’ are different

Every student had their own ability. There were students who got fast achieve and fair students. Some of student fast learner in their language input some of them take more time input process. To pursue their capability teacher do some new management system especially for the student who would face the examination. The teacher would give the extra period teacher and appointed special teacher only for focus subject.

Listening and speaking were an important process but for hearing disability this element was not maximal. They needed more supported
physical facility or academic for disability teacher should give extra effort to handle every day.

Researcher  : “Bagaimana bahasa inggris menurutmu?”
What is your opinion about English?
AI  : “Su-sah”.
Its so difficult
RI  : “Tidak mengerti”
I Don’t understand
CN  : (Menggeleng)
BV  : tidak menjawab) no answer
NM  : “Tidak suka”
I don’t like it
IL  : “Tidak suka”
I don’t like it
GV  : “Tidak suka”
I don’t like it

(Records with Mr.S teacher at SLB WAHID HASYIM 11:00)

d. Lack of Textbook and Teaching Aids

There was Curriculum 2013 handbook standard for all school as main material handbook. As the teachers’ said many teachers still got the struggle and had many difficulties because of thematic standard. Thematic pursued the students’ more actively. Sometimes it could apply but sometimes it could not because of most of the class activity dominated by teacher centre. The English Thematic showed colourfull picture, but on the other side, it made students confused because the visual absorbing would catch too many objects. Every student would treat as their capability as the teacher could. The researcher didn’t see Supporting facility like the picture, replica, screen, LCD. Teacher dominated orally the material given. The vocabulary mastery had delivered teacher by transferred the vocabulary. The teacher demonstrated with the vocabulary. The teacher explained every vocabulary.
They would every material. The seat and table had managed as like as that condition.

2. The teacher strategies to find the problem solution

Many crucial problems faced by the teacher in class. The lack of facility and teacher. The teacher has class management and teacher control for every impairment that they handle. They have arranged the system of everything school provide on them. The teacher used as maximal as they could to all facility that provides in class for learning and teaching. The teacher used realia object such as Photo, Picture, real things, sometime they would open the internet and show to the students. The lack of teacher and facility related to the school financial ability. This was a private school the source of funds was mostly from the foundation's ability.

The government gave the budget also in the form of the state budget which was distributed in the form of BOS. What is needed when this research is being made is focused on the development budget because the classroom must be added. The reality was school only had low budget and not yet to give complete facility. Teachers are required to be able to use facilities and their creative abilities are minimal. SLB WAHID HASYIM used curriculum 2013 textbooks to support English language Teaching.

The researcher concludes the strength of books given many pictures to explain vocabulary but there are still difficulties because the purpose of the use of books is an active student and passive class atmosphere. Unclear command and question task also make students confused.
Assessments were started before they continued what teacher next to do. The assessment would make teacher easier to divide them into groups and because all students had different ability also the level of their impairment is different. There is a student who has a double impairment. English only gave for the student who had hearing loss impairment but still had strong mental ability.

Before learning the teacher will prepare the material for studying. English Vocabulary is the primary material for the whole English subject. They need the process to know what was the name of the things using sign language because of hearing lost student. Then they need times to understand the name of the things. It proceeded and they learn how to speak up it. They read cued lips, how the lips tongue open and closed. Then they repeated it. The teacher needs to repeat it often and often as many as possible.

The students repeated it as possible to understand what the teacher said. Teacher used teaching aids like books, picture, things around them, and use the internet from the gadget. Child's misunderstanding was characterized by sign language such as giving unconscious signals, gave an expression of incomprehension, told the teacher to repeat again, or waved his hand while shook his head no gesture. The teacher would give a question at the end of the lesson. If the child still did not understand the teacher usually gave homework to be discussed with parents and family at home. The next day the teacher could repeat the previous lesson or continue with new material. Repetition was very important along the teaching and learning process.
Teaching as creativity as possible and might use realia or the things around them. The facility class was very limited. There was no electrical facility except for the electricity source and lamp. This problem could solve by the creativity of the teacher used simple and the things around them also used gadget and internet to explain. Sometimes the teacher had a technical problem makes them can’t use their own gadget. But sometimes gadget could not use because of technical problems.

The repetition was very important for students. The target of the vocabulary mastering was repeated for student able to imitate the lips movement and produce the vocabulary sounds as their ability. It added with the mimic so they could duplicate it when they communicated with the environment.

The lack of class blended the students in one room. The material prepared solute with looking for teacher material as complete as possible and teacher looking for the sign language of the vocabulary before it gives to students. In material prepared teacher was looking for as many as a possible picture to demonstrate all the material.
A. Conclusion


Dictation was the method for the students to write down what said, word for word, later the teacher checked and corrected the errors made by the students. The teacher would read several sentences and asked the students to write down on their notes. The teacher also used this method lip reading use to jott every word and how to pronounce it well. Hearing loss students would imitate the movement of lips for the body and face movement called speech-reading. Lip-reading is mostly used for hearing people who do not understand sign language. Lip-reading also used facial expression and body movement. The teacher repeated until the students understood and able to pronounce it well. The teacher helped with teaching aids.

2. Teacher Problem and Solution in Vocabulary Learning System EFL for Inclusive High School Level for Hearing Disability student of SLB ABCD WAHID Hasyim.

Many problems faced by teacher at SLB WAHID Hasyim. There was lack of teacher, the difficulty in the process of the characteristic of language learning, the ability of students’ was different, lack of textbook and teaching aids.
3. Teacher Problem Solution in Vocabulary Learning System Vocabulary Learning System EFL for Inclusive High School Level for Hearing Disability student of SLB ABCD WAHID HASYIM.

