

## ENGLISH TEACHER'S STRATEGIES IN TEACHING STUDENTS WITH HEARING IMPAIRMENT AT SMP LUAR BIASA YPAC

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### ABSTRACT

This research aimed to identify English teachers' strategies in teaching students with hearing impairment and the challenges which the teacher faced in classroom practices. The research method used is qualitative with a case study approach, The subject of this research was an English teacher at SMPLB YPAC. The data were collected by using observation checklist and interview. The result of research showed that there are two strategies used by teacher at SMPLB YPAC grade 8<sup>th</sup>, namely the manual method which has two basic components, namely sign language and finger spelling and the oral method, namely lip reading or speech reading. Implementing the strategy, there are challenges faced by teachers. The challenges are that first, students sometimes have difficulty understanding words and teachers sometimes need to repeat words or write them down. Second, the limited vocabulary of students and how to overcome them with the teacher needing to explain the definition and provide examples with the media. Third, the teacher did not push students to do exactly what the teacher says. Last, the need for repetition in delivering material with a long duration compared to regular students and the ability of the teacher to remain patient with students is very necessary in answering the last challenge.

**Keywords:** Students with Hearing Impairment, teaching strategies, challenge

### INTRODUCTION

Language is the ability that humans use to communicate each other. As we know, there are many languages to communicate around the world. However, to facilitate communication on a narrower scale, a language that has become an agreement is needed to be used on an international scale. One of them is English. Kusuma (2018) states that English has an important role not only about how many people speak but what it is used for. English is a language that is classified as widely used by the world community to communicate both for political, economic, social and especially educational purposes. Many studies, science or important discoveries are written in English. Therefore, English is very important to learn.

In learning English, strategy is very important. This is based on Djamarah et.al (2006:73-74) who said that in teaching and learning activities, the concentration that each child has is not the same. The responses of students who received the material provided also varied. Furthermore, in their book, they argue that intelligence is a factor that affects how fast or slow students receive the material being taught. Therefore, the right strategy is needed.

Furthermore, the implementation of the strategy in the learning process requires attention to all categories of students. Whether it's the normal category or those with special needs. There are some types of disabilities for students with special needs. However, researcher focuses on hearing impairment. The reason is that hearing is very important in someone's language acquisition.

In teaching English to students with hearing impairment. there are strategies that can be used in teaching students with hearing impairment, namely the manual method which has two basic components. The first is sign language which is the first language for deaf children and the second finger spelling which is the alphabet shown using the fingers and palms; oral method consisting of lip reading, namely the ability to read lip patterns and total communication methods, namely methods that involve the use of oral communication, finger spelling, signs, gestures, all sensory modalities are used in this method.

In addition, in the process of learning English for regular students and students with hearing impairment are not the same. Teaching students with hearing loss is not easy, because students with hearing loss often show significant delays in the production of phonemes, vocabulary, and syntax. There are still some challenges found in teaching English to students with hearing impairment.

Therefore, further research is needed to find the appropriate strategies to teach deaf students and minimize the challenges during classroom practice.

## 1. Teaching Strategy

Brown (2000:8) said that "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. Meanwhile, Munthe (2014:53) said that teaching is the achievement of learning outcomes. In his book, he also translates teaching contextually where teaching is an effort that utilizes various strategies, methods, and techniques to enable the achievement of certain competencies/learning outcomes.

In teaching, strategy is very important. Uno (2008:3) explains that "learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process". This is done to achieve the learning objectives by considering the situation and conditions, learning resources, needs and characteristics of the students faced. In the book, Uno also explains that strategy has a broader meaning. Thus the method or technique is part of the learning strategy.

The implementation of learning strategy needs to pay attention to all the nation's children; including those who were born or experienced events that put them into the category of children with special needs. Therefore, a teacher should be able to create effective and fun learning, so that it can be accepted by normal children and children with special needs.

Based on the explanation above, the researcher concludes that teaching is an activity carried out by the teacher in guiding and facilitating students to learn. Then the most important thing is how a teacher is able to understand students in order to determine the strategy to be used. Because, the use of the right strategy allows the achievement of competence/learning outcomes by students.

