

# Implementation of Tutoring Services through Ratu Santa's Strategy in English Vocabulary Mastery for Deaf Students

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## ABSTRACT

This study aims to analyze the implementation of tutoring with the Ratu Santa strategy as one of English teachers' guidance and counseling services to encourage the optimization of student learning in vocabulary mastery. This study uses a qualitative method. The subjects of this research were an English teacher and 5 grade VIII students. Obtaining data is done through observation, interviews and documentation. Data analysis uses data condensation, data display, and conclusion drawing verifying. This study concludes. First, there are four strategies used by English teachers in teaching vocabulary to deaf students, namely: sign language, body language (gestures), written language, and tadoma (Ratu Santa). And second, the teacher implemented the strategies by combining all of them. The teacher showed the material, such as explanation and vocabulary, to students by writing it on the whiteboard. Next, the teacher explains the material to the students using sign language and gesture. When the students could not read lip language the teacher taught using the tadoma strategy.

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## 1. INTRODUCTION

One thing that cannot be ignored in learning English, both for students with disabilities and non-disabilities, is vocabulary. According to Ur (2009), Vocabulary could be described as the third word of teaching a foreign language. Without vocabulary a person cannot communicate with others and express their ideas. In the context of formal education, especially learning English at school, students are expected to be able to have sufficient vocabulary to support their English skills. When students have sufficient vocabulary, it will make it easier for them to learn English.

Success and failure in learning English as a foreign language, especially in the context of vocabulary, can be measured from the progress in language acquisition and the development of ways of thinking in language learning (August et al., 2005). However, the most important factor depends on

the basic procedures used by the teacher. Teachers are expected to know the language being taught and the strategies that must be taught in teaching English. English teachers must use learning strategies so that students can understand the material (Pratiwi, 2017). Strategy and good communication with students in the classroom are part of the teacher's professionalism in teaching.

When teachers teach vocabulary in regular schools they always use something that can make students interested in the material such as games, songs, cards and so on, because teachers and students have normal conditions (not people with any disabilities). In this context all of them can speak, write, listen, and carry out activities in the classroom normally, but this is different from schools with disabilities or special schools (SLB) which have students with disabilities such as deaf, blind, autism and so on. all of its characteristics. Special Schools (SLB) are education for students who have a level of difficulty in participating in the learning process because they have special needs such as physical, emotional, social mentality but have the potential for intelligence and special talents (Awaliah & Seabtian, 2021; Suparno, 2007).

In schools with special needs, all subject matter must be appropriate and appropriate to the conditions and abilities of students with disabilities, as well as the learning strategies they apply. That is what makes teaching vocabulary in regular schools different from special schools. Each class in SLB has different conditions, so each teacher gives different treatment to teach their students. When dealing with students who have hearing impairments, the management of learning that is applied is different from the management of learning for non-disabled students. One of the learning strategies used is Ratu Santa. Ratu Santa is an acronym for RA (isyaRat), TU (TUbuh), SAN (tuliSAN), and TA (TAdoma).

Some of the previous studies include Birinci (2021) about visual materials, Hoffmeister (2022) about ASL vocabulary and ASL syntax knowledge, Sandra (2016) about Missing Letter, Arofah (2015) about crosswords, Listyaningsih (2021) about the solar method, and other research. In contrast to previous studies, this study focused on using the Ratu Santa strategy in learning English vocabulary. The purpose of this research focuses on how the teacher teaches English vocabulary for students with mixed hearing impairment that have special need, especially in Wonomulyo State SLB, and what strategy that the teacher use. It is hoped that this research can become an alternative strategy that English teachers can use in teaching vocabulary.

## 2. METHODS

This qualitative descriptive research uses a data analysis model consisting of data collection, data presentation, drawing conclusions and verification. The participants are five grade VIII Wonomulyo State SLB students and one English teacher. The student's ages are about 12 to 14 years old. They are categorized in groups of students who have mixed hearing impairment. Based on researcher's pre-observation, Wonomulyo State SLB applied SMPLB 2013 curriculum, in which all of categories learn English as one of the subjects. Data collection techniques include observation, interviews and documentation. The instruments used were field observation notes, interview guides and Learning Implementation Plans (RPP).

