

# ***PROBLEMS IN TEACHING ENGLISH TO DEAF STUDENTS: A CASE STUDY IN SLB NEGERI SIAK***

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***Abstract:*** *The objectives of the research were to find out the problems faced by the teacher in the process of teaching English to the deaf students and how to overcome the problems. The research object were the first grade deaf students of SLB Negeri Siak and the subject of this research was an English teacher of SLB Negeri Siak. This qualitative research used a case study method. The data were collected by using interview. The researcher used member checking technique to show the trustworthiness of the data. The results of this research showed that the problem that teacher faced varies and the most crucial problem is the abilities of the students heterogeneous. Based on the theory of Thompson (2012) the teacher has followed the instruction to teaching for deaf student by following her own way to solve the problem.*

***Key Words:*** *Problems, Teaching English, Deaf Students*

# **MASALAH DALAM MENGAJAR BAHASA INGGRIS KE SISWA TULI: STUDI KASUS DI SLB NEGERI SIAK**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui masalah apa yang dihadapi guru dalam mengajarkan pelajaran Bahasa Inggris kepada siswa yang tuli. Penelitian ini adalah penelitian kualitatif dengan metode studi kasus. Subjek dari penelitian ini adalah siswa tuli kelas tujuh SLB Negeri Siak dan yang menjadi objek nya adalah guru yang mengajar siswa tuli di SLB Negeri Siak. Data diambil dengan cara interview. Peneliti menggunakan teknik pengecekan oleh anggota untuk mengetahui keabsahan data. Hasil dari penelitian ini menunjukkan masalah yang dihadapi guru saat mengajar bahasa Inggris sangat beragam dan masalah yang paling krusial itu adaah kemampuan siswa yang heterogen. Berdasarkan teori dari Thompson (2012) guru telah mengikuti instruksi untuk mengajar bahasa Inggris kepada siswa tuli dan menggunakan caranya tersendiri.

**Kata Kunci:** Masalah, Guru Bahasa Inggris, Siswa Tuli

## INTRODUCTION

English is one of the languages. Approximately more than 50 countries use English as their primary language and some countries use English as a second language and others as foreign language like Indonesia. English also taught in Indonesian school, it is regulated in the curriculum.

Based on Article 16 of Law No. 72 of 1991, the curriculum of special schools is similar to regular schools in Indonesia with adaptation which follows the needs of the students with special needs. Therefore, as one of the subjects, it includes English.

Teaching is not an easy job, but it is a necessary one and can be rewarding when seeing the students' progress and knowing that the teacher has helped to make it happen.

Teaching is an activity to help, to guide someone to get, to change or improve skill, attitude, ideal and knowledge (Daryanto, 2010). Part of a good teacher's art is the ability to adopt different roles in the class, depending on what the students are doing. Before the teacher starter to teach in the classroom, the teacher is asked to prepare the teaching material, teaching method as well as teaching media that include in lesson plan.

Deaf based on Muhammad Effendi (2006) he defines the deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason. Deafness is a general term which shows hard of hearing from mild until profound hard of hearing. The deafness is classified according to the degrees of deafness. There are different degrees as followed based on Effendi Mohammad (2006):

1. Slight losses (20-30 dB hearing losses)
2. Mild losses (30-40 dB hearing losses)
3. Moderate losses (40-60 dB hearing losses)
4. Severe losses (60-75 dB hearing losses)
5. Profound losses (>75 dB hearing losses)

Daniela (2004) states teaching English to deaf students was a bigger problem because syntax structure of majority spoken languages was different from the structure of sign language. Stated from Mpofu, *et al.*, (2013) the teacher needs to have special considerations to adjust to students' disabilities or their behaviors. However, theory by Thompson (2012) there is instruction to the teacher to teach language for deaf students, as follows:

1. Planning the materials and the methods that consider or depend on the need of the students,
2. Optimize the situation of the class and be firm that the students focus on teacher's explanation during in front the class,
3. The teacher must be spoken aloud and clearly in explaining the materials,
4. Using instruction and repetition in every word or sentences with wrote down the keyword on the board,
5. The teacher uses sign language, note, pictures, to deliver the material during learning process,
6. Optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials,

7. Develop the communication used the facial expression and body language in explaining the material,
8. The used of visual media to make the students understand what teacher say.

## **METHODOLOGY**

In this research, the researcher used a qualitative with study case method, the research activity was conducted within the period of May-August 2020 in preparation, collecting and analyzing the data at SLB Negeri Siak. The sample in this research is a teacher from SLB Negeri Siak who teaches English to deaf students.

