# DRILLING STRATEGY IN TEACHING VOCABULARY FOR STUDENTS WITH SPECIAL NEEDS: A QUALITATIVE COMPARATIVE ANALYSIS BETWEEN DEAF AND MENTAL RETARDATION STUDENTS OF 8th GRADE IN SLB NEGERI PURBALINGGA

**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Training of**
**State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto**
**as a Partial Fulfillment of Requiremments for *Sarjana Pendidikan* (S.Pd.)**
**Degree**

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STATEMENT OF ORIGINALITY

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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### APPROVAL SHEET

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***Assalamu'alaikum Wr. Wb.***

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***Wassalamu'alaikum Wr.Wb.***

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## ABSTRACT

# DRILLING STRATEGY IN TEACHING VOCABULARY FOR STUDENTS WITH SPECIAL NEEDS: A QUALITATIVE COMPARATIVE ANALYSIS BETWEEN DEAF AND MENTAL RETARDATION STUDENTS OF 8th GRADE IN SLB NEGERI PURBALINGGA

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Vocabulary is a component of language acquisition alongside grammar and pronunciation. Language can not be separated with vocabulary, it means without vocabulary there no language exist. In order to teach vocabulary for deaf students and mental retardation students, teacher must select the best strategy in teaching English vocabulary for deaf and mental retardation students so that students can understand and practice effectively. Drill is a strategy that frequently used in older methods of language teaching especially the audiolingual approach and based on guided repetition or practice, used to practice language sounds or sentence structure. Drill could help students in memorizing vocabulary. This is a qualitative comparative analysis to investigated the comparison how the English teacher use the strategy to teach students' vocabulary mastery. One English teacher and the 8th students of deaf and mental retardation became the research subjects. Interviews and observation were conducted to obtain the data of the research. The observation was conducted three times in the classroom. This research was held in May 2023 at SLB Negeri Purbalingga. The data analysis technique used in this research is data reduction, data display, and drawing conclusion. The aim of this research is to describe the comparison of drilling strategy in teaching vocabulary for deaf and mental retardation students of eight grade in SLB Negeri Purbalingga. Based on the findings, there are some similarities and differences in teaching vocabulary for deaf and mental retardation students in the aspect of strategy, media used, implementation, students characteristic and evaluation.


**Keyword:** *Drilling Strategy, Drill, Teaching English, Vocabulary, Deaf Students, Mental Retardation Students*

## MOTTO

"Without knowledge action is useless and knowledge without action is futile."

-Abu Bakar As-Siddiq-

"All we have to do is what to do with the time that is given us."

-J.R.R. Tolkien-

## DEDICATION

I dedicate this work to myself and my beloved people, my father (Waluyo) and my mother (Turmiyati), for their support, prayer, spirit, and ease in my life. I wish the future will be more beautiful.

It is for my beloved sister (Diah Wulandari) and her husband (Nur Rochman) for their suggestion for my decisions.

It is for my cute little sister (Anin) for cheering me up.

And all of the people who helped and encouraged me to finish this thesis.

Without you all beside me. I am nothing.

Thank you so much.

I love you all.

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First of all, thanks to Allah SWT, the almighty who has been giving the mercy and blessings until I can complete the thesis well by the title **"Drilling Strategy in Teaching Vocabulary For Students with Special Needs: a Qualitative Comparative Analysis Between Deaf and Mental Retardation Students of 8th Grade in SLB Negeri Purbalingga"**

It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

During the arrengment of this thesis and as long as the writer learn in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many sides. In this chance the writer would like to express the deepest gratitude appreciation to:

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Finally, this thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purbalingga, 9th of August 2023

**Asih Puji Lestari**

**NS. 1817404051**

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UIN PROF. K.H. SAIFUDDIN ZUHRI

# CHAPTER I
# INTRODUCTION

This part covers the background of the study, conceptual definition, research questions, aims and significances of the study, and organization of the paper.

## A. Background of The Study

The status of English in Indonesia is as a foreign language. Consequently, English is one of the languages have to be studied in Indonesia. This fact can be easily seen in the curriculum used in Indonesia, Kurikulum Merdeka, which included English as one of the obligatory material to be studied in formal education. It is the teaching material at elementary school until highschool, English also studied in university. English learning is given not only to normal students, but also to students with special need. Of course, it is a mandate that can be seen in UUD 1945 Article 31 paragraph (1) that state; *"Every citizen has the right to education."* That means that every citizen include normal children and children with special needs, or someone in the poor condition has the right to get proper education. Get proper education is the right for every human beings, poor, rich, they have the right to get education. Included children with special needs.

One of learning components which important to mastered by the teacher is learning strategy. As the status of English as a foreign language in Indonesia, teacher should be able to delivered the English material not only for normal children but also for children with special needs. In teaching English for students with special needs, teacher should not teaching English carelessly. Teacher should pay more attention to the students lack of ability and find the way so the knowledge of English could be delivered. In learning English, students use some strategies given by the teacher. The teacher could achieve the objectives of the learning with the right strategy in teaching English. So, teacher should prepare the suitable strategies to make them understand about the English material.

Teaching English for students with special needs is not much different from teaching language for normal students in general. Despite that, teaching English for students with special needs is not easy and challenging. Teacher is required to have more competence in teaching students with special needs than teaching normal students. Teacher also required to able to understands the needs of students with special needs so teacher is able to design, implement and evaluate the students education process of with special needs properly.[1] This competence can help teacher in teaching students with special needs to make them understand and able to achieve the goal of the teaching and learning process.

This happened in the place of this research, SLB Negeri Purbalingga, that has English as the study lesson for students with special needs. There are one English teacher at SLB Negeri Purbalingga who teach English for 8$^{th}$ grade in two different class, the deaf class and the mental retardation class. From the observations that have been carried out, the result of this study showed that the teacher in teaching English for deaf students and mental retardation students used the same strategy namely drilling.

Drill is a strategy that frequently used in older methods of language teaching especially the audiolingual approach and based on guided repetition or practice, used to practice language sounds or sentence structure.[2] This is the effort to train basic skills in addition to providing a very good impact, the drill strategy is also very effective so can be easily understood and applied. It can be interpreted that using drilling can significantly improve skills and get desired result. Drilling also facilitate children's understanding of the depth of teaching material. Learning the material should be started from the easy, a little difficult, and really difficult.

[1] Kadek Yati Fitria Dewi, "Pengajaran Bahasa Inggris untuk Anak Luar Biasa (ALB)", *Daiwi Widya Jurnal Pendidikan,* Vol. 06, No. 1, 2019, p. 40

[2] J.C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (London: Pearson Education Limited, 2010), p. 184

Drill is a way of teaching in which students carry out training activities so students have higher skills than what was learned.[3]

There are previous studies that states drilling strategy is suitable implemented in the teaching and learning process. The result of previous study was conducted by Kholifatur Rasulul Arumekkah of English Teaching Learning Program Tarbiyah Faculty of IAIN Madura with the title of thesis *"The Use of Drill Technique in Teaching English to Mentally Disabled Students at SLB PGRI Pademawu"* states that drill technique is very effective to make mental retardation students understand the material delivered by the teacher and this technique also effective at increasing memory of mental retardation students.[4] The next study is based on journal written by Fatimah Nur Hadi, et.al from English Education Department Teacher Training and Education Faculty Sebelas Maret University of Surakarta with the title *"Teacher Strategies in Teaching English for the Hearing-Impaired Students"*, the result of the research showed that the strategies the teacher used in teaching English for deaf students were drilling and visual scaffolding. The result of this research also showed the strategy the teacher used can help the students in memorizing new vocabulary and help the students in understanding better.

From those previous studies that have been explained above, no one has compared how drilling strategy is implemented in teaching for deaf students and mental retardation students. This research will describe the comparison of how drilling strategy is implemented in teaching English vocabulary for deaf students and mental retardation students at SLB Negeri Purbalingga. Considering those reasons, the researcher intends to conduct a research with the title *"Drilling Strategy in Teaching Vocabulary For Students with Special Needs: a Qualitative Comparative Analysis Between*

[3] Ida Yahaidah, "The Use of The Drill Method to Improve Learning Outcomes Ability to Wear A Button Shirt on Students with Intellectual Disabilities", *Jurnal Asesmen dan Intervensi Anak Berkebutuhan Khusus*, 22 (1), 2022, p 2

*Deaf and Mental Retardation Students of 8th Grade in SLB Negeri Purbalingga"*.

## B. Conceptual Definition

1. Vocabulary

   Vocabulary is one of components in learning a language beside pronunciation and grammar. Then it creates a language by covering words, phrases, clauses, and sentences. As stated by Harmer, without grammar so little thing can be expressed, but without vocabulary no one can be expressed. That means that language is can not be separated with vocabulary. [5] From this we know that earning vocabulary is very important to convey words and deliver the thought from person to another.

