

# **TEACHING VOCABULARY TO DEAF STUDENTS**

## **A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teacher  
Training and Educational Sciences Pakuan University as a Partial Fulfilment of  
Requirements for the *Sarjana Pendidikan*



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**2022**

## DECLARATION

### DECLARATION

I hereby declare that the paper entitled "TEACHING VOCABULARY TO DEAF STUDENTS" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, November 2022



Siti Amalia Herdiana

## **PREFACE**

*Alhamdulillah*, praise is only to Allah SWT for all His abundant blessing, mercies and guidance that the writer is able to complete this paper entitled, “Teaching Vocabulary to Deaf Students”. This paper is submitted to fulfill one of the requirements for the *Sarjana Pendidikan* Examination in English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

It is realized that this paper is still simple and far from being perfect. Therefore, she will appreciate all comments, corrections, and suggestions for the further improvement of this paper. Finally, she hopes that this paper will be useful for all the readers.

Bogor, November 2022

Siti Amalia Herdiana

## **ACKNOWLEDGMENT**

The writer would like to express the greatest gratitude to Allah SWT who has given His blessing. She also realizes that she could not write the paper properly without the involvement of those who have supported her in conducting the research.

The first writer would like to express her gratitude to Istiqlaliah Nurul Hidayati, M.Pd. as the supervisor and also the head of English Language Education Study Program, and Mursidah Rahmah, M.Pd. as the co-supervisor. They have given their criticism, time, advice, suggestion, and motivation in completing this paper.

Her gratitude also goes to Dr. Yanti Suryanti, M.Pd. as her academic counselor off Class B, and all lecturers of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University who have given motivation and knowledge to the writer in conducting this paper.

The writer also thanks to Maria C. Soesila Yuwati, BA, S.Pd. as the foundation's president and the English teacher of SLB Santi Rama who have allowed the writer to conduct the research in the school and all of students of 9<sup>th</sup> B for their help in the process of collecting data.

This paper is dedicated to her beloved family. She would like to thank her parents Agus Herdikari and Endah Gandanawati, and she also would like to thank her sister Siti Intan Karina, and her brother Denny Abdurrachman for their advice, motivation, pray, and financial support.

Last, but not least, she would like to express her gratitude to her beloved friends in class B who always together from the first semester, and support each other. The writer would like to thank Raden Muhamad Rizaldy that always accompany her from third semester and also Bangtan Sonyeondan members; Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook that given positive energy and accompany her in working on this paper through their songs.

## **ABSTRACT**

Deaf people with a hearing barrier may have less hearing or not hear at all so that deaf students experience many obstacles in receiving learning. Lack of language or vocabulary is experienced by a deaf person in Indonesian language and English make deaf person delay in speaking and difficulty understanding the reading of the subject matter due to a lack of vocabulary. Therefore, the teacher has to create the activities in teaching vocabulary to deaf students. The paper entitled “Teaching Vocabulary to Deaf Students” was purposed to describe teaching vocabulary activities in the whilst-activity to deaf students. Descriptive qualitative is applied in this research which is conducted at *SLB Santi Rama* to 9<sup>th</sup> grade and the English teacher as the participant in September until October. The instruments that used in this research were observation, documentation, and interview. Based on the result of this research, it found that in teaching vocabulary, there are some activities in teaching vocabulary to deaf students in the school. The activities are giving stimulation, repeating the statement, exchanging information, writing discussion on the whiteboard, highlighting the word that will be translated to English, reading the words, translating the words, guiding students to write and read, writing the correct English, repeating and imitating, and giving a task or homework.

**Keywords:** Deaf Students, English Teaching Activities, Teaching Vocabulary

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Deaf people with a hearing barrier may have less hearing or not hear at all so that the hearing barrier can be a threat to a deaf person. The threat that a deaf person will face is in communication. However, it is not a significant barrier because deaf people can still communicate with people, for the way deaf people communicate has special sign language. The sign language that deaf people use is the finger alphabet which has been patented internationally. The form of sign language that a deaf person uses varies from country to country. Furthermore, a deaf person has a delay in speaking and difficulty understanding the reading of the subject matter due to a lack of vocabulary.

Lack of language or vocabulary is experienced by a deaf person in Indonesian and English. English is one of the important things to people communicate nowadays. Deaf students need to use foreign languages just like their hearing peers if they want to enjoy the same benefits as regular students. The benefit that regular students take is clarity in understanding the language well in the receiving learning process. Whereas, lack of language is an obstacle for the deaf person to communicate well. Therefore, deaf students experience many difficulties in learning.

Deaf students experience many obstacles in receiving learning. First, students have difficulty in verbalism. Students can say words but do not know the context of what they want to say. Second, deaf students often misinterpret and misunderstand different terms and words. Third, lack of focus because of the impact of deaf students' hearing barrier that lack of verbal giving and receiving of information. Therefore, deaf students need to learn in special need school.

A special needs school has special treatment for students that need special treatment. One of the students that need special treatment is deaf students. The treatment between regular students and special students are different. Deaf students will be taught by teachers who have the ability in their fields. Deaf students will also get additional processes, such as using assessment tests before implementing appropriate activities. The assessment test will help the teacher to provide suitable methods and strategies for the abilities possessed by the deaf students. The teacher's ability will create activities that will build students in teaching students vocabulary.

The activities that the teacher creates will help students focus on learning vocabulary. The teacher will apply suitable strategies and methods in the learning activities. Deaf students will quickly absorb and understand more about the material. Therefore, the learning strategy must be mastered by a teacher in dealing with deaf students.

Based on this background, this research is included a descriptive method. This research will also use qualitative research. The author takes a qualitative approach because the author is interested in researching teaching vocabulary to deaf students in terms of activities.

## **B. Reason for Choosing the Topic**

Deaf students have a hearing barrier that they face in communication. The lack of language or vocabulary is one of the causes of threat in communication. The lack of language or vocabulary experienced by deaf students affects the learning process. Vocabulary is an essential thing to learn, especially English vocabulary. It is because English is a foreign language that students must learn in school. Therefore, deaf students need special treatment to learn vocabulary easily.

Special treatment is needed by deaf students in a special needs school. A special needs school has a teacher in their field to teach deaf students with ability. The teacher needs the ability in a specific field to teach English vocabulary. The teacher will teach vocabulary with different activities from regular students. The explanation above gives the author reasons for choosing the topic. Teaching vocabulary to deaf students is something that the writer wants to know more. The author thinks that teachers will make extra effort to teach deaf students. The teacher must also prepare the activities for appropriate strategies and methods. Appropriate activities will stimulate deaf students to understand English vocabulary easily.

Deaf students struggle but still communicate with others using sign language and the finger alphabet. Therefore, the author is also curious about teaching vocabulary to deaf students until the students get new vocabulary.

### **C. Aim of the Research**

The aim of the study is to describe the activities of teaching vocabulary to deaf students.

### **D. Research Question**

Based on the background that is interposed above acquired much problem identification. The writer formulated the research question as follows: What are the activities of teaching vocabulary to deaf students?

### **E. Research Focus**

The research will focus on describing teaching activities in the classroom. The activity that the researcher wants to focus on is teaching vocabulary in whilst activity.

### **F. Operational Definition**

Here are some definitions of terms that taken from two variables as follows:

#### **1. Teaching Vocabulary**

According to Alqahtani (2015) teaching vocabulary is a crucial aspect in learning a language as languages are based on words. Words are a form of person to communicate. Teaching vocabulary is considered as one of the most discussed parts of

teaching English as a foreign language. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teacher also has to know the characteristic of the students while learning.

## 2. Deaf Students

According to Abdul Salim & Munawir Yusuf (2009:11) deaf and hard hearing student is a student with loss whole part or those parts of hearing, so that have a problem verbal communication. Deafness is a kind of impairment in hearing which is so severe that the deaf individuals cannot process linguistic information through hearing properly (Birinci & Sariçoban, 2021).

## **G. Research Significance**

Theoretically, the results of this research will give information related to the process of teaching English vocabulary to deaf students. Besides, this research will also make people aware that deaf students can communicate as regular students. Deaf students deserve to get a good education in the school.

Practically, this research will help the college students who want to teach deaf students so that the college students will know how to teach English vocabulary to deaf students. Besides, this research also will be helpful for a new teacher who teaches at a special school.



Institutionally, the result of this research will get new insight into the activity of teaching English vocabulary to deaf students. The institution will realize the needed or activities of deaf students while learning so deaf students can get good teaching.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Teaching English Vocabulary**

##### **1. The definition of teaching**

A teacher in the classroom usually does teaching to give students a lesson. A lesson does by the teacher to facilitate students in the learning process. Brown (2007:22) states teaching is a process of conducting and facilitating students, making the students get the hang of, and setting the circumstances for learning. The circumstance for learning in the class produces an interaction between teacher and students.

The circumstances for learning that usually occur are an interaction between students and teachers. Interaction is essential when teaching in the classroom so that the purpose of teaching that the teacher has planned can be carried out properly. Rajagopalan (2019:6) states teaching is an objective interaction, and its significant parts are content, correspondence, and input. An objective interaction in teaching is concerned in a face to face meetings, and the teacher's activities help students to achieve a lesson. An interaction also will help the teacher to know the characteristic of students in the class. Therefore, teaching has characteristics such as:

- a. Teaching ought to be well arranged, and the teacher should choose the targets, teaching methods, and evaluation techniques.
- b. Teaching is practical, and teachers should include understudies in various study hall exercises, like association, management, discussion, recitation, and assessment of results.
- c. Teaching encourages understudies' force of reasoning and guides them towards self-learning.

The characteristic of teaching above represents the teaching that changes students in the learning process. Munir (2016:19) stated that teaching is an action or cycle of changing information to assist people with requiring changes and foster their abilities, mentalities, thoughts and appreciation. Those activities are influenced by affective, cognitive, and psychomotor. The teacher will be helped by those activities while doing the learning process in the classroom. The teacher has to prepare many kinds of activities in the learning process.

Activities have the purpose of inducing learning. Smith (2004:238) sees teaching as the process of carrying out activities that experience has shown to be effective in getting students to learn. The teacher must produce in learning because learning is the teacher's responsibility. The students will be attracted to activities when the teacher applies many kinds of activities. The activities in the teaching process can be successful if students can understand well the materials.

According to Schlechty (2004:38) teaching is a craft of initiating students to act in manners that are expected to prompt getting the hang of, including an endeavor to actuate students to act. The teacher needs to cause circumstances to facilitate learning and afterwards spur students to be interested in what is being communicated to the students. Therefore, teaching is a learning process that encourages students' interaction to behave well. The interaction is built to make the learning process successful, and the students understand the materials well.

Making the learning process successful needs a teaching process that involves implementing the chosen strategies and terminates with an evaluation of set goals. Bella (2016:74) stated teaching is an activity that involves the teacher, students, goals, instruction and evaluative procedures. The activity of the teaching process leads to decisions relating to instructional strategies and the use of teaching aids, classroom management, students' participation, and evaluation. According to Shabiralyani (2015), teaching aid is one of the aspects which root participation of students in the lesson when students look at visual model or aid that measured as a kind of contribution. Besides, Sieberer Nagler (2015) stated that classroom management is to give students more chances to learn everything a teacher does to organize students, space, time, and materials so that students can learn. All that an educator does has suggestions for classroom management, including making the setting, embellishing the room, organizing the seats,

speaking to children and handling their reactions, setting up schedules, creating rules, and giving information to the students.

Based on the definition above, teaching is a process to facilitate and help students in learning to achieve a lesson by giving a lesson. Teaching is carried out as a lesson by the teacher to students in the form of material or knowledge. Carried out a lesson in the activity process by a teacher needs well plan to achieve a lesson for students. The teacher has to arrange the plan and manage the class to make the best circumstances in the classroom. Therefore, the teacher needs classroom management to manage the whole process of teaching-learning activity. In the classroom, the teacher runs classroom activities from the plan that has been arranged. The teacher will prepare many kinds of activities process in the classroom, like the goals, methods of teaching, and evaluation techniques. A good plan for the teaching process is needed because the process affects teachers' aid, classroom management, students' participation, and evaluation. The teaching process is to make changes in information to students. The process of making changes in information to students through building interaction or communication between teacher and students.

## **2. Phases of teaching**

The teacher has to make a syllabus with appropriate teaching strategies and methods in the teaching process. The teacher usually has

to think about a lesson plan to guide the teacher in the classroom. The questions must include in the lesson plan such as what to teach, how to teach what has been selected and how to evaluate what has been taught. Those questions are covered in planning (pre-teaching phase), implementation (teaching phase), and evaluation (post-teaching phase). According to Ababio (2013:40), the phase of teaching is explained as follow:

a. Planning Phase (Pre-Teaching Phase)

This phase requires the teacher to make decisions about the student's needs, the most appropriate goals and objectives to help meet the needs, the motivation necessary to attain their goals and objectives and the most appropriate strategies for attaining the goals and objectives. The outcome on how to plan the lesson has to be taken a long time ahead before doing a lesson. The first, allows the teacher to read around the topic to be taught. The second, collect teaching-learning resources and other preparations that cover the learning process in the classroom.

b. Implementation Phase (Teaching Phase)

This phase requires the teacher to implement the decisions made in the planning phase, especially those related to teaching methods, strategies and learning activities. In this phase, the educator is supposed to show teaching skills such as presenting, explaining, listening, introducing, demonstrating, eliciting responses and

achieving closure. The implementation function occurs when the teacher interacts with the students. There are segments in the implementation phase such as prime, presentation, summary, consolidation and check to learn through class exercises.

c. Evaluation Phase (Post-Teaching Phase)

This phase requires decisions about the appropriateness of the lesson's objectives, the teaching strategies linked to the lesson's objectives, and students' achievement. These are the learning objectives that teachers must evaluate, describing the information needed to make such an evaluation, obtaining, recording, analyzing, and forming judgments. Teachers carefully examine the teaching results and decide how well the teacher handled each teaching function. Based on feedback, the teacher will decide whether or not to make new lesson plans or try different implementation strategies for the students in the classroom.

These phases of teaching are needed to know by the teacher to make learning activities in the class well. The teacher will know students' needs during learning in the class. Besides, the phases will make teachers know the way to whether the teaching succeeds or not. Therefore, the teacher and students have to walk together in the teaching process, so the lesson will make students easy to understand.

### **3. The concept of teaching English**

One of the majors of study that is involved in teaching is English. Teaching English as a foreign language is a must because English is currently an international language used almost all over the world. According to Rao (2019:66), the world uses the English Language in almost all jobs. Almost every country in the world uses English to communicate with others. However, deaf students have difficulty doing because deaf students have many obstacles.

