



An Inclusive Pedagogical Framework for Teaching English Vocabulary to Learners with Disabilities in the Indonesian Context

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ABSTRACT

This study aims to find out (1) the vocabulary teaching strategy used by teachers for students with mixed hearing impairment and (2) how to implement the strategy for teaching English vocabulary to students with mixed hearing impairment. This study applied a qualitative method. The participants of this research were one English teacher and five students of eighth-grade SLB Negeri Wonomulyo tadomahe category of hearing impairment, which was taken through a purposive sampling technique. The data of this study were collected by observation, interview, and documentation. The obtained data were analyzed in four major phases: data collection, display, condensation, and conclusion drawing. The result of this study revealed that (1) there were four strategies used by an English teacher in teaching English vocabulary to disabled students, namely sign language, gesture, writing language, and tadoma. (2) the teacher implemented the strategies by combining all of them. The teacher showed students the material, such as explanations and vocabulary, by writing it on the whiteboard. Next, the teacher explained it to the students using sign language and gestures; when they could not read lip language, the teacher taught using the tadoma strategy.

INTRUDUCTION

Students' progress in language acquisition and developing a positive attitude toward language learning may evaluate success and failure in learning English as a foreign language, especially in vocabulary. However, the most crucial factor depends on the basic procedure English teachers use. The teacher is expected to know the language he is teaching and what strategy should be used by the teacher in teaching English. English teachers should provide ways to prepare students to understand the material. One of the ways English teachers can make students interested in the material is by developing strategies. Teacher strategies and good communication with students in the class will create a professional teacher in teaching students. When teachers teach vocabulary in regular school, they usually use something that can make students interested with materials like games, songs, cards, and acts because the teacher and students have an ordinary condition that means both of them can see anything

during the lesson, can speak all of them, can write and do activity in class with typically. Still, it is very different if a central of study is that students have a particular need, for example, deaf students, blind students, autism, etc. They need help in terms of social interactions and personal and learning activities. Seeing this shortage and difficulties, of course, will also affect English material. They also need a Vocabulary of English material to continue their daily activities based on the modern era. As [Kurniati \(2016\)](#) said, “ The use of foreign languages is an important aspect of mastering a field in this developing era, especially for the use of English, which has become an international language. Thus, English is an important language to learn for every individual, including children with special needs. In Indonesia’s education realm, English is one of the subjects developed by in the 2013 curriculum at the junior high school level”. From the explanation, we can assume students with exceptional needs also need English material to support their ability to interact and continue their daily activities in the modern era.

Teachers have an essential role in special schools. These students are exceptional students who have learning and adaptive behavior difficulties. These children need extra attention and an individualized approach; giving them motivation, support, and feedback will also encourage them to learn and improve their confidence in what they have achieved because motivation is the modal of the first requirement in learning [Wati \(2018\)](#). also stated this in his research “ The Role of Teachers towards Students with Disabilities.” The result of his study showed the role of the teacher as a unique approach and giving motivation that is very influential in increasing a learning culture, independent learning, confidence, and skill of the disabled students. In special schools, all teaching materials should be recreated and suitable for the student’s condition and ability, so it is why teaching vocabulary in a regular school is also different from at SLB. Every class in SLB has different situations, and every teacher should treat each student differently. When facing students with a hearing impairment, teaching management in place is different from standard teaching methods to students. [The National Deaf Children’s Society \(2003\)](#) states that acquiring English is difficult for many children who have hearing impairment or are deaf children, so their vocabulary may be more limited than that of their hearing peers. This is important to remember when you are using technical words. When your language is too complex, a deaf child may become confused about accepting those words. That is why the writer will focus on knowing the strategy used in teaching vocabulary to deaf students.

This research was conducted based on many reasons: the lack of English graduates conducted the study have special needs or disabled students and the lack of teachers whose profession is unique for SLB students; maybe many people think that studying English is not essential for disabled students, but SLB Negeri Wonomulyo try to teach their students interest to English. English teachers who have never taught in disabled schools or SLBs will find it challenging to guide disabled students without particular strategies to teach them. However, SLB Negeri Wonomulyo teaches their students English as a subject in all categories. And the English teacher there tries to make their students interested in learning English.

