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An Analysis Of English Teaching Media Dictionary Box And Card To Deaf Students' Vocabulary Of Deaf Students Hamzanwadi University

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penggunaan media pengajaran bahasa Inggris, yaitu Dictionary Box dan Card, dalam meningkatkan kosakata mahasiswa tunarungu di Universitas Hamzanwadi melalui pendekatan kualitatif. Partisipan dari penelitian ini adalah 3 orang pendamping/tutor tunarungu dalam program General English universitas hamzanwadi 2024 dan 4 siswa tunarungu. Penelitian ini menggunakan metode deskripsi kualitatif, penelitian ini melibatkan wawancara mendalam dan observasi langsung terhadap pendamping/tutor Bahasa Inggris mahasiswa tunarungu pada program general English universitas hamzanwadi dan mahasiswa tunarungu dalam menggunakan Dictionary Box dan Card. Data dikumpulkan dari pengalaman dan persepsi mahasiswa serta pendamping/tutor mengenai kelebihan dan kendala dalam penggunaan Dictionary Box dan Card. Hasil penelitian ini menunjukkan bahwa pendamping/tutor merasa media dictionary box and card mudah untuk diimplementasikan dalam mengajar kosakata Bahasa Inggris bagi siswa tunarungu. Selain itu mahasiswa tunarungu juga merasa lebih cocok untuk menggunakan media dictionary box and card dalam menghafal kosakata Bahasa Inggris. Faktor-faktor seperti keterlibatan aktif, visualisasi yang jelas, dan konteks penggunaan berperan penting dalam meningkatkan pemahaman kosakata. Penelitian ini menyimpulkan bahwa media Dictionary Box dianggap lebih efektif dalam mendukung pembelajaran kosakata bagi mahasiswa tunarungu didukung oleh dan penggunaan media yang mudah untuk digunakan dan juga kemampuan belajar mahasiswa tunarungu yang mengandalkan kemampuan visual. Temuan ini memberikan wawasan penting untuk pengembangan metode pengajaran bahasa Inggris yang lebih inklusif dan adaptif terhadap kebutuhan mahasiswa tunarungu.

Kata Kunci: *Kosakata, Kamus Kotak Dan Kartu, Media Pembelajaran, Mahasiswa Tunarungu.*

Abstract

This study aims to explore the use of English language teaching media, namely Dictionary Box and Card, in improving the vocabulary of deaf students at Hamzanwadi University through a qualitative approach. The participants of this study were 3 deaf assistants/tutors in the General English program at Hamzanwadi University 2024 and 4 deaf students. This research used qualitative description method, this study involved in-depth interviews and direct observation of deaf students' English tutors at Hamzanwadi University's General English program and deaf students using Dictionary Box and Cards. Data were collected on the experiences and perceptions of students and assistants/tutors regarding the advantages and constraints in using Dictionary Box and Card. The results of this study show that the assistants/tutors felt that the dictionary box and card media were easy to implement in teaching English vocabulary for deaf students. In addition, deaf students also feel more suitable to use dictionary box and card media in memorizing English vocabulary. Factors such as active engagement, clear visualization, and context of use play an important role in improving vocabulary comprehension. This study concludes that Dictionary Box media is considered more effective in supporting vocabulary learning for deaf students supported by the ease of use of the media and the learning ability of deaf students who rely on visual skills. The findings provide important insights for the development of English language teaching methods that are more inclusive and adaptive to the needs of deaf students.

Keywords: *Dictionary Box And Card, Deaf Students, Teaching Media, Vocabulary*

INTRODUCTION

English as an international language, played numerous roles globally, including in science, trade, politics, and tourism. It was widely recognized and used as either a first, second, or foreign language in many countries. For students, mastering English was crucial, particularly because much of the academic content, including textbooks, journals, and assignments, was predominantly in English. Consequently, English was mandated as a core subject from junior high to senior high school or vocational school.

English language learning encompassed four primary skills: listening, reading, writing, and speaking. According to Harmer (2010), these skills were divided into receptive skills (listening and reading) and productive skills (writing and speaking). Each skill was interconnected and collectively functioned as a communication tool (Anderson, 2011). However, the development of these skills heavily depended on the learner's vocabulary knowledge. Vocabulary served as the foundation for language use, supporting both comprehension and communication (Cunningsworth, 2017).

