

Teacher's Strategy in Teaching English for Deaf Students at SLB Manunggal Slawi – Tegal

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Abstract

Teaching English for disability or special needs students is a challenge requires specific method or strategy and needs participation of all parties within the school. Deafness is one kind of physical disability. Teaching English to deaf student is so hard. The research was aimed at describing teacher's strategy in teaching English for deaf students at SLB Manunggal Slawi. Qualitative approach was used in this research. Techniques of data collection used are observation, interview, and documentation (image). To analyse the data obtained, the writer used data collection technique, data reduction, data display, and conclusion. The result of this study showed the teacher emphasized on conducting effective lesson by repeating the material and checking students' understanding periodically, individualizing instructional practices in measure each student's ability and students' sitting position as the classroom accommodation as her strategy for teaching deaf students. The use of Total Physical Response, Grammar Translation Method as the English language development strategies in teaching English for deaf students combined with oral speech and sign language used, SIBI. It can be concluded that the goal of teaching English by using those strategies could be achieved. Teaching English to deaf students at SLB Manunggal Slawi focused on reading and writing skill.

Keywords: Teacher's Strategy, Teaching English, Deaf Students.

A. Introduction

Teaching is a process of transfer information or knowledge of science between teacher and students. In the learning process, each teacher has great responsibility to share the lesson to the student. Teaching English for students is very important because English is still the universal language. In Indonesia English learned as foreign language. Indonesian government established that teaching English is part of curriculum. English itself is one of the compulsory subjects that take part in national exam since long ago. The main principle of teaching English is that the teacher cares about students' needs. There are many people in the world having disability, but they should survive to use their capability. Education is the whole people's right without seeing on social-economic status, or physical differences includes children with special needs. Teaching English for disability or special needs students is a challenge requires specific method or strategy and needs participation of all parties within the school. Deafness is one kind of physical disability. A deaf person is a person who cannot understand the oral language. The National Deaf Children's Society (2003: 13) states deafness often has a huge impact on language development. Teaching English to deaf student is so hard. According to Marschark and Spencer (2003: 9), deaf students are learning by seeing, therefore they known as visual learners. An English teacher who teaches deaf students must instill in his/her pity that there is specificity in teaching deaf students. This specificity is principally on how to interact with them.

SLB Manunggal Slawi is an exceptional school in Tegal with excellent school quality, accredited A. Its location is strategic that is easy to find. This exceptional school provides complete facilities based on the teachers and the students' necessary to accommodate the teaching and learning activities.

Based on the reasons above, that education is whole people's right includes for deaf students in the term of teaching English. Teaching English as foreign language to deaf students is so hard because deafness causes lack of language development, and deaf people do not understand the oral language. It will need appropriate strategy in teaching English to deaf students, for they can

understand the material given. The writer is very curious to find out the strategy used by the teacher in teaching English for deaf students at SLB Manunggal Slawi.

The writer referred to two previous studies found which are appropriate with the focus of the study. First, the thesis was conducted from Nailal Maghfiroh (2010) the student of Tarbiyah Faculty at Walisongo State Institute for Islamic Studies of Semarang. Her study was under the title “English Language Teaching for The Seventh Grade Students with Hearing Impairment”. Second, the thesis was conducted from Minnatil Muna (2014) the student of Tarbiyah Faculty at Walisongo State Institute for Islamic Studies of Semarang. Her study was under the title “English Language Teaching Learning for Deaf Student (A Descriptive Study at SMALB-B YASPENLUB, Demak)”.

B. Literature Review

This part, discusses the explanation about deafness, the teaching and learning process for deaf students, sign language of deaf student, and strategies in English language development for disability students.

1. Explanation About Deafness

Deafness means a person with a limited ability to hear sound. Children may be born deaf because of a shortage of oxygen in the bloodstream at birth, or some other birth trauma. The National Deaf Children Society (2004: 9) states that, deaf young people are not being able to hear enough to make sense of what is being said. According to The National Deaf Society (2003: 10), there are two main types of deafness, are conductive deafness and sensory or nerve deafness. Conductive deafness is the most common type and occurs when sound cannot pass through the outer and middle ear to the cochlea and auditory nerve in the inner ear. Sensory or nerve deafness, this type of deafness may be genetic or caused by illness or an infection such as rubella, meningitis, mumps or measles. Sensory-neural deafness is permanent.

It is important to know that individual's sound are different both in loudness (intensity) and pitch (frequency). Loudness can be measured in decibels (dB). The different level of deafness divided into four; Mild: 20-40 dB, they may be unable to hear whispered conversation. Moderate: 40-70 dB, deaf children use hearing aids, Severe: 71-95 dB, Children with severe deafness using hearing aids to follow the spoken conversation with one person in a quiet room and Profound: >95 dB, most of profoundly deaf children use signing as their major means of communication.

