

ATEACHERS' STRATEGIES IN TEACHING VOCABULARY TO DEAF STUDENTS AT SLB-B KARYA IBU PALEMBANG

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Abstract

The purpose of this study was to determine the teacher's strategy in teaching vocabulary to deaf students. This participants are two teachers of SLB-B Karya Ibu Palembang by using purposeful sampling. This study is case study design. Interview was used to collect data of the study. The interview was administered to two teachers of English subject of SLB-B Karya Ibu Palembang. The data obtained from the interview were analyzed by using thematic analysis. The results of the study showed that the teacher used strategy of (1) using visual media such as pictures and sign language, (2) using audio-visual media like flim, and (3) drilling such as pronouncing the word repeatly and showing the pictures repeatly.

Keywords: Deaf Students, Teaching English Vocabulary, Special School

1. INTRODUCTION

In teaching vocabulary for deaf students, the teachers must use teaching strategies to make it easier for deaf students to learn. According to Susan (2013), teachers must use strategies, practices, and materials for good learning outcomes in students, this makes teachers need to be careful in making decisions about practices, materials, and strategies for teaching deaf students. Fatimah (2017) showed in her study that vocabulary limitations of deaf students become a problem for teachers because teachers have to repeat explaining vocabulary material so that they capture the material and this takes a long time and also has limited facilities, deaf students need a lot of media for the process of understanding. Then, Irawati and Nanik (2011) showed in her study that teachers have difficulty teaching vocabulary for deaf students because of adequate facilities. However, as a teacher must find creative and effective ways to make teaching strategies to overcome vocabulary teaching can be understood well by hard of hearing students.

In the strategy of teaching vocabulary for deaf students, the teacher must teach written forms so that they can be seen by those students. According to Domagala-Zyck (2016), teachers should teach in the form of the written or spoken word because deaf students have more control over seeing than speaking or listening. This is because deaf students have visual learning. According Lewis (2013), visual tools are very helpful for teachers to teach new vocabulary because visual tools provide various kinds of pictures and vision is the first tool for deaf students. Then, a research that conducted by Domagala-Zysk (2013) found that the learning process of teachers teaching visual things to deaf students such as pictures, graphics, diagrams, photos, and technology devices can be learned easily by deaf students. Furthermore, Zarate and Eliahoo (2014) further found in their studies that the use of broadcast subtitles in word recognition can be obtained by deaf children well. This shows that the teacher's strategy of teaching

vocabulary using sign language, flashcards, drawings, crossword puzzle and so on that can be seen by the visual sense can attract attention and can be accepted by deaf students in learning vocabulary.

2. LITERATURE REVIEW

Concept of the Deaf

Deaf generally experience tremendous difficulty in acquiring spoken languages in contrast to their natural and effortless acquisition of signed languages. Deaf is someone who has difficulty listening. According to Tin (2009), deaf can be interpreted as the condition of an individual who has damage to the sense of hearing so that he cannot pick up on various sound stimuli, or other stimuli through hearing. Therefore, deaf is a general term referring to deaf ranging from mild to severe. Therefore, deaf have different hearing when listening to sounds. Then, Maravkova (2011) showed in their study there are five categories classified this case into several, namely:

Light weight, meaning that there is a voice that is lowest and can be heard but difficult to understand, ranging from 25-45 Db for adults and 20-40 Db for children. Medium level, where the lowest sound level is in the range 41-45 Db. Where cryptic listening skills are difficult to understand. Weight level, sounds that can be heard are loud sounds that range from 56-70 Db. That is, the voice that is heard must be loud in order to be understood. Severe level, the sound of the sound heard is more than 71-90 db. This means that the sound that can be heard should be loud about a foot from the ear. Extreme or deep, is said to really include someone having difficulty hearing sounds that are below 90 db. This means that with disturbances at an extreme or deep level you cannot hear sounds even if they are loud.

