

GESTURES FOR LEARNING VOCABULARY TOWARDS STUDENTS' SPECIAL NEEDS (DEAF)

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ABSTRACT

English has become important in the 4.0 era since numerous electronic devices, such as medical equipment for doctors or salespeople who interact with foreigners in malls, have English conditions. Because of the various cultures that continue to enter Indonesia, ordinary as well as outstanding school systems must learn more about English by expanding their English vocabulary, especially for students' special needs, and sign language is employed as a teaching tool in exceptional schools. The purpose of this research is to learn gestures for vocabulary learning for students' special needs (deaf), specifically eleventh-grade students at SLB-B YPPLB Makassar. The research method used was qualitative. The responses from observations, questionnaire sheets, and interview sessions have been reviewed by the researcher. According to the data, the first, SIBI, was used in vocabulary learning for students at the Makassar YPPLB SLB-B school because it was less complicated and better organized. Second, it could be concluded that the teacher's influence was indeed important for students, but student interaction was very influential on the mood and enthusiasm of students when learned in class, and the third was that using video was ineffective for them to learn because it was difficult for them to understand.

Keywords: *Gesture, Vocabulary, Students Special Needs, Deaf Students*

INTRODUCTION

English has become important in the 4.0 era since many different devices have English settings (Mampuono, 2023). Mastery of English is an important asset in the workforce because many positions, such as medical equipment for doctors or salespeople who engage with foreigners in malls, require communication in English. Aside from hard work, understanding English is a huge advantage (Himawati, 2022). English classes have already begun in kindergarten, graduating to lectures in which four fundamental abilities are taught: writing, reading, listening, and speaking.

It is important to master the vocabulary that will assist those four skills to understand them. Understanding various kinds of vocabulary, according to Kartikasari (2021), is important for making it easier for someone to read, write, speak, and hear English. Other skills, such as pronunciation and grammar, as well as regular practice, are required to master English. According to Harmon and

Karen (2018), vocabulary learning can improve text comprehension, which is a measure of English proficiency. Vocabulary refers to a person's familiar words that help them convey their thoughts and emotions through conversation, and it affects all four English skills, especially listening.

Listening is a valuable gift from God to His creation., even though we have no control over the circumstances of our birth. What we do know is that everyone wants to be born normal in a nice family. Some people are not as incredibly blessed as we are, while others are born with abnormalities such as hearing loss. Listening to the deaf is complicated because they are born with deafness, which results in a lack of vocabulary. However, this does not mean that if someone is born with a deficiency, we have no control over it and assume that their life will carry on as normal simply because they have had special needs since birth. The term "individuals with special needs" refers to individuals who differ from the average in terms of their physical, emotional, and social behavioural characteristics (Zubaidah, 2022). Aside from that, everyone in the world has advantages and disadvantages as well as equal rights, including people with special needs.

People with special needs have the same rights as everyone. For example, receiving an education. Education is one of the most basic human rights that everyone can enjoy, regardless of physical appearance, because everyone is equal. Pristiwanti et al (2022) recognize that education is a growing experience that can influence the development of each person's potential in understanding, abilities, and mindsets in life. Education which thus results in the discovery of humanity's greatest strength. What is discovered within and focused on by education or understanding could well lead an individual toward the top standard of happiness in their lives and will necessitate the attainment of safety. Education aims to teach every child in the country and is the key to a country's success. However, sometimes the news on TV stations or media platforms focuses only on the development and learning methods of students in regular schools, thus learning for students' special needs is very rare, since there is nothing that distinguishes students in regular schools and special schools other than their physical looks. Students with special needs have many talents and can demonstrate their success, such as Rafi Abdurrahman Ridwan, a deaf child who became a young designer whose work is not just well known in Indonesia but was also used in America's Next Top Model 2013. Due to the numerous cultures that continue to enter Indonesia, regular but also special school systems must learn more about English and begin by enhancing their English vocabulary, particularly for students' special needs.

In line with the background and opinions of several researchers, English vocabulary is very important, mostly to help someone express feelings through communication. Mastery of vocabulary is required not only by normal students but also by students' special needs to communicate with one another. Vocabulary aids in the education of students with special needs, especially those with hearing

disabilities, and sign language is used as a teaching method in schools. Thus, using gestures to introduce new vocabulary to them will help with the growth of their education and allow them to add to their existing vocabulary, as is common for normal students.