According to Ahmad & Khasawneh (2021:33), teaching English as a foreign language to hard-of-hearing students is difficult for a teacher today. English learning for deaf students is not the same as learning English for regular students. Schmidt (2014:55) said the English language teacher has to know about the tensions put upon gifted students and give adaptability and understanding as a component of the instructing and learning procedures. Deaf students must understand the learning because deaf students cannot receive and give information. Musyoka (2015:93) said hard-of-hearing students could not interpret information as sounds totally because of the lack of vocabulary from the sounds that are unable to process. Lack of vocabulary knowledge will bring about a lack of meaningful interaction. According to Thompson (2012:103), there are instructions for the teacher to teach deaf students as follows:



- a. Planning the materials and the strategies that consider or rely upon the need of students.
- b. Develop the situation of the class and be firm that the students concentrate on teacher' explanation during in learning process.
- c. Explaining the materials, the teacher should be spoken resoundingly and obviously.
- d. Involving guidance and redundancy in each word or sentences with recorded the keyword on the board.
- e. During teaching learning process the teachers apply sign language, note, and pictures to convey the material.
- f. Enhancing the students can interact with the teacher although in imparting the thoughts or to get some information about the materials.
- g. Building the communication involve the facial expression and non-verbal communication in clarifying the material.
- h. Utilizing of visual media to make the students to comprehend what teacher says.

Teaching English to deaf students is a difficult run for the teacher. The teacher has to know the needs of deaf students. Therefore, the teacher needs guidelines to make learning achieved. The purpose of guidelines is to make teachers easy to make activities for deaf students in the classroom. The students also will be easy to understand when doing the learning process.

#### **4. Characteristic children in learning**

Characteristics are shared by everyone in various situations. One of the situations is characteristic in learning. Alannasir (2020:29) stated the characteristics of students that include cognitive, affective, and psychomotor aspects could encourage and develop the potential and talents of each student so that teachers easily evaluate the strengths and weaknesses in learning. The teacher can use strategies and methods to develop the talents and the potential that the students have. Yaumi (2017:33) stated general characteristic that describes the students refer to unique behaviors controlled by students, where the characteristics can affect the level of success in achieving learning goals. The teacher will consider student characteristics in organizing learning as individuals or groups. According to Scott & Ytreberg (2001:3), general characteristics that the children have are the students' basic concepts are formed, the students can tell the difference between fact and fiction, the students have certain views about what they like and dislike doing, and the students rely on the spoken word as well the physical world to convey and to understand the meaning.

Besides, learning styles are also what the students have in the learning process. According to Yaumi (2017:34), learning styles are specific ways an individual learns. The classification of individual learning styles is visual, additive, and kinesthetic.

a. Visual Learners

In this style, the students learn things through vision. The students with visual styles have difficulty absorbing information through verbal presentations without being accompanied by visual images. The teacher has to put or bring visual aids to show the things in front of the students. The learning method that visual learner' uses is remembering things with a student's vision, like scribbling on something, being a fast and attentive reader, and understanding pictures and charts more than written instructions.

b. Auditory Learners

In this style, the students learn things through hearing. The students with auditory style like better in the presentation of material through lectures and discussions. The way auditory learner' learns is by liking to read aloud and listen, being good at talking and telling stories, liking to chat, discuss and explain something at length, and like music and singing..

c. Kinesthetic Learners

In this style, the students learn things through physical activities like moving and moving during learning. Students with kinesthetic style always move their limbs. The students are happy with the role-playing method and dominant in sports, acting, and theatre. The students with kinesthetic styles like learning through practice,

memorizing by walking and seeing, using fingers as a pointer when reading, like games and sports, and many use body cues.

The improvement of student characteristics can be seen from three aspects: cognitive, affective, and psychomotor. Those characteristics will help the teacher evaluate the strengths and weaknesses in learning to make strategies and methods. Besides, learning styles also affect for the teacher to know students' conditions. The teacher must know general students' characteristics and learning styles for the learning process. However, some of the learning characteristics and learning styles for children do not apply to all students. Students with hearing impairment have differences in the characteristics and learning styles generally.

## **B. The Teaching Vocabulary**

### **1. Definition of vocabulary**

Vocabulary is a word that important in language to make a sentence. Susanto (2017:183) said vocabulary is the important thing to be mastered by the students to get the language, express the thoughts and understand what people say. People will be communicated in a language that has been arranged well.

A good language will improve people' ability to write, speak, listen, and read. Yuliani (2017:22) stated vocabulary is the meaning and pronunciation of words that people use in communication. Vocabulary

is the number of words that people understand or can actively use to listen, speak, read, or write. The researcher can say that vocabulary is the basic element that people learn before learning another aspect of a language.

The number of words is also used to communicate well in a foreign language. People should know how to use the number of words accurately. According to Suyanto (2007:43), vocabulary is a stock of words which the language has and gives meaning when the language is used. The researcher can say that vocabulary is a stock of words, including their meanings, and vocabulary can use to communicate in a language.

According to Kebiel (2012:2), vocabulary is one of the three essential competencies of linguistic competence, which is the basic and the foundation of communicative competence. The reason is that vocabulary is more than lists of target language words intimately interrelated with grammar.

A vocabulary is a group of target words used by people or a single person. Cameron (2001:7) states that vocabulary is not simply a list of unknown words provided with their translation in the mother tongue, but it is also more than this. Therefore, vocabulary is special in communication because vocabulary is connected with four skills people need.

Learning vocabulary is a basic activity for learners to make an interaction clearly. The reason is that vocabulary is a collection of words that words can arrange well to become a language. The language issued by the learner is a form of expression that is appropriate in a situation. Learners will learn vocabulary from the teacher. The teacher will ask students to look up, define, and memorize the words so learners can get a new word daily.

## **2. Importance of vocabulary**

The importance of vocabulary is demonstrated in daily life. Nowadays, teaching and learning vocabulary is important for people that want to learn English. People who learn English both as a foreign and second language. Vocabulary is important because people in daily activities can use vocabulary to communicate with one another. Fluent communication requires many words that must be practiced and searched repeatedly.

Heubener (1965: 88) states that learning vocabulary is one of establishing specific habits. It means that vocabulary involves associating symbols and their meaning; enriching the word's meaning is as important as its frequent repetition. Learners will be hard to master the language without mastering or understanding certain vocabulary. Moreover, the students cannot master four skills in English. Richards and Renandya (2002:255) stated that vocabulary is a core component

of language proficiency and provides many bases for learners speaking, listening, reading and writing. Learners have to master vocabulary because vocabulary is an essential part of a language course in learning English.

According to Asyiah (2017:305) rich vocabulary will help students dominate English and the four significant abilities, which cover listening, speaking, reading, and writing. The abilities cannot avoid the function of vocabulary in learning English as a foreign language. Therefore, vocabulary needs to be taught by teachers to students because vocabulary has a big influence on people's communication. Vocabulary contributes more to conveying a language's meaning than grammar, yet grammar likewise can't be disregarded. Brown (2001:377) states that survival-level communication can occur quite intelligibly when individuals string words together without applying grammatical guidelines. This is the reason vocabulary has a major part in supporting someone's ability in different skills.

### **3. The concept of teaching vocabulary**

Vocabulary is a key for students that cannot interpret information. The teacher has the task of teaching English vocabulary to students who cannot understand English vocabulary. A critical piece of being a language teacher is knowing how to assist students in learning vocabulary both well and reasonably quickly. Alqahtani (2014:24) said

teaching vocabulary is crucial to learning a language as languages are based on words. The students need a teacher who has a master in vocabulary to teach vocabulary. Basal (2020:47) said teaching vocabulary is at the core of creating capability and accomplishing target language skills. The target language will be useful in language skills such as speaking, reading, listening, and writing. The students will be helped by learning vocabulary to master the four skills in English. One of the way that students can learn vocabulary easily is highlighting the word that the students want to know about the meaning of words. Dunlosky (2013:20) said that highlighting is a common method used by textbook authors, teachers, and students in the education to highlight important concepts in a text. It has been shown to help students to find and remember information more quickly. Therefore, vocabulary needs to be taught and learnt by applying the appropriate strategies.

Teaching English vocabulary may be difficult for the teacher who is not confident about the best practice in vocabulary. The teacher has to know the characteristics of the students. Anwar (2019:158) said that the educators are expected to be versatile to the changing study hall and students' needs such that the students enjoy the course and layout objectives. The teacher also should motivate students in learning process by giving learning activities that makes students curious in the classroom. Kubat & Dedeali (2018:114) stated that students are positively affected when teachers use classroom management by giving



stimulation to take their attention at the start of the lesson by asking questions. Therefore, the teacher should be creative when presenting the material to the students to make the students understand. Pinter (2006:26) said teacher is recommended to utilize planned vocabulary presentation as different as could be expected. In presenting one lesson plan, the teacher combines more than one technique instead of employing one single technique. This is why teachers have a few reasons for utilizing specific techniques in presenting vocabulary. Besides, the teachers should be concerned that teaching vocabulary is something new and different from students' native language. The reason is that the language used can be included in a foreign or second language. The second language of English will be hard for deaf students because of the student's restricted auditory access. Therefore, the teacher has to find many strategies for students at a different levels.

Teaching English vocabulary aims to facilitate learners to understand the meaning of unfamiliar words, get a greater number of words, and use the words for communicative purposes. In teaching vocabulary, the educators are expected to have a way to make students acquainted with the vocabulary so the students see the new word without any problem. Baskarani (2016:11) said teaching vocabulary is clearly more than just presenting a new word. The teacher should be concerned when teaching English vocabulary to students. The reason is that teachers will face a problem while in the teaching-learning process.

## **C. Deaf Students**

### **1. The definition of deafness**

Sheffield & Smith (2019:1) stated deafness or hard of hearing is once in a while used to specify individuals with mild-to-moderate (and sometimes severe) hearing loss, while the expression "deaf" (lower case "d") is all the more generally used for those with extreme or profound hearing misfortune.

Mohammad Efendi (2006:57) stated that deafness is the flawed ear brought about by harm in at least one internal ear, center ear and external ear due to disease, mishap or another cause.

Hidayat (2017:79) stated hard of hearing individuals are individual who has lost the capacity to hear so that it impedes the course of language learning through hearing learning, either utilizing or not utilizing portable hearing assistants hearing where the limits make it very conceivable to succeed the course of language through hearing learning.

Organization (2016:6) stated deafness for children is those with severe or profound hearing loss, which implies very little or no hearing. Hearing devices like cochlear implants may help deaf children hear and learn speech. In learning to communicate, such children may benefit from visual reinforcement, such as signs, cued speech and lip-reading.

Fellinger (2012:1037) stated deafness is a heterogeneous condition with expansive impacts on social, emotional, and cognitive

development. Individuals with severe deafness prefer to use sign language whose social intercourse defines a distinctive culture.

The researcher can conclude that deafness describes people with hearing loss or mild to severe. Deaf students are students who have barriers or loss of hearing, causing delays in incoming information through hearing organs. However, deaf students that still have less able to hear can be maximized by providing hearing aids and being given special care. Besides, deaf children also still can communicate with other people uses a sign.

## **2. Classification of deafness**

Classification is necessary for education services for students with hearing impairment. The function of classification is for determines the choice of hearing aids that fit the rest of the hearing and support the speed of effective learning. Determining the deafness and hearing aids as well as a special service will create an ideal speed increase in perceiving language and speech sounds. According to Efendi (2006), the classification of deafness is as follows:

### **a. Slight losses (20-30 dB hearing loss)**

Children with slight hearing loss have characteristics such as having a great hearing requirement because children' hearing loss is between normal hearing and mild hearing loss, having no difficulty in understanding speech and having the chance to join SLB. Still, their seats have to be close to the teacher. Learning to

speak effectively through their hearing ability is necessary to improve their vocabularies in order not to block their speaking and language development. Children with slight hearing loss are suggested to use a hearing aid to increase their hearing ability.

b. Mild losses (30-40 dB hearing loss)

Children with mild hearing loss have the characteristic such as being able to understand general communication at a very close distance, having no difficulty in expressing their feeling, and having difficulty in catching the main idea of a speech if the position is not in front of the presenter, it needs to get good and intensive guidance, and it is suggested to use a hearing aid.

c. Moderate losses (40-60 dB hearing loss)

Children with moderate hearing loss have the characteristic such as being able to understand loud communication at a close distance, misinterpretation often appears, having the speaking disorder, especially in pronouncing consonant letters like "K" and "G", having difficulty using language correctly in communication, and having limited vocabulary.

d. Severe losses (60-75 dB hearing loss)

Children with severe hearing loss have characteristics such as difficulty distinguishing sound and having no consciousness that the things around them have sound vibration.

e. Profound losses (>75 dB hearing loss)

Children with profound hearing loss can only hear a very loud sound at a 1-inch distance or even cannot hear totally.

Deaf students have different ways of learning based on the classification. The students will use hearing aids that are compatible with students hearing levels. Hearing aids will help students in learning so that students can understand the material. Those classifications of deafness are also useful for a teacher to create effective learning or strategies for English four skills before carrying out the learning process in the classroom. Bickham (2015:3) said that teachers of the deaf should be aware of any strategies they can use to successfully support their students' development of reading comprehension skills because reading comprehension is an ongoing concern for students who are deaf or hard of hearing. Therefore, the teacher has to plan the activities for teaching deaf students to make deaf students understands easily.

### **3. Learning style of deaf students**

Hard-of-hearing students have a good learning style with the grouping of deafness. Learning styles highlight different functioning senses that can still be maximized. Besides, learning styles also will determine the learning outcomes and processes of social interaction. According to Hidayat (2017:81), deaf students have numerous learning

styles based on the abilities and characteristics like learning styles of visual, auditory, sign language, and total communication.

a. Visual Learning Style

Deaf students are hard to define theoretical learning materials. Therefore, visual learning styles are emphasized in this difficulty. The use of the senses of sight for deaf students makes seeing become the most dominant aspect of obtaining information. The making of teaching materials is also equipped with a visual aspect.

b. Auditorial Learning Style

The auditorial learning style is used for deaf students that still have the residual hearing. The deaf students that have residual hearing should be taught to have a more sensitive hearing. A hearing aid is needed to make students more sensitive in responding to information. A hearing aid can be used by deaf students who still have residual to maximize their hearing potential.

c. Learning Style using Sign Language

The use of sign language learning style is for deaf students without residual hearing. Sign language is useful for communicating with other students and teachers. The use of sign language is the same in other languages, namely, communication with the speaker to exchange information.

#### d. Total Communication Learning Style

The use of total communication in learning is using a variety of media which is the way to facilitate communication for deaf students. Deaf students have the right to communicate, including hearing, seeing, speaking, reading, finger spelling, and gesture. The rights are to make deaf students easier in receiving information. The accessibility is for making the communication enables complete and can narrow the misunderstanding that may happen due to miscommunication between teachers and deaf students.

The learning styles can help the teacher determine suitable communication for deaf students. Those learning styles have differences in handling regular students generally. Besides, the teacher also can make the appropriate activity during the learning process. Therefore, the teacher has to pay attention to abilities and characteristics of deaf students.

