A Thesis

SIGN AND LEARN: UNLOCKING ENGLISH VOCABULARY FOR DEAF STUDENTS WITH THE POCKET SIGN ASSISTIVE TECHNOLOGY

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ABSTRACT

Wiwin Suriani. 2025. Sign and Learn: Unlocking English Vocabulary for Deaf Students with the Pocket Sign Assistive Technology. (Supervised by Salasiah Ammade and Siti Hajar Larekeng)

Teaching English for deaf learners presents significant challenges for educators. Specific pedagogical strategies and resources are essential, particularly the use of assistive technology. This study aimed to assess the degree to which the Pocket Sign app, as an assistive technology, enhances vocabulary development in deaf students. Additionally, it aimed to outline the instructional framework used in teaching English vocabulary to deaf students through the Pocket Sign app. Furthermore, examining the motivation of deaf students to learn English vocabulary using the Pocket Sign app is another issue concerned in this study. This research employed a mixed-methods method with a one-group pretest-posttest design. The participants of the study comprised deaf students from SLB Negeri Lutang in grades 4, 5, and 6. The vocabulary tests indicated a significant increase in students' vocabulary acquisition following the utilization of the Pocket Sign app which was integrated into the teaching design. The investigation of students' motivation, employing the observation checklist and interview responses, revealed that students exhibited a high to very high level of motivation across all four ARCS (Attention, Relevance, Confidence, and Satisfaction) components. In conclusion, the use of assistive technology, particularly the pocket sign application, is strongly recommended for teaching English vocabulary to deaf students in inclusive education.

Keywords: assistive technology, deaf students, motivation, pocket sign, vocabulary

ABSTRAK

Wiwin Suriani. 2025. Sign and Learn: Unlocking English Vocabulary for Deaf Students with the Pocket Sign Assistive Technology. (dibimbing oleh Salasiah Ammade and Siti Hajar Larekeng)

Mengajar Bahasa Inggris kepada siswa berkebutuhan khusus dengan hambatan pendengaran atau tunarungu adalah tantangan besar bagi guru. Sumber daya pengajar dengan pendekatan pedagogis dan strategi tertentu, terutama teknologi bantu, sangat diperlukan. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana aplikasi *Pocket Sign* sebagai teknologi bantu, dapat membanatu siswa tunarungu dalam mengembangkan kosakata Bahasa Inggris mereka. Selanjutnya, penelitian ini juga ingin mengembangkan desain pembelajaran yang mengintegrasikan aplikasi *Pocket Sign* untuk mengajarkan kosakata Bahasa Inggris kepada siswa tunarungu. Di samping itu, penelitian ini juga ingin mengetahui motivasi siswa tunarungu dalam belajar kosakata Bahasa Inggris dengan menggunakan aplikasi *Pocket Sign*. Penelitian ini menggunakan metode penelitian *mixed-method* dengan desain satu kelompok pretest-posttest. Peserta penelitian adalah siswa tunarungu dari SLB Negeri Lutang kelas 4, 5, dan 6. Tes kosakata yang dilakukan setelah menggunakan aplikasi *Pocket Sign* yang diintegrasikan dalm desain pembelajaran menunjukkan bahwa penguasaan kosakata siswa meningkat secara signifikan. Selain itu, hasil pengamatan dan jawaban wawancara dengan model ARCS menunjukkan bahwa siswa tunarungu sangat tertarik untuk belajar Bahasa Inggris dengan aplikasi *Pocket Sign*. Kesimpulannya, penelitian ini menyarankan penggunaan teknologi bantu, terutama aplikasi *Pocket Sign*, dalam pembelajaran kosakata Bahasa Inggris kepada siswa tunarungu.

Kata kunci: kosakata, motivasi, pocket sign, siswa tuli, teknologi bantu