**Chapter Four**

**Findings and Discussion**

This chapter consists of findings and discussion. There are two main points that are explained in this part based on two research questions made by the researcher. First, it discusses the strategies to teach English vocabulary for hearing-impaired students at SLB N 1 Bantul. Second, this chapter discusses the implementation of the strategies based on the findings of the research. Experts' theories are used in order to support the discussion of the findings of this research.

**Kinds of Strategies in Teaching English Vocabulary for Hearing-Impaired Students at SLB N 1 Bantul**

The first objective of this research is to find out the kinds of strategies used by the teachers at SLB N 1 Bantul in teaching vocabulary. To gather the data, the researcher employed interview with two participants. According to the participants' answers, there were nine strategies used in teaching English vocabulary for hearing-impaired students at SLB N 1 Bantul. In this first paragraph, the researcher explores the first finding about the strategies that the participants applied during their teaching for more than five years at SLB N 1 Bantul. In the second paragraph, the researcher explores the implementation of those strategies. The strategies used by the participants were described as follows:

**Using dictionary.** The participants stated that dictionary was one of the media used in teaching English vocabulary for hearing-impaired students. Both participants mentioned that they used dictionary to help students in finding the

meaning of difficult words. The two participants gave different statements about dictionary. Ms. Roro mentioned the function of dictionary. She said, "I asked students to find out the meaning of vocabularies using dictionary. Sometimes, the students used electronic dictionary on their mobile phone" (Roro. 1). It means that students used both electronic and printed dictionary to find out the meaning of vocabulary. The second participant Ms. Yeni stated that students used dictionary to find out the meaning or to translate some words. It was useful to enrich students' vocabulary. According to Birinci (2014), Trezek, Paul and Wang (2010), and Wang and Paul (2010), the visual materials are flashcards, drawings, picture stories, crossword puzzles, films, and dictionary. Dictionaries are also used by the teacher to increase students' vocabulary improvement (Trezek, Paul & Wang, 2010).

Furthermore, Ms. Roro and Ms. Yeni mentioned the implementation of dictionary in teaching English vocabulary to hearing-impaired students. Sometimes, the teachers used the dictionary with pictures to test the students' understanding about the vocabulary. For example, Ms. Roro said, "I mentioned the vocabulary and then students tried to find the meaning using dictionary. When the students already knew the meaning, I asked students to write down the meaning" (Roro. 2). Moreover, Ms. Roro and the students "tried to repeat the word" (Roro. 3). This was done in order to make the students remember the word that they got from the teachers. Ms. Roro also said, "I showed the pictures to students, and then students wrote the words based on the pictures. I gave some times for students to remember the words and the pictures, and then I gave them

exercise" (Roro. 4). At the end of the class, the students did exercises from the teacher. The exercise was useful to check the students' comprehension.

Another implementation of using the dictionary in teaching English to hearing-impaired students was to find out the difficult words and new vocabulary. Ms. Yeni said, "I explained ten vocabularies in English. After that, I asked the students to look for the definitions of the words in *Bahasa Indonesia* using the dictionary" (Yeni. 12). In other words, the teacher introduced ten words in one time. After that, the teachers asked the students to find out the meaning of the words using dictionary. The implementation of using dictionary done by Ms. Roro and Ms. Yeni is related to Nation's (2001) argument stating that dictionaries can be used for receptive and productive purposes. In this implementation, the receptive purpose was when students analyse the difficult word. Then, for the productive, the students find out the meaning of vocabulary and to check the grammar.

**Using games.** The teacher also used games in teaching vocabulary for hearing-impaired students. One game which was used by the teachers was Logico. Game made the hearing-impaired students interested in doing some activities in the process of learning English vocabulary (Masri & Najar, 2014). Both participants used game as one of the strategies to make the students participate actively in the class. Ms. Roro said, "I could use the game if the students already mastered ten English vocabulary or more" (Roro. 4). It indicated that, when the students learned vocabulary and the teachers thought that they have got sufficient vocabulary, the teachers could combine the activities of teaching vocabulary using

games. Based on Ms. Roro's experience, game triggered students to participate in learning vocabulary. It was also supported by Ms. Yeni. She said, "Sometimes, I used the logico" (Yeni. 3). Ms. Yeni further added, students were enthusiastic and enjoyed the English vocabulary learning process using the Logico as the media to play game. According to Masri and Najar (2014), a game brings relaxation and makes the class fun so that it helps them learn and retain new English words more easily. Ms.Roro also used Logico as a game tool to explain new vocabulary.



*Figure 2*. Logico

Logico is a box-shaped game and there is a picture and buttons. The pictures of Logico also can be changed based on the themes that will be studied. For example, if the theme is about clothes, the pictures will be of a skirt, a hat, a pair of shoes, etc. Then, the button colour can be moved laterally up and down based on the colour button on the pictures.  The pictures in the Logico are part of kit.