Kinds of Teacher's Strategies in Teaching Vocabulary to Deaf Students

Royal National Institute for the Deaf (RNID) guidelines for teaching strategies to use with deaf students. To effectively meet the communication needs of a deaf student in the context of higher educational settings, the following should be considered:

Visual Media

Visual media is one of the teacher strategies that can help deaf students learn vocabulary because it presents sign language, graphics or pictures, films, and others. According to Ashadi, et al., (2021), visual media are very helpful for teachers to teach new vocabulary because visual aids provide various kinds of images and visions which are the first tools for deaf students. visual media that can help the teacher in arranging vocabulary for deaf students This is because visual media provide learning that can be seen by the eye so that deaf can learn actively. Teaching strategies to deaf students that use visuals can retain the vocabulary they learn. The Visual strategy is divided into 4 ways to use the strategy, namely:

Sign Language

Sign language is a natural language that uses visual-gestural modalities used in the deaf community. Research conducted by Johnston and Schembri (2016) found that sign

language is a natural language for the speechless community like the deaf, by imitating movements with the hands and head and with all other body parts. According to Adam (2004), body movements are actions of the hands, face and body that are used for the purpose of communicating. Therefore, sign language is used by the deaf to communicate because it is not synonymous with spoken.

Therefore, teachers who teach deaf students use a vocabulary teaching strategy for students who have hearing loss by using sign language. In this study, teachers who taught deaf students were advised to be able to speak sign language. Malloy (2003) stated that traditional language is used in various aspects which are the language itself. The use of sign language, in developing vocabulary for hard of hearing students. Teachers can invite deaf students' study in a large place such as in a park while playing. Then, Debra, Bettie, and Jane (2012) showed in their study discussing that sign language by playing can have certain interests but depends on the child.

From the explanation above, it can be meant that deaf students are easier to understand vocabulary because deaf students have learning that can be seen so that they understand what the teacher means. Teaching using sign language can make students better understand what is meant by teachers who teach. Therefore, sign language is very important for deaf students to learn vocabulary.

Flashcards

Flashcard is a small card that contains pictures, text, and others. According to Azhar (2011), stated that a flashcard is a small card containing pictures that are grouped, among others: (forms of numbers, animal series, colors, fruits, and clothes), symbols, or symbols. text of an image. Therefore, teachers who teach vocabulary to deaf students use flashcards. This is because Flashcards help students to understand the material and remember new vocabulary and can be used for vocabulary development in aspects of language development. According to Grillo & Dieker (2013) explained that flashcards can help and support students in learning languages. Therefore, the teacher must apply the flashcard strategy because students will not be bored in the learning process.

Teachers can apply flashcard strategies. Use of flash cards can be combined with games. For example, the teacher asks students to find the words written on the flashcard. The steps are: First, the flashcard is closed and circled. Then, children will receive a card memorization request in one minute. Students work in groups and work in two minutes to find the word on the flashcard and close it again. Finally, students should write down the words they remember. These methods can help students memorize what they see in the game.

Drawings

Drawing is one of the strategies that can be used to teach vocabulary to students who have hearing loss. Drawing is interesting, because students can imagine difficult words by paying attention to pictures. Hopefully it is useful for students in the learning process, because they can describe what they want to explain. Drawing is fun and can make students creative. It can make students focus on the teacher's explanation. According to Matthews (2003), Drawing allows students to express themselves and represent themselves in a culturally acceptable way.

Marzano (2005) mentions the steps that can be taken by the teacher, among others: the following: the first step is to divide the class into teams consisting of two or three students in each group. Then, the teacher explains that the goal of each team is to be the first in the round to identify vocabulary terms correctly. The next step is to select one student in each team as the artist. This student is the only one who is able to see a list of words written on the board or overhead. Then students identify word clues with a limited time in one round. Continue to explain clues from words in illustrating and drawing rough sketches. In the end, the clue word is identified by the group, the artist proceeds to the next word. Then, the group explains the word clues after identifying all the terms proposed by the hand team members that indicate the end of the first round. Rotate artist roles around the team until all students have participated as artists.

Crossword Puzzle

Crossword Puzzle is a word puzzle in a black and white square in the shape of a square where the goal is to write one letter in each white square to make a word. Therefore, the teacher can use crossword puzzles to teach vocabulary. This means that students can participate in the learning process. Students can also feel enthusiastic by putting together puzzles. puzzles provide opportunities for students to participate, practice, and repeat sentence and word patterns. According to Njoroge, Ndung'u, and Gathigia (2013) explained that crossword puzzles can help improve orthographic vocabulary formation. In addition, it is also useful for testing students' morphological knowledge skills, which means that puzzles are useful for students to learn.

Topping, Donna, and McManus (2002) mention the steps for implementing the puzzle activity, as follows: first, create a puzzle using graph paper and write the terms crosswise and then draw a box around each one. each letter. Second, number the squares at the beginning of each word in numerical order both opposite and below. Third, list the definitions beside the grid according to the words on the other side, then the bottom words are listed. Crosswords can be adapted to teach vocabulary. The answers to the crossed and descending words are given and the student writes a definition or clue. This can be done in pairs or small groups allowing students to have rich conversations about vocabulary words and definitions as they develop the instructions given by the teacher.

