

**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 is aimed at describing teacher’s strategy in teaching English for deaf students at SLB Manunggal Slawi. Qualitative approach is used in this research. Techniques of data collection used are observation, interview, and documentation (image). To analyse the data obtained, the writers use data collection technique, data reduction, data display, and conclusion. The result of this study shows that the teacher emphasizes

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. She uses 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 can be achieved. Teaching English to deaf students at SLB Manunggal Slawi focuses on reading and writing skills.

Keywords: Teacher's Strategy, Teaching English, Deaf Students, SLB Manunggal Slawi

A. Introduction

Teaching is a process of transferring 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 establishes that teaching English is part of curriculum. English itself is one of the compilesive subjects that take part in national exam since long ago. The main principal of teaching English is that the teacher cares about the 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 physic differences includes children with special needs. Teaching English for disability or special needs

students is a challenge which 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, education is whole people's right which includes 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 writers are very curious to find out the strategy used by the teacher in teaching English for deaf students at SLB Manunggal Slawi.

B. Literature Review

This part discusses the definition of deafness, the teaching and learning process for deaf students,

the sign language of deaf student, and the strategies in English language development for disability students.

1. The Definition of 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: 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 is 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 may be 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 quite 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:

- a. Concentrate and listen for long periods, without becoming tired
- b. Access all information presented in the classroom
- c. Learn new information incidentally
- d. Respond quickly to questions or commands
- e. Improve their vocabulary and use new word appropriately

Beside material, the teacher also should use proper strategy. The effective strategies for deaf students often emphasize on, academic instruction, preparing students for, conducting effective lesson, concluding the lesson and individualizing instructional practices, behavioral interventions. For many students with deafness, it is important and helpful in teaching them, how to manage their own behavior and classroom accommodation. One of the most common accommodation is classroom involves determining where the deaf students will seat. The students are better to seat near the teacher (Pierangelo & Giuliani 2008: 80).

3. The Sign Language of Deaf Student

According to Spencer and Marschark, (2010: 74), like a hearing or normal children learning a spoken language, deaf children learn 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 is 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.

4. The 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 the 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.

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 writers use qualitative research to answer the 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 are taken on SLB Manunggal Slawi, Tegal, in the academic

year 2018/2019. The writers conduct the research at SLB Manunggal Slawi, Jl. Jen. Ahmad Yani No. 86 Slawi - Tegal. The persons are the headmaster, the English teacher, and deaf students of SLB Manunggal Slawi, Tegal. They are 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 writers use three kinds of method that are observation, interview, and documentation. The writers observe teaching and learning process between teacher and students in the classroom. In this research, the writers use field notes and scoring as her method in observation.

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

For documentation, 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 writers take several pictures when conducting the interview with the headmaster, English teacher, and deaf students. In addition, the writers take several pictures when conducting the observation in the classroom.

4. Technique of Data Analysis

This research uses 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, the writers begin to identify and classify the data as the result of each instrument, then continued to analyze the data with reducing the data. The writers focus on the main data and reduce unnecessary data.

To display the data, the writers analyze the data then arrange it systematically based on the research questions. Therefore, the data obtained can explain or answer the problem studied. The last step is conclusion, taking conclusion advanced analysis of data reduction and data display. After the research verified, hence the writers draw the conclusion in the form of descriptive as research report.

D. Findings and Discussion

Teaching and learning need proper strategy for the teacher's teaching goal is achieved. Every teacher has strategy used to determine the teaching and learning activities, as seem as the English teacher of SLB Manunggal Slawi – Tegal. To find out the strategy used by the English teacher, the writers conduct the interview to the headmaster and the English teacher of SLB Manunggal Slawi. The research question is “What is the strategy used by the English teacher in teaching English for deaf students at SLB Manunggal Slawi – Tegal?” The interview is talking about the English subject for deaf students and 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 is in delivering, it should be measured 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 are three strategies according to academic instruction and classroom accommodation in teaching deaf students. Besides, there are 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 writers present how the English subject is given to deaf students. The data are 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 is still in KTSP, elementary school students from grades 4, 5, 6 are 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 states that English subject for deaf students actually is the same as for normal students, the teaching approach is completely individualized. The material is certainly in accordance with the government's-recommended curriculum. Besides, the teacher adopts 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 are collected by conducting the interview with the same subjects.

