

CHAPTER II

LITERATURE REVIEW

This chapter presents review of related literature. It consists of theoretical framework which includes the theory of students with special needs (deaf students), teaching English vocabulary for students with special needs (deaf students), teacher's qualifications for teaching students with special needs, and special school (*SLB*) as elaborate in the following section.

A. Students with Special Needs

Students with special needs means “student with disability who is entitled to attend public school and who, because of mental, physical or emotional reason, has been identified as having a disability and who requires special service and programs approved by the department” (IDEA, 2004). To simplify, students with special needs refer to students with learning difficulties or disabilities that make it significantly harder for them to learn or access education compared to regular students.

1. Deaf Students

Deaf students are students with hearing impairments that make it hard for them to perceive information in the form of sounds, and usually exhibit some form of articulation difficulty. Birinci (2014) said that the deaf students are who have chronic hearing loss outside of normal limits. This leads the students to be unable to perceive much of the material from the teacher. Therefore, deaf students typically experience challenges in the

learning and teaching process, particularly in completely comprehending information when compared to hearing students. It is quite tough for them to learn English since deaf and hearing-impaired students tend to be visual learners, and this is challenging in a situation where much important information is provided (Oyewumi, 2008).

Deafness divides into two distinct classes based on the time of hearing-loss includes congenital deafness and adventitious deafness. Congenital deafness is a condition where someone is born deaf and adventitious deafness is a condition where someone born with normal hearing but in the sense of hearing becomes nonfunctional through illness or accident. Children who are born deaf have to try harder than children who are deaf because of an illness or accident in recognizing and producing spoken language. They do not have a background in recognizing language but children who are deaf by an illness or accident still keep their vocabulary before they become deaf.

2. Classification of Deaf Students

Some deaf students are sufficient to compensate for the lack of auditory access to the spoken language and achieve native-like mastery of the language. Many deaf students, on the other hand, have only a partial grasp of spoken language and experience struggle reading comprehension and written expression (Berrent, 2001). It means that deaf students have limited ability to hear. Some deaf students have mild hearing loss and may be able to use hearing aids to amplify sounds, while others have no sound

perception in one or both ears. They may be born deaf or may develop hearing loss from disease or accident. Based on the severity, Hyjankova (2010) classified deafness into several categories, which are:

- a. Mild hearing loss. This category is identified to students who have hearing loss between 26 – 40 dB. Students with mild hearing loss may have difficulty in understanding speech. They can usually hear well if they are listening to a single person speaks in quite a situation.
- b. Moderate hearing loss. This category is identified to students who have hearing loss between 41-55 dB. Students with moderate hearing loss may miss 50 – 75 % of speech in conversation. They can understand what a person says if the person is closed, but this category may students have difficulty hearing someone else in a noisy environment.
- c. Severe hearing loss. This category is identified to students who have hearing loss between 71-90 dB. A student with severe hearing loss may be able to identify noises in their environment, but often appear to be ignoring conversation from people around them.
- d. Profound hearing loss. This category is identified to students who have hearing loss over 90 dB. Students with profound hearing loss will not hear any speech. They are unable to understand spoken language with their ears. They just can feel a vibration of loud sound only.

Birinci (2014) also classified three types of deafness depending on the cause of hearing loss, as follows:

- a. Conductive hearing loss (CHL), this type is caused by problems in the outer or middle ear. It means that the sound is difficult to travel on the inner ear. The students with conductive hearing loss usually cannot hear faint sounds.
- b. Sensor neural hearing loss (SNHL), this type is caused by a problem in the inner ear. The students with sensor neural hearing loss may have difficulty hearing and understanding speech.
- c. Mix hearing loss (MHL), this type is a combination of conductive and sensor neural which means the problem occurs in both the outer/middle and the inner ear. The students with mixed hearing loss can communicate using finger spelling as visual aids.

3. Language Acquisition of Deaf Students

Noam Chomsky in 1960 stated that the ability to learn languages is an innate skill. Children are born with a language learning tool which called as Language Acquisition Device (LAD). It is used to explain how children learn and understand language quickly. He suggested that this device is the answer to why No-one really knows how we learn language. It born with us, the device that helps us naturally learns language.

In deaf students' case, they are also born with language acquisition device. Yet, they are cannot hear or access any information in form of sound. The issues affecting their language development in sense that they

have less input for the language acquisition device compare with the hearing students. Therefore, the language characteristic is usually different; the sentence structure of deaf students is usually different from regular students. Often the only input deaf students can understand when people talk or sign to them directly, one-to-one (Deaf Children Australia, 2012).

Sign language refers to natural language for many deaf and hearing people. It has its syntax, rules, and structure. In several nations, sign language has been designated as the deafs' first language (Krausneker, 2008). Sign language appears to be an easier mode of communication between the teacher and the students, intrinsically the students become more keenly involved in learning and acquisition of new input and literacy as well (Tang & Yang, 2007). Deaf students may experience language deprivation since they cannot acquire the language in the same manner as hearing students unless they are exposed to sign language at an early age.

BISINDO (Bahasa Isyarat Indonesia) and SIBI (Sistem Isyarat Bahasa Indonesia) are two sign languages used in Indonesia. BISINDO is a sign language that has evolved naturally in Indonesian culture and is useful in regular activities, leading to several regional varieties. Meanwhile, SIBI is a government-approved signaling system that is implemented in the teaching of deaf students at special schools.