2. Teaching Strategies

   Learning and teaching activity are two kinds of activity that can not be separated in the field of education. Learning is indicated as the activity for students. Meanwhile teaching indicated as the action for teacher. So, we can conclude that teaching strategy is some pattern for teacher and students in teaching and learning activity to achieve certain goals. [6] It is not easy to teaching for students with special needs, especially teaching English. English is not their first language, so teacher needs extra efforts to teach them. To enhance the learning objectives, strategies are used in teaching and learning activity.

3. Deaf Students

   Deaf students is a learner in an educational institution who have a serious hearing disability and affecting their hearing capacity to hear and understand human speech. [7] This can prevent students from

[5] Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2002), p. 13

[6] Mu'awanah, *Strategi Pembelajaran Pedoman untuk Guru dan Calon Guru* (Kediri: STAIN KEDIRI PRESS, 2011), p.2

[7] Anonim, *Children with Special Education Needs* (t.k: National Council for Special Education, 2014), p. 58

participacing fully in the classroom activity of teaching and learning process.

4. Mental Retardation Students

   Mental retardation is a condition of child who have low intelligence level followed by inefficiency in behaviour adjustment during development period.[8]

5. SLB (Sekolah Luar Biasa)

   In Indonesia SLB is an abbreviation of Sekolah Luar Biasa or in English called Special Education Needs (SEN). Special Education Needs is a formal education that serve special education for only children with special needs. As an education institution, SLB is directed for developing children abilities such as attitude, personality, talents, mental and physical abilities until they reach their potential.

## C. Research Questions

Based on the research background that has been discussed above, therefore the problems can be stated as follows:

1. How does the teacher implement the drilling strategy in teaching English vocabulary for deaf and mental retardation students at SLB Negeri Purbalingga?
2. What are the similarities and differences of drilling strategy in teaching English vocabulary for deaf and mental retardation students at SLB Negeri Purbalingga?

[8] Triyani Pujiastuti, *Perkembangan Keagamaan Anak Tunagrahita; Studi Kasus di Sekolah Luar Biasa Negeri Kota Bengkulu*, (Yogyakarta: Aswaja Pressindo, 2021), p. 1

## E. Aims and Significances of The Study

The aims and significances of this research can be stated as follows:

1. Objectives of the Research
   a. To analyze how does the teacher implement the drilling strategies in teaching English vocabulary for deaf and mental retardation students at SLB Negeri Purbalingga.
   b. To analyze the similarities of drilling strategy in teaching English vocabulary for deaf and mental retardation students at SLB Negeri Purbalingga.
2. Significance of the Research
   a. Theoretical Significance

      Theoretically, this research is useful to contribute ideas in teaching vocabulary in the field of special education for disabled students especially deaf and mental retardation students.
   b. Practical Significance
      1) Teacher easy to motivate students and encourage them to learn English.
      2) Students' vocabulary will increased.
      3) Students will be confident in learning English for Foreign Language.
   c. For Other Research
      1) This research will help other researchers to find references for their further research.
      2) The research can help other researchers to create a better strategy for the teacher in teaching and learning English for special needs students.

## F. Organization of the Paper

In this part, the researcher explained about the structure of the research as follows:

Chapter I explained the introduction which are contain of the background of this study, definition of key terms, research questions, aims and significances of the study, and organization of the paper.

Chapter II explained the literature review that includes theoretical framework, previous studies.

Chapter III told research method which are contain of research design, participant and research site, object and subject of the research, data collection techniques and data analysis.

Chapter IV discussed about finding and discussion which are consist of two sub-chapters those are: finding and discussion.

Chapter V presented the conclusion, limitation of the study that consist of conclusion and suggestion.

# CHAPTER II
# LITERATURE REVIEW

This chapter discuss some theories that support the analysis of of this research.

## A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a component of language acquisition alongside grammar and pronunciation. After covering words, phrases, clauses, and sentences, a language is created. As stated by Harmer without grammar so little thing can be expressed, but without vocabulary no one can be expressed and language is can not be separated with vocabulary. That means without vocabulary there no language exists. According to Harmer, the following vocabulary aspects need to be covered: word meaning (includes of synonym, antonym, denotation and connotation), extending word use such as idioms, word combination or collocation, and the grammar of words which linked to verb, adjective, noun and adverb.[9]

According to Richards and Renandya, vocabulary is an essential component of language proficiency and establishes the foundation for how well students speak, listen, read, and write.[10]

Based on the those definitions above, the definition of vocabulary based on the researcher conclusion that vocabulary is the core component of language that covers words, phrases, sentences and clauses then forms a language.

[9] Jeremy Harmer, *The Practice of English..... p. 13-16*

[10] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.255

2. Kinds of Vocabulary

There are two types of vocabulary they are active vocabulary and passive vocabulary. Harmer differentiates among these two types of vocabulary. The first category of vocabulary refers to the terms that students have learned and should be able to utilize. The second vocabulary, on the other hand, is made up of words that pupils will encounter but probably would not be able to pronounce. [11] Nation and Al-Dagel, indicate that there are two kinds of vocabulary, they are:[12]

1) Receptive Vocabulary

The words that students recognize and comprehend when reading or listening to a material are known as receptive vocabulary.

2) Productive Vocabulary

The words that learners may create and utilize in speech and writing to express their ideas are known as productive vocabulary.

3. Vocabulary Mastery

Vocabulary is a crucial skill for the student to develop in order to comprehend the language. It is important because it is one of element that linked to the four skills such as listening, reading, speaking and writing. Wilkins (2002) states that, despite having good skills in grammar, the ability will be fruitless if the learner does not have enough vocabulary mastery. In addition, vocabulary mastery is needed because it is plays an important role in the component of the English language communication. That means if the learner have more vocabulary then

[11] Hasan, "Improving Students English Vocabulary by Using Tic Tac Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang", *Jurnal Edumaspul,* Vol. 2, No. 2, 2018, p. 80

[12] Rehab Ahmed Hamdy Hussein Emam, et.al, "Enhancing EFL Receptive and Productive Vocabulary Learning through Integratting Incidental and Intentional Learning among Official Language Preparatory School Pupils", *Journal of Faculty of Education,* No. 121, Part 4, 2020, p. 26

they will develop the four language skills.[13] It will help us to express our ideas and understand what the other people sayings.

## B. Drilling Strategies

1. Definiton

Drill is a technique that frequently used in older methods of language teaching especially the audiolingual approach and based on guided repetition or practice, used to practice language sounds or sentence structures. Pattern practice is a term used to describe a drill that emphasizes a certain feature of sentence construction or grammatical structure.[14]

Based on Shalahuddin, drill is doing the same activity by repeating seriously in order to accomplish a certain skill to make it permanent. Roestiyah states that drill is  a technique that can be seen as a way to teaching students by doing practice, so students have more competentcy and skill than what they had learn.[15]

Strategy means "detail plans of activity to achieve the goal". It can be interpreted as the outline of the direction to act in order to achieve certain goals.[16] Based on that definition, we can conclude that teaching strategy is method that the teacher will use in the learning process to achieve certain goals.

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[13] Bimas Reskiawan and Hariadi Syam, "Exploring the Correlation of Students' Vocabulary Mastery and Reading Comprehension at the Second grade of SMP Negeri 1 Kolaka", *ELT Worldwide*, Vol. 6, No. 1, 2019, p. 93

[14] J.C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, (London: Person Education Limited, 2010), p. 184

[15] Uvia Nursehah and Rika Rahmadini, "Penerapan Metode Drill and Practice untuk Meningkatkan Kreativitas Siswa di SDIT Enter Kota Serang", *Jurnal Pelita Calistung*, Vol. 2 No. 1, 2021, p. 77

[16] Mu'awanah, *Strategi Pembelajaran Pedoman untuk Guru dan Calon Guru* (Kediri: STAIN KEDIRI PRESS, 2011), p.2

2. Drills Pattern

Based on Ishak, there are twelve kinds of drills pattern they are repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder, and restoration.[17] However in this section present three kinds of drills pattern, they are:

a) Repetition is when students may repeat an utterance aloud as many times as necessary after hearing it.

T: *Guru* in English is teacher.

S: *Guru* in English is teacher.

b) Completion is when the students hears an complete sentence except for one word, then students must repeats the sentence in completed form.

T: I dry my body using ...

S: I dry my body using towel.

c) Rejoinder is when the students makes an appropriate rejoinder to a given utterance. They is told directly to respond in one of the following ways it is to answer the question.