#### **4. Problems teaching English to deaf students**

Seeing the characteristic from the explanation above, deaf students have problems in learning English, so the teacher also has problems when teaching English to deaf students. Susilo Adi (2017:128) explained that teachers' challenges in teaching English to deaf students are having students' attention, interpreting words from their lip gestures, providing meanings and examples, differentiating

similar words in various ways, and presenting materials relevant to students' previous understanding. Deaf students have a few characteristics like trouble following verbal bearings and the powerlessness to hear, which drives them not to comprehend verbal messages. The difficulties in verbal could lead them to misunderstand certain ideas because some words have similar lip movements so that repeating is needed by deaf students. According to Dostal (2017:329), repeating questions and comments verbatim are helpful for students to allow them in following quick conversation and ensures that students have full access to the original message because it will tend to be confusing if students only read lips or hear what the teacher is saying. Therefore, teachers teaching English to deaf students should have a skill for teaching deaf students. Teaching English to deaf students is not easy because deaf students lack communication. Yuliani (2017:35) stated teaching deaf students is not easy to do. In addition, the teacher's inability to teach them will be confounded by the circumstance in the class.

Besides the challenges that come from students, the challenges also come from the teacher. Getnet (2019:30) explained the lack of skills on the teacher's side to teach hard-of-hearing students seen from the lack of knowledge of many teachers on how to operate the educational aids. Educational aids are important to support learning in



class. Therefore, the teachers must take a training course to present the learning activity well.

## **5. English foreign language classroom activity**

English foreign language is a learning language as an additional language by people that has other languages. According to Setiyadi (2020:2), a foreign language was taught by employing the first language to make the foreign language. Teaching and learning English as a foreign language is usually taught at school as subjects are taught. The children do not use English outside the school generally.

In teaching and learning English, the teacher facilitates students with many kinds of activities in the classroom. Classroom activities should be suitable for the condition of the children, the age of children and characteristics of the children. In children with hearing impairment, the activities that the teacher refers to the children are teacher can use a visual tool such as picture cards to make it easier to deliver the subject. The picture cards can be drawings or cut-outs from magazines or photos. Dewi (2018:17) explained the EFL classroom activities that used some pictures as the instrument to help the students understand is an appropriate way for deaf students to understand the material even though there are challenges related to students' limitations. However, deaf students can still do a communicative activities in the classroom. Besides, the teacher also can use colorful markers on the whiteboard when explaining the material. Papen & Gillen (2022:18) stated the

visual mode supported that engaging with the English language through writing, such as writing the meaning of words on the whiteboard. Therefore, the use of visual tools are the important things for deaf students in the classroom to make teaching process has communicative activity.

According to Xia Wu-yang (2017:224), students with hearing impairment have English communicative activity strategies as follows:

a. Giving and Following Instructions

In classroom teaching, the English teacher often instructs hard-of-hearing students to follow using English and sign language such as *listen to me, look at the blackboard, please*. In this classroom activity, the students implement communicative English activities as fun games. This activity is more suitable for students with lower English skills. The example game from this activity is "Simon says...."

b. Information Gap

The information gap activity involves the given information transfer from one student to another, which increases communication between the students. The teacher can divide the students with hearing disabilities into pairs or groups and let them play the roles of the persons who meet to give and receive the information. The teacher also can give the pair two cards with different information and then asks them to complete the cards by

asking and answering questions. This communicative activity is good for improving the hard-of-hearing students' English speaking and writing skills.

c. Information Transfer

In this classroom activity, the teacher can ask deaf students to process what they read, classify and convert the information, and then put it into tables or charts for better presentation. This communicative activity can improve the hard-of-hearing students' English reading and writing skills. Reading and writing can also be implemented out of the class as communicative activities.

d. Problem Solving

In this classroom activity, the students solve problems or work out a study from the activity plan. This activity aims to solve the problems through interactive activities in English. For instance, when students make a picnic plan, they would discuss the plan using 5W+1H. This activity can help improve the hard-of-hearing students' speaking and writing skills. Besides, this activity also will improve interpersonal relations skills.

e. Role Play

In this classroom activity, the students will play, simulate, and perform improvisationally. The teacher assigns the students to choose certain roles and asks them to act in their way for the role-play activity. This activity effectively increases deaf students'

communicative capability because the role-play is meaningful and lifelike.

The activity of speaking, writing, and reading involve vocabulary and grammar. Teaching writing and reading are the important things to learn vocabulary for deaf students. Xu (2018:113) stated that special education students have distinct characteristics like reading and writing that will help them learn English so that teaching reading and writing is included in the traditional class used by teachers in teaching English. Repetition and imitation must be done by the teacher to students in reading or writing so that the explanations that has been explained are clear. Duncan & Lederberg (2018:7) stated that imitation and reformulation were included in the category of repetition. When a child's statement was completely or partially repeated, it was considered imitation. Even if the repetition involved a change in intonation, such as when the teacher added a questioning intonation to the statement, it included in imitation. Therefore, teaching vocabulary and grammar involves four skills in English are important. Moreno (2008:43) said the vocabulary was presented using Colombian sign language (CSL), and the teacher wrote the words on the whiteboard. Moreno (2008:44) explained the activities done by the students as follows:

1. Dictations

In this activity, the students read a text in English silently and then, by using CSL dictated it to a partner, who in turn had to write the text in English.

2. Translation

In this activity, the students transferred vocabulary from the mother tongue into the target language using CSL. For Example, transferred vocabulary from written Indonesian to written English or vice versa, or from CSL to written English or from written English to CSL.

3. Matching Activities

In this activity, the students match the mother tongue with the target language or vice versa.

4. Drawing Tasks

In this activity, the students had to read a text based on the information. Then, students had to draw the information that the students got.

5. Mimics

In this activity, students had to go to the front to execute a word while the other students guessed the word and wrote it on the board.

Based on the explanation above, a classroom activity for teaching and learning English foreign language is very important. This is important because, in EFL, speaking, writing, and reading activity

involve vocabulary and grammar. Classroom activities adjust to the condition and characteristics of students so that the application of activities in vocabulary learning is different. Classroom activities will help teachers create the instruments and strategies to make deaf students understand the materials and communicate in learning English.

## **6. English assessment for deaf students**

Assessment is a must for deaf students before teachers create learning activities. Besides teachers creating learning activities, the assessment also has other purposes. Azizah (2020:36) stated there are four purposes for schools to assess deaf students as follows:

1. To decide suitability for the special needs school and other services
2. To develop a program that exists in the school with children's strengths, areas of need, and learning styles.
3. To design appropriate interventions so that the children can improve their learning experience.
4. To evaluate the effectiveness of the educational program in facilitating the children's movement

The explanation about the purposes of assessment for deaf students makes the teacher has to assess deaf students properly. Assessing deaf students in the proper way will achieve for special students in the learning process.

In the special needs school, the students are assessed with IEP. IEP is Individualized Education Program that identifies children with

disabilities at school. Jačova (2018:88) said that the Individual Education Plan (IEP) is a written document in an inclusive school developed for students with disabilities involving the school, parents, and students specifically. IEP relates to the curriculum planning and the content the teacher will teach the students. Jachova (2011:456) stated that well design in IEP will develop the teachers in regular and special education to plan the activities in learning and to know students' needs precisely. Besides, an assignment also will develop students after doing learning activities. Songsirisak (2019:1) stated that typically, homework is used as a learning tool for educational activities.

#### **D. Related Research**

The first research by Rizka Rahmatunnisa, Rosmania Rima, Dhafid Wahyu Utomo (English Department, The University of Sultan Ageng Tirtayasa, Serang, 2019) entitled "An investigation of teaching strategy employed by English teacher of deaf students: A case study at an Indonesian special needs school". The result of this research are teaching strategies applied by English teacher of deaf students were direct learning strategy and cooperative strategy. The teacher faces some challenges during teaching English to deaf students and difficulties in differentiating similar words. The similarity of this research is the data collection technique will be conducted in observation, interview, and documentation. In observation, the technique use to get data of teaching activities in the classroom. In interview, the researcher interviewed English teacher to obtain some information about

teaching English to deaf students. In documentation, any documents obtained during observation and interview related to this research will be collected. The differences of this research is not focus on teaching English vocabulary to deaf students.

The second research by Filaili Nur Azizah (IAIN Surakarta) with entitled “Teacher’s Challenges of Teaching English for Deaf Students in Slb-B Yrtrw in The Academic Year of 2019/2020”. The result of this research are online classroom learning is very different from classroom learning, this causes teachers to not be able to use methods or materials like what is already in the manual. In the process, the difficulty of children learning new information suddenly during the learning process. Students' lack of speed in responding to questions or commands and the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words. The similarity of this research is the research focus on teaching English vocabulary to deaf students. The different of this research is identification of online learning.

The third research by Fatah Huda (Department of English Education, Indonesia University of Education) with entitled “An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by A Pre-Service English Teacher”. The result of this research are the teacher used varieties of techniques in numerous methods as his teaching strategies, and teaching strategy implemented by the preservice English teacher is proven to be suitable, as it is enjoyable and



engaging, to be implemented to enhance vocabulary for most students in the classroom. The similarity of this research are the participant of the research using junior high school students and the researcher focuses on the activity. The different of this research is the research is not focus on deaf students.

The previous studies have explained the challenges and strategies faced while teaching English vocabulary. However, no research has yet investigated the specific activities while teaching English vocabulary in the classroom to deaf students. Therefore, the researcher wants to describe the activities while teaching English vocabulary to deaf students in the classroom.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Method and Design**

This research employed the qualitative method with a descriptive design. Ary (2010:29) stated qualitative seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The researcher chose the qualitative method because this research aims at describing the activities of teaching vocabulary to deaf students in junior high school. Describing the activities will be appropriate with a descriptive design. According to Adi (2017:127), descriptive qualitative research is to answer the questions about a unique phenomenon that occurs in the form of a detailed description. The description is obtained from the data that has been collected.

In this research, the data that the researcher took was through observation, documentation, and interview. The data was in the form of a descriptive.

#### **B. Research Site and Participants**

This research employed purposive sampling. The sample is a portion of the population in the world. Guarte & Barrios (2006:277) stated that purposive sampling is described as a random selection of sampling units within the population segment with the most information on the characteristic of interest. The selection with the desired characteristics has

the appropriate quality for the researcher. Etikan (2016:2) stated purposive sampling technique is judgment sampling, the deliberate choice of a participant due to the qualities the participant possesses.

In this research, the site of the research at SLB Santi Rama Jakarta. Santi Rama is a foundation engaged in Education in the format of Special Needs School for the Deaf, located in South Jakarta City, DKI Jakarta, Jalan Fatmawati Hospital, South Cipete Village, Cilandak District. Santi Rama is the first agency in Indonesia to provide early intervention and rehabilitation services for deaf children at the age of toddlers ( $\pm 2 - 5$  years).

The participant in this study was English teacher of SLB Santi Rama Jakarta. The writer took an English teacher who teaches junior high school to get the data. The writer took an English teacher in the junior high school at SLB Santi Rama because learning at SLB Santi Rama provides activities that prioritize the skills process. The practice of skill has a percentage of learning given as much as 70%, while 30% is academic lessons.

### **C. Research Instrument**

The instrument that employed in this study is qualitative research that uses a descriptive design. Arikunto (2009: 150) stated that a research instrument is a tool or facility used by the researcher to collect data to make it more systematic and easy. A simple instrument can make the readers easier to find out the discussion in this report. The data collecting technique is the essential procedure in research because the research aims to get the data. The data of this research gathered from the participant and sources.

Creswell (2012:178) stated that the data sources, including documentation, interviews, observation, audiovisual records, and physical artefacts, are used for qualitative research.

In this research, the researcher used observation, documentation, and interview to gather the data from the participant. Observation supported by documentation and interview. The primary data is from classroom observation by directly looking at teaching and learning activities. Then, supporting data is from the teacher' documentation such as RPP, and interviews with the teacher to validate the data from documentation and observation. The instrument will be conducted as follows:

#### 1. Observation

The first step in collecting data in this research was observation. Ary (2010:450) said that observation is a primary method for collecting data in qualitative research. The purpose chooses observation is to get the data by checking teaching and learning activities in the classroom directly with the real situation to produce clear information before looking at the documentation.

The researcher was monitor the teaching and learning activity process in this research. The researcher transcribed the classroom teaching and learning activity process clearly when doing observations, which will match the result with the documentation. In the classroom, the researcher only watches, evaluates, draws conclusions, and comments on interactions and relations.

The researcher did an observation in an offline class that a video recorder will help to capture teaching activities in the classroom. The researcher observed an English teacher who teaches at the junior high school level. The duration of the observation approximately follows the duration of a meeting. Observation is expected to obtain data completely natural from the various activities of research subjects.

## 2. Documentation

The second step in collecting data in this research was documentation. Sugiyono (2007:320) states that a document is a note of an event in the form of written, pictures, or monumental work. Documentation is to combine the collection of data. The purpose chooses documentation as supporting data because documentation will be compared with the result of the observation that the researcher has done directly with the real situation. The researcher looked at the primary documentation to determine whether the result between observation and documentation is suitable or not.

The primary document that the researcher used in this research is RPP. Then, the other documents that the teacher used in the school to support primary document. In the primary documents, the researcher did coding. In the coding step, the researcher analyzed the documentation from RPP to be compared in observation. The researcher used supporting documentation such as audio, photos, and video recording.

Documentation will be the supporting data for researchers after doing the observation process to know real activity.

### 3. Interview

The final step in this research was the interview. The interview is a data collecting technique by interviewing selected individuals or groups as respondents. The purpose chooses interview is to gather information from teacher about teaching English vocabulary to deaf students. The researcher conducted some questions to the teacher.

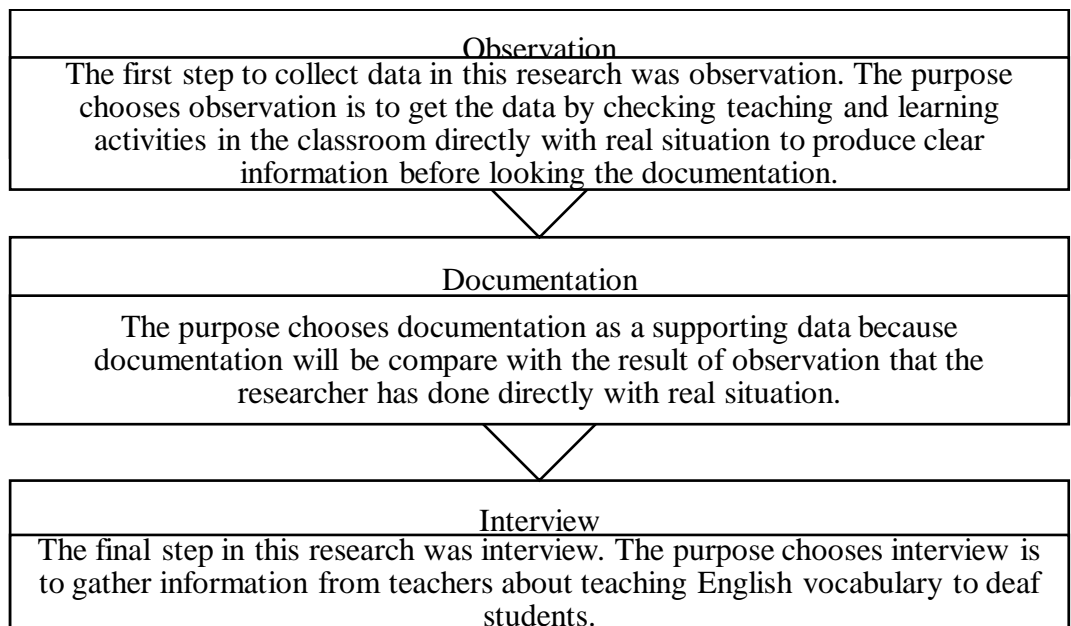
In this research, face-to-face interviews was conducted to obtain reliable and valid measures in the form of the verbal response of a respondent. The researcher asked some questions that have been prepared. The researcher also asked questions about the findings from comparing when analyzing documentation and observations. After conducting an interview, the researcher transcribed and code from the audio prepared by the researcher when doing the interview. Coding and transcribing are ways to make the data more valid and decrease bias.

