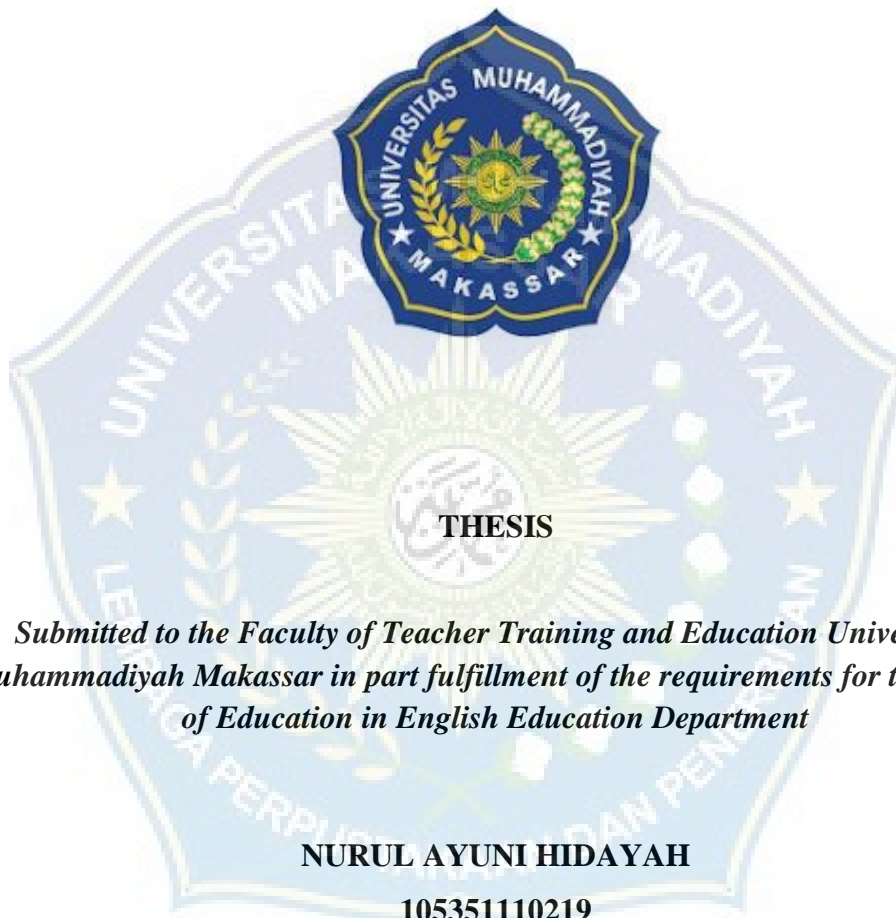


**ANALYZING THE EFFECTIVENESS OF AUDIO VISUAL MATERIALS
IN TEACHING VOCABULARY TO DEAF ENGLISH AS FOREIGN
LANGUAGE STUDENTS AT SEKOLAH LUAR BIASA 1 GOWA**

(A Descriptive Qualitative Research)



THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in part fulfillment of the requirements for the degree
of Education in English Education Department*

NURUL AYUNI HIDAYAH

105351110219

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2024

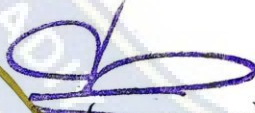
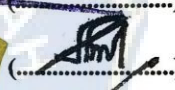
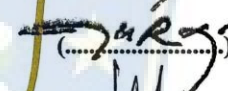
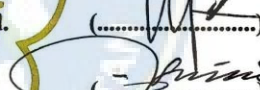

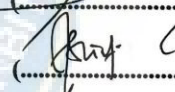



LEMBAR PENGESAHAN

Skripsi atas nama **Nurul Ayuni Hidayah** NIM **105351110219**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 212 Tahun 1446 H/2024 M, tanggal 16 Muharram 1446 H/22 Juli 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 16 Agustus 2024**.

Makassar, 13 Shafar 1446 H
16 Agustus 2024 M

Panitia Ujian:

1. Pengawas Umum : **Prof. Dr. H. Ambo Asse, M.Ag.** 
2. Ketua : **Erwin Akib, S.Pd., M.Pd., Ph.D.** 
3. Sekretaris : **Dr. H. Baharullah, M.Pd.** 
4. Dosen Penguji : **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.** 
2. **Ismail Sangkala, S.Pd., M.Pd.** 
3. **Dr. Su Asriati AM, S.Pd., M.Hum.** 
4. **Junaid, S.Pd., M.Pd.** 

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Analyzing the Effectiveness of Audio Visual Materials In Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa

Name : Nurul Ayuni Hidayah

Reg. Number : 105351110219

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar,2024

Approved By

Consultant I

Consultant II

Ismail Sangkala, S. Pd., M.Pd.
 NIDN. 092108703

Muhammad Astrianto Setiadi, S.Pd., M.Pd
 NIDN. 0911068201

**Dean of FKIP
 Universitas Muhammadiyah
 Makassar**

**Head of
 English Education Department**



Erwin Ayib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM. 977 807





MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nurul Ayuni Hidayah
NIM : 105351110219
Department : English Education Department
Title : Analyzing The Effectiveness of Audio Visual Materials In Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa
Consultant I : Ismail Sangkala, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Sat / 27 April 2019	II	Learn more about your Thesis	/
Friday 16 May 2019	III	Transcribe your data of interview and observation	/
Friday 17 May 2019	IV	Review your findings based on your data analysis	/
Friday 17 May 2019	IV	Discussion should be worked with the thesis. Please provide it!	/

Makassar,^{May}.....2019

Approved by:
Head of English Education Department

Ummi Khaerati Syam
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Nurul Ayuni Hidayah
NIM : 105351110219
Department : English Education Department
Title : Analyzing The Effectiveness of Audio Visual Materials In Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa
Consultant II : Muhammad Astrianto Setiadi, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Mon/05/05/2024	ii.	Revise some grammatical errors and put the theory of your research design.	
Thursday 08/05/2024	W.	Revise your data description to your findings.	
Mon/12/05/2024	W.	Give more description of the effectiveness of Audio Visual materials.	
Fri/17/05/2024	V.	Revise your discussion.	

Makassar, ...30 May.....2024

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nurul Ayuni Hidayah**

NIM : 105351110219

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Analyzing The Effectiveness of Audio Visual Materials In
Teaching Vocabulary to Deaf English As Foreign Language
Students At Sekolah Luar Biasa 1 Gowa

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar,

Makassar, 26 Mei 2024

Yang membuat pernyataan

Nurul Ayuni Hidayah



**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nurul Ayuni Hidayah**

NIM : 105351110219

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Analyzing The Effectiveness of Audio Visual Materials In
Teaching Vocabulary to Deaf English As Foreign Language
Students At Sekolah Luar Biasa 1 Gowa

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai selesai penyusunan skripsi ini, saya akan *menyusun sendiri skripsi* saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1,2 dan 3 saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 26 Mei 2024

Yang membuat pernyataan

Nurul Ayuni Hidayah

MOTTO AND DEDICATION

*“Always be kind, be nice, be positive, be genuine in this cruel world.
Your heart is gold and that rare”.*



*I dedicate the results of this study as an expression of respect and
expression of my sincere love to sincere affection to:*

*My beloved parents, Alm. Abdul Asis and Halimah, who have always
honestly given the best prayers and who have always supplied
love and motivation in achieving my achievement and who have
also made incalculable sacrifices for my education.*

ABSTRACT

NURUL AYUNI HIDAYAH, 2024. Analyzing The Effectiveness Of Audio Visual Materials To Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa (A Descriptive Qualitative Research). A thesis from the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, under the direction of Ismail Sangkala and Muhammad Astrianto Setiadi.

This study aims to find out whether audio visual materials are effective in teaching vocabulary to deaf students at Sekolah Luar Biasa 1 Gowa. The method used was the descriptive qualitative method. The researcher collected data by conducting in-depth interviews and observing the teaching-learning process. Based on the results of data collection, audio visual material through YouTube media is effectively used by English teachers in teaching vocabulary to deaf students at Sekolah Luar Biasa 1 Gowa. The effectiveness is supported by several aspects, namely: 1) ease of teaching vocabulary to deaf students; 2) visual media is also used to help accelerate the understanding process of deaf students; 3) the selection of material on the YouTube channel is adjusted to the absorption of deaf students; 4) SIBI sign language; 5) initial assessment; 6) teacher using a persuasive approach; 7) supported by adequate school facilities; 8) increasing learning motivation; 9) improving vocabulary mastery; 10) learning outcomes improvement; 11) a fun classroom atmosphere, and; 12) enthusiastic deaf student follow the learning process.

Keywords: Effectiveness, audio visual materials, YouTube, vocabulary, deaf students

ABSTRAK

NURUL AYUNI HIDAYAH, 2024. Analisis Keefektifan Materi Audio Visual Untuk Mengajarkan Kosakata Kepada Siswa Tuna Rungu Bahasa Inggris Sebagai Bahasa Asing Di Sekolah Luar Biasa 1 Gowa (Penelitian Deskriptif Kualitatif). Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar dibimbing oleh Ismail Sangkala, dan Muhammad Astrianto Setiadi.

Penelitian ini bertujuan untuk mengetahui apakah materi audio visual efektif dalam pengajaran kosakata untuk siswa tunarungu di Sekolah Luar Biasa 1 Gowa. Penelitian ini difokuskan pada guru bahasa Inggris di Sekolah Luar Biasa 1 Gowa. Metode yang digunakan adalah metode kualitatif deskriptif. Peneliti mengumpulkan data dengan melakukan wawancara mendalam dan mengamati proses belajar mengajar. Berdasarkan hasil pengumpulan data, materi audio visual melalui YouTube efektif digunakan oleh guru bahasa Inggris dalam mengajarkan vocabulary pada siswa tunarungu di Sekolah Luar Biasa 1 Gowa. Keefektifan tersebut didukung oleh beberapa aspek, yaitu: 1) kemudahan dalam mengajarkan kosakata kepada siswa tunarungu; 2) media visual juga digunakan untuk membantu mempercepat proses pemahaman siswa tunarungu; 3) pemilihan materi di kanal YouTube disesuaikan dengan daya serap siswa tunarungu; 4) bahasa isyarat SIBI; 5) asesmen awal; 6) guru menggunakan pendekatan persuasif; 7) didukung oleh fasilitas sekolah yang memadai; 8) meningkatkan motivasi belajar; 9) meningkatkan penguasaan kosakata; 10) peningkatan hasil belajar; 11) suasana kelas yang menyenangkan; dan 12) siswa tunarungu antusias mengikuti proses pembelajaran.

Kata kunci: Keefektifan, materi audio visual, YouTube, kosakata, siswa tunarungu

ACKNOWLEDGEMENT

Assalamu Aalaikum Warahmatullahi Wabarakatuh.

By expressing gratitude to Allah SWT, who has given his blessings in the form of health and opportunity, along with family, and friends, finally the researcher can complete the preparation of this thesis entitled “Analyzing The Effectiveness Of Audio Visual Materials To Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa” as one of the requirements in completing studies for the undergraduate program (S1) at Department of English Language Education FKIP Muhammadiyah University of Makassar.

The existence of this thesis is inseparable from the involvement of various parties, both directly and indirectly. First of all, I would like to thank **Halimah** who have raise and educated with love, affection, and patience, for her endless prayers and support, as well as the sincere sacrifice that Mom have given to the researcher. The researcher also wants to convey her deepest appreciation to her beloved father **Alm. Abdul Asis**. The researcher is aware that many people contributed to the preparation of this thesis by offering support, counsel, and instructions. Thus, the researcher would like to express gratitude to honorable ones:

1. Prof. Dr. H. Ambo Asse, M.Ag., the Rector of Muhammadiyah University of Makassar.

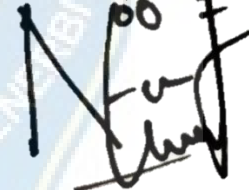
2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of Training and Education Faculty.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., the Head of English Education Department.
4. Ismail Sangkala, S.Pd., M.Pd., as the Secretary of the English Education Department, Universitas Muhammadiyah Makassar.
5. Dr. Radiah Hamid, M.Pd., as the academic supervisor of researcher who always provide advice to reseracher from semester to the present.
6. Ismail Sangkala, S.Pd., M.Pd, as the first supervisor, and Muhammad Astrianto Setiadi, S. Pd., M.Pd., was the second supervisor who provided constructive suggestions, criticism, and encouragement in writing in this thesis.
7. Mursalam M, S.Pd., MM. as the principal, teachers, and staff, especially the English teacher, Alwisidi, S.Pd. from Sekolah Luar Biasa 1 Gowa, thank you for your time, guidance, and invaluable help.
8. My aunty Hj. Herming, my uncle Halpin Hasyim, my sisters Sumayya Nurul Syahidah and Aziza Nurul Izzah, my brothers Khaerul Azhar and Miqdad Almujaiddi, my cousinss Kak Maddia, Kak Inci, Kak Ika, Zatul Syam, Kak Fyana, Nisa, Kak Kiki, Ihsan Mubarak, Jannah, Wilda, Aida, my aunty Haeria Rasyid, Syamsinar, my grandmothers Hj. Rosi and Hj. Subaedah, my friend Ainul.
9. My dearest friends “Sinjai Bersatu” Lulu, Ulpa, Windi, and Muti’, thank you for your motivation, support, and prayers while I was preparing this thesis. As

well as the joys, sorrows, stories, and memories from the beginning of the lecture until now. My friends in English 019 “Explosive Class” especially Karmila, have been my comrades-in-arms in joy and sorrow for several years.

10. Finally, thank you for yourself, for being able to try hard and struggle so far. Being able to control yourself from various pressures and outside circumstances and never deciding to give up as difficult as the process of preparing this thesis by completing as well and as much as possible, this is an achievement that should be proud of yourself.

With all the limitation of time and ability, the researcher realizes that the preparation of this thesis still needs to be improved. Therefore, constructive criticism and suggestion are very much expected. Hopefully, this will be useful for all fellow readers.

Makassar, 27 Mei 2024

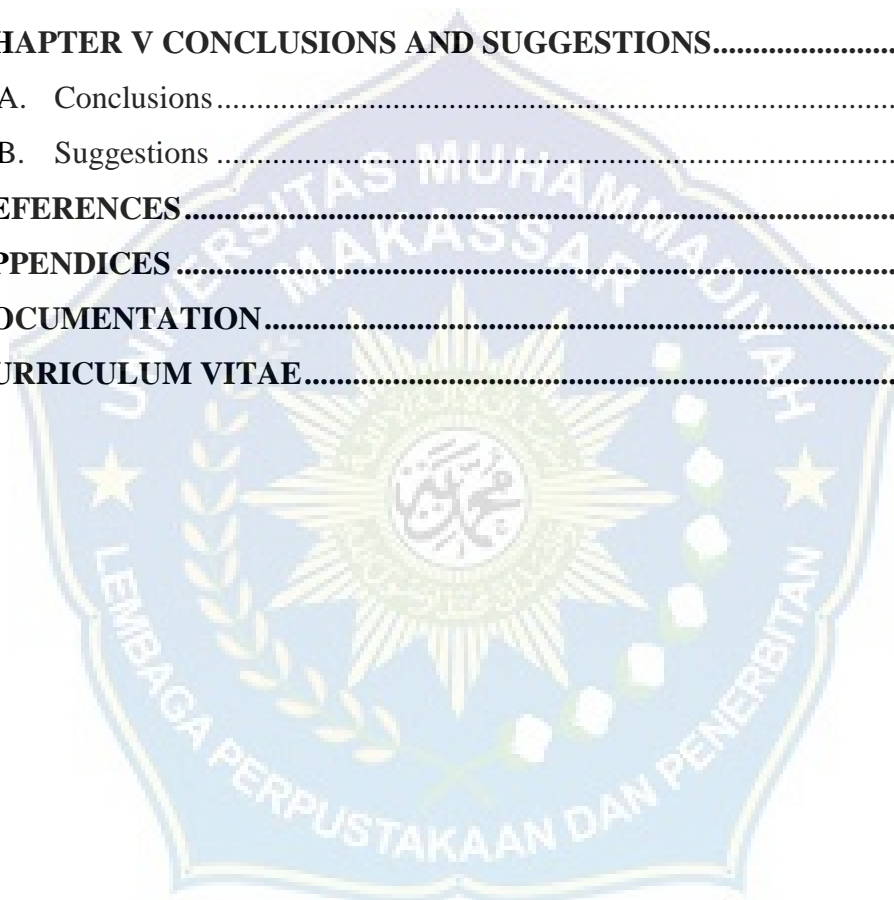


Nurul Ayuni Hidayah

TABLE OF CONTENTS

	Page
COVER PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSUELLING SHEETS	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
LIST OF FIGURE	xvii
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Research Question.....	4
C. Objectives Of The Study	4
E. The Scope of The Study	5
CHAPTER II REVIEW OF LITERATURE	6
A. Some Previous Related Studies.....	6
B. Some Pertinent Ideas	7
1. The Concept of Media	7
2. The Concept of Vocabulary	13
3. The Concept of Children with Special Needs	17
4. Inclusive Education	20
C. Conceptual Frameworks.....	24
CHAPTER III RESEARCH METHODOLOGY	26
A. Research Design.....	26

B. Subject of Research.....	26
C. Research Instrument.....	27
D. Technique of Data Collection	28
E. Data Analysis	29
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Findings.....	31
B. Discussions.....	39
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	47
A. Conclusions.....	47
B. Suggestions	48
REFERENCES.....	49
APPENDICES	56
DOCUMENTATION.....	97
CURRICULUM VITAE.....	100



