STRATEGIES USED BY AN ENGLISH TEACHER IN TEACHING ENGLISH VOCABULARY FOR DEAF STUDENTS IN SLBN SINGKAWANG

(A QualitativeDescriptive Study at SLBNSingkawang in Academic Year 2021/2022)

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY
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PONTIANAK
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I hereby declare that this final project entitled "STRATEGIES USED BY AN ENGLISH TEACHER IN TEACHING ENGLISH VOCABULARY FOR DEAFSTUDENTS IN SLBN SINGKAWANG" is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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Pontianak, 12 Agustus 2022

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ABSTRACT

Normalita, Devi Tanti. 2022. "Strategies Used by An English Teacher in Teaching English Vocabulary for Deaf Students in SLBN Singkawang" (A Qualitative Descriptive Study at SLBN Singkawang in the Academic Year 2021/2022).

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This research aimed to describe the strategies used by the teachers in teaching English vocabularyto deaf students at SLBN Singkawang in Academic Year 2021/2022. The informant of this research was a teacher from SLBN Singkawang who teaches English to deaf students for more than 10 years. This research was qualitative descriptive research.The researcher interviewed the teacher and used a semi-structured interview about the strategies that had been used to teach English vocabularyto deaf students. The documents analysis technique was also used to collect the data. The researcher used theory by Miles and Huberman (2014)to analyze the data. The triangulation technique was used to validate the data. The research finding showed that the strategies used by the teacher to teach English vocabulary to deaf students in SLBN Singkawang were giving the students individualized attention, using visual media, sign language, fingerspelling, and drilling.

Keywords: Strategies, Vocabulary, Deaf Students.

TABLE OF CONTENT

APPROVAL SHEET i
DECLARATION OF AUTHENCITY vi
ACKNOWLEDGEMENT v
ABSTRACT vii
TABLE OF CONTENT vii
LIST OF FIGURES ix
LIST OF APPENDICES x
CHAPTER 1 INTRODUCTION 1
A. Research Background 1
B. Research Question 6
C. Research Purpose 6
D. Research Significances 6
E. Research Terminology 7
CHAPTER IILITERATURE REVIEW 9
A. Deaf Students 9
1. Definition of Deaf Students 9
2. Classification of Deaf Students 10
3. Characteristics of Deaf Students 13
4. Deaf Students' Language Learning 17
B. Vocabulary 20
1. Definition of Vocabulary 20
2. The Significances of Vocabulary Knowledge for Deaf 21
C. Teaching Strategies 22
1. Definition of Teaching Strategies .....
2. Teaching Strategies to Teach Vocabulary for Deaf Students 22
CHAPTER III RESEARCH METHODOLOGY 29
A. Research Method 29
B. Setting and Participants 30
C. Technique and Tools of Data Collection 31
D. Techniques of Data Analyze 33
E. Techniques of Data Validation 36
CHAPTER IV RESEARCH FINDING AND DISCUSSIONS 38
A. Research Findings 38
B. Research Discussions 51
CHAPTER V CONCLUSIONS AND SUGGESTIONS 56
A. Conclusions 56
B. Suggestions 56

BIBLIOGRAPHY 58
APPENDICES 61

LIST OF FIGURES

FIGURE 1.THE KIND OF VISUAL MEDIA…….....43
FIGURE 2.THE SCREENSHOT OF EVG APPLICATION……....45
FIGURE 3.THE BOOK USED IN SLBN SINGKAWANG…….....46
FIGURE 4.THE SIGN OF HAPPY IN SIBI AND ASL……...47

APPENDICES

APPENDIX 1: INTERVIEW TRANSCRIPTION…….61
APPENDIX 2: SYLLABUS……...69
APPENDIX 3: LESSON PLAN…….93
APPENDIX 4: PICTURE OF INTERVIEW…….99

CHAPTER I

INTRODUCTION

This chapter divided into five parts: research background, research questions, research purposes, research significances, and research terminology.