The researcher interviewed the English teacher at the junior high school level to obtain information about the activities in teaching English vocabulary in the classroom to deaf students. The researcher used semi-structured interviews and used in-depth interviews that provided some questions by using open-ended questions to collect the data. The researcher gave the questions to the teacher using Indonesian for the participant to understand the questions. The researcher used the interview

guidelines to ask some questions to the teacher. While interviewing, the researcher used audio recording to make it clear and more valid.

**Figure 3.1**

**Research Instrument Process**



**D. Research Procedure**

Since the research was a descriptive design, the researcher used observation as primary data and then it is followed by the documentation and interview in-depth interview technique for a validity check. The researcher carried out several procedures to obtain the data for this research, as follows:

1. The researcher contacted the English teacher at SLB Santi Rama to get permission to retrieve data and explain this research.

2. After the researcher gets permission from the teacher, the researcher entered the class with the teacher to start collecting data by directly observing the activities in teaching English vocabulary to deaf students in the classroom. The researcher stayed in the class from pre-activity until post-activity but only focus on whilst activity. In the observation step, the researcher transcribed the activities in the classroom based on the real situation.
3. Next, the researcher asked the teacher for the documentation in the form of RPP to the teacher and check the entire content in RPP. The researcher compared the result from the observation step and primary documentation to check whether the data from the documentation is suitable with activity in the classroom or not.
4. After the researcher observed and checked the result from primary documentation, the researcher interviewed the teacher using interview guidelines that the researcher has made. In this step, the researcher asked questions to validate the information from observation and documentation.
5. The researcher gathered all of the raw data collection that the researcher has done in the previous to be analyzed and make the result in the form of a qualitative description.
6. During doing an analysis, the researcher made research findings, results, and conclusions.



## **E. Data Analysis**

Sugiyono (2009:241) said that the analysis of the data is a process of finding out and arrange systematically the acquired data from the interview which has been done, documentation, and field notes by organizing the data into some categories, selecting the most crucial subject to be studied, and making the understandable conclusion for the reader or anyone else. Abdul Qodir (1999:97) mentions that there are three steps that are used to analyze the qualitative data from Miles and Huberman version as follows:

### **1. Data Collection**

The first thing in data analysis is the existence of data collection. The researcher takes the result of data collecting in the form of raw data from observation, documentation, and interview.

### **2. Data Reduction**

According to Mezmir (2020:18), the data reduction process is very helpful in revising the data, summarizing it, and making it presentable. Hence, data reduction refers to selecting, focusing and modifying the data. Analyzing data is to get valid findings based on the research topic.

Based on the theory, after collecting the data, the researcher reduced to analyze the data by selecting, focusing, simplifying, and transforming the data. The data reduction that the researcher will make is obtained from the result of raw data in interviews, observation, and

documentation. The researcher made data reduction to adjust the results of the data with the aim of the research.

### 3. Data Display

Data display refers to showing the data that have been reduced in models. Data display is the process of simply the data in the form of a sentence, narrative, or table. The benefit of using data display is to help the researcher understand the data. The researcher presents in the form of description or narration from all of the data becomes a simple result.

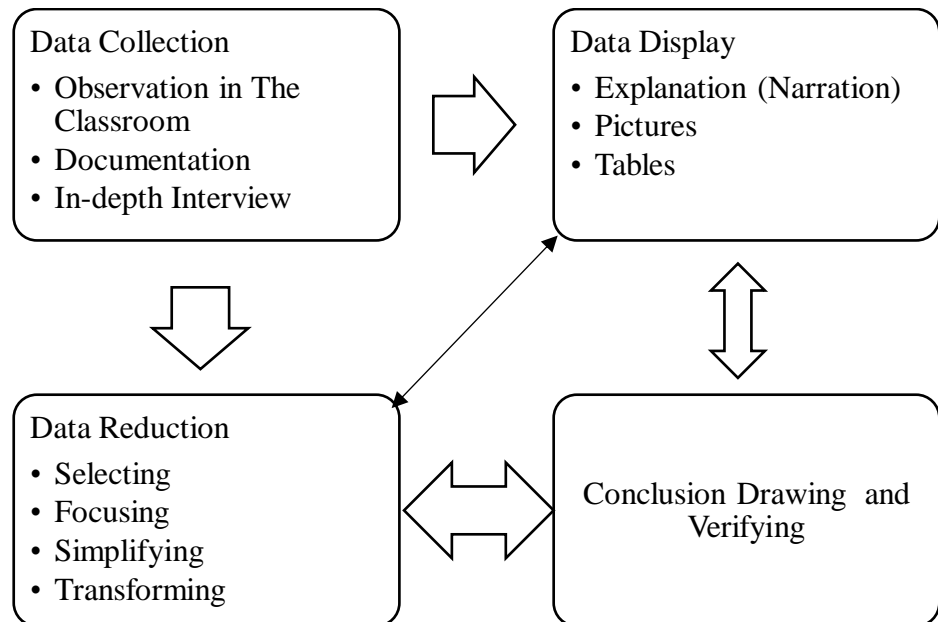
In this research, the researcher described the data about the activities in teaching English vocabulary to deaf students in SLB Santi Rama in the form of an explanation of the result of data reduction. The researcher also presented some tables to describe the explanation. The data result presented in a narrative and arranged systematically. The result of the data that has been arranged systematically makes it easy to understand. This arranging to draw the conclusion for verifying the data.

### 4. Conclusion Drawing and Verifying

Conclusion drawing is a form of verification of the data. This was the last step in the data analysis. All of the data processed by the researcher in the previous step will be conducted in this step to become a conclusion. Then, the conclusion was verified by looking back at the data reduction and data display after collecting the data. The purpose is to get credible data that support the valid data. So, the conclusion did not deviate from the problems of the study.

**Figure 3.2**

**Data Analysis Procedure**



Moreover, the data have to be checked for stability and consistency.

The researcher checks the validation of the data using a triangulation strategy. Noble & Heale (2019:67) said that triangulation is a technique used to enhance the credibility and validity of research findings. Triangulation that the researcher will apply is comparing and checking the credibility of information found from the data collection on observation, documentation, and interview.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data Description**

This part presents the research results related to teaching vocabulary to deaf students. The writer did the research and got the complete data from all the research instruments, including observation, documentation, and interview. In order to gain the objective of the research, the researcher had analyzed the data accurately and systematically using qualitative research. The data were analyzed to draw a conclusion about the aim of the research.

##### **1. Data from Observation**

The observation was conducted to gain more detailed information about teaching vocabulary to deaf students in whilst activities. The researcher conducted the classroom observation in nine grade of junior high school at SLB Santi Rama. The observation was done in two times of observations; Tuesday, 27th September 2022, and 4th October 2022. In doing observation, the researcher took the data by taking observation notes and supported by a video recorder to make the data more accurate and credible.



**Figure 4.1**

*A student is writing the correct English vocabulary*

#### **a. Observation 1**

The first observation was conducted on Tuesday, 27<sup>th</sup> September 2022 from 07.30 a.m. to 09.30 a.m. The total of the students are 5 students, and all of the students were presented. The material taught by the teacher is about congratulations. The teacher taught students using verbal and finger sign languages to students.

In whilst-activity, the teacher was started the activity to students with conversation. During the conversation, the teacher used Indonesian language to the students. In the conversation, the teacher gave stimulation in the form of giving statement to students; “*Alhamdulillah*, Dinda won 1<sup>st</sup> place in the comic strip creation competition”. Then, the teacher chose two students to repeat the statement. After that, one of the students gave an opinion from the statement in the form of refutation. Then, the teacher gave the other information to students to make the students gave the other opinions.

The students did conversation, discussion, and answer when the teacher asks the students. All of the students gave their opinions to the teacher consecutively. The students gave opinion to teacher by using finger sign language, body gesture, lip movements, speaking, and hearing. The teacher gave many kinds of statement to make the students understand about congratulations.

After the students and teacher exchange information about giving congratulation to friends, the teacher wrote all of the conversation on whiteboard using colorful marker. The teacher provided writing on the white board such as how to write and read in each sentence that has been provided. The writing will be filled by students when students came to front of the class. The teacher wrote the conversation using Indonesian. Next, the teacher asked students to highlight the word that the students want to know the meaning of word which will later be translated into English vocabulary. Nine sentences have been chosen by the student to be translated; "*Selamat ya!*" [Congratulations!], "*Apakah itu betul?*" [Is that true?] , "*Kamu hebat sekali*" [You are great!] , "*Tetap semangat!*" [Keep spirit!], "*Bagaimana hasil lomba?*" [How is the result of competition?] , "*Kalah*" [Lose] , "*Jangan menyerah*" [Do not give up] , "*Sabar ya!*" [Be patient!] , "*Jangan bersedih!*" [Do not be sad!]. Next, the teacher read the word and asked to students about the English from the first sentence. Students actively provide

answers. Then, there was one of students answered the first question correctly. The students answered the question using verbal and finger sign language to teacher. Then, the teacher asked again to that student how to write the word correctly. Then, the student answered the question slowly with teacher guidance. The teacher taught students how to write and read the sentence appropriately. After that, the student came to the front of the class to write correct English vocabulary on the whiteboard.

After the student wrote on the whiteboard, the teacher said the sentence again and asked to all of students to imitate the teacher' word. Then, the word for number two to nine taught with the same way by the teacher. Students took turned answering the sentences provided on the whiteboard. When students having difficulty to answer, the teacher gave a hint in the form of blank words to students on the white board. The time spent by the teacher in whilst-activity is about 100 minutes.

Therefore, in the first observation, the teacher taught vocabulary with several activity steps. First, the teacher started the activity to students with conversation in the form of stimulation. Second, the teacher asked students to repeat the statement or the stimulation that the teacher has given to students. Third, the students gave an opinion from the statement in the form of refutation to the teacher. Fourth, the teacher gave the other information to students

so that students can give the other opinions. Fifth, the teacher wrote all of the conversation on whiteboard after the students and teacher was exchanging the information about giving congratulation to friends. Sixth, the teacher asked students to highlight the word which will later be translated from Indonesian language to English. Seventh, the teacher read the word and asked to students about English from the first sentence. Eighth, the teacher asked and guided students about how to write and how to read correctly. Ninth, the students came to the front of the class to write the correct English vocabulary on the whiteboard. Tenth, the teacher repeated the sentence and asked to all of students to imitate the teacher.

**b. Observation 2**

The second observation was conducted on Tuesday, 4<sup>th</sup> October 2022 from 07.30 a.m. to 09.30 a.m. The total of the students are 5 students and all of the students were presented. The material taught by the teacher is about congratulations. The teacher taught students using verbal and finger sign languages to students.

In the second observation, the teacher was started the activity to students with conversation in whilst-activity. During the conversation, the students began talked about their test scores to the teacher. The teacher responded to students conversation by asking; “How many grades did you get? Is it good enough?”. Then, the students responded back to the questions given by the teacher with



various answers. Then, the teacher said; “Congratulation on your test results”. After that, the teacher discussed the previous week's lesson to the students. The teacher done reflection to make students remember what student' have learned before. Then, from the reflection, the teacher asked to student; “Are there any other congratulation?”. Then, the students gave a lot of response to the teacher. The teacher and students continued to exchange various congratulatory information. The students did conversation, discussion, and answer when the teacher asks the students. All of the students gave their opinions to the teacher consecutively. The students gave opinion to teacher by using finger sign language, body gesture, lip movements, speaking, and hearing.

Next, the teacher wrote all of the conversation on whiteboard using colorful markers and gave students information about various kinds of congratulations. When the teacher was writing the conversation on whiteboard, one of the students realized that there was an error writing. Then, the teacher corrected the writing. The teacher provided writing on the white board such as how to write and how to read in each word or sentence that has been provided. The writing will be filled by students when students came to front of the class. After the teacher finished writing the conversation on white board, five words or sentences have been highlighted by the student to be translated that the students want to know the meaning

of word; “*Selamat ulang tahun*” [Happy birthday] , “*Selamat wisuda*” [Happy graduation] , “*Selamat menikah*” [Happy wedding] , “*Selamat puasa*” [Happy fasting] , “*Selamat idul fitri*” [Happy eid Al-fitr mubarak]. Next, the teacher read the sentence and asked to students about the English from the first sentence. Students actively provide answers. Then, one of students answered the first question correctly. The teacher asked student to come to the front of the class to write correct English vocabulary on the whiteboard. The teacher welcomed students to write down the results obtained while teacher was guiding the student.

After the student wrote on the whiteboard, the teacher said the sentence again and asked students to imitate the teacher’ word. Then, the word for number two to five taught with the same way by the teacher. Students took turned answering the sentences provided on the whiteboard. When students have difficulty to answer, the teacher gave a hint in the form of blank words to students on the white board. After all the answers filled, students asked to copy the writing into a notebook. Then, the teacher gave students a task to find the other congratulatory after doing translating all of the words on the whiteboard to be collected next week. The time spent by the teacher in whilst-activity is about 100 minutes.

Therefore, in the second observation, the teacher taught vocabulary with several activity steps. First, the teacher started the

activity to students with conversation. Second, the teacher responded to the students' conversation. Third, the teacher discussed about the previous week's lesson to students. Fourth, the teacher gave stimulated to students. Fifth, the students gave an opinion from the teacher' stimulation. Sixth, the teacher and students exchanged various congratulatory information. Seventh, the teacher wrote all of the conversation on whiteboard after the students and teacher was exchanging the information about various kinds of congratulations. Eighth, the teacher asked students to highlight the word which will later be translated from Indonesian language to English. Ninth, the teacher read the word and asked to students about English from the first sentence. Tenth, the teacher asked and guided students about how to write and how to read correctly. Eleventh, the students came to the front of the class to write the correct English vocabulary on the whiteboard. Twelfth, the teacher repeated the sentence and asked to all of students to imitate the teacher. Thirteenth, the teacher gave students a task to find the other congratulatory.