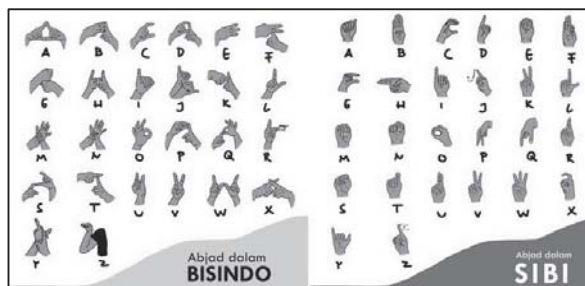


Figure 2.1 BISINDO and SIBI Alphabets

Source: klobility.id

Furthermore, deaf students also used standard international sign language that is ASL (American Sign Language). ASL is an independent language and is as capable as a spoken language of conveying meaning and ideas.

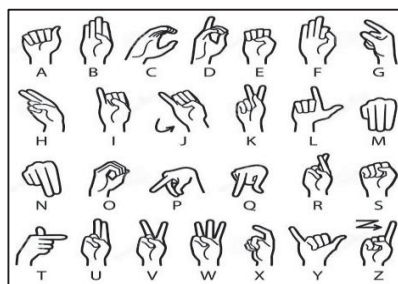


Figure 2.2 American Sign Language (ASL) Alphabets

Source: Dreamtime.com

On the other hand, Sign language does not have double meaning and most can be distinguished and do not follow the structure of English grammar. However, various attempts have been made to increase the amount of vocabulary in sign language and to make the structure of sign language grammar more consistent in the case of English (Bornstein, 1982).

B. Teaching English Vocabulary for Students with Special Needs

Teaching vocabulary is one of the foundations for the students to build their language acquisition before developing their language skills. Since many teachers are ensure of the best practices in English vocabulary education, teaching English vocabulary for students with special needs may be problematic because they don't know where to start when it comes to putting a focus on words learning in the classroom (Berne & Blachowicz, 2008). It means that one of the most discussed aspects of teaching English for students with special needs is English vocabulary instruction. Problems will occur for teachers during the teaching and learning process. They have problems with how to teach special students to gain satisfying result.

For English teacher, the most common difficulties they have to face are oral communication disorder, reading and writing difficulties. They do not have preparation for teaching English vocabulary to students with special needs and therefore they lack skills and knowledge on how to teach English vocabulary to students who don't yet master their mother tongue. Thus, in teaching English vocabulary, the English teacher has to benefit from support: the parents', the supporting teachers' and even the school psychologist's.

There are several strategies that an English teacher has to take into account. (1) the methodology used in teaching English vocabulary should be made appropriate for students with special needs; (2) the curriculum should be adapted for students with special needs; (3) the material of teaching English vocabulary should be catchy and attractive, but also appropriate; (4) the

English teacher should plan extra working time with the students with special needs; (5) the English teacher need to adjust their lesson based on the learning style of student with special needs. Therefore, the teacher`s dedication and determination are very important in teaching English vocabulary for students with special needs.

1. Teaching English Vocabulary for Deaf Students

The English teacher of deaf students should be concerned that teaching English vocabulary is something new and different from student`s native language. They also have to take into account that teaching English vocabulary for deaf students is different from regular students. Teaching English vocabulary to students with hearing loss is not an easy job. Domagala-Zysk (2016) stated that deaf students usually have some problems in learning foreign language vocabulary, and it`s connected with the difficulties to master their national spoken language. Teaching English vocabulary to deaf and hard-of-hearing students is not an easy way because they need several repetitions to understand lip movements and utilize words appropriately (Birinci, 2014). They have difficulties in following verbal directions and the inability to hear, which leads them to being unable to understand things that are communicated verbally. They cannot grasp certain words and their meaning because some words have similar lip movements. This may cause them to misunderstand several ideas. Therefore in teaching English vocabulary for deaf students, the

teacher needs to have special consideration to adjust students' disability behaviors (Mpofo & Chimenga, 2013).

a) English Vocabulary Meaning

Building vocabulary knowledge, especially breadth and depth of word meanings, is crucial step in assisting deaf students to read and comprehend print independently. Vocabulary knowledge is strongly correlated to reading comprehension. There is a little doubt that knowledge of word meanings plays a vital role in the development of reading skill (Davis, 1944). There are 2 broad dimensions of vocabulary knowledge: depth and breadth (Nagy, 2005). Both dimensions are fundamental to understanding the connection between vocabulary knowledge and student's skill. Paul, Stallman, & O'Rourke (1990) stated that breadth of vocabulary knowledge refers to vocabulary size, or number of words that are known and depth of vocabulary knowledge refers to a learner's knowledge of the more subtle aspects of words, including their meanings, figurative uses, and nuances. Both breadth and depth vocabulary knowledge play a significant role in facilitating deaf students to understand the context if they possessed knowledge of a wide range of words (Curtis, 2006).

One of several challenges to comprehend the English vocabulary meanings for deaf students is the delayed acquisition of English vocabulary and their national's vocabulary during the optimal period of language and cognitive development. Because a number of

deaf students may not be able to participate in typical through-the-air that is, listening and spoken language, learning situations, they may not have beneficial experiences through which English vocabulary is typically developed and enhanced. The limited level of English vocabulary knowledge, in turn, results in difficulties in the overall literacy learning process; especially in comprehend the meaning and context of the words. Stahl & Nagy (2006) found that deaf student's vocabulary difficulty in homonyms, which are words that sound the same but have different and multiple meanings, negatively impacts growth in literacy. In addition, deaf students struggle with semantic understandings, including the synonyms and antonyms and figurative usage of words.