### **Data Collection Technique**

The research started by writing the research proposal, developed the research instrument, and then asked permission from the school and followed by collecting data. In collecting research data the researcher used a semi-structured interview. It is based on the research question to avoid any leading question and misconception. The researcher asked teacher who become the subject of the study. The teacher answered the questions. Based on the explanation, the researcher may write the notes after the interview and record the interview because the original data are available at any time.

### **Data Analysis Technique**

Analyzing the qualitative data is a formidable task for all qualitative research. To analyze the data of this research, the recorded interview was transcribed. After that, the researcher will mark and code the problem and the teacher action in solving the problem. The result will shows what problems that will come or appear while the teaching learning process, and how the teacher solves the problem.

## **FINDINGS AND DISCUSSIONS**

The researcher presented the findings based on the data obtained from the interviews. The researcher has conducted and collected the data and she has gotten the complete data from the interview with the teacher. The researcher also has analyzed the data to answer the formulation of the problem and gain the objectives of the research. The research focused on the problem that teacher in SLB Negeri Siak faced in teaching English to deaf students and how the teacher overcame the problem.

The object of this research deaf students and the subject is the teacher who taught the deaf students in SLB Negeri Siak. The teacher used to be an English teacher in special swasta school before she taught in SLB negeri Siak. She is an English graduate in D-III and Special education (PLB) in S-1, she used to be a teacher in special school for 14 years. For the past two years she taught English and other subjects in SLB Negeri Siak.

Based on her background of study, the researcher surely believe that the teacher had a lot of experience with disable student. In her special education knowledge, she has studied about ortopedagogic, compensatory and studied about sign language. However,

this could not be guarantee that the teacher do not face the problem in teaching to deaf students especially teaching English lesson.

The process of teaching English consists of three steps as regular school do, as follows: the opening, the content, and closing. The teacher faced the problem usually in the application of content in teaching English process.

The first problem that teacher faced in teaching English to deaf student was the ability of the students was heterogeneous even though it is a mixed class that consists of deaf students and intelligence disorder students.

The teacher have seven of students, two students are intelligence disable and five of them are deaf. The category of deaf students in her class, there is one moderate level that loses 31-60 Mdp, when delivering the lesson, the teacher should loud her voice so that he could achieve the information. The second student is also moderate deaf but she has speech disorder and articulation. Two students from her class are totally deaf without intelligence disorder. The last student is totally deaf and she has an intelligence disorder, she even does not able to detect whether she has an intelligence disorder or not.

In relation to this concern, Effendi Mohammed in Pengantar Psikopedagogi (2006:59) classified the deafness as slight losses (20-30 dB hearing losses), mild losses (30-40 dB hearing losses), moderate losses (40-60 dB hearing losses), severe losses (60-75 dB hearing losses) and the last one is profound losses (>75 dB hearing losses).

The teacher uses a special book for deaf in English teaching and learning process based on the national curriculum and modified the last curriculum and the recent curriculum. The teacher also adapts the syllabus as well as the teaching administration to the needs of the students. If the indicator of the lesson is too high, the teacher fits it to the needs of the students as it didn't change the basic competency (KD) of the material.

*"Jadi dia modifikasi antara ktsp dan k13. Jadi kita lihat lagi gini, pasti di 2013 pasti dengan pasti ada yang sinkron, pasti sama. Jadi tetap dikombinasikan gitu. Tetap melihat karakter peserta didik"*

*(Interview, 23 July 2020)*

The second problem the researcher found was the lack of media tools for study such a hearing aid, but the hearing aid is expensive. The researcher thought the media in English teaching is also important and related to Arsyad (2005) mention the media of teaching classified into three categories: visual, audio, and audio visual.

Because of the students are deaf, so that the media that fit to the students is visual. The teacher should optimize her vocal and use sign language to teach her deaf students.

The teacher in teaching English to deaf students she used total communication to communicate to her students.

*".....disini karena saya mengajar anak tuna rungu saya menggunakan tambahan bahasa isyarat misalnya komunikasi yang saya pakai itu adalah komunikasi total, nah disitu saya tetap memperhatikan prinsip mengajar tuna rungu prinsip nya ada dua yaitu keterarah wajah dan keterarah suaraan"*

*(Interview, 08th July 2020)*

Yet, in spite of hearing aid being the important tool for the students, the researcher would like to suggest the media that used electronic devices such as the LCD

projector that works from computer to use in the classroom. So that the teacher is aided by the media and the students get easier in learning English. Moreover, the researcher believes that the use of computers and other aids in the English teaching and learning process would become more effective and fun to the deaf students.

