

ABSTRACT

Setyawan, Antonius. 2013. *A Teacher's Lived Experience of Teaching Vocabulary to Hearing-Impaired Students*. Yogyakarta: The Graduate Program, English Language Studies, Sanata Dharma University.

Vocabulary is the foundation for learning a language. Acquiring vocabulary means understanding the concept and knowing the meaning of the word. Helping students to acquire English vocabulary is not an easy job especially when the students have hearing-impairment. Vocabulary, which is taught by a hearing teacher to these hearing-impaired students, becomes an interesting phenomenon because they are unique students. The teaching must be different from common vocabulary teaching to hearing students.

Since teaching is a circular cycle, after several years of vocabulary teaching, the teacher's action must have been shaped by his personal understanding, belief, feeling, and intention. Several aspects of vocabulary teaching to hearing-impaired students which are going to tell involve: hearing-impaired students, goals, materials, techniques, and achievement. The process of investigation in this qualitative research will be done by answering its research question: What is the teacher's personal lived experience of teaching vocabulary to hearing-impaired students like?

Using a phenomenological method, the researcher had single participant. The participant was one of the English teachers at SLB Negeri 1 Bantul who taught hearing-impaired students. She taught grade 7 and 8. There were two classes in each grade and 5-8 students in each classroom. The data collections were gathered by classroom observations, pre-interview and in-depth interview. Classroom observations were beneficial to arrange pre-interview. The feedback from pre-interview gave beneficial support in conducting in-depth interview and also in triangulating data. In analyzing the data, first the transcribed data from pre-interview and in-depth interview were organized and analyzed. Then description and interpretation were made accordingly.

The findings of this study were as follows. Teaching English vocabulary was sophisticated because it was about transferring understanding of concept and meaning of words. Moreover, hearing-impaired students had late cognitive and language development. The teacher asked the students to bring dictionaries to minimize these problems. Visualization and sign language were very important for these students. They were combined by the teacher to create a better technique of teaching. Having a difficulty to find appropriate text-books, the teacher compiled the teaching materials by herself. Internet, magazines, and text-books for elementary students were the sources of getting the materials. Considering the students' condition, the teacher did not dare to set a high achievement. She preferred a low target for the students by determining minimum passing grade.

Key words: lived experience, hearing-impaired students, vocabulary teaching.

ABSTRAK

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Kosakata adalah dasar untuk mempelajari bahasa. Memahami kosakata berarti mengerti konsep dan mengetahui makna dari kat-kata. Membantu murid memahami kosakata dalam bahasa Inggris tidaklah mudah dilakukan apalagi jika muridnya berpendengaran tidak normal. Pengajaran kosakata yang dilakukan oleh guru yang tidak tunarungu terhadap muridnya yang tunarungu menjadi fenomena yang menarik karena para murid tersebut tergolong unik. Pengajarannya pun berbeda dari pengajaran kosakata pada umumnya yaitu pada murid yang berpendengaran normal.

Mengajar adalah proses yang berkesinambungan, maka setelah berproses dalam mengajarkan *vocabulary* selama beberapa tahun, pengajaran yang dimiliki sang guru pastilah sudah terasah oleh pemahaman, kepercayaan, perasaan, dan maksud yang dia miliki. Beberapa aspek pengajaran kosakata kepada siswa tunarungu-wicara yang akan diceritakan meliputi: siswa tunarungu-wicara, tujuan, materi, teknik, dan pencapaian. Proses investigasi dalam penelitian kualitatif ini akan dilakukan dengan menjawab pertanyaan penelitiannya, yaitu: Seperti apakah pengalaman hidup seorang guru dalam mengajarkan kosakata kepada siswa tunarungu-wicara?

Menggunakan metode fenomenologi, peneliti melibatkan partisipan tunggal. Dia adalah salah seorang guru bahasa Inggris di SLB Negeri 1 Bantul yang mengajar siswa tunarungu-wicara kelas 7 dan 8. Masing-masing tingkat mempunyai dua kelas dan di setiap kelas ada lima hingga delapan siswa. Pengumpulan data dilakukan dengan observasi kelas, wawancara awal dan wawancara mendalam. Observasi tersebut penting guna mendukung terlaksananya wawancara yang mendalam dan untuk triangulasi data. Dalam menganalisa data, data dari kedua wawancara yang sudah ditranskrip disusun secara sistematis dan dianalisa, kemudian deskripsi dan interpretasi dibuat.

Berikut adalah hasil penelitian ini. Mengajar *vocabulary* itu rumit sebab berkaitan dengan menransfer pemahaman tentang konsep dan arti kata-kata. Terlebih lagi, perkembangan kognitif dan bahasa siswa tunarungu-wicara terlambat. Sang guru meminta siswanya membawa kamus untuk meminimalkan masalah tersebut. Visualisasi dan bahasa isyarat sangat penting bagi para siswa. Oleh sang guru kedua teknik tersebut dikombinasikan guna menciptakan teknik pengajaran yang lebih baik. Berkesulitan dalam menemukan buku pelajaran yang sesuai, sang guru menyusun sendiri materi ajar dengan mencarinya dari internet, majalah, dan buku-buku SD. Melihat kondisi siswanya yang demikian, dia tidak berani menetapkan standar pencapaian yang tinggi. Dia memilih menetapkan target minimal bagi para siswa dengan menentukan KKM yang rendah.

Kata Kunci: *pengalaman hidup, siswa tunarungu-wicara, dan pengajaran kosakata.*