First, the writers find the strategy that is usually asked by the headmaster to the teacher is 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 is from the teacher, who is as the facilitator that teaches deaf students. The strategies are repeating the material and checking students' understanding periodically. The teacher measures on each student's ability before going to teach them. The writers find that the teacher uses Total Physical Response and Grammar Translation method in teaching English to deaf students. She concerns on students' motoric and translation of the material, because English is foreign language. The teacher knows well, the deaf students are limited in communication that causes their language development.

3. The Implementation of the Strategy

The writers conduct interview and classroom observation to find out the implementation of strategy. The observation is conducted in teaching and learning activities. The writers see between Total Physical Response and Grammar Translation Method are applied well. The teacher often repeats the material and asks students' understanding individually. The communication between teacher and students uses sign language, even though the teacher always speaks loudly, which means oral teaching is stayed

up. The classroom activities of teaching and learning process are divided into three stages: pre activity, main activity, and post activity. The teacher often comes to every student for asking their understanding. If they do not clearly understand, the teacher explains them more than once.

From the interview result with the headmaster, he says that the teacher has understood the relationship between the strategy and the material conveyed to the students. The teacher explains that she uses Total Physical Response and Grammar Translation Method by exemplify the vocabulary into gesture, followed by students, and then they are asked to guess the meaning of the vocabulary. It may be repeated, until the students get best understanding of the material being taught. The writers ask several deaf students about the strategy applied by teacher. In simple question, and in simple answer from the students, the writers get that several students enjoy in learning English process. The rest, there are several students who do not enjoy and even like the teacher's strategy.

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

The teacher emphasizes on conducting effective lesson, by repeating the material and checking students' understanding periodically. She really measures each student's ability before going to teach deaf students. These concerns are related to the

experts' theories of Pioreangelo and Giuliani (2008: 80) who state that the effective strategy for deaf students emphasizes 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 manages well the position of the students, where they are better to seat. The writers see this condition in seventh grade, when conducting the classroom observation. From the situation above, the teacher has applied classroom accommodation as in Pioreangelo & Giuliani (2008: 80) who state that one of the most common accommodations are a classroom that involves determining where deaf students will sit. The students are better to sit near the teacher.

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

1. 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 writers see the teacher applies it in eight grade and tenth grade. The teacher asks the students to try to guess the meaning of the vocabulary, from the verbal command, or gesture being acted. It is aimed to develop their motoric and focus to associate language with action and reduce stress in

learning foreign language. The writers see deaf students are enjoying the activities.

2. Grammar Translation Method

In Larsen's theory, some principals of Grammar Translation Method are:

- a. The meaning of the target language is made clear by translating it into the students' native language
- b. Having the students get the correct answer is considered very important
- c. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

Based on the observation, the writers conclude that the teacher has same line with the explanation above. The teacher translates the vocabulary into Indonesian language and students' native language or sign language. The students catch the material clearly.

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

The writers find different result from both previous studies. First, the thesis is conducted by Nailal Maghfiroh (2010) the student of Tarbiyah Faculty at Walisongo State Institute for Islamic Studies of Semarang. Her study is under the title "English Language Teaching for The Seventh Grade Students with Hearing Impairment". Second, the thesis is conducted by 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)”. Muna finds that Grammar Translation Method, Silent Way, and Question – Answer method are used in teaching English to deaf students at SMA-LB YASPENLUB – Demak. The writer’s findings are only Total Physical Response and Grammar Translation Method used in teaching English for deaf students of SLB Manunggal Slawi – Tegal. Besides, the emphasize on academic instruction in conducting effective lesson by repeating the material given and checking students’ understanding periodically and students’ sitting position is also considered by the English teacher of SLB Manunggal Slawi.

E. 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 of SLB Manunggal Slawi – Tegal is 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 teacher uses Total Physical Response and Grammar Translation Method as the English language development strategies in teaching English for deaf students. The students are also motivated to learn English.

The implementations of the strategies are appropriate with the material given. The steps of teaching English are pre activity, main activity, and post activity. In addition, the teacher also cares about the students, so that the students are motivated to increase their ability in English.

The teacher applies 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 are 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 differentiates 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.

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