The next problem that the teacher stated in the interview was she does not have much time to separate the time to the student because she just has two hours in a week to teach English to the student. SLB Negeri Siak has less of teacher especially English teacher, so the teacher should doubles as a homeroom teacher.

This problem relate to Mpofu, et al., (2013:64-79) stated that the teacher needs to have special considerations to adjust to students' disabilities or their behaviors.

The teacher need to find appropriate media and method for students. From the interview the teacher stated that she faced the challenge by looking at many references of good materials from books and the Internet. The teacher mostly used media in form of pictures, realia and text. Even it s not just like that, because she has to appropriate the media to the the deaf students and intelligence disorder students.

The researcher found that the way she used the method by a mix method in teaching to the deaf students and the intelligence disorder students is a good idea. However, the method that theteacher use also took a lot of time and it is not effective. As the researcher mentioned before that the use of visual audio in the classroom is the effective way to teach English toheterogeneous class.

The fourth problem is the aspect of language. As mentioned above, Oyewumi in Mpofu, et al., (2013) stated that deaf students tend to be visual learners and this is difficult in an environment where much essential information is delivered exclusively by word of mouth. One of the crucial problems in the aspect of language that deaf students faced is speaking and listening. However, even they only mastered some of the words in their native language (Bahasa Indonesia).

The teacher faces the struggle because the deaf students actively focus on passive aspects of language which are reading and writing. The way she tolerance the problems and to make the students understand the material, she delivered the lesson by total communication which is visually by SIBI/BISINDO or sign language and auditory by oral.

*"Ketika menyampaikan sesuatu dia bisa menangkap tetapi suara yang digunakan itu harus keras ke dia."*

*(Interview, 08 July 2020)*

*Jadi saya tetap menyuarakan, jadi ketika menyampaikan saya tetap make tetap menyapa. Itu digabung yaa secara ininya, Jadi tuna rungu mengerti, tunagrahita mengerti."*

*(Interview, 23 July 2020)*

The teacher confirmed that both of her deaf and intelligence disorder students focus on the lesson that she explained by doing a mixed method. To make her deaf students understand, she drew a picture or found anything that related to the material and explain it, so that the deaf students knew the material to be discussed. However, for her intelligence disorder students, as they could hear the explanation from the teacher, the teacher should repeat the material over and over because they have short memory. They could lose their memories in some hours or some days.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the data and the data analysis from the research entitled *Problems in Teaching to Deaf Students: A Case Study in SLB Negeri Siak* the problems in the teaching and learning process included lack of media tools for study, the teacher didn't have much time to individual attention, and the last was based on aspects of language.

The teacher has had an engaging strategy in teaching English to deaf students. She reached out the eight characteristic of teacher in teaching English to deaf students based on the theory from Thompson (2012:103), as followed: Planning the materials and the methods that consider or depend on the need of the students, optimize the situation of the class and be firm that the students focus on teacher's explanation during in front the class, the teacher must be spoken aloud and clearly in explaining the materials, using instruction and repetition in every word or sentences with wrote down the keyword on the board, the teacher uses sign language, note, pictures, to deliver the material during learning process, optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials, develop the communication used the facial expression and body language in explaining the material, the use of visual media to make the students understand what the teacher says.

The teacher also had a personal way to solve the problem such as using a mix method to teach deaf and intelligence disorder students and she has her own way to manage time and the situation.

The last she did the evaluation of the study. In spite of the fact she did the evaluation for the students in the class, the teacher also need the help of the parents or the relative to do the evaluation at home.

### Recommendations

Regarding the conclusion above, some recommendations can be offered as followed: the teacher should consider using video media so that deaf students and slow learners students could understand the material and it is not wasted time instead of giving an individual approach. The other researchers, it is expected that they conduct better research and make up the weaknesses of this research. Not only that, it also would be interesting to see the challenge that the deaf students face in learning English, moreover they are mixed up with the slow learners. Moreover, for the readers who read this research, deaf students are special. It is very important not to judge them or compare them to normal students. They have tried their best to learn something normally but with their limited capability, they need special treatment and it is the job of the teacher and all the people closest to them to help them standby their weakness.



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