The impact of deafness, they may limited vocabulary because of they cannot hear more the various words used in the conversation around them. Most of them are not sure or unconfident that they have heard a word correctly. Many deaf children are quiet shy because of their difficulties in communication. They may lack of confident and find it hard to interact with others.

2. The Teaching And Learning Process For Deaf Students

Teaching deaf students needs more preparation than teaching normal students. The materials that will be given to the students have to be adjusted to the students' condition. The material also should be clear and precise. National Deaf Children's Society (2003: 42) states that deafness affects to the students' ability to:

- 1) Concentrate and listen for long periods, without becoming tired.
- 2) Access all information presented in the classroom.
- 3) Learn new information incidentally.
- 4) Respond quickly to questions or commands.
- 5) Improve their vocabulary and use new word appropriately.

Therefore, students will get a clear description of the material.

Beside material, the teacher also should be used proper strategy. The effective strategies for deaf students often emphasize of; academic instruction; preparing students for, conducting effective lesson, concluding the lesson and individualizing instructional practices, behavioural interventions; for many students with deafness, it is important

and helpful in teaching them, how to manage their own behaviour and classroom accommodation; one of the most common accommodation is classroom involves determining where the deaf students will seat. The students better to seat near the teacher. (Pierangelo & Giuliani 2008: 80).

3. Strategies In English Language Development For Disability Students

According to Herrel & Jordan (2012: 83), there are several strategies in English teaching development.

a. Total Physical Response

In total physical response, the teacher gradually introduces commands, acting them out as she or he says them. Initially, the students respond by performing the actions as the teacher demonstrates them (Asher in Herrel, 2012: 84).

b. Realia Strategy

The use of realia is motivating to students because they can use the real object in the way in which they are intended to be used.

c. Vocabulary Role Play

Vocabulary role-play is building vocabulary through dramatization (Herrel 2012: 98). It also may bring students to create experiences with which to connect the new vocabulary.

d. Communication Game

Communication games are activities that are set up in the classroom to create opportunities and purposes of verbal communication practice.

4. Sign Language Of Deaf Student

According to Spencer and Marschark, (2010: 74), like a hearing or normal children learning a spoken language, deaf children learning a natural sign language from fluently signing parents. In the development of sign language of deaf in Indonesia, sign language is divided into two kinds are SIBI (*Sistem Isyarat Bahasa Indonesia*) and BISINDO (*Bahasa Isyarat Indonesia*).

a. *System Isyarat Bahasa Indonesia* (SIBI)

According to Maulia (2017: 83), SIBI is not a language but it is a system of sign which accordance with the enhanced spell, in *Bahasa* known as *Ejaan Yang Disempurnakan* (EYD) uses affixes such *me, pe, an, be, nya, ke, di*, and collaborated with ASL (American Sign Language).

b. *Bahasa Isyarat Indonesia* (BISINDO)

According to *Dewan Pengurus Daerah Gerakan Kesejahteraan Tunarungu Indonesia* (DPD Gerkatun DKI Jakarta) in Mursita (2015: 224), BISINDO is a practical and effective communication system for Indonesian deaf people.

C. Method of Investigation

This part involves the research design, the source of data, technique of data collection and technique of data analysis.

1. Research Design

The writer used qualitative research to answer her research question about the teacher's strategy in English teaching to deaf student. According to Moleong (2016: 6) qualitative research is a research that produce analytical procedures do not use statistical analysis procedures or other quantification. Qualitative research is suitable to investigate the problems.

2. The Source of Data

According to Lofland (1984) in Moleong (201: 157), the main source of data in qualitative research is words and behavior. The data was taken on SLB Manunggal Slawi, Tegal, in the academic year 2018/2019. The writer conducted the research at SLB Manunggal Slawi, Jl. Jen. Ahmad Yani No. 86 Slawi - Tegal. The persons were the headmaster, the English teacher and deaf students of SLB Manunggal Slawi, Tegal. They were in various types of deafness, both in conductive and nerve deafness with different level of deafness from mild to profound.

3. Technique of Data Collection

The technique of collecting the data is the way used by investigator to get data. In this research the writer used three kinds of method that are observation, interview, and documentation. The writer observed teaching and learning process between teacher and students in the classroom. In this research, the writer used field notes and scoring as her method in observation.

The writer used structure interview to get the information about the teachers' strategy in teaching English for deaf students. The writer interviewed the headmaster of SLB Manunggal Slawi, English teacher and the deaf students of SMP-LB and SMA-LB Manunggal Slawi, Tegal.

For documentation, according to Moleong (2016: 216-217) states that document is any written material or film. It means documentation can be written or text-based artifacts such as journal, novel, magazine, newspaper, email, etc or non-written records such as film, video, images, etc. The writer took several pictures when conducting the interview with the headmaster, English teachers and deaf students. In addition, the writer took several pictures when conducting the observation in the classroom.