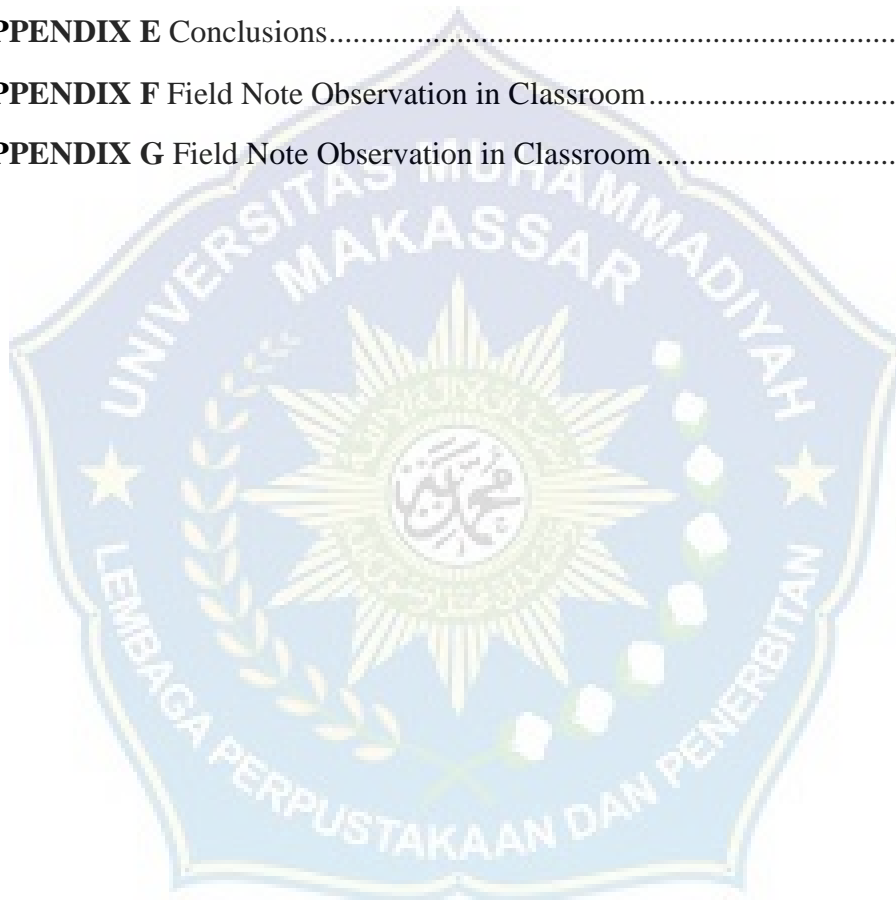
LIST OF TABLES

	Page
Table 4.1: Observation result of teacher applying media.....	38
Table 4.2: Observation result of teacher applying media.....	38
Table 4.3: Observation result of teacher applying media.....	39



LIST OF APPENDICES

	Page
APPENDIX A In-Depth Interview Guideline.....	57
APPENDIX B Transcript of Teacher Interview	60
APPENDIX C Data Reduction	69
APPENDIX D Data Display	76
APPENDIX E Conclusions.....	78
APPENDIX F Field Note Observation in Classroom.....	86
APPENDIX G Field Note Observation in Classroom	87



LIST OF FIGURE

Figure 2.1 Conceptual Framework Diagram.....	25
---	----



CHAPTER I

INTRODUCTION

A. Background of The Study

Deaf children are children who have impaired hearing function hearing loss either partially or completely which has a complex impact in their lives. They physically look like normal children, but when communicated with, it becomes apparent that they have a hearing loss. Deaf children do not necessarily have speech impairments, but in general they have a secondary disability, namely speech impairment. The reason for this is that they have very little vocabulary in their in the brain system and students are not used to speaking. Deaf children have a level of intelligence varies from low to genius.

Deaf children also have the same intelligence as normal children, however because language development affects the development of intelligence, that they have lower intelligence than normal children. This is due to the difficulties in understanding the language which leads to their limited in acquiring information, language, lack of vocabulary difficulty in understanding figurative learning expressions and words. And also, deaf children underutilize their cognitive potential to the fullest extent in processing information. This causes their cognitive skills to be lower than those of normal children because of limitations in communication and problem solving.

Deaf students' language development is slowed down by the existence of hearing issues. Deaf students use sign language, which is a language formed by

movements and understood (defined) by sight, to communicate. There are three elements that affect sign language proficiency in deaf students—residence, school, and family-variate. The process of their language development makes learning new words crucial. Students with hearing impairments (deafness) find it challenging to understand lessons through audio (voice).

Due to the reality that his hearing is entirely or partially impaired. So, impacting the evolution of their language. Therefore, it needs special consideration during classroom teaching and learning activities especially in English lesson. This is in accordance with the 1945 Constitution article 31 paragraph 1 which reads "Every citizen has the right to get teaching". It might be difficult to teach English to children who have unique needs, especially those who are deaf. English classes are offered at Sekolah Luar Biasa 1 Gowa because students with special needs have a right to the same education as students in regular public schools. There, students only receive lesson in the fundamentals of English, such vocabulary.

Because vocabulary plays a crucial part in all languages, it is one of the elements or subskills of English that students must be taught. There are four skills English language skills that students must master, including speaking, listening, reading, and writing. Except for deaf students, they can only reading and writing. But to master these skills, students must mastering vocabulary as the basic element. However, their English vocabulary alone is still small because the concept of English is that the pronunciation is not in accordance with the

arrangement of letters (words). Moreover, deaf students cannot listen to native speakers how to pronounce vocabularies because of their auditory limitations.

Limitations in auditory ability can be overcome with their audio visual abilities. Audio visual material consisting of sound and image are very useful for deaf children. In developing an understanding of a concept, there is a tendency for deaf children represent the problem in audio visual form. Although deaf students have limitations in hearing, it does not mean that they cannot participate in learning activities. In an effort to develop vocabulary in deaf students, it is necessary to choose the right learning model. If only teach English vocabulary through writing or sign language, it is difficult for deaf students to understand. So, it takes a learning model or methods that attracts students' attention and increases the level of focus on learning English, especially vocabulary in deaf students.

The selection of an appropriate model will be able to optimally improve the vocabulary skills of deaf students. Additionally, a lot of fresh teaching approaches, materials, and models are being developed nowadays that can be used in classrooms. To make learning more fun, the teacher in this study use audio visual materials through YouTube media. YouTube has features suitable for the deaf. So that the teacher can easily apply the application when teaching. This research is important because the limitations in auditory ability can be overcome by the audio visual abilities they have. Students will have an easier time expanding and improving their vocabulary in English by using YouTube, especially deaf students. The aim of this study is to determine whether YouTube

effective for deaf students' understanding of English language at Sekolah Luar Biasa 1 Gowa.

B. Research Question

Based on the background of the research, the researcher formulates the following problem: “How does audio visual material through YouTube media affect in teaching vocabulary for deaf students?”

C. Objectives Of The Study

Based on the above research question, the study's objectives are “To know whether audio visual material affect in teaching vocabulary for deaf students”.

D. Significance of the Study

1. Theoritically

This study is expecting to offer information and understanding as well as serve as a resource for the advancement of science, especially about the effectiveness of audio visual materials in teaching vocabulary to deaf students.

2. Practically

1. For the Teachers

The findings from this study have many benefits for teachers. Teachers are able to know how much vocabulary deaf students have, and teachers can find out the effectiveness of audiovisual materials through YouTube media.

2. For the Students

The findings of this study can provide many roles for deaf students. Students are able to enrich their vocabulary and they can practice improving their vocabulary through the use of audiovisual materials through YouTube media.

3. For Other Researchers

The findings of this study have a use for the other researchers. Among them, it can help them know effectiveness audio visual materials through YouTube media for deaf students. And also, the other researchers can use this study as a reference to find other research on how to improve vocabulary for deaf students.

E. The Scope of The Study

The scope of this study is the application of audiovisual materials through YouTube media to teach vocabulary to the deaf as foreign language students. The limitation of this study is, the researcher centered on the vocabulary of deaf students in term of noun and verb. To determine the effectiveness of audio visual materials through YouTube media on the vocabulary of deaf students.

CHAPTER II

REVIEW OF LITERATURE

A. Some Previous Related Studies

There were several findings related to this study and the researcher found four studies related to this study, namely:

Amirreza (2019) in accordance with the study, the use of media as in introducing English vocabulary can help students reach the highest levels of vocabulary acquisition. The findings of the study underlined the beneficial impacts of using audio visual materials on vocabulary development. The findings also showed that audio visual materials can assist language learners in expanding their vocabulary knowledge of the target language. The vocabulary knowledge of a second/foreign language student can be increased through viewing movies, hearing words in meaningful contexts, and communicating.

Ben (2012) the study is findings revealed that students memorize almost all new words when they are presented with auditory/visual images. For teaching vocabulary, audio visual media were discovered to attract attention and motivate students to learn not only vocabulary but also foreign languages. The results showed that both traditional and modern technological resources make more effective understanding vocabulary and create an enjoyable atmosphere in the classroom.

Subroto et al., (2019) the findings result show that application multimedia sign language take effect to increase vocabulary deaf children class III in SLB B

YRTRW Surakarta. The use of applications in the learning process is indeed very effective, especially in teaching deaf students. From this research shows that the use of applications in the English learning process has an influence in increasing the vocabulary of deaf students.

Based on the previous research, the researcher was able to draw the conclusion that audio visual material has an important contribution and impact in improving vocabulary for deaf students. There are similarities and differences in this study with previous studies. The similarity is to increase students' vocabulary in learning, while the difference is media used by each researcher in improving the vocabulary of deaf students. Researcher hope that YouTube media will be able to become an effective medium that can improve the vocabulary to deaf students.

B. Some Pertinent Ideas

1. The Concept of Media

a) Definition of Media

Media is a tool used to convey a message or information. According to Siburian et al., (2020), states that the media is the intermediary or transmitter of messages from the sender to the recipient of the message. Messages in the form of content or teaching that are poured into communication symbols, both verbal (words and writing), as well as nonverbal or visual. In the context of learning, media is defined as everything that can be used to channel messages from sender to receiver so that it can stimulate students' thoughts, feelings, attention, and interests and attention in

such a way that the learning process occurs. This understanding is in accordance with some opinions of Sadiman (2003), which states that learning media are a variety of elements that can be included into a student's surroundings to encourage learning. When teachers act as facilitators in the learning process, it's critical to promote the use of audiovisual materials in the classroom in addition to the chalkboard as a visual resource in order to acquire the development and support of the learning process.

Using media or other resources during the teaching and learning process will make it easier for a teacher to accomplish the desired results when imparting knowledge about English lessons. According to Setiawati et al., (2015) said that media utilization should be an integral part of the teaching and learning process. Therefore, teachers must motivate their students to be enthusiastic about the lessons delivered through the media. In accordance with the statement by Sondakh & Sya (2022), stated that enthusiastically engage in the class are students who are very motivated to learn English. AECT (Assosiation of Education and Communication Technology) defines media as any form used to convey messages or information. Meanwhile, the NEA (National Education Association) defines media as any object that can manipulate, be heard, read, or talked about along with the instruments used for these activities (Sukiman, 2012). From some of the understandings above, it can be concluded that learning media is a tool used in the learning process to convey messages, idea in the form of teaching materials to students by teachers. Everything pertaining to the surroundings, items, instruments, and

materials that can be utilized to transmit information is considered learning media, particularly educational materials.

b) Kinds of Media

According to Liyana & Kurniawan (2019), learning media is divided into 3, namely:

1. Visual Media

Visual media is a learning tool or resource that contains messages, information, especially subject matter that is presented interestingly and creatively and applied using the sense of sight. Examples of visual media, including: images or photos, concept maps, posters, maps or globes, and so on.

2. Media Audio

Audio media is a type of learning media or learning resource that contains messages or subject matter that are presented interestingly and creatively and applied using the sense of reflection only. Examples of audio media, including: radio, voice notes, music, and so on.

3. Audio Visual Media

Audio Visual media is a type of learning media or learning resource that contains messages or subject matter that are made interestingly and creatively using the sense of sight. This medium is a combination of sound and image. Examples of audio visual media, including: television, video, film, and so on.

In this study, the teacher used Audio Visual Media in teaching vocabulary material to deaf students. According to Safitri et al., (2022) said that technology-based method known as Audio Visual Method (henceforth AVM) has been praised for being a highly effective vocabulary teacher. Additionally, Fathoni (2021) stated that the reason for using media is that deaf children learn through their sense of vision, hence they require visual media to comprehend what they are learning..

This research focuses on audio visual media specifically on vocabulary teaching materials for deaf students. According to Gurbanov (2023), claimed that is the most widely accepted method of making the teaching-learning process simple, efficient, and engaging for students is the use of audiovisual aids, which also naturally increase students' intrinsic motivation by piquing their curiosity and igniting their interest in the material. According to, Rasul et al, (2011) emphasizes that audiovisual aids improve student motivation and the effectiveness of the teaching learning process. Language learners can also benefit from audiovisual materials by using them to increase the scope of their vocabulary in the target language which can improve their learning outcomes. In accordance with the opinion by Parul, (2012) argues that audio visual materials have significantly impacted on the learning achievement of the students.

The teacher at Sekolah Luar Biasa 1 Gowa used audio visual media types of images or photos and sound (video) in conducting teaching, because every learning process, particularly for deaf students in the classroom, requires a

vision of what is being said at that moment in order to grab the students attention and convey understanding of what is being said, seen, and thought. Teaching English as a foreign language (EFL) in the classroom with video has become standard practice for ELT practitioners. Media that was used of the teacher in conducted process teaching is YouTube.

c) **YouTube Media**

According to Arham (2022) claimed that as long as the computer or device is linked to the internet, using YouTube as a learning tool is possible whenever and anywhere. Nowadays, many people consider the internet to be one of the most powerful inventions ever created, and for good cause now that it is more widely accessible. A paradigm shift is necessary in education, particularly with regard to classroom instruction. One of them is using YouTube as a learning tool and technology. The most widely used and largest online video-sharing platform is called YouTube. Currently, there are users of YouTube all around the world of all ages, from kids to adults.

Rahmatika et al., (2021), claimed that the goal of using YouTube as a teaching tool is to establish engaging, enjoyable, and interactive learning environments and atmosphere. According to Wahyuningsih et al., (2022) emphasizes that YouTube can increase student motivation and can increase vocabulary and student understanding in the process of English learning activities. Hence, with YouTube being a popular media platform right now, educators can use it to make learning engaging and not monotonous. Additionally, the form is more realistic and engaging, preventing students

from becoming easily bored, and it is simple to access and not restricted by time or location, making it easier for learners to get learning. Also, Rahmasari, (2020) stated that for educational purposes, YouTube is a very useful platform where users may exchange tutorial videos, practice problems, and acquire examples. Additionally, according to Ibhar (2022), said that YouTube is a website where users may share videos and access a variety of information, such as movie trailers, TV program and movie clips, music videos, and original short films.

According to Rahmasari (2020), stated that YouTube offers several of benefits as a learning tool, including: (1) obtaining information on the topic; (2) stimulate discussion by watching relevant videos; (3) by watching relevant videos, the students can learn a foreign language more easily; (4) learning is easy to remember. However, these media's drawbacks are: (1) networks that occasionally lag; (2) low resolution of the image if there is a low download capacity for the video; (3) if the instructional video lacks interest and appears repetitive, learning will seem monotonous; (4) before teaching, teacher must download learning videos if there are network or internet limitations.

d) The Advantages of Audio Visual Media

1. Delivers a message that students can understand more effectively.
2. Excellent for elaborating on a process.
3. Gets beyond time and space restrictions.
4. More realistic, can be repeated and stopped as needed .

5. Easy to apply.
6. Creates a lasting impression that may have an impact on student's attitude.

e) Direction of Teaching through YouTube

- 1) Checking the completeness of equipment such as such as computers or laptop, LCD projector, and internet networks.
- 2) Checking the suitability of the video program content with the stated title.
- 3) Ask students to prepare books, stationery and other equipment needed.
- 4) Create a soothing atmosphere by avoid a tense atmosphere.
- 5) After that, the teacher plays a video from YouTube related to various vocabulary in term of noun and verb. The deaf students watch and listen, follow closely the show that takes place on the screen of the LCD
LCD
- 6) Projector screen.
- 7) Teacher and learners conduct evaluate the video viewing process together for further improvement for further improvement.

2. The Concept of Vocabulary

a) Definition of Vocabulary

There some understanding about vocabulary, according to some experts:

- a. Hornby (1995:1331) defines “vocabulary as a list of words used in the book, etc, usually with definition and translation”.

- b. Richard (2001:4), vocabulary is one of the most obvious aspects of language and one of the very first topics of study for applying linguistics.
- c. Mansur & Fadhilawati (2019), knowing vocabulary is important to help students master the target language they are learning.
- d. Muttahidah (2011), vocabulary is a component of a language that maintains all of information about meaning and using word in language”.
- e. Muttahidah (2011), stated that vocabulary can defining as sound that express a meaning and forms an independent unit in a language.
- f. Alduais & M., S., (2018) defined that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use.
- g. Nisa (2019), argued that vocabulary is the collection of words that an individual knows.

According to the perspective provided above, vocabulary is a fundamental component of speaking and learning English. Without a strong vocabulary, communication will fail. Without a vocabulary, we cannot communicate.

b) Kinds of Vocabulary

One of the most crucial aspects of learning a language is expanding your vocabulary. Three elements generally make up the language component: grammar, vocabulary, and pronunciation. (Suyanto & K.E, 2008). According

to Nurhalimah et al., (2021), there are two types of vocabulary namely receptive and productive vocabulary. Receptive vocabulary is a number of words that are interpreted by language users when listening and reading. This type of vocabulary is usually lacking or rarely used. While productive vocabulary is vocabulary that is interpreted by language users when speaking and writing. This type of vocabulary is usually a familiar and frequently used vocabulary.

