

TEACHER'S STRATEGY IN TEACHING VOCABULARY TO DEAF OR HARD-OF-HEARING STUDENTS

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Abstract. Deaf students are students who have little or no speech depending on the severity of the hearing loss, meanwhile hard of hearing students are students who may have speech impairments as a result of their inability to hear their own voices clearly. By applying the qualitative approach with the descriptive method, the study depicts the strategy used by the teacher in teaching vocabulary to seven students of the eleventh grade at SLB Dharma Wanita-Bogor, which was conducted from May 15 to December, 15th 2022. The data were collected through observation, documentation, and interview. The observations were done from August to September 2022, meanwhile, the interview was on 15th October 2022. The participants of the study were two targeted English teachers at SLB Dharma Wanita-Bogor who fulfilled the criteria that they have a background in teaching English, have been teaching English for more than 5 years, are qualified, and are experienced in teaching deaf students. From the observations, the documentation, and the interview, it is revealed that both teachers had carried out the steps written in their lesson plans completely, and the strategy used by both teachers are repetition, lip reading, gesture, body movement, through-the-air language comprehension, and the use of media. In lip reading and through the air communication, they pronounced each word carefully and slowly and asked each student to repeat what they said, used the media/pictures which are available in the class, and asked the students to look up the dictionary to find the words. If the students still find difficulties in saying the words, both of the teachers used sign language, through air conversation or body movement. They confess that the students so far can follow the lesson well, and their final grades are considered enough until good.

Keywords: teacher strategy; deaf and hard of hearing; vocabulary

I. INTRODUCTION

A number of languages in this world are studied by many people as a mother tongue, a second language, or a foreign language. Despite the few elements and rules in the language system, people can create and comprehend an infinite number of phrases by repeatedly mixing the same relatively few pieces in relatively few patterns. Each language variation identifies its speakers' social identities and the context in which it is employed. Through language, people can identify community groups, behavior, and personality of the people who speak it. The role of language as a means of supporting educational success can no longer be ignored. This can be seen from the allocation of language subjects, both Indonesian and foreign languages (English) at every level of primary education, general secondary education, and schools with special needs.

There are four fundamental English language acquisition abilities in the communicative approach: listening, speaking, reading, and writing. Reading and listening are called receptive skills since they entail receiving information; meanwhile speaking and writing include creating words, phrases, sentences, and paragraphs, they thus are known as productive skills. Based on the Decree of the Minister of Education and Culture Number 096/1967, and since 1968 English has been designated as a compulsory subject for students in middle and high schools. In general, the purpose of teaching this language at both levels is to provide a general linguistic foundation, to be applied in everyday life [1].

Graduate competency standards (SKL) of English subjects at the junior school level of special needs (SMPLB-A, B, C, D, E) underlined the competencies to be achieved by the students are understanding the meaning of interpersonal written discourse, and simple transactional formal and informal in the form of recount, narrative, procedure, descriptive, and report in the context of everyday life [2]. Due to the fact that listening is a key stimulus for language learning, students who have hearing impairments find it challenging to learn a new language. Because of this, teaching English to deaf or hard-of-hearing students is more difficult than teaching it to hearing students, especially because written and spoken English are different. It definitely makes teaching English more challenging for folks who rely more heavily on their visual than their auditory senses. The teacher must therefore use creativity to design engaging and simple learning activities. The research entitled 'The words order of sentential construction possessed by the deaf child and normal hearing child' indicated that from the sentences produced by the deaf child, there are sentences that have standard and non-standard wording in Indonesian [3].

Paul et.al underlined the term hearing impedance is utilized to cover all degrees and sorts of hearing misfortune, ranging from significant deafness to mellow misfortune [4]. On the other hand, Gargiulo stated that hearing disability is a bland term indicating a hearing inability that will range in seriousness from mellow to significant [5]. Deaf or hard-hearing-impaired students have a different learning mode

instead of the normal one. They utilize sign dialect as their language to communicate and connect with other individuals and have special instruction for their own characteristics, such as they learn English generally from writing and composing. Smith, Polloway, Patton, and Dowdy characterized understudies with disabilities as those who display one of a few specific conditions that result in their requirements for special education and related administrations [6]. Cawton depicted that the method of learning English for regular students and for hearing-impaired students is different. For hearing-impaired students, it could be a small bit troublesome to memorize English since they frequently appear with significant delays in phoneme generation, vocabulary, and language structure [7]. It is in line with what Adi et. al who mentioned that hearing-impaired understudies cannot completely handle the information within the shape of sounds, while regular understudies can prepare them; this may affect their perusing capacity since of the lack of lexicon from the sounds they cannot process [8]. Meanwhile, Burke in Suryanti [9] said that deaf students who have a hearing function (can still hear) are able to develop and use strategies that are the same as those (participating students) who hear. In line with Burke, previously Paul as cited by Suryanti [9] emphasized that teachers should teach reading components consisting of word identification, vocabulary, fluency, text/reading comprehension, retelling, and through-the-air language comprehension

Some strategies for teaching deaf and hard-of-hearing students are suggested by the following experts, such as 1) Spencer & Marschark [10] who emphasized that deaf children born to deaf parents will learn sign language taught by both parents faster than deaf children born to normal parents. They further stated that like hearing or normal children learning a spoken language, deaf children learn a natural sign language from fluently signing parents. 2) Peter et.al explained that drilling techniques are very useful for teaching the pronunciation of words to deaf students because drilling is expected to provide correct and accurate pronunciation. In line with the previous experts, 3) Herrel and Jordan [11] underlined that there are several English teaching strategies that can be used to teach deaf students, first: Total physical response in which the teacher introduces commands, and acts them out when the words are spoken. Initially, the students responded by following the instructions indicated by the teacher.) Second, the Realia strategy: The use of real objects in teaching motivates students because they can use them in the way they were designed to be used. Third, Vocabulary role play: Role-playing can help students build vocabulary by dramatizing words and phrases. It also allows the deaf to use the new vocabulary in activities that will help them relate it to their experiences, and last but not least, 4) Cawthon suggested teachers use visual scaffolding by utilizing pictures, photos, or other visual forms to help deaf students gain a better understanding of the language they use.