Data from observation, interviews and documentation were analyzed using steps related to procedures in analyzing qualitative research data. According to Gay et al. (2012) the qualitative research data analysis process consists of three steps, namely reading/memorizing, describing and classifying. Interview data data display, and 3) conclusion drawing and verification.

## 3. FINDINGS

### 3.1. Vocabulary teaching strategies used by teachers for students with mixed hearing impairment

#### a) Sign Language

Based on the research documents in this study, it was lesson plan, the researcher saw there were no specific strategy that teacher should use in teaching students with disabilities. The lesson plan same as the lesson plan in regular school, but English teacher at SLB Negeri Wonomulyo tries to provide and

develop strategies in teaching students with disabilities, one of which by using sign language in teaching them.

Sign language is generally used for people who have hearing impairment in communication. Even though in the teaching and learning process, sign language was a strategy used by English teacher to teach students with hearing impairment. The teacher used this strategy to communicate with students and the way to explain the material to the students. As stated by the teacher on the interview as follow: "Hmmm...the deaf students I had taught few meetings ago, I used picture method as media and then that strategy sign language, hmmm...of course. Then, Tadoma, I approach every student who in my opinion is not good to read lip language, so that they feel the sound vibration and clearer pronunciation of the source word. So, if use that, it will help them quickly understand. I think they will be greatly helped by the methods of the past few meeting, ya...because they need ways or special strategy like that."

The statement above showed that the teacher used sign language as direct strategy in teaching vocabulary. The students understood more quickly because they had accustomed to doing that. For example, when the teacher said "buttons" and also used sign language in the same time, the students understood that what the teacher means by buttons was kancing. And also when teacher said "Fabric" the students understood that what the teacher means by fabric was kain.

It can be seen that before the teacher used sign language, students confused the meaning of word "buttons" and "Fabric" but when the teacher used sign language, all students knew that "buttons" is kancing and that "fabric" is kain. It was the teacher said on interview that by using sign language the students were able quickly understand. Besides the word "buttons" and "fabric", there were several other words that the teacher also used sign language, such as word window, home, pen, man, girl, forget, deaf, mention alphabet or number, and etc. By using sign language, students would easily understand what the teacher said.

#### b) Gesture

Gesture is a strategy used by the teacher in teaching vocabulary for students who have hearing impairment. Although in the lesson plan used by the teacher it does not mention that strategy in teaching English for disabled students, however the teacher tries to use this strategy so that students understood what the teacher said. This strategy helped the students know what the teacher said by looking the teacher body movement. As the teacher stated on interview, as follow:

"My opinion, with gesture also include sign language, example please sit down, it is use body language or gesture, so all sign that is sign language. Ya, in my opinion, so when deaf person use sign language, they using gestures or body language. Like facial expressions, and hand gesture, example please sit down)."

The teacher statements above showed that besides using sign language, the teacher also using gesture while teaching. Not only the teacher who used gesture language, but also the students. Sometimes, when the students said something to the teacher, they were also used gestures. It can be seen from teacher and students conversation when the teacher explained something to the students.

This conversation occurred when the teacher explained the meaning of "They" and "Sleepy" to the students. All students understood when the teacher used gesture. There were other words that the teacher also used gesture in conveyed material or communicated with students such as when the teacher says greeting, pray, fine, cry, bad, happy and etc. it means that gesture strategy has good effect used in teaching vocabulary for students who have hearing impairment.

#### c) Written Language

Written language is one way teachers use to teach vocabulary for students with hearing impairment. Different from normal students, students with hearing impairment cannot communicate with normal language. So the teacher uses this strategy in teaching English vocabulary so that students understand the material more quickly. During observation, when the teacher explained something to students, she always wrote the explanation on the whiteboard then read it again to students. Almost

the teacher explanation she wrote on the whiteboard before. As the teacher statement on interview as follow:

“Yes. It is true also. The picture method, then also written is strategy for teach them. They understand quickly if the writing then explained. Because sometime if out there a deaf person talks with hearing person who do not really understand sign language, they wrote it and it also strategy in the communication).”