Based on the previous explanation, the researcher can conclude that vocabulary is separated into two groups, each of which consists of four components: speaking, listening, reading, and writing. It has been proved that improving the vocabulary can help with all can assist with all four English as a foreign language skills category.

c) Teaching Vocabulary

Teaching is a process of modifying student behavior to achieve predetermined goals in addition to imparting knowledge about the subject. The process of teaching and learning will be aided by positive relationships between educators and students, The same applies for teaching vocabulary to deaf students. If a teacher recognizes the challenges faced by their students, they might come up with ways to make the lesson easier for the students to understand. The teacher needs to make the deaf students feel comfortable in the classroom. When teaching teaching vocabulary in particular, the learning process should be interactive, unique, and engage. The lesson is easy to

prepare and then taught in the most interesting form possible. Although vocabulary is easy to teach, it is usually difficult for students to memorize.

Nurhalimah et al., (2021) emphasized that vocabulary is the king of languages. So, vocabulary is a basic thing that plays a very important role when speaking and thinking. In addition, M. Hum. et al., (2022) A basic capital that is "mandatory" for language learners, particularly those studying foreign languages, is vocabulary. This is related to teaching vocabulary to deaf children because mastering vocabulary is fundamental in learning a foreign language. Vocabulary is important for language learners naturally. Thus, in order to teach English, a teacher needs to be able to select a teaching and learning strategy, particularly for teaching vocabulary.

According to Nurhalimah et al., (2021), claimed that Learning vocabulary in English will be more enjoyable and successful if it is accompanied with media and instructional strategies that suit the needs of the students. To avoid getting bored during the teaching and learning process, instructional materials should include visual media. Additional teaching resources are necessary for English language instruction, particularly when it comes to vocabulary, as they enable students to visualize concepts, retain information more readily, and engage their right brain. According to Mulyana (2020), said that creative teachers are those who can contribute ideas to enhance what has already been said previously. That means the advantage a teacher should have been to be a creative teacher. So that the creativeness is

expressed in the form of visual media in the learning process, especially vocabulary in deaf students.

3. The Concept of Children with Special Needs

a) Definition of Special Needs

According to Fia & Nugraheni (2020), children with special needs are children who need special treatment. Children with special needs have physical, mental, and emotional impairments, thus they require particular care. Related to the statement, Efendi (2006), argued that explicit terms with special needs addressed to children who are considered to have abnormalities/deviations from the average condition of children normal in general, in terms of physical, mental and characteristics of social behaviour.

There are many types of children with special needs, including deaf children who are synonymous with hearing impairments. Because of that hearing constraints, there are characteristics or traits that are caused by the lack of information they get. According to Sarwiasih (2002), states that deaf children in general have characteristics including intelligence with normal children, because language limitations will show low intelligence, in the period of imitation, children are limited to visual and gesture imitation, egocentric, afraid of a wide environment, attention is difficult to divert, innocent, simple, irritable and quick to offend.

b) Types of Children with Special Needs

Based on the understanding presented above, children who are deemed physically needy include those who have:

- a. Visual impairment (blindness);
- b. Hearing loss (deaf);
- c. Impairment of speech (mute impairment);
- d. Reduced limb function (handicapped);

Children with more mental capacities (extraordinary), also known as talented or superior children, and those with relatively low mental abilities (abnormal), sometimes known as mentally impaired children, are both considered to have mental requirements. Children with digestive anomalies a child who struggles to modify their behaviour to the environment around them has a social component. Included among the tunalaras, this group, is a child. In the learning process of deaf students, the teacher performs a type of communication, that is, sign language and mouth movements. So that teachers who teach in schools for children with special needs. Visualization is especially needed in deaf students. Based on observations during the "Issues in Language Teaching" course, students with mental disabilities easily interact with the teacher during the learning process, but the level of focus is lacking, in contrast to deaf students. Deaf students have a high level of focus but interaction and communication use sign language.

If related with educational concerns, particularly in Indonesia, the classification of children with disabilities might be as simply as follows:

- 1) Part A is the designation for the group blind child.
- 2) Part B is the designation for the group deaf child.
- 3) Part C is the designation for the group mentally retarded child.
- 4) Part D is the designation for the group disabled child.
- 5) Part E is the designation for the group physical disability
- 6) Part F is the designation for the group children with abilities above average/superior.
- 7) Part G is the designation for the group double child. (Abdullah, 2013).

c) Definition of Deaf Children

Juherna et al., (2021), stated that children who are deaf have hearing loss, which causes them to either not hear sounds at all or not hear them precisely. However, it is thought that no human being is completely deaf. There are many different kinds of special needs kids, and a deaf kid is one of them. Children with hearing impairments are considered deaf. According to Abdurrahman (2003), argues that a deaf child is a child who experiences a deficiency or loss of the ability to hear either partially or completely which will consequently hinder their intelligence, language, emotional, and social development.

Meanwhile, Ratih & Pasca (2015), states that deaf children are children who experience hearing function disorders, either partially or completely that have a complex impact on their lives. Because deaf children can only learn information through their visual senses, they only communicate through sign language. There are 2 types of sign language that have developed in Indonesia. According to Mursita (2015), claimed that in the development of sign language among deaf

people divided into 2 sign languages, namely SIBI (Indonesian Sign Language System) and BISINDO (Indonesian Sign Language). This is sign language that can help people with hearing impairments (deaf) in communicating.

Nugraheni et al., (2021) stated that, Sign Language System (SIBI Indonesian Sign Language System) is A way of communication for the deaf which involves gesturing, mimicking, and spoken language; while BISINDO (Indonesian Sing Language) is A basic sign that deaf individuals employ in accordance with how they perceive their surroundings. While Nugraheni et al., (2021), added that characteristics of BISINDO, specifically bringing up facial and oral expressions, when used as sign language. Furthermore, five factors are frequently employed, which are hand gestures, non-manual expressiveness, hand form, orientation, and location.

4. Inclusive Education

During this time, Sekolah Luar Biasa (SLB) special education facilities are made available to children with special needs that are tailored to the level and nature of their needs. In the implementation of special education or Sekolah Luar Biasa (SLB), there are specializations for children with special needs according to their barriers, such as: SLB-A for schools for blind children, SLB-B for schools for deaf children, SLB-C for schools for children with disabilities, and SLB-D for schools for children with disabilities. Additionally, it results in integrative education, also referred to as the integrated approach that integrates gifted students into mainstream classrooms.

Unintentionally, the Sekolah Luar Biasa 1 Gowa educational system has created an exclusive barrier for students with exceptional needs. And until now, the wall of exclusivism has unintentionally prevented kids with special needs and other kids from getting to know one another. As a result, in social relationships within the community, special needs groups develop a community that is cut off from societal dynamics. The idea of inclusive education came into being at the same time as special needs organizations started to voice their aspirations for rights.

Education involves a variety of settings, both formal and informal, as well as within families and the larger community. Schools with inclusive education treat all of their students equally (children with special needs). Inclusive education is an educational concept that suggests schools in which every learner can participate and are recognized as crucial members. Inclusive education can be defined as the process of enhancing an educational system's capacity to reach out to all learners. Inclusive education is important for achieving equity in society and is an essential part of lifelong learning.

According to Ikhfi & Nurul (2018), inclusive education is a process that involves modifying educational institutions and other centres of learning to make them accessible to all children, that include boys and girls, students from cultural backgrounds and linguistic minorities, rural populations, those with disabilities and learning difficulties, as well as providing learning opportunities for all young people and adults.

In this regard, Ikhfi & Nurul (2018) also has an opinion related to the above statement, that inclusion was viewed as a process of understanding and reacting to the diverse needs of all children, teenagers, and adults through enhancing involvement in learning, cultures, and communities, as well as reducing and eliminating exclusion within and from education.

Because education occurs in an “inclusive” educational system can only be formed if regular schools become more inclusive, or if they improve their ability to educate all students in their community. Moreover, it entails improvements and adaptations in content, techniques, structures, and strategies, with a shared vision that includes all children of the proper age range and the conviction that is regular system’s obligation to educate all children. Indonesia's inclusive education is governed by Law No. 20 of 2003, which stipulates that the country's educational system shall be democratic, equitable, and nondiscriminatory. Regular schools have begun to transform into inclusive schools after the passing of this law. Moreover, the Regulation of the Minister of Education (Permendiknas) No. 70 Year 2009 on Inclusive Education regulates learners in inclusive education and specifies that learning is done in a single educational setting alongside other learners in general.

In inclusive learning, there are approaches used in teaching students with disabilities including deaf students, namely Universal Design for Learning (UDL). According to Wendy et al., (2007), UDL (Universal Design for Learning) is an approach to instruction, learning, curriculum development, and assessment that, in part, uses technology to respond to a variety of individual learning difference.

Wendy et al., (2007), also added that a central focus of UDL is to promote the development of new curricular materials and learning technologies that are flexible enough to accommodate the unique learning styles of wide range of individuals, including children with disabilities. Because utilizing their understanding of technology provides an opportunity for effective and efficient education in school settings.

Learning success is primarily influenced by a multitude of elements, including those related to the teacher, the student, and the learning process itself. The effectiveness of a learning process is mostly dependent on the teacher's ability to create lesson plans, carry out instruction, including selecting a model or learning method, and establish an assessment system. As a result, evaluation is essential to the process of learning. According to Zuhri (2017), stated that to find out how successful or how far along a student is, assessment is necessary. To determine students starting abilities, the teacher conducts an initial assessment before the start of the learning process. According to Dewi et al., (2023), explains that Initial assessment, also known as diagnostic assessment, is an independent curriculum evaluation conducted with the express purpose of determining the traits, competency conditions, strengths, weaknesses, and learning styles of students in order to customize instruction to meet the needs of a diverse student body. Additionally, Dewi et al., (2023), stated that Initial or diagnostic assessments are crucial since they can reveal these students features early on. such as potential, hobbies and talents, learning styles, and so forth. In order to adapt

instruction to the individual student's learning style during the learning process, an initial assessment is conducted to determine the level of student knowledge.

A variety of issues, particularly with regard to children with special needs, plague instructors on a regular basis. These issues include wandering, rioting, inattentive learning, not paying attention to the teacher when they are teaching, mood swings, and more. These problems are usually overcome by taking a persuasive approach. According to Mustaqim et al., (2022), states that a persuasive approach is usually beneficial and helpful as well. Persuasive approach is really about making an attempt to educate and learn together. Teachers who use a persuasive approach extend an invitation to students to increase their awareness. Not less important is the fact that the approach is highly suitable for implementation in the realm of digital technology (Mustaqim et al., 2022).

C. Conceptual Frameworks

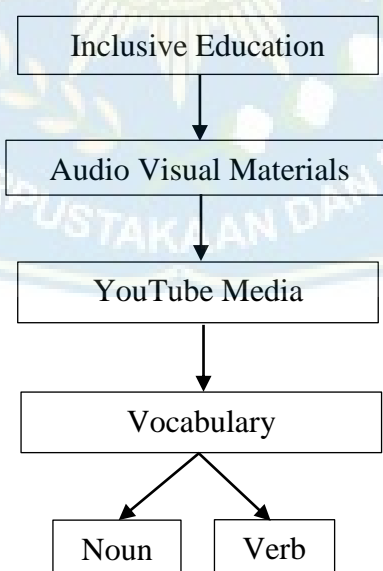
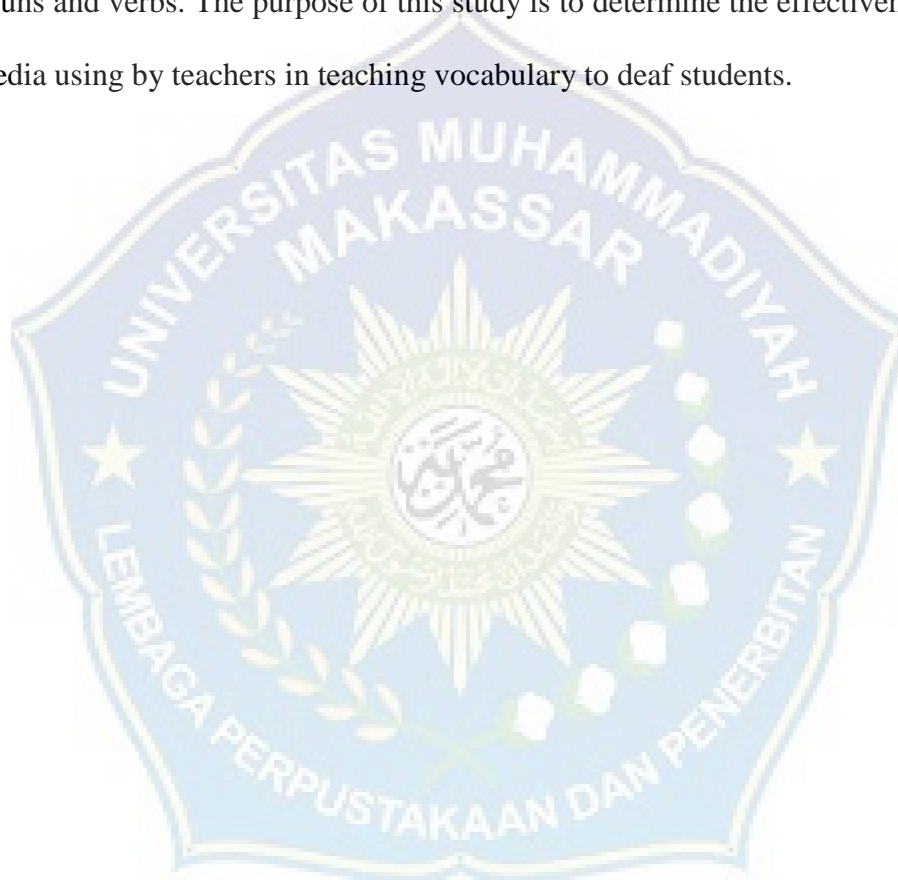


Figure 2.1 Conceptual Framework Diagram

Based on the conceptual framework above, the research method used is descriptive qualitative research, and provides an overview of the research on the two outputs. The main focus of this research is on inclusive learning by teachers on students with disabilities especially deaf students who use audio visual materials (videos) through YouTube Media in teaching vocabulary in the term of nouns and verbs. The purpose of this study is to determine the effectiveness of the media using by teachers in teaching vocabulary to deaf students.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher conducted research design through the Miles and Huberman Model. According to Miles et al, (2014), qualitative research involves the use of language rather than just numbers to represent data. A variety of techniques have been used to gather the data, including tape recordings, interviews, and observations. and then processed before being ready for presentation through note-taking, typing, and editing, but qualitative analysis still uses words, which are usually organized in expanded text. Based on the title, the researcher employed a descriptive-qualitative method to collect data on the efficacy of audiovisual resources in teaching deaf children vocabulary. A descriptive study describes and interprets objects in their natural environment. Data collection in qualitative research is direct by facts discover in the field rather than theory. Therefore, the data analysis perform is inductive and is based on the facts discover, which can subsequently be develop into hypotheses and theories.

B. Subject of Research

One English teacher at Sekolah Luar Biasa 1 Gowa was chosen as the research subject. The total sampling technique is used as the sampling methodology in this research. Total sampling is a type of sampling in which the number of samples utilized is the same for the population (Salmah, 2019).

C. Research Instrument

Research instruments were used to collect data for this investigation. To collect data, interviews, and observation, were employed as study instruments.

a) Interview

Sudijono (2011) claims that is a technique for gathering information that entails asking and receiving oral questions from a subject in person with a predetermined goal, direction, and set of objectives—specifically, several essential questions—to lead helpful informants for finding out related to the effectiveness of audio-visual materials in teaching vocabulary to deaf students as foreign language students at Sekolah Luar Biasa 1 Gowa, so that accurate data and objective data are obtained.

The interview guide comprises a series of questions meticulously crafted by the researcher. The respondent offered information throughout the interview and responded to the questions.

b) Observation

Observation is the process of collecting data by observing ongoing activity. In practical terms, the researcher only observes the subject being studied and does not participate in their action. Specifically, notes to observe directly with the source of information on the target of research, the teacher's state, and the student's state.

D. Technique of Data Collection

Data collection techniques refer to the techniques used by researchers to gather data. The present study used in depth-interview and observation, as its primary research methods.

1. In-depth Interview

The goal of an in-depth interview is to explore and expand the interview's themes in order to gather rich data. This sort of interview allows for very flexible question development. This approach is a data gathering method that uses direct questions and responses from respondents or data collection methods that use one-sided questions and answers that are done methodically and in accordance with study objectives. As the interview topic, the researcher performed a face-to-face interview with one English teacher from Sekolah Luar Biasa 1 Gowa. The full interview was conducted in Indonesian. The interview with the participants lasted 5 to 10 minutes.

Interviews conducted prior to the observation stage to reinforce the results of the preceding procedures in order to acquire more information. The interviewer can acquire the relevant data with a mobile device to capture the essential information by recording the necessary information on a mobile phone during the interview. When interviewing participants, the researcher used semi-structured questions. The researcher employed semi-structured questions to go deeply into the issues that were presented. The goal of this technique is to determine the efficacy of audiovisual

materials given by the teacher to students with disabilities, especially deaf learners.

2. Field Note Observations

The researcher observes what occurs in the classroom in order to determine how teaching is carried out. Non-participant observation was employed in this investigation. Non-participant observation occurs when a researcher simply observes what is happening rather than participating in it (Sugiyono, 2019). In this study, researchers employed an observation sheet with a list of potential classroom activities. The observation sheet used by researchers was in the form of a field note observation and was used to record classroom activity. Observations were conducted twice, with one meeting for each class.