In teaching English vocabulary meaning, the teacher of deaf students should know that minimal English vocabulary knowledge contributes not only to a lack of text comprehension but also to the limited use of sophisticated written language. One of several instructions in teaching English vocabulary meaning to deaf students is direct instruction. Rosenshine (1987: 34) defined direct instruction as "a systematic method of teaching with emphasis on proceeding in small steps, checking for students' understanding and achieving active and successful participation by all students." For example, Lund & Schuele (2014) conducted a study on the use of single-case multiple design to evaluate the efficacy of word-learning training on rapid

word-learning performance by providing direct instruction to five preschool of deaf students (severe-to-profound hearing loss) children. They concluded that there is a functional relation between word-learning training and receptive vocabulary knowledge; however, there was no functional relation between the word-learning training and expressive vocabulary knowledge.

In addition, a study by Aceti & Wang (2010) examined the effects of explicit instruction on teaching words with multiple meanings to four deaf students with and without additional disabilities (profound hearing loss). They reported that their entire participant's demonstrated 100% accuracy during a posttest in selecting pictures that illustrated the correct meanings. Dimling's (2010) focused on identify ways in which vocabulary interventions influence students' recognition, production, and comprehension of the target words and phrases. The participants include six second-grade students, ranging from ages 7 to 9 years old. And those who had a moderate-to-profound hearing loss. The children used ASL signs in an English word order, also known as English signing. The study reported all students mastered more than 80% of the Dolch words and showed significant increases in the mean number of bridge phrases that they recognized and comprehended, and a majority of students exhibited substantial increases in producing bridge phrases. It was concluded that Dolch sight words were more successfully mastered that the

bridge phrases. Students mastered more than 80% of the Dolch sight words, whereas only 60% of the bridge phrases were mastered.

b) English Vocabulary Pronunciation

By pronouncing the word aloud correctly the students have one more channel to learn and revise vocabulary especially English vocabulary. Deaf students who prefer to use sign language in communication usually do not learn pronunciation of either their national and consequently foreign languages. However, the majority of students with hearing loss nowadays use speech to some extent and they want also to learn to pronounce new words (Domagala-Zysk, 2001; 2003; 2013a).

It is natural that deaf students' pronunciation might not be ideal, but we do not have any right to forbid them to try to master English vocabulary pronunciation to the extent they are able to master it. Students' unclear pronunciation should not discourage the teachers from practicing the English vocabulary aloud with them. If a person is stuttering or experiencing a speech disorder, nobody even thinks of discouraging them to use their national language. Surely, it would be inhuman to ask somebody not to speak because it made somebody feel uncomfortable. The same rule should be applied to the deaf students.

Deaf students do not hear their own voice or hear it imperfectly and they are also not able to control their own voice. As result it is not possible for them to assess whether they are pronouncing a word

correctly or not, which means the deaf students have less possibility to revise and exercise their vocabulary even English vocabulary. However if they wish to speak English as foreign language, they have right to do so and to get the teachers` support for learning the correct pronunciation. Also this desire is frequently expressed by deaf students themselves: they want to speak English and wish to be taught this. In Domagala-Zysk (2013a) research, out of a group of deaf students with severe and profound hearing loss, 80% wished to use speech in communication in English as a foreign language. Deaf students represent different style of speech intelligibility. What is important is to try to cooperate with their speech therapists and discuss which sounds could be improved by exercise and which could not as a result of certain medical condition.

In mastering the pronunciation of English Vocabulary, the cued speech method can serve as a very useful tool (Podlewska, 2013). The cues were adjusted to several languages and thus may serve in learning English. The main idea of cued speech is to show with a hand shape and a hand positions those language elements which are not well visible on the lips, such as words "*baba*", "*papa*", "*mama*" look the same, but if we speak them with different hand shapes for "*b*", "*p*", "*m*", it is an important one and used regularly, it is advisable to prepare sound grids. This is a visual way of presenting a written form of a word, the number of its syllables, consonants and vowels and also

the way it is pronounced with the use of cues. Such a analysis helps the students to get know better the structure of a given word and the rules for its pronunciation.

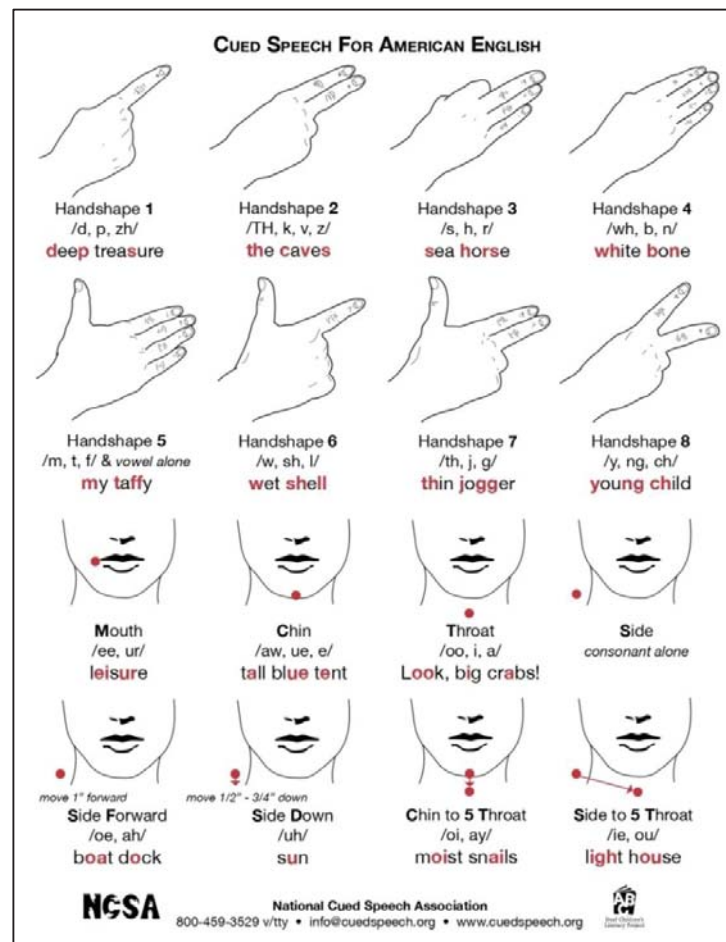


Figure 2.3 Cued Speech for American English

Source: www.cuedspeech.org

c) English Vocabulary in Sign Language

Sign language refers to natural language for many deaf and hard of hearing people. It has its syntax, rules, and structure. In several nations, sign language has been designated as the deafs' first language