## 2. Strategies for educating the Hearing impaired

Smith (2018) states that there are three basic alternative teaching approaches for deaf students who cannot develop and or use standard communication tools which are described below:

### a. Manual Method

The manual method has two basic components. The first is sign language. Sign language is the first language for deaf children. Sign language is a language in itself and many deaf people consider ASL (American Sign Language) as their first language. ASL is language independent and is just as capable as spoken language for conveying meaning and ideas. It has its own punctuation and grammar and can communicate complex theories and concepts. In Indonesia also has a formal sign language, called the Indonesian sign system (SIBI). It is used by the majority of special schools for the deaf in Indonesia.

The second manual method is finger spelling. Finger spelling is where each letter of the alphabet is indicated using the fingers and palm. It is used for signing names and places or for unsigned words. In addition, expressive activities or the expression of messages or receiving other people's messages are part of the finger spelling "reading" activity.

**b. Oral Method**

Speechreading or lip reading is the ability to read lip patterns. This method involves visual cues to understand speech. Students will be trained to pay attention to lip movements, lip position, and teeth in order to understand what is being said. They are also taught cues such as facial expressions that will facilitate brand understanding. Speechreading is difficult to learn but many deaf children will naturally try to lip read when they are communicating. However, it will be very difficult for most deaf children to rely solely on lip reading to communicate because they can only catch a small part of what is being said. So lip reading will usually be used in conjunction with other communication approaches.

**c. Total communication method**

The total communication method is a method that gives every child the opportunity to use communication media that are suitable for them. Communication media include expressive communication; covering sign language, finger spelling, writing and pantomimic and receptive communication; reading speech, reading gestures and finger spelling and mimics, utilizing residual hearing (with the help of hearing aids), and reading.

**3. Students with Hearing Impairment**

To begin explanation about hearing impairment by Nurfadilah & Nurhastuti, (2018:230) explains that hearing impairment is a disorder that occurs in hearing and usually children who experience these problems will find it difficult for them to communicate. In addition, Wah (2011: 24) states "Hearing impairment is defined as a diminished ability to detect, recognize, discriminate, perceive, and/or comprehend auditory information."

Furthermore, Moores in Irdamurni (2018:20) said that "the term hearing impairment " is not limited to individuals with very severe hearing loss, but includes all levels of hearing loss.". Therefore, the term hearing loss does not only include children who are deaf. But also, individuals with mild hearing loss who still understand people's speech without experiencing difficulty.

Based on the explanation above, the researcher concluded that hearing impairment is a condition in which a person is unable to hear starting from a low level in the sense that he/she can still hear but not very clearly or the most severe level which cannot hear at all.

**4. The Challenge in Teaching English for students with Hearing Impairment**

According to Adi, et. al in 2017 revealed eight challenges in teaching English for deaf students, as follows: (a). The teachers needed to adapt and to consider the proper media and material which is appropriate for students with hearing impairment. (b). Teacher's difficulties to determine media that are suitable for students. (c). Students have difficulty hearing, so to say their names the teacher needs to get their attention. (d). Students sometimes still find it difficult to understand the words spoken by the teacher. Because lip movements are similar to other words. (e). Vocabulary limitations. To overcome this, the teacher first needs to provide definitions and examples of words before continuing with the next material. (f). Students have difficulty in distinguishing similar words in different contexts. (g). The lack of background knowledge of students makes it difficult for teachers to convey the material. (h). The material taught by the teacher is usually repeated several times before moving on to the next material.

**5. Relevant Previous Research**

There are a number of previous research which are relevant to this research

First, a research was conducted by thesis from Dianita Megawati (2020), Faculty of Tarbiyah and Teacher Training Universitas Islam Negeri Sunan Ampel Surabaya. The title is "Teacher's

Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation” .This research aimed to identify teachers’ strategies in teaching English for deaf students and the challenges which the teacher faced in classroom practices by conducting a case study in SMP Karya Mulia (special school for deaf students). The finding of this study highlights that teaching deaf students need extra efforts and passion to make them get into the learning, and the strategies found in this study can be used other EFL teachers to teach deaf students.

Second, a research was conducted Ariel E. San Jose, PhD (2016) from Faculty of Foundation Studies, Gulf College, Sultanate of Oman. The title is “Teaching in a Silent Classroom: A Case Study”. This research used the qualitative case study method. The research showed that the college required to identify qualified teachers who had knowledge on the needs of the mute and hard-or-hearing learners to provide necessary equipment essential for the improvement of their learning; to abide by the state curriculum intended for these learners; to provide compassionate, friendly, and respectful learning environment.