E. Data Analysis

According to Miles et al, (2014), the data analysis technique employed in qualitative analysis is divided into four stages, such as:

a) Data Collection

In the data collecting section, the researcher observed and documented all available data impartially, following the results of field observations, interviews, and documentation.

b) Data Reduction

On the field, a great deal of information was acquired, and it needs to be carefully recorded. The more time and data a researcher collects in the field, the more difficult their work becomes. Data reduction should

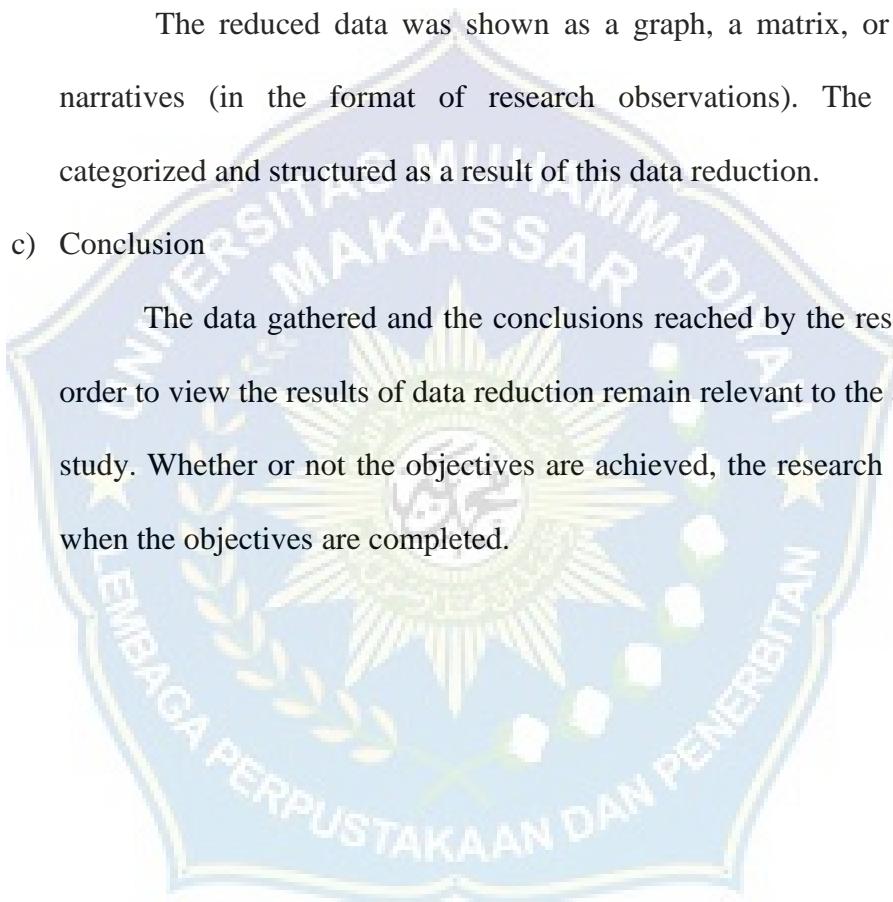
therefore be used to quickly review the data. For instance, answers from principals or teachers that do not align with the interview guidelines are not utilized. Only the essentials were taken if the teacher or administration gave an unduly general answer.

b) Data Display

The reduced data was shown as a graph, a matrix, or text with narratives (in the format of research observations). The data was categorized and structured as a result of this data reduction.

c) Conclusion

The data gathered and the conclusions reached by the researcher in order to view the results of data reduction remain relevant to the aim of the study. Whether or not the objectives are achieved, the research concludes when the objectives are completed.



CHAPTER IV

FINDINGS AND DISCUSSION

The findings are based on researcher interviews and observations on January 2024. Researcher conducted this research at the Sekolah Luar Biasa 1 Gowa. The researcher wanted to know whether audio visual material effective in teaching vocabulary for deaf students.

A. Findings

The purpose of this study was to know whether audio visual material effective in teaching vocabulary for deaf students. The research findings from the following researcher are:

1. Audio visual material through YouTube media in teaching vocabulary for deaf students

This part presents the findings obtained through in depth-interview and field note observation. This pertains to the effectiveness of audiovisual material through YouTube media in teaching vocabulary to deaf students at Sekolah Luar Biasa 1 Gowa 1 Gowa. After conducting an investigation of how English teacher use YouTube as his learning media, the researcher came to the following conclusions:

a. In Depth Interview Results

- 1) Ease of teaching vocabulary to deaf students

Researcher ask:

“What types of audio visual media do you use when teaching??

And the researcher got answer from the teacher:

“I chose YouTube as a learning medium, because it makes it easier for a teacher to deliver material, especially children in SLB...”

Based on the answer of the teacher, researcher highlighted to support teacher in delivering material to the student in SLB because they are different with normal students.

- 2) Visual media is also used to help accelerate the understanding process of deaf students.

Researcher ask:

“Are there other media you use besides YouTube?”

And the researcher got answer from the teacher:

“Besides YouTube media, we can also use pictures such as those displayed on the wall and part of body and objects around us.

Based on the answer of the teacher, the researcher highlighted that besides using YouTube media as audio visual materials, the teacher also uses visual media, such as pictures, part of body, objects around the classroom, which are mentioned in English, and carried out during the learning process in the classroom. This aims to keep students from getting bored.

- 3) The selection of material on the YouTube channel is adjusted to the absorption of deaf students.

Researcher ask:

“What material do you usually teach using the YouTube media?”

And the researcher got answer from the teacher:

“I choose and sort out which YouTube videos are suitable for students' abilities and absorption in vocabulary, especially nouns and verbs.”

The teacher also added:

“Of course, we have to pick and choose. It's different from regular, if it's regular, there's the title, the subject, the material, the chapter. In SLB, creatively we focus on vocabulary, maybe it's still basic.”

Based on the answer of the teacher, the researcher highlighted that the selection of material is also very important for students. Teachers do not just choose material. Teachers avoid heavy materials and choose materials that are light and easy to understand by students, because it all depends on the absorption of students, especially deaf students. An example of material is basic vocabulary in terms of noun and verb.

4) SIBI Sign Language

Researcher ask:

“Is there are difference in the materials given to students to improve each deaf student's reading and writing skills?”

And the researcher got answer from the teacher:

“.... speaking (being able to speak) is not run by voice or oral. Of course, the delivery is in sign language or SIBI”

Based on the answer of the teacher, the researcher highlighted that during the learning process, the teacher used SIBI sign language during the learning process.

5) Initial Assessment

Teacher mentioned:

“But of course there are initial assessments, subject assessments, especially in English.”

The teacher also added:

“Of course, I must first know the level of students' knowledge in vocabulary mastery. After that, we can follow up on what to do and what the results will be.”

Based on the answer of the teacher, the researcher highlighted that before starting the lesson, the teacher explained that the initial assessment treatment is very important because it is a reference to find out the extent of students' understanding and mastery of their English vocabulary.

6) Teacher Using a Persuasive Approach

Researcher ask:

“During the material or material delivery process, what kind of obstacles do teachers face?”

And the researcher got answer from the teacher:

“Besides sign language,.....Of course, it is assisted by a persuasive approach. Persuading or heart-to-heart approach to students.”

Based on the answer of the teacher, the researcher highlighted that the persuasive approach is carried out by the teacher at certain times such as when students are lazy and do not want to take part in learning which aims to increase students' enthusiasm for learning.

7) Supported by Adequate School Facilities

Teacher mentioned:

“It depends if in this SLB 1 Gowa school, of course we use it because it is supported with good internet facilities.”

Based on the answer of the teacher, the researcher highlighted that the learning process in the classroom is supported by adequate facilities provided by the school such as LCD, projectors, and good internet networks so that the learning process runs smoothly with these supporting facilities.

8) Increasing Learning Motivation

Researcher ask:

“Whether the use of audio visual through YouTube make students motivated in learning English?”

And the researcher got answer from the teacher:

“Yes. Of course it can, but to nurturing student motivation, as I said earlier. It must be accompanied by a persuasive approach and how the teacher presents the subject matter in a fun and not monotonous way. Of course, it can definitely increase student motivation because it can stimulate and also of course students can be interested in following the lesson.

Based on the answer of the teacher, the researcher highlighted that the use of YouTube media in English learning can motivate students in learning vocabulary but must be accompanied by a persuasive approach and delivering material in a fun way (not monotonous).

9) Improving Vocabulary Mastery

Researcher ask:

“Does students' vocabulary mastery improve after being taught using YouTube”

And the researcher got answer from the teacher:

“Yes....increased vocabulary. Like if I'm teaching and giving questions to students, eeeeh for example I point to a picture of a fruit, I ask my students what is this fruit in English? Usually, my students can answer even though it takes a little longer than normal students in general.

Based on the answer of the teacher, the researcher highlighted that students' vocabulary increased after using YouTube media as a learning medium, but when answering questions, hearing impaired students take more time to answer than normal students in general.

10) Learning Outcomes Improvement

Teacher mentioned:

“There are several improvements in students after using YouTube media, namely, students are more diligent in working on assignments, their grades have also increased, students are not lazy to study, and as I said earlier they are quite capable of answering if given a question”.

The teacher also added:

“..... moreover, deaf students prefer to see moving images, colors, cartoons and the like and YouTube provides it all. Therefore, I choose YouTube as a learning media”.

Based on the answer of the teacher, the researcher highlighted that there are some improvements that occur to deaf students before and after using YouTube as a teaching medium, as described by the teacher, namely students are more diligent in doing assignments, student grades increase and students are able to answer questions even though it takes a little longer than normal students in general. And also, some things that can attract the attention of deaf students in videos on YouTube.

b. Field Note Observation

In addition, the reality in the field also shows that there are several effectiveness of audio visual materials through YouTube, namely:

1) A fun classroom atmosphere

Teacher at Sekolah Luar Biasa 1 Gowa deliver material in a cheerful style accompanied by watching unique animated videos of Noun and Verb material on YouTube media.

Teacher said:

“Secondly, in YouTube, we make it easier as teachers to find material, and of course it is more interesting than in the form of delivery, what is the language if teaching is monotonous.”

Observation showed:

Table 4.1: Observation result of teacher applying media

7	10.10-10.12 AM 10.17-11.45 AM	Occasionally, the teacher jokes with the students to make the class atmosphere cheerful and fun (not tense.	Teacher' role in teaching learning process
---	----------------------------------	---	--

Based on the observation results above, from the beginning of the process to the end of learning, the teacher builds a comfortable classroom atmosphere. To develop students' interest to be comfortable following the material, the teacher occasionally gives jokes with funny gestures and facial expressions. So that the atmosphere of the learning process is not monotonous and deaf students are not easily bored.

Teacher at Sekolah Luar Biasa 1 Gowa do not refer to the instructions in the lesson plans, because of the different needs of the students. Moreover, the students taught are deaf students who are different from regular students in general.

Observation showed:

Table 4.2: Observation result of teacher applying media

3	10.20-11.45 AM	During the learning process, the teacher does not use the textbook and does not really refer to the RPP or lesson plan instructions. The teacher directly searches for material related to noun and verb on YouTube media.	Teacher' role in teaching learning process: Applying Media
---	----------------	--	---

Based on the observation results above, if teachers rely on textbooks and lesson plans, the learning process will be monotonous. Moreover, deaf students lack vocabulary. So that English subject matter in Sekolah Luar Biasa 1 Gowa which is classified as basic material is

vocabulary in terms of noun and verb by using audio visual material through YouTube media.

2) Enthusiastic deaf student follows the learning process

Observation showed:

Table 4.3: Observation result of teacher applying media

9	10.24-11.40 AM	During the learning process, deaf student are very active and enthusiastic in following the learning process.	Deaf student pay attention to the teacher and the classroom activity.
---	----------------	---	---

Based on the observations made by the researchers, the deaf students were very enthusiastic in answering the questions asked by the teacher while using sign language. Deaf students are very attentive to the teacher when providing material. Moreover, the audio visual material displayed on YouTube media includes animated videos, so that deaf students are easily interested in watching vocabulary materials in terms of noun and verb on YouTube media.

B. Discussion

After the data is known, the analysis of the gathered data is the next stage of this research, as indicated by the findings above. the next step of this research is to analyze the data that has been collected about the audio visual material through YouTube media effective in teaching vocabulary for deaf students which

can be known from the data findings. Based on the formulation of the problem, the following data were generated:

1. The audio visual material through YouTube media effective in teaching vocabulary for deaf students

The researcher conducted the research process at Sekolah Luar Biasa 1 Gowa in class X (B) which only had 1 deaf student. However, in English language subjects followed by all class X students whose special needs vary even though class X is differentiated by room based on the type of special needs.

Fia & Nugraheni, (2020) stated that children with special needs are children who need special treatment. Based on the previous statement, teacher use strategies or methods that are slightly different from normal students in teaching English lesson to deaf students because the delivery of material to deaf students is different from the delivery of material to normal students. So that requires special treatment. Therefore, the material given to deaf students is only basic material, namely vocabulary in terms of noun and verb. In line with the opinion of Nurhalimah et al (2021) emphasize that vocabulary is the king of languages. It is proven that vocabulary is the most basic thing in learning a language. In teaching vocabulary to deaf students, teachers at Sekolah Luar Biasa 1 Gowa use audio visual materials through YouTube media.

According to Gurbanov (2023) claimed that is the most widely accepted method of making the teaching-learning process simple, efficient, and engaging for students is the use of audiovisual aids, which also naturally increases students' intrinsic motivation by piquing their curiosity and igniting their interest in the

material. In addition, according to Safitri et al (2022) said that technology-based method known as Audio Visual Method (henceforth AVM) has been praised for being a highly effective vocabulary teacher. The observation at Sekolah Luar Biasa 1 Gowa through the YouTube media, the teacher can more easily apply their own strategies that can support the effectiveness of teaching vocabulary to deaf students.

Then from the results of observations and interviews conducted by researchers, researchers can conclude that the use of audio visual materials, namely through YouTube media for vocabulary learning material in terms of noun and verb is very effective for deaf students as a foreign language student. Based on the results of the researcher analysis, these factors of effectiveness include:

1) Ease of teaching vocabulary to deaf student;

The researcher can describe that the selection of YouTube as a medium in the English learning process is very helpful for teachers in delivering material, especially vocabulary material. Moreover, the students taught are deaf students who lack vocabulary. YouTube as a medium in the English learning process is very helpful for teachers in delivering material, especially vocabulary material. In accordance with the statement from Arham (2022) said that as long as the computer or device is linked to the internet, using YouTube as a learning tool is possible whenever and anywhere. Especially in this sophisticated era, teachers are required to be technology literate so that they can create an exciting and interesting classroom atmosphere.

2) Visual media is also used to help accelerate the understanding process of deaf students;

The researcher can describe that teacher use visual media in this case pictures, part of body, and objects around the classroom in teaching vocabulary. Visual media is a learning tool or resource that contains messages, information, especially subject matter that is presented interestingly and creatively and applied using the sense of sight. Combining audio visual materials and visual media in teaching vocabulary is effective for improving students' vocabulary comprehension, especially deaf students. In accordance with the opinions of Fathoni (2021), stated that the reason for using media is that deaf children learn through their sense of vision, hence they require visual media to comprehend what they are learning. So that teachers can get a reciprocal response from deaf students.

3) The selection of material on the YouTube channel is adjusted to the absorption of deaf student;

The researcher can describe that the suitability of the material presented to student, especially deaf students, can affect the effectiveness of learning. Teacher must be smart in choosing suitable materials so that deaf students can easily understand what is being taught. Moreover, teaching students with special needs, especially deaf students, requires special tricks because the way to communicate with them is through sign language.

4) SIBI Sign Language;

The researcher can describe that because the students being taught are deaf students, the teacher needs to communicate with them through sign language. And

that is one of the factors supporting the effectiveness of their learning process in learning English, especially vocabulary. So, in Indonesia there are 2 types of sign language, namely: SIBI, and BISINDO. In line with the opinions of Mursita (2015), claimed that in the development of sign language among deaf people divided into 2 sign languages, namely SIBI (Indonesian Sign Language System) and BISINDO (Indonesian Sign Language). In Sekolah Luar Biasa 1 Gowa, the teacher was used the SIBI type of sign language.

5) Initial Assessment;

The researcher can describe that initial assessment is required before conducting the learning process. The purpose is to find out the extent of student understanding, the level of absorption of each student, plan the learning methods and models that will be applied. In line with the statement by Dewi et al (2023) explains that Initial assessment, also known as diagnostic assessment, is an independent curriculum evaluation conducted with the express purpose of determining the traits, competency conditions, strengths, weaknesses, and learning styles of students in order to customize instruction to meet the needs of a diverse student body.

The opinion expressed by Dewi et al (2023) stated that Initial or diagnostic assessments are crucial since they can reveal these students features early on. such as potential, hobbies and talents, learning styles, and so forth. Moreover, the students taught are deaf students, of course, there are many differences with regular students. So this initial assessment is important.

6) Teacher Using a Persuasive Approach;

The researcher can describe that as explained in the previous point, teachers take a special treatment or approach to deaf students. The approach referred to above is a persuasive approach. As we know, students with disabilities, especially deaf students, are very different from regular students. According to Mustaqim et al (2022), said that a persuasive approach is usually beneficial and helpful as well. Persuasive approach is really about making an attempt to educate and learn together. Teachers who use a persuasive approach extend an invitation to students to increase their awareness. So, the teacher uses this persuasive approach so that students are easy to focus, the classroom atmosphere is not monotonous and the material presented is easy to understand.

7) Supported by Adequate School Facilities;

The researcher can describe that the majority of schools in rural areas have inadequate facilities, especially those in remote areas. Fortunately, Sekolah Luar Biasa 1 Gowa is located close to the city of Makassar. So that the supply of supporting facilities at the school can be said to be adequate. The facilities referred to by the researcher, such as a smooth internet network connection, and a decent classroom. Therefore, YouTube media is suitable for use in the learning process at the school.