RESEARCH METHODS

This research employed a qualitative method. According to Gay et al. (2012), "The qualitative method relates to comprehensive, narrative and visual data collection, analysis and interpretation to gain insight into certain interesting phenomena.". The design of this research employed narrative design. According to Creswell (2012), narrative design is an approach in which the researcher investigates the life of a particular individual or group and asks someone or a group of people to tell it to the researcher; the researcher will retell this information in narrative form. Thus, it will be concluded that the life or views of the participants should be combined with the researcher's views. Then, the data is analyzed and interpreted through an interactive model (Miles, Huberman & Saldana, 2014). This research focuses on how the teacher teaches English vocabulary for students with mixed hearing impairment who have special needs, especially in SLB Negeri Wonomulyo, and what strategy the teacher uses. By describing this phenomenon, the researcher employed this method to collect and analyze data that are suitable for this research and hopes this research can some contribution to all English teachers, another researcher, and all readers. So, the researcher should describe the object in as much detail as possible. In this research, the researcher used purposive sampling. According to Johnson & Christensen (2014), "purposive sampling is a nonrandom sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study". The participants are five grade VIII SLB Negeri Wonomulyo students and one English teacher. The student's ages are about 12 until 14 years old. They are categorized in groups of students who have mixed hearing impairment. Based on the researcher's pre-observation, SLB Negeri Wonomulyo applied the SMPLB 2013 curriculum, in which all of the categories learn English as one of the subjects.

RESULT AND DISCUSSION

In this section, the researcher discusses the data related to theories and previous studies that focus on this research. Four significant parts are displayed and discussed in this section. Those are vocabulary teaching strategies used by a teacher for disabled students who have hearing impairment in SLB Negeri Wtadomayo, such as sign language, gesture, Written Language, and tadoma strategy.

1. Sign Language

Sign language is a language that employs signs made with the hands and other movements, including facial expression and posture of the body, used primarily by people who are deaf. In addition, during the study, sign language was used by the teacher and students to communicate in the classroom. This is supported by Chamont (2005) that sign language uses hand, face, or other movement in a dimension space as the physical means of communication. Furthermore, this study showed that the teacher uses sign language to teach vocabulary to students with hearing impairment. And the teacher implemented this strategy by using sign language using hands, body movement, and facial expression. The teacher also implemented this strategy by combining sign

language-based words and sign language-based alphabet. This is also supported by [Stoppler \(2021\)](#); sign language is a language that employs signs made with the hands and other movements, including facial expressions and postures of the body that are used by deaf people in communication and the use in teaching vocabulary to deaf students. In addition, the findings of this study that sign language implemented used hand in teaching vocabulary and communicating with the deaf students is also supported by [Sacks\(1828\)](#) in [Merriam Webster's book \(1882\)](#) that sign language is any of various formal languages employing a system of hand gestures and other placement relative to the upper body postures, and finger spelling especially for communication by and with deaf people. Based on the interview with an English teacher at SLB, Negeri Wonomulyo, this strategy was beneficial and effective as a communication tool between teachers and students in the teaching and learning process, especially for students who have a hearing impairment.

2. Gesture

A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of or in conjunction with speech. Gestures include movement of the hands, face, or body parts. In addition, during the study, gestures were used by the teacher and students in the teaching and learning process in the classroom. This is supported by [Setiawan \(2021\)](#) in her artikel about teacher education. Samhis stated "gesture is a form of nonverbal communication in which bodily actions appear to communicate certain messages in communication and gesture a movement of body, face to communicate". According to [Chamont \(2005\)](#) "Using particular gesture or expressions in the classroom will lead students to associate them with a particular thing". For example: if you implentation the gesture when you say "Please stand up." Students will become accustomed to it and stand up when you use that gesture even if you occasionally leave out the oral instruction and if you use gesture when the give instruction or communicate, they also use gesture the same time. Based on Chamont's explanation, this study's findings show different things.

The researcher found when the teacher used gestures, the students sometimes replied by using sign language, and sometimes, students also combine gestures and sign language when the teacher communicated to the students. Also, the researcher found the implementation gesture not only uses expression but also includes movement of the hands and body parts. In addition, using gestures helps students in learning English vocabulary. For example, when the teacher explained the meaning of 'Sleepy' to the students, all students understood when the teacher implemented gestures using hands and facial expressions. This is also supported by [A. Hall and L. Knapp \(2013\)](#), the gesture is part of body movements and positions, including the use of hands, legs, and

shoulders. Furthermore, gesture is a body movement utilized to communicate ideas, intentions, and feelings. The explanations above show that using gestures will help students understand the word and concept. It is not only for normal students but also for students with disability, especially students with hearing impairments. This is supported and similar to [Hermann \(2017\)](#), who said that using gestures helps make vocabulary and content concepts more comprehensible for English learners by making the abstract more concrete. Through a simple movement mimicking the word's content concept or meaning, it becomes easier for the students to understand and internalize content and vocabulary. Beside Herman, [Wahyuningtias \(2015\)](#) in her study also showed the implementation gesture can increase students' attention and understanding of students in the learning process.

