

## **Chapter Four**

### **Findings and Discussion**

This chapter presents the findings to answer the research questions based on the two participants. The researcher used pseudonym to call the participants. The pseudonym of participants are Dini as first participant and Putri as second participant. This chapter also presents the discussion of the findings and relates them with some references which have been explained in chapter two. The findings of this research reports the data from interview to reveal this study based on research questions. First, this research presents the findings of the use of flashcard in the classroom in SLB N 1 Bantul Yogyakarta. Second, this research presents the finding of the teachers' perception about the effect of using flashcard on the hearing impaired students' English vocabulary. This chapter also discusses other findings that the researcher got from interview section.

#### **Flashcard as a Media to Teach New Vocabulary for Hearing Impaired Students**

One of media that the teachers of hearing impaired students in SMPLB N 1 Bantul used is a flashcard. Then, both participants used flashcard to teach vocabulary for hearing impaired students.

**The use of flashcards to teach new vocabulary for hearing impaired students.** Both participants used flashcards and pictures to teach English vocabulary for hearing impaired students. One of the reason of using picture and flashcard was explained by Dini. She shared that she used pictures or flashcards at she cannot take the real thing such as elephant or other things that the teacher could not bring those things into the class. Dini reported that "I use realia when it is easy for me to bring them into the class. When it is difficult, I rather use picture or flashcard."

Then, Putri also used flashcard as a media to teach new vocabulary for hearing impaired students. Putri also reported that “there are many nouns that I can explain by using picture or flashcard”.

**Discussion about flashcard as a media to teach English vocabulary for hearing impaired students.**

Both participants used flashcards as media to teach new vocabulary to hearing impaired students. Komachali and Khodareza defined that “A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it” (p. 137). The reason of using flashcard was explained by Putri. Based on Putri, there were many vocabularies that she can explained by using picture and flashcard. Putri’s explanation was supported by Gallion (2016). Gallion (2016) explained that deaf or hearing impaired students had exposure Dolch sight word flashcards along with sign language and picture would help enhance the vocabulary knowledge and recognition of the word. Vacca (2005) explained that:

Dolch words are list of words generally found in most basal reader. The list of Dolch word contained 435 symbols divided by grade level from preprimary through third grade. The contents of adapted Dolch list divide in many parts, like mix of words that have either a single meaning or multiple meaning, content words (nouns, action verbs, adjectives, and adverbs), function words (e.g., but, the, is).

Then, researcher concluded that flashcards were media that teacher used to teach vocabulary for hearing impaired students. Gallion (2016) added, pictures are also media that teachers can use to teach vocabulary for hearing impaired students.

### **The Use of Flashcard in the Classroom in SLB N 1 Bantul Yogyakarta.**

Every participant in this research had her perceptions about the use of media used in teaching English vocabulary for hearing impaired students. Both participants have similarities at using flashcard as a media to teach hearing impaired students. In using flashcard for hearing impaired students, there were three important things that the participants explained. Those things are time of using flashcard, functions of flashcard for hearing impaired students and activities to teach vocabulary for hearing impaired students.

**The times to use the flashcard in the class.** Both participants had differences about frequency of using flashcard. Based on the interview, Dini often used flashcard to teach hearing impaired students because she taught 7<sup>th</sup> grade who were mostly have very less English language knowledge. Dini reported that, “I often using flashcard to teach hearing impaired students 7<sup>th</sup> grade because it is the first time for them to learn English language”. Different with Dini, Putri rarely used flashcard to teach hearing impaired students. Putri shared, “I rarely use flashcard”. Putri used flashcard just in first meeting at introduction of new topic. Putri explained, “I use flashcard to introduce some words, I explain new word with using picture and word in the flashcard”.

Then, in SLB N Bantul the times of learn English language for hearing impaired students were 2 x 35 minutes in every week. This time was very short because students just had 70 minute every week, hence, the teachers should choose effective method to teach new vocabulary for hearing impaired students.

**The function of flashcard media.** There were two functions of flashcard media that participants explained. First, teachers of hearing impaired students in

SMPLB N 1 Bantul used flashcard to introduce subject topic. Second, participants used flashcard to explain many vocabularies that have relationship with daily life.