Furthermore, the use of some media such as games in teaching English vocabulary to hearing-impaired students the researcher showed the implementation of Logico in playing the game. Ms. Roro said that, "I have to be careful in deciding the theme such as discussing clothes" (Roro. 5). Ms. Roro added, "for example, it was "skirt", and then they found it was green circle. Afterwards, the students arranged the circle near the picture fitting the colour" (Roro. 4). In addition, Ms. Roro remarked, "The theme in Logico could be used for one class, but if there were too many students, I divided the students into two groups that consist of three students or two students, and played the game together on the floor" (Roro. 7).Using the same tool, but different implementation, Ms. Yeni said, "First, I determined the theme and then students arranged the colour according to the pictures. Lastly, we checked the wrong answer" (Yeni.22).

Ms. Roro and Ms. Yeni already explained their argument based on their experience. From this finding, Ms. Roro and Ms. Yeni used Logico by choosing the theme. Then, they asked students to arrange the colour based on the media. Last, the teachers checked the students' work. Furthermore, Logico could be used for one class, group or play together.

**Using pictures.** Pictures were used to teach English vocabularies, and were useful to make students focus on learning process. According to both participants' experience, they used pictures to teach new English vocabulary and other materials. Ms. Roro said, "I prepared the pictures that will be used. I used the pictures when the pictures could be used to teach English vocabulary" (Roro.9). She prepared the pictures based on the theme. Ms. Yeni further added,

"I used the pictures" (Yeni. 1). The purpose of using picture in teaching vocabulary was to ease the students to remember the words because the hearing-impaired students are interested in colourful media. Ms. Roro and Ms. Yeni stated that pictures were used in most of teaching and learning process.

In implementing the use of pictures in teaching English vocabulary, there were several steps done by the teachers. First, Ms. Roro explained, "I covered up the words on the pictures" (Roro. 10). The words were covered up with paper. The purpose of covering the words up was to help students remember the words. After that, the students mentioned the words based on the picture. Next, the teacher opened the lids which cover up. This was in line with Ms. Yeni's answer that students showed the pictures related to the words. It indicated that both of the participants combined the pictures with words to ease the students to memorize the subjects that they learned. According to Rokni and Karimi (2013), the use of visual materials like pictures is an effective way to make students learn better about vocabulary that was learned at the time.

**Matching task.** Matching task is one of the approaches to make students memorize the vocabulary that they learn. In matching task, teachers used two activities such as matching pictures with words and matching words in *Bahasa Indonesia* with words in English. The participants also mentioned that the matching task aimed to share the new vocabulary in different ways. Ms. Roro said, "Junior high school students already knew matching activity" (Roro. 11). Ms. Roro said that most of hearing-impaired students used matching task in learning all materials as well, especially in learning vocabulary. Ms. Yeni added,

"Matching activity helped students know the words" (Yeni. 4). The hearing-impaired students can remember easily by seeing rather than by hearing. This is one of the reasons why matching task can help them remember the vocabulary explained by the teacher. Based on Armstrong (2000), learning the English vocabulary is easier using visual materials (picture on matching activity) rather than only using or showing the text, because the students are interested in colourful media. Then, they learn the structure in the text more easily.

The matching task was implemented by the teachers in two implementations. First, Ms. Roro mentioned "I showed the word on the whiteboard. After seeing the words, the students grabbed and chose the pictures which matched the words showed by the teacher" (Roro. 12). Second, Ms. Roro added, "I already prepared the printed pictures and words, and then the pictures were placed on the teachers' desk. Afterwards, the teacher wrote several vocabularies on the whiteboard. Then, I pointed one student to match the pictures with the words written on the whiteboard" (Roro. 13).

Another matching task was matching the words in *Bahasa Indonesia* with words in English. The steps were described by Ms. Yeni. She said, "I wrote down *Bahasa Indonesia* and English words on the whiteboard" (Yeni. 6). After that, the teacher deleted the words in *Bahasa Indonesia*, and then students ran and moved quickly in front of the class to write English language on the whiteboard. This activity could make the students think fast and memorize the words better.

**Using body movement.** The use of body movement in demonstrating the material is useful for the students who are visual learners. Ms. Roro said, "Hearing-impaired students are good at doing body movement or pantomime" (Roro. 14). Ms. Yeni also used body movement to teach English vocabulary. The study of Padden and Ramsey (2000) showed that hearing-impaired students used finger spelling strategies to record words when the students communicate with the other. Most of the students often communicated with others using body movement in their daily life.

