IMPROVING VOCABULARY BY USING POSTER AT THE NINTH GRADE DISABILITY STUDENTS OF SLB NEGERI 1 PALOPO

IAIN PALOPO

THESIS

Submitted to the English Study Program of S1 Tarbiyah Department and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Study Program

By,

AKBAR CAHYA DWI PUTRA W
REG.NUM: 15 0202 0036

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2019

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2. **AmaliaYahya, S.E., M.Hum**

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2019

THESIS APPROVAL

This thesis, entitled "**IMPROVING VOCABULARY BY USING POSTER AT THE 9TH GRADE DISABILITY STUDENTS OF SLB NEGERI 1 PALOPO**" written by **AKBAR CAHYA DWI PUTRA W, Reg. Number 15.0202.0036**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, December 18nd 2019 M**, coincided with **Rabiul akhir 20nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>October 12th, 2020 M</u>
Safar 24th 1442 H

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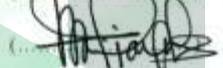
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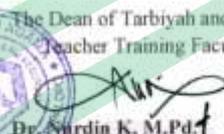
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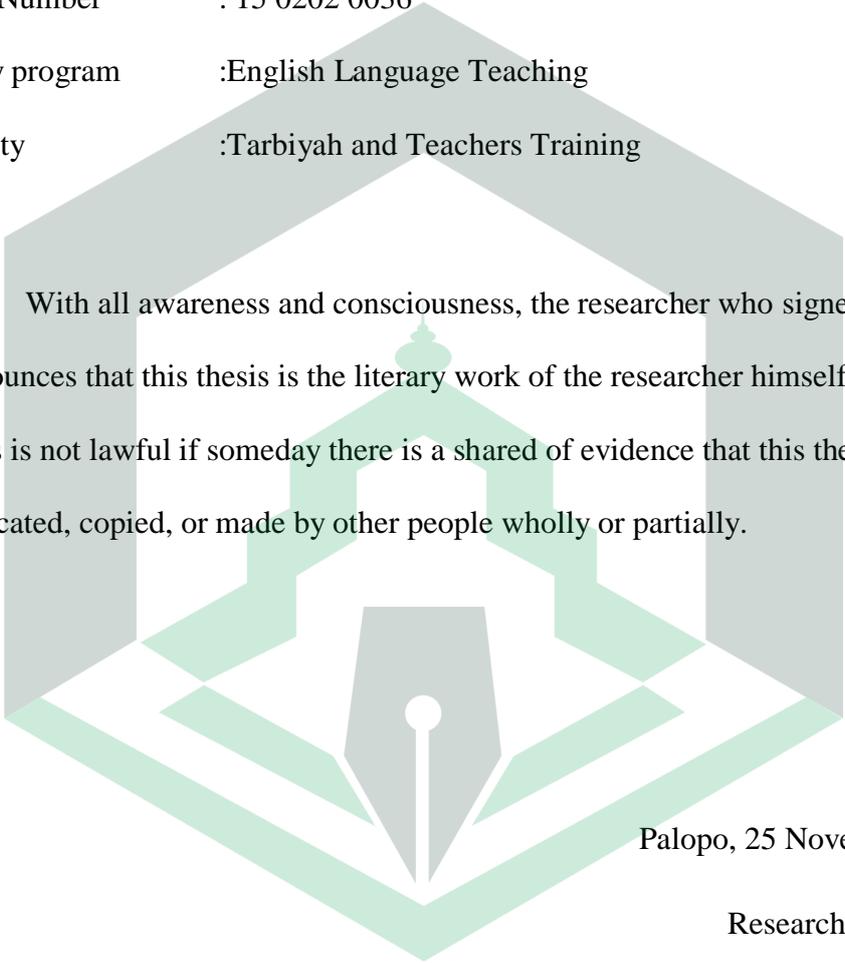
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Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

  Tempat

AssalamuAlaikumWr. Wb
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Judulskripsi   : **Improving Vocabulary By Using Poster at The Ninth Grade Disability Students Of SLB Negeri 1 palopo**

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AssalamualaikumWr. Wb
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Nim   : 15.0202.0036

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The researcher also recites thank to the others who cannot be mentioned one by one who always helped and supported the researcher to complete this thesis. The researcher realized this thesis would not be created without their participation. Finally, the researcher dedicates this thesis. May Allah SWT.gives reward to all people who helped the researcher. The researcher hopes this thesis will give positive contribution to the readers, religion, and the state, Aamiin.

Palopo, 28 Oktober 2019

The Researcher

AKBAR CAHYA DWI PUTRA W

Nim: 15.0202. 0036

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ABSTRACT

Akbar CahyaDwi Putra W, 2019. Improving Vocabulary By Using Poster at The Ninth Grade Disability Students Of SLB Negeri 1 palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo.Under the supervisors (1) Dr. Hilal Mahmud, M.M (2) AmaliaYahya, S.E., M.Hum

Key Word: *Improve Vocabulary, Poster, Disability students*

This thesis deals with using poster to teach vocabulary for the ninth grade disability students of SLB Negeri 1 Palopo. The problem statement of this thesis: Is the use of poster effective to improve English vocabularyat the disability students of SLB Negeri 1 Palopo?

The research used pre-experimental. The population of this research was the ninth grade disability students of SLB Negeri 1 Palopo. The number of population was 25deaf students. The sample of the research was class deaf students which consisted of 8 students. The sampling technique in this research was purposive sampling techniqueThe instrument of the research was vocabulary test. The researcher gave pretest and posttest to the students. The data analyzed by using SPSS 20.

The result of this research showed that the use of poster was effective to improve English vocabulary by using poster to the disability students. It could be seen from the result of calculation that the mean students' score of posttest was higher than the mean score of pretest (83.750>38.125).Based on the data analysis it can conclude that teaching vocabulary skill by using poster is effective at the ninth grade disability students of SLB Negeri 1 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is central of language teaching and learning through vocabulary we can express ideas, emotions, and desires effectively and efficiently. So by learning vocabularies students can be easier to communicate each others.Teaching vocabulary to young learners is not an easy job. The young learners sometimes face some problems in learning English as foreign language consequently the teacher should be creative and become a good model in teaching English for their student. Teaching young learner is different from teaching adult. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment.

Based on the pre-observing that did in SLB Negeri 1 Palopo, The diffulties experienced by teachers is the communication of their students because they use sign language to communicate they have a special dictionary that is given by the government either for students and teachers themselves.Most teacher give English learning methodsin SLB negeri 1 Palopo the first grade junior high school about vocabulary they use media like poster and picture for explain to the students, the teachers, Difficulties experienced by students in improving English vocabulary

may be overcome by using visual media in the fromof images Nurhadi states that the use of visual aid is one attempt to make it easier to understand the language beng studied, the opinion s further stengthened Philips

(1996) starting that "Vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action or real object.

The researcher in SLB Negeri 1Palopo is that use visual media such as using posters full of images and full of colors so that it attracts the attention of students to focus on my material, teacher in the school support the methods that I offer because students prefer what is seen plus using something the more colorful the more students can be more focused and relaxed in learning. Students with disabilities are a little difficult in communication because using sign language I focus on deaf students because these students are the easiest to understand than other disabilities, but the researcher am helped by teachers in there more experience sign language, they understand what the researcher mean because they have been taught to understand sign language that is easy to understand students with disability have their own dictionary OCP to understand the language that what the researcher mean.

Disability is someone who has a physical and mental disorder whose nature is disturbing or is an obstacle for him to perform daily activities properly or normally (Jhon C. Maxwell).Some are born perfect but certain events such as natural disasters and accidents cause them to have physical and mental disadvantages. The deficiency causes a person to have limitations in living a life both personally and in the community.

Deaf students are students who do not have the ability to hear as normal people in general. People who have a severe hearing impairment can still use hearing aids so they can hear back better.

B. Problem Statement

Based on the explanation above, the researcher formulated the problem in the research, namely:

"Is the use of poster effective to improve English vocabulary at the disability students of SLB Negeri 1 Palopo ?"

C. Objective of the Research

Based on problem statement is to make disability students effective to improve vocabulary by making something that attracts attention in front of them that is why the researcher use posters and when they are out of focus the researcher have to approach them and pat them when they don't see because they didn't hear what the researcher said because the researcher researched deaf students in SLB Negeri 1 Palopo.

D. Significant of the Research

The researcher hopes that this research has some significance in English teaching and learning process, especially in improving students' vocabulary by using visual media or poster. There are two kinds of significance in this research: Theoretically and Practically

1. Theoretically

Theoretically of the research will expect to be useful for the junior High school of SLB negeri 1 palopo to improving their quality in studying English specially mastering vocabulary using visual media or poster as a learning material it also very important for the student who want to study English.

2. Practically

Practically, it can be useful for all reader who want to use the visual media or poster as subject in delivering their objectives, particularly in improving students understanding vocabulary. It also I will do a poster or something that they could see to be attracted to the material that I gave it needed something full of color and images around us.

E. Scope of the Research

The scope of the research focuses on improving vocabulary of nouns: part of body and animals, Adjective: Colorby using poster for deaf students of SLB Negeri 1 Palopo.

F. Operational Definition

Based on the title above, the researcher gave definition as follows :

1. Vocabulary is one of the components of language and language don't exist without words. Because without vocabulary we cannot communicate each other so we have to learn and memorize many of vocabulary, in order that we can speak English Well with another.

2. Poster in general is a written message either in the form of pictures and writing aimed at attracting the attention of many people so that messages can be received easily accepted by others.

3. Disability studentdeaf who do not have the ability to hear as normal people in general. People who have a severe hearing impairment can still use hearing aids so they can hear back better

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Nugroho Habibi (2017)The use of flashcards in improving vocabulary mastery of students with disability at the second grade of SMP Diponerogo, Junrejo Batu. This research comes from the weakness of vocabulary mastery of students with disability. This researcher used Classroom Action Research (CAR) in integrated classroom to improve vocabulary of the students with disability at the second grade of SMP Diponegoro, Junrejo, Batu in the academic year 2017/2018 by using flashcards. In this research, the researcher becomes a teacher while the English teacher becomes a volunteer or therapist to help, control and manage the class. The result of the study showed that before the implementation of flashcards, all students with disability' score were under 75, with the lowest score was 50 and the highest score was 70. From six students with disability, no one passed Standard Minimum Criteria (KKM). Therefore, in the cycle 1, all students with disability passed Standard Minimum Criteria (KKM). [1]The lowest score was 80 and the highest score was 100.