To make it easier for deaf and hard and hearing students to learn English, a teacher must teach a number of vocabulary ranging from nouns, verbs, adjectives, adverbs, and others. The activity of teaching foreign language

vocabulary will be easy if it is taught to general students who do not have hearing impairments. On the contrary, how is it taught to deaf students who have limitations in terms of hearing? It can be neglected that the lack can hamper their understanding and becomes an obstacle for them to communicate orally. Therefore, it is felt necessary to know, what strategies are used by the teachers in teaching vocabulary to enhance their students' ability to learn English easily as suggested by Hamidah et. al [12]. Moreover, the current study is crucial to process since it pictures the ability of teachers who do not have any special background for special needs but instead, they have their English background in teaching deaf and hard-of-hearing students.

II. RESEARCH METHODS

To answer the research question, the writers applied descriptive qualitative research since they pictured what the teachers did in the classroom while they were applying the strategy to teach the deaf/hard-of-hearing students' vocabulary. Brown [13] underlined that qualitative research is research that produces analytical procedures without the use of statistical analysis procedures or other quantification. Furthermore, he emphasized that qualitative research is a good way to look into the issues. The research was carried out from May 9th through 15th December 2022. The participants of the study were two targeted English teachers at SLB Dharma Wanita-Bogor. Yin [14] emphasized that targeted sampling is taking samples that are already present in a visible or known population standard. The samples should fulfill the criteria namely: they (1) have a background in teaching English, (2) have been teaching English for more than 5 years, (3) are qualified and experienced in teaching deaf students, and (4) are willing to provide information relevant to the writers' objectives. The research data was gained from three instruments, namely: documentation, observation field, and interview. The writers observed the class as it was permitted by the teachers, recorded the activities during the teaching as well as the learning process, and analysed the document followed by an in-depth interview. The data validation was done by triangulation and member checking.

III. RESULTS AND DISCUSSION

The writers did three times class observations as they were allowed by both of the teachers. The first observation was done on 11th August 2022 from 08.30 a.m until 09.15 a.m with the material discussed was 'thing in the classroom'. The total number of students in the class was more than five, so there were two teachers who handled the subject. By using the observation sheet, the writers were able to portray the activities that started from the beginning up to the last activities. During the process of teaching, the teachers did their own part such as Teacher 1 (T1) explained vocabulary using sign language, through-the-air language comprehension, and media, meanwhile, Teacher 2 (T2) listed down the words on the whiteboard both in Bahasa Indonesia and English including the meaning of each word, repetition,

sign language, media, and body movement. Not only using observation sheets, but the writers also crosschecked the lesson plan provided by the teachers through the activities from the beginning until the end steps and found out that all the steps written had been done by them perfectly during the process. For the first meeting, the words discussed were all the things in the classroom.

The second observation was done on Friday, 23rd September at 09.30 a.m. till 10.15 a.m. The material discussed was 'Things in the kitchen'. Besides using the observation sheet, the writers also crosschecked the activities carried out by both teachers, and all of the activities were done perfectly. The students were asked to find the words in English: such as stove, frying pan, knife, glass, bowl, glove, blender, spoon, and fork. They had to write down the words, look up dictionaries to find the words in English, then write them on the board in turn so every student had their own turn. Teacher 1 showed the media (list of colorful pictures) to the students, asked them to say each word in English, wrote down each function on the board, and drill the students to say the words. Three of the students could not understand the task, so he used his hands to form letters and explained them very slowly so that the three students finally could do their tasks. Teacher 2 wrote the ten words on the board, asked each student to look up dictionaries to find the English words, and wrote an example of one of the functions.

The third observation was done on Friday, 30th September 2022 from 08.45 a.m. to 10.00 a.m. with the material discussed as procedure text. Today's lesson was different from the previous two, in which the students had to demonstrate their ability in cooking fried rice as the procedure activities. Before they started the activities, the two teachers brought them to the kitchen and explained the kitchen utensil one by one, as well as all ingredients for making the fried rice. The seven students also got their turns to chop the ingredients and cooked them to become the delicious fried rice, and enjoyed by them.

Meanwhile, the result from the interview depicted that both of the teachers applied their own strategies, such as through-the-air language comprehension and drilling as suggested by Paul, sign language as underlined by Spencer & Marschark, TPR and realia as depicted by Herrel and Jordan, as well as using pictures as Cawthon put forward.

IV. CONCLUSION

The study was conducted to depict the strategies used by the teachers to teach the deaf and hard of hearing (DHH) students' vocabulary. Since the students have different abilities and competencies in studying or learning English, both teachers mostly use the same strategies in order to make them more interested and increase their knowledge as well. Teaching DHH students need more and extra time to explain the material, especially when they have doubled disabilities, such as those experienced by both teachers. They need extremely to be patient and paid more attention to them since they cannot be neglected. In teaching their students English vocabulary, both of the teachers mostly use sign language,

body movement, through-the-air language comprehension, drilling, lip reading, repetition, and the use of media as well.

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