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Teacher's Strategies in Teaching English for Deafable Students

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Abstract

Children with special needs are still social beings who need and need social interaction with other people, this is a form of recognition of their existence, just like other children. Not only that, they also have abilities and intelligence that are not inferior to normal children in general. Children with special needs may face some barriers to attending public schools because of their unique needs. The purpose of this study was to find out the strategies used by teachers at SMP Yayasan Extraordinary Dharma Asih to teach deaf students and overcome the challenges they face. This study uses a descriptive qualitative method that focuses on extracting in-depth and detailed information by collecting various data sources.

Kata Kunci: *Students, Deaf, Teacher, English*

Abstrak

Anak berkebutuhan khusus tetaplah makhluk sosial yang membutuhkan dan memerlukan interaksi sosial dengan orang lain, hal ini merupakan bentuk pengakuan akan keberadaannya, sama seperti anak lainnya. Tidak hanya itu, mereka juga memiliki kemampuan dan kecerdasan yang tidak kalah dengan anak normal pada umumnya. anak-anak berkebutuhan khusus mungkin menghadapi beberapa hambatan untuk bersekolah di sekolah umum karena kebutuhan mereka yang unik. Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan guru di SMP Yayasan Dharma Asih luar biasa dalam mengajar siswa tunarungu dan mengatasi tantangan yang mereka hadapi. Penelitian ini menggunakan metode deskriptif kualitatif yang berfokus pada penggalian informasi secara mendalam dan mendetail dengan mengumpulkan berbagai sumber data.

Kata Kunci: *Murid-Murid, Tunarungu, Guru, Bahasa Inggris*

INTRODUCTION

In today's world, English holds great significance in nearly every facet of human existence. Nutt suggests that being able to converse in English allows for effective communication with individuals from virtually any prominent country one may travel to. Frath highlights that English now serves as the global language for fields like science, technology, trade, diplomacy, tourism, and travel, and has become the primary source of information in many languages. Lie similarly affirms that acquiring proficiency in English has become highly advantageous in accessing this valuable resource. The significance of this can be highlighted by the fact that the majority of information regarding the functioning of global communications and the economy is predominantly available in the English language. Due to the pivotal role of English in facilitating global communication, knowledge exchange, and technological advancements, the Indonesian government has incorporated the English language into its educational curriculum. All students, including those with special needs, should acquire proficiency in the English language.

There are 6 types of students with special needs, namely: Educational Needs, they are students (blind, deaf), Intellectual Disabilities (significant limitations in cognitive functioning), Cerebral Palsy (impaired movement and posture), Attention Deficit Hyperactivity Disorder (lack of ability to control oneself in society), and Multiple Disability (having two or more disorders).

Children with special needs are still social beings who need and need social interaction with other people, this is a form of recognition of their existence, just like other children. Not only that, they also have abilities and intelligence that are not inferior to normal children in general. Due to their particular needs, children with disabilities might not be able to attend public schools. They must therefore attend inclusive or special schools (SLB), where tuition is of course higher. Many people believe that deafness is a disability, but it doesn't appear like this is the case as these pupils have the same potential as other students; their learning style is just different, and only qualified teachers are able to instruct them. Aditya Pratama's claim that teachers who have the skills to employ the proper methods, materials, and learning media may maximize the learning ability of deaf pupils lends credence to this.

Deaf children's education experts such as Daniel Ling argue that deafness has an impact in the form of language development barriers which in turn lead to other very complex impacts such as educational aspects, emotional-social barriers, intelligence development and personality aspect barriers. Like any other normal child in general, deaf children also have the right to obtain proper

and quality education because education is a sector that can create human intelligence in carrying out their lives. One of the places to accommodate deaf students to obtain education.

Decent and quality schools are schools that organize programs that deal with children with special needs, in this case deaf children. Researchers are particularly interested in the teaching and learning that takes place between the teacher and the deaf students. Normal children will easily get education in any school according to their level and abilities, while children with hearing impairments has limitations in both respects. And that becomes one of the challenges for a teacher to create good learning strategies for students who have deficiencies, namely children with special needs such as the deaf.

