

**TEACHING ENGLISH VOCABULARY STRATEGY FOR
DEAF STUDENTS IN SLBN 1 OF PALANGKA RAYA**

THESIS

Presented to the Department of Language Education of the Faculty of Education
And Teacher Training of State Islamic Institute of Palangka Raya
in Partial Fulfilment of the Requirements for
the Degree of *Sarjana Pendidikan* (S.Pd)



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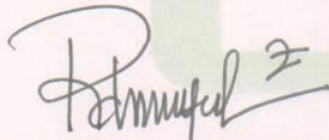
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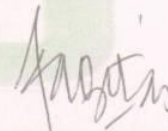
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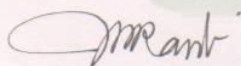
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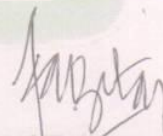
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LEGALIZATION OF THESIS EXAMINATION

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STRATEGI PENGAJARAN KOSA KATA BAHASA INGGRIS UNTUK SISWA TUNARUNGU DI SEKOLAH LUAR BIASA SATU PALANGKA RAYA

ABSTRAK

Penelitian ini bertujuan untuk memberikan gambaran mengenai strategi pengajaran kosa kata bahasa Inggris untuk siswa berkebutuhan khusus (Tunarungu) di sekolah Luar Biasa Satu Palangka Raya. Oleh karena itu, tujuan utama penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru dalam pengajaran kosa kata bahasa Inggris untuk siswa Tunarungu di SLBN 1 Palangka Raya dan bagaimana guru menggunakan strategi tersebut.

Penelitian ini menggunakan metode kualitatif. Dalam pengumpulan data penelitian menggunakan observasi, wawancara, dokumentasi dan catatan lapangan. Untuk menganalisis data yang diperoleh, penulis menggunakan teknik pengumpulan data, penyeleksian data, pemaparan data, dan penarikan kesimpulan atau verifikasi. Subjek penelitian ini yaitu guru bahasa Inggris, dan sasaran penelitian ini yaitu strategi pengajaran kosa kata bahasa Inggris. Penulis menggunakan pengabsahan data yaitu keadaan yang dapat dipercaya, keadaan yang dapat diserahkan, dapat dipertanggung jawabkan, dan penegasan.

Hasil penelitian ini menunjukkan : Strategi guru dalam pengajaran kosa kata bahasa Inggris yang diterapkan di SLBN 1 Palangka Raya terdiri dari strategi penyampaian secara pribadi, presentasi, laboratorium dan studio, kerja lapangan dan penempatan, pengaturan jadwal, pemilihan ruangan dan metode bahasa ibu. Kebanyakan guru menggunakan strategi dalam kegiatan belajar mengajar untuk membantu pemahaman siswa. Dari strategi yang guru terapkan, siswa bisa mendapat nilai tinggi dan mendapat dukungan dari media yang digunakan. Mereka mendapatkan motivasi dari guru sehingga mereka menyukai bahasa Inggris karena gurunya sangat baik dan antusias mengajar mereka.

Kata kunci: Strategi Guru, Pengajaran, Siswa Tunarungu

TEACHING ENGLISH VOCABULARY STRATEGY FOR DEAF STUDENTS IN OUTSTANDING SCHOOL (SLBN) ONE OF PALANGKA RAYA

ABSTRACT

This study is aimed at describing teacher's strategy in teaching English vocabulary for deaf students at Outstanding School (SLBN) one of Palangka Raya. Statements of the problem covers what are the teacher's strategies in teaching English vocabulary for deaf students at SLBN one Palangka Raya and how the teacher uses the strategy.

Research design used is Qualitative. Technique of data collection is using observation, interview, documentation and field note. To analyze the data obtain, the writer uses data collection technique, data reduction, data display and conclusion drawing or data verification. Subject of the study was the teacher of English, and the object of this study was teacher's strategies in teaching English vocabulary. The writer used endorsement of data credibility, transferability, dependability and conformability.

The result of this study showed: The teacher's strategies in teaching English Vocabulary applied at SLBN 1 Palangka Raya consisted personal delivery, presentation, lab and studio work, fieldwork and placements, timetabling, choice of room and method maternal reflective (MMR). Most teachers use strategies in teaching and learning activities to aid students understanding. From those strategies which have been applied, students got high score and more easily to understanding material. The teacher gives motivation to the students, make the students enthusiasm and like in teaching learning process. They got motivation from the teacher so they like study English because of the teacher is very kind and enthusiasm about teaching them.

Keys word: Teacher Strategy, Teaching, Deaf Student

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The writer realized that the thesis is still far from the perfect therefore some constructive suggestions are welcomed. Finally may Allah bless us.

Alhamdulillahirabbil'Alamin

Palangka Raya, June 23, 2017



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DECLARATION OF AUTHENTICATION

BISMILLAHIRAHMANIRRAHIM

I myself make declaration that this thesis entitles: **Teaching English Vocabulary Strategy for Deaf Students in Outstanding School (SLBN) One of Palangka Raya** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list reference.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, 2017

My Own Declaration,



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MOTTO

*“ Jangan menilai seseorang
yang belum kamu kenal,
karena kamu tidak tau apa
yang ada dalam pikiran
mereka “*

Hitam Putih

DEDICATION

This thesis is dedicated to:

- *Especially to my beloved father (Asmadi) and my beloved mother (Jum'atus Saniah S.Pdi) who always give me support, affections and also their prayer for me. Thanks for everything that given to me.*
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May Allah always guide us on the straight path

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CHAPTER I

INTRODUCTION

This part covers the background of Study, problem of study, objective of the study, significance of the study, scope and limitation, framework of discussion and definition of key terms.

A. Background of Study

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

In the learning process, each teacher has a responsibility to pass on the lessons to each student. The goal is to ensure that every students in learning to master the science given. However, the condition of the students would greatly affect the level of comprehension of the given subject. So that every teacher is required to be always master class charged. Competence of a teacher is not just limited to the mastery of the science that they do, but also an effective way of delivering master. Various methods as explained orally, images and other media used by the teacher to facilitate its work. So that, every teacher is required to have the creativity to make learning interesting and easily understood.

Given the conditions of the class that is not always the same, of course, every teacher should also give different treatment to each of his students. When facing students who have a hearing impairment, of teaching management in place is definitely different to normal teaching methods to students.

The National Deaf Children's Society (2003:50) states acquiring English is difficult for many deaf children and so their vocabulary may be more limited than their hearing peers. This is important to remember when you are using unusual or technical words. If the language you use is too complex a deaf child may become confused.

According to Arikunto (2006:10), vocabulary is one of the important points of English learning. It is one of the language components and as a base of a language. That is why vocabulary building should be given to children. Getting much vocabulary is better because they will have stronger base in learning and simple vocabulary is the best choice for children (colour, number, fruit and so on).

Mastery of vocabulary is not an easy thing for students, especially for deaf students. Because deaf students have limited ability in learning and memorizing the vocabulary also in their listening. It is not an easy task for teacher to teach vocabulary, because of the limitation of students' ability.

Based on the results of preliminary observations, it is known that there are two SLBN in the Palangka Raya. The school is also implementing a curriculum that requires the students to master the English language. While a

teacher who has taught English that who is not devoted to students with special needs. The fact remains that, there is no curriculum in college does not an excuse for not being able to teach children with special needs. Because, the process of teaching only a teacher emphasizes creativity in presenting the material to students. Students' ability to master a language one can be judged from the number of controlled vocabulary. So it is very important for a student, whatever the circumstances is to master a lot of vocabulary of a language. For that matter, why vocabulary is very important to know by students.

The curriculum used in special schools is a national curriculum according to type of disability who has been in charge sign the fringe by BNSP. In the implementation of this curriculum adapted to field conditions and children with special needs are being served.

