ABSTRACT


This study aims at: (1) identifying the problems which the seventh grade hard-of-hearing student has in learning vocabulary. (2) finding out how the English teacher solves the problems of the seventh grade hard-of-hearing student in learning vocabulary.(3) finding out how the home-room teacher solves the problems of the seventh grade hard-of-hearing student in learning vocabulary.(4) finding out how the parents solve the problems of the seventh grade hard-of-hearing student in learning vocabulary. This study was conducted at special needs school in Indonesia in 2017/2018 academic year. It is a qualitative research in the form of case study. The subject of this study was a hard-of-hearing student. The primary data were taken from an interview.

The findings show that: (1) The problems which the seventh grade hard-of-hearing student has in learning vocabulary involved three aspects of vocabulary. They were pronunciation and spelling, aspect of meaning: denotation and aspect of meaning: meaning relationships. (2) The English teacher had some solutions in solving the problems of the seventh grade hard-of-hearing student in learning vocabulary. They are: giving example how to pronounce English words by opening the mouth properly and pronounce them loudly and clearly, giving the meaning of English words in mother tongue, pointing the certain things in classroom or things at school, showing certain pictures from cell phone, giving modeling of certain occupation and using flash cards. (3) In solving the problems of the seventh grade hard-of-hearing student in learning vocabulary, the home-room teacher gives suggestions to the English teacher to give repetition in giving pronunciation practice to the student and spelling drilling more often. (4) In solving the problems of the seventh grade hard-of-hearing student in learning vocabulary, the parents tried to find an English course for her daughter.

This study is expected to give some implications. The problems faced by the student will be taken into consideration by the teacher to determine an effective and appropriate teaching technique, strategies, method, approach and materials for hard-of-hearing students. The teacher’s solution in solving the student’s problems in vocabulary development in learning reading would make the teacher be able to know how to communicate effectively with the hard-of-hearing student. The home-room teacher’s solution and the parents’ solution in solving student’s problems in vocabulary learning will be able to improve the English learning specifically in vocabulary development.

Keywords: English learning, hard-of-hearing student, vocabulary, student’s environment