Amira Humairah (2015) the effectiveness using word wall picture in Teaching Students' Vocabulary at Sekolah Luar Biasa Negeri Pembina provinsi Sulawesi Selatan SENTRA PK-PLK. This research used Pre Experimental

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[1]Nugrohohabibi, *The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability at the Second Grade of SMP Diponerogo, JunrejoBatu*.https://www.researchgate.net/publication/321650563 *The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability*

Design. This researcher used of Word wall picture was effective to improve the

students'

vocabulary at Sekolah Luar Biasa Negeri Pembina Provinsi Sulawesi Selatan SENTRA PK-PLK.[2] The result of the study showed that the students vocabulary has high at the end of this research. It proved that the use of word wall picture in teaching vocabulary did contribute to the students achievement in improving vocabulary. It can be concluded from the increasing mean score from the pre-test (53.33) to the post-test (91). Besides, teaching vocabulary by using word wall picture made the learning process to be more enjoyable, pleasant and interesting.

Yerika Sri Dewi (2010) The Techniques in Teaching Vocabulary at The Second Year Students of Sekolah Luar Biasa (SLB) Sri Mujinab Pekanbaru. This thesis focused on the Techniques in Teaching Vocabulary at The Students of (SLB) Sri Mujinab Pekanbaru.[3] The research used observation and interview. Observation was used to know how techniques in teching vocabulary during the teaching and learning process in classroom and interview was used to find out the factors that support the teacher in teaching vocabulary process. The research explains the lesson followed by picture are categorized (80%-100%) very good.

The researcherstated increased the vocabulary of students with disabilities using media visual media, Use of this method is very helpful for student to improve vocabulary in English learning. Those researchers above are the same with in the case of focusing on vocabulary skill on the students. It is the same with

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[2] Amira Humaerah, *Using World Wall Picture in Teaching Vocabulary to the Autism Children at Sekolah Luar Biasa negeri Pembina provinsi Sulawesi Selatan sentra PK-PLK*(UIN Alauddin Makassar,2015),.

[3] Yerika Sri Dewi, *The Techniques in Teaching Vocabulary at the Second Year Students of Sekolah Luar Biasa(SLB) SRI MUJINAB PEKANBARU*(University of Sultan Syarif Kasim Riau Pekanbaru.2010)

researcher namely how to improve vocabulary skill of the student use media or visual media make easily and the different from the result the previous study is the design media.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary have certainly found in every aspect of language. The importance of vocabulary can influence learning activity. Vocabulary can help learner to express their ideas and information. Without vocabulary, learner can not

understand about the information that they learnt. In other words, learner should have large vocabulary in order to do well for their competencies.

According to Bauerstated that vocabulary is about words with the origin, alteration, and relationship to other words so that people used in a language on the world.[4] It means that vocabulary is the collection of words that used by person to express something.

Tyna states that in recent years, one of the main problems of the students that they couldn't understand the question words, one of the problemof students is that they do not know vocabulary even though they know how to read it.[5]

Betty Tsang observed a model best practice lesson Betty Tsang used a concept a definition map to deepen the vocabulary knowledge for the students.[6]

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[4] Laurie Bauer. *Vocabulary.*(USA: Routledge, 1998).p. viii.
[5] Rolf Tyna, Making vocabulary
Stick.,http//education.Guardian.Co.uk.telf/teaching/story.html,(2005)

While Andrew Wright, David Better and Michael Buck by suggested the benefits of the games, namely help the students enjoy in learning vocabulary.

According to Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.[7]It means that the first thing we have to learn English is we have to mastery the vocabulary because with vocabulary we can learn language skill easier and will be useful for the process of achieving language teaching objectives in the other word. Vocabulary is the important subject in language learning, if we lack vocabulary will face a lot of problems.

Schmitt also stated that we must consider what we meant by vocabulary.Therefore, it can be concluded that vocabulary not only contains list of words but also contains all information about using word and it also contains meaning of words so that it will be used by people to communicate to express their ideas.[8]

From the definition of Vocabulary above, the researcher concludes that vocabulary is a collection of words used for foreign languages. Vocabulary should be taught especially for foreign language teaching and learning activity, because if students have enough vocabulary they can communicate in the foreign language and easier to master new language. Mastering new language is not easy because

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[6] Betty Tsang, *A Definition to teach Vocabulary*, http://www.SE/How.com/vocabulary/lessonsplans.html.

[7] Jack C. Richards and Willy A Renandya..*Methodology in Language Teaching, An Anthology of Current Pactice.* (NewYork: Cambridge University Press, 2002), p. 225.

[8] Norbert Schmitt, *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press, 2000), p. 1.

some aspects of language are not easy to learn, it is impossible to learn a new language without mastering vocabulary.

2. Concepts of vocabulary

There are many concepts about vocabulary some of them:

a. Vocabulary is the sum or scope one's. Expressive technique, as in the arts.

b. Vocabulary is the stock of words used by people or by a particular class or person.

c. Vocabulary is list or collection of the words of a language, book, author, branch of science or the like usually in alphabetical order and defined.

d. Vocabulary is the words of a language.

e. Vocabulary is word-book, glossary, dictionary or lexicon.

f. Vocabulary is the sum or scope of one's expressive technique, as in the arts.

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words, words are signs or symbols.Ideas they are the means by which people exchange their tough. They more we learn. The more ideas we should have, so we an communicate the ideas more effectively.[9]

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[9] Pieter Napa, *Vocabulary Development Skill*,(Yogyakarta: Kanisius, 1991),p. 7.

Vocabulary is very necessary to study the English language students. Jeremi harmer states that vocabulary will see as incidental to main purpose of language teaching, namely the action of grammatical knowledge about language.[10]Vocabulary as one of the elements of language is important to study, with put having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary it the main pat in a sentence very important to be mastered. We cannot organize our idea in a sentence without words.[11]

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill to mastery vocabulary productive is usually related to speaking and writing, because when someone speaks or writes he or she produces vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.[12]

Vocabulary or word also called a based word a word family is defined as including the base from (e.g.: make) and its inflection and derivatives (example: made, making, maker and markers).science the meaning of these different from of

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[10]Jeremy Harmer, *The Practice of English Teaching*,(New York: Longman, 1991),p. 154

[11]Wilga M. Rivers, *Teaching Foreign-Language Skills*.p.562

[12]MuhSyahrulla., *Develoving the English Vocabulary of The Second Year Students of MTs Batusitanduk Trough English song"* A Thesis S1, (Palopo: IAIN Palopo,2007).p.8

the word is closely related it is assumed that little extra effort is needed to learn them.[13]

Vocabulary is a core of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different context, reading, or watching television.[14]

From the definition above we can see that vocabulary is one of the components of language and language don't exist without words. Because without vocabulary we cannot communicate each other so we have to learn and memorize many of vocabulary, in order that we can speak English Well with another.

3. The Reason for Learning Vocabulary

Why we learn vocabulary is just same as why we learn a language. This question can mostly be answered by both reasonable people and laymen.It is so obvious that today is an era of increasing and scattering information and communication to be successful in the implementation of these activities, the acquisition and the learning of vocabulary or language is a fundamental

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[13]Jasmaruddin, " *Improving Vocabulary of The Sixt Year Students of SDN 79 Toppangpalopo Trough Wors List*", A Thesis S1, (Palopo: IAIN Palopo,2007),P.8.

[14] Jack C. Richard and Willy A. Renandya, *Metodhology In Language Teaching*," (USA: Cambridge University Press,2002), p.255

requirement because through vocabulary we can communicate ideas, emotion, and desires.

C. Media Visual Poster

According to Sabri Musfiqon the poster is a depicition shown as a notice, a warning or appetizer that usually contains pictures. Poster is a picture that combines visual elements such as lines, drawings and words that intend to attract attention and communicate the massege briefly[15]

Based on the above opinion , The reseacrhes can conclude that the media poster in general is a written massage either in the form of pictures and writing aimed at attracting the attention of many people so that messages can be received easily accepted by others.

1. Poster Media Functions and Benefits

    Sri Anitah says the benefits of posters are as follows:

    a. As a driver attention

    b. As a guide

    c. As a warning, creative experience ;

2. In general, Posters have usefulnes, namely as follows

    a. Motivate students, in learning as a driver or motivate student leraning

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[15]Musfiqon. 2012. *Pengembangan Media dan Sumber Pembelajaran*. Jakarta PT. Prestasi Pustakarya

b. A warning, containig warnings againts an implementation of the rule of law, school, social, health,education,health and even religious

c. Creative experiences, through poster activities become more creative to make ideas, stories, essays from poster on display Nana Sudjana and Ahmad Rivai.

In using the media, need to pay attention and adjusted to the purpose of the lesson. If it is ignored then the media used will actually hamper the teaching and learning process.

3. Characteristics of Poster Media

The characteristics of a good poster according to Arief S. Sadiman Are?

a. Simple

b. Present one idea and to achieve one main goal

c. Colored

d. The slogan

e. The Writing is clear

f. Motivates and writings vary.

4. Principles of Poster Media Usage:

Basically a poster is a media that further highlight the power of messages, visuals and colors to be able to influence the behavior, attitude of someone in doing something. Posters used in education in principle are ideas embodied in the form of simplified and large-size illustrations of drawing objects Daryanto. The

goal is to attract attention, persuade, motivate or warn of certain key ideas facts or events.

Using posters for learning can be done in two ways, as follows:

a. Used as part of teaching and learning activities, the poster used by the teacher when explaning a material to the students.

b. Used outside of learning that aims to motivate students, as a warning, an invitation to do something positive and cultivate social values and diversity.[16]

D.   Disability Students

Students with disabilities are a little difficult in communication because using sign language the researcher focus on deaf students because these students are the easiest to understand than other disabilities, but the researcher helped by teachers in there more experience sign language, they understand what the researcher mean because they have been taught to understand sign language that is easy to understand students with disability have their own dictionary OCP to understand the language that what the researcher mean.

Disability is someone who has a physical and mental disorder whose nature is disturbing or is an obstacle for him to perform daily activities properly or normally (Jhon C. Maxwell).