SLB curriculum content is basically the same as the public schools, there are academic subjects and practical subjects, and there is the comparison of the percentage difference between academic education and practical education (skills). For Curriculum TKLB and SDLB almost equal comparison between academic and practical education is 60:40, while in comparison SMPLB is 40:60, and at 30:70 SMALB comparison.

Base on writer's pre-observation there are many difficulties in teaching English for teacher moreover teaching deaf students. When the teacher does not have skilled in teaching deaf student first they will have difficulties in communication with the students. In the other thing, difficult to deliver

material to them because they not enough to listen well. Those are the common difficulties in teaching English for deaf students and have a lot of difficulties again in teaching English for them. And the teacher who teaches English in that school does not a graduate of an undergraduate education special need, but only regular education graduates.

Finally, the writer interest in investigating the strategies used by the teacher in teaching English Vocabulary for deaf students in SLBN 1 of Palangka Raya.

The purpose of this research is to know what strategies the teacher use for teaching deaf students in Out Standing School (SLBN) 1 of Palangka Raya and how the teacher use the strategies. Because, not at all teachers can teach students with not enough to hear moreover with student hearing lost because they are cannot hearing well.

Teaching strategy is a contract between a student and a teacher. This implies that teacher and students have an agreement and some distinct obligations to each other.

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. Those strategies are personal delivery strategy, presentation strategy, use of visual aids, lecturer strategy, seminars strategy, lab and studio work, fieldwork and placements strategy, timetabling, choice of room, and method maternal reflective strategy.

B. Research Questions

Related to the statement described above, the writer formulated two research questions as follows:

1. What strategy using to teaching English Vocabulary for deaf students?
2. How to using the strategy to teaching English Vocabulary for deaf students?

C. Objective of the Study

The purposes of the study are formulated to answer the research questions. The purposes are as follows:

1. To describe how does the strategies to teaching English vocabulary for deaf students at SLBN 1 Palangka Raya.
2. To describe how to use the strategies to teaching English vocabulary for deaf students at SLBN 1 Palangka Raya.

D. Significance of the Study

This study has Theoretical and Practical significance. Theoretically, as the support for the theory which state in teaching strategies, references for the other researcher who are interested in investigating the strategy used by the English teacher of SLBN 1 Palangka Raya. Practically, for SLBN 1 Palangka Raya is to solve the students' difficulties in learning English.

E. Scope and limitation

The study is retentive to focus on description and to know teaching English Vocabulary Strategy for deaf students at SLBN 1 Palangka Raya.

The study belongs to a descriptive study. Besides, interview, observation, documentation and field note technique was applied in this study. The study was conducted at SLBN 1 Palangka Raya only in deaf students' class. This research takes many experiences for the writer in teaching learning strategy for deaf students.

F. Definition of Key Terms

1. Teaching

Brown (2000:3) states teaching is guiding and facilitating learning, enabling the learning, enabling the learner to learn, setting the conditions for learning. Teaching is a process transfer information or knowledge between teacher and students in the classroom, in door or out door, the act of giving information.

2. Vocabulary

According Hornby (1995:1331) vocabulary is the total number of words in a language. Vocabulary is teaching words from phrase and sentence and they have meaning and function. Vocabulary mastery is ability English to comprehend and build English vocabulary that is taught by using Pictures.

3. Strategy

According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes operation of operation for achieving a particular end, planned designed for controlling and manipulating certain information.

4. Teaching Strategy

A glossary of teaching strategies can help almost everyone involved in education. Experienced teachers need to learn about new techniques when renewing their certificates. Conversely, new teachers may want to have a reference for older theories that have worked well for others. In addition,

parents interested in how their child learns may want to learn more about teaching strategies being used in their child's classroom.

5. Deaf Students

Hornby (1995:298) states deaf is unable to hear at all or to hear well.

The students are groups of people who are in the classroom to gain the knowledge.

G. Frame of Discussion

In order to give the guidance for the writer and the readers in understanding the research paper, the writer makes an outline about the content of the research as follow:

Chapter I : Introduction, this chapter consist of: Background of the study, this section tell about the phenomenon that become problem will be discussed, the problem of the study (discuss about the problem will be researched), objective of the study (discuss about the aim of the study), significances of the study, scope and limitation of the study, definition of concept and framework of the discussion.

Chapter II : Review of Related Study that consists of the Teaching Strategy, Vocabulary, and Deaf Students.

Chapter III : Research Methodology includes some point, they are: Research design and Approach, time and place of the study, subject and object of the study, data collection procedure, the endorsement data and data analysis procedures.

Chapter IV : Research findings and Discussion. This chapter present the result of the research; consist of the teacher's strategies in teaching English Vocabulary for deaf students at SLBN 1 Palangka Raya.

Chapter V : Closing. This chapter discusses of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter discussed about Previous Study, Teaching Strategy, Vocabulary ,and Deaf Students.

A. Previous Study

There are some previous studies related to this current study:

First is a study was conducted by “The Effectiveness of Visual Materials in Teaching Vocabulary to Deaf Students of EFL“. The result of Fatma’s thesis showed that the aim of investigate the effectiveness of using all kinds of visual materials on teaching vocabulary to hearing impaired students. 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 to deaf learners of EFL.

Second study is from John Paul II who investigated about learning and teaching strategies in EFL classes for the deaf students. The study was based on authors 15 years experience in the field and discussed issues of formal aspect of curriculum organization. The study found that deaf students were eager to learn English when teacher used sign language. Furthermore, students felt confident and score while using sign language.

Based on studies above, this present study is different from them in the cases of the participant, time, and the place of this research. This present study was conducted at SLBN 1 Palangka Raya academic year 2016/2017. Although it is different, this current study has also similarity with previous studies above which investigated about teaching English vocabulary strategies for deaf students.

B. Teaching Strategy

1. Nature of Teaching Strategy

Ayuningrum (2012:10) states teaching is a process to transfer the knowledge and the materials to the students by using some methods that are suitable with the matter in the learning process. Besides that, in using of the method, the teacher should know what the material and about the condition of the students itself. The aim of teaching language is in order to make students are able to speak, listen, read and write.

Teaching strategy is a contract between a student and a teacher. This implies that teacher and students have an agreement and some distinct obligations to each other.

“As a teacher of language, you have thoughts about your subject matter, what language is, what culture is, and about your students, who they are as learners, and what you can do to help your students learn. It is very important for you to become aware of the thoughts that guide your actions in the classroom”. The state by Larsen (2000:5)

Brown (2000:113) states strategies are specific methods of approach a problem or task, modes operation for achieving a particular end, planned designs for controlling and manipulating certain information.

From the definition above, it can be known that teaching is process of guiding and helping learners to learn something, giving instruction, and providing knowledge that all of them are given by a teacher. In teaching learning process the teacher must make the planning before they teach the students in the class, and they have a role facilitator for the students, and also evaluate how students' ability in the lesson that have been given by the teacher.

2. Kinds of Teaching Strategy for Special Need Students

There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with hearing impairments. In considering alternative forms of assessment, equal opportunity, not a guaranteed outcome, is the objective. You are not expected to lower standards to accommodate students with a disability, but rather are required to give them a reasonable opportunity to demonstrate what they have learned.

Methods Maternal Reflective is a method of teaching language pedestal and his heart is in the process of conversation should a mother who chatted with her baby through the method of capture and multiple roles, where a mother phrased expressions of babies who cannot speak in

the hope the baby will imitate and understand expression of what reworded by his mother. In Method Maternal Reflective teachers must be observant and quick response to capture and respond to all expressions protege is still a non-verbal expression then reworded into verbal language to make use of fishing methods and the dual role, like a mother to her child.

