

**PENGUASAAN KOSAKATA DASAR PESERTA DIDIK TUNARUNGU DI
SEKOLAH DASAR PENYELENGGARA PENDIDIKAN INKLUSIF**
(Survei yang dilakukan di Sekolah Dasar Penyelenggara Pendidikan Inklusif
Wilayah DKI Jakarta)
(2015)

Diah Puspita

ABSTRAK

Penelitian ini bertujuan untuk memperoleh data berupa informasi dan deskripsi mengenai penguasaan kosakata dasar peserta didik tunarungu di Sekolah Dasar Penyelenggara Pendidikan Inklusif di DKI Jakarta. Sampel dalam penelitian ini sebanyak 30 peserta didik tunarungu kelas rendah. Pengambilan sampel menggunakan *purposive sampling*. Metode yang digunakan adalah metode survei dengan teknik deskriptif. Pengumpulan data dilakukan dengan menggunakan tes, pengamatan dan dokumentasi. Hasil penelitian menunjukkan bahwa penguasaan kosakata dasar berdasarkan aspek kata benda, kata sifat, kata kerja, kata bilangan dan kata ganti bagi peserta didik tunarungu kelas rendah diperkirakan mencapai skor prosentase sebesar 53%. Artinya, 47% terhadap penguasaan kosakata bagi peserta didik tunarungu perlu ditingkatkan dan dikembangkan. Jumlah penguasaan kosakata sangat berarti bagi komunikasi peserta didik tunarungu di kelas tersebut, tetapi masih tertinggal bila dibandingkan dengan perolehan penguasaan kosakata pada peserta didik dengar yang seusia. Hal tersebut dapat dijadikan bahan introspeksi bagi para pendidik dalam membina penguasaan bahasa peserta didiknya. Oleh sebab itu, perlu adanya upaya dari guru dan pihak sekolah dalam meningkatkan dan memberikan layanan pendidikan yang baik dan tepat.

Kata kunci: Penguasaan Kosakata Dasar, Peserta Didik Tunarungu, Pendidikan Inklusif.

**THE MASTERY OF BASIC VOCABULARY FOR STUDENTS WITH HEARING
IMPAIRMENT IN PRIMARY OF INCLUSIVE EDUCATION SCHOOL**

*(Survey conducted in Primary of Inclusive Education School at the Capital City of
Jakarta)
(2015)*

Diah Puspita

ABSTRACT

This research aims to obtain data in the form of information and description about mastery of basic vocabulary for hearing impairment students in primary schools inclusive education at DKI Jakarta. The samples used in this research as many as 30 students with hearing impairment at the low-grade class. The methods of sampling are used purposive sampling. The method used is a method of the survey with technical description. Data collected by using tests, observation and documentation. The results of research shows that mastery of basic vocabulary based on the aspect of nouns, adjectives, verbs, numerals and pronouns on students with hearing impairment at the low-grade class is estimated to reach the percentage score as many as 53%. That is, 47% of the vocabulary of hearing impairment students needs to be improved and developed. Total acquisition of vocabulary is very meaningful for students' communication in the class, but still lagging behind when compared with the acquisition of vocabulary in hearing students the same age. It can be used as introspection material for educators in fostering the mastery of language for the students. Therefore, should an efforts from teachers and school management to improving education services and providing good service and proper learning.

Keywords: Mastery of Basic Vocabulary, Hearing Impairment Students, Inclusive Education.