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[16] Sri Anitah. 2008. *Media Pembelajaran* . Surakarta : LPP UNS dan UNS pers

Determination of appropriate learning design to teach English to students with special needs begins with identifying the experiences and the main obstacles they learn. Effective communication with the teacher of the accompanying inclusion team is one of the main keys to success in uniting the mission of teaching that can affect the success of the program. Learning design is the overall design of the learning process which is a system of analysis, design, development, implementation, and evaluation activities Sunanto&Hidayat,. English learning design for students with special needs is designed based on an analysis of their learning needs and obstacles. By determining the appropriate learning design, learning directions and strategies can be sought to support the modalities that the child has.

Davies states that teachers in student disability settings can teach effectively if the teacher is able to respond to the various needs of students with special needs and this can be done by making various assignments, learning material and design. Without involvement of in-depth teachers in making curriculum planning in inclusive settings, the implementation of English learning in inclusive settings will only be a burden on the curriculum and institutions.

Many things can be the cause of the failure of teaching in the inclusion setting as stated by Mitchell that the factors that can influence the success of teaching in inclusive settings are large classes, negative views about students with special needs, education systems that are oriented to value alone , lack of facilities and infrastructure, rigid teaching methods, assessments dominated by medical

advice, low parental involvement even in some countries, low state attention to education for all.[17]

Some are born perfect but certain events such as natural disasters and accidents cause them to have physical and mental disadvantages. The deficiency causes a person to have limitations in living a life both personally and in the community.

Various disabilities

1. Blind

The man who can not see with his eyes. The blind person can have the ability to detect objects around him by maximizing his hearing ability through sound or vibration he hears.

2. Deaf

Deaf people are people who do not have the ability to hear as normal people in general. People who have a severe hearing impairment can still use hearing aids so they can hear back better.

3. Physical Defect

People who are physically disabled are people with physical disabilities, disabilities, abnormalities, damage, etcetera. Caused by brain damage, spinal cord damage, accidents, birth defects, and so on. The easiest example of being disabled is a person whose hand is stumped, his legs are stumped, paralyzed, his little leg next to one, and so on.

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[17] Learning students disabilities http://dyangarinilituhayu.gurusiana.id/article/pengajaran-bahasa-inggris-untuk-siswa-berkebutuhan-khusus-dalam-seting-inklusi-pada-jenjang-sekolah-dasar-3696564

4. Mental Backwardness

People who are mentally disabled are mentally retarded people who have low intelligence below the average person. Underdeveloped mental features can usually be seen from physically abnormalities as well as from abnormal behavior that is often shown in everyday life.[18]

Deaf students also have characteristicsdifferent from other ABK, The Characteristics of children with hearing impairment is as follows:

1) Intelligence. Same with children in general, but somewhat"Left behind" because of difficulties in understanding language especially spoken language.

2) Emotions such as suspicious, self-closing, aggressive, lack of confidence, andunstable emotion.

3) Social like feeling alienated, inferior, feeling insecure, jealousy, feeling treated unfairly, easily angry and lacking can get along.

4) Language such as poor vocabulary, it is difficult to understand the meaning of words and wordsthe abstract, less mastering the rhythm and style of the language, talk disjointed due to limited vocabulary and many uses Sign language.

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[18] http://www.definisimenurutparaahli.com/pengertian-difabel-dan-disabilitas/

E.   Some Difficulties in Teaching Deaf Students

There are some problems that arise from disability for students deaf:

1)   Communication problems.

This problem arises because of the malfunction of the sense of hearing either partially or completely. This problem is the most problemcomplex, due to limited communication skillsturned out to be fatal in his life for example difficulties insocial adjustment.

2) Personal problems.

The problem that concerns the person with hearing impairment, this problemrevolves around feeling depressed, aggressive and so on. This problemarises because of visual limitations and is accompanied byauditive limitations.

3) Teaching problems or learning difficulties

This problem is related to difficulties in the learning processteach. With everything that deaf children have turned out to bemany various problems that arise in the teaching and learning processfor example difficulty catching abstract words, the right methodetc.

4) Problems with free time

Children with hearing impairment often make their free time wasted in vain. Not the slightest useful activity he did. Activitywhat might be done is

extracurricular activities, workgroups, community service and so on. This is meant forchildren do not fill their free time with adverse activitiesfor example juvenile delinquency[19]

F. How to use Poster in the Deaf Students

1. Make Poster about kinds of animals, body of parts and colors or anything what you want.

2. Show the Poster to the student and explain it to the students some times you must use sign language for the students focus to your Poster.

3. Give a few test and write down on the paper.

Learning design includes:

1. Learning Implementation Plan (RPP)

The Learning Implementation Plan or RPP is processed by teachers in the field of study which are then developed into Individual Teaching Plans conducted by Special Facilitators (GPK).

In each capability that will be developed, available indicator references are prepared by the general syllabus (curriculum framework) with certain codes that facilitate the teacher to develop teaching materials and the media to adapt to the needs of students. The list of indicators is prepared from the simplest to the most complicated. Indicators with the code can be selected to adjust to the average learning speed of the crew and the barriers to learning they experience. As an

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[19] Widya ekadara, *Evaluai Layanan Pendidikan Anak Berkebutuhan Khusus Tunarungu di SDLBN 01 Jakarta* (UIN Syarif Hidayatullah Jakarta 2018)

example: know, identify and understand, limited language in the form of reading with the help of visual media or posters.

In this indicator, the teacher can make derivative activities that can refer to the achievement of indicators in accordance with the pace of learning of children. For example, the teacher will make simple sentences with 1 subject and 1 predicate as part of a simple reading. The teacher can also break one reading to be sorted according to the sentence. Making lesson plans is done by paying attention to student learning acceleration. Stages and media are also made by considering learning barriers faced by student disability.

2. Teaching and Learning Activities (KBM)

In teaching and learning activities in separate classes, the author conducts structured activities in accordance with the RPP that has been made. The book used is Global English. Often student worksheets must be self-made to accommodate learning for ABK who join the regular class.

In general, learning activities begin with opening, core and closing. English learning sessions conducted in inclusion settings are carried out with a short duration of 30 minutes. The opening activity of learning, core activities and often the ABK and their accompanying teacher have left the room before the closing session.

3. Learning Materials and Methods

English learning material in inclusion settings has been simplified by adjusting student disability abilities. Reading, writing and use of English are three abilities that are preferred over listening and speaking.

The learning methods carried out in learning with inclusion settings are:

a. Direct Method - direct method / natural method

Learning activities carried out by repeating (drilling).

As is well known, the use of direct method in English language teaching initiates student learning awareness and involves students to know more about the meaning of the words they learn and how to use them. In direct methods, all conditions of students with low or high capabilities can be bridged using direct methods. Psychologically using direct methods will move the learning process from the simple to the complex and on the real thing towards the abstract.

b. Total Physical Response - TPR

Activities are carried out not only with repetition, but also using body movements and body language. In general, using TPR is an easy and easy way to apply it in language classes. Activities using physical activities also delight students and teachers. Learning about vocabulary is the most appropriate material to be taught with TPR. The large number of classes in the inclusion setting can be helped by using this TPR. Nonetheless, the use of

TPR still has to follow the signs and rules that are the right size, for example, for students with daksa intentions.

c. Lexical Approach - lexical

Activities in this learning method are carried out by learning a word or sentence as a full context or vice versa through lexical pieces. The use of this lexical approach is done by using a comic strip, which helps students learn with natural language without the need for too much effort and struggle.

4. Learning Media

Learning media are important in every learning. With learning media can be conveyed in a more fun and meaningful way. Bransford (1999) mentions the advantages of using learning media in learning, which is to tie concepts and ideas to be conveyed to students, so that the learning process will run in two directions, not just one direction. Many types of media, visual and audio visual. Learning media used in learning English in inclusion settings are:

a. Real object

Teaching English in an inclusive setting is close to learning by starting with something close to the student. Likewise teaching English in inclusion settings. Using nearby objects will attach better learning memory to students.

b. Slide presentation

Using slides in the form of power points with large letters and colors is one way for learning in the classroom to be attractive to students. Deaf ABK

can also enjoy this learning process by adjusting to their facial language and body language.

c. Short film

As with regular class settings, inclusive classes also require the use of diverse and organized media. Using film strips and clips can be a fun alternative. Bright images with a supportive atmosphere from the film will be good brain record material for students.

d. Word card

The use of word cards is still a simple choice that is appropriate to use in any English learning in regular settings and inclusion settings.

e. Poster

The use of posters to develop students' vocabulary is very effective because disability students are easier to understand what they see especially in interesting and colorful images that attract their attention.[20]According Sri Anitah Poster is a picture that combines visual elements such as lines, images and words that intend to attract attention and communicate a message briefly. Posters are designed to channel information with

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[20] Theory learning student

disabilityhttp://dyangarinilituhayu.gurusiana.id/article/pengajaran-bahasa-inggris-untuk-siswa-berkebutuhan-khusus-dalam-seting-inklusi-pada-jenjang-sekolah-dasar-3696564

visualization of ideas or messages that are festive, attractive, but economical.[21]

Advantages And Weakness Of poster Media

Excess media poster is as follows:

a. Can facilitate and accelerate students understanding of the message presented

b. Can be equipped with the colors so as to attract students attention

c. The shape is simple without the need for special equipment and easy placement, requires little additional informan.

d. Making it easy and cheap

Weakness media poster is as follows:

a. Requires special skills in the making

b. Presentation of messages is only visual element

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[21]Asrorul Mais, *Media Pembelajaran Anak Berkebutuhan Khusus* (2016) https://www.academia.edu/32260730/MEDIA_PEMBELAJARAN_ANAK_BERKEBUTUHAN_KHUSUS

G. Conceptual Framework

Vocabulary is an important part of language. In teaching vocabulary there are many ways that can be used. But in this case the researcher user words using poster.

Based on the statement above, the researcher focuses on the effectiveness of words using poster. The conceptual framework underlying in this research was given in the following diagram,.