8) Increasing Learning Motivation

The researcher can describe that audio-visual materials through YouTube can increase student motivation in learning English. In accordance with the opinion of Rasul et al., (2011) emphasizes that audiovisual aids improve student motivation and the effectiveness of the teaching learning process. However, this

motivation can be created if accompanied by a special approach such as a persuasive approach and creating a fun learning process.

9) Improving Vocabulary Mastery

The researcher can describe that audio visual materials through YouTube media can improve students' English vocabulary. In accordance with the statement from Wahyuningsih et al., (2022) emphasizes that YouTube can increase student motivation and can increase vocabulary and student understanding in the process of English learning activities. Although during the process of receiving material such as answering questions from the teacher they take longer, YouTube media can stimulate and be able to attract the attention of deaf students to continue learning vocabulary.

10) Learning Outcomes Improvement

(Parul, 2012) argues that audio visual materials have significantly impacted on the learning achievement of the students. It is proven that from the implementation of YouTube media there are several improvements in the learning outcomes of deaf students in the Sekolah Luar Biasa 1 Gowa such as diligently doing assignments, the value of learning outcomes increases, because they are interested in following lessons, especially vocabulary delivered through audio-visual materials with YouTube media.

11) A fun classroom atmosphere; and

Rahmatika et al (2021), claimed that the goal of using YouTube as a teaching tool is to establish engaging, enjoyable, and interactive learning environments and atmosphere. The researcher agrees with this opinion because of

the observation of the learning process at the class atmosphere is quite conducive and fun, because the teacher presents the material with unique characteristics and styles, for example when explaining something it is accompanied by body gestures or funny facial expressions and that can make students laugh.

12) Enthusiastic deaf students follow the learning process.

During the classroom observations, the researcher concluded that a pleasant and cheerful teacher can increase students' interest and enthusiasm in participating in the learning process, in addition to the material presented through the media, namely YouTube with interesting impressions. In accordance with the statement by Sondakh & Sya (2022), stated that enthusiastically engage in the class are students who are very motivated to learn English. An example that researcher saw was when the teacher asked or asked students to explain student did not hesitate to raise their hands and did not hesitate to answer.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The learning process is said to be successful because of the way the media is applied according to the needs. In learning, choosing the right learning media can help students to easily understand the material presented. From the research findings, the researcher analysed the data with the aim of knowing whether audio visual materials are effective in teaching vocabulary for deaf students as a foreign language student at Sekolah Luar Biasa 1 Gowa. Based on data analysis, the researcher concluded that audio visual material through YouTube media in teaching vocabulary in terms of noun and verb to deaf students is very effective, this conclusion was obtained from the results of teacher interviews and observations of researchers who followed the learning process activities in the classroom, where students were very enthusiastic and interacted well when the teacher asked or explained the learning material in the classroom.

The things that become aspects of effectiveness that researchers can conclude include; (1) Ease of teaching vocabulary to deaf students; (2) Visual media is also used to help accelerate the understanding process of deaf students; (3) The selection of material on the YouTube channel is adjusted to the absorption of deaf students; (4) SIBI sign language; (5) Initial assesment; (6) Teacher using a persuasive approach; (7) Supported by adequate school facilities; (8) Increasing learning motivation; (9) Improving vocabulary

mastery; (10) Learning outcomes improvement; (11) A fun classroom atmosphere; and (12) Enthusiastic deaf student follow the learning process.

B. Suggestion

Researchers would like to provide some suggestion based on the results of research findings, which are as follows:

1. For teachers

For teachers, teachers should continue to use audio visual materials through YouTube media but not only limited to the vocabulary of objects around the classroom, but can also be used to train students in introducing colors, shapes, numbers, and other vocabulary in English.

2. For Next Researchers

For next researchers, the results of this study can be used as a reference in future studies related to the effectiveness of media in teaching English vocabulary to deaf students as foreign language students.

REFERENCES

- Abdullah, N. (2013). *Mengenal Anak Berkebutuhan Khusus*. 1–10.
- Alduais, & M., S., A. (2018). Teaching and Learning Vocabulary: Insights from Learning Styles and Learning Theories. *J Child Adolesc Behav*, 6, 1–4.
- Amirreza, K. (2019). Implementing Audio-Visual Materials (Videos), As An Incidental Vocabulary Learning Strategy, In Second/Foreign Language Learners' Vocabulary Development: A Current Review of The Most Recent Research. *I-Manager's Journal on English Teaching*, 9(2), 60–70.
- Arham, M. (2022). *Efektivitas Penggunaan Youtube Sebagai Media Pembelajaran*.
- Ben, S. A. (2012). *The Influence of Using Audio-Visual Aids Teaching English Vocabulary*.
- Dewi, N. L., Sukanto, & Prasetyowati, D. (2023). Analisis Hasil Asesmen Diagnostik Pada Mata Pelajaran Ilmu Pengetahuan Alam Dan Sosial Kelas IV Sekolah Dasar. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09(02), 1–14.
- Efendi, M. (2006). Pengantar Psikopedagogik anak berkelainan. *Bumi Aksara*.
- Fathoni, W. M. (2021). Penggunaan Media Untuk Meningkatkan Penguasaan Kosakata Pada Anak Tunarungu (Sebuah Studi Literatur). *Jurnal Pendidikan Khusus*, 1–12.

- Fia, A., & Nugraheni, A. S. (2020). Metode Maternal Reflektif (MMR) Sebagai Solusi Kesulitan Membaca Anak Tunarungu. *Jurnal Program Studi PGMI*, 7(1), 16–34.
- Ibhar, M. Z. (2022). The Impact Of Youtube Media On Efl Students' Vocabulary Acquisition. *Jurnal Pendidikan Dan Konseling*, 4(6), 1–6.
- Ikhfi, I., & Nurul, F. (2018). Inclusive Education for Students with Disability. *SHS Web of Conference*, 42(00039), 1–5.
- Juherna, E., Putri, A. F., Sugihartini, E., Valentina, F., Mutmainah, L. H., & Ramadhaniati, V. (2021). Meningkatkan Kemampuan Membaca Pemahaman Pada Anak Tunarungu Lewat Media Gambar. *Jurnal Pelita PAUD*, 5(2), 256–261.
- Liyana, A., & Kurniawan, M. (2019). Speaking Pyramid sebagai Media Pembelajaran Kosakata Bahasa Inggris Anak Usia 5-6 Tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 225–232.
- M. Hum., A. B. S. S. ., M.A., F. A. A. S., & M.Hum., M. F. N. (2022). Pembelajaran Kosakata Bahasa Inggris Denga Media Flashcard di TK Anugerah ester Simalingkar B Medan. *Jurnal Abdimas Mutiara*, 3(1), 233–242.
- Mansur, M., & Fadhilawati, D. (2019). Applying Kahoot to Improve the senior High School Students' Vocabulary Achievement. *Voices of English Language Education Society VELES*, 3(2), 164–173.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd Edition)*. SAGE Publications.
- Mulyana, A. (2020). *Rahasia Menjadi Guru Hebat*. Grasindo.
- Mursita, R. A. (2015). Respon Tunarungu Terhadap Penggunaan Sistem Bahasa Isyarat Indonesia (SIBI) Dan Bahasa Isyarat Indonesia (BISINDO) Dalam Komunikasi. *INKLUSI*, 2(2), 222–232.
- Mustaqim, A. H., Rosalinah, Y., Subroto, I., & Rahayuningsih, R. (2022). Pembelajaran Persuasif dengan Pendekatan Andragogi untuk Pelatihan Bahasa Inggris bagi FKMT Jakarta Pusat. *Jurnal Abdimas Komunikasi Dan Bahasa*, 2(2), 47–57.
- Muttahidah, N. (2011). *Improving Students' Vocabulary Through Vocabulary Card*.
- Nisa, Z. (2019). *The Challenges Faced by EFL Teachers In Teaching Vocabulary of Students With Special Needs (A Case Study at Students with Special Needs of TEFL to Mental Disorder at SMPLB Negeri Kota Bengkulu)*.
- Nugraheni, A. S., Husain, A. P., & Unayah, H. (2021). Optimalisasi Penggunaan Bahasa Isyarat Dengan SIBI Dan BISINDO Pada Mahasiswa Difabel Tunarungu Di Prodi PGMI UIN Sunan Kalijaga. *HOLISITIKA: Jurnal Ilmiah PGSD*, 5(1), 29–33.
- Nurhalimah, Romdanih, & Nurhasanah. (2021). Upaya Meningkatkan Penguasaan

Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar.
Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara II, 72–78.

Parul, T. (2012). Effectiveness of Teaching Learning Materials in Teaching Mathematics. *Gujarat Manovigyan Darshan*, 8(12).

Rahma, G. (2019). *The Implementation Of Inquiry Based Learning On Teaching Speaking In SMP Muhammadiyah 2 Surakarta*.

Rahmasari, H. (2020). Penggunaan Media Youtube sebagai Solusi Media Pembelajaran Bahasa Arab di Masa Pandemi. *Jurnal Pendidikan Bahasa Arab*, 3(1), 23–41.

Rahmatika, Yusuf, M., & Agung, L. (2021). The Effectiveness of Youtube as an Online Learning Media. *Journal of Education Technology*, 5(1), 1–7.

Rasul, S., Batool, S., & Bukhsh, Q. (2011). A Study to analyze the effectiveness of audio visual aids in teaching learning process at university level. *Procedia-Social and Behavioral Sciences*, 28, 78–81.

Ratih, H., & Pasca, A. (2015). Pengaruh Auditori Verbal Therapy Terhadap Kemampuan Kosa Kata Pada Anak Yang Mengalami Gangguan Pendengaran. *Jurnal Psikologi Indonesia*, 4.

Sadiman, A. (2003). *Media Pendidikan*. Raja Grafindo Persada.

Safitri, S. E., Farmasari, S., & Thohir, L. (2022). The Effect of Audio-Visual Media On Vocabulary Retention of The 9th Grade Students At An Islamic

- Boarding School In Lombok, Indonesia. *JEEF (Journal of English Education Forum)*, 2(1), 1–6.
- Salmah, S. (2019). *Hubungan Peran Orang Tua Dalam Stimulasi Dengan Perkembangan Anak Usia 12 Bulan Di Pusekesmas Bengkuring Kelurahan Sempaja Timur Samarinda.*
- Sarwiasih. (2002). Pemanfaatan Media Visual Untuk Meningkatkan Kemampuan Berbahasa Anak Tuna Rungu Kelas I. *Jurnal Ilmiah Guru "COPE,"* 1, 19–25.
- Setiawati, N. L. M., Dantes, N., & Candiasa, I. M. (2015). Pengaruh Penggunaan Media Gambar Flash Card Terhadap Minat Dan Hasil Belajar IPA Peserta Didik Kelas VI SDLBB Negeri Tabanan. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Penelitian Dan Evaluasi Pendidikan*, 5(1), 1–10.
- Siburian, S., Hutagalung, S. M., & Daulay, S. (2020). Development of Adobe Flash CS6 Learning Media in Short Story-Based on Learning Text of Advanced Local Community of Batak Toba Students in Tanjungmarowa. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(1), 591–599.
- Sondakh, D. C., & Sya, M. F. (2022). Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar. *Karimah Tauhid*, 1(3), 1–6.
- Subroto, A. N. F. W., Priyono, & Rejeki, D. S. (2019). The Effect of Using

Multimedia Application in Language Issues to Increase Vocability of Deaf Children Classs III SLB B YRTRW Surakarta 2018-2019. *Indonesian Journal of Disability Studies (IJDS)*, 6(1), 113–118.

Sudijono, A. (2011). *Pengantar Statistik Pendidikan*. Rajawali Pers.

Sugiyono. (2019). Memahami Perbedaan Analisis Kualitatif dan Analisis Kuantitatif Dalam Penelitian Ilmiah. *Manajemen*, 13–20.
<https://accounting.binus.ac.id/2021/08/12/memahami-perbedaan-analisis-kualitatif-dan-analisis-kuantitatif-dalam-penelitian-ilmiah/>

Sukiman, D. M. P. (2012). *Pengembangan Media Pembelajaran*. PT. Pustaka Insan Madani.

Wahyuningsih, S. P., Budiman, M. A., & Sari, V. P. (2022). Analisis Manfaat Penggunaan Youtube Sebagai Media Pembelajaran Online Bahasa Inggris Dalam Meningkatkan Pemahaman Siswa. *Praniti Jurnal Pendidikan, Bahasa & Sastra*, 2(1), 1–7.

Wendy, S., Sajay, A., Stephen, B., & Jennifer, F. (2007). Universal Design for Learning: Critical Need Areas for People with Learning Disabilities. *Fall*, 4(1), 81–98.

Zuhri, F. (2017). Instrumen Asesmen Bahasa Inggris SMP Peserta PPP Bahasa Inggris Universitas Negeri Surabaya. *EDU-KATA*, 4(1), 1–14.

A

P

P

E

N

D

I

C

E

S



➤ **Appendices A: In Depth-Interview Guideline**

I. Interview Schedule

1. Day/Date :
2. Time :
3. School Name :

II. Teacher Identity

1. Name :
2. Educational Satuts :

III. Research Question

1. What types of audio-visual media do you use when teaching?
(Apa saja jenis media audio visual yang anda gunakan saat mengajar?)
2. Why did you choose YouTube as the media you use when teaching??
(Mengapa anda memilih YouTube sebagai media yang anda gunakan saat mengajar?)
3. What material do you usually teach using the YouTube media??
(Materi apa yang biasa anda ajarkan dengan menggunakan media YouTube tersebut?)
4. What kind of materials do teachers choose specifically for deaf students?
(Materi seperti apa yang dipilih oleh guru terkhusus untuk siswa tunarungu?)
5. Is there are difference in the materials given to students to improve each deaf student's reading and writing skills?

(Apakah ada perbedaan dari setiap materi yang diberikan kepada siswa untuk meningkatkan setiap keterampilan membaca dan menulis siswa tunarungu?)

6. Of all materials, is there any material that is most effective in improving students' vocabulary in terms of noun and verb?

(Dari semua materi tersebut, adakah materi yang paling efektif untuk meningkatkan vocabulary siswa in terms noun and verb?)

7. During the material or material delivery process, what kind of obstacles do teachers face?

(Selama memberikan materi atau proses pemberian materi, kendala seperti apa yang dihadapi oleh guru?)

8. Whether the use of audio visual through YouTube make students motivated in learning English?

(Apakah penggunaan materi audio visual melalui YouTube ini, bisa membuat siswa termotivasi dalam belajar bahasa Inggris?)

9. Does students' vocabulary mastery improve after being taught using YouTube?

(Apakah kemampuan siswa dalam penguasaan kosakata meningkat setelah diajarkan menggunakan YouTube?)

10. Regarding student learning outcomes, can you mention some of the improvements before and after using audio visual materials through YouTube media?

(Terkait hasil belajar siswa, bisakah anda sebutkan beberapa peningkatannya sebelum dan sesudah menggunakan materi audio visual melalui media YouTube?)

Adopted and modified from Setia (2015)



➤ **Appendices B: Transcript of Teacher Interview**

I. Interview Schedule

1. Day/Date : Tuesday/23 January 2024
2. Time : 10.25 AM (00:00-10:00 minutes)
3. School Name : Sekolah Luar Biasa 1 Gowa

II. Teacher Identity

1. Name : Alwisidi, S.Pd
2. Educational Status: Honorary Teacher in Sekolah Luar Biasa 1 Gowa

III. Research Question

Respondent (00:00): apa yang ketawa ini orang? Serius terus.....

Interviewer (00:03): tidak pak..

Respondent (00:03): “hahahaha”

Respondent (00:05): mmm..., apa, tanyama.

Interviewer (00:10): jenis ini kan yang kita pake mengajar itu media audio, apa?

Respondent (00:10): visual..mm..

Interviewer (00:15): yaa, audio visual media kenapa kita pilih YouTube sebagai media yang kita pilih untuk mengajar?

Respondent (00:26): menurut pendapatnya bagaimana?

Respondent (00:27): ehhee! mau di rekamkah? Aiii! inikah juga

Respondent (00:31): tidak bilang-bilang tongi bilang merekam! Bemanakah..

Interviewer (00:33): direkam jugaki pak..

Respondent (00:34): iyakah?

Interviewer (00:34): hehehe

Respondent (00:38): oh, di rekam?

Interviewer (00:39): iya

Respondent (00:40): kenapa tidak bilang? Hahaha, oiya pale seriusmi-seriusmi. Hahahaa. Hahh inikah juga, tidak bilang-bilang tong juga. Ulangi.

Respondent (00:46): ini belum pi?

Interviewer (00:47): sudahmi pak, daritadi. Biarmi. bisaji di skip.

Respondent (00:51): ooh.., nda, bisa di cut itu. Ka capcutji di pake. Hahahaa. Tanyama, seriusma. Emm.

Interviewer (00:60): eeh, kenapa kita pilih YouTube sebagai mediata sir untuk mengajar?

Respondent (01:04): kenapa saya sebagai guru memilih YouTube sebagai media pembelajaran karena itu adalah mempermudah seorang guru dalam menyampaikan materi khususnya anak-anak di SLB tentunya beda dengan anak yang umum pada umumnya di sekolah reguler. Yang kedua dalam mencari YouTube kita mempermudah sebagai guru mencari materi dan tentunya lebih

menarik dibandingkan secara penyampaiannya dalam bentuk apa bahasanya itu kalau mengajar monoton artinya tanpa menggunakan media. YouTube bisa digunakan menarik untuk siswa artinya dia bisa sesuai eeee, di samping terhibur dia bisa fokus dalam pembelajaran. Begitu.