In learning English as a foreign language, students needed a robust vocabulary to effectively utilize the four language skills. Vocabulary in English was often categorized into active vocabulary, which included words that learners could use in speech and writing, and

passive vocabulary, which included words that learners could recognize and understand but might not actively use (Haycraft, 2009).

The use of appropriate teaching media was essential in enhancing students' vocabulary acquisition. Learning media could be classified into three types: visual media, audio media, and audiovisual media (Fahyuni & Fauji, 2017). Visual media, such as Dictionary Box and Card, played a significant role in facilitating vocabulary learning, especially for students with special needs, including deaf students. According to Asrori and Ahsanudin (2010), visual media provided information to the visual senses, which was crucial for students who relied more on sight due to hearing impairments.

Deaf students faced unique challenges in language learning, particularly in vocabulary acquisition, as they relied heavily on visual cues rather than auditory input. According to Birinci and Saricoban (2021), deafness was a hearing loss so severe that it hindered the processing of linguistic information through hearing, which adversely affected their educational performance. Consequently, deaf students often used visual learning aids, such as sign language, to facilitate communication and learning.

Dictionary Box and Card was a visual-based teaching medium designed to enhance vocabulary acquisition among deaf students. This method integrated visual elements with interactive learning activities, making it easier for students to memorize and understand English vocabulary. According to Nation (2001), the use of visual aids, such as Dictionary Box and Card, provided a multisensory approach that supported vocabulary learning by reinforcing word meanings through visual representation.

The theoretical framework supporting this study was grounded in multisensory learning theory, which posited that engaging multiple senses during the learning process could enhance students' retention and comprehension of new vocabulary (Alessi & Trollip, 2001). This approach was particularly effective for deaf students, who benefited from visual learning tools that compensated for their lack of auditory input (Marschark & Spencer, 2010).

This study aimed to analyze the implementation and effectiveness of the Dictionary Box and Card as a teaching medium in improving the English vocabulary of deaf students at Hamzanwadi University. Specifically, the study sought to determine whether this medium aligned with the learning needs of deaf students and its ease of use in an educational setting.

RESULT AND DISCUSSION

This study employed a qualitative descriptive research design to explore the effectiveness of the Dictionary Box and Card as a teaching medium for improving the

English vocabulary of deaf students at Hamzanwadi University. According to Mukhtar (2013: 10), the qualitative descriptive research method is a technique used by researchers to discover knowledge or theory on research at a specific time. The qualitative approach was chosen because it allowed for an in-depth understanding of participants' experiences, perceptions, and the contextual factors influencing the implementation of this teaching medium.

Research Design

The study used a descriptive qualitative method, which, according to Mukhtar (2013), was a technique used to explore and understand a phenomenon in its natural setting. This approach was particularly suitable for this study as it focused on capturing the detailed experiences and views of deaf students and their tutors regarding the use of the Dictionary Box and Card in English language learning.

Setting of the Study

The research was conducted at Hamzanwadi University, specifically within the General English program. The study took place between February and August 2024.

Research Participants

The participants of this study included three tutors who assisted deaf students and four deaf students enrolled in the General English program at Hamzanwadi University.

Data Collection Techniques

Data were collected through a combination of observations, interviews, and document analysis to obtain a comprehensive understanding of the research problem.

1. Observation

Observations were conducted during English language classes where the Dictionary Box and Card were used. The researcher systematically observed the interactions between tutors and students, focusing on how the medium was implemented and how students responded to it. Observational data were recorded in field notes, capturing key moments, behaviors, and interactions that illustrated the effectiveness of the teaching medium.

2. Interviews

Semi-structured interviews were conducted with both tutors and deaf students. The interviews aimed to gather in-depth insights into their perceptions, experiences, and challenges related to the use of the Dictionary Box and Card. According to Moleong (2010), semi-structured interviews provide the flexibility to explore participants' views while maintaining a focus on the research objectives. The interviews were recorded and later transcribed for analysis.