Cochlear implants or hearing aids can help deaf students overcome their hearing loss. To communicate with one another, they may also use written or printed materials, sign language, lip reading, and other methods. Additionally, to help pupils understand the fundamentals of the learning process, teachers frequently employ sign language during the teaching and learning process. Learning English takes a very long period for deaf students. As a result, it is possible to draw the conclusion that the technique employed affects pupils as well as their performance in attaining the objectives of the teaching and learning process of English. The most effective educational approaches to examine and alter issues related to the physical, academic, social, and emotional health of students who are deaf and challenging to master have been discovered by Marion Shields and Madelyn Lennox in their study titled "Strategies for Responding to the Educational Needs of Deaf or Hard of Hearing Students". language by utilizing effective teaching techniques. They also discovered that there is still a lack of flexibility in how different tactics can be used to determine how effective management strategies for educators are.

Several research talk about teaching methods for deaf students . According to a study by Patricia Pritchard, integrating English Sign Language (BSL) into the classroom is the main teaching strategy used to teach English to deaf pupils in Norway as prescribed by the national curriculum. Since they were trained in Norwegian Sign Language, the teachers in this study did not necessarily have a thorough understanding of teaching English as a foreign language. In order to advance students' English literacy, Patricia Pritchard has also performed another study on deaf students in English education, attitudes toward bilingual signslism in teaching English. Participants in the study were found to have a wide vocabulary and be able to read simple English phonetic books while utilizing spoken English, spoken language with signs, BSL, and some signed English signs.

Although deaf students' hearing abilities are different from those of their hearing peers, they categorically need specialized support in order to meet the SMPLB's English learning objectives. Yuliani explained that in her study, which focused on looking at different methods for teaching English vocabulary to students with special needs, she highlighted that the vocabulary proficiency of these students can be improved through thorough and extensive teaching methods. This includes being able to comprehend vocabulary within sentences and comprehend how it can be used practically in everyday situations. In her research, Endah Dwi Hastuti concentrates on enhancing the English proficiency of profoundly deaf students by implementing a visual tool called "make a match". The approach employed by Endah has the ability to enhance students' proficiency in English and also encourages active student engagement throughout the learning process.

The purpose of this study was to investigate the approach employed by teachers and examine the difficulties encountered by teachers in instructing deaf students at the Extraordinary Foundation Junior High School, which was specifically designed for educating students with hearing impairments. The educational institution covers various stages of schooling including Kindergarten, Elementary, Middle School, and High School. The foundation itself has its own curriculum, which is aligned with the National Deaf Association in Indonesia. As a result, the foundation curriculum differs from the curriculum developed by the government. Furthermore, the justifications for carrying out this study within the confines of this educational institution are as follows: (1) The primary focus of the schools is on deaf students, and (2) The school frequently sets up opportunities for students to interact with various indigenous people. The researcher's initial investigation revealed that teachers in junior high school still have difficulty coming up with a suitable method for instructing deaf students. For students to understand concepts better, the teacher said that doing lots of repetition is necessary. Additionally, as they go through the learning process, students might grow bored. Then, in terms of communication, a problem occurs when pupils exhibit a lack of enthusiasm for speech therapy as a result of feelings of monotony. Students therefore have less proficiency in pronouncing English words.

On the other hand, students with special needs necessitate specialized care, specifically provided by teachers who are qualified or have expertise in this area. Teaching English to students who are deaf still presents certain difficulties. Initially, it is a time-consuming endeavor for students with special requirements to attain the learning objectives due to the absence of an appropriate and effective approach. Furthermore, there remains a lack of proficient instructors who are knowledgeable in teaching students with hearing impairments. Though there are numerous

professional and expert teachers, only a limited number of qualified teachers possess the necessary knowledge about the needs of deaf and hard of hearing students to adequately supply them with the required equipment. More research is required to discover a suitable approach for instructing deaf students and reducing difficulties during classroom activities, in order to ensure equal access to education for all regions and student populations in this country.