Interviewer (01:51): selain YouTube, ada media lain yang kita pake?

Respondent (01:55): selain YouTube itu adalah kita gunakan media bergambar. Sebagai guru tentu dituntut sebagai seorang yang kreatif dalam pembelajaran di samping YouTube sebagai pertanyaan tadi saya gunakan media pembelajaran yaitu dari seperti di dinding bisa dilihat seperti itu.

Respondent (02:15): bisa seperti itu.

Interviewer (02:16): itu sebagai contohnya bisa

Respondent (02:18): di samping YouTube itu juga bisa

Respondent (02:23): Media-media seperti yang terpajang di dinding itu dan di anggota badan dan sekitar kita bisa. apa lagi?

Interviewer (02:33): materi apa saja yang kita gunakan pak selain, materi apa saja yang biasa kita gunakan dalam mengajar

Respondent (02:44): materinya atau topiknya?

Interviewer (02:44): yaa

Respondent (02:45): Oke. kalau khususnya di SLB tentu kita menggunakan materi

di samping dengan apakah sekarang adalah K13-Kurikulum 2013 ataupun merdeka belajar atau merdeka mengajar tapi tentu hal itu kita sesuaikan dengan jenjang atau level kelas yang diajar dan ketunaannya artinya pemahamannya peserta didik ini peserta didiknya, kemampuannya bagaimana tapi tentu ada asesmen awal namanya asesmen mata pelajaran khususnya di bahasa Inggris ini. Nah, seperti yang Anda tanyakan dan saya lihat disini adalah vocabulary tentu saya harus mengetahui dulu tingkat mana pemahaman siswa dalam penguasaan kosakata, gitu. Nah, setelah itu kita bisa melakukan tindak selanjutnya apa yang akan dilakukan dan bagaimana hasilnya.

Interviewer (03:43): Kalau khusus untuk tunarungu itu materi adakah materi khusus pak?

Respondent (03:46): kalau untuk tunarungu tentu ada bukunya juga

Interviewer (03:49): ada bukunya

Respondent (03:51): Ada. tapi kebanyakan kalau merdeka belajar sekarang ini dia fokusnya kurang lebih sama dengan regular kalau merdeka mengajar beda dengan sebelumnya ada dia tema berapa-tema berapa, itu khususnya bahasa Inggris, tapi tergantung dari guru nya itu tentu dituntut yang kreatif sejauh mana pemahaman siswa peserta didik agar menguasai materi yang akan disampaikan oleh guru nya tentu artinya kita harus mengetahui siswa dia yang pengetahuannya sampai mana. Seperti yang saya tadi bilang sebelum masuk ataupun setelah itu belajar ada nama asesmen awal mata pelajaran bahasa Inggris jadi siswa A, kemampuan sekian B, ini khususnya tunarungu

Interviewer (04:41): kan siswa tunarungu itu fokusji sama reading dan writing....

Respondent (04:45): tidak selamanya, tidak juga

Interviewer (04:46): kenapa?

Respondent (04:49): sekarang begini kenapa dan mengapa reading dengan apa tadi menulis dan membaca

Respondent (04:57): oke betul

Respondent (04:59): siswa dan guru tentunya kita maunya ada perkembangan peserta didik khususnya di materi ini bahasa Inggris kalau membaca tentu dengan bertahap satu demi satu mungkin siswa bisa membaca tentu dalam skala yang mereka ketahui dalam bahasa tunarungu ini begitu juga menulis ada siswa yang pemahamannya tinggi rendah dan sedang kalau di samping itu sebenarnya bisa kan ada vocabulary kosakata menghafal ada speaking bisa diorang iyes betul ada diorang speaking bisa berbicara tentu bukan dijalankan dengan suara atau lisan tentu penyampaian dalam bahasa isyarat atau SIBI.

Interviewer (05:52): dari semua materi yang kita ajarkan pak itu ada materi yang paling efektif untuk meningkatkan vocabulary nya termasuk noun sama verb?

Respondent (05:60): kalau itu seperti yang tadi

Respondent (06:01): dilihat sebelumnya untuk meningkatkan atau merangsang pengetahuan siswa agar fokus tentu saya menggunakan materi yang menarik saya memilih dan memilah di YouTube itu yang mana kira-kira cocok dengan

kemampuan dan daya serap siswa dalam vocabulary khususnya noun dan verb

Interviewer (06:16): jadi tidak ada channel yang khusus?

Respondent (06:19): kalau untuk channel khusus

Respondent (06:21): Pasti channelnya kita sesuaikan pertama namanya adalah adopsi dari buku karena ada buku materi pelajarannya bisa di adopsi artinya disesuaikan tingkat pemahamannya siswa tentu kita harus memilih dan memilah beda dengan regular kalau regular kan dia ada memang judulnya subjeknya, materinya, bab berapa. kalau di SLB itu kreatifnya kita fokusnya semacam vocabulary mungkin masih basic. Basiiiiic. Ya tentu bedakan pemahaman kemampuannya siswa.

Interviewer (07:02): jadi tergantung channelnya pak?

Respondent (07:03): kalau channel seperti tadi saya bilang

Respondent (07:06): channel, disesuaikan yang pastinya kita ambil sumbernya kalau secara online atau visual itu adalah YouTube tentu beda dengan pemahaman yang di sekolah reguler atau umum kalau visualnya channelnya kan kita bertanya channel berarti dia linknya berarti YouTube itu tergantung kalau di sekolah SLB 1 Gowa ini tentu kami menggunakan karena ada didukung dengan fasilitas internet bagus beda kan dengan daerah pedalaman yang kurang jaringan atau bagaimana itu kembali ke gurunya bagaimana kreatif seorang guru.

Interviewer (07:44): Maksud saya itu pak channel itu kayak nama akun YouTube-nya

Respondent (07:55): kalau akun YouTube-nya

Respondent (07:57): sebenarnya biasanya saya bebas ji tidak terikat karena kalau cuma satu sumber tentukan kita mengoperasi banyak sumber kalau cuma satu sumber berarti dia monoton cuma satu. Saya nda.

Interviewer (08:08): Kita explore?

Respondent (08:09): Iyyaa!

Interviwer (08:12): jadi selama memberikanki materi ini, selain berbahasa isyarat apa lagi?

Respondent (08:20): selain berbahasa isyarat seperti tadi kita lihat artinya tentu dibantu dengan media

Respondent (08:26): media YouTube itu kan

Respondent (08:29): tentu dengan pendekatan persuasif membujuk ataupun pendekatan dari ke hati ke siswa supaya siswa bisa fokus dan menarik materi yang akan disampaikan

Interviewer (08:45): Nah, kalau penggunaan audio visual melalui YouTube, bisaji membuat siswa termotivasi dalam belajar bahasa Inggris pak?

Respondent (08:47): Yaa.....tentunya bisa, tapi untuk menumbuhkan motivasi

siswa itu, seperti yang saya bilang tadi. Harus dibarengi dengan pendekatan persuasif dan bagaimana guru membawakan materi pelajaran dengan cara yang menyenangkan dan tidak monoton. Tentunya itu pasti bisa meningkatkan motivasi siswa. Mmmm. Begitu.

Interviewer (09:01): Jadi pak, apakah kemampuan siswa dalam penguasaan kosakata meningkat setelah kita ajarkan menggunakan YouTube?

Respondent (09:08): Iyaaa. Meningkatkan kosakatanya. Seperti kalau saya sedang mengajar dan memberikan pertanyaan kepada siswa, eeeh misal saya menunjuk gambar buah, bertanya sama siswaku apa bahasa inggrisnya ini buah? Biasanya, siswaku bisa menjawab walaupun membutuhkan waktu agak lama daripada siswa normal pada umumnya,. Kan beda siswa tunarungu sama siswa reguler.

Respondent (09:21): Jadi, untuk hasil belajarnya siswa, bisa kita sebutkan beberapa peningkatannya sebelum dan sesudah menggunakan YouTube sebagai media pembelajaran?

Interviewer (09:24): apa tadi hasil belajar di?

Respondent (09:25): “okee, jadi eeeh, ada beberapa peningkatannya siswa sesudah menggunakan media YouTube yaitu, siswa lebih rajin kerja tugas, nilainya juga mengalami peningkatan, siswa tidak malas-malas belajar, dan kayak yang saya bilang tadi mereka cukup mampu menjawab jika di kasi pertanyaan yaa walapaun lebih butuh waktu dan ini beda sekali sebelum saya pake media YouTube, karna kan di taumi toh anak-anak spesial apalagi yang tunarungu itu

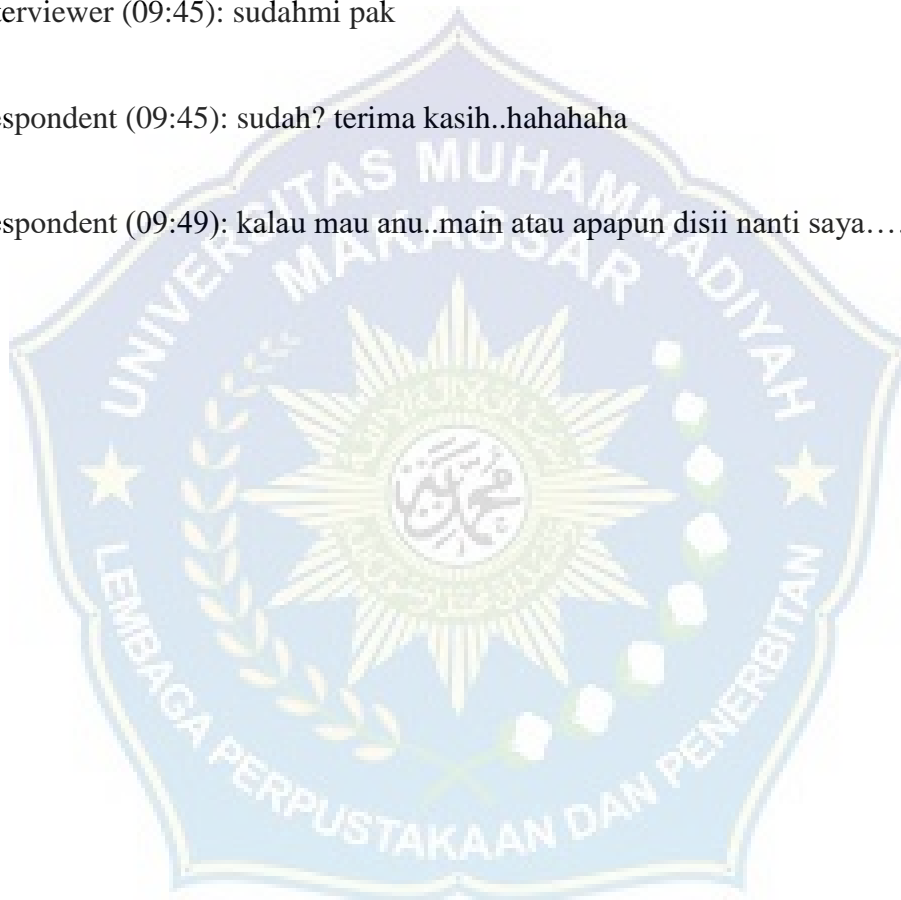
lebih suka melihat gambar-gambar bergerak, berwarna, kartun dan semacamnya dan YouTube menyediakan itu semua, makanya saya pilih YouTube sebagai media pembelajaran.

Respondent (09:44): apa lagi?

Interviewer (09:45): sudahmi pak

Respondent (09:45): sudah? terima kasih..hahahaha

Respondent (09:49): kalau mau anu..main atau apapun disii nanti saya.....



➤ **Appendices C: Data Reduction**

.....(Data Reduction 00.00-00.51 minutes)

Interviewer (00:60): eeh, kenapa kita pilih YouTube sebagai mediata sir untuk mengajar?

Respondent (01:04): kenapa saya sebagai guru memilih YouTube sebagai media pembelajaran karena itu adalah mempermudah seorang guru dalam menyampaikan materi khususnya anak-anak di SLB tentunya beda dengan anak yang umum pada umumnya di sekolah reguler. Yang kedua dalam mencari YouTube kita mempermudah sebagai guru mencari materi dan tentunya lebih menarik dibandingkan secara penyampaiannya dalam bentuk apa bahasanya itu kalau mengajar monoton artinya tanpa menggunakan media. YouTube bisa digunakan menarik untuk siswa artinya dia bisa sesuai eeee, di samping terhibur dia bisa fokus dalam pembelajaran. Begitu.

Interviewer (01:51): selain YouTube, ada media lain yang kita pake?

Respondent (01:55): selain YouTube itu adalah kita gunakan media bergambar. Sebagai guru tentu dituntut sebagai seorang yang kreatif dalam pembelajaran di samping YouTube sebagai pertanyaan tadi saya gunakan media pembelajaran yaitu dari seperti di dinding bisa dilihat seperti itu.

.....Data Reduced (02.15-02.18 minutes)

Respondent (02:23): Media-media seperti yang terpajang di dinding itu dan di

anggota badan dan sekitar kita bisa. apa lagi?

Interviewer (02:33): materi apa saja yang kita gunakan pak selain, materi apa saja yang biasa kita gunakan dalam mengajar

.....*Data Reduced (02.44 minutes)*

Respondent (02:45): Oke. kalau khususnya di SLB tentu kita menggunakan materi di samping dengan apakah sekarang adalah K13-Kurikulum 2013 ataupun merdeka belajar atau merdeka mengajar tapi tentu hal itu kita sesuaikan dengan jenjang atau level kelas yang diajar dan ketunaannya artinya pemahamannya peserta didik ini peserta didiknya, kemampuannya bagaimana tapi tentu ada asesmen awal namanya asesmen mata pelajaran khususnya di bahasa Inggris ini. Nah, seperti yang Anda tanyakan dan saya lihat disini adalah vocabulary tentu saya harus mengetahui dulu tingkat mana pemahaman siswa dalam penguasaan kosakata, gitu. Nah, setelah itu kita bisa melakukan tindak selanjutnya apa yang akan dilakukan dan bagaimana hasilnya.

Interviewer (03:43): Kalau khusus untuk tunarungu itu materi adakah materi khusus pak?

Respondent (03:46): kalau untuk tunarungu tentu ada bukunya juga

Interviewer (03:49): ada bukunya

Respondent (03:51): Ada. tapi kebanyakan kalau merdeka belajar sekarang ini dia fokusnya kurang lebih sama dengan regular kalau merdeka mengajar beda dengan

sebelumnya ada dia tema berapa-tema berapa, itu khususnya bahasa Inggris, tapi tergantung dari guru nya itu tentu dituntut yang kreatif sejauh mana pemahaman siswa peserta didik agar menguasai materi yang akan disampaikan oleh guru nya tentu artinya kita harus mengetahui siswa dia yang pengetahuannya sampai mana. Seperti yang saya tadi bilang sebelum masuk ataupun setelah itu belajar ada nama asesmen awal mata pelajaran bahasa Inggris jadi siswa A, kemampuan sekian B, ini khususnya tunarungu

Interviewer (04:41): kan siswa tunarungu itu fokusji sama reading dan writing....

Respondent (04:45): tidak selamanya, tidak juga

Interviewer (04:46): kenapa?

Respondent (04:49): sekarang begini kenapa dan mengapa reading dengan apa tadi menulis dan membaca

.....**Data Reduced (04.57 minutes)**

Respondent (04:59): siswa dan guru tentunya kita maunya ada perkembangan peserta didik khususnya di materi ini bahasa Inggris kalau membaca tentu dengan bertahap satu demi satu mungkin siswa bisa membaca tentu dalam skala yang mereka ketahui dalam bahasa tunarungu ini begitu juga menulis ada siswa yang pemahamannya tinggi rendah dan sedang kalau di samping itu sebenarnya bisa kan ada vocabulary kosakata menghafal ada speaking bisa diorang iyes betul ada diorang speaking bisa berbicara tentu bukan dijalankan dengan suara atau lisan tentu penyampaian dalam bahasa isyarat atau SIBI.

Interviewer (05:52): dari semua materi yang kita ajarkan pak itu ada materi yang paling efektif untuk meningkatkan vocabulary nya termasuk noun sama verb?

.....**Data Reduced (05.60 minutes)**

Respondent (06:01): dilihat sebelumnya untuk meningkatkan atau merangsang pengetahuan siswa agar fokus tentu saya menggunakan materi yang menarik saya memilih dan memilah di YouTube itu yang mana kira-kira cocok dengan kemampuan dan daya serap siswa dalam vocabulary khususnya noun dan verb

Interviewer (06:16): jadi tidak ada channel yang khusus?

.....**Data Reduced (06.19 minutes)**

Respondent (06:21): Pasti channelnya kita sesuaikan pertama namanya adalah adopsi dari buku karena ada buku materi pelajarannya bisa di adopsi artinya disesuaikan tingkat pemahamannya siswa tentu kita harus memilih dan memilah beda dengan regular kalau regular kan dia ada memang judulnya subjeknya, materinya, bab berapa. kalau di SLB itu kreatifnya kita fokusnya semacam vocabulary mungkin masih basic. Basiiiiic. Ya tentu bedakan pemahaman kemampuannya siswa.

Interviewer (07:02): jadi tergantung channelnya pak?

.....**Data Reduced (07.03 minutes)**

Respondent (07:06): channel, disesuaikan yang pastinya kita ambil sumbernya kalau secara online atau visual itu adalah YouTube tentu beda dengan pemahaman

yang di sekolah reguler atau umum kalau visualnya channelnya kan kita bertanya channel berarti dia linknya berarti YouTube itu tergantung kalau di sekolah SLB 1 Gowa ini tentu kami menggunakan karena ada didukung dengan fasilitas internet bagus beda kan dengan daerah pedalaman yang kurang jaringan atau bagaimana itu kembali ke gurunya bagaimana kreatif seorang guru.

