

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of teaching strategy, (2) concept of vocabulary, (3) the concept of special school, (4) Concept characteristics of deaf students, (5) teaching vocabulary to deaf students, (6) teacher's strategies in teaching vocabulary to deaf students, and (7) previous related studies.

2.1 Concept of Teaching Strategy

Strategy is a plan designed to achieve something. According to Hornby (2000), strategy is a plan that aims to achieve a goal to be achieved. Then, David (1976) stated that strategy is a method, plan, or type of activity that is structured or designed to achieve certain educational goals. Therefore, in the teaching and learning process a teacher must have a strategy so that students can learn effectively and tertiary so that they can achieve the desired learning goals. Ayuningrum (2012) showed in her study that teaching is the process of transferring knowledge and material to students using several methods or strategies that are appropriate to the material. Therefore, it is very important for teachers to create strategies to transfer knowledge to students so that they know the material correctly and can achieve the desired knowledge.

The teaching strategy is the teacher's action in implementing the teaching plan. According to Brown (2000), teaching strategy is a condition or design made by the teacher with the aim that students achieve the desired learning.

Therefore, the importance of the organizing strategy designed by the teacher because the teacher plays a very important role in maintenance. Then, Larsen, (2000) stated that teacher must be able to build a strategy, because the teacher is a person who plays a role in implementing the strategy so that the desired learning process can run. Therefore, the importance of learning strategies made by teachers is because strategies that can make teacher behavior in teaching run smoothly and are structured so that they can provide the right stimulus to be responded to by students so that the teaching and learning process can run smoothly.

2.2 Concep of Vocabulary

Vocabulary is a component in a language. According to Renandya and Ricards (2002), vocabulary is a basic component of language proficiency. Then, Thornbury (2002) stated that impossible to learn a language without vocabulary. This means that vocabulary is important in language because language has meaning in its vocabulary. Furthermore, pikulski & shane (2004) stated that vocabulary is a very important aspect of language learning. Therefore, the learning a language means learning vocabulary because language and vocabulary are one component that cannot be separate d. Therefore, to master a foreign language, you must first study vocabulary because the large number of vocabulary obtained will make communication successful. Chaer (2011) states that learning vocabulary is very important because the more

vocabulary a person has, the easier it is for a person to communicate with other people.

A lot of vocabulary is obtained, it will make someone proficient in language. According to Ricards (2002), the large number of vocabularies will provide proficiency in language and communication because with a large vocabulary they will be able to speak, write, listen and read. Then, a research that conducted by Stahl & Nagy (2006) found that lack of vocabulary will make little that can be conveyed during speaking which will cause communication to be unsuccessful. Furthermore, Read (2000) stated that without a broad vocabulary, a person will not be able to use structures in communication. However, in studying vocabulary, students experience this difficulty because learning vocabulary cannot be understood but requires word recognition and memorization. According to Harmer (1991), learning vocabulary requires memorization so that vocabulary can be remembered. Then, Meara (1980) showed in their study vocabulary is the biggest source of problems faced by language learners because it requires memorization in memorizing vocabulary. This explains that vocabulary has no rules that students can learn in obtaining and developing vocabulary knowledge. Therefore the importance of effective and efficient vocabulary teaching from the teacher in order to make it easier for students to learn vocabulary.

There are many kinds of vocabularies such as vocabulary of transportations, colours, shapes, vegetables, animals, fruits, and others. In

teaching vocabulary especially for the children, we as a teacher should have to choose the methods or the techniques that are suitable with the materials, so that students will enjoy and easily to understand the subject that will be teach. Therefore, a teacher should teach vocabulary to students with the aim of: 1) Introducing new vocabulary to students. 2) Can add students' new vocabulary. 3) Train students to be able to pronounce and remember vocabulary well. 4) So that students can understand the meaning of vocabulary, either denotatively or lexically. 5) Students are able to appreciate and function the vocabulary in oral and written expression according to the correct context. Therefore, a teacher must teach vocabulary to his students.

2.3 Teaching Vocabulary to Deaf Students

In teaching deaf students, a teacher must have teaching knowledge to deaf students. A teacher in any field of teaching who teaches children with special needs must have knowledge of disabilities, their causes, assessments and governance to teach them. Bishaw (2012)) showed in the study in developing teaching for students with special needs, especially deaf students, a teacher is someone who educates children who must prepare a sincere attitude to succeed in teaching. Therefore, teachers must have knowledge about teaching for them because it is not easy to teach those who have limited vocabulary.

