Appendix

Interview Guideline

Teachers' Strategies to Teach English Vocabulary for Hearing-Impaired

Students at SLB N 1 Bantul

Research question:

1.   What are strategies used by English teacher in teaching English

vocabulary to hearing-impaired students at SLBN 1 Bantul?

2.   How are those strategies implemented by the English teachers at

SLBN 1 Bantul?

Purposes of the study	Theories	Interview questions
		1. Apakah anda mengajarkan kosa kata bahasa inggris pada anak tuna rungu?
Kind of Strategies in teaching English vocabulary for Hearing-impaired students	1. Brown (2001), teachers can teach vocabulary trough flashcards. 2. flashcard can help and support students in learning language process (Grillo and	1. Strategi apa yang anda gunakan untuk mengajar kosa kata bahasa inggris pada anak tuna rungu?

	Dieker, 2013)	
	3. Drawing enables students to express themselves and represent themselves in a culturally acceptable manner (Matthews, 2003).	
	4. Storybook in teaching is an extension of this tradition, and their use in EFL classrooms can have powerful consequences (Mixon&Temu, 2006).	
	5. Crossword puzzles, among other things, enhance vocabulary building, orthography and develop and test the student's knowledge of morphology (Njoroge et al., 2013).	

	6. The film as a tool of teaching vocabulary by visual aids (Barinci, 2010). 7. Dictionaries are also used by the teacher for increasing students' vocabulary (Trezek& Wang, 2010) improvement.	
The implemented those strategies	1. Flashcard use to games, memory tester where is the words that write on the flashcard, but the flashcard are put on the making a circle; afterwards, children will receive the request of memorizing the cards in one minute, and finally in groups, in a period of two minutes learners will have to	1. Bagaimana anda menerapakan strategi tersebut dalam proses belajar mengajar?

| | | write the words they remember (Anuthama, 2010). | |
| | | 2. The first step is dividing the class into team consists of two or three students in each group. Then, the teacher explains that each team's goal is to be the first in a round to correctly identify vocabulary terms. Next is designate one student on each team as the artist. This student is the only one able to see the list of words written on the board or overhead. Then, students do to identify the time limit for the first round of words. | |

	Continues to explain that the artist looks at the word to be illustrated and draws a rough sketch of what the word represents. When the word is identified by the group, the artist continues to the next word. Explain that after identifying all of the terms, team members raise their hands indicating the end of the first round. Rotate the artist role around the team until all have participated as an artist (Marzano, 2005). 3. Five steps in use picture storybook with reading activity.	

	Follows as: the teacher is dividing the class into groups of 25–30 students i each group. After selecting one member from each group to be group leader, teachers train the leaders to read the book. Then each leader, one at a time, reads the book to his or her respective small group. Or teachers can have the leaders re-create the book, word for word, page-by-page, printing and sketching the book and then reading their re-created book to the small group while they wait for the "one book" to circulate to their	

| | group. It helps students to increase the vocabulary acquisition and enrich new vocabulary (Malu, 2010). | |
| | 4. First, construct puzzles using graph paper and writing the terms across and down then drawing boxes around each of the letters. Second, number the boxes at the beginning of each word in numerical order both of across and down. Third, list definitions alongside the grid according to the across words, then the down words are listed. The Crossword Puzzles can be adapted teach | |

| | vocabulary. The answers for the words going across and down are given and the students write the definition or clues. This can be done in pairs or a small group which enables the students to have rich conversations about the vocabulary words and definitions as they develop clues that teacher given (Richardson et al.,1999) & Topping, 2002).

5. The teacher must circulate around the class to solve possible doubt or problem while subtitling activities take place. Then, doing the | |

	oral discussion with the teacher (Zanon. 2006), next students selected by random on the teacher decision. Last are students participating to doing subtitling the scenes that they are get. This activity is improved the students understanding, concentrate and also acquisition of new vocabulary. The other study mention the implementation of strategy, the hearing-impaired viewers will be given the opportunity to choose the parts they want to include in their subtitling solutions.	

	When that happens, hearing-impaired students will not be the correct. Neither will subtitling for all be in order. Perhaps the best terminology will be 'personal subtitling' as proposed by Neves (2008). 6. According to Nation (2001) identifies four distinct steps use of dictionaries consist of receptive and productive purpose. The receptive use involves analysing the context of the unknown word in some materials that the students learn. Then, finding the correct entry and	

	continuous to choosing the right sub-entry. The last is applying the meaning to the original context in order to decide if the search was successful find out in dictionaries. For the productive purposes: these include find the wanted word form, next is checking the constraints on the use of the word. Last is finding out the word to differentiate about its grammar and collocations.	