

THESIS

**THE IMPLEMENTATION OF PHONIC METHOD
IN TEACHING VOCABULARY IN SPEAKING
TO VISUALLY IMPAIRED STUDENTS OF SLB A SURAKARTA**



By:

Intan Aulia Nastiti

S891508017

ENGLISH EDUCATION DEPARTMENT

GRADUATE PROGRAM

SEBELAS MARET UNIVERSITY

2017

APPROVAL

**THE IMPLEMENTATION OF PHONIC METHOD
IN TEACHING VOCABULARY IN SPEAKING
TO VISUALLY IMPAIRED STUDENTS OF SLB A SURAKARTA**

By:

**Intan Aulia Nastiti
NIM: S891508017**

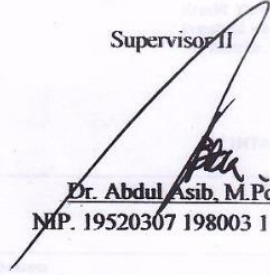
This thesis has been approved by the Supervisors of English Language Education
Department of Graduate Program of Sebelas Maret University
Surakarta, 2 - 6 - 2017

Supervisor I



**Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009**

Supervisor II



**Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005**

Approved By
The Head of English Language Education Department of Graduate Program
Sebelas Maret University



**Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009**

LEGITIMATION

**THE IMPLEMENTATION OF PHONIC METHOD
IN TEACHING VOCABULARY IN SPEAKING
TO VISUALLY IMPAIRED STUDENTS OF SLB A SURAKARTA**

By:
Intan Aulia Nastiti
NIM: S891508017

The Board of Examiners:

1. Chairman : Dr. Sumardi, M.Hum
NIP. 19740608 199903 1 002
2. Secretary : Dr. Slamet Supriyadi, M.Pd
NIP. 19621110 198903 1 003
3. Examiner I : Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009
4. Examiner II : Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

Signature



The block contains three handwritten signatures, each written over a horizontal line. The top signature is a simple oval shape. The middle signature is a cursive scribble. The bottom signature is a cursive scribble with the initials 'BA' written below it.

has been examined and approved by the board of Thesis Examiners on 22.11.2017


The Dean of Teacher Training
and Education Faculty
Sebelas Maret University



Prof. Dr. Joko Narkanto, M.Pd
NIP. 19610124 198702 1 001

The logo of Sebelas Maret University is a circular emblem with a central figure and text around the perimeter, including 'UNIVERSITAS SEBELAS MARET SURABAYA' and 'KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN'.

The Head of English Education
Department of Graduate Program
Sebelas Maret University



Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009

The block contains a handwritten signature of Dr. Ngadiso written over a horizontal line.

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “The Implementation of Phonic Method in Teaching Vocabulary in Speaking to Visually Impaired Students of SLB A Surakarta”. It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, November 2017



jma

Intan Aulia Nastiti

ABSTRACT

Intan Aulia Nastiti. S891508017. “The Implementation of Phonic Method in Teaching Vocabulary in Speaking to Visually Impaired Students of SLB A Surakarta”. Thesis. Consultant: I. Dr. Ngadiso, M.Pd., II. Dr. Abdul Asib, M.Pd. English Education Department, Graduate Program, Sebelas Maret University.

This research aims at describing (1) the implementation of phonic method in teaching vocabulary in speaking to visually impaired students of SLB A Surakarta; (2) the difficulties faced by the students and English teacher in teaching vocabulary in speaking to visually impaired students of SLB A Surakarta; and (3) the solutions proposed by the English teacher to solve the difficulties in teaching vocabulary in speaking to visually impaired students of SLB A Surakarta.

This study was a qualitative research with case study as the research design. Data was obtained through observation, interview, and document analysis. Observation was used to collect data from events. Interview was used to collect data from informants. Documentation was used to collect documents. Data in this study was analyzed by using Miles and Huberman model of analysis. It consists of data reduction, data display, and conclusion drawing.

The result of this research showed that: (1) teaching documents used in the teaching-learning process of English to visually impaired students of SLB A Surakarta are curriculum, syllabus, and lesson plan; (2) the problems faced by the students are disturbing sound from outside, spelling words too fast, and using words; and the teacher argues that the allotted time was too short, unsuitable teaching method used to teach sentences, and noisy sound become problems faced by the teacher; and (3) The solutions proposed by the teacher are providing students with Braille printed English textbook, providing students with language laboratory, and using other teaching methods or models to complement phonic method.