Students at SLB Negeri 1 Palopo	→	Teaching Vocabulary Using Poster

↓

Themes : animal ,body parts, colors	↔	Students find the Vocabulary

↓

The Students Vocabulary Achievement
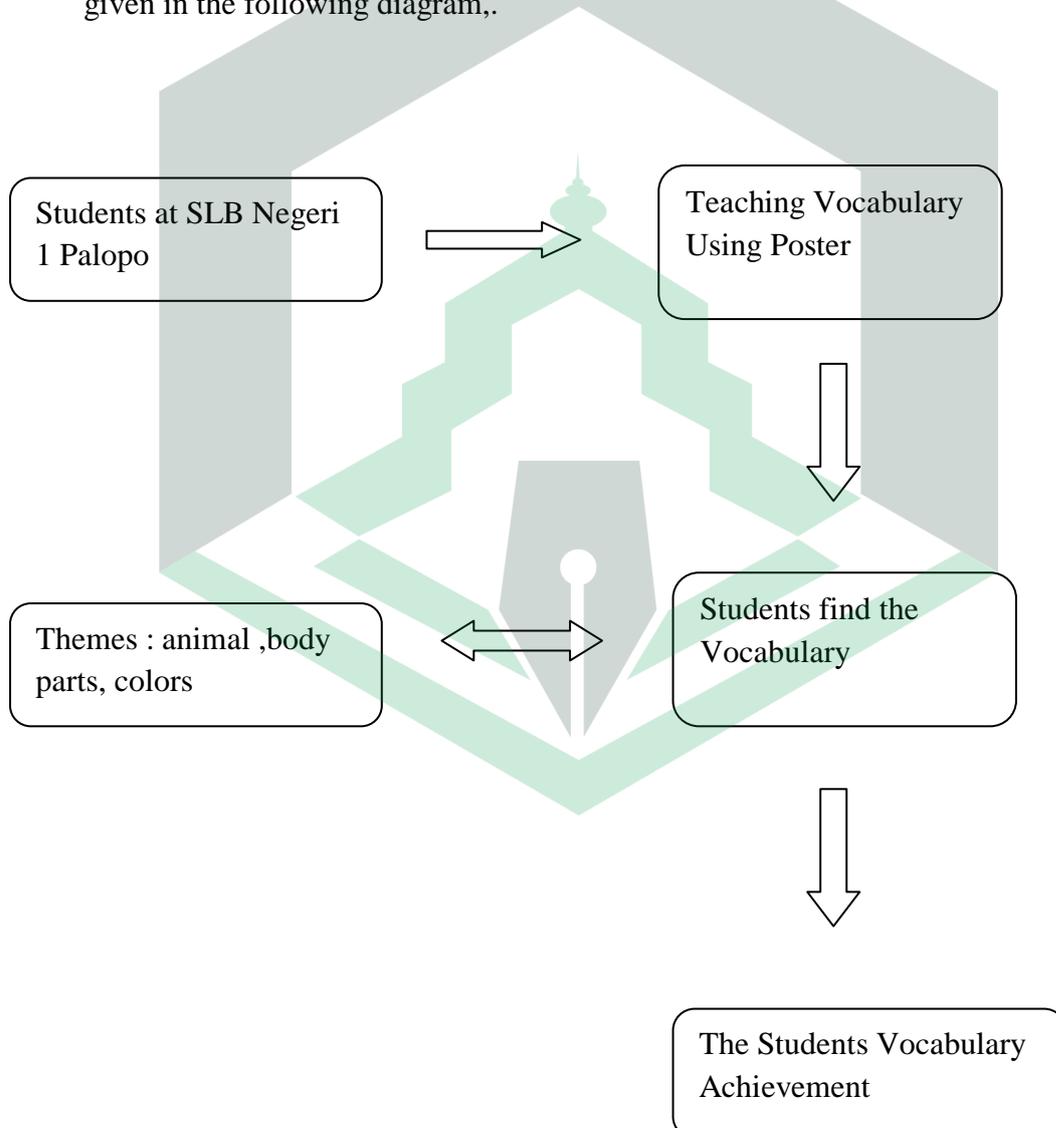
H. Hypothesis

In this research. The resercher propose the following hypothesis improve skill vocabulary using poster the Disability Students SLB Negeri 1 Palopo.

Ha : The Poster is effective to improve the disability students vocabulary

Ho : The Poster is not effective improve the disability students vocabulary

Criteria of Hypothesis acceptability

If : $t_0 > T_t$ = Reject null hypothesis

If : $t_0 < T_t$ = Received null hypothesis
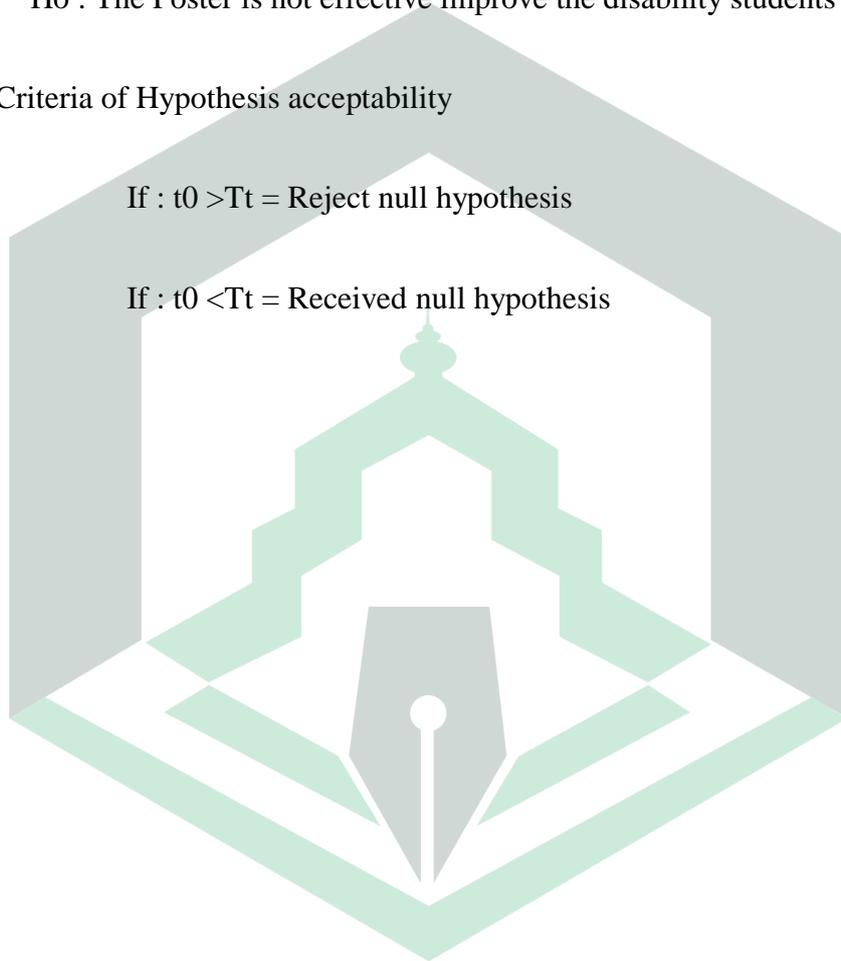
CHAPTER III

METHOD OF THE RESEARCH

A. Design Research

In this research, the reseacher applied a pre-experimental research method. It aim to know disability students can improve vocabulary skills using media poster Junior HighSchool in SLB Negeri 1 Palopo.

This research used poster as a medium support in learning english to disability students who have physical or mental disability. In this research is dedicated to improve vocabulary using visual methods such as using posters or items around students.

B. Variable of the Research

This research consist of two variables, namely

1. Dependent variable was students vocabulary skill.

2. Independent variable was the improve skill vocabulary using media poster to disability students.

C. Population and Sample

1. Population

The population of the research taken from Junior High School deaf students of SLB Negeri 1 Palopo and total number of populations were 25 deaf students.

2. Sample

The sample of the research, the reseacher used purposive sampling technique from one class. The reseacher took the deaf disability students. The researcher choose the ninth grade to be respondent in this research. There were eight students six women and two men. The reseacher help students to increase their knowledge especially in vocabulary using poster.

D. Instruments of the Research

The instrument of the research gave vocabulary test which consist of three points. They were about (kinds of animals, body of parts and colors). Each points 5 score if the students can answer it well. So, the total of scores are 20. If the students answer 15 vocabularies, so the students scores are 75.

E. Procedures of Collecting Data

1. Giving pre-test

The pre-test given to the students to know their previous vocabulary skill before giving treatment. In this case, the reseacher gave vocabulary test and they had 5 minutes to learning to the picture or poster and answered the questions in paper. The themes was animals, body parts and colors and had thirty questions.

2. Treatment

   In treatment the researcher conducted some steps. The steps were as follows:

   ❖ First Meeting

   ▪ The reseacher explained the material to the students. It is about vocabulary that related to*colors* use poster.

   ▪ The reseacher asked the students to mention what they know and write it on the papper.

   ▪ The researcher showed poster the colorful and mention the student write it on paper about that.

   ❖ Second Meeting

   • The reseacher explained the material to the students. It is about vocabulary that related to*part of body* use poster.

   • The reseacher asked the students to mention what they know and write it on the paper.

   • The researcher gave example of body of part with use poster or gesture to the student.

   ❖ Third Meeting

   • The reseacher reviewed about the materials part of body.

   • The reseacher explained the material to the students. It is about vocabulary that related *to part of body* use poster

   • The researcher asked the students to mention what they know and write on the paper.

- The researcher gave example of body of part with use poster or gesture to the student.

- The reseacher repeat the materials from the first and corrected the answer students together.

❖ Fourth Meeting

- The reseacher explained the material to the students. It is about vocabulary that related to *animals* use poster.

- The reseacher asked the students to mention what they know and write it on the papper about the colors and part of body that animals.

- The researcher gave asked the students for write down on the paper about animals their like it.

❖ Fifth Meeting

- The reseacher reviewed about the materials part of body.

- The reseacher explained the material to the students. It is about vocabulary that related to part of body use poster.

- The researcher asked the students to mention what they know and write it on the paper

- The researcher gave example of body of part with use poster or gesture to the student.

- The reseacher repeat the materials from the first and corrected the answer students together.

3. Post- test

This test was given to the students after they had done the treatment. This test was the same with the pre-test to know whether the students had different result after and before giving treatments.