First, Putri used flashcard at first time of topic subject discussion because she wanted to introduce new vocabulary for students and help students to understand with topic that teachers discuss. Putri shared that:

I use flashcard at the first discuss subject topic and to introduce new vocabulary. Sometimes, although hearing impaired students can open the dictionary, they have difficulty to learn new vocabulary. When using picture in the flashcard students can learn new vocabulary easily.

Second, the teacher used flashcard to explain some vocabularies that have relationship with daily life. Some vocabularies that have relationship with daily life were such as, something in the class, something in the home, number to explain a time, and other. Here, Dini reported that:

The function of flashcard is to explain some vocabularies such as things in the class, things in school area, animals, plants, and stationary. Then, I also explain numbers and colors by using flashcard. The important is learning numbers to learn about times. So, hearing impaired students of 7<sup>th</sup> grade are like kindergarten or elementary students that first time learn English language.

From Dini's and Putri's explanation, the researcher knew that teacher usually used flashcard to introduce new vocabulary to the students. Introducing new vocabulary might help students in learning subject topic that the teachers give. Students also would know about some vocabularies that have relationship with daily life activity.

**The classroom activities at using flashcard as a media to teach new vocabulary.** There are some activities that teachers of hearing impaired students in

SMPLB N 1 Bantul conducted when using flashcard to teach new vocabulary. Those activities were showing flashcards, passive activity, active activity, and games. The activities that the participants shared will be explained in this part.

First activity was showing the flashcard in front of hearing impaired students. In this activity the teacher showed flashcard and asked students to do some activities. Dini explained that:

At using flashcard I show the flashcard in short time. Then I ask students to remember the vocabulary on the flashcard. After that I show flashcard again and students should guess vocabulary that appropriate with the picture in the flashcard.

Second, other way to teach new vocabulary for hearing impaired was explained by Putri. She used passive activity rather than active activity. Putri reported, “I teach vocabulary by using easy subject first, from passive activities to active activities”. Putri also explained about passive activity:

Passive activity that I use is preparing cards and some words. Then, showing some cards that contained picture to students. After that, showing some words to students and ask them to choose a word that appropriate with picture that teacher shows.

Third, in active activity, teacher asked students to write a vocabulary after showing the flashcards. Putri reported that “active activity that teacher use is flashes some flashcard in short time and ask students to write vocabulary that they see before in the flashcard.” By doing active activity that Putri used, teacher could know the understanding of the students about new vocabulary that teacher showed before.

Fourth, game was also one of activity that teacher can used to teach new vocabulary by using flashcard. Putri shared about using game as an activity to teach hearing impaired students as follow:

I also use flashcard game to teach vocabulary for hearing impaired students. Sometimes, I divide students in the group then I show a flashcard in front of students and ask students to make a gesture that appropriate with a picture in the flashcard. Then, other students should write vocabulary that is appropriate with the gesture that student makes. Competition activity in the game can make students interested.

At playing a game by using flashcard, the participant divided students in small group and asked them to do some activities. Putri reported that “at playing a game I divide students in the group and ask them to do some activities”. Sometimes, Putri did not divide students to play a game. Putri explained that “Sometimes, students play individual role in the game. When I divide students in groups, every group contained two up to three students.”

**Discussions about the use of flashcard to teach new vocabulary for hearing impaired students.** The three aspects were times of using flashcard, function of using flashcard and activities at using flashcard. The first is about time of using flashcard. Both participants had different frequency at using flashcard in the classroom. Dini often used flashcard because she taught hearing impaired students 7<sup>th</sup> grade. Meanwhile, Putri rarely used flashcard because she used flashcard only at the introduction of new topic. It means that she just use flashcard to teach new vocabulary in a very limited of time. The other reason why the teacher used flashcard to teach new vocabulary in limited time, it might be because the time to learn English language in SLB Bantul was only 35x2 minute in every week. Then the limited time

to learn new vocabulary was also supported by expert. August, Carlo, Dressler and Snow (2005) as cited in Gallion (2016) shared that, “in most situations, there is limited time to give direct vocabulary instruction” (p. 6). From this perception, the researcher concluded that the time to learn English language was effective by using flashcard in the classroom and the time to learn English language was limited because of limited time to study English provided time by the school.