T: What is *meja* in English?

S: *Meja* in English is table.

3. Drilling procedure

Suggestes procedures of drilling based of Theodore Huebener:

a) The class and individual pupils repeat each word three times.
b) For each word several original sentences are composed
c) The new words are used in questions and answer.
d) The words on the board are key words selected in sequence. By using them various pupils give a resume of reading selection.
e) The teacher goes through the class rapidly, getting each pupil to give the foreign word for the English, and vice versa

[17] Ishak, *Approaches and Methods in Language Teaching*, (Surabaya: CV. Putra Media Nusantara, 2011) p. 59

f) Competing teams answer the teacher's question involving the word, or give the foreign word for the Englsih.

g) At the close of the period a brief written test is given to determine what words have not been thoroughly learned. Each pupil writes his failing words five times for homework.[18]

4. Advantages and Disadvantages of Drilling

Drilling also have the advantages and disadvantages:

1) Advantages of Drilling

a) To acquire motoric skills, such as pronouncing letters, writing, and others.

b) To acquire the mental skills such as doing arithmetic operations and others.

c) To acquire skills in the form of associations made, for example the relationship between letters and spelling, the use of symbols, and so on.

d) Formation of habits which are carried out and increase the accuracy and speed of implementation.

e) Utilization of habits that do not require concentrate on implementation.

f) Formation of habits that make complex movements more automatic.

2) Disadvantages of Drilling

a) Inhibiting students' talents and initiatives, because students participants are more brought to adjustment and directed far from understanding.

b) Make environment become static adjustments. Sometimes the exercises carried out are monotonous so it will make the students boring easily.

[18] Theodore Huebener, *How to Teach Foreign Language Effectively*, (New York: New York University Press, 1959) p.85

c) Forming rigid habits, because they are automatic.

## C. Students with Special Needs

1. Definition of Students with Special Needs

Suran and Rizzo states that special children is children who are significantly different from other children in various important dimensions of their human functioning. They are physical, psychological, cognitive, or social factor makes difficult in achieving their needs and maximum potential, including those who are deaf, blind, speech disabled, the crippled, mentally retarded and emotional disorders.[19]

According to Desiningrum, children with special needs are those who require extra care due to the anomalies and developmental issues that they have. Children with special needs, often known as people with disabilities, are those who have restrictions in one or more of their abilities. These limitations might be physical—as in the cases of blindness and deafness—or psychological, as in the cases of autism and ADHD.[20]

The meaning of children with special needs from medical point of view is children with disabilities or children with abnormality who in their educational services require medical service efforts in the form of treatment and healing towards a state of physical and mental health in order to achieve educational goals as optimally as possible.[21]

Based on the definition above, the researcher concludes that students with special needs are students who need special treatment education because they have learning problem or disability which limited their ability to learn than normal children in their age.

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[19] Bernard G. Suran and Joseph V. Rizzo, *Special Children an Integrative Approach*, (United States: Scott, Foresman and Company, 1979), p. 5

[20] Dinie Ratri Desiningrum, *Psikologi Anak Berkebutuhan Khusus,* (Yogyakarta: Psikosain, 2016)

[21] Irdamurni and Rahmiati, *Pendidikan Inklusif Sebagai Soulusi dalam Mendidik Anak Istimewa,* (Bekasi: Padea, 2015), p. 22

2. Types of Students with Special Needs

Based on UU No. 20 year 2003 of Sistem Pendidikan Nasional article 32 paragraph 1, types of children with special needs include blind, deaf and mute, mental retardation, physical disabilities, social and emotional mental health needs, specific learning difficulties, slow learner, autism, ADHD. However in this section presents two types of students with special needs, namely:

1. Deaf Students

Winarsih states deaf is a general terms that indicates hearing difficulties from mild to severes and classified into totaly deaf and hard of hearing. Winarsih also states that deafness is an individual condition whose has damaged hearing so they can not catch voice stimulation from the ear.[22]

Based on Rapisa a deaf person is someone who lost the ability to hear that will cause some problem to the process of language information which is conducted through hearing. Meanwhile a person who has hard of hearing when using a hearing aid has higher chance to absorb the process of information through hearing.[23]

Based on Soewito, deaf is a condition of someone who suffer from severe to total deafness, without looking at lips movement they can not catch what their interlocutor talking about.[24]

The definition of deafness according to National Dissemination Center for Children with Disabilities (NICHCY), deafness is defined as a hearing loss above 90 decibels. Deafness causes the

[22] Mirnawati, *Anak Berkebutuhan Khusus "Hambatan Majemuk",* (Banjarmasin: Deepublish Publisher, 2019) p.5

[23] Dewi Ratih Rapisa, *Menemukali Anak dengan Hambatan Pendengaran*, (Yogyakarta: Deepublish, 2020) p.22

[24] Fifi Nofiaturrahmah, "Problematika Anak Tunarungu dan Cara Mengatasinya." *QUALITY*. Vol. 6, No. 1, 2018, p. 3

inability to hear sounds accurately and it makes difficult for students who are deaf to speak words clearly.[25]

Based on the definition above, the researcher concludes that deaf student are students who has an incapability of hearing.

1. Characteristic of Deaf Students

   According to Telford and Sawrey, the characteristics of deafness can be seen from symptoms such as:

   - Inability to focus attention that is chronic
   - Failure to respond when spoken to
   - Late talking or making mistakes articulation
   - Experiencing retardation in school[26]

2. Classification of Hearing Impairment

   Boothroyd classifies hearing impairment based on how far someone can hear with ot without hearing aid, they are:[27]

   - Hard of hearing, this is a condition of an individu who suffer from hearing impairment but still able to use their hearing ability to understand some conversation and develop their speech ability.
   - Deaf is an individual's condition whose their hearing cannot be used as the main tool to develop speech skills but they still able to develop it through visual and palpability.
   - Totally deaf is a condition of someone who can no longer to hear at all, so they cannot listen and develop their speech skill.

[25] Blake C. Colclasure, et.al, "Teaching Students with Disabilities: Hearing Impairments and Deafness", *IFAS Extension,* 2019, p.2

[26] Suharsiwi, *Pendidikan Anak Berkebutuhan Khusus*, (Yogyakarta: Prima Print, 2017), p. 40

[27] Dewi Ratih Rapisa, *Menemukali Anak dengan Hambatan Pendengaran...* p.17

Based on Ika Febrian and Costrie in *"Buku Aja Psikologi Anak Berkebutuhan Khusus"* deafness can be classified based on: [28]

- Deafness based on hearing loss rate can be classified into: mild hearing loss, moderate hearing loss, moderately severe loss, severe hearing loss, profound hearing loss.
- Deafness based on occurance can be classified into: pre lingual deafness and post lingual deafness.
- Deafness based on anatomical location of hearing loss can be classified into: conductive type deaf (damaged/ disorders of the outer, middle, inner ear), sensorineural type deaf (damage of the auditory nerve).
- Deafness based on the etiology or origin can be classified into: endogenous and exogenous deafness.

2. Mental Retardation Students

Mental retardation is also known as intellectually impaired children. In this world, apart from normal children, there are also children below normal and above normal. Some children learn faster than other children, in addition there are also children who learn more slowly than their peers. Likewise the development of children, some are faster, some are slower than normal children. Children in the below normal group and/or slower than normal children, either social development and intelligence are well-known as mentally retarded children; Indonesia's official term for it is called mental retardation children (tuna grahita) and there are also those who are called children with intellectual disabilities.[29]

[28] Ika Febrian and Costrie, *Buku Ajar Psikologi Anak Berkebutuhan Khusus,* (Semarang : UNDIP Press, 2016) p.26

[29] Irdamurni, *Memahami anak berkebutuhan Khusus,* (Kuningan: Goresan Pena, 2018), p. 36

According to the 1990 Public Law, mental retardation is a condition of intellectual abilities that generally below average and accompanied by deficits in adaptive behavior which occurs during the developmental period, which has a major effect on children's educational performance.[30]

Mental retardation according to American Association on Mental Retardation (AAMR) means showing limitations in intellectual functioning that are below average, and limitations in two or more adaptive skills for example communication, self-care, social skills, health and safety, functioning of academic, free time, etc. This condition appeared under the age of 18 years.[31]

From the definition given, the researcher concludes that mental retardation student is student who has certain limitation in mental functioning and intellectual abilities that generally below average than normal children which affected the children's educational performance in school.

a. Characteristics of Mental Retardation

Here some of the common characteristics of mental retardation children:

- Mentally retarded children are left behind by normal children in the development of his language, although the way the gain is the same.
- Mentally retarded children show certain deficiencies in the use of certain grammatical constructions in language.
- Children with mental retardation tend to use less verbal communication, memorization strategies, as well other control processes that facilitate learn and remember.