A. Research Background

Special Education is an education that fulfills the needs of special students with adaptation to their needs. Community Alliance for Special Education & Disability Rights California (2011) states special education refers to an Education for students with special needs with an environment that could facilitate the students with special needs. In Indonesia, the government established special schools for students with special needs, stating in Law No. 72 of 1991 that every child with a disability has the right to go for an education. Based on Article 16 of Law No. 72 of 1991, the curriculum of special schools is similar to regular schools in Indonesia with adaptation which follows the needs of the students with special needs. Therefore, as one of the subjects, it includes English.

Considering the importance of English for them, English has been taught in special schools. Teaching English to disabilities especially deaf, in special schools is a difficult task. Even though the curriculum is the same with regular students, the process of learning English to the deaf is quite different because deaf students tend to have more difficulties while learning the

language. Some English lecturers in Brawijaya University conducted research about challenges and strategies teaching English to deaf students in Indonesian Special Junior High Schools in Surabaya and the finding shows that the challenges that English teachers faced are difficult to get students' attention, interpreting words from students' lip movements, providing definitions and examples, differentiating similar words in different contexts, and delivering information related to students' prior knowledge (Susilo, Unsiah, & Fadhilah, 2017). Those challenges could be difficult for the teacher to reach the learning goals. By handling the challenge, teachers might have teaching strategies in teaching English to deaf students.

The structure, system, methods, tactics, procedures, and processes that a teacher uses during teaching are referred to as teaching strategies (Marschark & Hauser, 2008). The teaching strategy is one of the aspects that affect teaching and learning activities. Teachers' teaching strategies will help students learn more effectively, especially if it is remembered that deaf students with more difficulties should receive more individual attention from teachers. In order to attain the learning objectives, it is required to develop a strategy to ensure that the goal is reached optimally. Without an appropriate strategy, it is impossible to achieve goals.

How important teaching strategies for deaf students in learning a language especially English has been described in the book written by (Marschark & Hauser, 2008) The success of deaf students in learning

languages is determined by how teachers implement teaching strategies in the classroom. The involvement of teaching strategies in the English learning process can provide certain advantages for their classroom learning. Teachers might have to master sign language, lip reading or fingerspelling. Visual tools and media could be the best choice. Teachers should be aware that deaf students are children who have hearing loss, so teachers should determine the appropriate strategies for deaf students to help them learn English. Special strategies are needed in teaching English to deaf students related to their limitations in learning English. Deaf students tend to have more difficulties in mastering English vocabulary rather than other disabilities.

A previous research has been done by Ristiani (2018) from Islamic University Malang has shown that the teaching strategies used by English teachers in one special school in Malang are teachers should be creative and effective while teaching English to deaf students, including encouraging students to prepare dictionaries, utilizing alphabetic signs, and waving or patting their shoulders to get their attention. In this previous research, the research focus was in English language learning context which means still broad not specific in one students' skill different with this research which focus on strategies in teaching English vocabulary to deaf students.

In line with that previous research, Dewi, Yawisah, & Siregar (2019) stated that the suggested EFL classroom activities for deaf students were contextual, used some pictures to help the students understand, focused on

giving new English vocabularies, and appropriate for children with hearing impairment limitation, characteristics, abilities, and needs. In this previous researcher also has a wide focus which not specify in one skill. But from this research we know that the researcher suggested the teacher to focus on giving new English vocabularies for deaf students.

Different from the other previous research, the research from Yuliandari (2017) has a specific focus on vocabulary teaching with title Teachers' Strategies to Teach English Vocabulary for Hearing-Impaired Students at SLB N 1 Bantul and the results shows that dictionary, games, photos, matching exercises, body movements, words and sentence completion, crossword puzzles, flashcards, and realia were among the strategies used.

Different with two previous research, this research will focus on one specific skill which is vocabulary. The focus is similar with Yuliandari's but the difference is in the data collecting, the participant and the data validation. In Yuliandari's research, the data collected only by interview to the teacher with 5 years experiences then the data validated use sources triangulation which mean the researcher was interviewed more than one participant (Yuliandari, 2017). In this research, the researcher collected the data use interview, and document analysis to support and confirmed the interview's data.