4. Technique of Data Analysis

This research used some steps of Miles and Huberman in Iskandar (2016: 138) which presents the steps in data analysis such as data reduction, data display and conclusion. In data reduction, he writer began to identify and classify the data as the result of each instrument, then continued to analyse the data with reducing the data. The writer focused on the main data and reduced unnecessary data.

To display the data, the writer analysed the data then arranged it systematically based on the research questions. Therefore, the data obtained can explain or answer the problem studied. The last step was conclusion. Taking conclusion advanced analysis of data reduction and data display. After the research verified, hence the writer drew the conclusion in the form of descriptive as research report.

D. Finding

Teaching and learning needs proper strategy for the teacher's teaching goal is achieved. Every teacher has strategy used to determine the teaching and learning activities, as seen as the English teacher of SLB Manunggal Slawi – Tegal. To find out the strategy used by the English teacher, the writer did the interview to the headmaster and the English teacher of SLB Manunggal Slawi, The research question was "What is the strategy used by the English teacher in teaching English for deaf students at SLB Manunggal Slawi – Tegal?". The interview was talking about the English subject for deaf students, the strategy used by the teacher in teaching English for deaf students. From the interview, the English subject given to deaf students is simpler and easier than for normal students. The difference was in delivering, it should be measure to the students' ability. It needs proper strategy or method to be understandable by the students. The material is accordance with government's curriculum.

From the interview and observation about the strategy used by the teacher, there were three strategies according to academic instruction and classroom accommodation in teaching deaf students. Besides that, there were two methods used as teacher's strategy in concerning to students' motoric and translation of the material or vocabulary.

1. The English Subject for deaf Students

In this part, the writer presents how was the English subject given to deaf students. The data were collected from the interview of the headmaster and English teacher of SLB Manunggal Slawi. According to the headmaster, English subject for deaf students has simple material, needs proper method or strategy in order, the material understandable by the students. When the curriculum was still in KTSP, elementary school students from class 4, 5, 6 were given English subject. For the past few years, SLB Manunggal has implemented the 2013 curriculum so the provision of English subject starts at junior high school.

The English teacher stated that English subject for deaf students actually as same as for normal students, the teaching approach is completely individualized. The material is certainly in accordance with the government's-recommended curriculum. Besides that, the teacher adopted the material from internet, created a module namely "Easy English Book for Deaf and Mute.

2. The Strategy Used by the Teacher in teaching English for Deaf Student

This part describes the strategy used by the teacher. As in getting information about English subject, the data of strategy used was collected by conducting the interview with the same subjects.

First, the writer found the strategy that usually asked by the headmaster to the teacher were combination of methods, such as lecture method, assignment method, interview, and communication for making good strategy in teaching English. The main information of the strategy was from the teacher, whom the facilitator that taught deaf students. The strategies were repeating the material and checking students' understanding periodically. The teacher did measure on each student's ability before going to teach them. The writer found that the teacher used Total Physical Response and Grammar Translation method in teaching English to deaf students. She concerned on students' motoric and translation of the material, which is because English is foreign language. The teacher knew well, the deaf students were limited in communication, that causes to their language development.

3. The Implementation of the Strategy

The writer conducted interview and classroom observation to find out the implementation of strategy. The observation conducted in teaching and learning activities. The writer saw between Total Physical Response, Grammar Translation Method, applied well. The teacher often repeated the material and asked students' understanding individually. The communication between teacher and students used sign language, even though the teacher always spoke loudly, means oral teaching was stayed

up. In the classroom activities of teaching and learning process, were divided into three stages; pre activity, main activity and post activity. The teacher often came to every student for asking their understanding. If they did not clear in understanding, the teacher explained them more than once.

The interview result with the headmaster, he told that the teacher has understood the relationship between the strategy and the material conveyed to the students. The teacher explained that she used Total Physical Response and Grammar Translation Method by exemplify the vocabulary into gesture, followed by students, and then they asked to guess the meaning of the vocabulary. It might be repeated, until students got best understanding of the material being taught. The writer asked several deaf students about the strategy applied by teacher. In simple question, and in simple answer from the students, the writer got that several students were enjoy in learning English process. The rest, there were several students did not enjoy even like to the teacher's strategy.

E. Discussion

The English subject given to deaf students was simple than for normal students. This was because the condition of deaf students with hearing disturbed. The theory of The National Deaf Children Society (2003: 42), states that the material will be given to deaf students have to be adjusted to the students' condition. It was related to the teacher and headmaster statements.