Keywords: Visually impaired students, vocabulary teaching, phonic method

MOTTO

Education is the most powerful weapon which you can use to change the world.

-Nelson Mandela-

DEDICATION

This thesis is especially dedicated to:

1. My parents who have fought for my education. Big thanks for your praying, for loving me, and for your endless affection. Wish I could repay one day.
2. My beloved brother who had rested peacefully. All of my memories about you will always be in my mind and you will always be in my heart for good. Thank you for your support.
3. Mein Lieb who gives me support in any way it is. Thank you for sparing your time with me. I owe you big.

ACKNOWLEDGEMENT

Alhamdulillah robbil 'alamin. The highest gratitude is for Alloh SWT for blessing, love, opportunity, health, and mercy to complete this thesis. It would also be impossible for the researcher to complete this thesis without help and encouragement from many people. In this opportunity, the researcher would like to express appreciation to:

1. The Dean of Teacher Training and Education Faculty Sebelas Maret University for providing the researcher permission to write this thesis,
2. The head of English Department of Graduate Program,
3. Dr. Ngadiso, M.Pd as the first consultant for the precious guidance, advice and feedback to guide me completing this thesis,
4. Dr. Abdul Asib, M.Pd as the second consultant for the precious guidance, advice and feedback to guide me completing this thesis,
5. The head of SLB A Surakarta who has allowed the researcher to conduct the research,
6. The English teacher of the junior high school of SLB A Surakarta for the great cooperative and support,
7. Bestmates of the researcher, Annisa Rahmatika, Dian Pertiwi, and Rahayu Meliasari for giving their precious time to create best memory ever.

Finally, the researcher humbly welcome any sort of criticism and suggestion for further improvement.

Surakarta, 2017

Intan Aulia N

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
LEGITIMATION	iii
PRONUNCEMENT	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem Statement	4
C. Research Objectives	5
D. Significances of the Study	5
CHAPTER II LITERATURE REVIEW	
A. Literature Review	
1. Vocabulary	
a. Definition of Vocabulary	7
b. Aspects of Vocabulary	8
c. Kinds of Vocabulary	11
2. Phonic Method	
a. Definition of Phonic Method	12
b. Types of Phonic Method	13
c. Rules of Phonic Method	16

d. Teaching Steps	18
e. Advantage and Disadvantage of Phonic Method	20
3. Visual Impairment	
a. Definition of Visual Impairment	21
b. Classification of Visual Impairment	22
c. Characteristics of Visual Impairment	24
d. Teaching Visually Impaired Students	26
B. Review of Relevant Studies	26
CHAPTER III RESEARCH METHODOLOGY	
A. Research Method	31
B. Research Setting and Subject	32
C. Data Sources	33
D. Technique of Collecting Data	35
E. Validity of the Data	38
F. Data Analysis	39
CHAPTER IV FINDING AND DISCUSSION	
A. Research Findings	
1. The Implementation of Phonic Method in Teaching Vocabulary in Speaking to Visually Impaired Students of SLB A Surakarta	42
a. Teaching and Learning Documents	42
b. Vocabulary Teaching Process Using Phonic Method to Visually Impaired Students	47
c. Teacher's Way to Develop the Indicator of Vocabulary Mastery	51
d. Supporting Components for the Implementation of Phonic Method in Teaching Vocabulary in Speaking	56
2. The Difficulties Faced by the Students and English Teacher in the Implementation of Phonic Method in Teaching Vocabulary in	

Speaking	59
a. Students' Difficulties	59
b. English Teacher's Difficulties	61
3. Proposed Solution to Overcome the Problem in Teaching Vocabulary in Speaking to Visually Impaired Students	
a. English Teacher's Proposed Solutions.....	63
b. Students' Proposed Solutions	66
B. Discussion	67
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion	75
B. Implication	76
C. Suggestion	77
REFERENCE	79
APPENDICES	84

LIST OF TABLES

Table 2.1 Common Visual Impairments of School-Age Students	22
Table 3.1 Summary of Data Collection	37
Table 4.1 Issues Arising from the Problem Statement	41

LIST OF APPENDICES

Appendix 1. Blueprint	84
Appendix 2. Observation Checklist	85
Appendix 3. Syllabus	86
Appendix 4. Lesson Plan	97
Appendix 5. Field Note	112
Appendix 6. Transcript of Interview	121
Appendix 7. Documentation	134