[30] Suharsiwi, *Pendidikan Anak Berkebutuhan Khusus*..... p. 61

[31] Eviani Damastuti, *Pendidikan Anak dengan Hambatan Intelektual,* (Banjarmasin: Prodi PLB FKIP ULM Banjarmasin Kalimantan Selatan, 2020), p. 12

- Mentally retarded children have difficulty in involving study and memorization tasks abstract and complex concepts, but relative have less difficulty in learning associations simple memorization.[32]

b. Classification of Mental Retardation

Based on their IQ score, American Association on Mental Deficiency (AAMD) classifies intellectual disability into four levels, namely:

- Mild mental retardation (IQ 68 52, MA 8.3 10.9 years)
- Moderate mental retardation (IQ 51 36, MA 5.7 8.2 years)
- Severe mental retardation (IQ 35 20, MA 3.2 5.6 years)
- Profound mental retardation (IQ 19 or lower, MA 3.1 years or lower)

The intelectual abilty of mental retardation children mostly being measured by test Standford Binet and Wechsler Intelligence Scale for Children (WISC):

1. Mild mental retardation

This group has an IQ between 68-52 according to Binet, while according to the WISC has an IQ of 69-55. They can learn to read, write, and simple counting. With guidance and education a good, mild mentally retarded child at times will be able to earn for himself. Mild mental retardation children can be educated become semi-skilled labor such as do laundry work, household work, agriculture and animal husbandry. Even if they properly trained and guided, mild mental retardation children can work in factories with little supervision. However, mild mental retardation children unable to make independent social adjustments.

[32] Suharsiwi, *Pendidikan Anak Berkebutuhan Khusus*..... p. 66

2. Moderate mental Retardation

This group has an IQ of 51-36 on the Binet Scale and 54-40 according to WISC. Moderate mental retardation children are very difficult or even can not learn academically such as learning to write, reading, and arithmetic even though they still can write socially, for example writing his/her name, his/her home address, and so on. Still got taught to take care of themselves, such as bathing, dressing, eating, drinking, doing simple household chores such as sweeping, cleaning furnitures in the house, etc. In everyday life, moderate mental retardation children need of constant supervision continuously. They can also still work at the sheltered workshops.

3. Severe mental retardation

This group can be differentiate between children with severe and profound mental retardation. Severe intellectual disability has an IQ between 32-20 according to the Binet Scale and between 39-25 according to WISC. Profound intellectual disability has an IQ below 19 according to the Binet Scale and an IQ below 24 according to WISC. Severe mental retardation children requires assistance with regular care total in terms of bathing, dressing, eating, and others. Even they still need protection from harm throughout their life.[33]

## D. Review of Relevant Studies

Based on several resources related to this research, there are some previous thesis or research related to the topic of this research. The following are the result comparison and differences between this research and the previous study.

[33] Suharsiwi, *Pendidikan Anak Berkebutuhan Khusus*..... p. 62-65

The first research of this study was conducted by Ramdhani Mursyidul Uman, a student of Educational Sciences Syarif Hidayatullah State Islamic University with the title *"The Use of Drilling Strategy to Foster Students' English Pronunciation (A Class Action Research at Eleven Grade of MA YASTI Cisaat in Academic Year 2020/2021)"*. This research used quantitative and qualitative methods to gained the data. The focus of the research is fostering students' English pronunciation through drilling strategy. The result of the research found that drilling strategy is good to foster English pronunciation in 11$^{th}$ grade students of MA YASTI Cisaat. The similarity is the study mentioned above and this one share the same topic regarding the use of drilling strategies in teaching English. The difference between the two is the research above focused on drilling strategy in teaching English to foster students' pronuciation for normal students. Meanwhile this research focused on comparing drilling strategy in teaching vocabulary for mental retardation and deaf students in SLB. The research's differences of studies above also lies on the method of the research. The research above used qualitative and quantitative methods, this research only used qualitative descriptive method.

The second research was conducted by Kholifatur Rasulul Arumekkah, students of English Teaching Learning Program Tarbiyah Faculty of IAIN Madura with the title *"The Use of Drill Technique in Teaching English to Mentally Disabled Students at SLB PGRI Pademawu."* This research used qualitative decriptive design. This reseach aim is to determine the use of drill technique in teaching English to mental retardation students. The result of the research stated that drill technique is very effective to make mental retardation students understand the material delivered by the teacher and this technique also effective at increasing memory of mental retardation students. The similarity between the research above and this research is both of them take the same topic about teaching English to mental retardation students used drilling. The difference is the research above focus on teaching English only for mental retardation

students. Meanwhile this research focused on comparing drilling strategy for mental retardation and deaf students in SLB Negeri Purbalingga.

The third research was conducted by a journal written by Fatimah Nur Hadi, et.al from English Education Department Teacher Training and Education Faculty Sebelas Maret University of Surakarta with the title *"Teacher Strategies in Teaching English for the Hearing-Impaired Students".* This research used qualitative method. This study focus is investigating the teacher's strategies in teaching English for the hearning-impaired students of a special education school in Surakarta. The result of the research showed that the strategies the teacher used in teaching English for deaf students were drilling and visual scaffolding. It also showed that the strategy the teacher used can help the students in memorizing new vocabulary and help the students in understanding better. The comparable between of the research above and this research is they take the same topic about strategy in teaching English for hearing impaired (deaf) students. The difference between the two research is the research above focused only about teaching English for deaf students and the strategy used are drilling and visual scaffolding. Meanwhile this research focused on comparing on drilling strategy in teaching vocabulary for mental retardation and deaf students in SLB Negeri Purbalingga.

# CHAPTER III
# RESEARCH METHOD

## A. Research Design

In this part explain how the data was collected. The type of this research is qualitative comparative analysis (QCA) with qualitative method. Qualitative Comparative Analysis (QCA) is a method that enables us to make systematic comparisons in order to discover what what factors contribute to differences in the characteristics of the examples that were qualitatively described.[34] This study was taken on the topic of the drilling strategy in teaching English vocabulary for grade 8th of mental retardation and deaf students at SLB Negeri Purbalingga. In this research, the information of the data get from the English teacher in 8th grade in there. The collection of the data continued by observe the English teaching activity in the class which used drilling as the teaching strategy.

## B. Research Site and Participant

This research took place at SLB Negeri Purbalingga which located in Jl. Krida Mulya No.1, Kembaran Kulon, Kecamatan Purbalingga, Kabupaten Purbalingga, Center Java. Pos code 53319. SLB Negeri Purbalingga facilitate education from elementary school, junior highschool and senior highschool. There are five types of Special Education Needs in SLB Negeri Purbalingga, they are: A (blindness), B (deaf or hard of hearing), C (mental retardation), D (cerebral palsy/cerebral system disorders). The researcher selected this institution because it is a special school, or SLB, that offers a learning environment for kids with disabilities in Purbalingga. Additionally, the location of this school was strategically accessible for observation during the data collection process and it was appropriate for the research topic.

[34] Centre for the Evaluation of Complexity Across the Nexus, *Qualitative Comparative Analysis: a Pragmatic Method for Evaluating Intervention*, (United Kingdom: Cecan, 2016), p. 1

## C. Object and Subject of the Research

1. Subject

   The subject of this research are:

   a. Students 8th grade of mental retardation and deaf students, they are class VIII B and VIII C.

   b. The English teacher in 8th grade of SLB Negeri Purbalingga, it is Miss. Aulia Anastasia, S.Pd. She is the English teacher in SBL Negeri Purbalingga. She has been teaching at SLB Negeri Purbalingga for twelve years, since 2011. Her education background is graduated of English Education Program Department of Universitas Muhammadiyah Purwokerto.

2. Object

   The object of the research is the drilling strategy in teaching English vocabulary for deaf students and mental retardation students of 8th grade at SLB Negeri Purbalingga.

## D. Data Collection Techniques

It is the main factor of the research. In this research, the researcher used three techniques to collect the data, they are:

a. Observation

This study observed the class activity on implementing the drilling strategy in teaching vocabulary for the 8th grade of mental retardation and deaf students in SLB Negeri Purbalingga. According to Arikunto, observation is an activity which gives the concentration on the subject using all the senses.[35]

In this research, researcher use direct observation in the school to collect important data. Researcher observed in SLB Negeri Purbalingga with non-participant observation to collect the data and fact related to teaching strategies used by the teacher in teaching English

[35] Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Teras, 2011), p. 84

vocabulary for deaf students and mental retardation students of 8th grade at SLB Negeri Purbalingga. This observation was complete at the end of May 2023 and involved one English teacher, 16 deaf students of 8th grade and 10 mental retardation students of 8th grade at SLB Negeri Purbalingga. This observation was made throughout the 60-minute teaching and learning session. From the rear of the class, the researcher observed the instructional process. This observation's goal is to watch how the drilling approach is used and compared in the class.