3. Document Analysis

Relevant documents, such as lesson plans, teaching materials, and student work,

were analyzed to complement the data collected through observations and interviews. Document analysis provided additional context and evidence of how the Dictionary Box and Card medium was integrated into the teaching process and its impact on students' vocabulary learning.

Data Analysis

Data analysis was conducted following the framework proposed by Miles and Huberman (1994), which included three main stages: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

In the data reduction stage, the researcher summarized and focused on the most relevant data from the observations, interviews, and document analysis. This process involved coding the data to identify key themes and patterns related to the implementation and effectiveness of the Dictionary Box and Card medium.

2. Data Display

The reduced data were then organized and displayed in a way that allowed for easy interpretation. Data were presented in matrices, charts, and narrative descriptions that highlighted the relationships between different themes and provided a clear overview of the findings.

3. Conclusion Drawing and Verification

The final stage involved drawing conclusions based on the analyzed data. The researcher continuously revisited the data to ensure that the conclusions were accurate and well-supported. Verification was conducted by cross-checking the findings with the data sources and seeking feedback from participants to confirm the accuracy of the interpretations.

RESULT AND DISCUSSION

The researcher obtained the results of this study after going through several stages of research. The research activities were carried out in Hamzanwadi University classrooms during the implementation of the General English program specifically for deaf students. All stages of field research were carried out on August 14, 2024 to August 15, 2024. The following are the results obtained from this research.

Observation Results

Researchers made observations on the first day by seeing how the companion/tutor explained to deaf students using sign language about how to memorize with teaching media cards containing pictures, words in sign language and ordinary letters. lessons taught in class and see how the companion/tutor explains slowly so that deaf students

understand how the stages in using the media. This was done on August 14, 2024. In this initial observation, the researcher collected information through notes to record some important things during the observation process. The learning process on that day also went smoothly.

The learning process begins with the companion/tutor encouraging students to continue learning English, especially in memorizing English vocabulary adjusting to sign language, because this was very important for deaf students to increase their confidence and enthusiasm in learning English. after that, the companion/tutor began to explain to deaf students about the use of the media. Then the assistant/tutor distributes cards that already contain pictures and word order in English using ordinary alphabet letters and sign language (BISINDO) to be memorized.

In the learning process, everything went smoothly, the assistant/tutor and the deaf students looked excited and happy to learn using the media to memorize English words. The assistant/tutor directly accompanied the deaf students and ensured their memorization of the vocabulary on the card.



Figure 1. Introduction Learning Media

On Figure 1 above, deaf students were being explained by a companion/tutor on how to memorize English vocabulary using a box and card dictionary.

In this process, the assistant/tutor showed cards that already contain pictures, the arrangement of ordinary alphabets and alphabets in sign language (BISINDO). the assistant/tutor explained to them slowly using sign language that they understand so that they can understand how to memorize English vocabulary using the media.



Figure 2 . Procces Memorize Vocabulary

In Figure 2, the tutor distributes several different cards to the deaf students who would exchange the cards so that they can take turns to memorize the vocabulary on the other card to memorize English vocabulary, then they are given time to memorize it.

In this process, the deaf students would still be guided by the assistant/tutor in memorizing, so they would be directed also by modeling it so that the memorization process can be done more easily. This would also made it easier for deaf students to recognize terms that they do not know by modeling the movements by the assistant/tutor.



Figure 3. proses memorization test

In Picture 3, the assistant/teacher asked the deaf students about their memorization by covering the English and Indonesian words with their hands and only showing the pictures to the deaf students. Then they would be asked to say the English and Indonesian words using the alphabet or sign language.

In addition to the above method, the assistant/tutor checks their memorization by mentioning the Indonesian or English word and then they would choose what picture was meant according to what was mentioned. And when in the process of memorizing deaf students were not successful or do not memorize one of the vocabulary, the teacher would repeat it again so that they memorize.

Interview Results

At the interview stage, the researcher divided it into two sessions. The first session, the researcher interviewed the assistant/tutor and the second session interviewed the deaf students about the application of the box and card dictionary learning media in teaching and memorizing English vocabulary. This interview was conducted on August 15, 2024 at Hamzanwadi University.