Based on the findings of the previous research, it is shown that deaf students are also able to master and understand English like students with normal hearing, even there are more difficulties for deaf students. The appropriate strategies used by the English teacher in teaching English vocabulary to deaf students could help the deaf students in mastery the English vocabulary. The fact was still a few research about the teacher strategies in teaching English vocabulary to deaf students in Singkawang, the researcher is interested to conduct descriptive qualitative research to an English teacher in SLB Negeri Singkawang about what are the teachers' strategies in teaching English Vocabulary to the deaf students at SLBN Singkawang in Academic Year 2021/2022?

This research will focus on teaching English vocabulary due to fact that deaf students have a more rough time acquiring new words than their hearing peers do. Moreover, vocabulary is one of the few things deaf and hard of hearing students can learn in a foreign language, it is especially important for them. That statement also strengthened by the information that the researcher gains from the informant that deaf students in this school learn English by focusing on vocabulary.

Descriptive qualitative is the appropriate method for this research because the aim of this research is to describe the strategies used by the English teacher in teaching English Vocabulary to deaf students there. With

descriptive qualitative method the researcher will gain a deeper information and better understanding about the teacher's strategy. The English teacher with long year experience in teaching English to deaf students in SLB Negeri Singkawangwas interviewed to get an understanding and descriptions of the teachers' strategies in teaching English to deaf students.

The researcher chose this school as a site for this research due to the fact that this school is the only special school administered by the government in Singkawang for special students especially, deaf students. Kindergarten, Elementary School, Junior High School, and Senior High School are among the levels covered by this school. As the biggest special school in the city, this school provides complete facilitation and professional teachers with long year experiences. Based on those reasons, the researcher believed that this school could give the best information and data for this research. The researcher hopes that the finding of this research will help the English teacher to enrich their understanding about teaching vocabulary strategy for deaf students so the teacher could possibly make the English teaching and learning process more effective especially for the students with hearing impairment.

B. Research Question

What are the teacher's strategies in teaching English vocabulary to deaf students at SLBN Singkawang in Academic Year 2021/2022?

C. Research Purposes

In accordance with the research question, the purpose of this research is:

1. To describe the strategies used by teachers in teaching English vocabulary to the deaf studentsat SLBN Singkawang in Academic Year 2021/2022.

D. Research Significances

Thesignificances of this research is divided into three significances:

1. For students

   For deaf students in SLBNSingkawang, this research results are expected to help the students learn English easily and effectively.

2. For the teachers

   This research will helpEnglish teachers to enrich their understanding about teaching vocabulary strategy for deaf students so that the teacher could possibly make the English teaching and learning process more effective especially for the students with hearing impairment.

3. For further researchers

   From this research, the further researcher could take some points of this research to be their references for their further research. This research is also expected to be continued by other researchers in another focus that has not been covered in this research such as media which are used as a tool to cope with the challenges that teachers are faced duringclassroom practice.

E. Research Terminology

This terminology is provided by the researcher to avoid any misunderstanding and ambiguity.

1. Teaching Strategy

   The structure, system, methods, tactics, procedures, and processes that a teacher uses during teaching are referred to as teaching strategies (Marschark & Hauser, 2008). In thisresearch refers to sign language and method used by English teacher for teaching English vocabulary for deaf students. English teacher might apply those strategies to makedeaf student to master the vocabulary easier.

2. Vocabulary

   vocabulary is all the words known and used by a particular person and all the words that exist in a particular language or subject(Cambridge Dictionary, 2019). In this research, vocabulary refers to an English word that deaf students gain in English learning.

3. Deaf Students

   Deafness is a type of hearing loss that is so severe that deaf people are unable to process linguistic information adequately through hearing(Birinci & Sariçoban, 2021). In thisresearch, deaf students are those who study at SLBN Singkawang in senior high school level.