Audio Visual Media

Audio Visual media is one type of learning media that can be used in the learning process. Audio-visual media are tools that are "audible" which means they can be heard, and tools that are "visible" means that they can be seen. Audio-visual media is useful for making effective ways of communicating. Among the audio-visual media include pictures, photo slides, models, cassette tape recorders, sound films, and television. According to Hardjito (2004) audio-visual media is a set of tools that can project images and sounds. Meanwhile, Arsyad (2005) stated that audio-visual media is audio-visual media that combines sound elements in its use.

Based on some of the definitions above, the writer concludes that this audio-visual media has a better ability to help the learning process. Because audio-visual media is a medium that uses computer technology that can overcome limitations. For

example, deaf students who have deficiencies in speaking and listening. Therefore, it is necessary to apply audio-visual media strategies, this is because deaf students have learning that can be seen by the eye. For example, an object that is too large, for example a mountain, or an object that is too small, such as a bacteria, can display it in class with the help of audio-visual media. Movements in ablution and prayer can also be displayed in class, this certainly makes learning more effective. Audio-visual media for deaf students, such as subtitled films.

Film Subtitling

Film is a communication tool that really helps the effective learning process. Films stimulate the two human senses, namely hearing and sight. According to Munadi (2003), film is a strategy that can make learning faster and easier for students to remember. Therefore, the use of audiovisual material, namely subtitled films as a learning tool, is good for deaf students who are learning vocabulary. Bravo (2010) showed in their study subtitled films increase the interest of scholars in translation studies, works in psychology, studies and education for the deaf have also seen the value of subtitles for pedagogical purposes. According to Neumanand & Koskinen (1992) examined the correlation between television which is entitled as input that can be understood. According to Krashen (1982) television texts can offer a rich language experience, which helps students learn vocabulary through context. According to Koolstra and Beentjes (1999), who investigated the impact of using subtitling on vocabulary acquisition by listening to Dutch students in grades 4 and 6, learning English as a foreign language. Similarly, the findings of a study conducted by Kothari (1998) showed that using same language subtitles (SLS) for film songs, increased enjoyment and encouraged reading. In another study conducted by Kothari et al. (2004), findings report a gradual positive impact on participants' understanding of watching SLS over a period of 6 months. Zárate and Eliahoo (2014) investigated the impact of increasing subtitles compared to broadcast subtitles on the word recognition and content comprehension acquired by deaf children.

Based on the explanation above, it can be concluded that audio-visual media, namely films with subtitles, can help teachers teach vocabulary for deaf students. This shows that children learning subtitled film vocabulary understand the content better than children exposed to broadcasts, but a slight improvement is shown regarding word recognition.

Using Drilling Strategy

Drilling is a strategy that is widely used by teachers in teaching English to deaf students. Drilling is a strategy that uses repetition in certain behaviors. Based on the observations in the English class, the teacher's role is as a model for students to imitate what the teacher says and write correctly in English words. Meanwhile, the role of students is to repeat what the teacher said and did. The benefit of the drilling strategy is that it makes students accustomed to writing English words, as well as pronouncing them correctly. The teacher always starts the exercise by using some vocabulary related to real objects in class such as books, pencils, clocks, brooms, chairs, tables and others. The teacher always introduces real objects in the classroom, because hearing impaired

students have difficulty learning vocabulary that is abstract or invisible to them. As stated by the teacher, it is very important to explain some vocabulary which is considered as real object to the deaf students. Deaf students can easily understand new vocabulary if they can see real objects. In addition, explaining real objects is a must for teachers who teach deaf students.

According Riswanto (2014) drill technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. That is, the practice strategy is very good in teaching pronunciation for deaf students. Freeman (2000) stated that "the more often something is repeated, the stronger the habit and the greater the learning". This means that when students apply repetition in their learning, it forms their habits so that the learning process runs smoothly.