The observation followed the steps below:[36]

1. Decided the focus of the research about drilling strategy in teaching vocabulary for deaf and mental retardation students of grade 8th at SLB Negeri Purbalingga.
2. Takes place at SLB Negeri Purbalingga, a formal education that serve special education for children with special needs. The subject of the research are the English teacher of 8th grade (Miss Auliya Annastasia) and the clasess are a deaf class of 8th grade and a mental retardation class of 8th grade.
3. The stage of data collection was conducted by observation that was carried out, starting with the making the schedule, the observer's arrival at the school, class observation, and evaluation following a learning activity.
4. Design the data collection sequences. The observation activity that was seen in English class was based on the 8th grade material.
5. Design the instrument to analyze the data.

   The following table lists a few aspects that influence it:

[36] Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing,* (Yogyakarta: Graha Ilmu, 2006), p. 237-238

**Table 1. Observation Aspect of the Teacher in Teaching English**

| No | Aspek yang di amati | Realisasi | |
|---|---|---|---|
| **The Teacher** | | **Ada** | **Tidak** |
| 1. | Ketrampilan membuka pelajaran | | |
| 2. | Keterampilan menjelaskan materi | | |
| 3. | Interaksi pembelajaran | | |
| 4. | Keterampilan memberi penguatan tentang materi ajar yang di drill kan. | | |
| 5. | Keterampilan menggunakan waktu | | |
| 6 | Keterampilan menutup pelajaran | | |

**Table 2. Observation Statement in Teaching English**

| No | Statements | Yes | No | Detail |
|---|---|---|---|---|
| 1 | The teacher in teaching English vocabulary | | | |
| 2 | The students repeated a portion of vocabulary | | | |
| 3 | The students respond to the teacher's cue | | | |
| 4 | The students gradually expanded the vocabulary they were repeating | | | |

6. Create the schedule of data collection

   This is the second semester's table of observation schedule at SLB Negeri Purbalingga.

**Table 3. Observation Schedule**

| No | Data | Day | Time | Place |
|---|---|---|---|---|
| 1st | 15th of May 2023 | Monday | 09.30-10.30 A.M | 8B |

| | | | | |
|---|---|---|---|---|
| 2nd | 22th of May 2023 | Monday | 09.30-10.30 A.M | 8B |
| 3th | 26th of May 2023 | Friday | 08.30-09.30 A.M | 8C |

7. Finally, the data was gathered from the 1st until the 3th of the data observation to test the authenticity and consistency of the data.

b. Documentation

According to Sugiyono, documentation is a record about something that has been done. It can be written text, picture, photo, or monumental creation from someone.[37] The documentation data of this research consist of the lesson plan (RPP) and the learning media such as pictures. In addition, there also school data and profile. It was done to help the data become more reliable and valid.

c. Interview

In order to gather more detailed information regarding English teaching strategies and how the teacher uses them in the 8th grade at SLB Negeri Purbalingga, this research uses interviews as a data collection technique. According to Umar Sidiq and Moh. Miftachul Choiri, interview is a process of exchanging information which carried out by two or more people in order to obtain information or data related to the particular topic in order to achieve goals with certainity.[38] This research used structured interviews to ensure that the informants would get well-structured questions. The interview of this research was conducted in Friday, 5th May 2023 with Miss Auliya Annastasia as the English teacher of 8th grade at SLB Negeri Purbalingga. The purpose of this interview was to find out the implementation and comparative of

[37] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2017), p. 240

[38] Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), p. 61-62

the drilling strategy in teaching English vocabulary in 8th grade of deaf and mental retardation students in SLB Negeri Purbalingga.

## E. Data Analysis

In this research the researcher used qualitative comparative analysis (QCA) to examine and analyze the data. Qualitative Comparative Analysis (QCA) is a method that enables us to make systematic comparisons in order to discover what what factors contribute to differences in the characteristics of the examples that were qualitatively described.[39] Based on Miles and Huberman (1994) there are three activities in data analysis for qualitative research, they are data reduction, data display, and conclusion/verifucation.

1) Data Reduction

In this study, data reduction is the first step in data analysis. As Sugiyono states data reduction is summarizing, choosing the main things, focusing the important things, looking for patterns and themes and removing the unnecessary.[40] This data reduction took place after the data collection has been completed. The researcher collected the data from the observation, documentation and interview still included general information that needs to select. Meanwhile this study discussed the specific topic of comparison of drilling strategy in teaching vocabulary for deaf and mental retardation students. The object takes some point to answer the research problem in the classification criterias.

2) Data Display

This is the second step of data analysis. Sugiyono states that data display in qualitative research is the presentation of data that can be done through the use of brief descriptions, charts, correlations between categories and others.[41] The researcher described all the data obtained

[39] Centre for the Evaluation of Complexity Across the Nexus, *Qualitative Comparative Analysis: a Pragmatic Method for.....* p. 1

[40] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan ....* p.247

[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan ....* p.249

from the observation, documentation and interview. In this study, the data is arranged by the table 5. Comparison of drilling strategy in teaching English for deaf and mental retardation students of 8th grade at SLB Negeri Purbalingga. Then, the table's information is deserved by description analysis in the narration explanation. In this case, all of the data is gathered to be integrated. It explains implementation and comparison of drilling strategy in teaching vocabulary for deaf and mental retardation students.

3) Conclusion

This is the final stage of data analysis. In this stage the researcher draw the conclusions from the data and information that has been obtained. After the researcher complemeting data reduction and data display, the final step in this data analysis is drawing conclusion.

The researcher concluded and verified the transcribed data in the final analysis procedure. The conclusion was the essence of the analysis, which tells about the implementation and the comparison of drilling strategy in teaching deaf and mental retardation students and how the it contributed to help students vocabulary mastery.

Cross-checking was done between the information and the data gathered from reduction, description, and reflection of the data displayed in the field. After all of the stages were conducted well, it takes the conclusion that includes analyzing data of comparison of drilling stategy in teaching English for deaf and mental retardation students at 8th grade at SLB Negeri Purbalingga. Finally, in this step, the researcher could obtain the research's finding and discussion.

# CHAPTER IV
# FINDINGS AND DISCUSSION

The researcher attempted to describe the comparison of drilling strategy in teaching English vocabulary for deaf students and mental retardation students. This discussion included the drilling strategy in teaching vocabulary for deaf students, drilling strategy in teaching vocabulary for mental retardation students, and the comparison of drilling strategy in teaching vocabulary for deaf students and mental retardation students.

In this chapter, the researcher present the research finding and discussion of this study about drilling strategy in teaching English vocabulary for deaf and mental retardation students at SLB Negeri Purbalingga. The finding and discussion which were obtained through observation, interviews, and documentation techniques of data collection and designed to answer the research questions and gained. The following provides an explanation of the findings and discussion abou this study:

## A. Drilling Strategy in Teaching Vocabulary for Deaf Students of Eight Grade at SLB Negeri Purbalingga.

According to Winarsih states the definition of deaf is a general terms that shows difficulties in hearing ability from mild to severes and classified into totaly deaf and hard of hearing. Then, Winarsih also states that deafness is an individual condition whose has damaged hearing so they cannot catch voice stimulation from the ear.[42] Roestiyah states that drill can be seen as a way to teaching students by doing practice, so students have more competentcy and skill than what they had learn.[43] The teacher also states in the interview, *"Anak tunarungu adalah anak yang memiliki kondisi gangguan pendengaran yang biasanya menyebabkan anak tunarungu juga terhambat kemampuan berbicaranya. Jadi dalam pembelajaran guru harus memiliki strategi khusus untuk mengajar."* The strategy used by the teacher

[42] Mirnawati, *Anak Berkebutuhan Khusus "Hambatan*....., p. 5
[43] Uvia Nursehah and Rika Rahmadini, "Penerapan Metode Drill and Practice..... p. 77

is drilling strategy. This is based on the observation that have been carried out by researcher and supported by the result of the interviews with teacher as the main source as stated *"Strategi yang saya pakai drilling. Media ajarnya, kalau anak tunarungu saya biasanya pakai poster, picture, flashcard, papan tulis. Lebih ke visual pengajarannya."*

This section discusses the research finding based on the first research question in the chapter I which includes pre, whilst and post teaching.