F. Technique of the Data Analysis

In this research, the researcher analyzed the data that will collect from the sample by using following techniques :

1. To find the scoring students' correct answer used the formula below :

$$\mathbf{Score} = \frac{Value\,of\,students'\,correct\,answer}{Total\,test\,items} \times 10$$

2. To understanding level of students' score the following classification will use :

    -   Score 96 – 100 classified as Excellent

    -   Score 86 – 95 classified as Very Good

    -   Score 76 – 85 classified as Good

    -   Score 66 – 75 classified as Average

    -   Score 56 – 65 classified as Fair

    -   Score 36 – 55 classified as Poor

    -   Score 0 - 35 as classified Very Poor[22]

3. Calculating the rate percentage of students by using the formula as follows :

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[22]SuharsimiArikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: RinekaCipta , 1998), p. 185

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentages

F = The cumulative frequency of subjects

N = Total number of subjects

4. In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 20 and used table distribution to choose the score of count(t_o).

5. To know whether the pre-test and post-test will significantly different and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability as follows :

If : $t_0 \geq t_t$: Reject null hypothesis

If : $t_0 \leq t_t$: Received null hypothesis[23]

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[23] M. Subana, et.al ,*StatistikPendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), P. 172

CHAPTER IV

FINDING AND DISCUSSION

The chapter consisted of two part, the first is the finding and the second is discussions. The finding deal with the result of data analysis and the discussion deals with explanation of the finding.

A. Finding

The finding of the research were showed to describe the result of data that analyzed statically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students pre-test and post-test.

1. The Score of Students Pre-test and Post-test

Table 4.1 the score of students pre-test and post-test

Respondent	Pre-test	Post-test
R1	55	90
R2	60	90
R3	20	65
R4	45	95
R5	65	100
R6	20	80
R7	30	85
R8	10	65

The table 4.1 show that there is a difference between the score of the students pre-test and the score of the students post-test. Because when the students did the pre-test and the researcher not yet gave the treatment to the students. And then, why the score of the students post-test was higher because the researcher already gave the treatment to the students. And most students answer vocabulary about Colors, Part of body and Animals. That happens because, according the students they can already distinguish between Colors, Part of body and animals.

From the table above show that there is a difference between the score of the students pre-test and score of the students post test.

2. **The Rate Percentage of the Students' Pretest**

Table 4.2 The Rate Percentage Score of the students' pre-test

Classification	Score	Frequency	Percentage
Excellent	96-100	0	0%
Very Good	86-95	0	0%
Good	76-85	0	0%
average	66-75	0	0%
Fair	56-65	2	25%
Poor	36-55	2	25%
Very poor	0-35	4	50%
Total		8	100%

The table 4.2showed there were students got inadequate score 2 (25%) and students' got failing score 6 (75%) and there was not students' got excellent score.

3. The Mean Score and Standard Deviation of the Students' Pretest

Table 4.3 The mean score of students'correct answer in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	8	10.00	65.00	38.125	20.86307
Valid N (listwise)	8				

From the table 4.3, it showed that the highest score of students was 65 and the lowest score was 10. Besides, it also indicates that the mean score of students' pre-test was 38.125 and the standard deviation error was 20.86307.

4. The Rate Percentage of the Students' Posttest

Table 4.4 The Rate Percentage Score of the Students' Post-Test

Classification	Score	Frequency	Percentage
Excellent	96-100	1	12,5%
Very Good	86-95	3	37,5%
Good	76-85	2	25%
average	66-75	0	0%
Fair	56-65	2	25%
Poor	36-55	0	0%
Very poor	0-35	0	0%
Total		8	100%

The table 4.4twenty three students' got excellent score and seven students' got good score.

5. The Mean Score and Standard Deviation of the Students' Posttest

Table 4.5 TheMean Score and Standard Deviation of Students' Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	8	65.00	100.00	83.750	13.02470
Valid N (listwise)	8				

From the table 4.7, it showed that the higher score of the students was 100 and the lower score was 65. Beside, it also indicates that the mean score of students' in post-test was 83.7500 and the standard deviation error was 13.02470.

6. **The Mean Score and Standard Deviation of Pretest and Posttest**

Table 4.6 The mean score of the students' posttest
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	38.125	8	20.86307	7.37621
Posttest	83.750	8	13.02427	4.60493

The table 4.6 showed the mean score of the students pretest was 38.1250 and the mean score of posttest was 83.7500. The standard deviation of pretest was 20.86307 and the standard deviation of posttest was 13.02427. It means the used poster improved the disability students' vocabulary.

7. **The Paired Samples Test of Pretest and Posttest**

Table 4.7 The paired sample test of pretest and posttest

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest-Postest	-45,62500	1111,1604	3,94578	-54,95529	-36,29471	-11,563	7	,000

The hypothesis was tasted by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

8. **The Probability Value of t-test of the Students' Achievement**

Table 4.8 The Probability Value of t-test of the Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N − 1, where df = 7, than the t-test is presented in the following table.

B. **Discussion**

This strategy is helpful to increase deafstudents vocabulary because make easily the disability students for understanding and fun in increasing their vocabulary.

At the beginning of the research, the researcher explained there were some procedures used to know students' vocabulary. Some test were conducted to collect the data such as pre-test and post-test. Students were given a pretest to determine their vocabulary, when the researcher gave pre-test, most of the students felt confused because they were did not understand the meaning of the vocabulary on the task.

The researcher take 8 deaf students from one class, the researcher found the students in pre test got very poor or the value of 10, After the researcher gave 5 treatment by using poster to improve vocabulary the students got poor or the value of 65. The next respondent found the students in pre-test got fair or the value of 45, after the researcher gave 5 treatment by using poster to improve the students got very good or the value of 98. And also there is the researcher found the students in pre-test got fair or the value of 65, After the researcher gave 5 treatment by using poster to improve vocabulary the student got excellent or the value of 100.

The researcher had done it five times of treatments. In the treatment, the researcher explained about colors, part of body and animals by using poster to the deaf students. Then, post-test, the researcher gave a different vocabulary but the form in test as in pretest, when the researcher gave post-test. The researcher given a pre-test to know the extent of their abilities and knowledge about their vocabulary. After giving a pre-test, the researcher gave treatment. In the treatment the researcher used poster to explain to the disability students, The researcher has done six treatments and after that the researcher given post-test.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_1) is accepted.It means that the treatments had use poster in teaching disability studentsvocabulary, so alternative hypothesis (H_1) is accepted.

In teach activity, the researcher gave special treatments for deaf student. At the beginning of the process, the researcher introduced self used sign language

alphabet one by one the letters and write on the whiteboard and the students did same activity, after that the researcher gave pre-test to determine their vocabulary. After the researcher find out about vocabulary, the next researcher gave treatment used poster the materials are colors, part of body and animals. The researcher must used sign language for make students focus the material or approach and explained face to face and one by one about the materials, sometimes the researcher write on the paper or whiteboard for explained about the materials. Every meeting the researcher gave question about the material for students understand about what they learn today and the researcher gave cookies if students answer the question and that make the students increase spirit the students in the process of learning. Every meeting the researcher review the students about what they learned yesterday for refreshed memory the students.

In this research, there were previous researcher; the first, NugrohoHabibi(2017)The use of flashcards in improving vocabulary mastery of students with disability at the second grade of SMP Diponerogo, JunrejoBatu. This researcher used Classroom Action Research (CAR) in integrated classroom to improve vocabulary of the students with disability at the second grade of SMP Diponegoro, Junrejo, Batu in the academic year 2017/2018 by using flashcards. The different between Nugroho research and this research are use Class room Action Research (CAR) and the media used. The similarities between Nugroho and this research are improving the vocabulary and the media is visual media.[24].

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[24]Nugroho habibi improving vocabulary students disabilities
https://www.researchgate.net/publication/321650563_*The_Use_of_Flashcards_in_Impro ving_Vocabulary_Mastery_of_Students_with_Disability*

The second research is AmiraHumairah(2015) the effectiveness using word wall picture in Teaching Students' Vocabulary at sekolahluarbiasanegeripembinaprovinsiSulawesi Selatan SENTRA PK-PLK. This research used PreExperimental Design. This researcher used of Word wall picture was effective to improve the students. The different between Amira research and this research is media used. The similarities between Amiradan these researches are improving the vocabulary and used Pre-experimental design.

The Third research Yerika Sri Dewi (2010) The Techniques in Teaching Vocabulary at The Second Year Students of SekolahLuarBiasa (SLB) Sri MujinabPekanbaru. This thesis focused on the Techniques in Teaching Vocabulary at The Students of (SLB) Sri MujinabPekanbaru. The different between Yerika research and this research is Yerika focus to find out the technique in teaching vocabulary. The similarities between Yerika and this research is improving the vocabulary to the deaf students.

Based on the result of data analysis, the researcher concluded that there was a significance difference between pretest and posttest in teaching disability students used poster. In other words, using poster or visual media be easily teaching disability students vocabulary could be used to increase vocabulary.

In summary, the researcher asserted that used poster or visual media is important to apply in teaching vocabulary especially to the disability students for those who never learn vocabulary and they want to learn it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusion

The researcher concluded that the used poster was effective to improve English vocabulary to the deaf students. It could be proven by the students` result of the mean score in the pretest of pre-experimental was 38.125 and the mean score of the students in the posttest was 83.750. After giving treatment to the students and based on the result of data analysis or the finding, the researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p<\alpha$ (0.00<0.05). It evidenced that the hypothesis (H_0) was rejected and hypothesis (H_1) was accept.

B. Suggestions

Based on the result of this research, the researcher proposed suggestions as follows:

1. Suggestion for the Teacher

The teacher can apply poster or visual media to improve learn English to the disability students make easily to teaching them with what they see but make it to colorful because make them interesting with the media and the teacher must face to face if the students lose the focus and back to the material you must be patient to teach the disability students

2. Suggestion for the Students

The students should be more active in learning process having applied poster to the disability students because the poster make easily for understanding them and enjoyable.

3. Suggestion for the Next Researcher

The next researcher can make the research about the method or strategy in upgrading students' vocabulary and can use this research as an additional reference for further relevant research certainly with poster or visual media anything make easily understand to the disability student.

Finally, the researcher realizes that this thesis is far from being perfect and because of that; constructive critics and advice can expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher who wants to do research on vocabulary.

