Appendicies

Appendix1. Interview Guideline

Interview Guideline

Research Title   : Teachers' Perception on the Use of Visual Aids in

            Teaching English to Students with hearing Impairments

Time   : 60 Hours

Date   : 18 October 2017

Place   : A Special School in Yogyakarta

Interviewee   : Rose and Sunflower

1. Media apa saja yang Ibu/Bapak gunakan dalam mengajar bahasa Inggris untuk anak-anak tunarungu?

   a. Darimana ibu dapatkan media-media tersebut?

2. Apa yang anda rasakan ketika menggunakan media tersebut dalam mengajar bahasa Inggris untuk anak-anak tunarungu?

3. Apakah Ibu/Bapak menggunakan visual aids di dalam mengajar bahasa Inggris untuk anak-anak tunarungu?

   a. Visual aids apa saja yang ibu gunakan?

4. Kapan Ibu menggunakan visual aids?

   a. Dalam materi/topik pembelajaran apa saja ibu menggunakan visual aids?

5. Mengapa ibu/Bapak menggunakan visual aids untuk mengajar bahasa Inggris untuk anak-anak tunarungu?

6. Adakah dampak yang Ibu/Bapak rasakan ketika menggunakan visual aids saat mengajar anak-anak tunarungu?

   Jika ada, apa dampak tersebut?

7. Bagaimana pendapat Ibu/Bapak tentang efek penggunaan visual aids dalam kegiatan belajar mengajar bahasa Inggris bagi anak-anak tunarungu tersebut?

Appendix 2. Axial Coding and Selective Coding

Types of Visual Aids	
Theme/Finding	Translated Statement

Picture	P1.1 The most frequently used is picture
	P2.1 Picture
	P1.6 I draw by myself
	P2.5 My drawing
	P1.7 Wall pictures
	P2.7 It can be from calendar
	P2.8 It can be from the magazine which is not used.
Flashcards	P1.24 Flashcards, but it is rarely used because it is not really complete.
	P2.3 Flashcards
Realia	P1.29 Realia is also included
	P2.2 Realia
Logico	P1.15 Logico
	P2.4 Logico

Reason	
Theme/Finding	Translated Statement
Helping the students learn	P1.2 Because the hearing impaired

	students need it more than the hearing students.
	P1.4 Picture is very helpful
	P1.20 Firstly, it means to remind them, to put name on the picture, then we can continue to the sentence.
	P1.21 So, they will be more understand
	P1.32 They will be easy to understand
	P1.33 Because they are hearing impaired and visual learners
	P1.3 Actually they know the exact thing, but they do not know the written form.
	P1.30 In a class, the difficulty is because there are some children who are very clever and who are not. So, sometimes I use the real things directly
	P2.12 Sometimes, we think that it is easy, but the children have not know. Sometimes, use realia by bringing them outside
Helping in understanding the meaning	P1.5 They find a word in the dictionary, but they do not always know the

	meaning
	P1.11 I use picture for understanding the meaning
	P1.13 If I do not use picture, they are not really sure about meaning
	P2.38 They prefer pictures with vocabulary
Interesting for the students	P1.10 It is a variation in order to prevent them from boredom
	P2.15 More enthusiastic in learning
	P2.20 It is more interesting
	P2.14 Logico is more interesting
	P2.30 The purpose is making more interested and happy
	P1.37 So, more interested in learning
	P2.22 It is not boring
Give affordable access for teaching	P1.12 It means ease
	P1.34 I am easy to find it
	P1.36 It is easy to be used
	P1.39 Easier to explain
	P1.35 It is practical
	P2.13 Pictures do not require us to walk
	P2.23 The time allocation is shorter

	P2.24 So, I do not need to write much
Visual aids are very needed by children with hearing impairments	P1.41 Because visual is important for children with hearing impairments P2.37 So, for children with hearing impairments, visual aids are very needed. P2.39 It is a must using visual aids especially for the hearing impaired children

Effects of Visual Aids	
Theme/Finding	Translated Statement
The students' positive feelings	P1.19 The students are happy because if only the written form, they will feel bored. P1.40 Sometimes it creates fun atmosphere P2.32 They are motivated P2.33 They are not lazy

The students understand better	P2.19 The students are more understand
	P2.18 It is more acceptable for the students
	P2.25 In my opinion, in the evaluation, they also understand.
The students can do the task	P1.22 They can do the task
	P1.23 They finish the task correctly
	P2.36 They can answer my questions
	P2.34 They can mention
Helps in achieving the goal	P2.31 It means achieved our goal
Makes the students not easy to forget	P2.35 It means they are not easy to forget
The use of visual aids gives positive feeling to the teachers	P1.16 Firstly, it makes me feel easier
	P1.17 I am also happy when they understand
	P1.18 So, I feel that it is helpful, very helpful for children with hearing impairments.

Learning Topic	
Theme/Finding	Translated Statement
Vocabulary	P1.8 The wall pictures are usually used based on the theme. For example, Food which is about Food at all, about Cloth and Vehicle. It is available.
	P1.25 Usually for materials which use many nouns.
	P1.26 There are the kinds Job Occupation
	P1.27 The kinds of Hobby
	P1.31 So, if it is about Physical Appearance, we can use the people.
	P2.10 About animal
	P2.11 Vocabulary
	P2.16 Sometimes, it is about House Equipments
	P2.17 Then, it is about Plants, trees, I draw leafes, fruits
	P1.14 Secondly, I usually use it in the assessment