1. Pre teaching

   In this pre teaching process, the teacher create a lesson plan before engaging in learning activities. It enables the teaching activities to achieve learning objectives. The teacher also prepare teaching material and teaching media. In pre-teaching the teacher opened the learning class with greetings and praying together. The teacher encourage the students to remember what they have learned at the previous meeting as the teacher said on the interview; *"Saya selalu ngulang kembali materi sebelumnya. Jadi biasanya sebelum memulai materi baru siswa ditanya dulu "kemarin belajar apa?" Supaya bisa membuat anak mengingat kembali yang udah dipelajari."* This is called apperception, as stated by Musawwir that apperception is unifying and assimilating an experience with the experience that has been owned and thus understand and interpret it. Apperception according to KBBI is conscious observation (understanding) about everything in his soul (himself) which is the basis for comparison and the basis for accept new ideas.[44] This help students to remember what they have learned before.

[44] Karimatus Saidah, et.al, "Sosialisasi Peran Apersepsi untuk Meningkatkan Kesiapan Belajar Anak di Sanggar Genius Yayasan Yatim Mandiri Cabang Kediri", *Jurnal Pengabdian Masyarakat Pendidikan Dasar,* Vol. 1, No. 1, 2021, p. 18-19

2. Whilst Teaching

When teaching, the teacher mostly spoke in Indonesian language and sign language as the teacher said on the interview, *"Karena mereka berkomunikasi menggunakan bahasa isyarat jadi saya dalam menyampaikan pembelajaran selain menggunakan verbal, saya juga harus menggunakan isyarat supaya pembelajaran saya bisa dipahami anak-anak."*

The sign language used in the teaching and learning process in the classroom is SIBI (Sistem Isyarat Bahasa Indonesia). SIBI is a sign language designed by Alm. Anton Widyatmoko, a former headmaster of SLB/B Widya Bakti Semarang. SIBI officialy set as sign language in Indonesia and used in Special Education Needs for teaching and learning process for deaf students.[45]

*The teacher spoke in verbal and sign language.*

The teacher must spoke slowly and clearly to deaf students so the students could lip reading what the teacher were saying. Lip reading (also called speech reading) is a method of communication

[45] Gilang Gumelar, et.al, "Bahasa Isyarat Indonesia Sebagai Budaya Tuli Melalui Pemaknaan Anggota Gerakan Untuk Kesejahteraan Tuna Rungu", *INFORMASI Kajian Ilmu Komunikasi,* Vol. 48, No. 1, 2018, p. 66

by recognizing spoken words by watching the speaker's lips movements.[46]

When teaching the teacher also repeat twice or more what she said if the students did not catch what she said. At the same time, the teacher used sign language to make the instruction more clear. Communicating through sign languagere and lip reading will help deaf students and teacher in teaching and learning process.

*Picture of profession as the learning media*

In the first meeting, 15th of May 2023, the teacher taught about 'Profession'. The media used in this meeting was picture and white board. She hold a picture of profession then asked it to her students used verbal language and sign language *"Coba lihat gambar, profesi atau pekerjaan apakah ini?"* the students answer used sign language that it was a teacher. The teacher give complement to her students for the right answer. *"Kalian tau Bahasa Inggrisnya guru?"* The students answer they did not know. Then the teacher wrote the English language of teacher on the white board and teach how to pronounce it. To make it

[46] Susan Shelly and Jim Schneck, *The Complete Idiot's Guide to Learning Sign Language* (New York: Alpha books, 1998), p.10

easier for her students to learn she write down the speech sounds. The teacher also writes some vocabulary related to the material; teacher, student, doctor, driver, police, soldier, singer, nurse, pilot, cook. Then the teacher introduce them, let the students to listen to what she explained. Then, the teacher ask her students to follow what she says and do. The drill for deaf students done by teacher as a role model.

Scott Thornbury states that drilling is easy to do, once students are used to it and teacher has mastered a few basic techniques such as giving a clear indication as to when an individual response, as opposed to a class one, is requited. Some planning time needs to be given to the choice of prompts, and the use of picture can be drain of preparation time, but on the whole drilling is one of the simples techniques to learn. It enables the teacher to pay close attention to how accurately the students' responses are. Finally, drilling has a broad range of applications that almost anything can be drilled.[47]

The session of drill began by teacher's instructions to the students. There are two kinds of drill pattern used in teaching English for deaf students in this meeting; repetition and rejoinder. The repetition drill done by the teacher said the vocabulary then followed by the students. The drill mostly focused on verbal, but in teaching deaf students the teacher also instruct her students to spell the vocabulary used sign language. The repetition drill mostly repeated three times by combining verbal and sign language, until the students getting used to it. The rejoinder drill done by the teacher giving question and the students are told to directly respond the answer and repeated once or twice.

The drill pattern of repetition shown from the transcripts of observation as follows:

[47] Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p. 96-97

Teacher : Bu guru baca kalau sudah selesai ganti kalian baca ya. (Used sign language)

Students : (Nodded their head)

Teacher : Guru Bahasa Inggrisnya *tea-cher*, tulisannya t-e-a-c-h-e-r (spelled the word t-e-a-c-h-e-r in sign language)

Students : *Tea-cher.* (Students imitate the teacher says in verbal and sign language.)

Teacher : Tea-cher.

Students : Tea-cher.

Teacher : Sekali lagi. Teacher.

Students : Teacher.

Teacher : Bagus. (Give compliment.)

The drill pattern of rejoinder shown from the transcripts of observation as follows:

Teacher : Apa bahasa Inggrisnya guru?

Students : Guru in English is teacher. (Used verbal and sign language)

Teacher : Good!

Then the teacher instruct her students to write the vocabulary on the white board in their book. After make sure her students done writing, then she asked the students to memorize minimum five vocabulary in five minutes. When the time is out, the students is being asked to show and mention the five vocabulary in front of class.

In the second meeting, 22$^{th}$ of May 2023, the teacher taught about 'Things in the Classroom'. Like in the first meeting, before the lesson began she gave simple question about the material before. The students seems enthusiast to answer what they have learn before. Get the right answer from her students she give them complement such as 'nice'. Then she began to introducing the new material. She asked the students to mention things they saw in their classroom. *"Coba kalian lihat di*

*kelas ini ada benda apa saja? Benda yang ada di sini. Ada apa saja?"* At first the students seems confused and give the wrong answer. After the teacher give an example of table as real object they began to understand and give more example of the things in their class such as book, white board, chair, lamp, etc. The teacher writes the example in the white board and write down the speech sounds to make her students easier to learn it. In this meeting there are ten vocabulary of 'Things in the Classroom', they are: table, book, white board, chair, lamp, ruler, pencil, eraser, bag, and shoes. After introduced the material, like in the previous meeting, the teacher asks the students to follow what she instructed. There are two kinds of drill used in teaching deaf students, they are; repetition and rejoinder. The repetition drill done three times and the rejoinder done once or twice until the students get used to the vocabulary.

The drill pattern of repetition shown from the transcripts of observation as follows:

Teacher : Bu guru baca kalau sudah selesai ganti kalian baca. (Used sign language)

Students : (Nodded their head)

Teacher : Me-ja Bahasa Inggrisnya *ta-ble*, tulisannya t-a-b-l-e (spelled the word t-a-b-l-e in sign language)

Students : Ta-bel (students imitate the teacher says in verbal and sign language.)

Teacher : Ta-ble

Students : Ta-ble

Teacher : Ulangi lagi. Table.

Students : Table

Teacher : Bagus. (Give compliment)

The drill pattern of rejoinder shown from the transcripts of observation as follows:

Teacher : What is meja in English?

Students : Meja in English is table. (Used verbal and sign language)

Teacher : Good job.

After make sure her students finish write what on the white board, the teacher asked the students to memorize minimum five vocabulary in five minutes then perfom it in front of the class. This performance testing was did to examine the students vocabulary mastery in the class. (Rahman and Nasryah: 2019) Performance testing is a test that demands students' answers in the form of behaviour, actions, or actions under the supervision of an examiner who will observe their performance and make decisions about the quality of the learning outcomes being produces or displays. Students act according to what is ordered and asked. This kind of test is benefical to repair students' skills or behaviour because the mistake they made can be observed and measured as basic in considering the further practice.[48] It mean to improve the students learning and evaluate the effectiveness of the lesson plan. This assessment can measure how well students apply the knowledge.

When the time is out, one by one the students was being asked to perform and mention the five vocabulary they have learn in front of class used verbal and sign language by spelled the alphabet of the vocabulary in SIBI. One by one the students are being called randomly to perform vocabulary they have learn in front of the class. Most of the students did not have any problem in memorizing and succed to memorize five vocabulary. There are few students seems difficult in

[48] Arief Aulia Rahman and Cut Eva Nasryah, *Evaluasi Pembelajaran*, (Ponorogo: Uwais Inspirasi Indonesia, 2019) p. 68-69

spelling the vocabulary but the teacher help them how to pronounce it. She also help in correcting the spelling of the words in sign language.