Second, there were two functions of using flashcard for hearing impaired students based on participants’ perception. Those functions were to introduce subject topic and to explain many vocabularies that have relationship with daily life. First function was to introduce new topic. In this function, Putri used flashcards to introduce new topic because when using picture in the flashcard, students can easily understand new vocabularies than learning by dictionary. Putri’s perception was in line with Nadziroh (2010) finding. She explained that:

Flashcard is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly, because the students can see a picture that appropriate with the theme, so the students are easier to receive teacher explanation.

Then, the second function was to introduce vocabulary that has relationship with daily life. In this function, Dini explained many vocabularies that have influence with daily life such as something in the class, something in the home, numbers, colors and times. This perception was in line with Kasihani and Suyanto (2008) as cited in Nadziroh (2010). They explained that the use of flashcards in the English teaching learning process was to help students to be familiar and stable with numbers.

Other important thing was the activities that teacher can do when using flashcard. There were four activities based on participants such as showing flashcard,

passive activity, active activity, and game. In the activities that the first participant explained before, the first activity was to show flashcard in short time, ask students to remember the picture in the card, and ask them to say the word that is appropriate with the picture.

The activity that first participant explained was like a drill activity. Drill activity is suitable to help teacher teach new vocabulary for hearing impaired students and it is supported by Harmer. Harmer (2005) explained that “with lower level students a traditional use for picture especially flashcard is in cue response drills. We hold one up (the cue) before nominating a student and getting a response”. Then, he also said that drilling grammar items, cueing different sentences, and practicing vocabulary are suitable activities in language learning by flashcards. Then, Dini’s activity about showing flashcard also had a purpose to introduce new vocabulary and it was in line with Dimling (2010). The function of flashcard to introduce some vocabulary supported by Dimling (2010) who explained that:

As noted earlier, vocabulary (i.e., Dolch words and bridge phrases) was chosen for each student based on his or her existing vocabulary repertoire. The teacher introduced words or phrases by showing a word or phrase, fingerspelling it, and demonstrated the sign for it; the students then repeated it.

Second activity was passive activity. In this activity, Putri showed flashcard to the students. She also prepared some vocabs that have relationship with picture in the flashcard. After showing flashcard, Putri asked the students to choose appropriate vocabulary with the picture. This activity was like matching activity. Then, the discussion about matching activity was explained by Cross (1991) as cited in Nugroho (2012). He explained that one of procedure of teaching vocabulary is practice. In this



stage, the teacher gives exercises to the students in order to practice the subject items being learnt, making completion, matching, and word classification.

The third activity was active activity. In this activity, Dini flashed some flashcard and asked students to write vocabulary that they saw. This activity was like production activity. Cross (1991) as cited in Nugroho (2012) explained that “in the production stage the students are expected to apply the newly learn vocabulary though the speaking activities or writing activities” (p.5).

The last activity that participant shared was playing game. At playing game, the teachers asked students to do some activity and the students are interested with activity that teacher give. This activity was appropriate to help hearing impaired students in learning new vocabulary because students were interested with this activity. The activities that participants shared before was supported by Scrivener (2005). It is because Scrivener also explained about using game. Scrivener (2005) explained activities that teacher can use by using flashcards such as prompts for guessing games, definition games, description games, etc. For example, one person in a team has a picture of a person, which they describe. Game activity that Putri used was in line with Scrivener because Putri used guessing game to learn new vocabulary by using flashcard.

### **The Teacher’s Perception about the Effect of Using Flashcard on the Hearing Impaired Students’ English Vocabulary**

Using flashcard to help hearing impaired students had a good effect. Both participants agreed that flashcard is a media that can help hearing impaired students and teacher in learning and teaching new vocabulary. Then, based on participants’ perception, the effect of using flashcard can improve English vocabulary of hearing impaired students. Dini reported, “the effect of using flashcard for hearing impaired

students is to improve students' English vocabulary. Starting from students did not know about vocabulary until they know." Then, the improving of vocabulary mastery of hearing impaired indicated by some steps. They are discussed as follow:

**Using flashcard makes learning new vocabulary can be interesting activity and make students easier to learn new vocabulary.** According to the participants, flashcard also made students interesting in learning new vocabulary. Both participants shared that their students were interested when using flashcard. Dini reported that "students were interested in learning vocabulary by using a picture in the flashcard." Then, Putri also reported that "flashcard is a media that can help students understand new vocabulary, make learning vocabulary being interesting, and I hope students can remember the vocabulary by learning with Flashcard."