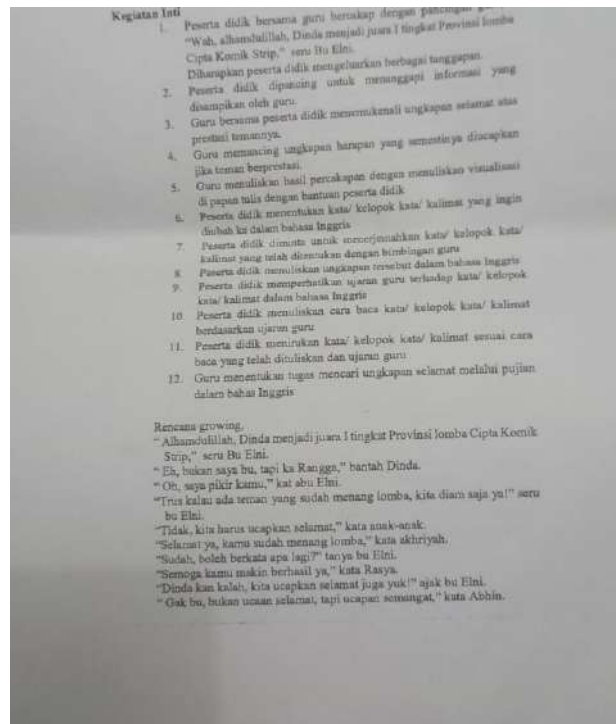
Based on data from observation, teaching activities in whilst-activity to deaf students done in accordance with EFL classroom activities to deaf students. The learning process is done in 100 minutes. During the learning process, the teacher used translation and information transfer to provide vocabulary to students. The teacher and students done information transfer by giving statement and opinion. The teacher gave

stimulation to students in the form of sentence which later the sentence will be developed in the conversation class. The students were also transferred vocabulary from the mother tongue (Indonesian) into the target language (English) after the students was giving stimulation. In the class, the teacher and students done conversation using Indonesian language. The teacher wrote all of the conversation on the white board were using Indonesian language and taught how to write and how to read the vocabulary to students in English. Finger sign language, lip movement, and body gesture also were used to make the students easier in the process of learning vocabulary. The students were also imitating sentences from what the teacher said. Besides, the teacher gave a task to students to be collected next week although the characteristics and conditions of students are different, students were very responsive and communicative in the classroom. As previously explained, students were actively provided feedback or opinions and refuted the teacher when teacher was doing an error occurs. Teaching activities with translation and information transfer helped the needs of students in learning vocabulary. The students learned what they want to know because the selection of vocabulary presented by the teacher according to what students want.

## **2. Data from Documentation: Lesson Plan**

The researcher took the documentation from the lesson plan that the teacher used to teach the material about congratulation. The researcher

asked the teacher for a lesson plan after making observations. The lesson plan was checked and analyzed by the writer to find out English teaching vocabulary activities in whilst-activity at SLB Santi Rama.



**Figure 4.2**

**English lesson plan**

#### a. Lesson Plan 1

In whilst-activity, it mentions that students start class by way of students and teachers conversing with the teacher's provocation in the form of statements:” Alhamdulillah, Dinda won 1<sup>st</sup> place in the comic strip creation competition”. From the statement, the teacher hoped the students would give the opinions. Then, the students were provoked to respond to the information conveyed by the teacher. After that, a teacher with students found expression

congratulations on students' friend achievement. Then, the teacher provoked students to express the expectations that the students should say if friends have achievement. Next, teacher wrote the result from the conversation by writing visualizations on the whiteboard with the help of students. After that, the students determined the word or sentence they wanted to translate into English. Then, students were asked to read the words before translating and wrote the words or sentences that were determined using English with the teacher's guidance. Next, students paid attention to what the teacher said to words or sentences that have been spoken in English. After that, the student wrote down how to read words or sentences based on the teacher's words. Then, the students imitated words or sentences according to how to read what the teacher had written and spoken. Next, the teacher determined the task of finding expressions of congratulations through praise in English.

Therefore, in the first lesson plan, the activities of teaching vocabularies are giving stimulation, giving feedback on the information that has been submitted, finding congratulations, writing the result from the conversation, determining the word or sentence to be translated into English, translating the word or the sentence, write the expression in English, paying attention to the teacher's words or sentences in English, writing how to read words

or sentences based on what the teacher said, imitating words or sentences according to how to read what has been written and what the teacher said, and giving a task to find the expression of congratulations in English.

b. Lesson Plan 2

In whilst-activity, it mentions that students with the teacher discussed the homework that has been assigned. Then, the students wrote the result from homework on the whiteboard. After that, the teacher asked for the result of each friend to the students. Next, the teacher provoked students to reflect on the expression with another expression with the same meaning. Then, students wrote the result from the reflection in the notebook.

Therefore, in the second lesson plan, the activities of teaching vocabularies are discussing about homework, writing the homework on white board, asking a friends' homework, giving stimulation to make reflection with the other expression that has the same meaning, and writing the reflection on the book.

According to the lesson plans, the activities of teaching vocabularies in whilst-activity are giving stimulation, giving feedback on the information that has been submitted, finding congratulations, writing the result from the conversation, determining the word or sentence to be translated into English, translating the word or the sentence, writing the expression in English, paying attention to the teacher's words or

sentences in English, writing how to read words or sentences based on what the teacher said, imitating words or sentences according to how to read what has been written and what the teacher said, giving a task to find the expression of congratulations in English, discussing about homework, writing the homework on white board, asking a friends' homework, giving stimulation to make reflection with the other expression that has the same meaning, and writing the reflection on the book.

However, the result between second lesson plan and observation were not synchrony. The second lesson plan explained that most of the activities at the beginning whilst-activity discussed the task that the teacher gave last week. The students discussed with each other about the homework that has been done. Besides, in the second observation, the teacher did the same activities as the first meeting last week and the first lesson plan.

### **3. Data from Interview**

Interview was conducted to avoid misunderstand what had been found and to obtain more in-depth information after observation and documentation. The participant of the interview was an English teacher in 9<sup>th</sup> grade of junior high school at SLB Santi Rama. The interview was taken on Tuesday, 4<sup>th</sup> October 2022 in the school. Seven questions asked were made according to the teaching activities process. All questions are based on indicators.



The interview started with classroom activities. The first question tried to find out how the teacher usually communicates with deaf students when explaining the material. The teacher said that it usually started with a conversation that began with a conversation that led to the material by giving one word or one sentence to the student. The sentence or word became a benchmark by the teacher to be developed into a sentence or information following the conditions. Then, the teacher guided the students to exchange information, repeat sentences, and translate the sentence or information that the teacher had given.

*Excerpt 1*

*Kita biasanya selalu mengawali dengan percakapan karena metode sekolah yang kita pakai itu metode Maternal Reflektif. Metode yang ibarat percakapan ibu dan anak, jadi bisa diproses dari percakapan ibu dan anak. Jadi, kalimat yang digunakan atau dipelajari adalah kalimat yang akan digunakan siswa dalam kegiatan sehari-hari siswa. Nanti, diambil satu ucapan atau pernyataan, ucapan itu yang menjadi tolak ukur dan akan dikembangkan ke dalam beberapa kondisi. Ucapan diawal itu diberikan oleh guru kepada murid untuk memulai kegiatan lebih lanjut untuk bercakap-cakap atau diskusi. Selain itu kalimat itu akan memunculkan pertanyaan-pertanyaan lain nya. Misalnya satu ucapan seperti saat ini materi selamat, kemudian mengawalinya dengan "Selamat pagi...". Nanti, guru bawa informasi yang harus nanti murid harus gali informasinya tersebut dengan bahasa mereka sehingga antara murid dan guru saling bertukar informasi dengan cara berkomunikasi memakai komunikasi total. Kemudian, guru tinggal mengarahkan saja kaya minta anak-anak mengulangi ucapan atau kalimat guru atau emm... mengulangi ucapan yang udh mereka katakan. Kemudian membantu mereka untuk mentranslatekan kalimat ke bahasa Inggris dengan cara bertanya ada yang tau Bahasa Inggris nya ini ga? terus setelah dibantu, mereka saya suruh maju ke depan. Sehingga, anak-anak bisa menuliskan kalimat dengan cara yang benar di papan tulis.*

[We usually start with a conversation because our school uses the Maternal Reflective method. The method is like a mother-daughter

conversation so it can be processed from a mother-daughter conversation. So, the sentences used or studied are sentences that students will use in their daily activities. Then, one utterance or statement is taken as a benchmark and will be developed into several conditions. The sentence or statement at the beginning of starting whilst-activity was given by the teacher to students to start further activities for conversation or discussion. Besides, that sentence will bring up other questions. For example, a greeting like today's material about congratulations, then the conversation begins with "Good morning ...". Later, the teacher brings the information that students have to dig up the information in their language so that students and teacher exchange information by communicating using total communication. Then, the teacher only directs the students by asking students to repeat the teacher's words or sentences, or repeating what the students have said. Then, I help students to translate the sentence into English by asking, what is the English of this sentence? Then after being helped, I told them to come forward. So students can write the correct answer on the whiteboard.]

The second question asked about the learning strategy that teacher usually uses to make teaching learning vocabulary easy. The teacher mentioned that conversation, discussion, dramatization, and question and answer are the strategies that the teacher usually uses.

#### *Excerpt 2*

*Strategi yang sekolah pakai biasanya percakapan, diskusi, dramatisasi, dan Tanya jawab. Dan untuk materi congratulations lebih condong ke percakapan, diskusi, dan Tanya jawab. Kalo dramatisasi dipakai dalam materi penggambaran yang nyata kaya teks pemberitahuan.*

[The strategies that the school always uses are conversation, discussion, dramatization, and question and answer. Then, for congratulations material is more inclined to conversation, discussion, and question and answer. In case dramatization is used in the material like notice]

The third question asked about vocabulary teaching activities that made deaf students communicative in the classroom. The teacher answered that conversation in the class made deaf students become communicative.

### *Excerpt 3*

*Seperti yang saya jelaskan sebelumnya kaya kelas percakapan. Jadi biasanya materi-materi yang akan diajarkan dikupas dulu memakai Bahasa Indonesia biar murid tau kapan harus mengatakan itu, bagaimana harus mengucapkannya. Kemudian, menuliskan percakapan nya di papan tulis. Karena mereka masih ada sisa-sisa pendengaran, jadi murid dapat melihat ujaran bibir guru dan harus merespon nya dengan cara berbicara, gerakan tubuh, dan menggunakan Bahasa isyarat. Kami juga gunakan cara pengajaran dibaca dan ditulis. Misalnya pada ucapan Good, ditulisnya good tapi dibacanya gak "go...d" tapi "gu...d". Karena kan Bahasa Inggris yang dibaca dan ditulis itu berbeda yah. Jadi kalopun sulit, kata yang ditranslatekan itu yang dipilih sama anak-anak.*

[As I explained before, like a classroom conversation. The materials that are usually used will be taught first using Indonesian so that students know when to say it and how to pronounce it. Then, write down the conversation on the whiteboard. Because deaf students still have some hearing left, students can see the teacher's lips and must respond to the teacher by speaking, body movement, and sign language. We also use a read and written teaching method. For example, in saying Good, students write good, but students don't read "go...d" but "gu...d". Because the English that was read and written is different, right? So even though it's difficult, the words that are translated are the ones highlighted by the students].

The fourth question asked about the difference in teaching vocabulary between deaf and regular students. The teacher said that regular students are not taught slowly and do not repeat. Meanwhile, deaf students are taught how to read and write the sentence or word clearly, slowly, and repeatedly using the whiteboard. Besides, deaf students use colorful markers as deaf student' visual tools.

### *Excerpt 4*

*Ya itu beda nya anak diajarkan cara membaca dan menulis. Jadi, setelah mendapatkan kata atau kalimat itu kan mereka dibantu buat menerjemahkan. Kalau anak reguler kan tidak diajarkan karena mereka bisa mendengarkan dengan jelas langsung otomatis. Kalau anak tuna rungu meskipun sudah memakai alat bantu dengar tidak serta merta*

*langsung mendengar, tetapi tetap mereka memerlukan ujaran bibir guru yang jelas, pelan-pelan, terus dituliskan. Kalau tidak dituliskan, itu tidak akan nempel dan itu pun harus diulang-ulang. Bahkan yang harusnya satu materi itu ada empat atau lima pertemuan, bisa lebih dari itu. Kan salah satu karakter tuna rungu short-term memory nya yah. Jadi, pendek banget pemahaman nya. Jadi, untuk tuna rungu perlu pembiasaan terus menerus sampai paham dan menggunakan berbagai spidol berwarna sebagai visual mereka biar lebih paham saat menuliskan hasil diskusi di papan tulis. Lalu guru selalu melakukan pengulangan kalimat atau kata ke murid biar mereka memahami kalimat atau kata tersebut dengan jelas.*

[The difference is that deaf students are taught how to read and write so that after getting the word or sentence, the teacher helps students to translate. Regular students are not taught because they can listen clearly and automatically. Meanwhile, for deaf students, even though they have used hearing aids, they do not immediately hear, but they still need the teacher's lips to speak clearly, slowly and must be written down. If the material is not written down, it will not be absorbed, and the teacher must repeat it. Even what should be one material has four or five meetings, with deaf students, it can be more than that until they understand. One of the deaf students' characteristics is students' short-term memory. Therefore, students' understanding is concise and needs continuous habituation to understand and uses various colored markers as their visual so that they understand better when writing the results of the discussion on the whiteboard. Then, the teacher always repeats the words or sentences to students to make the students understand the sentence or word clearly.]

The fifth question asked about the difficulty of the teacher in teaching vocabulary to deaf students. The teacher explained that the background study of the teacher was not from English education. Besides, the teacher must be fair to all students.

#### *Excerpt 5*

*Karena saya itu latar belakangnya bukan dari pendidikan Bahasa Inggris, saya tuh kadang bingung ini tuh dibacanya apaan yah dan itu terkendala banget buat saya pribadi. Makanya, saya suka pake google translate ngedengerin cara bacanya dan cara menulis terus baca-baca kamus juga sebelum masuk kelas. Selain itu, kan tingkat pemahaman murid dikelas berbeda, jadi saya harus adil gak cuman kesatu murid ini saja yang paham. Saya memberikan kesempatan kesemua murid dengan*

*cara meminta murid untuk jawab pertanyaan atau ngasih opini saat diskusi. Jadi saya selalu memotivasi murid ngasih tau kalau pembelajaran Bahasa Inggris ini penting loh... seru juga.*

[Because I do not have an English education background, I sometimes get confused about how to read the words, which is a problem for me. That is why I like to use Google Translate to listen to how to read and write, then read dictionaries before entering the classroom. Besides that, the level of understanding of students in the class is different, so I have to be fair, not only one student who understands. I give a chance to all of the students by asking students to answer or giving opinions while doing discussions. So, I always motivate students by explaining that learning English is essential and fun too.]

Next, the question is about the teacher's aide. The sixth question asked about the media teachers use to facilitate deaf students in teaching vocabulary. The teacher mentioned that pictures, category sheets in a calendar, and real kinds of stuff are the media that the teacher always uses.

#### *Excerpt 6*

*Kalau medianya sih kalau untuk materi sekarang saya gak pakai media ya karena hanya kelas percakapan. Biasanya nulis hasil percakapan dilembar kategori biasanya di kalender gitu. Saya tulis ulang buat anak-anak inget-inget gitu. Tapi, biasanya media nya media gambar aja sih tergantung sama materi pembelajaran nya. Kaya bawa barang-barang yang konkrit biar mempermudah murid juga buat bawanya. Terus kaya label-label, pake media gambar atau engga benda nyata.*

[Currently, I do not use media for my material because it is more like a conversation class. Usually, I write the results of the conversation on the category sheet on the calendar. I rewrite the words or sentences that have been studied for students to remember that. However, the media is usually just a picture that depends on the learning material. It is like bringing concrete items to make it easier for students to carry them. Then, like labels, use pictures or real objects.]