METHOD OF THE RESEARCH

This research was qualitative research. In this design, the researcher would observe students as researched objects during the learned process in the classroom. The researcher would then ask the students questions that had been recorded on the questionnaire sheet. The researcher would document the answers in the form of photos after the students had answered the questions and the documentation in the interview session had been in the form of videos and photos. Following the distribution of the questionnaire to the students, the researcher would continue the interview with the researched objected by asking more detailed questions after observing the students during the English learned process in class and reviewing the questionnaire responses. To produced researched findings, the researcher analysed the responses from field observations, researched objected questionnaire sheets, and interview sessions.

FINDINGS AND DISCUSSIONS

Findings

Based on observation at SLB-B YPPLB Makassar, it was discovered that the vocabulary learned for students' special needs at SLB-B YPPLB Makassar used gestures from the Indonesian sign language system rather than the international system. The vocabulary taught to the students was language related to daily activities; this was done by the teachers to provide new knowledge and comprehension to the students because students special needs, especially deaf students, had different gestures that depended on what they were taught at home. Additional data collected through school observations included:

Table 1 Vocabulary at First Week of Observation
First week of observation (Wednesday and Thursday) :

No	Vocabulary	Gesture
1.	Firm	 <p>The right hand is bent and flung in front of the nose to make a number two.</p>
2.	Pale	

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		 <p>Point the index finger in front of the face, then move it in a circle, then place the finger in front of the chest and draw it forward.</p>
3.	Separated	 <p>Two index fingers are joined in front of the chest and then separated by slightly bending the fingertips.</p>
4.	Injury	 <p>The number five is formed by the right hand, and the alphabet is formed by the left hand. The left hand is placed in front of the right hand, which is then swiped.</p>
5.	Founded	 <p>Close both hands with open palms, then move the upper part with your fingers touching your lower palm.</p>

Table 2 Vocabulary at Second Week of Observation
Second week of observation (Tuesday and Wednesday) :

No	Vocabulary	Gesture
1.	Scent	 <p>Swinging fingers from chin to nose.</p>
2.	Free	 <p>Cross your arms with your fingers to make the letter B, then swing them open.</p>
3.	Tumble	 <p>Form the letter K with one hand, then spin and place it on the palm of the other.</p>
4.	Blank	 <p>Form the letter O with both hands, then move in a circular motion.</p>
5.	Successful	



Discussion

This research focused on gestures for vocabulary learned in students special needed (deaf) at SLB-B YPPLB Makassar. The research designed for this research was qualitative researched. This section was innovative in that it analysed the findings' results based on all data collected from researched instruments that provided information about researched findings. The findings were obtained by contacting the researched objected in ordered to obtain information.

The use of language was critical for students' special needs because knowing a lot of words made it easier for them to communicate with one another. The students who lacked language expertise may found some difficulties to communicate and would perceive social disparities with others. To eliminate these differences, SLB-B YPPLB Makassar offered varied terminology to their students in order so they had a larger vocabulary.

At SLB-B YPPLB Makassar, vocabulary acquisition integrated into daily activities so that the students could gained insight and knowledge about words. Vocabulary learned could not compared to students in normal schools, considered SLB-B YPPLB students, particularly those in the eleventh-grade, had distinct capacities for memory and so require more timed to learned. Gave new vocabularies to students at SLB-B YPPLB Makassar took placed over two days, on Wednesday and Thursday, with the teacher provided five different typed of language. However, because the school had been given semester exams to the students, specifically at the ended of the week in May, vocabulary learned had moved to Tuesdays and Wednesdays so that the semester exams could have been completed faster and teachers could still give the students vocabulary before returned to their home as preparation for the new semester.

Based on the data acquired from previous learned, the teacher would conduct preliminary activities in class to captured the student's attention before diving into the topic. The teacher inquires whether the preceded vocabulary had memorized or inquiries about the student activities before arrived at school in ordered to stimulate the students desire to interact. The students were not required to participate in class from eight a.m. to one p.m. or until the hour completed. This could have considered a lack of discipline, but for the teachers, it was beneficial in helped students controlled their emotions so that they could learned. When the students had stable emotions, the teacher would find it easier to taught them, whether used the lectured method or simply told stories with

them. Even when told stories with the students, the teacher could ask about vocabulary while taught them, and the student would indirectly follow the lesson to completion, but in a different situation.