Third, a research conducted by Kurniawan et al (2021). The title is “How to Teach Deaf Students In Elementary Schools?”. The the purpose of this study provides an overview of the learning done by the teacher in teaching students. The use of this research method is a qualitative method using observation and interview instruments. The results of this study illustrate that learning for students with disabilities should pay more attention by giving views and touches so that they know that the teacher invites them to communicate that has a facial expression. Not too many methods are used in teaching but the approach is done by solving problems and providing concrete examples by maximizing voices and facial expressions in a voice in order to train the hearing of deaf student

Fourth, research conducted by Aditya Pratama (2014) from English Department Teacher Training and Education Faculty of Sebelas Maret University Surakarta. The title is “The Implementation of Teaching and Learning English of Students with Hearing Impairment”.

The method used in this research was a qualitative naturalistic method. The study found that the main problem of deaf students was their hearing and speech impairment which resulted in their imperfect pronunciation. The students had limited vocabulary in English and Bahasa Indonesia. Meanwhile, the researcher found that the “master-key” of the learning process was the teacher. As long as the teacher uses various teaching methods, materials and media which were suitable with student’s condition, then their ability in learning could be optimized

Then, based on the four studies above, there are similarities and differences between their research and this study. Research conducted by Megawati (2020) focuses on the strategies used during the teaching and learning process as well as the challenges that teachers may face during the teaching and learning process. Ariel E. San Jose (2016) focuses on to explore the reason, the experiences, and significant insights of the participant in teaching the mute and hard-of-hearing learners.

Meanwhile, Kurniawan et al (2021) focuses on provides an overview of the learning done by the teacher in teaching students. Last, Aditya Pratama (2014) focuses on describing the implementation of teaching and learning English, identifying the problems faced by the teacher and to find out the proficiency level

Thus, this research focuses on the strategies used during the teaching and learning process and challenges faced by teachers in teaching English to students with hearing impairment. This study uses qualitative methods with a case study approach and researchers try to conduct research with different subjects and places. Here, the researcher wants to observe the teachers' strategies in

teaching English and challenges faced by teachers in teaching English to students with hearing impairment. at SMPLB YPAC.

## RESEARCH METHOD

This research used qualitative research method with a case study approach. According to Ary et al (2012:39) Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. Meanwhile case study which focused on exploring deep and detail information by collecting multiple sources of data. According to Donald Ary et.al, case studies are able to answer descriptive questions related to the causes why does something happen by looking at a process of the research taken.

The data were collected by using observation checklist and interview. In this study, observations was made by researcher using field notes and video recorders to find events in the field. Observations was made when learning is taking place by observing the teacher's strategy and also found out what the teachers challenges in providing English language learning. Furthermore, researcher divided the observation into 3 times for one teacher.

Then, the researcher interviewed the English teacher by save data using audio recordings. The things that the researcher asked at this stage of the interview revolved around the learning process, such as teacher strategies in teaching English to students with hearing impairment and the challenges faced by teachers during the teaching and learning process at SMPLB YPAC Kota Ternate. To analysis the data, the researcher used qualitative methods. According to Miles and Huberman in Sugiyono (2015:246). Activities in data analysis are: data reduction, data display, and conclusion drawing/verification.

Subject is the participant that is involved in a research. Furthermore, the subject was an English teacher which taught students with hearing impairment in 8<sup>th</sup> grade of junior high school in year of 2019/2020. He is the only teacher who teach English in 8<sup>th</sup> grade. Meanwhile, setting is the location where the research takes place. Thus, this research was done in SMP Luar Biasa at SMPLB YPAC.

## DISCUSSION

The findings discuss about the data that had been obtained from observation and interview. The data from observation was taken on 21<sup>st</sup> September 2022 until 23<sup>rd</sup> September 2022. Meanwhile, interview was taken on 24<sup>th</sup> September 2022. The results of observation and interview conducted at SMPLB YPAC at 8<sup>th</sup> grade, it was found that the teacher has two strategies that applied in the learning process and namely manual method and oral method.

In the interview session, the teacher said that the most frequently used strategy was sign language. This is done because the average student has the ability to listen which is categorized as profoundly losses level. In addition, in delivering the material the teacher also uses sign language which consists of two languages, namely English and Indonesian.