The teacher statement above about written strategy, explain that the teacher wrote the material on whiteboard and the explanation or the instruction, so that the students would understand quickly because they could read the writing on the board while seeing the teacher explanation. The other reason written strategy was also strategy in communication. Below is one of the material written by the teacher on the board:

### SEWING

1. Tailor	= Penjahit	10. Zipper	= Ristleting
2. Customer	= Pelanggan	11. Buttons	= Kancing
3. Sewing machine	= Mesin jahit	12. Yarn	= Benag wol
4. Spool of thread	= Gulungan benang	13. Needles	= Jarum jahit
5. Pin	= Pentul	14. Knitting needles	= Jarum rajut
6. Safety pin	= Peniti	15. Scissors	= Gunting
7. Dress	= Baju	16. Thread	= Benang jahit
8. Measuring tape	= Alat ukur	17. Fabric	= Kain
9. Thimble	= Bidal		
d) Tadoma			

As previously mentioned, based on the lesson plan used by the English teacher at SLB Negeri Wonomulyo, it was not specific to use certain strategies in teaching disabled students, but the teacher tries to implement strategies that she thought was effective to use, such as sign language, gesture and written language. But apart from these three strategies, the teacher also used the tadoma strategy in teaching English vocabulary for disabled students. Tadoma is the strategy of communication performed by deaf students by reading the lips of their interlocutors using their sense of touch. They will place their hands on the lips, jaw, or neck of the person speaking to feel the vibration of the jaw in the hand. As stated by teacher on the interview as follow :

“Then, Tadoma, I approach every student who in my opinion is not good to read lip language, so that they feel the sound vibration and clearer pronunciation of the source word. So, if use that, it will help them quickly understand. I think they will be greatly helped by the methods of the past few meeting, ya...because they need ways or special strategy like that.”

The statement above explained that tadoma strategy used the teacher could made students understand quickly and could felt clearer pronunciation of the source word. We can see that before the teacher used tadoma, student 2 had unclear pronunciation, but when the teacher used tadoma, student 2 knew how to read the word. The teacher said on interview that by using tadoma the students could feel the sound vibration more clearly. During the study, the researcher found that apart from the words fine, tired and sleepy, the teacher also taught students other words that were considered difficult to read lip language, such as “dia, she, Ten, w (in English) and etc. So this strategy was used when the students really had difficulty reading lip language.

### 3.2. How to implement the strategy to teaching English vocabulary for students with mixed hearing impairment

#### a) Sign Language

Students who are deaf and hard of hearing and whose sensory devices enable them to access and process speech as hearing students do, need the appropriate strategy to teach them. Sign language is the common strategy used to communicate with them. As the English teacher did during observation, she used a strategy to teach vocabulary for students who are deaf and hard of hearing.

There were two types of sign language the teacher and the students used in class during observation. They were sign language based-word and sign language based-alphabet. Sign language based-word would be translated by one word per sign. This sign language used by teacher to explain the lesson to the students and also as a way to tell the meaning of English words to students. The teacher explained the picture machine and the meaning of words "sewing machine" the teacher did two sign, and they were put both fingers in front of the chest and put both hands like a table shape, as the pictures showed below:



**Figure 1.** The teacher put both fingers in front of the chest (Sign Language)

The picture above shows how the teacher implements sign language based-word in teaching English vocabulary. She used this strategy when the teacher would tell the meaning of the English word. Differently, sign language based-alphabet must be translated by one sign for one alphabet. They sorted the signs by following the alphabetical arrangement in one word. For example: when the teacher said "customer", the teacher spelt the word by using sign.

The conversation above showed that the teacher used sign language based-alphabet. The teacher implemented both of sign language based-word and based alphabet in teaching English vocabulary every meetings during observation. Below is the form of the sign alphabet used by students with a hearing impairment which is calls "BISINDO" (Bestari, 2018).

