

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents: (1) research finding and (2) discussion.

4.1 Finding

The research findings revealed the teacher's strategies in teachers teaching vocabulary for deaf students.

4.1.1 Teacher's Strategies in Teaching Vocabulary to Deaf Students

After analyzing the data from interview, the researcher found teachers' strategies in teaching vocabulary to deaf students. The themes and codes gained from the analysis of qualitative data obtained from interview were listed in table 4.1.1.

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

The themes and codes gained from the qualitative data as listed in Table 4.1.1 was described in order to know the teacher's strategies in teaching vocabulary to deaf students at SLB-B Karya Ibu Palembang. It was divided into 3 strategies, namely strategy of using visual media, using audio-visual, and drilling

4.1.1.1. Using Visual Media

Based on the data obtained from interview, it was found that there was a teacher's strategy for teaching English vocabulary. I found that the teacher used a picture strategy. Data obtained from interview also showed that teachers used sign language in teaching vocabulary to deaf students. Teacher N said, *"I used pictures to teach vocabulary to deaf students. In teaching English vocabulary, I prepare my own pictures such as pictures of tables, pens, books, and others in class. In applying the used of pictures in teaching English vocabulary, I showed pictures and then I give instructions using language, so that students follow my words about the pronunciation of pictures, I repeat 3 to 4 times, to make it easier for deaf students to remember vocabulary"* (Personal communication, July 15, 2021). With the same thought, teacher R said *"in teaching vocabulary to deaf students, I used pictures because pictures can make it easier for students to remember words because deaf students are attracted to colorful media"* (Personal communication, 15 July 2021).

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

4.1.1.2. Using Audio Visual Media

Based on the data obtained from interview, it was found that there was a teacher's strategy for teaching English vocabulary. I found that the teacher used a subtitle film strategy. Teacher N said, *"I used subtitled films to teach vocabulary to deaf students. In teaching*

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

4.1.1.3. Drilling Strategy

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

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

memorize vocabulary even though deaf students cannot pronounce pronunciation perfectly” (Personal communication, 15 July 2021).

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

4.2 Discussion

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

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

stated that teachers need to find the right media for students. The teacher only used the blackboard as a medium even though in the classroom there was an LCD projector that can be used to display visuals such as pictures. In line with that, research conducted by Rokni and Karimi (2013), the use of visual materials such as pictures is an effective way to make students learn better about the vocabulary being studied at that time.

Second, the teacher used sign language in teaching vocabulary for deaf students. In line with that, research conducted by Gallion (2016), stated that teachers use sign language, students can enjoy learning vocabulary even though in low understanding. This is supported by Adam (2004), stated that sign language can make it easier for deaf students to learn vocabulary, because sign language is an action of hands, faces and bodies to make it easier for deaf students because it is not identical to spoken.

Third, the teacher used a subtitled film strategy. The results of the study revealed that teachers used subtitled films to teach vocabulary to deaf students. In line with that, the research conducted by Hamdi & Neves (2019) about teaching vocabulary for deaf students using subtitled films, deaf students get good scores. In line with that, research conducted by Neuman & Koskinen (1992) about teaching vocabulary using television with subtitles could be understood by students. This is also supported by Kothari (1998) showing that using the same language subtitle (SLS) for movie songs, increased enjoyment and encouraged reading. In another study conducted by Zárte and Eliahoo (2014) examined the impact of increasing subtitles compared to broadcast subtitles on word recognition and content understanding for deaf children.

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

the teacher mentions the vocabulary pronunciation several times and then deaf students follow. In line with that, research conducted by Riswanto (2014) stated that the technique of learning drilling is very useful in teaching pronunciation because it can make correct and accurate memorization in pronunciation. It means that the drilling strategy is very good at teaching vocabulary in pronunciation to deaf students. This is supported by Easterbrooks & Beal Alvarez (2013) stated that learning drilling is necessary for students to master vocabulary.

Last, it was also found that the teacher taught vocabulary using the strategy of repetition showing in the pictures. The teacher provides repetition lessons based on the material that has been taught which can help them develop their vocabulary memorization skills. The teacher used this strategy when the teacher enters new material, before entering the new material, the teacher explains and asks deaf students about material yesterday's related to the picture, and then the teacher displays a picture of material yesterday's. This was also found by Larsen Freeman (2000) who also stated that repeated learning enables students to form their habits so as to strengthen memorization of the material. This is also supported by Golos (2010) which states that learning materials that are shown repeatedly can lead to positive academic results for children.

Therefore, teaching vocabulary to deaf students is not an easy task. Deaf students have a lack of vocabulary, low memory and hearing loss that affect their learning process. Therefore, teachers must have the right strategy to teach deaf students based on their characteristics. Teachers must provide teaching materials, methods, media or special tools according to the needs of students to help them learn well and actively.