The implementation that Ms. Roro and Ms. Yeni used to teach vocabulary to hearing-impaired students was described below. Firstly, they explained the vocabulary materials. After that, they asked the students to guess the words which were demonstrated by the teacher by using body movement. For example, the characters of a doctor checked the patient's heart rate. The teacher imitated the use of stethoscope. Ms. Yeni added, "I demonstrated the traits of a snake" (Yeni. 13). The body movement was also useful to review the words that the students learned and improved their vocabulary. According to Tellier (2007), teaching gestures appear in various shapes, namely hand gesture, pantomime and body movement. It can help hearing-impaired students infer the meaning of spoken words or expressions providing that they are unambiguous and the word easy to understand.

**Using word and sentence completion task.** Two participants admitted that word completion task was used to deliver the vocabulary. In addition, Ms. Yeni also used sentences completion task to improve the students' skills. Ms.

Roro argued, "Sometimes, I asked the students to do riddle using letters" (Roro. 17). Usually, she applied the words puzzle of the letter for it was useful to teach new English vocabulary. Ms. Yeni added, "Students filled in the blank space that I gave" (Yeni. 10).

It was similar to word completion task that many teachers used. The students could work in groups or individually. This strategy also makes students curious, and then helps students improve their critical thinking. The words completion task applied by both teachers was done by giving some underlines or empty spaces (_ _ _ _), and then the students filled the next empty spaces with one first letter that teachers gave. "For example, D is for Duck" (Yeni. 11). Ms. Yeni mentioned the steps to increase the students' knowledge using sentences after learning vocabulary. Ms. Yeni said, "After learning the vocabulary, I asked the students to complete the sentences. For example, *animal which live in water is....* and I translated the question into *Bahasa Indonesia*. Then, students knew the meaning, and afterwards answered *is fish*" (Yeni. 8). Learning vocabulary continued to sentences completion is helpful to know the spelling of vocabulary and to develop and to check the student's knowledge on the structures in language learning (Montelongo, 2004).

**Using crossword puzzle.** Another strategy to teach English vocabulary was using crossword puzzle. Ms. Roro said, "Sometimes, I used crossword puzzle" (Roro. 19). Ms. Roro said that sometimes the crossword puzzle was used to teach all subjects, and used for a diversion when students felt bored. The

crossword puzzle could make the students participate and not only listen to the teacher's explanation.

Ms. Roro also mentioned the steps in doing crossword puzzle. She stated, "for example the theme is public places, and then students write down the correct words" (Roro. 20). She also added, "Usually, I have a book that full of picture about crossword puzzle" (Roro. 21). She prepared the pictures of crossword puzzle from books, and then students wrote the words based on the pictures. The last, Ms. Roro mentioned, "the activity is in the last of course so students can remember the materials that they learn" (Roro. 22). According to Njoroge et al. (2013), crossword puzzles among other things enhance vocabulary building, orthography. Besides, the puzzles were also useful to test the students' knowledge of morphology that puzzles were useful for students' learning.

**Using flashcard.** Flashcard is one of the media in teaching English vocabulary for hearing impaired students. Ms. Roro used it in the classroom. According to Brown (2001), the advantages of using flashcard are students will not be bored in learning process because flashcard is colourful and full of picture. It takes almost anywhere and it can be studied at any times when the students have free time.

In addition, the participants also explained the implementation of using flashcard. Ms. Roro said, "I already wrote down the word in the white board then they took the pictures on the teacher's table" (Roro. 24). It means that she prepared the flashcard to be used. Then, she wrote down the word on the whiteboard based on the flashcard. Ms. Roro added, "I mentioned the words, and

then the students put the pictures on the whiteboard" (Roro. 25). Flashcard could help the students to memorize, understand, and improve their skills in a learning language process (Grillo and Dieker, 2013).

**Using realia.** Another strategy to teach English vocabulary was realia. Ms. Yeni mentioned, "Sometimes, I used realia" (Yeni. 18). Ms. Yeni added that the realia is a medium that was used to demonstrate the materials in a real characteristic. Ms. Yeni felt the advantages from statues around the school to demonstrate the vocabulary and students also learned by looking the real object. It was supported by Harmer (2001) that a real object makes the learning process easier and students can concentrate on the learning process. Besides, students are able to have ability to remember more things after a short or long time.

The participants explained about the implementation of using realia. Ms. Yeni said, "For example, the realia was about animals, so we went outside the classroom where there were many statues of animals. Sometimes students learned things around the classroom" (Yeni. 17). It means that the teacher applied the strategy according to the theme. For example, Ms. Yeni taught animals. Next, she asked the students to go outside of the class. Then, students wrote the name of animals they found outside the class. In the class, students reported the vocabulary of animals' statue while their other friends wrote in the whiteboard. The advantages of using realia were to demonstrate the new vocabulary illustrating the meaning more directly and could give the opportunity to cut down unnecessary talking time of the teacher. Realia was also useful to help students understand the

meaning in a clearer way because students not only hear but also receive the real

object of the words (Harmer, 2001).