Interviewer (07:44): Maksud saya itu pak channel itu kayak nama akun YouTube-nya

Respondent (07:55): kalau akun YouTube-nya

Respondent (07:57): sebenarnya biasanya saya bebas ji tidak terikat karena kalau cuma satu sumber tentukan kita mengoperasi banyak sumber kalau cuma satu sumber berarti dia monoton cuma satu. Saya nda.

.....*Data Reduced (08.08-08.09 minutes)*

Interviwer (08:12): jadi selama memberikanki materi ini, selain berbahasa isyarat apa lagi?

Respondent (08:20): selain berbahasa isyarat seperti tadi kita lihat artinya tentu dibantu dengan media

Respondent (08:26): media YouTube itu kan

Respondent (08:29): tentu dengan pendekatan persuasif membujuk ataupun pendekatan dari ke hati ke siswa supaya siswa bisa fokus dan menarik materi yang akan disampaikan

Interviewer (08:45): Nah, kalau penggunaan audio visual melalui YouTube, bisajika membuat siswa termotivasi dalam belajar bahasa Inggris pak?

Respondent (08:47): Yaa.....tentunya bisa, tapi untuk menumbuhkan motivasi siswa itu, seperti yang saya bilang tadi. Harus dibarengi dengan pendekatan persuasif dan bagaimana guru membawakan materi pelajaran dengan cara yang menyenangkan dan tidak monoton. Tentunya itu pasti bisa meningkatkan motivasi siswa. Mmmm. Begitu.

Interviewer (09:01): Jadi pak, apakah kemampuan siswa dalam penguasaan kosakata meningkat setelah kita ajarkan menggunakan YouTube?

Respondent (09:08): Iyaaa. Meningkat kosakatanya. Seperti kalau saya sedang mengajar dan memberikan pertanyaan kepada siswa, eeeh misal saya menunjuk gambar buah, bertanya sama siswaku apa bahasa inggrisnya ini buah? Biasanya, siswaku bisa menjawab walaupun membutuhkan waktu agak lama daripada siswa normal pada umumnya,. Kan beda siswa tunarungu sama siswa reguler.

Respondent (09:21): Jadi, untuk hasil belajarnya siswa, bisa kita sebutkan beberapa peningkatannya sebelum dan sesudah menggunakan YouTube sebagai media pembelajaran?

.....**Data Reduced (09.24 minutes)**

Respondent (09:25): “okee, jadi eeeh, ada beberapa peningkatannya siswa sesudah menggunakan media YouTube yaitu, siswa lebih rajin kerja tugas, nilainya juga mengalami peningkatan, siswa tidak malas-malas belajar, dan kayak

yang saya bilang tadi mereka cukup mampu menjawab jika di kasi pertanyaan yaa walapaun lebih butuh waktu dan ini beda sekali sebelum saya pake media YouTube, karna kan di taumi toh anak-anak spesial apalagi yang tunarungu itu lebih suka melihat gambar-gambar bergerak, berwarna, kartun dan semacamnya dan YouTube menyediakan itu semua, makanya saya pilih YouTube sebagai media pembelajaran.

.....*Data Reduced (09.44-09.45 minutes)*



➤ **Appendices D: Data Display**

Respondent (00:00): apa yang ketawa ini orang? Serius terus.....

Interviewer (00:03): tidak pak..

Respondent (00:03): “hahahaha”

Respondent (00:05): mmm..., apa, tanyama.

Interviewer (00:10): jenis ini kan yang kita pake mengajar itu media audio, apa?

Respondent (00:10): visual..mm..

Interviewer (00:15): yaa, audio visual media kenapa kita pilih YouTube sebagai media yang kita pilih untuk mengajar?

Respondent (00:26): menurut pendapatnya bagaimana?

Respondent (00:27): ehhee! mau di rekamkah? Aiii! inikah juga

Respondent (00:31): tidak bilang-bilang tongi bilang merekam!
Bemanakah

Interviewer (00:33): direkam jugaki pak..

Respondent (00:34): iyakah?

Interviewer (00:34): hehehe

Respondent (00:38): oh, di rekam?

Interviewer (00:39): iya

Respondent (00:40): kenapa tidak bilang? Hahaha, oiya pale seriusmi-seriusmi. Hahahaa. Hahh inikah juga, tidak bilang-bilang tong juga.

Ulangi.

Respondent (00:46): ini belum pi?

Interviewer (00:47): sudahmi pak, daritadi. Biarmi. bisaji di skip.

Respondent (00:51): oohh.., nda, bisa di cut itu. Ka capcutji di pake.

Hahahaa. Tanyama, seriusma. Emm.

Respondent (02:15): bisa seperti itu.

Interviewer (02:16): itu sebagai contohnya bisa

Respondent (02:18): di samping YouTube itu juga bisa

Respondent (02:44): materinya atau topiknya?

Interviewer (02:44): yaa

Respondent (04:57): oke betul

Respondent (05:60): kalau itu seperti yang tadi

Respondent (06:19): kalau untuk channel khusus

Respondent (07:03): kalau channel seperti tadi saya bilang

Interviewer (08:08): Kita explore?

Respondent (08:09): Iyyaa!

Interviewer (09:24): apa tadi hasil belajar di?

Respondent (09:44): apa lagi?

Interviewer (09:45): sudahmi pak

Respondent (09:45): sudah? terima kasih..hahahaha

Respondent (09:49): kalau mau anu..main atau apapun disni nanti
saya.....

➤ **Appendices E: Conclusions**

1. Kenapa saya sebagai guru memilih YouTube sebagai media pembelajaran karena itu adalah mempermudah seorang guru dalam menyampaikan materi khususnya anak-anak di SLB tentunya beda dengan anak yang umum pada umumnya di sekolah reguler. Yang kedua dalam mencari YouTube kita mempermudah sebagai guru mencari materi dan tentunya lebih menarik dibandingkan secara penyampaiannya dalam bentuk apa bahasanya itu kalau mengajar monoton artinya tanpa menggunakan media. YouTube bisa digunakan menarik untuk siswa artinya dia bisa sesuai eeee, di samping terhibur dia bisa fokus dalam pembelajaran. Begitu

why I as a teacher chose YouTube as a learning media because it makes it easier for a teacher to deliver material, especially students in SLB, which is different from general children in general in regular schools. Secondly, in YouTube we as teachers are facilitated in finding material that is more interesting than teaching without using media or monotonous. YouTube is interesting for students because it is entertaining and they can focus on learning.

2. Selain YouTube itu adalah kita gunakan media bergambar. Sebagai guru tentu dituntut sebagai seorang yang kreatif dalam pembelajaran di samping YouTube sebagai pertanyaan tadi saya gunakan media pembelajaran yaitu dari seperti di dinding bisa dilihat seperti itu.

Apart from YouTube, we also use pictorial media. As a teacher, of course, we are required to be creative in learning. Besides YouTube, I use learning

media that can be seen on the wall like that.

3. Media-media seperti yang terpajang di dinding itu dan di anggota badan dan sekitar kita bisa. apa lagi?

Media such as those displayed on the wall and on the limbs and objects around us. what else?

4. Oke. kalau khususnya di SLB tentu kita menggunakan materi di samping dengan apakah sekarang adalah K13-Kurikulum 2013 ataupun merdeka belajar atau merdeka mengajar tapi tentu hal itu kita sesuaikan dengan jenjang atau level kelas yang diajar dan ketunaannya artinya pemahamannya peserta didik ini peserta didiknya, kemampuan nya bagaimana tapi tentu ada asesmen awal namanya asesmen mata pelajaran khususnya di bahasa Inggris ini. Nah, seperti yang Anda tanyakan dan saya lihat disini adalah vocabulary tentu saya harus mengetahui dulu tingkat mana pemahaman siswa dalam penguasaan kosakata, gitu. Nah, setelah itu kita bisa melakukan tindak selanjutnya apa yang akan dilakukan dan bagaimana hasilnya

Okay. if specifically, in SLB, of course we use the 2013 Curriculum materials or independent learning or independent teaching. But we adjust it to the level or level of the class being taught and the level of disability. This means that the understanding of these students is assessed as to what their abilities are, but surely there is an initial assessment called subject assessment, especially in this English language. Well, as you asked about vocabulary, of course I have to know first what level of understanding students have in mastering vocabulary, so. Well, after that we can do the next action, what will be done

and how will the results be?

5. Kalau untuk tunarungu tentu ada bukunya juga

For deaf students, of course, there are books too.

6. Ada. tapi kebanyakan kalau merdeka belajar sekarang ini dia fokusnya kurang

lebih sama dengan regular kalau merdeka mengajar beda dengan sebelumnya

ada dia tema berapa-tema berapa, itu khususnya bahasa Inggris, tapi

tergantung dari guru nya itu tentu dituntut yang kreatif sejauh mana

pemahaman siswa peserta didik agar menguasai materi yang akan

disampaikan oleh guru nya tentu artinya kita harus mengetahui siswa dia

yang pengetahuannya sampai mana. Seperti yang saya tadi bilang sebelum

masuk ataupun setelah itu belajar ada nama asesmen awal mata pelajaran

bahasa Inggris jadi siswa A, kemampuan sekian B, ini khususnya tunarungu

But mostly if independent learning now, the focus is more or less the same as

regular. Unlike before, there is a theme, especially English, but it depends on

the teacher. Of course, a creative one is required, the extent of the students'

understanding in order to master the material that will be delivered by the

teacher. Of course we have to know which students have the best knowledge.

As I said earlier, before entering or after learning, there is an initial

assessment of English subjects so for example student A has only this much

ability, student B has this much, especially deaf students.

7. Siswa dan guru tentunya kita maunya ada perkembangan peserta didik

khususnya di materi ini bahasa Inggris kalau membaca tentu dengan bertahap

satu demi satu mungkin siswa bisa membaca tentu dalam skala yang mereka

ketahui dalam bahasa tunarungu ini begitu juga menulis ada siswa yang pemahamannya tinggi rendah dan sedang kalau di samping itu sebenarnya bisa kan ada vocabulary kosakata menghafal ada speaking bisa diorang iyes betul ada diorang speaking bisa berbicara tentu bukan dijalankan dengan suara atau lisan tentu penyampaian dalam bahasa isyarat atau SIBI.

Students and teachers of course there is the development of students, especially in this material English if reading of course gradually one by one maybe students can read of course on a scale that they know in this deaf language as well as writing there are students whose understanding is high low and moderate if in addition there can actually be vocabulary memorize there speaking can be in person iyes right there is in person speaking can speak of course not run by voice or oral of course delivery in sign language or SIBI.

8. Dilihat sebelumnya untuk meningkatkan atau merangsang pengetahuan siswa agar fokus tentu saya menggunakan materi yang menarik saya memilih dan memilah di YouTube itu yang mana kira-kira cocok dengan kemampuan dan daya serap siswa dalam vocabulary khususnya noun dan verb.

As seen earlier, to increase or stimulate students' knowledge to focus, of course I use interesting material. I choose and sort on YouTube, which one is suitable for students' ability and absorption in vocabulary, especially noun and verb.

9. Pasti channelnya kita sesuaikan pertama namanya adalah adopsi dari buku karena ada buku materi pelajarannya bisa di adopsi artinya disesuaikan

tingkat pemahamannya siswa tentu kita harus memilih dan memilah beda dengan regular kalau regular kan dia ada memang judulnya subjeknya, materinya, bab berapa. kalau di SLB itu kreatifnya kita fokusnya semacam vocabulary mungkin masih basic. Basiiiiic. Ya tentu bedakan pemahaman kemampuannya siswa.

To be sure, we adjust the channel. first is the adoption of the book. Because there is a subject matter book, it is adjusted to the level of understanding of students and of course we have to choose and sort. It's different with regular, if the regular already has the title, the subject, the material, the chapter. In SLB, we creatively focus on vocabulary that is still basic. Basiiiiic. Yes, of course, differentiate the understanding of the student's ability.

10. Channel, disesuaikan yang pastinya kita ambil sumbernya kalau secara online atau visual itu adalah YouTube tentu beda dengan pemahaman yang di sekolah reguler atau umum kalau visualnya channelnya kan kita bertanya channel berarti dia linknya berarti YouTube itu tergantung kalau di sekolah SLB 1 Gowa ini tentu kami menggunakan karena ada didukung dengan fasilitas internet bagus beda kan dengan daerah pedalaman yang kurang jaringan atau bagaimana itu kembali ke gurunya bagaimana kreatif seorang guru.

Channel, customized. which of course we take the source if online or visual is YouTube. Of course, the understanding is different from students in regular or public schools. If it's visual, the channel, you asked the channel means the link means YouTube. It depends, if in this SLB 1 Gowa school, of course we

use it because it is supported by good internet facilities, it is different from rural areas that lack networks or return to the teacher how creative a teacher is.

11. Kalau akun YouTube-nya, sebenarnya biasanya saya bebas ji tidak terikat karena kalau cuma satu sumber tentukan kita mengoperasi banyak sumber kalau cuma satu sumber berarti dia monoton cuma satu. Saya nda.

If it's the YouTube account, I'm usually free and unbound because if it's just one source then we have to operate on many sources, but if it's just one source then it's just one monotonous one. I don't.

12. Tentu dengan pendekatan persuasif membujuk ataupun pendekatan dari ke hati ke siswa supaya siswa bisa fokus dan menarik materi yang akan disampaikan

Of course with a persuasive approach to persuade or a heart-to-heart approach to students so that students can focus and pay attention to the material to be conveyed.

13. Yaa.....tentunya bisa, tapi untuk menumbuhkan motivasi siswa itu, seperti yang saya bilang tadi. Harus dibarengi dengan pendekatan persusasif dan bagaimana guru membawakan materi pelajaran dengan cara yang menyenangkan dan tidak monoton. Tentunya itu pasti bisa meningkatkan motivasi siswa. Mmmm. Begitu

“Yes. Of course it can, but to nurturing student motivation, as I said earlier. It must be accompanied by a persuasive approach and how the teacher presents the subject matter in a fun and not monotonous way.

Certainly, it can definitely increase student motivation because it can stimulate and also of course students can be interested in following the lesson. Mmmm. I see

14. Iyaaa. Meningkatkan kosakatanya. Seperti kalau saya sedang mengajar dan memberikan pertanyaan kepada siswa, eeeh misal saya menunjuk gambar buah, bertanya sama siswaku apa bahasa inggrisnya ini buah? Biasanya, siswaku bisa menjawab walaupun membutuhkan waktu agak lama daripada siswa normal pada umumnya,. Kan beda siswa tunarungu sama siswa reguler.
- Yes.....increased vocabulary. Like if I'm teaching and giving questions to students, eeeh for example I point to a picture of a fruit, I ask my students what is this fruit in English? Usually, my students can answer even though it takes a little longer than normal students in general. It's different for students with disabilities and regular students.*
15. Okee, jadi eeeh, ada beberapa peningkatannya siswa sesudah menggunakan media YouTube yaitu, siswa lebih rajin kerja tugas, nilainya juga mengalami peningkatan, siswa tidak malas-malas belajar, dan kayak yang saya bilang tadi mereka cukup mampu menjawab jika di kasi pertanyaan yaa walaupun lebih butuh waktu dan ini beda sekali sebelum saya pake media YouTube, karna kan di taumi toh anak-anak spesial apalagi yang tunarungu itu lebih suka melihat gambar-gambar bergerak, berwarna, kartun dan semacamnya dan YouTube menyediakan itu semua, makanya saya pilih YouTube sebagai media pembelajaran.

Okay, so eeeh, there are some improvements in students after using YouTube

media, namely, students are more diligent in working on assignments, their grades have also increased, students are not lazy to study, and like I said earlier they are quite capable of answering if they are given questions, even though it takes more time and this is very different before I used YouTube media, because it is known that special children, especially those who are deaf, prefer to see moving images, colors, cartoons and the like and YouTube provides it all, that's why I chose YouTube as a learning medium.