From the results of interviews with assistants/tutors, it can be concluded that the use of box and card dictionary learning media is very easy to apply for deaf students, as stated by one of the assistants/tutors. The assistant/tutor also stated that this media is very helpful in the teaching process, especially in making it easier for students to memorize

English vocabulary.

Furthermore, from the results of interviews with deaf students, the researcher can conclude that the box and card dictionary media is very suitable for deaf students in learning English vocabulary. Students feel that this media makes it easier for them to remember, memorize, and understand English vocabulary, and they also feel that this media is interesting to learn because it combines pictures and words.

DISCUSSION

This study aims to determine whether the box and card dictionary teaching media was easy to implement for deaf students by assistants/tutors in the general English program at Hamzanwadi university in memorizing English vocabulary. and also whether this media was suitable for used in teaching English vocabulary to deaf students. The data was collected through observation and interviews with 3 tutors and 4 deaf students at hamzanwadi university.

The results showed that the use of Dictionary Box and Card media had a significant positive impact on deaf students' mastery of English vocabulary at Hamzanwadi University. This media was proven to help students understand and remember new vocabulary more effectively than conventional methods. Mayer (2009) states that Dictionary Box and Card media provide visual representations of words and concepts, which can help deaf students who may rely more on visuals than hearing. By using pictures, cards, or symbols, students can associate new vocabulary with specific images or contexts, which facilitates better comprehension and recall. Multimedia supports the idea that the use of pictures and visual media can improve comprehension and retention of information.

The Dictionary Box media, which integrates pictures, definitions and word usage in sentences, provides a visual context that assists students in understanding the meaning of new words. This research was in line with the findings of several previous studies which showed that visual aids such as pictures and cards can improve vocabulary comprehension, especially for students with special needs (Smith, 2020; Brown, 2022).

On the other hand, the used of cards also provides benefits in increasing student engagement and participation. With a more interactive format and allowing word games, students can learn vocabulary in a more fun and motivating atmosphere. This finding supports the theory that fun and interactive activities can improve student learning outcomes, especially in students with hearing loss (Jones & Miller, 2019).

Students who used this media reported an increase in confidence when learning in English. This contributes to the finding that deep and contextualized vocabulary understanding could improve overall communication skills (Adams & Lee, 2021). However, there were some challenges faced during the implementation of the Dictionary Box and

Card media. based on A. Parasuraman (2015), When using Dictionary Box and Card media, challenges can arise related to the technical capabilities and desires of the users (in this case, deaf students and teachers).

One of the main challenges was the limited time in the learning session, which sometimes did not allow for maximum use of the media. In addition, some students had difficulties in understanding the pictures or context presented in the Dictionary Box, which required further adaptation. Technical issues were also an obstacle, especially in the use of media that require additional equipment or digital applications. This was in line with the findings from previous studies which show that technical difficulties can affect the effectiveness of using learning media (Garcia & Martinez, 2023).

Therefore the researcher could conclude that the use of teaching media dictionary boxes and cards was quite easy to be implemented by assistants/tutors in teaching English vocabulary to deaf students. In addition, this box dictionary learning media was very suitable for deaf students in memorizing and learning English vocabulary.

CONCLUSION

Based on the analysis conducted in this study, it can be concluded that the Dictionary Box and Card learning media proved effective in improving the mastery of English vocabulary of deaf students at Hamzanwadi University. This media is designed by considering the limitations that deaf students have in the English learning process. Dictionary Box and cards that present pictures, definitions, and word usage in sentences provide important visual context, making it easier for students to understand and remember new vocabulary. In addition, word games and interactive activities help students develop vocabulary in a more fun way and encourage their active participation.

This media is proven to provide the visual support and context needed for deeper vocabulary learning, in line with the results of previous research which shows that visual aids are very important in education for students with special needs. In terms of implementation, the Dictionary Box and Card media also proved easy to use in vocabulary learning for deaf students. Practical experience shows that the use of this media increases student engagement and makes it easier for teachers to convey vocabulary more effectively.

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