Method Maternal Reflective is a method of language teaching is lifted from the efforts of a mother to teach the language to children to acquire language, which is a mother with the ability to reflect on the language. According to Linawati in Sunarto (2007:5), Method Maternal Reflective is a teaching that follow how children listen to master the native language, the starting point on the interest and communication needs of children and not in the program language rules that need to be taught or drill serves language reasonably possible to the child both ekspesif and reflective, demanding that the child gradually and define their own rules or forms of language reflective of all the problems of the language.

According to A Van Uden quoted by Maria Susila Yuwati (2000:10-11) Method Maternal Reflective through several steps, namely teaching by using fishing methods and the dual role as a mother when her child is still a baby. All forms of sentences in the conversation is the phrase word, sentence exclamation, interrogative sentence, a phrase in everyday situations, elements of feeling and others, the important thing in

the expression children are trained seritmis maybe this will help the memory of the child structure phase, deaf children are very low their memory then learning reading and writing cannot be ignored, a reflection of learning a language is possible only when supplied with a lot of practice the language and conversation.

Broadly speaking, the learning activities with Method Maternal Reflective consists of a conversation, reading and writing are packed in an integrated and intact so that students understand and be able to find its own rules of the language that has been used at the time of the conversation activities.

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:

1. Personal Delivery

Lip-reading requires great concentration. Three quarters of it is guesswork and for this reason, clear speech and contextual clues are vital for understanding.

In Personal delivery strategy is divided into six sections on how to use the strategy, namely: Speech, Visibility, Face, Position, Distractions, and Gaining Attention.

- a. **Speech:** Speak clearly and at a reasonable pace. Try to keep the rhythm of your speech as natural as possible. If in doubt ask the deaf student if the pace is right.
- b. **Visibility:** To be able to lip-read the deaf student needs to be able to see your face. Try to keep beards and moustaches trimmed; Do not cover your mouth with pens, cigarettes, coffee cups or hands while speaking. Try not to nod your head too much or speak while writing on the board or walking around the room as this creates near impossible lip-reading conditions. Ensure that the light is on your face and never from behind you as this will leave your face as a silhouette.
- c. **Face:** Try to maintain eye contact when talking to a deaf student one to one. Try to use expression in your face as well as gesture as this helps to convey the sense of your words to a lip-reader.
- d. **Position:** The deaf person should be seated to best advantage. She or he will know where best to sit. This will usually be a seat near the front, slightly to one side of the speaker (the optimum distance for lip-reading is about 6 feet).
- e. **Distractions:** Try to keep light reflecting or bright jewellery to a minimum, and wear plain clothes. Bright clothes, especially checks, stripes or dots can make concentration difficult.
- f. **Gaining Attention:** Be sure to gain the deaf person's attention before you start speaking. You can wave your hand at the student,

flash the lights on and off, if necessary, ask the person's neighbour to tap a shoulder or arm to alert him or her.

2. Presentation

In Presentation of the strategy is divided into four ways to use the strategy, namely: Context, Structure, Pace, Contributions.

- a. Context:** Before starting a discussion or changing the subject let the deaf person know the topic being discussed. Lip-reading is much easier when the subject area is known.
- b. Structure:** Try to follow a logical structure for your session as this makes lip-reading easier to follow. If possible, let the student have a copy of your written notes before the lecture as this will help with following an argument.
- c. Pace:** Try to allow a little extra time for the deaf student to assimilate information and respond before going on to the next stage. Break the session up so that the deaf student is not lip-reading for long periods at a time.
- d. Contributions:** Questions and contributions from elsewhere in the room, especially if they are from behind the student will not be heard. Repeat the question before going on to answer it.

3. Use of Visual Aids

- a. Vital Information:** Write out vital information such as changes of meeting time or venue on the board or overhead projector to make sure that the deaf person is not left out.

- b. New Vocabulary:** Try to provide new vocabulary in advance or write it on the board or OHP. Unknown words are impossible to lip-read.
- c. Reading Time:** When using OHPs, boards or flipcharts, allow the student's time to read what is written before starting to speak.
- d. Boards and Flipcharts:** Try not to speak when writing on the board. Students cannot lip-read the back of your head.
- e. Overhead Projectors:** These can be particularly helpful, but remember that OHPs can be noisy which may be difficult for those who use hearing aids.
- f. Slides:** When using slides in a darkened room leave a curtain open or a spotlight on the speaker or interpreter or turn up the lights again before beginning the commentary.
- g. Videos and Tapes:** Try to use subtitled videos where possible or obtain a transcript of the commentary.

4. Lectures

- a. Handouts:** Well prepared handouts provided in advance to allow reading time will increase the amount that a deaf student gains from your lecture.
- b. Position:** Try to stay in the same place and not move around while you are talking.
- c. Booklists:** Make sure that you give the deaf student relevant booklists well before the start of the course. A deaf student may

rely more heavily on text books than lectures and so easy availability is a great help.

5. Seminars

For deaf students group discussions are probably the most difficult situations to deal with. But there are ways of overcoming some of the problems.

- a. Size:** The optimum size of group for a deaf person is between 6 and 10. If a group is bigger than this it is unlikely that people will be near enough to lip-read and following contributions to discussions becomes more complicated.
- b. Seating:** Arrange the room so that the student can see everyone by putting chairs in a circle or horseshoe shape. Make sure no one is silhouetted against the light.
- c. Chairing:** Allow the deaf student to take his or her share in chairing the discussion. When someone else is chairing make sure that this person controls the discussion, encourages mumbles to speak up and prevents unnecessary interruptions when people are speaking.
- d. Equipment:** If the student is using a radio microphone or loop system remember that all contributors to the discussion will need to speak in to the microphone. Ensure that this is known to the group before discussion starts.

6. Lab and Studio Work

A variety of different situations can arise in practical sessions.

Examples could be:

- a. Do not stand behind the student when he or she is working.
Remember also that the student cannot watch the work and lip-read you at the same time.
- b. When teaching points arise during the session as a result of supervising the work of other students, remember to attract the deaf student's attention before speaking.
- c. Make sure that the deaf student can see clearly what you saying and doing when are giving a demonstration.

7. Fieldwork and Placements

Special provision may have to be made for students on field trips or on placements. A student who copes well with lip-reading in a lecture theatre may be quite unable to manage without further support when on a windy beach or moor or in a noisy factory. Be flexible and talk through the possible options and solutions with the student well in advance to avoid problems.

8. Timetabling

Rearranging the timetable slightly can make an enormous difference to a deaf student. Examples are given below:

- a. **Lectures:** Try not to fill an entire day with contact teaching. Lip-reading is tiring and a few hours every day is best.

- b. Tutorials:** If a student uses an interpreter or communicator remember that this needs to be taken into account in the timing of tutorials.

9. Choice of Room

This can be vital to maximise the amount which a deaf student can gain from a session.

- a. Lighting:** Choose a room with good lighting where light will be concentrated on the speaker's face. Rooms with windows directly behind the speaker are not good as they will leave the speaker as a silhouette.
- b. Background Noise:** Choose a quiet room without background noise from traffic which may make it difficult to hear hearing aid users are more distracted by background noise than hearing people. If students are being divided into groups for a session try not to put more than one group in a room as the discussion of another group can make it difficult to decipher what is being said nearby.
- c. Acoustics:** Try to choose a room that has been acoustically treated. Carpet, soft furnishings, ceiling tiles to absorb sound all make it easier to hear.
- d. Amplification Systems:** Check that the room is suitable for any technical equipment that may be used. Can the amplification system already installed be used in conjunction with a portable loop or with a radio microphone system.

- e. **Decoration:** Try not to choose a room with bright or distracting wallpaper or pin boards behind the speaker. This can make it difficult to concentrate on the speaker. If necessary, use a screen behind the speaker.