Next, the question is about classroom management. The seventh question asked about teacher preparation before the teaching process to support students' needs in learning vocabulary. The teacher answered that always makes RPP, assignment sheets, growing conversation, annual and semester programs.

*Excerpt 7*

*Biasanya saya bikin RPP tuh, terus sama bikin growing conversation. Nanti, tuh bentuknya kaya kira-kira kalimat ungkapan nya saya apa, terus berharap nya ungkapan yang keluar dari muridnya seperti apa. Nanti, kita bikin Bahasa Indonesia nya sama Bahasa Inggris nya apa biar saya gak kelihatan bodoh banget gitu. Selain itu, bikin program tahunan dan program semester. Terus paling dari sekolah ngasih data level pendengaran murid ke guru dari hasil tes pendengaran mereka sebelumnya. Tapi, gak saya jadiin patokan soalnya tingkat pendengaran gak berpengaruh ke IQ. Selain itu lembar tugas murid juga, kadang dari saya nyediain soal atau saya yang minta anak-anak nyari kalimat gitu setelah pembahasan selesai.*

[I usually make lesson plans and make growing conversations. The growing conversation looks like what I will talk about, and I am hoping what kind of expression will come out of the student. Then, we make Indonesian and English from that expression, so I do not look so stupid. In addition, make annual programs and semester programs. The school provided data on students' hearing levels to teacher from the results of students' previous hearing tests. However, I do not use it as a benchmark because the level of hearing does not affect Intelligence Quotient. Besides, there are also student assignment sheets, sometimes I provide questions, or I ask the children to look up sentences after the discussion is over]

According to the interview results, the teacher used the Maternal Reflective method. Maternal Reflective method is a method used by the teacher in the classroom in the form of conversations. The activities done by the teacher to teach vocabulary are conversation, discussion, question and answer, and dramatization. Towards dramatization, the teacher uses

the material presented like in the notice. In the conversation, the teacher gave the student one word or one sentence. The sentence or word became a benchmark by the teacher to be developed into a sentence or information following the conditions. Then, the teacher guided the students and translated the sentence or information given. Using those activities, deaf students become communicative in the classroom. Deaf students are taught how to read and write clearly, slowly, and repeatedly using the whiteboard. Besides, regular students are not taught slowly and do not repeat. The teacher also used pictures, category sheets in the calendar, and real stuff as the media that the teacher always uses to facilitate EFL in the classroom. The teacher also makes RPP, growing conversation, annual program, and semester program before the teaching process to support students' needs in learning vocabulary. In teaching English to deaf students, the teacher faces difficulties such as background study of a teacher who was not from English education and students' limitations, so the teacher has to be fair.

## **B. Data Analysis**

The research on teaching vocabulary to deaf students about teaching activities in whilst-activity has been done in a face-to-face meeting. The result of data analysis was done by the researcher based on observation, documentation, and interview. The researcher found some kinds of English as a foreign language (EFL) classroom activities used by the teacher to deaf

students. The results are seen from the suitability of the observation, documentation, and interview data.

The result stated that classroom activities in teaching English vocabulary, the teacher did several activities to deaf students as follows:

1. Giving Stimulation

In the whilst-activity, the teacher begins the class by giving stimulation to the students in the form of conversation by giving the word or the sentence or statement, which will later the teacher will develop the sentence in the conversation class so that between teacher and students are motivating in resulting various opinions or information. Based on the observation, the result stated that EFL classroom activities that the teacher gave to students are in the form of a statement by giving sentences such as “Alhamdulillah, Dinda won 1st place in the comic strip creation competition” and “Congratulation on your test results”. Based on the documentation, the result stated that students start class by way of students and teachers conversing with the teacher's provocation in the form of statements:” Alhamdulillah, Dinda won 1st place in the comic strip creation competition”. Based on the interview, the teacher said that classroom activities start with the conversation. Then, one utterance that will be taken as a benchmark and will be developed into several conditions. The sentence or statement at the beginning of starting whilst-activity was given by the teacher to students to start further activities for conversation or discussion. From



the statements, the sentence will bring up other questions. Based on theory, Kubat & Dedebali (2018:114) stated that students are positively affected when teachers use classroom management by giving stimulation to take their attention at the start of the lesson by asking questions.

## 2. Repetition

The teacher asks students to repeat the statement or sentence that the teacher has said after giving a stimulation. Based on the observation, after the teacher was giving the stimulation, the teacher chose students to repeat the statement that the teacher had been given. Based on the documentation, from the statement, the teacher hoped the students would give the opinions. Then, the students were provoked to respond to the information conveyed by the teacher through repetition. Based on the interview, the teacher only directs the students by asking students to repeat the teacher's words or sentences, or repeating what the students have said. Based on theory, Dostal (2017:329) stated that repeating questions and comments verbatim are helpful for students to allow them in following quick conversation and ensures that students have full access to the original message because it will tend to be confusing if students only read lips or hear what the teacher is saying.

## 3. Exchanging Information

The teacher gives students the other information to students, so that teacher and students exchange information in the form of opinions. In

exchanging information, the teacher and students communicate using total communication such as finger sign language, body gestures, lip movements, speaking, seeing, and hearing. The teacher and students do conversation, discussion, and question and answer.

Based on the observation, the teacher gives many kinds of statements or other information to make the students give different opinions so that the students and teacher get various congratulatory information. The students do conversation, discussion, and answer when the teacher asks the students. All of the students give their opinions to the teacher consecutively. The students give an opinion to the teacher by using finger sign language, body gestures, lip movements, speaking, and hearing. Based on the documentation, the teacher provoked students to express the expectations that the students should say if friends have achievement. Based on the interview, the teacher brings the information that students have to dig up the information in their language so that students and teacher exchange information by communicating using total communication. For congratulations material is more inclined to conversation, discussion, and question and answer. Deaf students still have some hearing left, students can see the teacher's lips and must respond to the teacher by speaking, body movements, and using sign language. Xia Wu-yang (2017:224) stated that information transfer in the classroom is teacher

can ask deaf students to process what they read, classify and convert the information, and then put it into tables or charts for better presentation.

#### 4. Write Discussion

The teacher writes all of the conversations that have been discussed on the whiteboard using Indonesian language. In this activity, the teacher writes the sentences using colorful markers on the whiteboard. Based on the observation, after the students and teacher exchanged information about giving congratulation to friends, the teacher wrote all of the conversations on the whiteboard using Indonesian language and colorful markers. Based on the documentation, the teacher wrote the result from the conversation by writing visualizations on the whiteboard with the help of students. Based on the interview, the teacher uses various colored markers as their visual so that they understand better when writing the results of the discussion on the whiteboard. Papen & Gillen (2022:18) stated the visual mode supported that engaging with the English language through writing, such as writing the meaning of words on the whiteboard. Besides, Moreno (2008:43) said the vocabulary was presented using Colombian sign language (CSL), and the teacher wrote the words on the whiteboard

#### 5. Highlight Word

The teacher asks students to highlight the word, which will later be translated from Indonesian language to English. Based on the observation, the teacher asked students to highlight the word that the

students wanted to know the meaning of the word which would later be translated into English vocabulary. Therefore, the students get some vocabulary about congratulatory. Based on the documentation, the students determine the word or sentence they want to translate into English after the teacher writes the sentences on the whiteboard. Based on the interview, the teacher said that students highlight the word that the students want to know how to read and write. Dunlosky (2013:20) said that highlighting is a common method used by textbook authors, teachers, and students in the education to highlight important concepts in a text. It has been shown to help students to find and remember information more quickly.

#### 6. Read the Word

The teacher reads the word for deaf students after highlighting the words that the students have chosen on the whiteboard. Then, the teacher asks students to re-read together and asks to students about the English from the first sentence. Based on the observation, the teacher reads the words from the first sentence using Indonesian and asks to students about English. The words that the students read like in the first observation, such as "Selamat ya!", "Apakah itu betul?", "Kamu hebat sekali", "Tetap semangat!", "Bagaimana hasil lomba?", "Kalah", "Jangan menyerah", "Sabar ya!", "Jangan bersedih!". Based on the documentation, students were asked to read the words before translating. Based on the interview, the teacher said that always

repeating the words or sentences to make the students understand the sentence or word clearly. Bickham (2015:3) said that teachers of the deaf should be aware of any strategies they can use to successfully support their students' development of reading comprehension skills because reading comprehension is an ongoing concern for students who are deaf or hard of hearing.

#### 7. Translation

The teacher asks students to translate the word from Indonesian to English. Based on the observation, the students translate the word by coming to the front of the class to write correct English vocabulary on the whiteboard by writing how to read and write. Based on the documentation, after reading, the teacher asks students to translate the words using English with the teacher's guidance. Based on the interview, the teacher said that the teacher helped students translate the sentence after exchanging information. Based on theory, Moreno (2008:44) explained the activities that using translation is the students transferred vocabulary from the mother tongue into the target language using CSL made EFL in speaking, writing, and reading activity involve vocabulary and grammar.

#### 8. Guiding Students

The teacher asks and guides students on how to write and read correctly. For example, the writing of [Keep Spirit] will be read "Kip Spirit". Based on the observation, the teacher taught students how to

write and read the sentence appropriately using verbal and finger sign language to the teacher. Based on the documentation, the teacher asked students to read the words before translating and wrote the words or sentences that were determined using English with the teacher's guidance and pay attention to what the teacher said in words or sentences that the teacher had spoken in English. Based on the interview, the teacher said deaf students are taught how to read and write, so after getting the word or sentence, the teacher helped students translate. Xu (2018:113) stated that special education students have distinct characteristics like reading and writing that will help them learn English so that teaching reading and writing is included in the traditional class used by teachers in teaching English.

#### 9. Write the Result

The teacher asks students to come to the front of the class to write the correct English vocabulary on the whiteboard. Based on the observation, the student came to the front of the class to write the correct English vocabulary on the whiteboard after the teacher guided students the correct words. Based on the documentation, the student wrote down how to read words or sentences based on what the teacher said. Based on the interview, the teacher said the students could write the correct answer on the whiteboard after the teacher asked the students to come forward and guided the students to translate the word into English. Papen & Gillen (2022:18) stated the visual mode supported that

engaging with the English language through writing, such as writing the meaning of words on the whiteboard.

#### 10. Repetition or Imitation

The teacher asked students to repeat the sentence and to imitate what the teacher said so that students did the correct pronunciation. The teacher repeats the sentence in 2 times or even more until the student's pronunciation is correct. Based on the observation, after the student wrote on the whiteboard, the teacher repeated the sentence and asked all students to imitate the teacher's words. Based on documentation, the students asked to imitate word or sentence according to how to read what has been written and spoken by the teacher. Based on the interview, the teacher said the teacher always repeats the words or sentences to students to make the students understand the sentence or word clearly. Based on theory, Duncan & Lederberg (2018:7) stated that imitation and reformulation were included in the category of repetition. When a child's statement was completely or partially repeated, it was considered imitation. Even if the repetition involved a change in intonation, such as when the teacher added a questioning intonation to the statement, it included in imitation.

#### 11. Giving Task or Homework

The teacher gives students a task or homework, and later the teacher and students will discuss the task or homework in the class, or the task is only collected. Based on the observation, the teacher gives the

students a task after the students complete the translation on the whiteboard to be collected the next week. Based on the documentation, the teacher determined the task of finding expressions of congratulations through praise in English. Based on the interview, the teacher said that there are also student assignment sheets, sometimes the teacher provides questions or teacher asks the children to look up sentences after the discussion is over. Songsirisak (2019:1) stated that typically, homework is used as a learning tool for educational activities.

According to the result of the classroom activities above, the teacher faced some difficulties in teaching English vocabulary related to the teacher's background, that teacher was not from English education, and students' obstacles or limitations because of different level of understanding of students in the class, but the teacher can solve it. Based on the interview, the teacher sometimes gets confused about how to read the words, so the teacher has some ways to overcome the challenges by using google translate and a dictionary to learn how to read and write before entering the classroom. Then, to overcome students' obstacles, the teacher treats students fairly in every activity by asking students to answer or giving opinions.

The explanation above is also one of the teaching differences between deaf students and regular students. Deaf students have a limitation in understanding because deaf students cannot hear fully, while regular students have full hearing. Besides, deaf students also have lack of focus, so



that deaf students have short-term memory. Based on the observation, documentation, and interview, the teacher always does repetition to students and writes down the sentences on the whiteboard. The teacher does repetition to make the students understand the sentence or word clearly. Different from regular students who are not taught that way because regular students can hear directly and clearly. Musyoka (2015:93) said hard-of-hearing students could not interpret information as sounds totally because of the lack of vocabulary from the sounds that are unable to process. Therefore, deaf students must be taught clearly, slowly, repeatedly, and must be written down on whiteboard.

In the classroom activities, the teacher used teacher' aid to help teaching process. The teacher used whiteboard and various colorful markers as a place to write down the results of conversations and discussions. Based on the observation and interview, the teacher wrote all of the conversation and the students also wrote the result of the correct answer on whiteboard using colorful marker. Based on the theory, Shabiralyani (2015) said that teaching aid is one of the aspects which root participation of students in the lesson when students look at visual model or aid that measured as a kind of contribution. The teacher was also manage the classroom to create the conditions in the classroom become a good classroom environment. The teacher created RPP, growing conversation, an assignment, annual program, and semester program to make the students easy to understand while learning process and support learning needs in giving English vocabulary.

Based on the observation and documentation, the teacher gave a task to find the other congratulatory after doing translating all of the words on the whiteboard to be collected next week. All of the task were given by teacher according to student needs. Based on the interview, the teacher giving a task, RPP, growing conversation, annual program, and semester program. Based on the theory, Sieberer Nagler (2015) stated that classroom management is to give students more chances to learn everything a teacher does to organize students, space, time, and materials so that students can learn. All that an educator does has suggestions for classroom management, including making the setting, embellishing the room, organizing the seats, speaking to children and handling their reactions, setting up schedules, creating rules, and giving information to the students.

In the result of the study, the activities done by the teacher to teach vocabulary to deaf students are by giving stimulation in the beginning of class, repeating the statement, exchanging information in the form of conversation, discussion, and question and answer, writing discussion from all the conversation on the whiteboard by using colorful markers, highlighting the word that will be translated to English, reading the words, translating the word from Indonesian language to English language, guiding students to write and read the word or sentence, writing the correct English vocabulary on the whiteboard, repeating and imitating the sentence or word in 2 times or even more until the student's pronunciation is correct, and giving a task or homework. In the classroom activities, the teacher used

teacher' aid in the form of whiteboard and various colorful markers. Besides, the teacher giving a task RPP, growing conversation, annual program, and semester program to manage classroom, for support students need.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research described the activities in teaching vocabulary to deaf students in whilst-activity. Based on the result of observation, documentation, and interview, it is found that there are eleventh activities which are applied by the teacher in teaching vocabulary to deaf students as follows;

Giving stimulation is the first step to start the class through conversation. The teacher gives stimulation to the students by giving the word, sentence, or statement, which will later the sentence will be developed in the conversation class so that teacher and students are motivating in resulting various opinions or information. Next, repetition from the sentence that has been developed in stimulation. The teacher will ask students to repeat the statement that the teacher has been said. After that, exchanging information between teacher and students. The teacher will make conversation in the form of giving students the other information, discussion, and question and answer so that students can give different opinions. In exchanging information, the teacher and students communicate using total communication such as finger sign language, body gestures, lip movements, speaking, seeing, and hearing. Next, write discussion after discussing a lot of information. Teacher writes all of the conversation that

have been discussed on whiteboard using Indonesian language, using colorful markers, and students are seeing teacher's writing. After that, highlighting the word from the sentence or word that the teacher has written. The teacher asks students to highlight the word which will later be translated from Indonesian language to English. Next, read the word from the words that has been highlighted. Teacher reads the word and asks to students about the English from the first sentence.