(Krausneker, 2008). It appears to be an easier mode of communication between the teacher and the students, intrinsically the students become more keenly involved in learning and acquisition of new input and literacy as well (Tang & Yang, 2007). Deaf students may experience language deprivation since they cannot acquire the language in the same manner as hearing students unless they are exposed to sign language at an early age.

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In teaching English vocabulary to deaf students, the use of sign language as a cognitive instructional tool is very necessary, since deaf culture has promoted and expanded its use so that it is commonly accepted as a legitimate language. Basically, sign language uses hand signs to represent words and phrases, also differ from finger spelling. It is highly iconic in teaching English vocabulary that many signs motorically represent the word's concept by making a physical

gesture. For example, the sign for “house” has the fingertips of both hands meeting together to make a rooftop then separating to come down vertically to make the house sides. Also, the sign for “date” represents two people getting together.

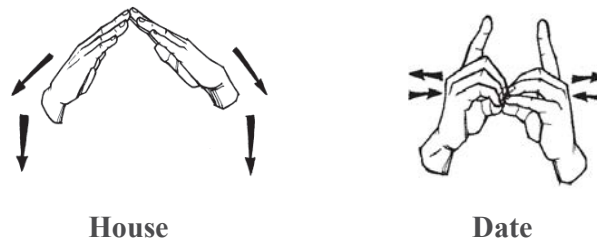


Figure 2.4 Sign for “house” and “date”

Source: www.lifeprint.com

It has been believed in teaching English vocabulary for deaf students, the efficacy of using sign language as a cognitive instructional tool has given the dramatic impact on English vocabulary acquisition. Moreover, sign language is the perfect “brain food” as it involves so many of those elements that has identified as facilitating learning, especially for learning English vocabulary (Daniels, 2001; Lawrence, 2001). Furthermore, since the concept of sign Language represented by making a physical gesture, there is still difference between sign language (signing) and gesture (gesturing). The term “gesturing” as a working definition to indicate manual communication between deaf people and non-signing hearing people, and the term “signing” refer to (deaf) sign language. The figures below shows several examples of

signs chart to teach and help deaf students to increase their English vocabulary using sign language.



Figure 2.5 Essential Sign Language

Source: dummies.com

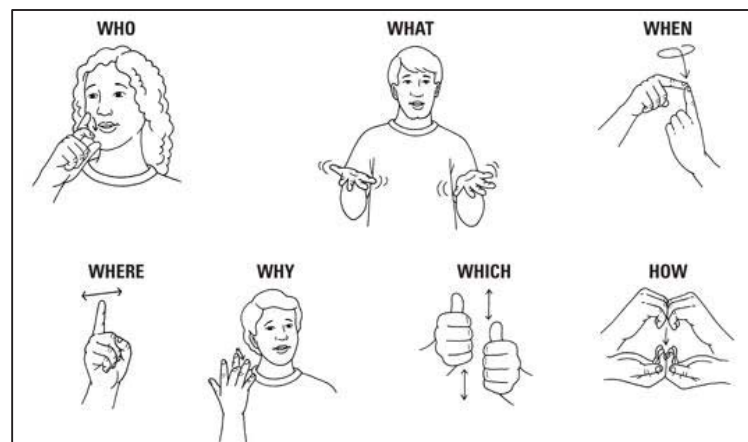


Figure 2.6 Signs for "Question words"

Source: dummies.com



Figure 2.7 Signs for “Unit of Times”
Source: dummies.com

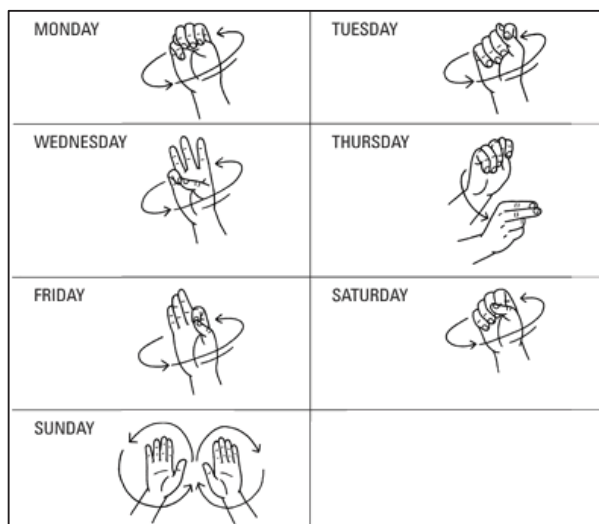


Figure 2.8 Signs for “Days of the Week”
Source: dummies.com

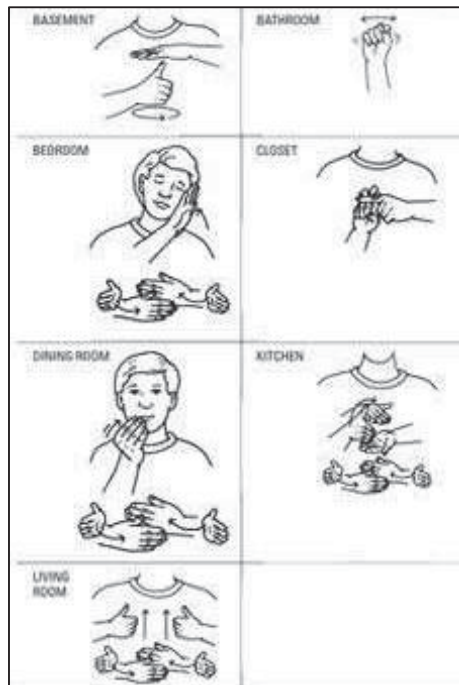


Figure 2.9 Signs for “Rooms”

