TEACHER'S STRATEGIES IN TEACHING ENGLISH FOR DEAF STUDENTS: A CASE STUDY AT SMP LUAR BIASA OF KARYA MULIA FOUNDATION

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



By: Dianita Megawati NIM. D75215040

Supervisor: Rakhmawati, M.Pd Fitriah, PhD

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA 2020

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama :1

: Dianita Megawati

NIM

: D75215040

Jurusan /Program Studi

: Pendidikan Bahasa / Pendidikan Bahasa Inggris

Fakultas

: Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri. Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 25 Juni 2020 Yang membuat pernyataan,



Dianita Megawati NIM. D75215040

ADVISOR APROVAL SHEET

This thesis by Dianita Megawati entitled "Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation" has been approved by thesis advisors for further approval by the boards examiners.

Surabaya, 25 June 2020

Advisor L,

Rakhinawati, M.Pd. NPP 19780317200912200

Advisor II,

<u>Fitriah, Ph.D</u> NIP. 197610042009122001

EXAMINER APROVAL SHEET

This thesis by Dianita Megawati entitled "Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation" has been axamined on 29^{th} June -3^{rd} July 2020 and approved by the board examiners.

Dean,

Prof. Dr. H. Ali Mas'ud, M,Ag., M.Pd.I NIE. 196301231993031002

Examiner I,

<u>Drs. Muhtarom, M. Ed. Grad. Dipl. TESOL</u> NIP. 196512201992031005

Examiner II,

Dr. Irma Soraya, M.Pd. NIP. 196709301993032004

Examiner III,

Rakhmawati, M.Pd. NIP. 197803172009122002

Examiner IV,

Fitriah, Ph.D NIP. 197610042009122001



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akad	demika UIN Su	nan Ampel S	urabaya, y	ang bertan	ıda tangar	n di bawah ini,	saya:
Nama	: Dianita	Megawati					
NIM	: D7521 S	õνa	***************************************		***************************************	(*************************************	
Fakultas/Jurusan	: Tarbiyah	1 Pend	iidikan	Bahaca	Twanis		
E-mail address	: dianita me	navati 97 0	amail. ca	M	-27J		
yang berjudul:	l Surabaya, Hak □ Tesis □	Bebas Roy □ Desertasi	/alti Non □	-Eksklusif Lain-lain (atas kary	a ilmiah :)
Teacher's Str at SMP Lua	ar Biasa o	f Karya	Mulia	Foundation	^		
menampilkan/mer akademis tanpa p penulis/pencipta d Saya bersedia unt Sunan Ampel Sura dalam karya ilmiah	erlu meminta lan atau penerb tuk menanggur abaya, segala be	ijin dari saya it yang bersa ng secara pri	i selama ngkutan. badi, tan	tetap men pa melibat	cantumka kan piha	n nama saya : k Perpustakaa	sebagai n UIN
Demikian pernyata	aan ini yang say	a buat denga	n sebenar	nya.			
				Suraba	ya, 25	Juni 2020	
					Penul	is	
				(Dianita	Jir Megawati)
					nama teran	g dan tanda tangan	

ABSTRACT

Megawati, Dianita (2020). Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation. Undergraduate Thesis, English Language Education, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd and Fitriah, PhD.

Keywords: deaf students, teaching strategies, challenge

Deafness is a condition where a person is unable to hear partly or completely. Deaf people have different way on how to communicate with others, including the way they learn. Teachers need to have special ways to teach them in order to achieve the teaching and learning goals. 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). To answer the issue, this study interviewed an English teacher about his strategies in teaching and found the challenges during classroom practices. To obtain comprehensive data, this study also did classroom observations. The research showed that teacher tended to focus the teaching on vocabulary instead of other skills, to teach simple conversation, to give appropriate treatment based on students' ability, to let students to have freedom in developing their ability in English, to use phonetic transcriptions as guidance in pronouncing the words, to use different media, and to speak slowly and clearly when using sign language. The teacher's challenges in teaching deaf students was from students' innate ability such as short memory, unstable emotional, different hearing levels. These students' personal weaknesses may encourage teachers to find ways on how to make students understand the materials. 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.

ABSTRAK

Megawati, Dianita (2020). *Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation*. Undergraduate Thesis, English Language Education, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Rakhmawati, M.Pd and Fitriah, PhD.