#### b) Gesture

Using gestures in the teaching and learning process is very useful for students with hearing impairment besides using sign language, teacher's gesture would help them to understand what the teacher said. There were many gestures the teacher did while explaining the lesson to the students in class. The teacher's always employed the same gestures to tell the same word or instruction, so that the students would become accustomed to it. Furthermore, when the teacher did the same gesture the students would understand what the teacher mean even if the teacher occasionally leaved out the oral instruction. The kinds of gestures the teacher always used such us giving a thumb up to students which meant their answer was correct, shake one's head, which meant the students' answer was wrong, knocking the white board with the marker, which meant asking for attention, shrugging which means asking the reason, nodding which means yes, raising both hands which means start to pray and swinging hands down means sit down. Below are the pictures of teacher's gesture as follow:



**Figure 2.** Teacher Give a Thumbs Up to The Students

The picture above is displayed when the teacher gave a thumb up to a student because her answer was true. The teacher always made this gesture so that the students had accustomed to that.

c) Written Language

English teacher combined some strategies in teaching vocabulary for students with hearing impairment in one meeting, one of them was written language. The teacher used Written Language in every meeting during observation and every gave students material or instruction. The way the teacher implemented this Written Language was by writing the lesson's explanation or instruction on the whiteboard. The explanation must be clearly enough to understand by students, so that the teacher can write it by English and Indonesian. The examples of teacher's writing on the whiteboard are as follows:

1. Happy = bahagia
2. Bad = buruk
3. Fine = baik
4. Sad = sedih
5. Tired = lelah
6. Sleepy = mengantuk
7. Cry = menangis

The teacher's writing above was the lesson about expression. Before explaining the lesson by oral, sign language, gesture and tadoma, the teacher wrote it on the whiteboard. It was very useful for students to understand the lesson because they could see the letter on a whiteboard during the teacher explained it. The material must be written on the whiteboard because when they learn one English word, they must know and understand the procedure of writing it properly and correctly.

d) Tadoma

Using tadoma in the teaching and learning process is very useful for students with hearing impairment besides using sign language, gesture, written language, tadoma strategy would help students to understand what the teacher said. The teacher used this strategy when the students had difficult to read lips language and the way the teacher implemented this tadoma strategy was by put the student's finger along the teacher's jaw. Below is the picture when the teacher used tadoma as follow:



**Figure 3.** The teacher used tadoma

The picture above revealed when the teacher used tadoma. The teacher used this strategy when students could not read lips language, so the students would understand what the teacher said.

## 4. DISCUSSION

### 4.1. Sign language

Sign language is a common strategy used by someone with a hearing loss to communicate. Sign language is a common strategy used by someone with hearing loss to communicate. According to Chamont (2005), sign language uses hands, faces or other movements in a certain dimension that is physically described in communicating. In this research process, it was identified that sign language is one of the strategies used by English teachers in teaching vocabulary to deaf students at SLB Negeri Wonomulyo. The teacher implements this strategy by using the hands and gestures, such as facial expressions, and body postures, especially those used by someone who has a hearing loss. Sign language is used by teachers to communicate with students and convey material to their students. Besides that, when teaching students, the teacher uses this strategy by doing the sign language movements repeatedly so that students can understand the material/message conveyed by the teacher, and the teacher uses two categories of sign language, namely sign language based on words and sign language based on words. Through this method, students more easily understand and accept lessons, this strategy is effective to use. It can be said, the use of sign language in that context has functioned as a tutoring effort. This is similar to the research conducted Jameel (2016), by observing 40 English teachers. The results of his research show that many teachers believe that using sign language to communicate in class is not only important, but also effective in teaching English to deaf students. In line with that, the teacher also tries to provide tutoring aimed at motivating students by saying affirmative words that learning English is easy, sign language is easy, and deaf students are extraordinary among other students who do not experience this disability. Furthermore, students are taught to say some of these statements to themselves (self-talk).

Hardy & Jones (2006) states that self-talk is one of the basic mental skills techniques in mental skills training. There are two types of self-talk techniques, namely positive self-talk and negative self-talk ((Erford, 2015). Negative self-talk is a type or individual thought that always invites negative thinking about something and always prevents the individual from improving or being successful. Forms of negative self-talk are pessimism and anxiety. Meanwhile, positive self-talk is a type or positive words that can be used by individuals in viewing something so that they are more motivated to achieve goals. Related to the use of self-talk by English teachers of grade VIII Wonomulyo State SLB in teaching vocabulary to deaf students identified in this study, including positive self-talk. Furthermore, in order to function as positive affirmations, students are encouraged to do positive self-talk as often as possible in relevant activities. They were also informed that such positive self-talk could be applied by each of the deaf students in the context of other learning events as well as in various daily activities outside of formal learning activities.