**After students interest use flashcard to learn new vocabulary, they can more understand with topic discussion.** Play a game using flashcard can make students understand more with the topic discussion. It was because after the students became interested in learning vocabulary, they could understand more with the topic discussion. Based on Putri's perception, learning vocabulary with playing a game by using flashcard was good way for hearing impaired students in 7<sup>th</sup> grade because it is first time for them to learn English language. Putri reported that "gaming method with using flashcard to learn new vocabulary is good for hearing impaired students of 7<sup>th</sup> grade". Playing game is interesting activities for students because they did not just listen to teachers' explanation but also doing some activities. So, it could make students understand more.

**When teacher explain new vocabulary by using flashcard, students did not just see teacher's explanation but also can learn how to write a vocabulary correctly.** It was because students understand with the topic discussion. According to

Putri, active activities like the researcher has discussed before can help hearing impaired students learn to write a word. Putri reported that “writing activity using flashcard make students understand how to write word correctly. It is because hearing impaired students have difficulties in writing a word completely”. Hearing impaired students had different capability with normal students. Like Dini’s explanation, it was important for hearing impaired student like kindergarten or elementary students learn how to write words correctly. It is because their vocabulary knowledge would not be useful when they cannot write the word correctly.

**After having many vocabularies knowledge and know how to write vocabulary correctly, students can easy understand the text.** By learning vocabulary through using flashcard, hearing impaired students could easily understand a text. Dini reported that, “the effect of using flashcard for hearing impaired students is to make them more understand with the text.”

**Discussion about teachers perception about the effect of using flashcard for hearing impaired students can improve vocabulary mastery of hearing impaired students.** The effect of using flashcard for hearing impaired students was that it can improve vocabulary mastery of hearing impaired students. It was based on participants’ perception. Also, it was in line with Grillo and Driker (2013). According to Grillo and Dieker (2013), flashcard can help and support students in learning process. Thus, other researcher who was looking for improvement of using flashcard toward vocabulary mastery for students also shared that students’ vocabulary has improvement based on her action research. Nadziroh (2010) shared that based on her findings, flashcard can improve the students’ vocabulary mastery.

The researcher could know the improvement of students’ vocabulary by four reasons. First, based on Dini’s perception, by learning vocabulary using flashcard the

students can understand a text. Students can understand more because the teachers explained some vocabularies in the first time of topic discussion. This has been discussed in the function of using flashcard. Thus, it is also in line with Aliponga and Johnston (2013) who said,

Play word card games where they have to generate a sentence with a randomly chosen word from their collection. Allow them to do extensive reading with graded readers at their level to allow them to encounter some of their high frequency words they are studying.

The second reason is that by learning vocabulary using flashcard, students also can learn how to write a word correctly. It is because hearing impaired students have difficulties in writing a word completely. This was Putri's explanation and is supported by Moravkova (2011). She explained that hearing people usually learn to write and read in their first language, in contrary to deaf, whose first language might be sign language who learn to read and write is their second language. From Moravkova's (2011) explanation, the researcher concluded that hearing impaired students have difficulties to write because hearing impaired students' first language is sign language. Then, by learning vocabulary using flashcard, as Putri explained, can help hearing impaired students to learn how to write correctly. So, the improvement of vocabulary mastery is not just from how much they know vocabulary, but also understand how to write a word correctly.

The third reason is that playing a game using flashcard can make students understand with topic discussion. By playing a game students were more interested to learn vocabulary, especially for hearing impaired students of 7<sup>th</sup> grade. They were beginner learner in learning English language, as Dini's explanation that they were like elementary students. Putri also explained that playing game using flashcard was

good for hearing impaired students of 7<sup>th</sup> grade. Putri's and Dini's explanation are supported by Nugroho (2012) who explained that:

Flashcard can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flashcard is related to the characteristic of elementary school students as children who commonly feel interesting in something with attractive shape and color.