Furthermore, during learning process teacher faced some challenge. The challenge as follow: The challenges are that first, students sometimes have difficulty understanding words and teachers sometimes need to repeat words or write them down. Second, the limited vocabulary of students and how to overcome them with the teacher needing to explain the definition and provide examples with the media. Third, the teacher did not push students to do exactly what the teacher says. Last, the need for repetition in delivering material with a long duration compared to regular students and the ability of the teacher to remain patient with students is very necessary in answering the last challenge. Based on the result of research and field findings that have been analyzed, it can be concluded that.

## 1. English Teacher's Strategies in Teaching Students with Hearing Impairment

Based on the result of research and field findings that have been analyzed, it can be concluded that. First, the manual method is a method that consists of two components, namely sign language and finger spelling. Based on observations made from 21<sup>st</sup> September 2022 until 23<sup>rd</sup> September 2022 during the learning process in implementing strategies, the teacher uses sign language in explaining the material, and the sign language used is two-language sign language, namely English and Indonesian. and finger spelling is often done by teacher to indicate words that cannot be expressed through sign language. Second, the oral method is also applied by the teacher during the learning process. The oral method is a method in which the teacher will speak slowly and students focus on seeing the teacher's lips move. This means that the oral method is a method of reading lips or reading speech. Based on observations made from 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup> teacher uses sign language combined with lip movements. This is done so that students can understand what the teacher says. Therefore, in the interview session the teacher said that these two methods were often combined to avoid miscommunication.

Furthermore, The first findings of this study are in accordance with Kurniawan et al (2021) in their research "How to teach deaf students in elementary school" which states that in class management of students with hearing impairment, that most important is sign language, which is facial expression, lip movement and sound use with the maximizes by the teacher when explaining the subject matter.

## 2. English Teacher's Challenges in Teaching Students with Hearing Impairment

After observing and interviewing the teacher, the researcher found that the challenges that faced by teacher as follows:

The first challenge is that students sometimes still find it difficult to understand the words spoken by the teacher. This is because the lip movements are similar from one word to another, and because the condition of the students who cannot hear at all, makes it difficult for them to guess the words spoken by the teacher because they only see lip movements. Adi et al (2017) stated that students with hearing impairment have limited vocabulary, because they cannot access information in the form of sound. So that students find it difficult to distinguish words that are similar. The teacher's effort is to write words on the blackboard and use alphabet sign language to help them understand the words the teacher says.

The second challenge is the limited vocabulary. According to Pratama in his research, he stated that one of the challenges for students with hearing impairment in learning English is the limited vocabulary mastered by students. In addition, he also stated in his research that hearing and speech impairments of students with hearing impairment resulted in their pronunciation being imperfect, students had limited vocabulary in English and even in Indonesian.

To overcome this, the teacher first needs to provide definitions and examples of words before continuing with the next material. Teachers face this challenge by explaining the words first, and then giving examples. Then, if there are words that students do not understand and cannot be explained using sign language, finger spelling or oral (lip movements) then the teacher explains using the media. This is in accordance with Adi et al (2017) explain that it is better to use media to display words that have pictures for examples of words.

The third challenge is that the teacher did not push students to do exactly what the teacher says. As a teacher understand that every student he teaches has their own limitations in understanding the instructions from the teacher. However, the teacher remains friendly and respectful in the learning environment to make the students he teaches feel comfortable. This is based Jose stated on his research that the teacher needed to provide compassionate, friendly, and respectful learning environment.

The last challenge is that the teacher needs to repeat some of the material before moving on to the next material. Adi et al (2017) stated in that students with hearing impairment need a lot of repetition in the learning process. In addition, Megawati (2020) in her research also said that students' short memory affects them in learning English. Thus, students need more repetition and time to master the English material given by the teacher. Thus, this challenge is a concern related to the patience and efforts of teacher in dealing with these challenges. The researcher argues that the teacher's patience is very important in the process of delivering material in the teaching and learning process in the classroom.

## CONCLUSION

There are two strategies used by teachers at SMPLB YPAC grade 8<sup>th</sup>, namely the manual method which has two basic components, namely sign language and finger spelling and the oral method, namely lip reading or speech reading.

Implementing the strategy, there are challenges faced by teachers. The challenges are that first, students sometimes have difficulty understanding words and teachers sometimes need to repeat words or write them down. Second, the limited vocabulary of students and how to overcome them with the teacher needing to explain the definition and provide examples with the media. Third, the teacher did not push students to do exactly what the teacher says. Last, the need for repetition in delivering material with a long duration compared to regular students and the ability of the teacher to remain patient with students is very necessary in answering the last challenge.

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