Teaching vocabulary to deaf is a challenge for teachers. This is because their condition cannot hear so that their vocabulary is very small, therefore teachers must have a special strategy and apply various techniques to teach deaf

students. Learning a language is important but in the process of teaching deaf students, there are difficulties in understanding vocabulary. According to Domagala-Zysk (2016) found deaf students have difficulty learning new vocabulary because cannot store vocabulary memories in their brain. This is because deaf students have the same level of intellectual potential as their listeners usually have lower vocabulary test results and students have difficulty with fluency in vocabulary-related memory operations. Therefore, the difficulties of deaf students are influenced by 2 factors, namely internal factors and external factors. Syah (2006) stated that there are 2 factors that students experience learning difficulties, namely:

- a. Internal factors of students, namely learning difficulties that come from students, such as conditions, physical, and student characteristics. This shows that one of the factors that causes deaf students to learn vocabulary is difficult because of the physical conditions and conditions of students that are different from normal students.

Therefore, the reason students experience obstacles in the wider educational process, so that language barriers will hinder the development of the intelligence of the deaf students. These obstacles make deaf students have low intellectual abilities.

- b. Student external factors, including the situation and conditions of the surrounding environment that do not support student learning activities such as poor school conditions and locations such as near markets, conditions for

teachers and low quality learning tools. Another factor is the error in the teacher's teaching method that is not in accordance with the student's learning style so that students have difficulty understanding the lesson.

Based on the explanation above, the teacher must provide effective teaching. One of them is by making teaching strategies to make it easier to deaf students to develop vocabulary. Therefore the importance of teachers in making teaching strategies so that deaf students understand in understanding English vocabulary.

2.4 Special Education

2.4.1 Concept of Special School

Special schools are schools for students disabilities. According to Suparno (2007), special education or special school is education for students who have a difficulty level in following the learning process due to physical, emotional, and social mental disorders. Then, Pradopo (1977) stated that special education is education for people who have a state of weakness or strength in the growth and development of their physical, intellectual, social and emotional aspects. Then, Heward and Orlansky (1992) stated that special education is a school that is specifically for children with disabilities, where special schools can help students to achieve their academic achievements.

Children with special needs are children with disorders such as: visual impaired, hard of hearing, mental retardation, autism, and others. Based on

various categories of children with special needs, there are different types of schools for them because they have to be in accordance with their respective conditions. According to Pandji (2013), the types of schools with special needs can be divided into several parts, namely:

1. SLB-A, is a special school for Visual Impaired
2. SLB-B, is a special school for Deaf.
3. SLB-C, is a special school for people with mental Retaration.
4. SLB-D, is a special school for Emotionally Handicapped.
5. SLB-E, is a special school for Orthopedically Handicapped.
6. SLB-G, is a special school for people with multiple disabilities.

Based on the explanation above, it can be concluded that special schools (*Sekolah Luar Biasa / SLB*) are specifically for children with special needs who have various obstacles. Therefore, special education can help students with special needs achieve the desired learning because the learning programs prepared at these schools meet the unique needs of individual students.

2.5 Concept of the Deaf

Deaf generally experience tremendous difficulty in acquiring spoken languages in contrast to their natural and effortless acquisition of signed languages. Deaf is someone who has difficulty listening. According to Tin (2009), deaf can be interpreted as the condition of an individual who has

damage to the sense of hearing so that he cannot pick up on various sound stimuli, or other stimuli through hearing. Therefore, deaf is a general term referring to deaf ranging from mild to severe. Therefore, deaf have different hearing when listening to sounds. Then, Maravkova (2011) showed in their study there are five categories classified this case into several, namely:

a. Light weight

Light weight, meaning that there is a voice that is lowest and can be heard but difficult to understand, ranging from 25-45 Db for adults and 20-40 Db for children.

b. Medium level

Medium level, where the lowest sound level is in the range 41-45 Db. Where cryptic listening skills are difficult to understand.

c. Weight level

weight level, sounds that can be heard are loud sounds that range from 56-70 Db. That is, the voice that is heard must be loud in order to be understood.

d. Severe level

Severe level, the sound of the sound heard is more than 71-90 db. This means that the sound that can be heard should be loud about a foot from the ear.

e. Extreme or Deep

Extreme or deep, is said to really include someone having difficulty hearing sounds that are below 90 db. This means that with disturbances at an extreme or deep level you cannot hear sounds even if they are loud.