3. Principle in Teaching for Special Need Students

All members of the school community share in the responsibility of providing a positive and supportive environment. Children should be enabled to reach their full potential and encouraged to make the most of their time at school. In order to achieve this, deaf children may need different or additional support. Teachers have a vital role in ensuring quality of access for deaf children, not only in the classroom but also in the wider life of the school.

The National Deaf Children's Society (2003:5) states the National Curriculum sets out three principles for inclusion for teachers which are:

1. Setting suitable learning challenges.
2. Responding to pupils' diverse needs.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

C. Vocabulary

Teaching vocabulary is a complex task because the teaching includes not only the meaning of words but also spelling and pronunciation of the words. A good teacher should use appropriate presentation techniques and enough practice for certain words. The teacher has to teach not only the

meaning of words but also use appropriate methods for each other aspects of languages such as spelling and pronunciation.

Teaching vocabulary is a part of teaching language. Thus, the process of teaching vocabulary constitutes the activities of learning and teaching together that guide students to be able to receive and use the vocabulary in accordance to its function.

1. Nature of Vocabulary

Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read, or write.

Elsy states vocabulary is fundamental to the mastery of the all skill, because they are smallest element of the sentences. According to Cameron, “children will ask what a particular word means or how to say a word in the foreign language”.

According to Oxford Advanced Learner’s Dictionary Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. Vocabulary as a listing, either selective or exhaustive, containing the words and phrases of a language with meanings or translations into another language. Vocabulary is a collection of words of a language, science, etc, arranged alphabetically and explained; number of words a person uses in speech or writing.

Based on the definition, vocabulary is a team of words that has in a language that categorizes or characterize the language itself. Vocabulary is

not merely a word but it also a meaning of the words that other people need to know and understand.

According to Richard in Nurrofiyah vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is meaning as society with spelling form. The focus of definition is in the meaning. Thus, teaching vocabulary is the instruction that used to develop student's ability to use vocabulary items in free in meaning conversation.

Based on the definition, vocabulary is a team of words that has in a language that categorizes or characterize the language itself. Vocabulary is not merely a word but it also a meaning of the words that other people need to know and understand.

2. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to "know" a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary tape definition, or an equivalent word in their own language. In learning

vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

3. Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language.

Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot

understand the meaning of sentences or cannot understand what the people say.

Vocabulary is one of the important parts of languages, because if we speak a language, we need several words to convey ideas. So, people can understand what we mean. There are two of the Important of vocabulary, which are:

- a. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.
- b. Actually, vocabulary is one of the important of the four language skills.

Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it.

4. Kinds of 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.

Four kinds of vocabulary are described by Charles C. Fries (1967:44) as follows:

1. Function Words

The first kinds of vocabulary is "function words", although some of them may have full word meaning content, primarily or

largely operate as means of expressing relations of grammatical structure. These include auxiliaries, prepositions, conjunctions, interrogative particles, etc.

a. Auxiliaries, include; *have be, shall, will, may, can, must, might, could, would, should, do, get, keep*, etc.

b. Preposition

1) Preposition-adverb, include *at, by, for, from, in, into, of, on, to, and with*

2) Prepositions of Place, include; *behind, in front of, over, under, above, below, beside, between, beyond, around*.

3) Preposition of direction, include; *through, into, out of, toward, away from, up, down, across*

4) Preposition of Time, include; *before, after, during, since* and *until*

5) Preposition of Comparison, include; *like, different from, as....as ...than...*

c. Conjunctions

The important conjunctions, the function words used with word groups (*and, that, which, if, as, but, so, who, when, while, what, where*), conjunctions express such relationships as time (*after, before, since, until*), cause(*for, because, since*), purpose(*in order that, so, that*), comparison (*as...as,...then*), concession (*although*), condition (*unless, weather*), conclusion (*therefore*).

d. Interrogative Particles

Interrogative Particles include *who, whose, which, what, when, where, why, how*), articles (*the, a, an*), degree words (*more, most*), generalizing particle (*ever*) and special uses of *there, it* and *one*.

2. Substitute Words

The second kind of vocabulary items consist of the "*substitute*" words, those words which represent not individual things or specific actions, but function as substitutes for whole form-classes of words. In this group, they are;

- a. Personal pronouns, include *I, me, we, us, you, he, him, she, her, it, they, them, my, our, your, his, its, their, mine, ours, yours* and *theirs*.
- b. The indefinites, include; *anyone, anybody, anything, everyone, anywhere, everybody, everything, everywhere, someone, somebody, something, somewhere*.
- c. The negatives, include; *none, nobody, nothing and nowhere*.
- d. Quantity of number, include; *each, both, all, some, any, few, many, several, much, one, ones, two*, etc.

3. Grammatical matters as presence or absence of a negative

The third kind of vocabulary item consists of those that are distributed in use according to such grammatical matters as the presence or absence of a negative.

4. Content Words

According to Fries the large body of "*content*" words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed. These are the words that function as symbols for the phenomena which we react upon as the world of reality about us, symbol for "thing", for "action" and for "qualities."

Fries also write in *Teaching and learning English as a Foreign Language* book that in English, words fall roughly into three classes; class I, class II and class III.

a. Class I is the words for "things"

The words of class I represent sets of phenomena that seem to endure with some stability, such as chair, book, hat, stone, water, paper, food, blood, etc.

b. Class II is the words for "action"

The words of class II represent sets of phenomena that seem to change or be in process, such as sit, read, cover, lift, drink, write, cut, eat, etc.

c. Class III is the words for "qualities"

The words of class III express judgments and the precise meanings shift with the various "thing" to which the "quality" word is attached as a modifier. In fact these words can be said to

have no meaning except in relation to the particular objects to which they are attached.

5. Assessing Vocabulary

Vocabulary is an essential part of learning a language, without which communication would suffer. Assessment could still be conveyed somewhat without a correct usage of grammatical structure, but without vocabulary nothing is conveyed.

Assessment of vocabulary is critical for identifying children at risk for reading problems and for designing appropriate instruction. The use of oral measures is essential. Tests that require reading or writing make it impossible to differentiate other problems children may have, such as difficulties in word decoding or spelling, from lack of vocabulary knowledge. Children with suspected learning disabilities should be individually assessed on measures that include both receptive and expressive oral vocabulary.

- a. Receptive vocabulary involves understanding of spoken words, for instance, asking a child to point to a picture that represents a word spoken by the examiner.
- b. Expressive vocabulary involves using or naming a word, as when the examiner shows a picture to a child and asks the child to name it.

Although the relationship of receptive vocabulary to reading comprehension seems obvious, expressive vocabulary appears to be an even stronger predictor of beginning reading achievement than is receptive

vocabulary. Therefore, both areas should be included in a comprehensive assessment.

Recommendations for Classroom Vocabulary Assessment:

a. Match vocabulary assessment procedures with instructional objectives.

In simple terms, the way you assess vocabulary in the classroom should be reflective of how you teach it. For vocabulary assessment to be valid, it needs to match instruction using formats that students are familiar with.

b. Employ multiple measures.

Vocabulary knowledge is multifaceted and no test can tap into all forms of vocabulary knowledge. In order to get a more in depth profile of your students' vocabulary knowledge, it is necessary to employ multiple measures of vocabulary assessment.

c. Make your assessments meaningful.

The assessment of students' vocabulary development should be meaningful. Whenever possible try to assess students' vocabulary development authentically.

d. Be transparent.

Provide students with the necessary information about how their vocabulary knowledge will be assessed. In class, practice common vocabulary testing formats so that students can develop a familiarity with the ways they can be tested.

6. Level of Vocabulary

Most children begin first grade with about 6,000 words of spoken vocabulary. They will learn 3,000 more words per year through third grade. However, not all words have equal importance in language instruction. So, how do we know which words we need to teach?