Based on the background of the problem above, the researcher is interested in studying this problem further with the title "Teacher's Strategy in Teaching English to Deafable Students"

RESEARCH METHODS

This research uses qualitative descriptive design. According to Creswell, qualitative research is the type of study that looks at social and human issues. The researcher will present the findings of the study based on the data view report and analysis of the field data, which will subsequently be documented in the research report. This descriptive study was conducted by collecting data by means of observation, interviews and documenting findings. This study was conducted in Junior High School Luar Biasa of Dharma Asih Foundation. The study selected eight grade to be analyzed which consisted of 8 students. The researcher held a discussion with teacher once.

RESULTS AND DISCUSSIONS

According to the first observation, it took students roughly an hour to complete a job assigned by the teacher. The kids needed between 30 and an hour to complete the job of writing a 15-line paragraph for the first observation, which was conducted in the classroom on March 22, 2023. The second observation was conducted on April 21, 2023, in the classroom. The students needed an hour to rewrite a seven minutes videos about describing people which the teacher was pausing the video when a new sentence appear on the video. The allocation time used most just for waiting two students who had low IQ and also qualified as slow learner.

Furthermore, the students exhibited a strong emotional responsiveness. The students frequently became angry or disinterested effortlessly when they lost interest in the learning process or failed to obtain their desired outcome. For instance, in the interview, the teacher mentioned a situation where the students desired to have a break, but the teacher refused to grant one. Afterwards, certain students would lose their motivation to learn English and would no longer have the desire to continue studying. "The students were quick to take offense and consequently lost their motivation to learn."

During the interview, the teacher mentioned that he consistently ensured the emotional well-being of his students. He occasionally used humor to entertain his students, engaging them in activities like a guessing game. During the learning journey, the teacher did not exert pressure on the students to achieve all the goals set for the learning process. He comprehended the extent of his teacher's capabilities and had a good knowledge of each of his students' abilities. The instructor mentioned that every student possessed distinct aptitude in acquiring the English language. He believed that setting the same goal for all students was not sufficiently fair. As an example, the teacher established individual learning objectives for each student, which were determined according to their respective abilities.

Additionally, the difficulty of comprehending and mastering the reading or writing materials provided by the teacher increases with the severity of students' hearing impairments. Acquiring language greatly relied on the act of listening. Therefore, it is possible that the students could be experiencing a language disorder. The students' lack of literacy skills was demonstrated.

Difficulties in effectively conveying the study materials may result in the need for additional time allocation, as students have different levels of proficiency in learning English. According to what the teacher said during the interview, the more severe a student's hearing impairment is, the more difficult it becomes for them to comprehend and grasp the material taught by the teacher through reading or writing. For example, comparing the students' IQ levels may require more time allocation in order to ensure equal understanding of the material in the classroom.

The teacher increased the amount of repetition in each meeting progressively. The students needed to hear the instruction repeated approximately three times in order to understand what they needed to do. During the researcher's most recent observation, the teacher instructed the students to locate twenty English verbs from any available sources. Options such as books, subtitled television, and the internet are available at school libraries. However, none of the students followed the instructions given by the teacher previously. Three students wrote the paper. One male student wrote the names of islands or cities that he had discovered in an atlas, and there were two other students, one male and one female.

Fourthly, the students required a significant amount of time to fully grasp and become proficient in learning and understanding vocabularies. During the interview, the teacher mentioned that the majority of the students were born deaf, indicating that they had never experienced hearing spoken words. Additionally, it is likely that these students had limited skills in understanding and expressing words, even in their native language. "The students are struggling to grasp vocabulary,

requiring additional time for mastery. Furthermore, to assist them in reading, I have to break down each word syllable by syllable and provide phonetic transcriptions. Naturally, this also demands more time and effort."