Based on the explanation above, therefore the teacher should make some extra efforts to help them in learning drilling vocabulary in explaining the material. Drill is one of the problems faced by teachers when explaining material in English to deaf students. Deaf students cannot catch material easily like ordinary students. They need several repetitions so that they can accept the material presented by the teacher in class. The teacher also states that in explaining one material it takes 2-3 repetitions. Deaf students do not immediately understand if the teacher only explains the material once. As a result, the teacher always repeats what has been explained in the previous meeting. In another case, the teacher also stated that in repetition of vocabulary, deaf students needed repetition of 4 to 5 times. The teacher needs to repeat these words to make the students understand them clearly. While repeating these words, the teacher also explains how to pronounce these words, so that they can pronounce them correctly in English. The teacher does not only give verbal repetitions but also provides written repetitions of these words on the blackboard. In this way, deaf students will easily understand in learning new vocabulary in English.

3. METHODOLOGY

Research Design, Participants, and Site of the Study

This research is a qualitative research. Qualitative research is a research that discusses the phenomena related to the quality of relationships, activities, situations, or materials (Fraenkel, Wallen, & Hyun. 2012). A case study qualitative method is applied in this study.

The participants of this study were the teachers of English at SLB-B Karya Ibu Palembang. The participants of the study, were taken by using purposeful sampling. According to Creswell (2015), purposeful sampling is taking samples that already exist in the visible or known population criteria or criteria. The participants of the study were based on the following criteria, such as (1) the teacher has an English education background, (2) the teacher has taught for more than 5 years, (3) the teacher has a certified and experienced in teaching deaf students, (4) the teacher is willing to provide information in accordance with the aims of the researcher.

Data Collection and Analysis

The interview were conducted to gain in-depth information and understanding on the subject of the study. Interview involves presentation of oral-verbal stimuli and replay in term of oral-verbal responses. In this study, face to face interview with the participants were conducted. The interview consists of 16 main questions.

In analyzing the data, thematic analysis was applied. In this process. We had read all transcription and code the data that were related to the research question of this study. Then we made themes from the code.

Establishment and Trust Worthiness

To obtain the trustworthiness of the data collected for this research, we use member checking. According to Creswell (2012), member checking is a process in which the researcher chooses one or more participants in the study to check the accuracy of the interview results. Therefore, this process deals with the researcher and one or more participants by asking some research findings such as whether the description is complete and realistic or not. If they think it's not right, then researchers will ask the wrong part until they get correct and accurate results. In this section, participants double-check the data to get the appropriate results.

4. FINDING

In reference to the data obtained through interviews, teachers' strategies in teachers vocabulary to deaf students were categorized into three major themes including (1) Using visual media (2) Using audio visual media (3) Using Drilling strategy.

Table 1: Theme and codes of teachers' strategies in teachers vocabulary to deaf students

Themes	Codes
1. Using visual media	1. Using picture 2. Using sign language
2. Using audio visual media	1. Using film subtitling
3. Using Drilling strategy	1. Pronunciation in the word 2. Showing the pictures

Based on the data obtained from interview, it was found that there was a teacher's strategy for teaching English vocabulary. I found that the teacher used a picture strategy. Data obtained from interview also showed that teachers used sign language in teaching vocabulary to deaf students. Teacher N said, *"I used pictures to teach vocabulary to deaf students. In teaching English vocabulary, I prepare my own pictures such as pictures of tables, pens, books, and others in class. In applying the used of pictures in teaching English vocabulary, I showed pictures and then I give instructions using language, so that students follow my words about the pronunciation of pictures, I repeat 3 to 4 times, to make it easier for deaf students to remember vocabulary"*

(Personal communication, July 15, 2021). With the same thought, teacher R said *"in teaching vocabulary to deaf students, I used pictures because pictures can make it easier for students to remember words because deaf students are attracted to colorful media"* (Personal communication, 15 July 2021).

Last, from the interview data, the teacher gave more explanations using sign language, in delivering English material for deaf students. teacher R said, *"I also used sign language strategies to teach vocabulary for deaf students, this is because students only transcribe their thoughts orally with interactions between teachers and students using sign language this is because students can't hear well. Actually, we have a sound system that can be used as a medium for teaching English but we don't use it. They understand when the teacher explains in sign language, this is because students have knowledge that can be seen by the eye, one of which is sign language"* (Personal communication, 15 July 2021).