Based on Nugroho's explanation, the researcher concluded that flashcard was good media for hearing impaired students because it made the students interested in learning new vocabulary and cause of attractive shape and color. Then, teacher can play a game by using flashcard because the content of flashcard was interesting. So, when students were interested with the teacher's game activity, they can understand more with topic discussion.

The fourth reason is that flashcard made learning new vocabulary became interesting and makes teachers easier to explained new vocabulary. Both participants agreed that flashcard was an interesting media to learn new vocabulary. Then, it is in line with Nadziroh (2010) who said that:

Flashcard is so useful to help the students in the English learning process. The teacher is easier to explain of material and give example clearly because the students can see a picture that is appropriate with the theme. So the students are easier to receive the explanation of the teacher. Beside that, the teacher can improve the students' interest.

Based on participants' and Nadziroh's perception, the researcher concluded that flashcard was an interesting media to learn new vocabulary. By using flashcard as an interesting media, the students can be easier to receive the material that teacher gave. So, the students could also improve their vocabulary mastery.

## **Kinds of Other Media Used to Teach English Vocabulary for Hearing Impaired Students**

There are three others media that teacher of hearing impaired students in SMPLB N 1 Bantul used to teach new vocabulary. The media are realia media, picture and *logiko*.

**The use of realia to teach vocabulary to hearing impaired students.** Realia is media which the teacher can take the real things into the class. Realia is media that Dini used to explain noun words that teacher could bring the real things into the class and show for the students. Dini reported:

I use realia media to teach hearing impaired students. Realia is real media that we can take into the class. I use realia when it is easy to me to take these things into the class. When it is difficult, I use picture or flashcard. For the example is elephant; I cannot bring elephant into the class. I often invite the students to get out of the class to go to garden to look for many things in the garden such as tree, leaves, and others.

From Dini's explanation, she used an object that was easy to carry into the class to show new vocabulary to hearing impaired students. Based on Dini's activity, students could know the name of the thing that Dini brought into the class. So, it made the students understand more with the name of the things.

**The use of *logiko* to teach vocabulary for hearing impaired students.**

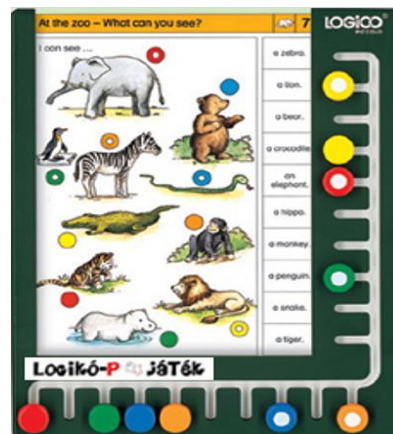
*Logiko* is also one of media that teacher used to teach vocabulary for hearing impaired students. Dini reported:

*Logiko* is media to learn new vocabulary. To use this media, teacher puts a card that have many pictures in a place; and this media have pins to indicate a

vocabulary and picture. Then, the back of the card has vocabulary that is related with a picture ahead of card.

Based on Dini explanation *logiko* is media that have card containing many vocabularies and also have place to put the card inside. This media also have pin to connect picture and vocabulary. Then, in back of the card have some pictures and vocabulary that explain those pictures. The purpose of using *logiko* media was to explain new vocabulary to hearing impaired students. Indeed, the students were interested with this media because of the pins in *logiko*. Dini reported that, “students also are happy using *logiko* media because of the pins in *logiko* show the English word by a picture.”

#### 4.1 Picture of *Logiko* media



By *logiko* media, teacher could show many vocabularies to hearing impaired students. It was because there are many vocabularies in there. Dini also explained that the students were enjoyed to use this media.

### **The use of pictures to teach new vocabulary for hearing impaired**

**students.** Both participants used pictures to teach English vocabulary for hearing impaired students. One of the reason of using picture was explained by Putri. She shared that used picture as a media to teach vocabulary for hearing impaired students. Putri said, “I use picture and flashcard. I think only those things as a media”. Putri used picture to help students at learning recount. Putri also reported:

I used the picture or flashcard when I am able to use those media. There are many nouns that I can explain by using picture or flashcard. I also use picture to discuss recount topic. I use pictures in sequence to make a story.