Hence, the English teacher of SLB, Negeri Wonomulyo, uses gestures as one of strategy to teach vocabulary to disabled students; the teacher believes that using gestures will make students comprehend the lesson. In addition, it can be concluded that the teacher implemented this strategy in teaching English vocabulary when the students had difficulty reading sign language and based on her knowledge, also based on theories.

3. Written Language

A teacher usually uses written language to assist students in understanding the lessons in the classroom because deaf students cannot communicate with everyday language. In addition, the findings of this study showed that an English teacher used this strategy to teach vocabulary to students with hearing impairment in every meeting in the classroom. The teacher also explained in an interview that by using this strategy, the students would be able to understand the lesson quickly and easily. [Chamont \(2005\)](#) supports this study's findings in their book *Language Learning Strategy Instruction Special Ability*, which explains that Written Language is one of the ways used to teach students with special needs in the classroom. Besides Chamont, the findings of this study are also supported by [Brokop and Persall \(2010\)](#); the findings of his study using written language in teaching, giving instruction, and communication with deaf students can give a good understanding and more quickly for the children and this strategy adequate to use. Based on observation and interview with the English teacher at SLB Negeri Wonomulyo, the teacher wrote not only the material on the whiteboard but also the explanation or the instruction so the students would understand quickly because they could read the writing on the board while seeing the explanation. The other reason the written strategy is also a strategy in communication. [Churiyah\(2013\)](#) also supports this study's findings in her article about oral and written communication. She stated, "Written language is a type of communication that uses writing as a means, so that the reader or someone with a hearing impairment can understand the existing

language. As for the result above, it can be concluded that using the written strategy is very useful used by the teacher to teach vocabulary to disabled students, especially students who have mixed hearing impairment, and using this strategy can make students understand the lesson easily. Furthermore, the teacher's way of implementing this strategy helps students in learning English because they could understand the lesson by reading or seeing the text and explanation by the teacher.

4. Tadoma

Tadoma is a communication strategy the teacher uses to assist students in understanding the precise pronunciation of the word source because deaf students cannot hear clearly and have difficulty reading lips language. As for the result above, it can be concluded that using tadomad by deaf people in which deaf people place their thumbs on the speaker's lips and their fingers along the jawline. The three middle fingers often fall along the speaker's cheek, and the little fingers pick up on the vibration of the speaker's throat. Based on the explanation above, the researcher also found the same thing. The teacher uses this strategy by placing their hands on the lips or neck of the person speaking to feel the vibration of the jaw in the hand. In addition, although the strategy for teaching deaf students was not mentioned in the lesson plan used by the teacher, the English teacher at SLB, Negeri Wonomulyo, tried to implement strategies that she thought were effective to use and could help deaf students learn English quickly, one of which was tadoma strategy. The teacher implemented this strategy when the students could not read lip language. The teacher used this strategy until students could read the vibration. The findings in this study, supported by [Setiaji \(2018\)](#), stated that "Tadoma is a communication strategy that uses by deaf and blind people by reading the lips of interlocutor using the sense of touch. They will place her hand on the lips, jaw, or neck of the person speaking to fell the vibration". Furthermore, the findings of this study showed that an English teacher used this strategy to teach vocabulary for students with hearing impairment in her meeting in the classroom. Besides that, the teacher explains in an interview that by using this strategy, the students will be able to understand the clearer pronunciation of the word. [N.Pam \(2013\)](#) also supports this in her article about the Tadoma Method. He stated, "By using tadoma, the people with hearing and vision impairments can easily communicate and easily hear or know the source of words when communicating". Besides N. Pam, the findings of this study are also similar to [Farikha's \(2016\)](#) research about "Komunikasi Metode Tadoma." This study showed suitable communication, which is using the palms of the hands as a means of communication. By using tadoma, deaf people can socialize with other people and understand words more easily.

As for the result above, it can be concluded that using tadoma is very effectively used by the teacher in communication with the students and effectively to teach vocabulary to disabled students, especially students with hearing impairment. In addition, the teacher implemented this strategy by putting the student's finger along the teacher's jaw, and the teacher used this strategy when the students had difficulty reading lip language.

CONCLUSION

The researcher found some strategies used by an English teacher of SLB Negeri Wonomulyo in teaching vocabulary for students with hearing impairment (disabled students); they were Sign language, gesture, written language, and tadoma strategy, and the teacher implemented the strategies by combining all of them. The teacher showed students the material, such as explanations and vocabulary, by writing it on the whiteboard. Next, the teacher explains the material to the students by using sign language and gestures; when the students cannot read lip language, the teacher teaches using the tadoma strategy.

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