Based on the data obtained from interview, it was found that there was a teacher's strategy for teaching English vocabulary. I found that the teacher used a subtitle film strategy. Teacher N said, *"I used subtitled films to teach vocabulary to deaf students. In teaching English vocabulary, I prepare myself a projector, laptop and other necessary equipment. The first thing I did was give an explanation of the material to be discussed using sign language, after they understood it, I played a film with subtitles, for example the film part of body vocabulary. After watching it, then I explained one by one the discussions in the film, for example this is the nose, I explained it using sign language and explained it over and over again to make it easier for deaf students to remember the vocabulary in the film"* (Personal communication, 15 July 2021). With the same thought, teacher R said *"in teaching vocabulary for deaf students, teachers must be creative when teaching especially for deaf children, when I teach, I also use film strategy because it can make it easier for students to remember words because deaf students are interested in media colorful"* (Personal communication, 15 July 2021).

Based on data obtained from interviews. It was found that there are two strategies used in the English learning process, in particular (a) Drilling pronunciation in the word, and (b) Drilling showing the pictures. Therefore, students can remember the vocabulary that has been taught by the teacher.

Based on the data obtained from interview showing the teacher used the Drilling pronunciation in the word strategy, Teacher N asserts that *"the teacher provides reinforcement, in delivering vocabulary teaching materials for deaf students. Practically, the teacher gives and explains material consisting of four to five vocabulary words, then the teacher shows how to pronounce the new words several times, then the teacher asks each student about the words"* (Personal communication, 15 July 2021). With the same thought, teacher R said *"teaching pronunciation repeatedly to deaf students is not an easy thing for teachers to do, however, we as teachers must carry out this strategy so that deaf students can memorize vocabulary even though deaf students cannot pronounce pronunciation perfectly"* (Personal communication, 15 July 2021).

The data obtained from the interview also showed the strategy used by the teacher in teaching vocabulary using repetition showing in the pictures. Teacher N stated *"I use a repetition strategy showing in the picture, this is because the deaf students have difficulty remembering English vocabulary. Therefore, I used the strategy*

of Drilling showing in the picture because they have visual learning. The first thing I did was before entering the new material, I displayed a picture of the material I taught yesterday, for example yesterday I taught the vocabulary of objects in the classroom using picture media, then I repeated asking deaf students about the image before entering the new material” (Personal communication, 15 July 2021). Teacher R also said “it is clear that the strategy of repetition of material is important in this school because most deaf students have difficulty remembering and understanding new unfamiliar words because a teacher who teaches vocabulary for deaf students has to repeat the material before entering new material” (Personal communication, 15 July 2021).

5. DISCUSSION

The discussion of this research is based on the results of data analysis which aims to confirm and strengthen the findings. The first question aims to find out the teacher's strategy in teaching English vocabulary for deaf students. The results of research and previous studies are discussed as follows:

At first it was found that the teacher's strategy in teaching vocabulary to deaf students used pictures. Based on the results of the study, the teacher used pictures. In line with that, research conducted by ethics (2017) stated that teachers used pictures in teaching vocabulary to make it easier for students to remember words because deaf students are interested in media that can be seen by the eye, namely visual media

Second, the teacher used sign language in teaching vocabulary for deaf students. In line with that, research conducted by Gallion (2016), stated that teachers use sign language, students can enjoy learning vocabulary even though in low understanding.

Third, the teacher used a subtitled film strategy. The results of the study revealed that teachers used subtitled films to teach vocabulary to deaf students. In line with that, the research conducted by Hamdi & Neves (2019) about teaching vocabulary for deaf students using subtitled films, deaf students get good scores.

Then, it was also found that the teacher taught vocabulary using the drilling pronunciation strategy in the word. The teacher uses drilling pronunciation because it is difficult for deaf students to deaf students to speak, so teaching deaf students must be repeated several times.

Last, it was also found that the teacher taught vocabulary using the strategy of repetition showing in the pictures. The teacher provides repetition lessons based on the material that has been taught which can help them develop their vocabulary memorization skills. Therefore, teaching vocabulary to deaf students is not an easy task.

6. CONCLUSION

Based on the data analyzed using thematic analysis, it was found that the strategy used by the teacher in teaching vocabulary for deaf students was to use visual media which consisted of several strategies, The first is visual media such as picture and sign language strategies. teachers apply this strategy because deaf students have visual learning. The teacher also used audio-visual media such as film subtitles. Apart from that, the teacher also used drilling of material, namely drilling pronunciation in the word and drilling showing the pictures. From this strategy, the teacher wants students to get the desired learning achievement. So, the teacher uses this strategy to make the deaf

students interested and enjoy the teaching and learning process. So, this makes deaf students understand the lessons taught even though at a low level compared to other normal students.

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