   The teacher used as maximal as they could all facilities provided in class for learning and teaching, create good classroom management. Using the realia and maximizing the gadget used in explaining vocabulary to deaf students is also a good choice since they used their visual as the main communication device repetition in every vocabulary material as much as possible was the key to get the student vocabulary mastery.

B. Suggestion

1. The responsibility of deaf students’ education was not only for the teacher but for all of the parties involved. Because it need corporation from both parents and the public to develop the potential of each student, so they could live independently and confidently.

2. The teacher needs to be creative and be flexible. The teacher could intensively try innovative manner to deliver English material. The teacher could make vocabulary game to improve the students’ vocabulary and pursuit them to actively used their body movement and body language.

3. The government should give extra attention to private school developing. The government should regulate and gave many support thing so increase the quality od SLB in Indonesia. Most of SLB in Indonesia built by the foundation and private school and this still become under control of the constitution.
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Figure 1.5 Hearing diffable Students

Figure 1.6 SIBI (Indonesia Sign Language)

Figure 1.7 Teacher explain the vocabulary

Figure 1.8 Teacher reads the vocabulary on whiteboard
June, 29 Th 199

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IAIN SALATIGA

LANGUAGE SKILL
• BAHASA (NATIVE)
• JAVANESE (NATIVE)
• ENGLISH (PROFESSIONAL)
• GERMANY/DEUTSCHE (BASIC)
• NETHERLANDS (BASIC)

ACHEIVMENT
• WINNER RESEARCH TOURNAMENT PAPER TOPIC ENGLISH EDUCATION 2017
• WINNER BEST OF 100 OF PUISI LPM DINAMIKA 2017

VOLUNTEERING EXPERIENCES
2018  - ASIAN PARA GAMES INVITATIONAL TEST EVENT IR PROTOCOL HOSPITALITY DIVISION
2018  - INTERNATIONAL CONFERENCE OF DIASPORA
2018  - BANGUN DESA JUWANGI as Influencer
2017  - MUDA MENGABDI As Teacher
2016  - INDONESIA RED CROSS as KSR Palang Merah Indonesia CABANG SALATIGA
2015  - PBB PASUKAN BERANI BELAJAR As FOUNDER and many more

WORKING EXPERIENCES
Present - ONLINE SHOP FOUNDER
Present - BASIC FREELANCER TRANSLATOR
Present - FREELANCER GUIDE TOUR
2017  - PRACTICUM TEACHER SMK SARASWATI SALATIGA
2016  - LECTURE ASSISTANT
2015  - BANARAN CAFE As Partimer
2014  - TRIANGLE COURSE As PRIVATE TEACHER

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I'm active girl. I'm able to be fast learner. I pursue my capability to handle many volunteering activity, comitee in event etc. I start to learn basic programmer and want to built startup from begginer. Someday I will be women who success in Faith, Family and Carrier.

**EXECUTIVE PROFILE**

Final Years IAIN SALATIGA English Departement Education Teacher Training Faculty

**LANGUAGE SKILL**

ENGLISH PROFESIONAL ACTIVE ORAL AND WRITTEN GERMANY LANGUAGE/ DEUTCH PASSIVE BEGGINER BAHASA/INDONESIAN LANGUAGE NATIVE JAVANESSE LANGUAGE NATIVE

**COMPUTER BASIC**

Basic Graphic Design Corel Draw And Photoshop

**VOLUNTEER EXPERIENCE**

**INTERNATIONAL RELATION HOSPITALITY AND PROTOCOL ASIAN PARAGAMES TEST EVENT 2018**

JUNI-JULI 2018

- Building a clear and firm coordination with IPC, APC, NPC about the implementation of Asian Para Games 2018 and providing the Service for VIP and VVIP needs.

**FOOD AND BEVERAGES DIVISION**

**CONFERENCE INTERNATIONAL DIASPORA YOUTH | AUGUST 2018**

Conducting all activities related to the provision of consumption for comitee crew, media, and related guests such as state guests, sponsors, and others.

**CONSUMPTION DIVISION**

**WISH SCHOLARSHIP FORUM 2018 AUGUST 2018**

Manage for consumption for all crew, comitee, VIP Guest. This event followed by more than 15.000 guest.

**KONTINGEN KEBAIKAN AQUA**

**ASIAN GAMES 2018 | AUGUST-SEPTEMBER 2018**

Clean up Asian Games 2018 Area in GBK Venue in all of Zona. Collaboration with Aqua.

**LIAISON OFFICER**

**DIGITARAYA BOOTCAMP POWERED BY GOOGLE LAUNCHPAD SEPTEMBER 2018**

Assist all classification guest.

**ENVIRONMENT HERO**

**JAKARTA JAPAN MATSURI 2018 | SEPTEMBER 2018**

Clean up GBK area and check the Jakarta-Japan Matsuri 2018 event in clean control area.

**FIELD WORKER ASIAN PARAGAMES MAIN EVENT 2018**

**INTERNATIONAL RELATION HOSPITALITY AND PROTOCOL ASIAN PARAGAMES TEST EVENT 2018**

SEPTEMBER-OCTOBER 2018

- Manage the venue event, building a clear and firm coordination with IPC, APC, NPC about the implementation of Asian Para Games 2018 and providing the Service for VIP and VVIP needs.

**FOOD AND BEVERAGES DIVISION**

**JAKARTA FASHION WEEK 2019 | OKTOBER 2018**

Conducting all activities related to the provision of consumption for comitee crew, media, and related guests such as state guests, sponsors, and others.