*The student perfom the memorizing result in front of the class.*

3. Post Teaching

In this activity, the teacher encouraged the students to understand more about what they had learned by providing some comments or feedback during this activity.

*The teacher closed the learning activity.*

The teacher asked the students to mention the vocabulary they have learn in this meeting. She also gave an individual task as homework to write five vocabulary for the next meeting. The teacher closed the teaching activities by greetings and praying together.

As stated by the teacher when being interviewed, *"Sebelum menutup pembelajaran, saya minta anak-anak untuk menyebutkan kembali apa saja vocabulary yang barusan dipelajari. Setelah itu membaca doa bersama dan memberi salam penutup."*

**2. Drilling Strategy in Teaching Vocabulary for Mental Retardation Students in SLB Negeri Purbalingga**

According to American Association on Mental Retardation (AAMR) definition of mental retardation means showing limitations in intellectual functioning that are below average, and limitations in two or more adaptive skills such as communication, self-care, social skills, health and safety, academic functioning, free time, etc. This condition appeared under the age of 18 years.[49] Because of the inability of students with mental retardation, teaching English is not easy as we thought, it is a challenging experience because teacher need to apply strategy that can be used for teaching students with mental retardation. Roestiyah states that drill can be seen as a way to teaching students by doing practice, so students have more competentcy and skill than what they had learn. The strategy used by the teacher of SLB Negeri Purbalingga in teaching vocabulary for mental retardation students is drilling strategy. This is based on the observation that have been carried out by researcher and supported by the result of the interviews with teacher as the main source, which states *"...sedangkan kalau mengajar anak tunagrahita medianya yang saya pakai biasanya flashcard, lagu, audio, video."*

[49] Eviani Damastuti, *Pendidikan Anak dengan Hambatan Intelektual,* (Banjarmasin: Prodi PLB FKIP ULM Banjarmasin Kalimantan Selatan, 2020), p. 12

In this section discusses the research finding based on the second research question in the chapter I which includes pre, whilst and post teaching.

1. Pre teaching

   In the pre teaching process, just like before the teacher create a lesson plan before engaging in learning activities that enables the teaching activities to achieve learning objectives. The teacher also have to prepare teaching material and teaching media. In pre-teaching the teacher opened the learning class with greetings and praying together. The teacher also do apperception to encourage the students in remembering what they have learned at the previous meeting. It mean to make the students remember the material before.

   Mental retardation students is less focus in learning. So the teacher attracted the students attentions with a question *"Where do you take a bath? Dimana kamu mandi?"* After getting the right answer the teacher began to explained the objective of the study.

2. Whilst Teaching

*Teaching English Vocabulary for deaf students*

Based on the observation that have been carried out by researcher and supported by the result of the interviews with teacher as the main source, the strategy used was drilling and the media used in teaching

English vocabulary for mental retardation students is Flash Card on the LCD. In teaching mental retardation students, the teacher must be cheerful, enthusiasm and patient. In interview the teacher said: *"Dalam mengajar anak tunagrahita guru harus riang, antusias dan sabar supaya anak-anak tertarik dan berkeinginan untuk belajar bersama-sama."*

In this meeting, 26th of May 2023, the teacher taught about 'Things in the Bathroom' used flash card on the LCD. In the flash card there are picture of things in the bathroom and the vocabulary including the meaning. There are ten vocabulary of 'Things in the bathroom', they are; toothbrush, shampoo, soap, toothpaste, toilet, tap, dipper, towel, pile, and bathub. The teacher introduced them one by one with the function of the things being mention on the flash card. The teacher ask the students to follow the vocabulary that she said. She did not need to write down how to pronounce the vocabulary because mental retardation students can directly hear and produce the sounds better.

There are three kinds of drill pattern used in this meeting they are; repetition, completion, rejoinder. The repetition drill was done five times until the students get the right pronouncation, meanwhile the completion and rejoinder drill was done once or twice. In this session she also helps the students if they wrong in pronouncing the vocabulary.

The drill pattern of repetition shown from the transcripts of observation as follows:

Teacher : Let's say together. Kita ucapkan bersama-sama ya. Sikat gigi in English is toothbrush.

Students : Sikat gigi in English is toothbrush.

Teacher : Toothbrush.

Students : Tothbrush. (Wrong pronunciation)

Teacher : Toothbrush. Ulangi.

Students : Toothbrush. (Correct pronunciation.)

Teacher : Apa?

Students : Toothbrush. (Correct pronunciation.)

Teacher : Apa?

Students : Toothbrush. (Correct pronunciation.)

Teacher : Ok, good job. (Give compliment to the students.)

The drill pattern of rejoinder shown from the transcripts of observation as follows:

Teacher : What is sikat gigi in English? Apa bahasa Inggrisnya sikat gigi?

Students : Toothbrush.

Teacher : Jawabnya 'Sikat gigi in English is toothbrush.' Ayo ulangi, nanti kalian jawabnya seperti itu ya. What is sikat gigi in English?

Students : Sikat gigi in English is toothbrush.

Teacher : Bagus. (Claps her hands.)

The drill pattern of completion shown from the transcripts of observation as follows:

Teacher : I dry my body using... artinya saya mengeringkan badan menggunakan...

Students : Handuk!

Teacher : Jadi jawabannya yang lengkap seperti ini ya 'I dry my body using towel'. Kita ulangi lagi. I dry my body using...

Students : I dry my body using towel.

Teacher : Good job!

The repetition for mental retardation students did more because they have intellectual abilities below normal students, so they need more practice to memorize the vocabulary. That was like what the teacher had said on interview, *"Karena akademik anak tunagrahita kan dibawah rata-rata. Drill berulang dibutuhkan supaya apa yang mereka*

*pelajari masih bisa diingat. Selain itu, supaya anak gak gampang bosen, harus disisipi permainan atau nyanyian yang berhubungan dengan materi supaya mereka senang."*

After the drill session done, she gave time for student to asked the material they did not understand. Get no answer from her students, she continued the learning activity. The teacher divided the students into five groups consist of two students and give each groups a tablet to open the quizziz. Teacher instructed the students to play quizziz together. The wheel of name is a wheel with the students names on it.

The one who get pointed by the arrow will get a question about the function of the things in the bathroom. The student must guess what thing in the bathroom it mean.

*The game wheel of name Things in the Bathroom*

Quizz : Reno (to clean body)
Reno's : Soap
Quizz : Resma (to dry body)
Resma's : Towel

Students who have answer the question, their name will be removed from the wheel. Most of the students was enthusiast to answer the questions, they can not wait for their name to be pointed by the wheel.

After playing the wheel of name, students being asked to do multiple choice test. Multiple choice test is a test objective where each test provides more than possible answers, and only one of the choices is correct. The procedures of multiple choice test should be:

a) There should be compatibility between the statements in the questioms and the alternative answers.
b) Sentences of the questions should be clear.
c) The questions has to be intercepted correctly.
d) Each questions should only contain one problem, although that problem is rather complex.

*Teacher give instruction of the multiple choice test*

The students given the time to finish the task. After all students have finished answering the multiple choice, at the end of the lesson the teacher and students review the task together. The teacher call the students randomly to come in front of class for answer the question, she also correct the students pronunciation. After all the questions have been discussed, the teacher gave their scores.

*Student answer the question*

3. Post Teaching

In the post teaching teacher give summary of today material and asked the students to mention what they have learned today. Before close the class, teacher give task as homework to write five things in the students' bathroom. She told the students that the next meeting will be Things in the Bedroom. Then the teacher closed the teaching activities by greetings and praying together.

## 3. Comparison of Teaching Vocabulary for Deaf Mental Retardation Students using Drilling Strategy

In this section, researcher presented the comparison of Drilling Strategy in Teaching English vocabulary for deaf and mental retardation students. It include the similarity and the difference. This research based on the research result that has been conducted from the observation, the English teacher used the same strategy in teaching English vocabulary for deaf and mental retardation students. The strategy used is drilling strategy. Eventhough the strategy used is same, but there are differences of the teaching aspects.

The similarities and comparison of strategy drilling in teaching English for deaf students and mental retardation students can be seen in the table below.