From the explanation above, it can be concluded deaf people, which means people who have impaired their sense of hearing and have their respective levels of hearing, are caused by several factors, both birth and accident.

2.6 Characteristics of Deaf Students

Deaf students do not have a variety of physical characteristics, because physically deaf children do not experience visible disturbances. As a result of their deafness, deaf students have a variety of distinctive characteristics in different ways. Somad and Hernawati (1995) stated that characteristics of deafness in terms of: intelligence, language and speech, emotional, and social.

a. Characteristics in terms of intelligence

In terms of intelligence, deaf students have normal and average IQs, but their academic achievements are lower than normal students. This is because deaf students have difficulty in understanding the lessons delivered orally. Meanwhile, the speaking ability of deaf students is different from the average student, because this ability is closely related to the ability to listen.

b. Characteristics in terms of language and speech

The ability of deaf children in language and speaking is different from normal children in general because these abilities are very closely related to the ability to hear. Because deaf children cannot hear language, deaf children experience difficulties in communicating.

c. Characteristics in terms of emotional and social

Deaf can cause alienation from the environment. This alienation will cause several negative effects such as: egocentrism that exceeds normal children, have feelings of fear of the wider environment, dependence on others,

their attention is more difficult to divert, generally have an innocent nature and without many problems, and are more irritable and angry. quickly offended.

The characteristics possessed by deaf children are typical in different ways. According to Sadjah (2005), deaf students have characteristics in terms of language and speech, lack of vocabulary, having difficulty understanding other people's conversations, and difficulty understanding long sentences, Lack of mastering language styles. Then, Westwood (2009) stated that some of the principal characteristics deaf namely: delays in babbling in early infancy, late attainment of language milestones, very slow vocabulary mastery, poor understanding of other people's speech, and problems with learning to read, writing, and spelling. deaf students also have limited vocabulary. This causes deaf students have difficulty communicating with others so deaf students are different from students in general.

Based on the characteristics of deaf children from several aspects that have been discussed above, it can be concluded that as a result of the deafness the thing that is of concern is the low communication ability of deaf children. The intelligence of deaf children is generally at an average or even high level, but the achievement of deaf children is sometimes lower because of the influence of low language skills. So in learning in schools, deaf children must get treatment using methods that are in accordance with their characteristics

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

When deaf students difficulties get poor scores in understanding vocabulary learning, a teacher cannot judge that deaf students cannot understand the lesson. However, a teacher must know in advance the factors that cause deaf students to get bad scores in understanding this vocabulary because the teacher is the main person in managing the teaching and learning process. According to Ade (2011), teachers are facilitators who provide services to facilitate students in the learning process. Then, Dananjaya (2013) stated that teachers are facilitators who have a very important role in the active learning process. Therefore the teacher is the main thing in organizing and planning student learning in order to achieve success.

In the success of the teaching and learning process, it cannot be separated from the teacher who regulates the learning process. Kuhn and Udell (2003) showed in their study teachers are people who plan and organize the learning environment so that students achieve success in learning. Therefore, teachers who plan teaching cannot be separated from making teaching strategies. In teaching strategy, it cannot be separated from the media because it is very supportive for the learning strategy. But in strategy making a teacher must adjust to the students. According to Ibdah (2017), in choosing learning media, teachers must know the characteristics of students, their social background, whether they have abnormalities from students in general. Then, Anderson (1976) stated that choosing learning media should not be arbitrary but based on

certain criteria. Therefore, a teacher must choose learning media according to the needs of students and the condition of students, one of which is deaf students, so the teacher must adjust strategies and media specifically for deaf students, especially in learning vocabulary.

Deaf students have difficulty learning vocabulary. Therefore, the strategies used by teachers in teaching vocabulary for deaf students must use visual media. Royal National Institute for the Deaf (RNID) guidelines for teaching strategies to use with deaf students. To effectively meet the communication needs of a deaf student in the context of higher educational settings, the following should be considered:

2.7.1 Visual Media.

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

a. Sign Language

Sign language is a natural language that uses visual-gestural modalities used in the deaf community. A research that conducted by Johnston and Schembri (2016) found that sign language is a natural language for the speechless community like the deaf, by imitating movements with the hands and head and with all other body parts. According Adam (2004) states that body movements are actions of the hands, face and body that are used for the purpose of communicating. Therefore, sign language is used by the deaf to communicate because it is not synonymous with spoken.