Source: dummies.com



Figure 2.10 Signs for “Directional Relationship”

Source: dummies.com

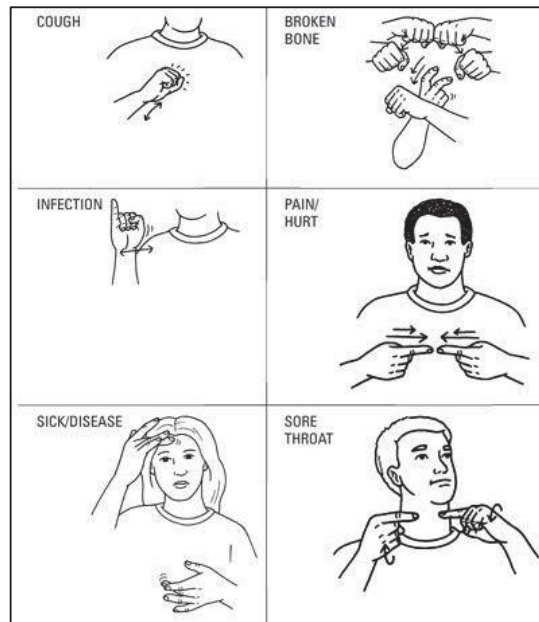


Figure 2.11 Signs for “Symptoms and Illnesses”
Source: dummies.com

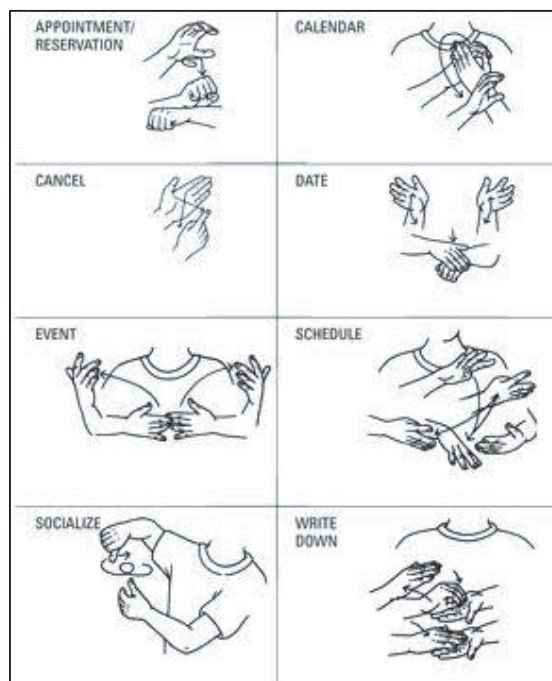


Figure 2.12 Signs for “Planning”
Source: dummies.com



Figure 2.13 Signs for “Super Words”
Source: dummies.com

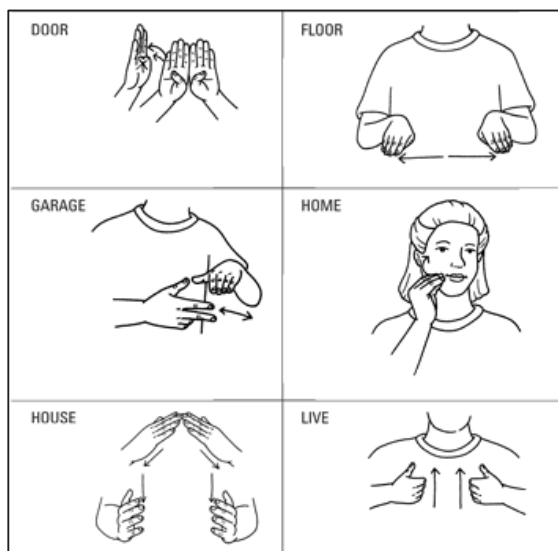


Figure 2.14 Signs for “Dwelling”
Source: dummies.com

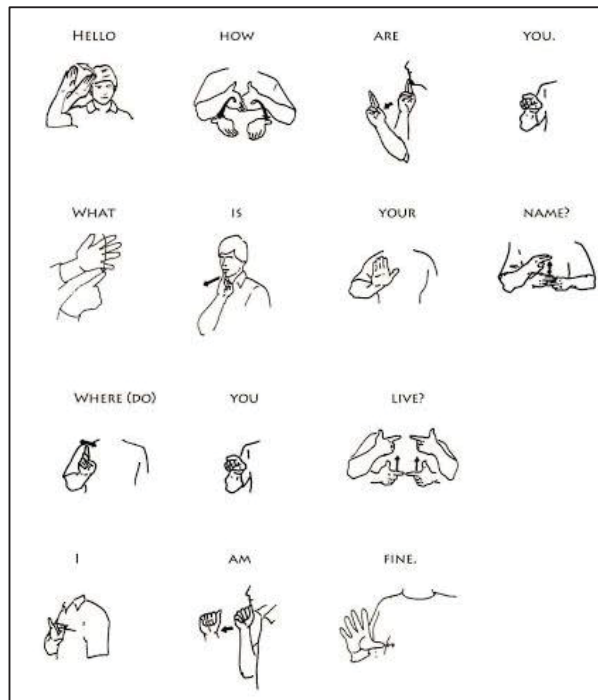


Figure 2.15 Simple Sign Chart
Source: pinterest.com

d) English Vocabulary in Lip-Reading

Deaf students do not learn English or Bahasa Indonesia as their first language. Deaf students can only use their visual to acquire their first language namely sign language. In fact, the principles of special schools for deaf students in Indonesia do not allow sign language in the process of teaching and learning, therefore deaf students expose to use lip-reading. This leads to consideration of what-if situation of when the deaf students are not surrounded by people who can use and understand sign language. Lip-reading means an ability to 'read' what people says by seeing the movement of the lips, tongue, and jaw. However, it is widen with reading of the body and face movement

called speech-reading (Victorian Deaf Society, 2010). Since mostly hearing people do not understand sign language, lip-reading must be taught to deaf students to make them easier in communicating with hearing world.

In teaching English vocabulary for deaf students, using lip-reading is not always works because some phonemes are not visible in the lips. Certain words are more challenging to lip-read than others because those words have similar lip movements, for example the letter “b” and “p”. Many words appear the same, mainly if they contain sounds challenging to see on the teacher’s lips movement, such as the word “*okay*” is similar to the word “*no way*”. This may cause deaf student to misunderstand several ideas and the context of the words. The following table below shows some of the most common English vocabularies that are difficult to lip-read based on their categories.

Table 2.1 *Common English words that are challenging to Lip-read*

Same Letter groups	Homophones	Different Letter Groups	Three syllables and up	Following letter groups