Translating is the next activities in teaching vocabulary to deaf students. Teacher asks students to translate the word from Indonesian language to English language. After that, teacher guides students on how to write and read correctly. Then, writing the result on the whiteboard. Teacher asks students to come to the front of the class to write the correct English vocabulary on the whiteboard. Next, teacher does repetition and imitation from the sentence that has been corrected. The teacher asks students to repeat the sentence in 2 times or even more and asked the students to imitate the teacher what the teacher said so that students do the correct pronunciation. After that, the teacher gives students a task or homework that will later be collected or discussed in the class.

## **B. Suggestion**

Based on the result of the research, the writer would like to give some suggestions for other researchers, teachers, and lecturers who read this research. For future researchers, it would be better to investigate this

research in more detail. It can still be related to teaching vocabulary to deaf students, like more described the strategy that uses the Reflective Maternal method in different activities or can change the skill into reading, speaking, and writing. For teachers and lecturers, this research is hoped to give information about the activities in teaching vocabulary to deaf students in whilst-activity. Hopefully, this research can be guided in teaching special students at school, especially for teaching deaf students.

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# **LIST OF APPENDICES**

## Appendix 1

### INDICATOR INSTRUMENT OF OBSERVATION

Indicators	Sub-Indicators	Yes	No	Note
Classroom Activities	Guru memberikan kegiatan pembelajaran sesuai dengan EFL classroom activities untuk anak tuna rungu.			
	Strategi pembelajaran yang diberikan oleh guru mempermudah murid dalam proses pengajaran vocabulary			
	Guru memberikan pengajaran vocabulary sesuai dengan kondisi dan karakteristik murid tuna rungu dikelas.			
	Murid memberikan respon positif atas pengajaran vocabulary			

	yang diberikan oleh guru			
	Suasana pembelajaran didalam kelas komunikatif.			
Teacher' Aid	Guru menggunakan media pembelajaran yang sesuai kepada murid saat proses pembelajaran vocabulary.			
Classroom Management	Kegiatan pengajaran yang diberikan oleh guru menunjang kebutuhan pembelajaran vocabulary dikelas untuk anak tuna rungu			

## Appendix 2

### OBSERVATION NOTES

(First and second meeting)

#### I. Data Responden

Hari/Tanggal : Selasa, 27 September 2022 & 04 Oktober 2022

Waktu : 07.30 – 09.30

Topik Pelajaran : Congratulation (*Ucapan Selamat*)

Kelas : 9A

Nama Guru : Ibu Elni

Tempat Wawancara : SLB Santi Rama

#### II. Indikator

Indicators	Sub-Indicators	Yes	No	Note
Classroom Activities	Guru memberikan kegiatan pembelajaran sesuai dengan EFL classroom activities untuk anak tuna rungu.	√		Pada materi congratulation, guru memberikan pembelajaran dengan cara translation dan information transfer

	Strategi pembelajaran yang diberikan oleh guru mempermudah murid dalam proses pengajaran vocabulary	√		Guru mengajarkan vocab sesuai dengan keinginan murid (murid menentukan sendiri kosa kata yang ingin di translate) dan termasuk dalam kosa kata sehari-hari dengan menggunakan finger sign language, lip movement, speaking, seeing, hearing, dan body gesture
	Guru memberikan pengajaran vocabulary sesuai dengan kondisi dan karakteristik	√		Guru memberikan kesempatan kepada semua murid untuk



	murid tuna rungu dikelas.			menjawab dan menuliskan jawaban dipapan tulis
	Murid memberikan respon positif atas pengajaran vocabulary yang diberikan oleh guru	√		Terlihat murid saling ingin menjawab pertanyaan dan mengoreksi guru saat guru melakukan kesalahan .
	Suasana pembelajaran didalam kelas komunikatif.	√		Pembelajaran sangat komunikatif karna didalam kelas melakukan percakapan, Tanya jawab, dan berdiskusi. Saat guru menanyakan sesuatu kepada murid, murid

				secara bergantian menjawab.
Teacher' Aid	Guru menggunakan media pembelajaran yang sesuai kepada murid saat proses pembelajaran vocabulary.	√		Menggunakan media pembelajaran papan tulis dan spidol berbagai warna. Hal tersebut karena pada materi ini hanya berbentuk percakapan. Sehingga papan tulis menjadi tempat untuk menuliskan hasil percakapan dan diskusi.
Classroom Management	Kegiatan pengajaran yang diberikan oleh guru menunjang kebutuhan pembelajaran	√		Guru memberikan pembelajaran kosa kata Bahasa Inggris sesuai

	vocabulary      dikelas untuk anak tuna rungu			dengan keinginan murid.
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## Appendix 3

### RENCANA PELAKSANAAN PEMBELAJARAN

**Rencana Pelaksanaan Pembelajaran**

Nama Sekolah : SLB Tunarungu Santi Rama  
 Satuan Pendidikan : SMP LB  
 Jenis Kekhususan : Tunarungu  
 Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : IX / 1  
 Pertemuan ke : 6-10  
 Alokasi Waktu : 5 x pertemuan @ 2 jam pelajaran ( 2 x 40 menit )

**A. Kompetensi Inti (KI)**  
 KI 3  
 Memahami pengetahuan faktual dan konseptual dengan cara mengamati, menanya dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain.  
 KI 4  
 Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

**B. Kompetensi Dasar dan Indikator**

KOMPETENSI DASAR	INDIKATOR
3.2 Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya	3.4.1 Peserta didik dapat menentukan ungkapan selamat atas prestasi temannya. 3.4.2 Peserta didik dapat menemukan berbagai ungkapan lainnya dalam memberi selamat seseorang 3.4.3 Peserta didik dapat menentukan harapan dari ungkapan selamat tersebut sesuai konteks 3.4.4 Peserta didik dapat mengidentifikasi pengirim surat selamat 3.4.5 Peserta didik dapat mengidentifikasi penerima surat 3.4.6 Peserta didik dapat mengidentifikasi isi surat
4.3 Mengungkapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya	4.3.1 Siswa dapat menggunakan ungkapan selamat dalam bentuk pujian atas prestasi temannya 4.3.2 Siswa dapat menuliskan surat ucapan selamat kepada temannya 4.3.3 Siswa dapat mengirimkan pesan/ surat ucapan kepada temannya

**C. Tujuan Pembelajaran**  
 Melalui percakapan dan surat ucapan, peserta didik dapat mengungkapkan ungkapan selamat dan harapan dalam surat

**D. Materi Pembelajaran**  
 Struktur teks dan unsur kebahasaan dalam ungkapan selamat serta harapan yang sesuai, meliputi:

- Ucapan selamat secara umum dan harapannya
- Ucapan selamat melalui pujian
- Ucapan selamat untuk kelulusan dan harapannya
- Ucapan selamat untuk pernikahan dan harapannya
- Kartu ucapan selamat

**E. Nilai Karakter**  
 Kemandirian

**F. Kegiatan Pembelajaran**  
**PERTEMUAN 1**

NO.	KEGIATAN	WAKTU
1.	<b>Kegiatan Awal</b>	
1.	Pengkondisian kelas agar dapat melaksanakan percakapan antara anak dan guru <ul style="list-style-type: none"> <li>- Menciptakan suasana akrab, rileks</li> <li>- Membangun sikap keterarah wajah</li> <li>- Membangun sikap keterarah suara</li> <li>- Memeriksa alat bantu dengar siswa</li> </ul>	
2.	Guru melakukan apersepsi dalam bentuk percakapan sederhana	
3.	Guru menyampaikan tujuan pembelajaran	
4.	Guru menyampaikan kompetensi yang harus dicapai peserta didik	
5.	Guru menyampaikan lingkup penilaian yang akan dilakukan	
	<b>Kegiatan Inti</b>	
1.	Peserta didik bersama guru bercakap dengan pancingan guru, : "Wah, alhamdulillah, Dinda menjadi juara I tingkat Provinsi lomba Cipta Komik Strip," seru Bu Elni. Diharapkan peserta didik mengeluarkan berbagai tanggapan.	
2.	Peserta didik dipancing untuk menanggapi informasi yang disampaikan oleh guru.	
3.	Guru bersama peserta didik menemukan ungkapan selamat atas prestasi temannya.	
4.	Guru memancing ungkapan harapan yang semestinya diucapkan jika teman berprestasi.	
5.	Guru menuliskan hasil percakapan dengan menuliskan visualisasi di papan tulis dengan bantuan peserta didik	
6.	Peserta didik menentukan kata/ kelompok kata/ kalimat yang ingin diubah ke dalam bahasa Inggris	
7.	Peserta didik diminta untuk menerjemahkan kata/ kelompok kata/ kalimat yang telah ditentukan dengan bimbingan guru	
8.	Peserta didik menuliskan ungkapan tersebut dalam bahasa Inggris	
9.	Peserta didik memperhatikan ujaran guru terhadap kata/ kelompok kata/ kalimat dalam bahasa Inggris	
10.	Peserta didik menuliskan cara baca kata/ kelompok kata/ kalimat berdasarkan ujaran guru	
11.	Peserta didik menirukan kata/ kelompok kata/ kalimat sesuai cara baca yang telah dituliskan dan ujaran guru	
12.	Guru menentukan tugas mencari ungkapan selamat melalui pujian dalam bahas Inggris	
	Rencana growing, " Alhamdulillah, Dinda menjadi juara I tingkat Provinsi lomba Cipta Komik Strip," seru Bu Elni. " Eh, bukan saya bu, tapi ka Rangga," bantah Dinda. " Oh, saya pikir kamu," kat abu Elni. "Trus kalau ada teman yang sudah menang lomba, kita diam saja ya!" seru bu Elni. "Tidak, kita harus ucapkan selamat," kata anak-anak. "Selamat ya, kamu sudah menang lomba," kata akhriyah. "Sudah, boleh berkata apa lagi?" tanya bu Elni. "Semoga kamu makin berhasil ya," kata Rasya. "Dinda kan kalah, kita ucapkan selamat juga yuk!" ajak bu Elni. "Gak bu, bukan ucapan selamat, tapi ucapan semangat," kata Abhin.	

"Jangan menyerah, kamu pasti bisa mencobanya lagi," kata Abhin.  
 "Tetap semangat!" kata anak-anak.  
 Semoga, perlombaan berikutnya kamu bisa memenangkan perlombaan,"  
 kata teman-temannya.

Terjemahkan!  
 Wah, Dinda hebat (You're great!, you're super, you're fantastic)  
 Semoga kamu makin berhasil (I Hope you will be success)  
 Selamat ya (congratulation, congrata)  
 Tetap semangat (Keep fighting)  
 Jangan menyerah (Don't give up)  
 Semoga kamu menang di perlombaan berikutnya ( I hope you will be the  
 winner in next competition)

### 3. Kegiatan Penutup

- Membaca kembali secara bersama ungkapan yang sudah ditulis dan dipelajari
- Melakukan kegiatan refleksi melalui kegiatan quiz dan menghapus kosakata yang ada di papan tulis.
- Melakukan umpan balik dengan memberi kesempatan untuk membaca lalu menghadap ke teman untuk melafalkan ungkapan tersebut
- Memberikan PR mencari ucapan selamat atas prestasi teman, atas kelahiran putra/putri, selamat atas kelulusan, selamat sudah mendapat kerja, selamat semoga mimpi indah, selamat berlibur, semoga harimu menyenangkan, selamat ulang tahun, selamat berakhir pekan.

## PERTEMUAN II

NO.	KEGIATAN	WAKTU
1.	<b>Kegiatan Awal</b>	
1.	Pengkondisian kelas agar dapat melaksanakan percakapan antara anak dan guru <ul style="list-style-type: none"> <li>- Menciptakan suasana akrab, rileks</li> <li>- Membangun sikap keterarah wajah</li> <li>- Membangun sikap keterarah suara</li> <li>- Memeriksa alat bantu dengar siswa</li> </ul>	
2.	Guru melakukan apersepsi dalam bentuk percakapan sederhana	
3.	Guru menyampaikan tujuan pembelajaran	
4.	Guru menyampaikan kompetensi yang harus dicapai peserta didik	
5.	Guru menyampaikan lingkup penilaian yang akan dilakukan	
6.		
	<b>Kegiatan Inti</b>	
1.	Peserta didik bersama guru membahas PR yang telah ditugaskan.	
2.	Peserta didik menuliskan PR tersebut di papan tulis.	
3.	Guru menanyakan hasil pengerjaan teman kepada pesertanya didik.	
4.	Guru memancing peserta didik untuk merefleksikan ungkapan tersebut dengan ungkapan lain yang memiliki makna yang sama.	
5.	Peserta didik menuliskan hasil refleksi di buku tulis.	

3.

### Kegiatan Penutup

- Membaca hasil Percakapan / visualisasi, atau hasil percakapan dan menulis di buku catatan.
- Memberi kekuatan, dengan merefeksi kata, kelompok kata, kalimat, ungkapan dalam bahasa Inggris, sesuai dengan tema / hasil percakapan hari itu, kemarin.
- Memberikan tugas / Pekerjaan Rumah. Ungkapan doa/ harapan

Contoh :  
ucapan selamat atas prestasi teman, atas kelahiran putra/putri, selamat atas kelulusan, selamat sudah mendapat kerja, selamat semoga mimpi indah, selamat berlibur, semoga harimu menyenangkan, selamat ulang tahun, selamat berakhir pekan.