Furthermore, the sign language used by the teacher to convey material and other messages in learning for deaf students is called "BISINDO" is presented in Figure 1.

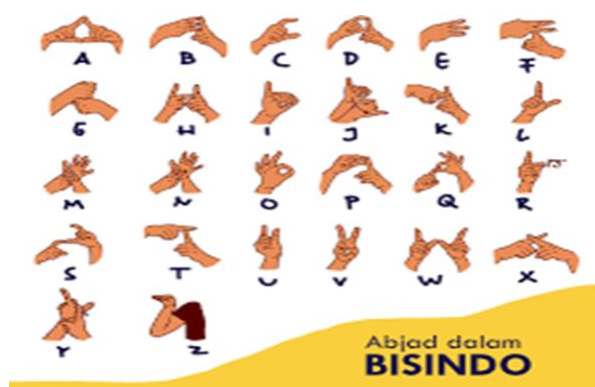


Figure 4. The alphabet in Bisindo

#### 4.2. Gestures (Body Language)

According to Setiawan (2021), Gestures are a form of nonverbal communication where body movements appear to be communicating and conveying certain messages and gestures are part of body movements, face to communicate. Gestures are one of the strategies used by teachers in teaching deaf students, this strategy is able to help students more easily understand the material/messages conveyed by the teacher. It is supported by Wahyuningtias (2015) in his research shows that the implementation of gestures can increase student attention and student understanding in the learning process. This strategy is used by showing the teacher's body movements to students, so that students can more easily and understand various things conveyed by the teacher through these body movements. Furthermore, through the use of body movements students also carry out the same strategy when speaking or asking something to the teacher. Gestures that are often used during learning take place such as giving a thumbs up when the answer is correct, scratching the head when the answer is wrong, hitting the blackboard or table when asking for attention, shrugging when giving reasons, nodding which means yes or understand, and raising both hands which means praying . It's the same when the teacher uses sign language in teaching students. When using gestures, the teacher also does it repeatedly. Through treatment like this, it is easier for students to understand the material/message said by the teacher and is able to make students think that learning English vocabulary is easy. Therefore, students are more motivated to learn because they feel that learning difficulties can be overcome. It can be said, the use of gestures, and body language in that context has served as an effort to provide tutoring to deaf students in learning English, when the teacher teaches about vocabulary.

#### 4.3. Writing Language

Written language is one of the methods used by English teachers at SLB Negeri Wonomulyo in teaching vocabulary to deaf students. Different from normal students, deaf students cannot communicate in normal language. So, the teacher uses this strategy in teaching English vocabulary so that students understand the material provided by the teacher more quickly. Churiyah (2013) also stated that written language is a type of communication that is poured in written form, so that readers or someone who has a hearing impairment can easily understand the existing language. When the teacher explains something to students, the teacher always writes the explanation on the blackboard and then reads the text. So, students can easily and quickly understand because they can see and read the writing on the blackboard. Besides that, this written language is one of the special ways that the teacher does when students have difficulty understanding sign language and gestures, with this strategy students are more enthusiastic and motivated to learn because by seeing their writing it is much easier to accept lessons. It can be said, the use of written language in that context has served as an effort to provide tutoring to deaf students in learning English, when the teacher teaches about vocabulary: readers or someone who has a hearing impairment can easily understand the existing language, because they can see and read the writing on the blackboard; This written language is one of the special ways that the teacher does when students find it difficult to understand sign language and gestures/body language, so that they understand the material provided by the teacher more quickly.

Thus the written language functions to minimize the occurrence of learning difficulties, and is an alternative solution to overcome the difficulties of deaf students in learning English vocabulary.

The following is an example of material written by the teacher on the blackboard using two languages at once so that students can more easily understand the material as shown in table 2.