Hutton (2008:182) states there are three levels of vocabulary for teaching and assessing word knowledge. A word's frequency of use, complexity, and meaning determines into which level it will fall. Those with mature vocabularies and age appropriate literacy skills understand and use words from all three levels. This handout discusses the three level of vocabulary, level 1 Basic Vocabulary, level 2 High Frequency/Multiple Meaning, and level 3 Subject Related.

a. Level one

Level one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of level one word are: *book*, *girl*, *sad*, *run*, *dog*, and *orange*. There about 8,000 word families in English included in level one.

b. Level two

Level two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and

therefore strongly influence speaking and reading. Following is a list of standards for level two words:

- 1) Important for reading comprehension
- 2) Characteristic of mature language users
- 3) Contain multiple meanings
- 4) Increased descriptive vocabulary (words that allow students to describe concepts in a detailed manner)
- 5) Used across a variety of environments (generalization)

Level two words are the most important words for direct instruction because they are good indicators of a student's progress through school. Examples of level two words are: *masterpiece*, *fortunate*, *industrious*, *measure*, and *benevolent*. There are about 7,000 word families in English (or 700 per year) in level two.

c. Level three

Level three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning *amino acid* during a chemistry lesson. Examples of level three words are: *economics*, *isotope*, *asphalt*, *Revolutionary War*, and, *crepe*. The remaining 400,000 words in English fall in this level.

It is important to remember that level two and three words are not all clear-cut in their tier classification. There is more than one way to select the words. Word knowledge is subject to personal experience.

D. Deaf Students

Deaf learners generally experience tremendous difficulty in acquiring spoken languages in contrast to their natural and effortless acquisition of signed languages. Without full access to the sounds and intonations of a spoken language, the acquisition process for deaf learners is often labourer and unnatural and occurs at a much slower rate than for hearing learners. Berent (2001:124) states some deaf learners are somehow able to compensate for the lack of auditory access to the spoken language and attain native-like knowledge of the language. However, many deaf learners accomplish only partial acquisition of the spoken language and experience persistent difficulties in reading comprehension and written expression.

Understanding the processes of language acquisition and the challenges confronting deaf students as they attempt to learn English is important for all teachers of deaf students. Unfortunately, many teachers of deaf students work in complete or relative isolation. In contrast to the hundreds of thousands of teachers worldwide teaching the millions of hearing students of English as a second (ESL) or foreign language (EFL), the number of teachers of English to deaf students (and the number of students) is, relatively speaking, extremely small. Therefore, these teachers have unique responsibilities.

We can define types of deafness from several points of view such as the time when the deafness occurred, the part of body which affects the ability to hear and the degree of deafness.

To focus on the time, there is difference between pre-lingual and post lingual deafness. Pre-lingual deafness occurs before the child acquires the language and, logically, post lingual deafness occurs later in life, after the process of acquirement of language is finished. The learning language approaches, of course, differ in these two groups.

Although the time of life when the deafness occurred is important, we cannot forget about the degree of deafness according to the sound volume that is measured in the decibels. Moravkova (2011:20) states there are five categories into which the deafness is divided and they depend on the detection of the sound. The first category, characterized as mild, means that the lowest level of sound adult can hear is from the range of 25-45 dB and child from the range of 20-40 dB. For the second category called moderate the lowest level of sound is from the range of 41-55 dB. For the third, moderately severe, only sounds louder than 56-70 dB can be heard and for the fourth, severe, the sound has to be even over 71-90 dB. The last category called profound includes individuals with the difficulties to hear the sounds under 90 dB ("Hearing Impairment").

According Yovkova the dysfunction of the auditory analyser does not result simply in severe or profound loss of the ability to hear acoustic input; it also results in difficulties in acquisition of language on various levels:

phonology, semantics, grammar, and pragmatics. These difficulties lead to serious speech impairment of children with hearing loss.

Teaching deaf students is not easy to do, moreover for teacher does not have skill for teaching them, certainly they will confuse by situation in the class. Every teacher has challenge or problem in teaching process for deaf students; with their hearing lost certainly they can not to hear well.

The problem in teaching deaf students as usually the teacher have difficulties in communication with the students and the other thing the teacher also difficult to deliver material to them because they not enough to hear, impossible thing for teacher to scream in class during learning.

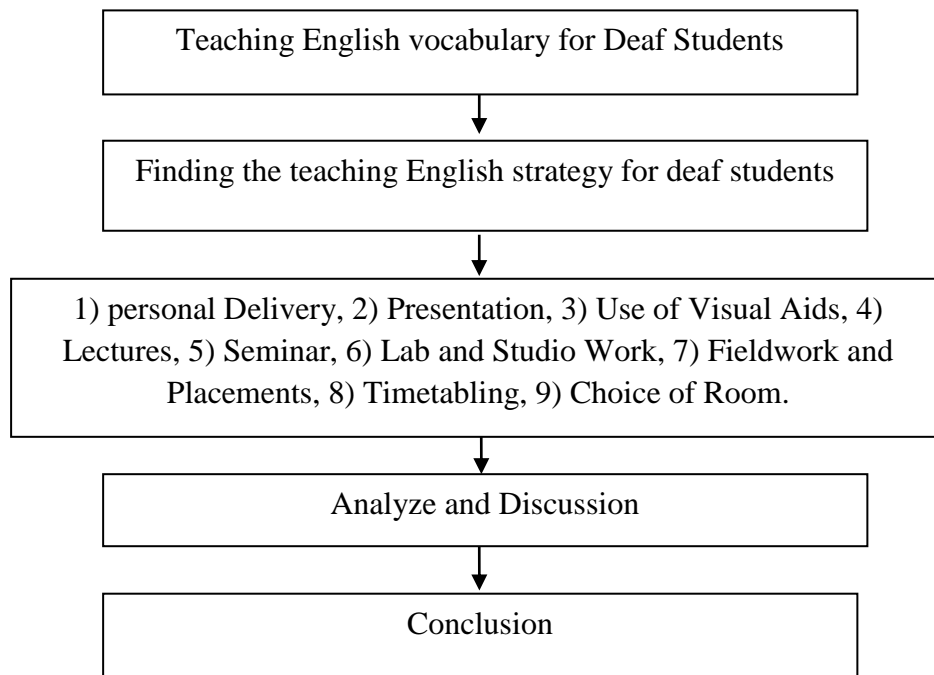
So the challenge in teaching deaf students teacher must be patient in facing the student and they must extra hard in teaching for delivery material that teacher explain.

E. Frame of Thinking

Teaching English vocabulary strategy is strategy that use by teacher in teaching English vocabulary but it is use for deaf students or students who has special needs. There are some kinds of teaching strategies for deaf students: 1) personal Delivery, 2) Presentation, 3) Use of Visual Aids, 4) Lectures, 5) Seminar, 6) Lab and Studio Work, 7) Fieldwork and Placements, 8) Timetabling, 9) Choice of Room and 10) MMR (Method Maternal Refractive)

In this research, the writer wants to describe and analyze the teaching English vocabulary strategy for deaf students. It can be seen from the scheme below:

Figure 2.1 Frame of Thinking



CHAPTER III

RESEARCH METHOD

This chapter discusses about research design and approach, time and place of the study, subject and object of the study, data collecting procedure, the endorsement of data and data analysis procedure.

A. Research Design and Approach

In this study, the writer used Qualitative approach. According to Donald Ary (2010:29) Qualitative writers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

In this study, the research design is descriptive qualitative research. Dawson (2002:22) states descriptive qualitative research attempt to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, living condition of a community, or describe attitudes toward an issue.

B. Time and Place of the Study

The study was conducted in academic year 2015/2016. The collected data was on March 21- May 22 2016. The writer was conducted the research until found the complete data from the English teacher at SLBN 1 Palangka Raya.