The teacher emphasized on conducting effective lesson, by repeating the material and checking students' understanding periodically. She really did measure each student's ability before going to teach deaf students. These concerns are related to the experts' theories of Piorengelo and Giuliani (2008: 80) stated that the effective strategy for deaf students emphasize on academic instruction, such as in conducting effective lesson by asking students' understanding of the lesson periodically, and individualizing

instructional practices that disability students as deaf, have different ways of learning and mastering information.

The teacher managed well the position of the students, where they better to seat. The writer saw this condition in seventh grade, when conducting the classroom observation. From the situation above, the teacher had applied classroom accommodation as in Piereangelo & Giuliani (2008: 80) state that one of the most common accommodations are a classroom that involves determining where deaf students will sit. The students better to sit near the teacher.

The teacher used Total Physical Response and Grammar Translation Method in teaching deaf students. The aim was the teacher concerned on students' motoric in learning activity, and they have to know the meaning of vocabularies by translating into *bahasa Indonesia*.

a. Total Physical Response

Asher in Herrel (2012: 84) states that In Total Physical Response, teacher introduces command or body gesture to demonstrate students about the vocabulary being taught. In the observation of teaching and learning English, the writer saw the teacher applied it in eight grade and tenth grade. The teacher asked the students to try to guess the meaning of the vocabulary, from the verbal command, or gesture that being acted.

It is aimed to develop their motoric and focus, to associate language with action and reduce stress in learning foreign language. The writer saw deaf students were enjoying the activities.

b. Grammar Translation Method

In Larsen's theory, some principals of Grammar Translation Method are: 1) the meaning of the target language is made clear by translating it into the students' native language, 2) having the students get the correct answer is considered very important. 3) if students make errors or do not know an answer, the teacher supplies them with the correct answer. Based the observation, the writer concluded that the

teacher has same line with the explanation above. The teacher translated the vocabulary into Indonesian language and students' native language or sign language. The students caught the material clearly.

The writer found the sign language used at SLB Manunggal as the language and communication in teaching deaf students was SIBI, *Sistem Isyarat Bahasa Indonesia*. The headmaster and the teacher stated that SIBI is the common sign language used by SLB whole Indonesia, which is adopted from American Sign Language (ASL). SIBI used as an alternative for deaf to be able to understand news information delivered.

The writer found different result from both of previous study. Muna found that Grammar Translation Method, Silent Way and Question – Answer method used in teaching English to deaf students at SMA-LB YASPENLUB – Demak. The writer's findings were only Total Physical Response and Grammar Translation Method used in teaching English for deaf students of SLB Manunggal Slawi – Tegal. Besides that, the emphasize on academic instruction in conducting effective lesson by repeating the material given and checking students' understanding periodically and students' sitting position also considered by the English teacher of SLB Manunggal Slawi.

F. Conclusion

English subject is one of SLB Manunggal's subjects that will be examined in National Examination. The teacher holds an important role on students' learning goal. The appropriate strategy should be emphasizing on getting students' understanding the material. The strategy used by the English teacher, can be briefly concluded as follows:

1. The strategy used by the English teacher of SLB Manunggal Slawi – Tegal were emphasized on conducting effective lesson by repeating the material and checking students' understanding periodically, individualizing instructional practices in measure each student's ability and students' sitting position as the classroom accommodation. The use of Total

Physical Response, Grammar Translation Method as the English language development strategies in teaching English for deaf students. Students were also motivated to learn English.

2. The implementations of the strategies were appropriate to the material given. The steps of teaching English were pre activity, main activity, and post activity. In addition, the teacher also cared to the students, so that the students were motivated to increase their ability in English Language.

The teacher applied Total Physical Response and Grammar Translation Method together with sign language, SIBI as the formal sign language used in teaching deaf students at SLB Manunggal Slawi. Writing and reading were the focus of English skills taught to deaf students.

There is no specific classification for students' different level of deafness. Fortunately, the school has anticipated students with different level of deafness, by managing their sitting positioning. The school differentiated into the fast and slow learner students. The slow and fast learners may cause by different level of deafness. The slow learners should be placed in the front line, for students more closely to the teacher and focus in teaching and learning process.

G. Suggestions

According to the result of this research, the writer would like to propose some suggestion as follow:

1. For the English Teacher

The teacher should to vary more new or any teaching strategy in teaching English for deaf students. It will build students' interest to learn English and make a comfortable learning atmosphere.

2. For School

School has to pay more attention for both teacher and students by giving more chance to students to practice English, such as held extracurricular English Club could be an option.

3. For the Students

Learning activities outside classroom also should be good solution for students get new experience in learning, and can lower their stress.

4. For Next Researcher

The writer hopes that there will be more researchers which interested in researching special education, especially about English topic in deaf world, in wider population and place. Then for further research, use more subjects to make it credible research.

5. For the Readers

After reading this thesis, the writer hopes this thesis will be useful for the readers and it such as a reference that deaf children can be educated as hearing children.

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