**Table 2.** Writing Language on Sewing

English	Indonesian
Tailor	Penjahit
Customer	Pelanggan
Sewing machine	Mesin jahit
Spool of thread	Gulungan benang
Pin	Pentul
Safety pin	Peniti
Dress	Baju
Measuring tape	Alat ukur
Thimble	Bidal
Zipper	Ristleting
Buttons	Kancing
Yarn	Benang wol
Needles	Jarum jahit
Knitting needles	Jarum rajut
Scissors	Gunting
Thread	Benang jahit
Fabric	Kain

#### 4.4. Tadoma

According to Boswell (2012) tadoma is a communication strategy used by deaf people by placing their thumb on the other person's lips and the fingers of the other hand along the other person's jaw. The English teacher at SLB Negeri Wonomulyo also does the same when teaching students. In teaching vocabulary to deaf students sometimes the teacher finds it difficult. This is caused by the limited ability of students to receive lessons, as students sometimes have difficulty reading lip language and when they have difficulty understanding body language or gestures given by the teacher when delivering material. However, by applying special treatment according to the needs of students, such as this tadoma strategy, teachers and students are able to overcome the difficulties they experience. Especially for students, with this strategy students are able to socialize easily and are able to quickly understand the sources of existing words. Here, gestures are present to fulfill a guidance function, namely a remedial function, namely solving problems experienced by deaf students in learning English vocabulary. These findings are also similar to Farikha (2016), This research shows that the best way to communicate is by using the palm of the hand as a communication tool, by using tadoma, someone with special needs as a deaf person is able to speak with the other person and is able to understand the source of the words.

The use of the four strategies carried out by the teacher when teaching vocabulary to deaf students, there are difficulties and obstacles. Besides that, there are also general obstacles encountered during the learning process, such as limitations of existing learning media, cognitive limitations of students and limited knowledge or ability of teachers in teaching deaf students.

However, the difficulties and obstacles that sometimes occur in the learning process can be overcome by the teacher in his own way which is able to motivate students to learn, make students learn more easily, and overcome their learning problems. In this case, the success of the four strategies used by the teacher mentioned above is always accompanied by efforts to motivate students. All the

strategies given by the teacher are able to make success in learning and can overcome the difficulties that exist between teachers and students when carrying out the teaching and learning process.

It can be said that the four strategies used by English teachers in teaching vocabulary to deaf students in class VIII of the Wonomulyo State SLB, namely language: gestures, body (gestures), writing, and tadoma (Ratu Santa), are the implementation of guidance, especially guidance learning in the context of learning in students with hearing impairments. According to Anastasia Rustiani, tutoring is guidance directed at helping individuals deal with and solve academic problems by developing conducive teaching and learning atmospheres to avoid learning difficulties.

Some of the guidance functions of the many functions that have been carried out related to the application of the Ratu Santa language are: (1) the preventive function, namely anticipating the occurrence of learning difficulties, and minimizing the opportunities for these problems to arise, (2) the development function, namely trying to create an environment conducive learning that facilitates student development, (3) the function of improvement, which is trying to provide assistance to students who have experienced problems, in this case the difficulty of deaf students receiving teacher delivery in teaching English vocabulary through explanations using strategies that do not fit their needs students with disabilities, (4) the adjustment function, namely the guidance function in helping students to adapt dynamically and constructively to educational/teaching programs that suit their needs as students with hearing impairments, and (5) the adaptation function, namely helping teachers to adapt education/learning programs to the abilities, and needs of students with hearing impairments.

## 5. CONCLUSION

This study concludes; first, there are four strategies used by English teachers in teaching vocabulary to deaf students, namely: sign language, body language (gestures), written language, and tadoma (Ratu Santa). And second, the teacher implemented the strategies by combining all of them. The teacher showed the material, such as explanations and vocabularies, to students by writing it on the whiteboard. Next, the teacher explains the material to the students by using sign language also gesture; when the students could not read lip language, the teacher taught using the tadoma strategy. This research is still lacks of many things and far from being perfect. So the researcher expects that there will be another researcher who will investigate the other strategy for teaching English vocabulary to disabled students. In addition, the researcher hopes that this research will be useful and it is as a reference to other researchers who will conduct research in relation to this similar topic.

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