<ul style="list-style-type: none"> • Could, Would, Should • Pig, Big • Dad, Lad, Mad • Mass, Pass • Calm, Palm • Male, 	<ul style="list-style-type: none"> • Days, Daze • There, Their • Sell, Cell • Here, Hear • Bough, Bow • To, Two, Too • Steal, Steel • Carat, Carrot, Caret 	<ul style="list-style-type: none"> • Castle, Hassle • Bustle, Muscle • Rumble, Rumple • Glass, Last • Tear, Hair • Roar, Gore 	<ul style="list-style-type: none"> • Vegetation • Primarily • Technically • Definition • Comprehensible • Eradication • Stationary • Fundamental • Television • Detachment 	<ul style="list-style-type: none"> • “b” and “p” • “m”, “n”, and “ng” • “w” and “r” • “th” and “t” • “ch” and “j”

<ul style="list-style-type: none"> • Kale • Feast, Beast • Best, Pest • Fashion, Mansion • Crust, Rust 	<ul style="list-style-type: none"> • Four, Fore, For 	<ul style="list-style-type: none"> • Moss, Gauze • Thanks, Text • Message, Meshes • Fashion, Ration 		
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Lip-reading is not an easy method to deliver to deaf students in case teaching English vocabulary, but it crucial because it allows them to understand the English words. Therefore, the English teacher of deaf student tend to be patient and professional in teaching English vocabulary for deaf students by delivering lip-reading practice to deaf students as figures below, gain the idea, examine the forms and motion of the lips upon saying different words, and prepare on the words that can come next.



Figure 2.16 Lip-reading`s Essential
Source: lipread.com.au

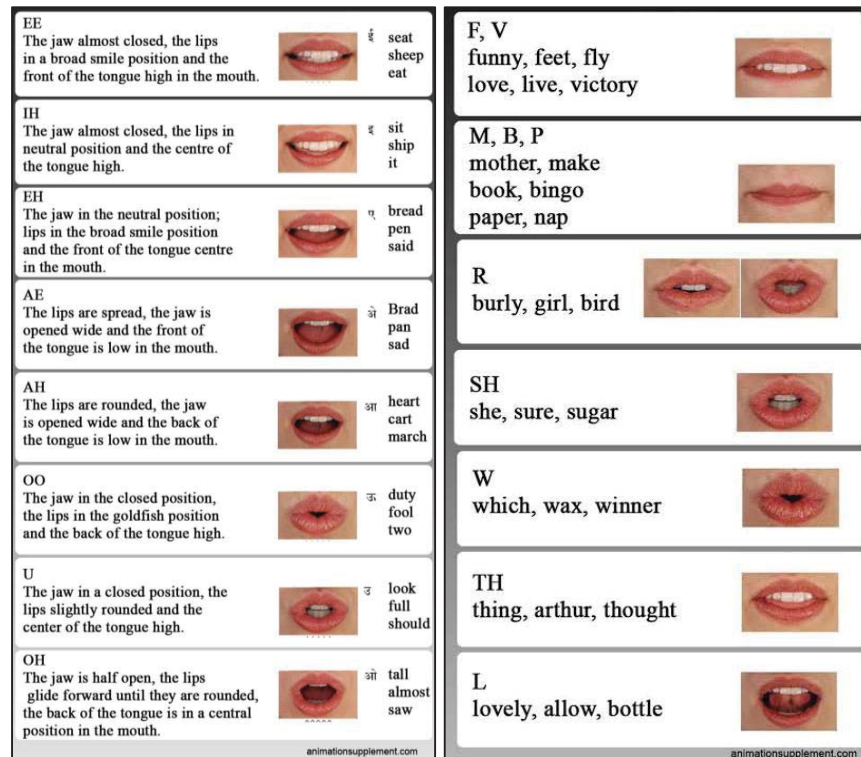


Figure 2.17 Lip-reading Chart
 Source: *animationsupplement.com*

2. Challenges in Teaching English Vocabulary for Deaf Students

When the teaching and learning process is taking place, there are times when the teacher face the challenges in the process of delivering the material presented. These challenges are caused by the existence of obstacles both from outside and from within which cause obstruction in achieving a goal. Challenges have an important meaning in carrying out a task or job. Malone (1981) stated that the concept of challenge as a ‘task’ that required effort and whose outcome success is not guaranteed. It’s a condition that can cause implementation to be disrupted and not carried out properly.