➤ **Appendices F: Field Note Observation in Classroom**

Class :
 Teacher :
 Researcher :
 Day :
 Date :
 Time :

No	Time	Activity	Category
1			
2			
3			
4			
5			

Adopted and modified from Rahma (2019)

➤ **Appendices G: Field Note Observation in Classroom**

Class : X B
 Teacher : Alwisidi, S. Pd
 Researcher : Nurul Ayuni Hidayah
 Day : Thursday
 Date : 24 January 2024
 Time : 10.00-11.45 AM

No	Time	Activity	Category
	10.00-10.10 AM	<p>Teachers prepare learning support equipment such as LCD projectors, laptops, and internet network connections.</p> <p><i>Guru menyiapkan peralatan pendukung pembelajaran seperti LCD proyektor, laptop, dan koneksi jaringan internet.</i></p>	First Step Learning process
2	10.10-10.20 AM	<p>The teacher starts the lesson by creating a comfortable classroom atmosphere. Because those with special needs have different treatment from regular students.</p> <p><i>Guru memulai pembelajaran dengan membuat suasana kelas yang nyaman. Karena yang berkebutuhan khusus beda pemberian treatment dengan siswa reguler.</i></p>	Teacher' method in teaching learning process:Second step

3	10.20-11.45 AM	<p>During the learning process, the teacher does not use the textbook and does not really refer to the RPP or lesson plan instructions. The teacher directly searches for material related to Noun and Verb on YouTube media.</p> <p><i>Selama proses pembelajaran, guru tidak menggunakan buku paket dan tidak terlalu mengacu pada instruksi RPP(lesson plan). Guru langsung mencari materi yang berkaitan dengan Noun and Verb pada media YouTube.</i></p>	<p>Teacher' role in teaching learning process: Applying Media</p>
4	10-00-11.45AM	<p>There is only one deaf student in the class, but during the learning process all students other than the deaf student are included in the English class.</p> <p><i>Di kelas tersebut hanya ada satu siswa tunarungu, namun selama proses pembelajaran semua siswa selain siswa tunarungu diikutkan dalam kelas mata pelajaran bahasa Inggris.</i></p>	<p>Teaching learning process</p>

5	10.30-10.35 AM 10.49-10.51 AM 11.08-11.10 AM	<p>In this Noun and Verb material, the teacher also uses objects around the classroom as auxiliary media so that deaf students quickly understand.</p> <p><i>Dalam materi Noun and Verb ini, guru juga menggunakan benda-benda yang ada disekitar kelas sebagai media pembantu agar siswa tunarungu cepat memahami.</i></p>	Teacher' method in teaching learning process
6	10.20-11.45 AM	<p>While playing videos on YouTube, the teacher also communicates or conveys material using sign language, local language, Indonesian, and English.</p> <p><i>Sambil memutar video yang ada di YouTube, guru juga berkomunikasi atau menyampaikan materi dengan menggunakan bahasa isyarat, bahasa daerah, bahasa Indonesia, dan bahasa Inggris.</i></p>	Communicating style
7	10.10-10.12 AM 10.17-11.45 AM	<p>Occasionally, the teacher jokes with the students to make the class atmosphere cheerful and fun (not tense).</p> <p><i>Sesekali guru memberikan candaan kepada muridnya agar suasana kelas ceria dan menyenangkan (tidak tegang).</i></p>	Teacher' role in teaching learning process

8	10.30-1140 AM	<p>While watching the video shown by the teacher, the teacher instructs students to write the material in their notebooks, so that it is easy to memorize.</p> <p><i>Sambil menonton video yang ditayangkan oleh guru, guru mengintruksikan siswa agar menulis materi di buku tulisnya, sehingga mudah dihafal.</i></p>	Teacher' role in teaching learning process
9	10.24-11.40 AM	<p>During the learning process, deaf students are very active and enthusiastic in following the learning process.</p> <p><i>Selama proses pembelajaran, siswa tunarungu sangat aktif dan antusias dalam mengikuti proses pembelajaran.</i></p>	Deaf students pay attention to the teacher and the classroom activity.
10	10.00-10.45 AM	<p>Deaf students follow the lesson in an orderly manner until it is over.</p> <p><i>Siswa tunarungu mengikuti pelajaran dengan tertib sampai selesai</i></p>	Last step of learning process

Adopted and modified from Rahma (2019)



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurul Ayuni Hidayah

Nim : 105351110219

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	19 %	25 %
3	Bab 3	1 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 10 Juni 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



BAB I Nurul Ayuni Hidayah - 105351110219

by Tahap Tutup



Submission date: 08-Jun-2024 03:15PM (UTC+0700)

Submission ID: 2398132700

File name: BAB_1_-_2024-06-08T161443.513.docx (20.15K)

Word count: 1059

Character count: 5805

BAB I Nurul Ayuni Hidayah - 105351110219

ORIGINALITY REPORT

4%	4%	2%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

- | | | | |
|----------|---|--|-----------|
| 1 | digilib.uinkhas.ac.id
Internet Source |  | 2% |
| 2 | journal.iiesindependent.org
Internet Source |  | 2% |

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off



BAB II Nurul Ayuni Hidayah - 105351110219

by Tahap Tutup



Submission date: 08-Jun-2024 03:16PM (UTC+0700)

Submission ID: 2398132933

File name: BAB_II_-_2024-06-08T161444.801.docx (54.91K)

Word count: 4412

Character count: 24518

BAB II Nurul Ayuni Hidayah - 105351110219

ORIGINALITY REPORT

19%	17%	10%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digilibadmin.unismuh.ac.id Internet Source		2%
2	eprints.iain-surakarta.ac.id Internet Source		2%
3	doaj.org Internet Source		2%
4	repository.radenintan.ac.id Internet Source		1%
5	www.researchgate.net Internet Source		1%
6	media.neliti.com Internet Source		1%
7	repository.iainpalopo.ac.id Internet Source		1%
8	Cecilia Meideline Pattiselanno, Juliaans E R Marantika, G H Kunu. "INFLUENCE OF THE USE OF WHATSAPP SOCIAL MEDIA ON THE RESULTS OF LEARNING GERMAN OF		1%

STUDENTS OF SMA NEGERI 20 MALUKU
TENGAH", JURNAL TAHURI, 2022
Publication

- | | | |
|----|---|------|
| 9 | repository.ar-raniry.ac.id
Internet Source | 1 % |
| 10 | Sugiyono Sugiyono, Aunurahman
Aunurahman, Indri Astuti. "Multimedia
Development of Student Discipline Character
Training at Police Schools Pontianak State",
Sinkron, 2022
Publication | 1 % |
| 11 | digilib.ikipgriptk.ac.id
Internet Source | 1 % |
| 12 | hdl.handle.net
Internet Source | 1 % |
| 13 | Morrison, William F., Tara Jeffs, and Mary G.
Rizza. "Using Assisive Technologies to
Address the Written Expression Needs of the
Twice-exceptional Student", Able Gifted and
Talented Underachievers Montgomery/Able,
2012.
Publication | 1 % |
| 14 | jurnaleccis.ub.ac.id
Internet Source | 1 % |
| 15 | Carina S. Gonzalez-Gonzalez, Jaime Munoz-
Arteaga, Cesar A. Collazos. "Educational
Inclusion Through ICT", IEEE Revista | <1 % |

	Iberoamericana de Tecnologias del Aprendizaje, 2021 Publication	
16	Hikmat Hikmat. "Implementation of Inclusive Education for Children With Special Needs in Indonesia", <i>EDUKATIF : JURNAL ILMU PENDIDIKAN</i> , 2022 Publication	<1 %
17	etheses.iainponorogo.ac.id Internet Source	<1 %
18	repo.uinsatu.ac.id Internet Source	<1 %
19	repository.uin-suska.ac.id Internet Source	<1 %
20	Diana Anggraeni, Donal Fernando Lubis, Dini Wulansari. "SPEECH PRODUCTION IN ENGLISH BY STUDENTS WITH HEARING IMPAIRMENT: AN ACOUSTIC PHONETIC APPROACH", <i>Lire Journal (Journal of Linguistics and Literature)</i> , 2023 Publication	<1 %
21	vdocuments.net Internet Source	<1 %
22	prin.or.id Internet Source	<1 %
23	journal.universitaspahlawan.ac.id Internet Source	



		<1 %
24	www.ncbi.nlm.nih.gov Internet Source	<1 %
25	ijistech.org Internet Source	<1 %
26	repositori.uin-alauddin.ac.id Internet Source	<1 %
27	irep.iium.edu.my Internet Source	<1 %
28	lib.unnes.ac.id Internet Source	<1 %
29	revistaseug.ugr.es Internet Source	<1 %
30	uia.e-journal.id Internet Source	<1 %
Exclude quotes	<input type="checkbox"/> Off	Exclude matches <input type="checkbox"/> Off
Exclude bibliography	<input type="checkbox"/> Off	

BAB III Nurul Ayuni Hidayah - 105351110219

by Tahap Tutup

Submission date: 10-Jun-2024 07:25AM (UTC+0700)
Submission ID: 2399057054
File name: BAB_III_-_2024-06-10T082519.648.docx (22.67K)
Word count: 918
Character count: 5168

III Nurul Ayuni Hidayah - 105351110219

ORIGINALITY REPORT

1 %	1 %	0 %	0 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1

digilib.ikipgriptk.ac.id
Internet Source



1 %



Exclude quotes Off
Exclude bibliography Off

Exclude matches Off



BAB IV Nurul Ayuni Hidayah - 105351110219

by Tahap Tutup



Submission date: 08-Jun-2024 03:17PM (UTC+0700)

Submission ID: 2398133140

File name: BAB_IV_-_2024-06-08T161447.472.docx (33.36K)

Word count: 3402

Character count: 18446

AB IV Nurul Ayuni Hidayah - 105351110219

ORIGINALITY REPORT

	5%	4%	1%	%
	SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES				
1	jurnal.untan.ac.id	Internet Source		2%
2	lms.umm.ac.id	Internet Source		1%
3	jurnaleccis.ub.ac.id	Internet Source		1%
4	D Tresnawati, R Setiawan, N Alawiah, D Heryanto, S Rahayu. "The development of sign language learning media using multimedia systems", IOP Conference Series: Materials Science and Engineering, 2021			<1%
	Publication			
5	Umi Fadlilah, Abd Kadir Mahamad, Bana Handaga. "The Development of Android for Indonesian Sign Language Using Tensorflow Lite and CNN: An Initial Study", Journal of Physics: Conference Series, 2021			<1%
	Publication			
6	Marlin Steffi Marpaung, Hardi Jhon Pinondang Situmeang. "Enhancing Students'			<1%



Vocabulary through Authentic Materials and
Multimedia", Acuity: Journal of English
Language Pedagogy, Literature and Culture,
2020
Publication

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off



BAB V Nurul Ayuni Hidayah - 105351110219

by Tahap Tutup



Submission date: 08-Jun-2024 03:17PM (UTC+0700)

Submission ID: 2398133214

File name: BAB_V_-_2024-06-08T161448.624.docx (15.54K)

Word count: 353

Character count: 1954

AB V Nurul Ayuni Hidayah - 105351110219

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

4%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

journal.umg.ac.id

Internet Source



4%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837 / 860132 (Fax)
 Email : fkip@unismuh.ac.id
 Web : https://fkip.unismuh.ac.id



Nomor : 15535/FKIP/A.4-II/I/1445/2024
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Nurul Ayuni Hidayah
 Stambuk : 105351110219
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : SINJAI / 22-05-2001
 Alamat : Dusun Lembanna, Desa Gunung Perak, Kecamatan Sinjai Barat, Kab. Sinjai

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Analyzing The Effectiveness Of Audio Visual Materials In Teaching Vocabulary To Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
 12 Januari 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 3326/05/C.4-VIII/I/1445/2024

13 January 2024 M

Lamp : 1 (satu) Rangkap Proposal

01 Rajab 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

اَللّٰهُمَّ عَلَيَّكَ رَوْحَةُ اَهْلِكَ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15535/FKIP/A.4-II/I/1445/2024 tanggal 12 Januari 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURUL AYUNI HIDAYAH**

No. Stambuk : **10535 1110219**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Analyzing the Effectiveness of Audio Visual Materials in Teaching Vocabulary to Deaf English as Foreign Language Students at Sekolah Luar Biasa 1 Gowa"

Yang akan dilaksanakan dari tanggal 16 Januari 2024 s/d 16 Maret 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

اَللّٰهُمَّ عَلَيَّكَ رَوْحَةُ اَهْلِكَ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Jalan Sahlin Alauddin No. 239 Makassar
Telp : 0411-564857/78121355347
Email : prodidb@unismuh.ac.id
Research Service:
research@unismuh.ac.id
Website: pkip.unismuh.ac.id

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurul Ayuani Hidayah
NIM : 105351110219
Judul Penelitian : Analyzing the Effectiveness of Audio Visual Materials in Teaching Vocabulary to Deaf English as Foreign Language Students at Sekolah Luar Biasa Negeri 1 Gowa
Tanggal Ujian Proposal : 11 November 2023
Tempat/Lokasi Penelitian : SLB Negeri 1 Gowa

No	Haritanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 23 Januari 2024	Melakukan wawancara dengan guru bahasa Inggris	Alwisidi, S.Pd	
2	Rabu, 24 Januari 2024	Melakukan observasi di kelas	Alwisidi, S.Pd	
3	Kamis, 25 Januari 2024	Melakukan observasi di kelas	Alwisidi, S.Pd	
4	Jumat, 26 Januari 2024	Melakukan wawancara/interview wawancara	Alwisidi, S.Pd	



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299 Makassar
Telp : 0411-860837/081213155347
Email : prodiib@unismuh.ac.id
Research Service:
research@unismuhmakkassar.ac.id
Website: <http://kpp.unismuh.ac.id>

5	Senin, 29 Januari 2024	Menyusun Rangkaian	depanan Pendidikan	Generasi	Alwisidi, S.Pd	
6	Selasa, 30 Januari 2024	Menyusun Rangkaian	depanan	Kontribusi	dan Inovasi	
7						
8						
9						
10						

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Makassar, 30 Jan 2024

Mengetahui,

Ketua Program Studi,

Dr. Ulum Khaerati Syam, S.Pd, M.Pd
NBM. 977 807

PPT SLB Negeri 1 Gowa
MARSALIM, S.Pd, M.M
NIP. 19660212 199110 1 002



PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN OLAH RAGA DAN PEMUDA
SEKOLAH LUAR BIASA NEGERI 1 GOWA
Alamat: Jl. Kacong Dg. Lalang No.52 F Sungguminasa

SURAT KETERANGAN PENELITIAN

Nomor:081/Disdik/SLBN.1-Gw/I/2024

Yang bertanda tangan dibawah ini ;

Nama : MURSALAM M, S.Pd., M.M

NIP : 19660312 199110 1 002

Pangkat/Golongan : Pembina Tk.I./ IV/b

Jabatan : PLT UPT SLB Negeri 1 Gowa

Menerangkan bahwa :

Nama : NURUL AYUNI HIDAYAH

NIM : 105351110219

Program Studi : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa (S1)

Alamat : Dusun Lembanna

Benar telah melaksanakan penelitian pada SLB Negeri 1 Gowa pada tanggal 23 Januari s/d 31 Januari 2024 dengan judul penelitian :

“Analyzing the Effectiveness of Audio Visual Materials in Teaching Vocabulary to Deaf English as Foreign Language Students at Sekolah Luar Biasa Negeri 1 Gowa”

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Gowa, 31 Januari 2024

PLT UPT SLB Negeri 1 Gowa



M. M. M. S.Pd., M.M

19660312 199110 1 002



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0897/BG-FKIP/LOA/B/VII/1445/2024

Dear NURUL AYUNI HIDAYAH

It is our pleasure to inform you that, after reviewing your paper:
ANALYZING THE EFFECTIVENESS OF AUDIO VISUAL MATERIALS IN
TEACHING VOCABULARY TO DEAF ENGLISH AS FOREIGN LANGUAGE
STUDENTS AT SEKOLAH LUAR BIASA 1 GOWA
The manuscript ID: 1503

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 6 July 2024 M
29 Dzulhijah 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI



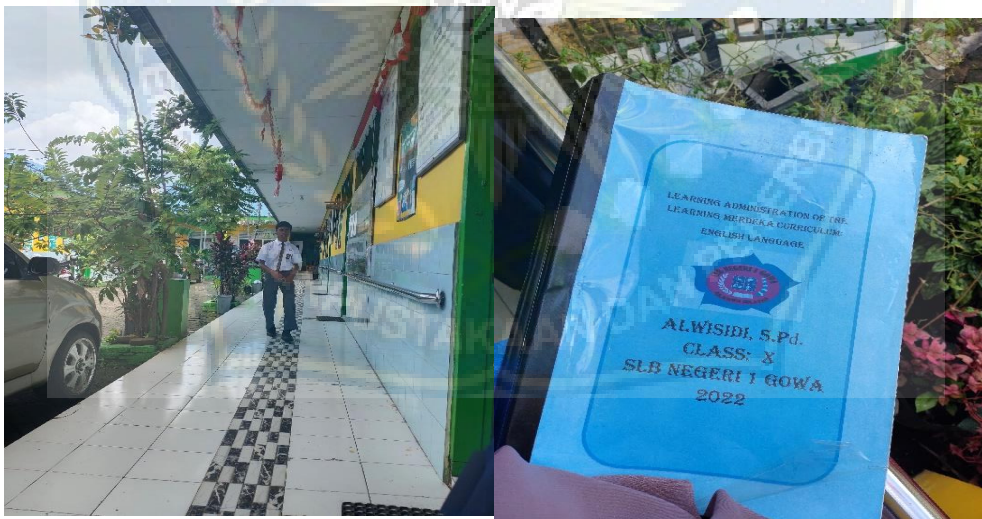
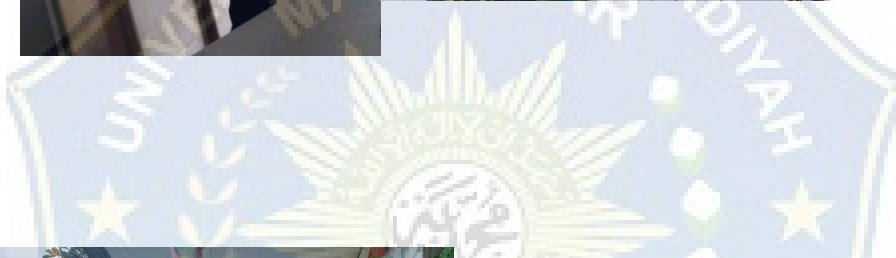
DOCUMENTATION

1. Interview with the teacher



2. Observation Process





CURRICULUM VITAE



The researcher, **NURUL AYUNI HIDAYAH**, was born in Sinjai, South Sulawesi on 22th of May 2001. She is the third child of Alm. Abdul Asis and Halimah. She graduated from SD Negeri 75 Lembanna (2013), SMP Negeri 2 Sinjai Barat that now becomes SMPN 16 Sinjai (2016), and SMAN 14 Sinjai (2019). She applied to and was admitted into Universitas Muhammadiyah Makassar S1 English Education Department Study Program in (2019), and she will graduate with a thesis titled **“Analyzing The Effectiveness of Audio Visual Materials In Teaching Vocabulary to Deaf English As Foreign Language Students At Sekolah Luar Biasa 1 Gowa (A Descriptive Qualitative)”** in 2024. The researcher hope that they can continue their education to the next level and achieve their desired goals, Amiin. Thus the researcher curriculum vitae. Thank you.