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

From the explanation above, it can be meant that deaf students are easier to understand vocabulary because deaf students have learning that can be seen so that they understand what the teacher means. Teaching using sign language

can make students better understand what is meant by teachers who teach. Therefore, sign language is very important for deaf students to learn vocabulary.

b. Flashcards

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

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

c. Drawings

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

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

d. Crossword Puzzle

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

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

2.7.2 Audio Visual Media.

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

Based on some of the definitions above, the writer concludes that this audio-visual media has a better ability to help the learning process. Because audio-visual media is a medium that uses computer technology that can overcome limitations. For example, deaf students who have deficiencies in speaking and listening. Therefore, it is necessary to apply audio-visual media strategies, this is because deaf students have learning that can be seen by the eye. For example, an object that is too large, for example a mountain, or an object that is too small, such as a bacteria, can display it in class with the help of audio-visual media. Movements in ablution and prayer can also be displayed in class, this certainly makes learning more effective. Audio-visual media for deaf students, such as subtitled films.

1. Film subtitling

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

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

2.7.3 Using Drilling strategy

Drilling is a strategy that is widely used by teachers in teaching English to deaf students. Drilling is a strategy that uses repetition in certain behaviors. Based on the observations in the English class, the teacher's role is as a model for students to imitate what the teacher says and write correctly in English words. Meanwhile, the role of students is to repeat what the teacher said and did. The benefit of the drilling strategy is that it makes students accustomed to writing English words, as well as pronouncing them correctly. The teacher always starts the exercise by using some vocabulary related to real objects in class such as books, pencils, clocks, brooms, chairs, tables and others. The teacher always introduces real objects in the classroom, because hearing impaired students have difficulty learning vocabulary that is abstract or invisible to them. As stated by the teacher, it is very important to explain some vocabulary which is considered as real object to the deaf students. Deaf students can easily understand new vocabulary if they can see real objects. In addition, explaining real objects is a must for teachers who teach deaf students.

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

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

blackboard. In this way, deaf students will easily understand in learning new vocabulary in English.

2.8 Previous Related Study

There are some previous studies related to this current study: First is a study was conducted by Birinci (2014) which entitled “The Effectiveness of Visual Materials in Teaching Vocabulary to Deaf Students of EFL“. The aim of this study is to investigate the effectiveness of using all kinds of visual material on teaching vocabulary for deaf students. The participants of this study 26 was students. Research design in this study used quantitative research. The vocabulary items were taught with visual materials to the experimental group, and the control group was not introduced with any visual items while teaching these words, they were taught with the help of sign language. According to the results, visual material are more effective than the sign language which does not include any visual materials in teaching vocabulary for hard of hearing learners of EFL. The similarity of both studies is teaching to deaf students. The differences between the studies are 1) the method used in the previous study was quantitative while this study used qualitative, 2) the previous research examined deaf students while this study was to examine the teaching teacher, 3) the previous research used visual material in teaching vocabulary to deaf students this research is to find out the strategies used by teachers who teach for deaf students.

The second study from Tammy Gallion (2016) which entitled “Improving Vocabulary Comprehension for Deaf or Hard of Hearing”. This study is aimed to investigate the strategy of teaching English vocabulary using sign language and pictures that can help improve the English vocabulary for hard of hearing. The research design in this study was quantitative research. Participants in this study is 15 students. The results showed that by using sign language and image, for teaching vocabulary for deaf students in the section showed that they can catch on in learning words and got the best score. The similarity of both studies is the teacher’s strategies in teaching vocabulary to deaf students. The differences between the studies are 1) the type of research in the previous study was quantitative research while in this study it was qualitative, 2) the sample in the previous study was a deaf student while the sample of this study was the teacher, 3) in the previous study used a sign language strategy while This is to know the strategies used by the teacher.

The third study from Hamdy and Neves (2019) which entitled “Teaching Vocabulary to deaf students Through Enriched Subtitling: A Case Study in Qatar”. The research design of this study was quantitative research. The participants in this study were 8 students. The results showed that by using subtitling in the video for teaching vocabulary for hard of hearing students in the section showed that they got the best score In watching Kasta with subtitling. The similarity between the previous study and this present study is the objectives of both of study. Meanwhile, The differences between the studies are

1) the type of research in the previous research is quantitative and qualitative research, while in this study it is qualitative, 2) in collecting data using observations, test results, and interviews.