The place of the study is in Outstanding School (SLBN) 1 Jl. RTA. Milono, Palangka Raya. This school is one of SLBN 1 in Palangka Raya that had been applying English subject as local content subject.

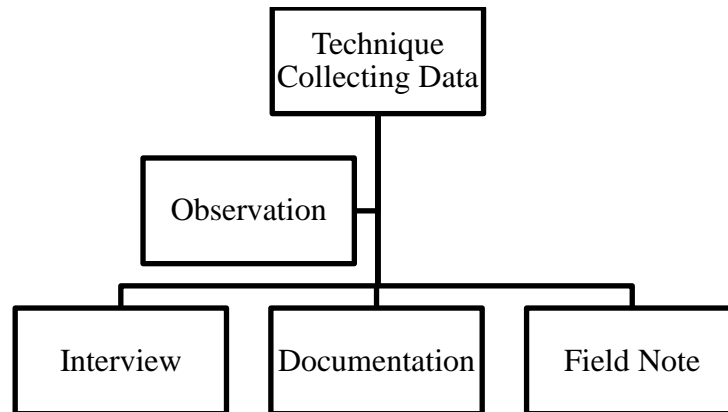
C. Subject and Object of the Study

The subject of the study is a teacher who teaching English in SLBN 1 of Palangka Raya. Actually, there is teacher and the writer observe English teacher at SLBN 1 Palangka Raya. To collect the subject of the study, the writer used purposive sample. That is sample purposive done by taking the subject is not used on the level, random and territory but based on the purposive (Arikunto, 2006:140). In which this technique, the writer took the subject based on teacher strategy. The writer used this technique that is with criteria the teacher strategies. Based on the teacher teaching at SLBN 1 Palangka Raya, there are some strategies using by the teacher. But, in this study the writer observed some strategies using by the teacher when teaching in the class.

The object of the study is the teacher's strategies in teaching English Vocabulary. In this case, the writer was observed the strategies applied by the English teacher.

D. Data Collection Procedure

In this study, the writer applied descriptive method. To collect the data writer used observation, interview, documentation and field note.

Figure 3.1**Technique of Collecting Data****1. Observation**

According to Donal Ary, observation is a basic method for obtaining data in qualitative research. Qualitative observations rely on narrative or word to describe the setting, the behaviours, and the interactions. The goal is to understand complex interactions in natural setting.

Hornby states observation is the action of watching somebody/something carefully so as to notice things. The writer observed the teaching strategies in teaching English Vocabulary applied by the teacher at SLBN 1 Palangka Raya. The writer conducted the observation as passive participant. The writer came to class but did not involve in teaching and learning activities. The writer took notes for field notes and used observation checklist to identify the strategies applied by the teacher.

2. Interview

Interview is conversation with particular purpose. The conversation is done by two people. The writer interviewed the teacher English at SLBN 1 Palangka Raya. Interview is a meeting at which somebody applying a job, a place on a course. The interview is a technique of collecting data through interview process that goes in one direction that is the question that came from the interview and answer given by those interviewed.

In this study, the writer used unstructured interview in this technique to know exactly about what information will get or happen in the field. In this technique, the interviewer used interview guideline that consisted of the appropriate questions to the topic of this study.

3. Documentation

Sugiyono (2007:320) states document is record of event in the form written, pictures, or monumental work. Lynch (1996:139) also states documentation is the technique of collecting the available documentation for the program being evaluated. This technique was aimed to find out the documentation related to the study. Some documents support these studies are:

- a. Photo of teaching learning process in the classroom.
- b. Syllabus and RPP of English lesson for deaf students at SLBN 1 Palangka Raya.
- c. The result of interview.

d. The result of observation.

This technique makes sure that the process of taking the data was really appropriately done. It means, this data was accurate and acceptable data.

4. Field Note

According to Bodgdan and Biklen (1998:74) Field Note is written note about what are heard, seen, happen, and thought in framework of collecting data and reflection toward data in qualitative research. The most common method of recording the data collected during the observation is Field Note. The researches may make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may supplement information from other sources, including document and interview, or they may comprise the main research data.

In this study, the field note was used to collect the data; it was choose by the writer to support the result of data that was found from the observation checklist. The field note from can be seen on appendix (*see appendix*).

E. Data Analysis Procedures

Moleong (2004:103) states analysis is process of organizing data to get meaning of them. Miles and Huberman via Sugiyono stated the activities in analyzing data are data reduction, data display and conclusion drawing. To determine the validity of the data, it is needed a checking technique of

the data. Abdul Qodir (1999:97) mentions that there are three steps that are used to analyze the qualitative data (Miles and Huberman version) as follow:

1. Data Collection

The main thing in data analysis is the existence of data collection. Data analysis in natural approach will be conducted when the research is being done. Data collection is the result of data collecting techniques on observation, interview and documentation.

2. Data Reduction

This case is a process of selecting; choose the data that relevant of the study and focus on the data that direct to solving of problems or to answer the research. Moreover, all of the data arrange question should relate to the problems of the study.

3. Data Display

The writer explanation in data display because it was the result of the data reduction made in report systematically which could be understood and reasonable of the data those were got in the field. Furthermore, data display could be done by simple explaining, draft, relation categories and flowchart.

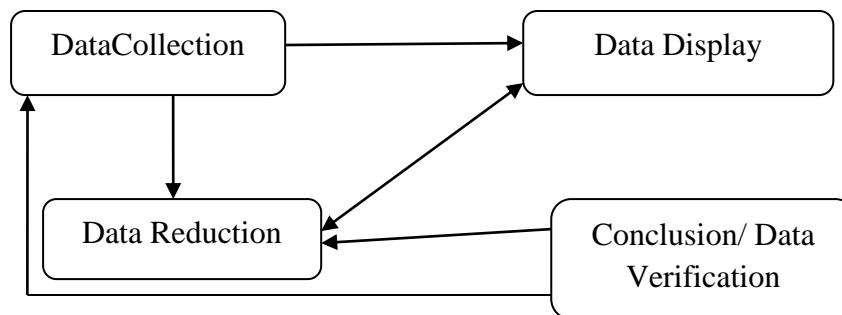
4. Conclusion Drawing Verifying

All the data had been processed by the writer were concluded. Afterwards, the conclusion was verified by looking back of the data reduction and data display after collecting the data.

The writer chose the relevant data toward the problems of study. In addition, the writer made the data in simple explanation. The last, making conclusion by seeing back of the data reduction, and data display after collecting the data. Its aim was to get the credible data that support the valid data. So, conclusion taken did not deviate from problems of the study.

Figure 3.2

Data Analysis Procedures

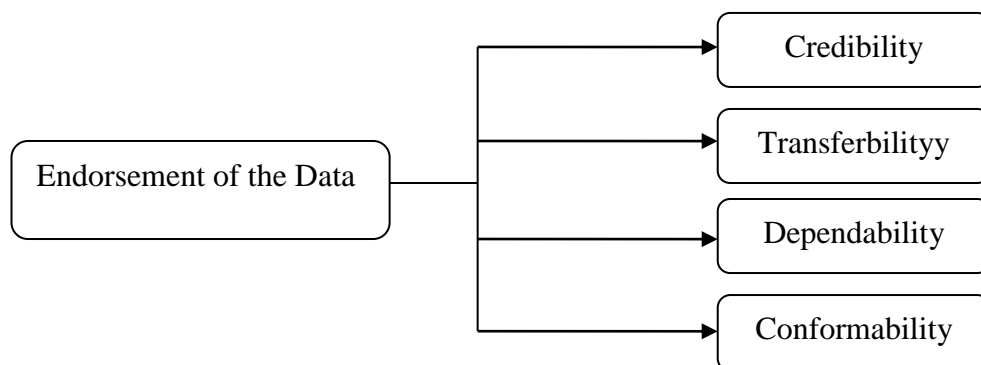


F. The data Endorsement

Sugiyono states there are four techniques to determine the endorsement of the data. They are credibility, transferability, dependability and conformability.