In teaching deaf students there could be several challenges faced by the teacher, where those challenges relates to the deaf students` disability. Deaf students are educated in a specialized setting with other deaf students or with other students who have unrelated difficulties or disabilities. Since communication is a daily issue for deaf students, learning an additional language, particularly a foreign language, is more challenging for students who do not have a strong vocabulary base in that language. This is often the case for deaf students who rely mainly on visual processing for learning. In addition to print and visual, some deaf students use lip-reading and sign language in communication. They face difficulties to understand new skills and study slower compared to other students of the same age (Gallagher & Mckernan, 2011:15). In addition, Domagala-Zyks & Kontra (2016) stated that some problems for deaf students are poor vocabulary and mistake in matching words. Therefore, deaf students struggle in learning especially in learning English vocabulary.

Learning vocabulary can be exhausting for someone who has hearing problems. For this reason, teaching English vocabulary is challenging for English teachers. They need to adapt to their expectations and seek assistance from both specialists and other students. This idea supported by Mpofo & Chimenga (2013) who stated that teachers` challenge is teaching deaf students that is the teachers need have special consideration to adjust to disabilities of their behaviors. There are several challenges in teaching English vocabulary for deaf students according to Adi *et al.* (2017), as

follow: (1) the students sometimes made mistake in understanding words because of the teachers' similar lip movements to other words, and it hard for deaf students to guess the words saying by the teacher; (2) the students' limited vocabularies; the teacher first need to give definitions an example of words before continuing the next materials; (3) the students' difficulties in differentiating similar words. In addition, the study also included another challenging aspect that supported teaching and learning English vocabulary for deaf students, as follows: (1) the teachers needed to adapt and to consider the proper media and material which is appropriate for deaf students; (2) the teachers had some issues in creating the proper media for deaf students; (3) the teachers had difficulties in grabbing the students' attention to hear what the teacher said; (4) lack of students' background knowledge which was affecting the students in learning the material; (5) the students needed much repetition in delivering the material.

Domagala-Zysk (2016) states, "Deaf students frequently have some challenges learning foreign vocabulary and this is associated with their difficulties mastering the spoken language." Deaf students with the same intellectual potential as their hearing peers perform less well in vocabulary exams (Lederberg, 2005), and their vocabulary-related memory skills are not as fluent (Marschark & Everhart, 1999). In addition, the challenge faced by English teachers comes from the teacher's perspective, too. Rudelic (2012) states, "When teaching deaf students, the teacher is not

professionally trained or educated.” In Indonesia, this is one of the biggest issues that there is still a lot of teacher of a deaf student who is not from a special education background. The lack of information and training leaves teacher ill-prepared to teach deaf students. Deaf students need special consideration, which must be distributed by teachers who are educated and skilled in an attempt to reach their unique needs (Beveridge, 1999). Even if teachers are specifically instructed on how to effectively assist a deaf student, the outcome may be different, leading to an academic gap.

3. Teacher`s Efforts in Teaching English Vocabulary for Deaf Students

In teaching English vocabulary for deaf students, the teacher needs to have special consideration to adjust students` disability behaviors (Mpofu & Chimenga, 2013). It refers to teachers` effort to adjust the material, media, and considering deaf students who are not able to learn listening and speaking skills, and the ways to make deaf students easier to learn writing and reading skills. For English teacher, the most common difficulties they have to face are oral communication disorder, reading and writing difficulties. They do not have preparation for teaching English vocabulary to students with special needs and therefore they lack skills and knowledge on how to teach English vocabulary to students who don`t yet master their mother tongue. Thus, in teaching English vocabulary, the English teacher has to benefit from support: the parents`, the supporting teachers` and even the school psychologist`s.

There are several efforts that English teacher can do to deal with the challenges in teaching English vocabulary for deaf students, as follows: (1) the methodology used in teaching English vocabulary should be made appropriate for students with special needs; (2) the curriculum should be adapted for deaf students; (3) the material of teaching English vocabulary should be catchy and attractive, but also appropriate based on deaf students disability; (4) the English teacher should plan extra working time with the deaf students; (5) the English teacher need to adjust their lesson based on the learning style of deaf student. Therefore, the teacher's dedication and determination are very important in dealing the challenges in teaching English vocabulary for deaf students.

According to Bedoin (2011), there are two basic approaches to educating deaf students: lip reading and sign language with the support of oral language. Yet, as principles of special schools for deaf students in Indonesia do not allow sign language in the process of teaching and learning, the special schools choose to use the lip-reading approach. This leads to consideration of what-if situation of when the deaf students are not surrounded by people who can use and understand sign language. Therefore, the effort of the teacher is very important such as managing the setting of the class. It is necessary to place the chair where all the students can see the teacher's lip and hand movement.

Taking a look at the process of teaching and learning English vocabulary, there are two types: receptive and productive aspects. The

receptive aspect consists of two skill, which are listening and reading. In reading activities, deaf students can get more information and enrich their experience with new words. In this stage, the teacher can help deaf students in learning English vocabulary by lip-reading as an effort. Lip reading begins even from birth and it replaces their first language input on language acquisition. For deaf students, listening is not helpful because they do not have the opportunity to hear properly. As stated by Fromkin, Rodman & Hyams (2011), “Deaf students acquire their native tongue through visual modality. Listening is not the input; such students acquire even their tongue by using different ways such as finger spelling, sign language, and gesture.”