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Post-test

Translate in Indonesian

Part A

Black   =

White   =

Red   =

Green   =

Blue   =

Yellow   =

Orange   =

Purple   =

Part B

Head   =

Face   =

Eyes   =

Nose   =

Mouth   =

Hand   =

Fingers   =

Stomach   =

Leg   =

Toes   =
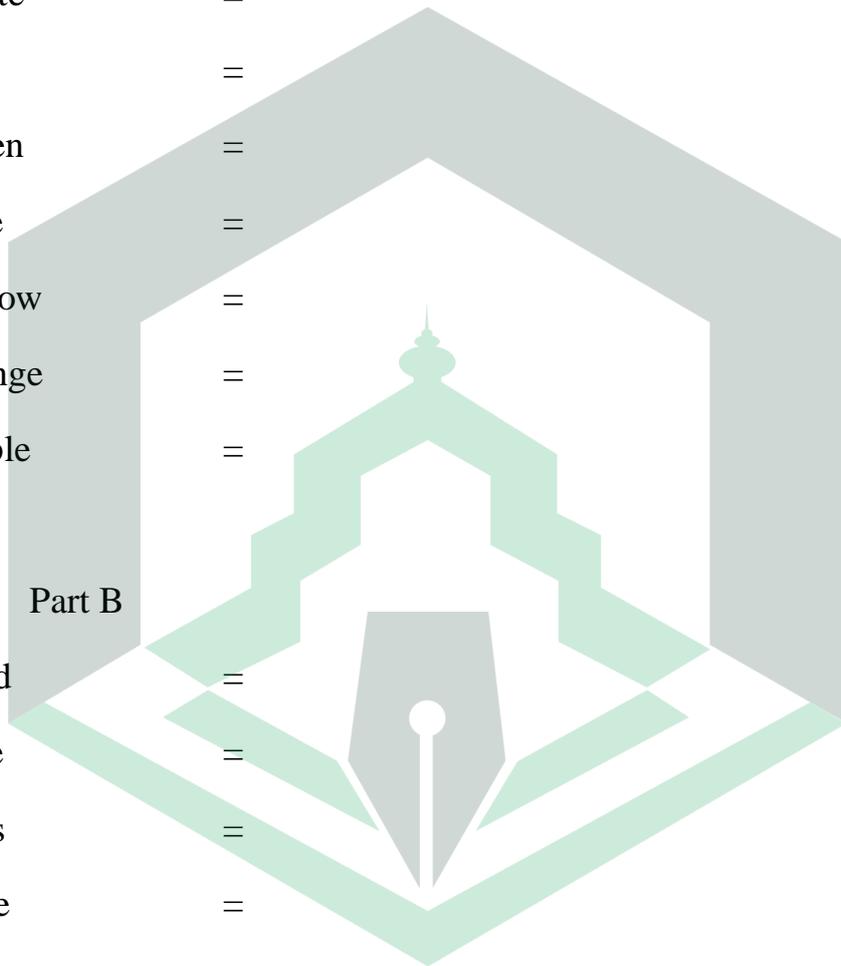
Part C

See the picture and describe about the animals .

1.

2.

PRE-TEST

See the picture write down on the paper in English:

1.

2.

3.

4.

5.

6.
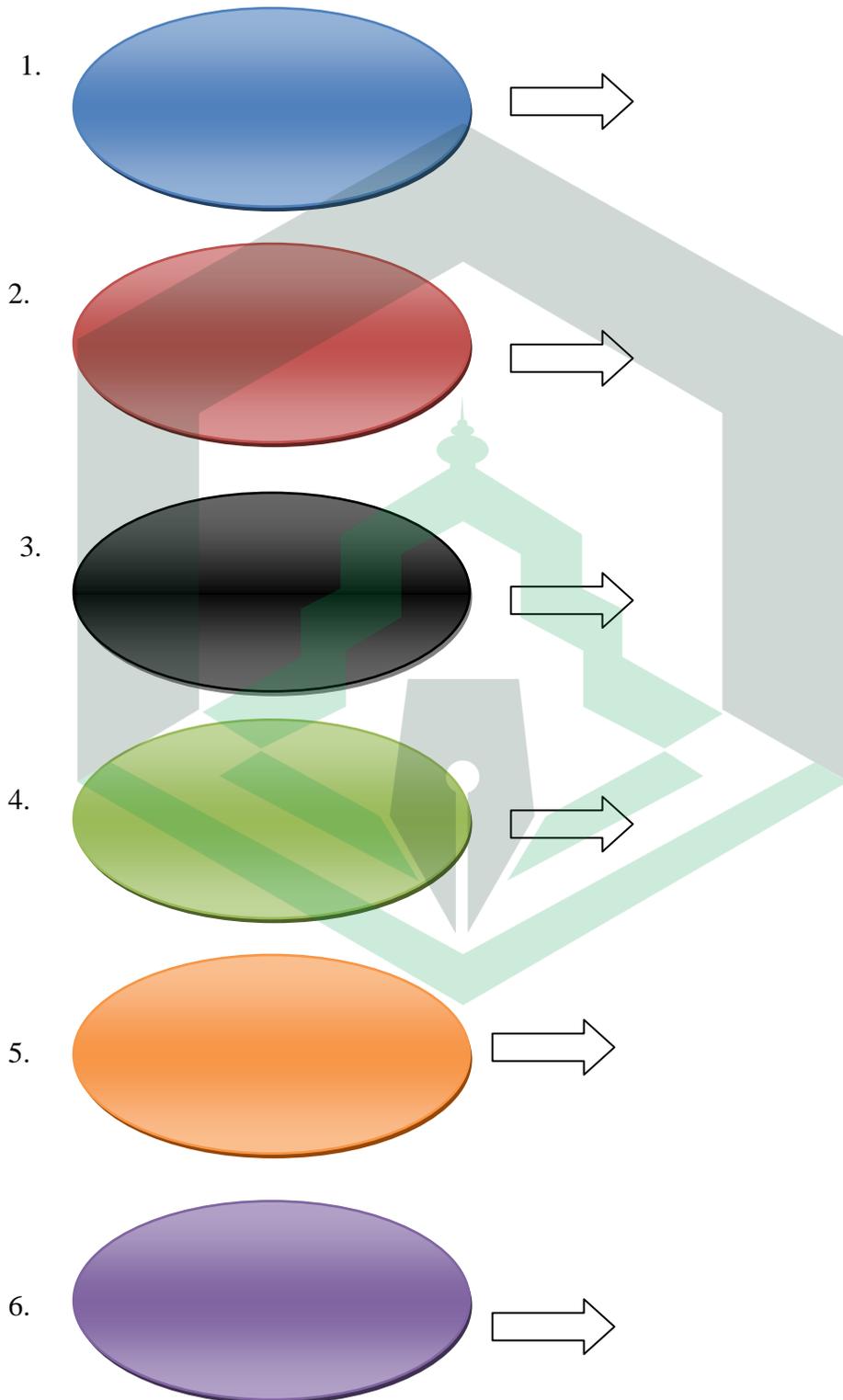
look at the picture and give a line to the word that matches the image.

Head

Nose

Stomach

Chest

Fingers

Leg

Mouth

Hand

Arm

Neck

Toes

Foot
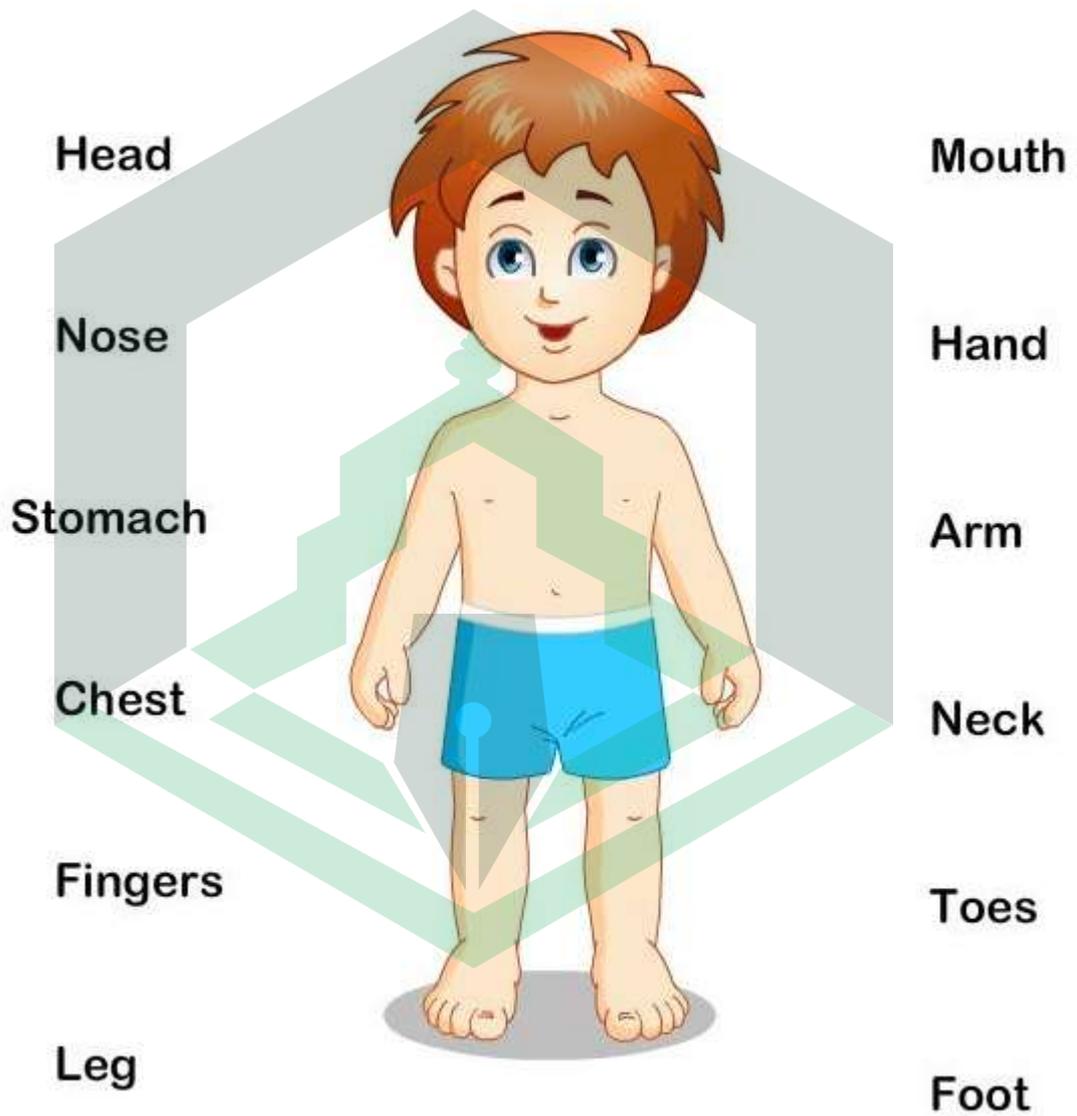
See the picture and describe about the animals .