Figure 3.3

Endorsement of the Data



1. Credibility

According to Alwasilah (2011:140) credibility means trust worthiness of the data. In naturalistic approach, validity of the data refers to the finding data was appropriate it the reality. The data credibility is supported by some technique as follows:

a. Triangulation

It is process to crosscheck the data by various data to get the data. The writer checks the data by combined the data result from the data collecting procedure that consists of interview, observation checklist, field note and documentation. The combined data will help the writer increases their understanding and probability that their finding will be seen as credible of consideration by others. Meanwhile, the writer uses data triangulation technique in validating of data. In this study, the writer combined the data result from interview, observation checklist, field note and documentation to describe the teacher's strategies in teaching English Vocabulary to deaf students at SLBN 1 Palangka Raya.

b. Member Check

The writer rechecked the finding data of the data sources or the subjects of the study. The purpose of the member check is to inform and confirm the data result to the subjects of the study before writing the study report.

c. Debriefing

The writer and the informant discuss the data that collected from various techniques. It is about the data founded from the informant's performance which related to their score.

2. Transferability

Transferability relates to the questions, how far the result of the study can be applied by the other in other context. So that people can understand the result of the study then want to apply it, a writer must report the study clearly, systematically and acceptably. Therefore, the writer tried to report the study clearly, systematically and acceptably by the reader. The reader of this study can be easy to comprehend the study so he/she can implement the study result in other location.

3. Dependability

Dependability of the data is known if the other writer or people replicate the study process. Dependability examining is conducted by auditing all of study process to prove the data reliability. Therefore, the writer focused to the problems, went to the field, determined the source of the data, collected the data, analysed the data, examined the endorsement of the data, and made the conclusion of the data.

4. Conformability

Examining the conformability can be done by examine the result of the study that related to the process. The result of the study must come from the process of the study without any manipulation.

BAB IV

RESULT OF THE STUDY AND DISCUSSION

This chapter presents research finding and discussion. The finding is designed to answer the research problem.

A. Research Finding

This present research aimed and finding the teaching vocabulary strategies for deaf students used by English teacher at SLBN 1 Palangka Raya and how to use the strategies.

Based on the observation at SLBN 1 Palangka Raya starting from March 21st to May 22nd, 2016, the researcher found that the strategy used in teaching English vocabulary for deaf students was only one strategy namely Method Maternal Reflective (MMR).

In the following data from researcher's interview is the data shown that MMR was used to teach English vocabulary for deaf students.

1. Researcher : Do you have any strategy to teach deaf students at this school?
Teacher : Yes, I do. I usually use Method Maternal reflective (MMR) Strategy to teach students here.
2. Researcher : What kind of strategy is MMR strategy?
Teacher : It is a strategy to teach students speaking to students face by face like using first language. Its' strategy is already suggested by many experts to teach deaf students.
3. Researcher : What are the advantages of that strategy?
Teacher : The most important thing is I understand what their idea. The communication is friendly with students, but in that strategy teacher must be active to ask.
4. Researcher : Do you succeed to teach English vocabulary using this strategy?
Teacher : Yes, I do. By using this strategy, students are more confident to express their feeling and telling story. In order that, it helps their vocabulary improves.

5. Researcher : Do you have other strategies to teach English vocabulary to deaf students at this school?
 Teacher : Yes, I do. But I often use MMR strategy to teach students. It is because this strategy is suitable for deaf students to learn English vocabulary at SLB N 1 Palangka Raya.

The teacher activities were divided into three activities; pre-teaching, whilst teaching and post teaching activities.

Table 4.1 Strategy applied by English teacher at SLBN 1 Palangka Raya based on interview

No	Meeting	Strategy used by the teacher
1	First Meeting	<p>Method Maternal Reflective (MMR)</p> <p>In the first meeting, teacher used MMR strategy in teaching English vocabulary for deaf students.</p> <p>a. Pre-Activity In this activity, the teacher said hello to students and expressed some greetings like “hello”, “how are you?” and etc mostly using Indonesia language.</p> <p>b. Whilst-activity The teacher spoke in Indonesian language mostly and sign language, so give students English books and also order students to prefer their dictionary. Before teaching process the teacher asking to students about home work. Then when the students does not understand about the vocabulary written in white board so the teacher help them to look for in dictionary and explain again about what it is mean, or the teacher give a simple example.</p> <p>c. Post-Activity In this activity, students were given a home work to translate a text of “My aunt’s house”.</p>
2	Second Meeting	<p>Method Maternal Reflective (MMR)</p> <p>a. Pre-Activity In this activity, teacher did some greetings like usual, then asked student’s home work that they had been given before.</p> <p>b. Whilst-Activity</p>

		<p>In teaching English Vocabulary strategy in the second meeting observation was used by the teacher are personal delivery, presentation, lab and studio work, fieldwork and placements, timetabling, choice of room and Method Maternal Reflective (MMR).</p> <p>In the second meeting, the teacher taught about 'Hobby', she used some strategies such as this strategy personal delivery, presentation, lab and studio work, fieldwork and placements, timetabling, choice of room and Method Maternal Reflective (MMR). Before began the lesson she used several strategies as choice of room, timetabling, lab and studio work and also fieldwork and placements, that strategies used for make students feel comfortable, relax and enjoy when they study English in the class. She used personal delivery strategy to communicate clearly with students and combined with presentation to explain about material she teaches. And used Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy make students more brave to told their knowledge.</p> <p>c. Post-Activity</p> <p>In post-activity, the teacher gave feedback to students and gave some suggestion, the expressed leave taking.</p>
3	Third Meeting	<p>Method Maternal Reflective (MMR)</p> <p>a. Pre-Activity</p> <p>In pre-activity, the teacher began the lesson by doing some greetings to the students as usual.</p> <p>b. Whilst-Activity</p> <p>In third meeting she used some strategies such as personal delivery, presentation, lab and studio work, fieldwork and placements, choice of room and Method Maternal Reflective (MMR). In third meeting she gives material vocabulary about 'Part of Body Elephant', and the students very enthusiastic to know about what it. Before began the lesson she used several strategies as choice of room, lab and studio work and also fieldwork and placements, that strategies used for make students feel comfortable, relax and enjoy when they study English in the class. She used personal delivery</p>

		<p>strategy to communicate clearly with students. She let the students know the topic being discussed and sometime she use lip-reading than use sign language it means that she applied presentation. And used Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy make students more brave to told their knowledge.</p> <p>c. Post-Activity In post-activity, the teacher gave students feedback and motivation to learn more about what they had learnt. Then the teacher expressed leave taking as usual.</p>
4	Fourth Meeting	<p>Method Maternal Reflective (MMR)</p> <p>a. Pre-Activity In pre-activity, the teacher expressed greetings as usual, prayed, and checked present list.</p> <p>b. Whilst-Activity In fourth meeting the teacher taught ‘Simple Past Continues’. She gave simple question for students after she explained the material, so students answered in their writing book and forward to front of one by one to write the answer in white board. Before began the lesson she used several strategies as choice of room and lab and studio work, that strategies used for make students feel comfortable, relax and enjoy when they studied English in the class. So, when she explained the material about ‘Simple Past Continues’ it means she used personal delivery and combined with presentation. And used Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy make students more brave to told their knowledge.</p> <p>c. Post-Activity In post activity, teacher gave feedback to students and gave student’s motivation to learn English more.</p>

Based on that finding, Method Maternal Reflective was used in teaching and learning process. English teacher used that teaching strategy of

language teaching which was lifted from the efforts of a mother to teach the language to children to acquire language.