***Table 5. The comparison of drilling strategy in teaching English vocabulary for deaf and mental retardation students.***

| No | Aspects | Deaf Students | Mental Retardation Students |
|---|---|---|---|
| 1. | Strategy and Pattern | Drilling. Repetition, and rejoinder. | Drilling. Repetition, completion, and rejoinder. |
| 2. | Learning Media | Real object, flashcard, poster, white board | Flashcard, song, audio and video |
| 3. | Implementation | - Teaching mostly in Bahasa Indonesia and sign language. | - Teaching mostly in Bahasa Indonesia and a little bit in English |
| | | - In delivering material teacher should spoke slowly so the students could lip read. | - In delivering material, teacher spoke cheerfully, enthusiasm. |
| | | - The instruction should be repeated two | - The instruction can be understand |

| | | | |
|---|---|---|---|
| | | times or more. | by the students. As long as the instruction is clear. |
| | | - Write down the speech sound before teach students how to pronounce it. | - Directly teach the students how to pronounce the vocabulary. |
| | | - Give homework | - Give homework |
| 4. | Characteristics | - Difficulity in catch the definition of something abstract, new or unfamiliar.<br>- Focus in teaching and learning process | - Difficulity in catch the definition of something abstract, new or unfamiliar.<br>- Less focus in teaching and learning process |
| 5. | Evaluation | Performance test | Multiple choice test |

Comparing the result of drilling strategy in teaching English Vocabulary for deaf student and mental retardation students of 8th grade at

SLB Negeri Purbalingga was found the similarity and the difference of the aspect. Eventhough both deaf students and mental retardation students used the same strategy namely drilling strategy. There are some differences and similarities of in the aspects of teaching English Vocabulary for deaf and mental retardation students of 8th grade at SLB Negeri Purbalingga. The data from the table that will be explained in below:

1. Strategy and Pattern
   a. Similarity

      The strategy used in teaching English vocabulary for deaf and mental retardation students used the same strategy namely drilling. It is based on the observation taken and the interview with the teacher. The teacher consider this strategy is suitable because the teaching material in eight grade for deaf and mental retardation students focus in vocabulary learning. As Roestiyah states that drill can be seen as a way to teaching students by doing practice, so students have more competentcy and skill than what they had learn. This help students getting used to memorize vocabulary by doing practice, improving the English vocabulary mastery.

   b. Difference

      Based on the explanation before and as stated by the teacher, the strategy used in teaching English vocabulary for deaf and mental retardation students used the same strategy, it is drilling. But the there are difference in the drill pattern. There are two kinds of drill pattern in teaching English vocabulary for deaf students; repetition, and rejoinder. The drill for deaf students was done by combining verbal and sign language. Meanwhile teaching English vocabulary for mental retardation students, there are three kinds of drill pattern; repetition, completion, and rejoinder. The drill for mental retardation students was done used verbal.

2. Learning Media

   a. Similarity

      The significant of media can not be separated in learning and teaching process. Latuheru (1988: 14) states that media is tools, material, method, and technique that used by the teacher in the teaching process with intention of the communication between teacher and students become convenient. Musfion (2012: 28) Learning media can be used as intermediary tool between teacher and students in learning the teaching material effictively and efficient. Based on the interview and observation, the similarities can be seen on the media used both deaf students and mental retardation students focus on visual media. Because both of them tend to be a visual learner. The media used are real object, flashcard, poster and white board.

   b. Differences

      The differences of the learning media can be seen on the media used in teaching mental retardation students other than used real object, flashcard, poster and white board they also used game, song, audio and video as the learning media. Mental retardation students also tend to be visual media and audio visual.

3. Implementation

   a. Similarity

      Before the end of the class, homework always given to both deaf students and mental retardation students, in order to motivate the students in learn English not only in school but also learn in the home too. The homework given should be based on the students capability such as search and write vocabulary. Teacher give the students homework to write five vocabulary related to the material that have been learn or will be learn in the next meeting.

b. Difference

Teaching English for deaf students the teacher mostly spoke in Indonesia Language and sign language to make the students understand of the material. Compared to teaching English for deaf students that mostly used sign language, teaching English for mental retardation students the teacher spoke mostly in Indonesia with a little bit of English. In delivering the material for deaf students, teacher should spoke slowly and clearly so the deaf students could lip read. For students with mental retardation, the material delivering teacher should spoke and behave cheerfully and enthusiasm. The teaching instruction for deaf students should be repeated two times or more and used sign language because deaf students have poor communication skill. While the teaching instruction in teaching students with mental retardation must be clear and used simple language so the students understand. Since deaf students has difficulity in hearing sounds, before teaching how to pronounce the vocabulary the teacher always wrote the speech sound for deaf students. Meanwhile teaching mental retardation students the teacher directly teach how do the pronunciation sounds.

4. Characteristics of students in the class

a. Similarity

Both of them have difficulity in catch the definition of something abstract, new or unfamiliar. For deaf students it because of their lack of hearing and for mental retardation students it because of intelectual below average, so they need object or example of what being said.

b. Difference

The difference lies in the level of focus in the classroom. Deaf students tend to focus in learning activity, they rarely make any noise. They are obedient when being instructed to do what the teacher's asked. Meanwhile, mental retardation students less focus in learning and teaching activity. They are quite noisy in the begining of the teaching session, to control the some reproving are given by the teacher. Some of them are obedient enough to do teacher's instruction.

5. Evaluation

a. Similarity

The evaluation for both deaf students and mental retardation students is always done in each meeting after the drill being practiced. Evaluation meant to enhancing the chance of learning objectives and goal are being achieved.

b. Difference

There are differences in the evaluation given by the teacher. The evaluation for deaf students was done by performance test. The steps of evaluation activity are the students being asked to memorize the vocabulary given. Then the teacher choose students randomly to perform the result of the memorizing. Meanwhile, the evaluation for students with mental retardation was done by multiple choice test. The multiple choice test should have clear instruction and the questions should not complex, but contain of simple questions based on the material being taught.

# CHAPTER V
# CLOSING

Based on the finding of the research, in this chapter researcher presented conclusion and suggestion.

## A. Conclusion

Researcher draws the following conclusions from the research that have been conducted in the grade 8th of mental retardation students and deaf student at SLB Negeri Purbalingga. The result of this study showed that the strategy in teaching used in teaching for deaf and mental retardation students was drilling strategy. The teacher used that strategy to make the students comprehend and memorize, so the studenst will enrich their vocabulary mastery.

The comparison of the strategy used in teaching vocabulary for deaf students and mental retardation students can be seen as follows:

1) Both used the same strategy namely drilling. The drill pattern used in teaching deaf students are repetition, and rejoinder. The drill pattern used in teaching mental retardation students are repetition, completion, and rejoinder.
2) The media used in teaching deaf students is visual media such as real object, flashcard, poster, white board. Meanwhile for mental retardation students is visual media and audio visual such as Flashcard, song, audio and video.
3) The implementation in teaching deaf students and mental retardation students have some differences. Teacher mostly spoke in Indonesia Language and sign language in teaching for deaf. Teaching English for mental retardation students the teacher spoke mostly in Indonesia with a little bit of English. In delivering the material for deaf students, teacher spoke slowly and clearly so the deaf students could lip read. For students with mental retardation, the material delivering teacher should spoke and behave cheerfully and enthusiasm. The teaching instruction for deaf

students should be repeated two times or more and used sign language. While the teaching instruction for students with mental retardation must be clear and used simple language. In practicing the vocabulary the teacher always wrote the speech sound for deaf students. Meanwhile teaching mental retardation students the teacher directly teach the pronunciation sounds. Homework always given to both deaf students and mental retardation students.

4) The characteristic of student in the classroom. Deaf students tend to focus in learning activity. Meanwhile, mental retardation students less focus in learning and teaching activity. Both of them also have difficulity in catch the definition of something abstract, new or unfamiliar.
5) Evaluation is always done after the drill being practiced. The evaluation for deaf students was done by performance test. Meanwhile, the evaluation for students with mental retardation was done by multiple choice test.

## B. Suggestion

1. For teacher

Teaching strategy play an important role in the teaching and learning process. Teachers must pay attention to the strategy they use in learning. The strategy that teachers can use in teaching vocabulary for deaf and mental retardation students is the drilling strategy. This strategy can help students improve their vocabulary mastery. The results of this study can be used as a guide to determine the right strategy for teaching English Vocabulary for deaf and mental retardation students. Hopefully, this research will inspire teachers to find an effective way to teach English Vocabulary for deaf and mental retardation students to improve their vocabulary mastery. In addition, it is hoped that the teacher can apply the other interesting strategy, method during the learning process.

2. For other researcher

In order to produce better outcomes, it is hoped that future researchers would be inspired to carry out more in-depth research. This research is also expected to guide and inspire other researchers who write scientific papers with similar themes. As a result, the outcome will be better and applicable to a wider area.

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