The explanation provided in the results suggests that teaching English to deaf students is more challenging than initially believed. Teaching English to deaf students can be arduous and demanding for the teacher. The teacher has over a decade worth of experience in educating students with hearing impairments. The teacher employed various strategies while teaching English to deaf students, and also encountered a number of challenges in the process. In this part, the researcher will analyze the discovered findings in conjunction with relevant theories and previous studies pertaining to the subject matter.

Teacher's strategies in teaching English for deaf students

Teacher's strategies in teaching English for deaf students. There were Five strategies the teacher used in teaching deaf students namely: (1) do not push students to master grammar, (2) teaching with simple conversation, (3) The teacher wrote down the phonetic transcription of each word taught, (4) The teacher used various media, (5) The teacher spoke slowly and clearly to the students and used sign language in giving instructions. The explanation and discussion of each strategy in teaching English for deaf students as follows:

The teacher did not push the students to master grammar

The teacher, who was being observed by the researcher, did not prioritize the mastery of grammar among students as he tended to emphasize the importance of mastering vocabulary. According to him, the most important aspect of language learning was attaining proficiency in vocabulary. Due to being hearing impaired, the students were highly likely to have difficulties in their language skills. Actually, they encountered difficulties in acquiring and understanding vocabulary in both English and Bahasa Indonesia.

According to Aditya Pratama's research, hearing impairment was the reason why deaf pupils had a limited vocabulary in English and even in Bahasa Indonesia. The teacher also required to make connections between the terminology being taught and the students' everyday lives in order to help the pupils learn it. Most of the language that was given and expanded upon by the teacher was likely to be used by the pupils on a regular basis. Adi, et al. said that before moving on to the following elements, the teacher must first provide word definitions and examples.

According to an observation the researcher made during two days of the English teaching and learning process, the teacher would write the new vocabulary words on the whiteboard before providing real-world examples of the words. Additionally, the teacher would continuously improve the pupils' vocabulary understanding by adding new words that were relevant to their everyday lives but that they did not understand. It was based on the same theory as Yanti Suryanti, who claimed in her research that intensive instruction in understanding the purpose of a sentence and how sentences were utilized in students' everyday lives might improve students' competence in literacy skills (including memorizing vocabulary). Additionally, it served as a means of providing pupils with a worthwhile educational experience by using content that they could likely apply to their everyday lives.

Teaching very simple conversation

The teacher claimed that it was the most difficult strategy he had used because teaching conversation required using all of the pupils' abilities, including speaking, listening, and visual perception. Due to challenges with their hearing and pronunciation, the students were unable to engage in more complex spoken conversation, which is why the teacher only taught extremely simple discourse. It complied with Aditya Pratama's research-related statement. He claimed that the hearing and speaking impairment of deaf students was the cause of their poor pronunciation.. On the other hand, the pupils were still able to have a very basic discussion utilizing very simple spoken English and reading phonetic transcription. In the interview, the teacher admitted that he had once instructed the kids to introduce themselves using a very basic sentence structure, such as "I am... (their name)." Additionally, in the second observation on the subject of describing people, the instructor wrote "He is..." on the whiteboard and selected a few students at random to read the word out loud. As a result, just two of the five pupils the teacher randomly selected for the pronunciation test were successful. The results supported Patricia Pritchard's findings in a similar way. Her study found that deaf kids could read elementary English phonetically and some could read English spoken language while signing.

The teacher said that each student he taught had their own limitations when it came to understanding his instructions and the material he presented. As a result, the teacher understood that each student could develop their English skills in their own way. To ensure that all of the pupils he taught felt at ease and were not insulted, the teacher continued to create a welcoming and respectful learning atmosphere throughout the teaching and learning process. Ariel E. San Jose and this strategy were on the same page. According to his studies, a teacher must create a welcoming,

courteous, and caring learning atmosphere. The creation of those environments during the teaching and learning process might make students feel at ease, which would enhance their capacity for learning English.