 1.

2.

3.

4.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SLB Negeri 1 Palopo

Mata Pelajaran   : Bahasa Inggris (Wajib)

Kelas/Semester   : VIII / 1

Materi Pokok   : Colors (Warna)

Alokasi Waktu   : 2 x 35 menit

Pertemuan   : 1st

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

4. Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.

2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,

2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

Mengeksplorasi

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.

2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

D. Tujuan Pembelajaran

1. Mengidentifikasi tentang Warna (Color)

2. Mengetahui nama-nama Warna dalam bahasa Inggris dengan baik dan benar

3. Menuliskan nama-nama Warna dalam bahasa Inggris dengan baik dan benar

E. Materi Pembelajaran

- Color

Yellow	: Kuning	Light Blue	: Biru Muda
Purple	: Ungu	Blue	: Biru
Green	: Hijau	Orange	: Jingga
White	: Putih	Pink	: Merah Muda
Light Green	: Hijau Muda		
Red	: Merah		

Grey	: Abu-Abu
Black	: Hitam
Brown	: Coklat

F. Metode Pembelajaran

1. Pendekatan : Scienfic

2. Model : Discovery based learning. Project-based-learning

3. Metode : Diskusi

G. Media, Alat, dan Sumber Pembelajaran

1. Poster

2. Kertas Hvs

3. Papan Tulis

4. Internet

H. Langkah-Langkah Pembelajaran

NO	Langkah-langkah Kegiatan Pembelajaraan
1	Pendahuluan (10 menit) - Menyapa Siswa (greeting) dan mempersiapkan kelas - Mengecek Kehadiran siswa dan memotivasi siswa - Mereview materi sebelumnya - Menjelaskan tujuan pembelajaran
2	Kegiatan Inti Mengamat - Peserta didik mengamati Gambar/Poster yang memfokuskan kepada warna - Peserta didik juga diajarkan mengenai Colors(warna) yang ada pada gambar Menanya - Menanyakan tentang warna pada poster yang di berikan Mengasosiasi - Peserta didik menuliskan pertanyaan dan jawaban tentang warna

	terkait dengan gambar tersebut Mengkomunikasi - Peserta didik berkomunkasi dengan teman sebangku tentang warna pada poster tersebut dan menjelaskan di depan kelas dengan teman
3	Penutup - Setelah mengikuti pembelajaran, siswa di Tanya bagaimana perasaannya - Guru memberikan pertanyaannya untuk mengetahui apakah siswa sudah memahami - Guru memberikan tugas mandiri kepada peserta didik

I.   Penilaian

1) Penilaian Sikap

NO	NAMA	Percaya Diri				Disiplin				Komunkatif				Bekerja sama		
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	**MB**

BT: Belum Terlihat   MT: Mulai Terlihat   MB: Mulai berkembang   SM: Sering Membudaya

2). Instrumen Penilaian

Teknik Penilaian : Tertulis

NO	Aspek	Kriteria	Skor
1	Pilihan Kata	a. Sangat variatif dan tepat	4
		b. Variatif dan tepat	3
		c. Cukup variatif dan tepat	2
		d. Kurang variatif dan tepat	1
2	Pemahaman	a. Memahami tanpa kesulitan	4
			3
		b. Memahami sebagian besar	2
			1
		c. Kurang memahami	
		d. Tidak memahami	

Lembar pengamatan berbagai perubahan wujud benda berdasarkan benda sekitar:

NO	Kriteria	Terlihat	Belum Terlihat
1	Siswa mampu mengikuti intruksi guru		
2	Siswa terlibat aktif dalam kegiatan		
3	Siswa dapat menyampaikan hasil dari kegiatan observasi tentang perubahan wujud benda		
4	Siswa mengungkapkan perasaan dan pendapatnya		

Palopo,   2019

The Researcher

<u>Akbar Cahya Dwi Putra W</u>

<u>15 0202 0036</u>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SLB Negeri 1 Palopo

Mata Pelajaran   : Bahasa Inggris (Wajib)

Kelas/Semester   : VIII / 1

Materi Pokok   : Bagian tubuh (Part of body)

Alokasi Waktu   : 2 x 35 menit

Pertemuan   : 2nd & 3rd

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

4. Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

<u>Mengamati</u>

1. Siswa menyaksikan gambar dengan seksama.

2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

<u>Mempertanyakan</u>

1. Siswa mempertanyakan gambar yang diperlihatkan,

2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

<u>Mengeksplorasi</u>

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.

2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

D. Tujuan Pembelajaran

1. Mengidentifikasi tentang bagian tubuh (Part of body)

2. Mengetahui nama-nama bagian tubuh dalam bahasa Inggris dengan baik dan benar

3. Menuliskan nama-nama bagian tubuh dalam bahasa Inggris dengan baik dan benar

E. Materi Pembelajaran

1. head : kepala

2. shoulder : bahu/pundak

3. stomach : perut
4. hand : tangan
5. thigh : paha
6. calf : betis
7. heel : tumit
8. foot : kaki
9. neck : leher
10. chest : dada
11. elbow : siku

12. arm : lengan
13. finger : jari tangan
14. finger nail : kuku jari tangan
15. knee : lutut
16. toe : jari kaki
17. toe nail : kuku jari kaki
18. leg : kaki
19. forehead : dahi
20. waist : pinggang

Contoh Kalimat

1. It is my head.
   (Ini adalah kepala saya.)
2. These are my hands.
   (Ini adalah tangan saya.)
3. I have two legs.
   (Saya mempunyai dua kaki.)
4. It is my arm.
   (Ini adalah lengan saya.)
5. It is my stomach.
   (Ini adalah perut saya.)
6. I have ten fingers.
   (Saya mempunyai sepuluh jari kaki.)
7. I have ten toes.
   (Saya mempunyai sepuluh jari kaki.)
8. I walk with my feet.
   (saya berjalan menggunakan kaki saya.)
9. I hold the broom with my hand.
   (Saya memegang sapu menggunakan tangan.)
10. I write with my hand.
   (saya menulis menggunakan tangan.)

F. Metode Pembelajaran

1. Pendekatan   : Scienfic

2. Model   : Discovery based learning. Project-based-learning

3. Metode   : Diskusi

G. Media, Alat, dan Sumber Pembelajaran

1. Poster

2. Kertas Hvs

3. Papan Tulis

4. Internet

H. Langkah-Langkah Pembelajaran

NO	Langkah-langkah Kegiatan Pembelajaraan
1	Pendahuluan (10 menit) - Menyapa Siswa (greeting) dan mempersiapkan kelas - Mengecek Kehadiran siswa dan memotivasi siswa - Merevew materi sebelumnya - Menjelaskan tujuan pembelajaran
2	Kegiatan Inti Mengamat - Peserta didik mengamati Gambar/Poster yang memfokuskan kepada bagian tubuh - Peserta didi k juga diajarkan mengenai Part of body(bagian tubuh) yang ada pada gambar Menanya - Menanyakan tentang bagian tubuh yang di berikan Mengosiasi - Peserta didik menuliskan pertanyaan dan jawaban tentang bagian tubuh terkait dengan gambar tersebut Mengkomunikasikan - Peserta didik berkomunikasi dengan teman sebangku tentang bagian tubuh pada poster tersebut dan menjelaskan di depan kelas dengan teman
3	Penutup - Setelah mengikuti pembelajaran, siswa di Tanya bagaimana perasaannya - Guru memberikan pertanyaannya untuk mengetahui apakah siswa sudah memahami - Guru memberikan tugas mandiri kepada peserta didik

II.   Penilaian

1.   Penilaian Sikap

NO	NAMA	Percaya Diri				Disiplin				Komunkatif				Bekerja sama		
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	**MB**

BT: Belum Terlihat   MT: Mulai Terlihat   MB: Mulai berkembang   SM: Sering Membudaya

2). Instrumen Penilaian

Teknik Penilaian : Tertulis

NO	Aspek	Kriteria	Skor	
1	Pilihan Kata	e. Sangat variatif dan tepat		4
		f. Variatif dan tepat		3
		g. Cukup variatif dan tepat		2
		h. Kurang variatif dan tepat		1
2	Pemahaman	e. Memahami tanpa kesulitan		4
				3
		f. Memahami sebagian besar		2
				1
		g. Kurang memahami		
		h. Tidak memahami		

Lembar pengamatan berbagai perubahan wujud benda berdasarkan benda sekitar:

NO	Kriteria	Terlihat	Belum Terlihat
1	Siswa mampu mengikuti intruksi guru		
2	Siswa terlibat aktif dalam kegiatan		
3	Siswa dapat menyampaikan hasil dari kegiatan observasi tentang perubahan wujud benda		
4	Siswa mengungkapkan perasaan dan pendapatnya		

Palopo,   2019

The
Researcher

Akbar Cahya Dwi Putra W

15 0202 0036

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SLB Negeri 1 Palopo

Mata Pelajaran   : Bahasa Inggris (Wajib)

Kelas/Semester   : VIII / 1

Materi Pokok   : Binatang (Animal)

Alokasi Waktu   : 2 x 35 menit

Pertemuan   : 4th & 5th

A Kompetensi Inti

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam

berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, merangkai, mengurai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari hari