Method Maternal Reflective was used as a teaching strategy showed that how children listen to master the native language, the starting point on the interest and communication needs of children and not in the program language rules that need to be taught or drill serves language reasonably possible to the child both expressive and reflective, demanding that the child gradually and define their own rules or forms of language reflective of all the problems of the language.

B. Discussion

The research problems stated: 1. What strategies using to teaching English Vocabulary for deaf students, and 2. How to use the strategies to teaching English Vocabulary for deaf students ? Hence, the question looked for the answer of teacher's strategies in teaching English Vocabulary to deaf students at SLBN 1 Palangka Raya. To answer the research problem, descriptive qualitative was applied.

1. The strategy used by the English teacher to teach English vocabulary at the SLBN 1 Palangka Raya was Method Maternal Reflective (MMR) strategy.

Method Maternal Reflective was used in teaching and learning process. English teacher used that teaching strategy of language teaching which was lifted from the efforts of a mother to teach the language to children to acquire language.

Method Maternal Reflective was used as a teaching strategy showed that how children listen to master the native language, the starting point on the interest and communication needs of children and not in the program language rules that need to be taught or drill serves language reasonably possible to the child both expressive and reflective, demanding that the child gradually and define their own rules or forms of language reflective of all the problems of the language they learn.

This finding related to Linawati in Sunarto (2007:5) who stated that Method Maternal Reflective is a teaching that follow how children listen to master the native language, the starting point on the interest and communication needs of children and not in the program language rules that need to be taught or drill serves language reasonably possible to the child both expressive and reflective, demanding that the child gradually and define their own rules or forms of language reflective of all the problems of the language.

Furthermore A Van Uden quoted by Maria Susila Yuwati (2000:10-11) stated that Method Maternal Reflective through several steps, namely teaching by using fishing methods and the dual role as a mother when her child is still a baby. All forms of sentences in the conversation is the phrase word, sentence exclamation, interrogative sentence, a phrase in everyday situations, elements of feeling and others, the important thing in the expression children are trained seritmis maybe this will help the memory of the child structure phase, deaf children are very low their memory then learning reading and writing cannot be ignored, a reflection of learning a

language is possible only when supplied with a lot of practice the language and conversation.

2. How to use the strategy used by English Teacher to teach English vocabulary for deaf students at SLBN 1 Palangka Raya

In the present research, the researcher observed the teaching learning process conducted by English teacher to teach English vocabulary for deaf students at SLBN 1 Palangka Raya for four meetings.

In the first meeting, the teacher spoke in Indonesian language mostly and sign language then gave students English books and also order students to prefer their dictionary. Before teaching process, the teacher asked students about home work. Then when the students did not understand about the vocabulary written in white board so the teacher helped them to look for in dictionary and explained again about what it is mean, or the teacher give a simple example.

In the second meeting, the teacher taught about 'Hobby', she used some strategies such as this strategy personal delivery, presentation, lab and studio work, fieldwork and placements, timetabling, choice of room and Method Maternal Reflective (MMR). Before began the lesson she used several strategies as choice of room, timetabling, lab and studio work and also fieldwork and placements, that strategies used for make students feel comfortable, relax and enjoy when they study English in the class. She used personal delivery strategy to communicate clearly with students and combined with presentation to explain about material she teaches. Then the teacher used

Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy made students braver to talk their knowledge.

In third meeting the teacher used some strategies such as personal delivery, presentation, lab and studio work, fieldwork and placements, choice of room and Method Maternal Reflective (MMR). In third meeting she gave material vocabulary about 'Part of Body Elephant', and the students very enthusiastic to know about what it. Before began the lesson she used several strategies as choice of room, lab and studio work and also fieldwork and placements, that strategies used for make students feel comfortable, relax and enjoy when they study English in the class. She used personal delivery strategy to communicate clearly with students. She let the students know the topic being discussed and sometime she use lip-reading than use sign language it means that she applied presentation. And used Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy make students more brave to told their knowledge.

In fourth meeting the teacher taught 'Simple Past Continues'. She gave simple question for students after she explained the material, so students answered in their writing book and forward to front of one by one to write the answer in white board. Before began the lesson she used several strategies as choice of room and lab and studio work, that strategies used for make students feel comfortable, relax and enjoy when they studied English in the class. So, when she explained the material about 'Simple Past Continues' it means she

used personal delivery and combined with presentation. And used Method Maternal Reflective (MMR) for more communicate with students when teaching learning process, because this strategy make students more brave to told their knowledge.

BAB V

CLOSING

This chapter discusses the conclusion of the research which has been analyzed by researcher and discusses suggestion to teacher, school, and future researcher.

A. Conclusion

Based on the result of the research finding and the research discussion, this current research can be concluded that:

3. The strategy used by the English teacher to teach English vocabulary at the SLBN 1 Palangka Raya was Method Maternal Reflective (MMR) strategy.

Method Maternal Reflective was used as a teaching strategy showed that how children listen to master the native language, the starting point on the interest and communication needs of children and not in the program language rules that need to be taught or drill serves language reasonably possible to the child both expressive and reflective, demanding that the child gradually and define their own rules or forms of language reflective of all the problems of the language they learn.

From the strategy, teacher wanted the students got the high score and more easily in understanding the materials. So, the teacher used the strategy that supportive by media. The teacher gave motivation to the students, made the students enthusiasm and liked the teaching learning process. Besides, the teacher was never angry to students. Teacher always used variation strategy to make students happy and not bored in learning English even if difficult to the

students. The teacher taught English material supported with media and evaluation to improve the students score in English.

Teacher supported the students in learning English by using strategy to make students interest in the class. Some media used by the teacher in teaching English Vocabulary for deaf students such as pictures, gesture (body language), picture card and things around the area.

4. How to use the strategy used by English Teacher to teach English vocabulary for deaf students at SLBN 1 Palangka Raya

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In third meeting the teacher gave material vocabulary about ‘Part of Body Elephant’, and the students very enthusiastic to know about what it. Before began the lesson she used several strategies as choice of room, lab and studio work and also fieldwork and placements, that strategies used for make students feel comfortable, relax and enjoy when they study English in the class. She used personal delivery strategy to communicate clearly with students. She let the students know the topic being discussed and sometime she use lip-reading than use sign language it means that she applied presentation.

In fourth meeting the teacher taught ‘Simple Past Continues’. She gave simple question for students after she explained the material, so students answered in their writing book and forward to front of one by one to write the answer in white board. Before began the lesson she used several strategies as choice of room and lab and studio work, that strategies used for make students feel comfortable, relax and enjoy when they studied English in the class. So, when she explained the material about ‘Simple Past Continues’ it means she

used personal delivery and combined with presentation. Then the teacher used Method Maternal Reflective (MMR) for more communicative with students when teaching learning process, because this strategy made students braver to told their knowledge.

B. The Suggestion

The writer has found some appropriate strategies as the result of the study. It is important to suggest some people related to the study such as:

1. For the teacher, it is recommended to always make some variation or new strategy and interesting teaching to make students happy and did not feel bore in study English. The teacher suggested to brows in internet to look for several of strategy in teaching for deaf students.

Second, it is suggest that the teacher always give motivation to students in learning to get good mark and always practice more for students' comprehension, so they can apply their mastery well. It is known that not only better for student but also it can make the teacher proud of them if they get success.

2. For school, it is recommended that the school add the references especially English books for deaf students. And, language laboratory is important because it is crucial to make the students easy in learning English. It can increase the quality of school in the teaching learning process.
3. For next researchers, to make same research because in that school still have many problem. And there are still many weaknesses that could be

seen. The other researcher can improve this study with better design and different object in other to support the result finding.

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