The teacher wrote down the phonetic transcription of each word taught

The process of learning English as a second language can be particularly challenging for deaf students. In this instance, the students who were in the 8th grade were deaf from birth, meaning they had never been exposed to any spoken language. The teacher admitted that he had attempted to write the phonetic transcription of the entire passage he taught to the students. According to him, it might assist the students in pronouncing the word. Patricia Pritchard also confirmed in her study that deaf students had the ability to read phonetic books with ease. Aris Ristiani's statement regarding her research further confirmed the matter. According to her, the teacher employed various techniques to teach English to deaf students including writing words on the whiteboard, providing numerous examples, and using innovative and successful teaching methods. On the other hand, the teacher acknowledged that writing the phonetic transcription of each word on the whiteboard was requiring more effort and taking more time. For example, the teacher stated that the teaching approach was not as efficient or effective.

The teacher used various media

Adi et al. said Based on his research, he mentioned that teachers should modify the content and tools used in teaching, allowing them to carefully select the suitable media and materials specifically designed for students with hearing impairments. In SMPLB, the English instructor incorporated a range of media tools in the teaching and learning procedures. This included animations, images, simulators, board games, handcrafted flashcards, and a customized textbook tailored to the students' abilities, all employed by the teacher. The teacher gave the assurance that the textbook he wrote would be improved continuously in response to the students' learning progress, particularly in terms of adjusting the material's degree of difficulty. The teacher then used mainly visual materials because he thought that the deaf students could only understand concepts through visual cues. Researchers who supported the use of visual media in the instruction of deaf students could also be found.

Endah Dwi Hastuti utilized visual aids to enhance the English proficiency of deaf students and promote active student involvement in the learning process through the application of "make a match" technique. In addition, deaf college students Stinson, Meath-Lang, and MacLeod remembered more consistently. facts provided through print media rather than being interpreted.

However, Weber claimed that schools often fail to provide the necessary technology to deaf students, which could greatly enhance their learning progress. At the same time, in SMPLB,

The educational institution had provided the students with suitable technology and had been offering support to them. The school had a library equipped with complete internet connectivity and a wide variety of books available to support their students' learning. They possessed a total of eight computer units that were linked to the internet, along with interactive television featuring subtitles. Additionally, they had a wide assortment of captivating and vibrant books that were specifically designed for English language learning.

The teacher spoke slowly and clearly to the students and used sign language in giving instructions. Who is the researcher who is observing? The teacher spoke slowly and clearly to encourage lipreading so that the students would be able to understand their instructions and the material being covered. Support for the claim was provided by some theories and research. Marc Marschark and Patricia Elizabeth Spencer claim that people who have partial or total hearing loss rely on their capacity to pick up on visual cues in speech to make up for the absence of auditory information. Furthermore, there was an investigation conducted by Aditya Pratama. According to the research, English teachers and students primarily rely on spoken language for communication during the teaching and learning process, with sign language being used to support this mode of communication.

Meanwhile, the National Association of the deaf states that only a small number of individuals with hearing impairments possess the ability to proficiently comprehend spoken words by lip reading. Adi, et. also backed up the statement. al's research. According to him, students occasionally misunderstood words due to resembling lip movements of other words, and they found it challenging to infer the correct words from the teacher's explanations by relying solely on lip-reading. On the other hand, the students in SMPLB who were in the 8th grade demonstrated a good skill in lip-reading. The students had a good grasp of the teacher's instructions and concepts during the process of teaching and learning.

CONCLUSION

This study is expected to discover the answer of the research questions which are about teachers' strategies in teaching English for deaf students by the teacher during teaching and learning process. Based on the data analysis, the conclusion are presented as follows:

There were Five strategies the teacher used in teaching deaf students namely: ((1) do not push students to master grammar, (2) teaching with simple conversation, (3),The teacher wrote

down the phonetic transcription of each word taught,(4) The teacher used various media (5) The teacher spoke slowly and clearly to the students and used sign language in giving instructions.

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