4. Menyusun teks lisan dan tulis untuk menyatakan dan menayakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi:

Mengamati

1. Siswa menyaksikan gambar dengan seksama.

2. Siswa menulis kosakata baru yang ditemukan dalam pembelajaran.

Mempertanyakan

1. Siswa mempertanyakan gambar yang diperlihatkan,

2. Siswa mempertanyakan kosakata baru yang ditemukan dalam pembelajaran.

<u>Mengeksplorasi</u>

1. Siswa menyebutkan kosakatabaru yang telah di dapatkan.

2. Siswa secara berkelompok mencari arti dari kosakata baru yang didapatkan.

D. Tujuan Pembelajaran

1. Mengidentifikasi tentang Binatang(Animals)

2. Mengetahui nama-nama Binatang dalam bahasa Inggris dengan baik dan benar

3. Menuliskan nama-nama Binatang dalam bahasa Inggris dengan baik dan benar

E. Materi Pembelajaran

Mendeskripsikan hewan di bawah ini tentang warna dan anggota tubuh nya dalam bahasa inggris dengan benar

Cat = Kucing

Dog = Anjing

Bird = Burung

Horse= Kuda

F. Metode Pembelajaran

1. Pendekatan   : Scienfic

2. Model   : Discovery based learning. Project-based-learning

3. Metode   : Diskusi

G. Media, Alat, dan Sumber Pembelajaran

1. Poster

2. Kertas Hvs

3. Papan Tulis

4. Internet

H. Langkah-Langkah Pembelajaran

NO	Langkah-langkah Kegiatan Pembelajaraan
1	Pendahuluan (10 menit) - Menyapa Siswa (greeting) dan mempersiapkan kelas - Mengecek Kehadiran siswa dan memotivasi siswa - Merevew materi sebelumnya - Menjelaskan tujuan pembelajaran
2	Kegiatan Inti Mengamat - Peserta didik mengamati Gambar/Poster yang memfokuskan kepada binatang - Peserta didik juga diajarkan mengenai Animal(binatang) yang ada pada gambar - Peserta didik juga disuruh mendeskripsikan tentang hewan yang ada pada gambar Menanya - Menanyakan tentang binatang yang di berikan Mengosiasi - Peserta didik menuliskan pertanyaan dan jawaban tentang binatang terkait dengan gambar tersebut Mengkomunikasi - Peserta didik berkomunikasi dengan sebangku tentang binatang pada poster tersebut dan menjelaskan di depan kelas dengan teman
3	Penutup - Setelah mengikuti pembelajaran, siswa di Tanya bagaimana perasaannya - Guru memberikan pertanyaannya untuk mengetahui apakah siswa sudah memahami - Guru memberikan tugas mandiri kepada peserta didik

2. Penilaian

1. Penilaian Sikap

NO	NAMA	Percaya Diri				Disiplin				Komunkatif				Bekerja sama		
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	**MB**

BT: Belum Terlihat   MT: Mulai Terlihat   MB: Mulai berkembang   SM: Sering Membudaya

2). Instrumen Penilaian

Teknik Penilaian : Tertulis

NO	Aspek	Kriteria	Skor
1	Pilihan Kata	i. Sangat variatif dan tepat	4
		j. Variatif dan tepat	3
		k. Cukup variatif dan tepat	2
		l. Kurang variatif dan tepat	1
2	Pemahaman	i. Memahami tanpa kesulitan	4
			3
		j. Memahami sebagian besar	2
			1
		k. Kurang memahami	
		l. Tidak memahami	

Lembar pengamatan berbagai perubahan wujud benda berdasarkan benda sekitar:

NO	Kriteria	Terlihat	Belum Terlihat
1	Siswa mampu mengikuti intruksi guru		
2	Siswa terlibat aktif dalam kegiatan		
3	Siswa dapat menyampaikan hasil dari kegiatan observasi tentang perubahan wujud benda		
4	Siswa mengungkapkan perasaan dan pendapatnya		

Palopo,   2019

The Researcher

Akbar Cahya Dwi Putra W

15 0202 0036

SILABUS PEMBELAJARAN

Sekolah : SLB Negeri 1 Palopo

Kelas : VIII

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : **Menulis**

4. menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1. Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar	Kosakata sangat sederhana terkait dengan nama-nama benda, hewan, waktu atau materi terkait	Menulis kosakata materi terkait berdasarkan gambar	Menulis kosakata berdasarkan gambar dengan ejaan yang benar	Tes tulis	Menulis kosakata dengan ejaan yang benar	*Write names of certain objects with the correct spelling.*	4 x 35 menit	• Buku teks • Alat peraga

4.2. Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima	Kosakata sangat sederhana terkait dengan nama-nama benda, hewan, waktu atau materi terkait	▪ Menyalin dan mencocokkan kosakata dengan gambar ▪ Menulis nama-nama benda, hewan, waktu, atau materi terkait sesuai dengan gambar	▪ Menyalin dan mencocokkan kata dengan gambar yang sesuai ▪ Menulis nama-nama benda, hewan, waktu atau materi terkait dengan benar dan sesuai gambar yang tepat	Tes tulis	• Menyalin kosakata sesuai dengan gambar • Menulis kosakata dengan benar dan sesuai dengan gambar	*Write names of the animals by choosing the correct name in the box.* *Write names of the objects in the pictures.*	4 x 35 menit	• Buku teks • Alat peraga

Mengetahui,

Kepala Sekolah

Palopo,

Guru Bahasa Inggris

HARIATI, S,Pd,MM

NIP: 19641231 199032071

ULVA HASAN, S.Pd

SILABUS PEMBELAJARAN

Sekolah : SLB Negeri 1 Palopo

Kelas : VIII

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : **Menulis**

8. Mengeja dan menyalin tulisan bahasa Inggris sangat
sederhana dalam konteks sekitar peserta didik

| Kompetensi Dasar	Materi Pokok/ Pembelajaran	Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar	Kosakata sangat sederhana terkait dengan nama-nama permainan, hewan, kata depan atau materi terkait	Menyalin dan mencocokkan kosakata dengan gambar	Menyalin dan mencocokkan kata dengan gambar yang sesuai	Tes tulis	Menyalin kosakata sesuai dengan gambar	*Write names of the sports based on the pictures given.*	4 x 35 menit
8.2 Meleng kapi kalimat-kalimat	Kalimat-kalimat sangat sederhana dan kosakata	Melengkapi kalimat dengan kata-kata yang sesuai	Melengkapi kalimat dengan kata yang sesuai	Tes tulis	Melengkapi kalimat dengan benar dan sesuai	*Complete the sentences by writing the corect*	4 x 35 menit

sangat sederhana secara tepat dan berterima	yang berkaitan	berdasarkan gambar			dengan gambar	*names of the animals based on the picture given.*	

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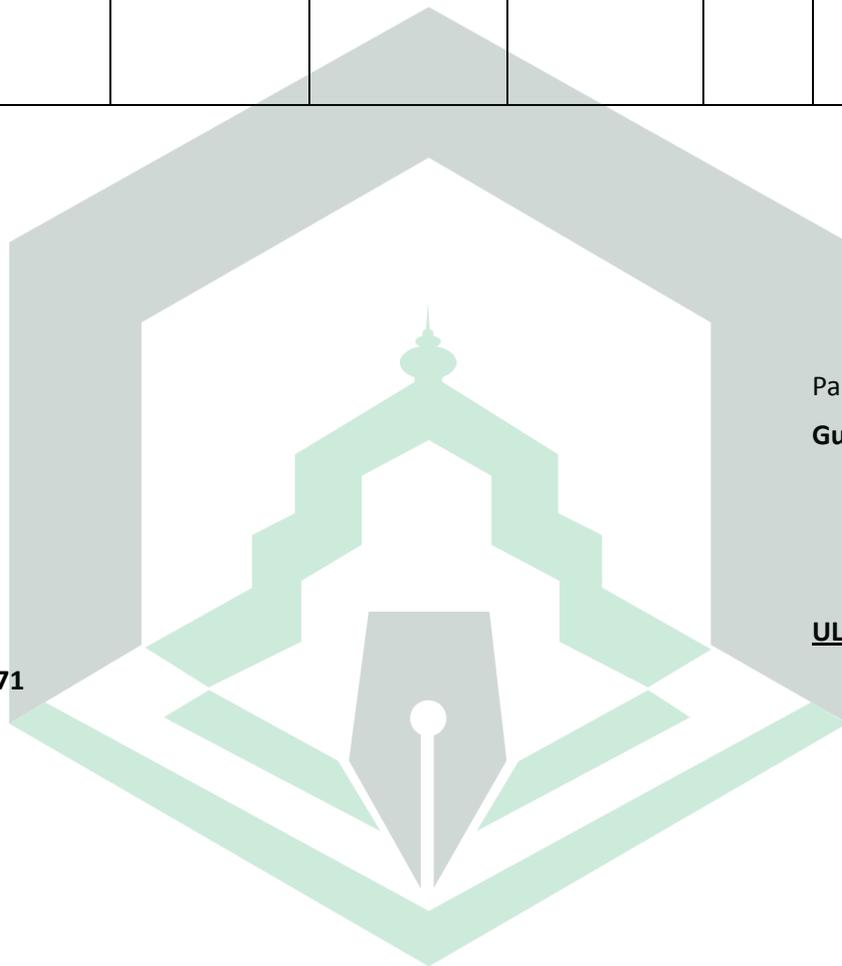
SILABUS PEMBELAJARAN

Sekolah   : SLB Negeri 1 Palopo
Kelas   : VIII
Mata Pelajaran   : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : **Menulis**

4. Mengeja dan menyalin tulisan bahasa Inggris sangat
sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
4.1. Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar	Kosakata sangat sederhana terkait dengan nama dan benda kepemilikan dan nama-nama buah dan sayuran	Mengeja kosakata materi terkait berdasarkan gambar	Mengeja kosakata berdasarkan gambar dengan ejaan yang benar	Tes tulis	Menulis kosakata dengan ejaan yang benar	*Write names of fruits and vegetables*
4.2. Menebalkan kosakata bahasa Inggris sangat sederhana secara tepat dan berterima	Kosakata sangat sederhana terkait dengan kata *have/has* dan kata depan	▪ Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar ▪ Menulis kata *have/*h*as* dan kata depan di dalam kalimat	▪ Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar ▪ Menulis kata *have/has* dan kata depan di dalam kalimat	Tes tulis	• Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar • Menulis kosakata dengan benar dan sesuai dengan gambar	*Trace the preposition below according to the pictures.* *Write have/has in the space provided.*

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DOCUMENTATION