**Discussion about other media to teach English vocabulary for hearing impaired students.** In teaching the hearing impaired students, the participants used other media such as realia, *logiko* and pictures. The first media was realia. In using realia, Dini explained that realia is a real thing that teacher can take into the class. Then, it is in line with Sumarni (2008). She explained that “realia is proponent of communicative language teaching that has advocated the used of “authentic”, “from-life” material in the classroom” (p. 04). Then, she also explained that “realia includes object used by educators to help students to understand better other cultures and real life situation” (p. 13). From Dini’s explanation that is in line with Sumarni’s (2008) perception, the researcher concluded that teachers can use realia to teach new vocabulary for students.

The other media that teachers used was picture. Both participants used picture to teach vocabulary for hearing impaired students. Dini used pictures because she cannot bring real media into the class. Then, Putri used pictures to help students in learning process. The use of pictures was very useful for both participants, it is in line with Sumarni (2008). She explained that “the visual aid can serve as a useful



substitute. As picture and their images are more vivid than words. Thus in teaching learning process, picture should be an integral part of every teacher's provisional equipment" (p. 13). Based on participant that was in line with Sumarni (2008), the researcher concluded that pictures were media that teacher can use to help students in learning new vocabulary and picture also can substitute other media.

The last media that teacher in SMPLB Bantul used was *logiko*. Dini shared that *logiko* is a media that teacher can use to teach new vocabulary for hearing impaired students. *Logiko* was also interesting media for hearing impaired students. However, the researcher did not found journal or research that discuss about *logiko* as a media to teach hearing impaired students.

### **Challenges of Using Flashcard in the Classroom of Hearing Impaired Students**

Although the objective of this research did not discuss about the challenge of using flashcard, the researcher find other result about the challenges of using flashcard. Teaching new vocabulary for hearing impaired students was challenging because it was first time for the students to learn English language that has differences with their mother tongue. Then from participants' explanation, they had some challenge. For the example, flashcard cannot explained abstract vocabulary, flashcard did not practical, and some vocabularies were not available flashcard.

**The difficulties in delivering abstract words.** Dini reported about the difficulties of using flashcard. She said, "I had difficulties in explaining abstract word for hearing impaired students because hearing impaired students' language is limited". The difficulties of the teacher increase since they did not have the flashcard which contains abstract words. As participant know that flashcard did not contain abstract word like take and give, Dini shared that "the use of flashcard toward abstract vocabulary is difficult like word take and giving."

**The flashcard that the participants used were not practical.** Putri had difficulties because some flashcard has word above of picture and it is not practical to use. So, teacher should close this word using hand when teacher wanted to use it. Here, Putri reported, “the use of flashcard that I buy sometimes has problem because the word is located above of picture. Sometimes, I close the word with my hand.”

**The participants did not have complete flashcard.** Putri had difficulty because some topics cannot use flashcard to explain new words. It was because she did not have complete flashcard. Then, Putri also reported, “not all of the topic I use flashcard because I did not have complete flashcard.”

**Discussion about challenges of using flashcard in the classroom.** In teaching vocabulary for hearing impaired students by using flashcard, the teachers faced some problems. They are difficulty to explain abstract words, flashcard were sometimes not practical, and teachers did not have complete flashcard. The first challenge was that teachers had difficulties to deliver abstract words because the language of hearing impaired students was limited and teacher also did not have flashcard that contains abstract words. The difficulty in delivering abstract words was also faced by Dimling (2010) in his research. Dimling (2010) shared that “overall, the students in the present study were much more successful at mastering the Dolch sight words than the bridge phrases. In fact, on average, the students mastered more than 80% of the sight words from the Dolch word vocabulary, compared to 60% of the bridge phrases”. Thus, from Dimling’s explanation, we can know that learning bridge phrase was more difficult than Dolch sight words.

The second challenge was that flashcards were not practical. Based on Putri’s statement, flashcard were not practical because the position of vocabulary in the flashcard was above the picture. So, sometimes she covered the word by using her

hand. The researcher did not find expert perception that was in line with Putris' challenge. The third challenge was that the teacher did not have complete flashcard to teach new vocabulary for hearing impaired students. Also, the researcher did not find the journal or research that discusses this challenge