Moreover, the productive aspects consist of two skills, which are speaking and writing. Speaking is an activity in which deaf students learn how to express or share their idea, but it is not used by them as a strategy to learn especially learning English vocabulary. However, the teacher can help them in pronounce the words by using cued speech as an effort in facilitate the deaf students in mastering English vocabulary pronunciation. Moreover, deaf students are visual learner which uses finger spelling and sign language for communicating and sharing information. Reitsma (2009) argued that hearing-impaired students can rely on finger spelling which is useful for students to get dept information. By using finger spelling activity, the teacher can help deaf students to get information, produce the language, and get new vocabulary although they cannot hear the spelling.

While for writing skill, deaf students learn a language using writing activity. They understand better when writing down the English vocabulary, because they are visual linguistic learners who prefer learning through reading and writing task (Birinci, 2014). It means that the process in writing can be one of the main efforts in teaching English vocabulary for deaf students in knowing the words and improve their understanding.

Thus, teaching English vocabulary for deaf students is different from teaching regular students. The process of teaching English vocabulary for deaf students has different styles. The teacher needs to consider the efforts and different skills used in teaching English vocabulary for deaf students such as teaching media, teaching material, lip-reading, sign language, and writing.

C. Teachers' Qualifications for Teaching Students with Special Needs

A clear understanding of the concept of students with special needs is an important basis to be able to organize educational services that are right for them. Kirk & Gallagher (1986: 5) states, "People mistake in understanding these children will have an impact on how he is doing for their education." Therefore, it takes responsibility to place students with special needs in supportive environments: (1) teacher training and experience; (2) teacher support; (3) parent involvement; (4) inclusive attitude; (5) individualization of the curriculum; (6) physical environment; (7) visual aids. (Brown, Packer, & Passmore, 2013)

An educational system could be run well depending of several factors; one of them is the teachers. Based on Government Regulation No.72 of 1991 on Special Education field, “The educators in the special education field are the educators who have special qualifications as special education teacher.” Therefore, the teachers of special school have different terms in teaching process to meet the needs of special students. In addition, Permendiknas No. 16 of 2007 on Academic Qualification Standards and Teacher’s Competency, states “The academic qualifications of SDLB/SMPLB/SMALB teachers, must be have educational background at least diploma 4 (D-IV) or bachelor (S1) special education program or bachelor’s degree in accordance with subject being taught, and obtained form an accredited study program.”

In order to perform its function as a special teacher, they are expected to have a number of attitudes, knowledge and skills that can foster and develop the personality of students with special needs. Berit & Skortjen (2001) suggested a minimum requirement abilities and skills in teaching students with special needs, as follows: (1) understand special education in terms of philosophical, historical, and formal rules that the underlying; (2) the characteristic of the students; (3) the assessment, diagnosis, and evaluation; (4) materials and learning process; (5) planning and management of the learning environment; (6) skills in managing students` behavior and social interaction; (7) communication, cooperation, and collaboration; (8) the professionalization and ethics implementation.

Competencies should be owned and controlled by the special teachers in performing their daily duties at the school. Without mastery of various competencies, the resulting performance will be weak and not meet expected goals. This might be a consideration because the phenomenon in the field indicates that the teachers are still not sufficiently proportional to the number of special students who must be taught cause of the educational background are not prepared to be a special teacher. The data from *Pusat Pengembangan Dan Pemberdayaan Pendidikan Dan Tenaga Kependidikan Taman Kanak-Kanak dan Pendidikan Luar Biasa* showed that the number of special education teachers in Indonesia is 16,102 people. The number of teachers who teach students and are by the special education background is 5.588 people. While those who are not by special education background, there are 10.514 teachers. So, the number of teachers who teach in special schools is not proportional to the number of the student who must be taught, about 75.000 students (PPPPTK, 2011). Thus, an understanding of special teachers is relatively low and need to be asked when the teachers implemented the educational service to students with special needs. Therefore, based on the phenomenon and refer to government regulation on teacher's qualification in special school, it should be clear that the special teachers should have special educational background at least bachelor of special Education (*SI PLB*) in view of special students are increasingly along with technology and global challenges in the future, as well as the career challenges of special teachers in educational field will demand the academic qualifications that are relevant to the those field.

D. Special School (SLB)

In Indonesia, the government already established special schools with students with special needs which known as *Sekolah Luar Biasa (SLB)* to improve education quality. Based on Law No.72 of 1991, “Every child with a disability has the right to pursue education.” It means that special school will help to provide all the facilities for the students with disability and help them to learn in school based on their needs to develop their language growth, culture and behavior. In addition, the curriculum of special schools is also similar to regular schools’ curriculum with adapting based on the needs of the students with special needs. Therefore, it can be defined that special school is a school that is specifically designed to provide and support the need for special education of students with special needs.

Based on *Kementerian Kesehatan Republik Indonesia (2010)*, “SLB is a school for students with special needs which implement special education.” There are four levels of special education, namely TKLB, SDLB, SMPLB, and SMALB. Associated with SLB, there are six kinds of special school programs for student with special needs, they are:

- a. SLB-A, this type of special school is specially designed for students with blindness.
- b. SLB-B, this type of special school is specially designed for students with hearing impairments or deafness.
- c. SLB-C, this type of special school is specially designed for students with mental retardation.

- d. SLB-D, this type of special school is specially designed for students with orthopedic.
- e. SLB-E, this type of special school is specially designed for students with emotional disturbance.
- f. SLB-G, this type of special school is specially designed for students with multiple disabilities.