<i>Ungkapan</i>		<b>Selamat ya telah dapat beasiswa</b>
Ditulis	:	Congratulaion on getting scholarship
Dibaca	:	[kongretulesyen on getting skolarsip]
<i>Ungkapan</i>		<b>Selamat tahun Baru</b>
Ditulis	:	Happy new year
Dibaca	:	[hepi niu yer]
<i>Ungkapan</i>		<b>Selamat ulang tahun</b>
Ditulis	:	happy birthday
Dibaca	:	[hepi bertdei]
<i>Ungkapan</i>		<b>Selamat ulang tahun</b>
Ditulis	:	Happy anniversary
Dibaca	:	[hepi eniverseri]
<i>Ungkapan</i>		<b>Selamat tidur</b>
Ditulis	:	Have a nice sleep
Dibaca	:	[hev e nais slip]



#### Appendix 4

##### STUDENTS HEARING DATA

No.	Name	Hearing Level
1.	Amelia Sahel	Kanan: 90 Kiri: 96 (Profound Losses)
2.	Fakhriyah	Kanan: 98 Kiri: 100 (Profound Losses)
3.	Abi	Kanan: 85 Kiri: 76 (Profound Losses)
4.	Rasya	Kanan: 103 Kiri: 182 (Profound Losses)
5.	Dinda	Implant



## Appendix 5

### INDICATOR INSTRUMENT OF INTERVIEW

Indicators	No	Questions	Explanations
Classroom Activities	1.	Bagaimana cara anda biasanya berkomunikasi saat menjelaskan materi kepada murid tuna rungu?	
	2.	Strategi pembelajaran apa saja yang biasanya anda gunakan untuk mempermudah proses pengajaran vocabulary?	
	3.	Kegiatan pengajaran vocabulary seperti apa yang membuat murid komunikatif didalam kelas?	
	4.	Apa saja yang membuat kegiatan pengajaran vocabulary anak tuna	

		rungu berbeda dengan anak regular?	
	5.	Apa saja kesulitan yang anda rasakan dalam mengajarkan vocabulary kepada murid tuna rungu?	
Teacher' aid	6.	Media apa saja yang anda gunakan untuk memfasilitasi murid dalam proses mengajarkan vocabulary?	
Classroom Management	7.	Apa saja yang anda lakukan sebelum proses pengajaran berlangsung untuk menunjang kebutuhan murid dalam belajar vocabulary?	

## Appendix 6

### INTERVIEW TRANSCRIPTION

<b>Writer</b>	Terima kasih sebelumnya karena Ibu sudah mau mengizinkan saya dalam melakukan observasi dan wawancara ini. Untuk interview, saya akan menanyakan beberapa pertanyaan kepada Ibu. Langsung saja ke pertanyaan yang pertama, bagaimana cara ibu biasanya berkomunikasi saat menjelaskan materi kepada murid tuna rungu?
<b>Teacher</b>	Kalau untuk menjelaskan materi, kita biasanya selalu mengawali dengan percakapan karena metode sekolah yang kita pakai itu metode Maternal Reflektif. Metode yang ibarat percakapan ibu dan anak, jadi bisa diproses dari percakapan ibu dan anak. Jadi, kalimat yang digunakan atau dipelajari adalah kalimat yang akan digunakan siswa dalam kegiatan sehari-hari siswa. Nanti, diambil satu ucapan atau pernyataan, ucapan itu yang menjadi tolak ukur dan akan dikembangkan ke dalam beberapa kondisi. Ucapan diawal itu diberikan oleh guru kepada murid untuk memulai kegiatan lebih lanjut untuk bercakap-cakap atau diskusi. Selain itu kalimat itu akan memunculkan pertanyaan-pertanyaan lain nya. Misalnya satu ucapan seperti saat ini materi selamat, kemudian mengawalinya dengan "Selamat pagi...". Nanti, guru bawa informasi yang harus nanti murid harus gali informasinya tersebut

	<p>dengan bahasa mereka sehingga antara murid dan guru saling bertukar informasi dengan cara berkomunikasi memakai komunikasi total. Kemudian, guru tinggal mengarahkan saja kaya minta anak-anak mengulangi ucapan atau kalimat guru atau emm... mengulangi ucapan yang udh mereka katakan. Kemudian membantu mereka untuk mentranslatekan kalimat ke bahasa Inggris dengan cara bertanya ada yang tau Bahasa Inggris nya ini ga? terus setelah dibantu, mereka saya suruh maju ke depan. Sehingga, anak-anak bisa menuliskan kalimat dengan cara yang benar di papan tulis.</p>
<b>Writer</b>	<p>Ehm... lalu untuk strategi pembelajaran nya bu apa saja yang biasanya Ibu gunakan untuk mempermudah proses pengajaran vocab?</p>
<b>Teacher</b>	<p>Strategi yang sekolah pakai biasanya percakapan, diskusi, dramatisasi, dan Tanya jawab. Dan untuk materi congratulations lebih condong ke percakapan, diskusi, dan Tanya jawab. Kalo dramatisasi dipakai dalam materi penggambaran yang nyata kaya teks pemberitahuan</p>
<b>Writer</b>	<p>Kalau pengajaran vocabulary yang membuat murid komunikatif didalam kelas seperti apa bu?</p>
<b>Teacher</b>	<p>Seperti yang saya jelaskan sebelumnya kaya kelas percakapan. Jadi biasanya materi-materi yang akan diajarkan dikupas dulu memakai Bahasa Indonesia biar murid tau kapan harus</p>

	<p>mengatakan itu, bagaimana harus mengucapkan nya. Kemudian, menuliskan percakapan nya di papan tulis. Karena mereka masih ada sisa-sisa pendengaran, jadi murid dapat melihat ujaran bibir guru dan harus merespon nya dengan cara berbicara, gerakan tubuh, dan menggunakan Bahasa isyarat. Kami juga gunakan cara pengajaran dibaca dan ditulis. Misalnya pada ucapan Good, ditulisnya good tapi dibacanya gak “go...d” tapi “gu...d”. Karena kan Bahasa Inggris yang dibaca dan ditulis itu berbeda yah. Jadi kalopun sulit, kata yang ditranslatekan itu yang dipilih sama anak-anak</p>
<b>Writer</b>	<p>Oh iya bener saya lihat dipapan tulis Ibu menuliskan how to read dan how to write. Kemudian, apa saja yang membuat kegiatan pengajaran vocab anak tuna rungu berbeda dengan anak regular bu?.</p>
<b>Teacher</b>	<p>Ya itu beda nya anak diajarkan cara membaca dan menulis. Jadi, setelah mendapatkan kata atau kalimat itu kan mereka dibantu buat menerjemahkan. Kalau anak regular kan tidak diajarkan karena mereka bisa mendengarkan dengan jelas langsung otomatis. Kalau anak tuna rungu meskipun sudah memakai alat bantu dengar tidak serta merta langsung mendengar, tetapi tetap mereka memerlukan ujaran bibir guru yang jelas, pelan-pelan, terus dituliskan. Kalau tidak dituliskan, itu tidak akan nempel dan itu pun harus diulang-ulang. Bahkan yang harusnya satu materi itu</p>

	<p>ada empat atau lima pertemuan, bisa lebih dari itu. Kan salah satu karakter tuna rungu short-term memory nya yah. Jadi, pendek banget pemahaman nya. Jadi, untuk tuna rungu perlu pembiasaan terus menerus sampai paham dan menggunakan berbagai spidol berwarna sebagai visual mereka biar lebih paham saat menuliskan hasil diskusi di papan tulis. Lalu guru selalu melakukan pengulangan kalimat atau kata ke murid biar mereka memahami kalimat atau kata tersebut dengan jelas.</p>
<b>Writer</b>	<p>Ehm... kalau mengenai kesulitan bu, apa saja kesulitan yang Ibu rasakan dalam mengajarkan vocabulary kepada murid tuna rungu?.</p>
<b>Teacher</b>	<p>Karena saya itu latar belakangnya bukan dari pendidikan Bahasa Inggris, saya tuh kadang bingung ini tuh dibacanya apaan yah dan itu terkendala banget buat saya pribadi. Makanya, saya suka pake google translate ngedengerin cara bacanya dan cara menulis terus baca-baca kamus juga sebelum masuk kelas. Selain itu, kan tingkat pemahaman murid dikelas berbeda, jadi saya harus adil gak cuman kesatu murid ini saja yang paham. Saya memberikan kesempatan kesemua murid dengan cara meminta murid untuk jawab pertanyaan atau ngasih opini saat diskusi. Jadi saya selalu memotivasi murid ngasih tau kalau pembelajaran Bahasa Inggris ini penting loh... seru juga</p>

<b>Writer</b>	Lalu untuk medianya apa saja yang Ibu gunakan untuk memfasilitasi murid dalam proses mengajarkan vocabulary?
<b>Teacher</b>	Kalau medianya sih kalau untuk materi sekarang saya gak pakai media ya karena hanya kelas percakapan. Biasanya nulis hasil percakapan dilembar kategori biasanya di kalender gitu. Saya tulis ulang buat anak-anak inget-inget gitu. Tapi, biasanya media nya media gambar aja sih tergantung sama materi pembelajaran nya. Kaya bawa barang-barang yang konkrit biar mempermudah murid juga buat bawanya. Terus kaya label-label, pake media gambar atau engga benda nyata.
<b>Writer</b>	Kemudian bu pertanyaan terakhir, apa saja yang Ibu lakukan sebelum proses pengajaran berlangsung untuk menunjang kebutuhan murid dalam belajar vocabulary?
<b>Teacher</b>	Biasanya saya bikin RPP tuh, terus sama bikin growing conversation. Nanti, tuh bentuknya kaya kira-kira kalimat ungkapan nya saya apa, terus berharap nya ungkapan yang keluar dari muridnya seperti apa. Nanti, kita bikin Bahasa Indonesia nya sama Bahasa Inggris nya apa biar saya gak kelihatan bodoh banget gitu. Selain itu, bikin program tahunan dan program semester. Terus paling dari sekolah ngasih data level pendengaran murid ke guru dari hasil tes pendengaran mereka sebelumnya. Tapi, gak saya jadiin patokan soalnya tingkat pendengaran gak berpengaruh ke IQ. Selain itu lembar tugas murid juga, kadang dari saya

	nyediain soal atau saya yang minta anak-anak nyari kalimat gitu setelah pembahasan selesai
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YAYASAN PAKUAN SILIWANGI  
UNIVERSITAS PAKUAN  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Pakuan Ketia Per. 452, E-mel: [akp@unpak.ac.id](mailto:akp@unpak.ac.id), Telp: 0251-8311438 Bogor

SURAT KEPUTUSAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
Nomor : 2450/SK/DFKIP/2022

TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Mengangkat Saudara  
Istiqoliah Nurul Hidayat,  
M.Pd. : Pembimbing Utama  
Mursidah Rahmah, M.Pd. : Pembimbing Pendamping

Nama : SITI AMALIA HERDIANA  
NPM : 031118036  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul Skripsi : TEACHING VOCABULARY TO DEAF STUDENTS

Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.  
Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan pembetulan seperlunya.

Ditetapkan di Bogor  
Pada tanggal 27 Oktober 2022

  
Dekan  
Dr. Eki Sulhadi, M.Si.  
NIR. 1.0894 021 205

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

Nomor : 5110/WADEK /FKIP/III/2022  
Perihal : Izin Penelitian

02 Agustus 2022

Yth. Kepala Yayasan Santi Rama  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : SITI AMALIA HERDIANA  
NPM : 031118036  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Semester : Akhir Delapan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 08 Agustus s.d. 20 Agustus 2022 mengenai: TEACHING VOCABULARY TO DEAF STUDENTS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik dan kemahasiswaan

  
Sandi Budiana, M.Pd.  
NIK. 11006025469



## Sekolah Luar Biasa Tunarungu

### *Santi Rama*

- ☆ Program Assessment & Intervensi Dini
- ☆ Taman Kanak-kanak Luar Biasa
- ☆ Sekolah Dasar Luar Biasa
- ☆ Sekolah Menengah Pertama Luar Biasa
- ☆ Sekolah Menengah Atas Luar Biasa

Jl. R. S. Fatmawati, Cipete, Jakarta 12410, Tlp. 7694741, 75818101 Fax. 7663709  
Website : [www.santirama.sch.id](http://www.santirama.sch.id), E-mail : [info@santirama.sch.id](mailto:info@santirama.sch.id), [slb\\_santirama@yahoo.com](mailto:slb_santirama@yahoo.com)

### SURAT KETERANGAN

Nomor : 208/SLB/YSR/X/2022

Yang bertanda tangan di bawah ini :

Nama : Ekoyono Wahyu Sudiarto, S.Pd  
NIP : 196409241993031005  
Jabatan : Kepala SLB Tunarungu Santi Rama  
Alamat : Jl. R. S. Fatmawati, Cipete Selatan, Cilandak, Jakarta Selatan.

Dengan ini menerangkan bahwa :

Nama : Siti Amalia Herdiana  
NIM : 031118036  
Universitas : Universitas Pakuan  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jenjang Pendidikan : S1  
Judul Penelitian : Teaching Vocabulary to deaf students

Adalah benar yang bersangkutan telah melaksanakan penelitian di SLB Tunarungu Santi Rama pada bulan September 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jakarta, 4 Oktober 2022

Kepala SLB Tunarungu Santi Rama



Ekoyono Wahyu Sudiarto, S.Pd  
NIP.196409241993031005

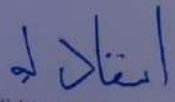
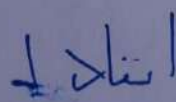
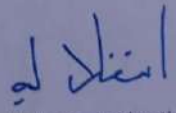
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**UNIVERSITAS PAKUAN**

---

Nama : Siti Amalia Herdiana  
NPM : 031118036  
Judul Skripsi : Teaching Vocabulary to Deaf Students

**CATATAN PERBAIKAN**

- Sesuaikan teori dengan indikator (Data Analysis)

Ketua/Sekretaris Prodi,   Istiqlaliah Nurul Hidayati, M.Pd.	Telah dikonsultasikan kepada penguji pada tanggal : 07 Desember 2022   Istiqlaliah Nurul Hidayati, M.Pd.	Bogor, 07 Desember 2022 Penguji,   Istiqlaliah Nurul Hidayati, M.Pd.
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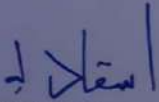

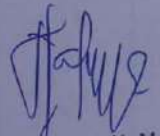


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**UNIVERSITAS PAKUAN**

Nama : Siti Amalia Herdiana  
NPM : 031118036  
Judul Skripsi : Teaching Vocabulary to Deaf Students

**CATATAN PERBAIKAN**

- Sesuaikan teori dengan indicator
- Perbaiki abstrak terdapat pengulangan
- Perbaiki grammar di Bab 3
- Menambahkan benefit di Bab 1 background paragraph 2

Ketua/Sekretaris Prodi,   Istiqlaliah Nurul Hidayati, M.Pd.	Telah dikonsultasikan kepada penguji pada tanggal : 12-12-2022   Lungguh Halira V., M.Pd.	Bogor, 12-12-2022 Penguji,   Lungguh Halira V., M.Pd.
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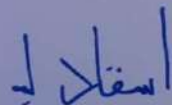
**FORMAT PERBAIKAN SKRIPSI**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS PAKUAN**

Nama : Siti Amalia Herdiana  
NPM : 031118036  
Judul Skripsi : Teaching Vocabulary to Deaf Students

**CATATAN PERBAIKAN**

- Sesuaikan teori dengan indikator (*Data Analysis*)
- Perbaiki abstrak terdapat pengulangan

Ketua/Sekretaris Prodi,



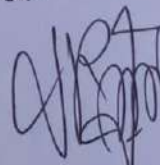
Istiqialiah Nurul Hidayati, M.Pd.

Telah dikonsultasikan  
kepada penguji pada  
tanggal : 03 Desember 2022



Abdul Rosyid, M.Pd.

Bogor, 03 Desember 2022  
Penguji,



Abdul Rosyid, M.Pd.