During the vocabulary learned processed, the teacher gave the students five vocabularies words to study. Gave less than five vocabularies words because the students were sometimes unable to understand and remember these words with only five vocabularies items. Each student struggled with memorizing language as well. Like S, who was indeed the least of her two friends, S was also the least able to communicate because she rarely studied at home, which left her quite a way behind her friends, so there were sessions where she would have been taught privately in class so that she was more intense in learning the vocabulary given by the teacher. And the issue for AI was that she was an introverted student in class who typically communicated, even though AI could keep up with the teacher's lessons. While AN is a student who is extremely smart, she finds it no difficulty to study every day. However, it is evident that AN had to repeat the language taught numerous times for the students to fully understand what was being taught.

In fact, students with special needs took longer to understand a language than students in normal schools. Students' special needs had a specific day to study vocabulary, and a review would have taken place throughout that week to ensure that students understood what they had learned. The vocabulary taught by the students had reviewed one by one in class before being carried out concurrently with the teacher. If there were still the students who did not comprehend or remembered the vocabulary, the teacher would continue to utilize it the next week so that the students could retain the new vocabulary well before being introduced to a new word. The teachers would do a collaborative review with the students before the ended of class to reminded them of the vocabulary they had previously studied. This might have Been simple for students in normal schools, but it was more difficult for students' special needs.

Learned signed language represents a special variety of difficulties, whether for the teachers or the students. There were presently no special teachers to taught gestured used the international system at the SLB-B YPPLB Makassar since the teacher had transferred by the government, therefore the remained the teachers was not pure SLB graduated, and the teachers there only knew SIBI and so the they taught used sibi during the learned process. Although the teachers who educated the students then were civil servants, they were not the same as the teachers who were truly adept in taught the students gestured. SIBI did not differ significantly from the international system gesture of American because it based on ASL and had a similar gestured, which meant that SIBI could have used for both Indonesian and English vocabulary. And this was the problem for the teachers at SLB-B YPPLB Makassar at the moment, thus the teacher must be particularly prepared for all of the content that had been taught to the students before taught.

If the taught method used correctly, the student's ability to learned words through gestured had maximized. Due to a lack of facilities in the school, the teacher now only employed the lectured method for its implementation. Technology was quite useful in made it easier for the teachers to educated currently, as highlighted during the pandemic. The teachers used video to educated throughout the pandemic, which was incredibly entertained for the students and improved their excitement for learned.

A lot of challenges were encountered by researcher because of their research. To get a match in communication, the researcher had to take an extra approach to the students in a short amount of time. Then, not all the three students were immediately open and able to accept new people, for example, A1 was quite quiet and anti-camera, so it was difficult to get clear information during interviews for documentation, so the researcher had to ask A1 again to get the necessary information apart from the documentation from the process of interviewing. Even more so. It was the same with AN, although she answered the question effectively during the interview process, she had to be approached again for more detailed information. S was more vocal and able to give many responses during the interview session than her two friends. S was also a student who was highly active and mixed nicely with other people, which made it easier for her to communicate with the researcher, whether during documentation or during observations.

Even though there had been many difficulties, the researcher had learned a lot from themselves while observed and conducting interviews with the teacher and the students at SLB-B YPPLB Makassar. Started with SIBI, which turned out to had significant variations from BISINDO, which the author had previously assumed was the same. However, the two signed language systems were highly distinct and noteworthy because SIBI was a signed language system whose used was very regular and simple because it had a cleared subject, predicate, and objection and used more than one hand. Meanwhile, BISINDO was difficult to understood because, in addition to not had simple syntax, it communicated with two hands. The researcher also founded that used SIBI in taught vocabulary to the students was not a problem because SIBI and ASL had the same gestured in their system, even though it was preferable to use the international signed language system, SIBI was very helpful for the students learned two languages; English and Indonesian. In addition, throughout the observation, the researcher learned new vocabulary and understood that the researcher did not have before, and the researchers indirectly participated in the examined gestured for the deaf students.

CONCLUSION

In the case of eleventh-grade students at SLB-B YPPLB, the used of gestured for learned vocabulary did not employed the American international signed language system but rather the Indonesian signed language system. SIBI and BISINDO was the two formed of Indonesian Sign Language systems, and SIBI

used as a gestured in learned vocabulary for students at SLB-B YPPLB Makassar. Schools preferred SIBI to BISINDO for taught vocabulary because the linguistic principles in SIBI was more organized and simpler, and SIBI could have used to educated in both Indonesian and English because SIBI was an adaptation of American Sign Language and utilizes the same gesture.

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