Kata kunci: siswa tunarungu, strategi mengajar, tantangan

Tuli merupakan suatu kondisi ketika seseorang tidak dapat mendengar baik sebagian maupun total. Para tunarungu memiliki cara yang berbeda untuk berkomunikasi dengan yang lain, termasuk bagaimana cara mereka mempelajari sesuatu. Para guru perlu menggunakan cara khusus untuk mengajar siswa tunarungu agar tujuan proses balajar dan mengajar dapat tercapai. Penelitian ini bertujuan untuk mengidentifikasi strategi-stategi yang digunakan guru untuk mengajar Bahasa Inggris untuk siswa tunarungu dan mengidentifikasi tantangan-tantangan yang mungkin dihadapi guru saat proses belajar dan mengajar dikelas dengan mengadakan penelitian berbasis studi kasus di SMP Karya Mulia (sekolah luar biasa khusus tunarungu). Untuk menemukan jawaban atas permasalahan tersebut, peneliti mewawancarai seorang guru Bahasa Inggris mengenai strategi-strategi yang beliau terapkan dan menemukan beberapa tantangan pada saat proses belajar di kelas. Untuk memperoleh data yang lebih mendalam, peneliti juga melakukan observasi kelas dan membuat catatan lapangan. Penelitian ini menunjukkan bahwa guru lebih memfokuskan untuk memperkaya kosakata siswa daripada skill lain dalam Bahasa Inggris, guru hanya mengajar percakapan sederhana, guru memberikan perlakuan tertentu menurut kemampuan siswa, membebaskan siswa untuk mengembangkan kemampuan dalam mempelajari Bahasa Inggris, guru menggunakan transkripsi fonetis sebagai arahan siswa untuk memproduksi kata-kata, guru menggunakan media yang bervariasi, serta berbicara pelan dan jelas ketika menggunakan bahasa isyarat. Tantangan yang dihadapi guru saat mengajar siswa tunarungu berasal dari kemampuan bawaan siswa seperti memiliki short memory, emosi yang tidak stabil, dan perbedaan tingkat pendengaran. Kondidi siswa tersebut mendorong guru untuk menemukan cara untuk memahamkan siswa perihal materi yang disampaikan. Temuan-temuan pada penelitian ini menitikberatkan pada fakta bahwa mengajar siswa tunarungu membutuhkan usaha berlebih serta kegigihan besar, serta strategi-strategi yang dipaparkan dalam penelitian ini dapat berguna untuk pengarjar Bahasa Inggris lainnya untuk mengajar siswa tunarungu.

TABLE OF CONTENTS

TITLE SHEET	
PERNYATAAN KEASLIAN TULISAN	i
ADVISOR APROVAL SHEET	ii
EXAMINER APROVAL SHEET	iv
MOTTO	7
DEDICATION	V
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	ix
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	Х
TABLE OF CONTENTS	X
	xii
	xiv
LIST OF APPENDICES	ΧV
CHAPTER I: INTRODUCTION	1
A. Background of The Study	1
B. Research Questions	6
C. Objectives of The Study	6
D. Significant of The Study	6
E. Scope and Limitation	6
F. Definition of Key Terms	7
CHAPTER II: REVIEW OF RELATED LITERATURE	9
A. Theoretical Framework	9
1. Deaf Students	9
2. Teaching Strategies for Deaf Students	10
a. Lip-reading	10
b. Sign Language	11
c. Media	12
3. The Implementation of Teaching English Strategies for	
Deaf Students	13
4. The Challenge in Teaching English for Deaf	
Students	14
B Review of Previous Study	15

9
9
20
20
20
21
22
24
24
24
31
34
34
10
15
15
16
18
52

LIST OF TABLES

1.	Table 4.1 Teachers' strategies in teaching English for deaf	
	students	25
2.	Table 4.2 Teachers' challenges in teaching English for deaf	
	students	31



LIST OF ABBREVIATION

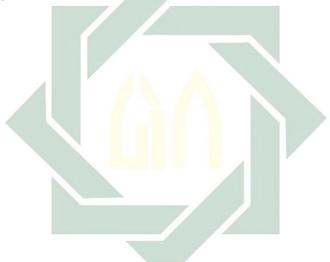
ASL : American Sign Language
 BISINDO : Bahasa Isyarat Indonesia

3. **BPBI** : Bina Persepsi Bunyi dan Irama

4. **BSL** : British Sign Language

5. EFL : English as a Foreign Language
6. ISL : International Sign Language
7. MMR : Metode Maternal Reflektif
8. SIBI : Sistem Isyarat Bahasa Indonesia

9. **SLB** : Sekolah Luar Biasa



LIST OF APPENDICES

APPENDIX 1 : Interview Guideline
 APPENDIX 2 : Interview Transcription

3. APPENDIX 3 : Field Note4. APPENDIX 4 : Surat Validasi

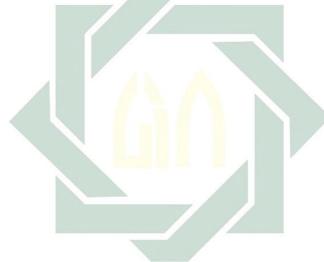
5. APPENDIX 5 : Kartu Bimbingan Skripsi

6. **APPENDIX 6** : Surat Tugas

7. **APPENDIX 7** : Surat Izin Penelitian

8. **APPENDIX 8** : Surat Keterangan Telah Melakukan Penelitian

9. **APPENDIX 9** : Documentations



CHAPTER I INTRODUCTION

This chapter contains introduction which present the reason why this research is conducted. Some research questions are also exposed in this chapter. Furthermore, the researcher writes the objective and the significant of the study to make the reader understand more about the purpose and the beneficial aspect of this research. The scope and limitation defines the main focus of this study and the definition of key term is presented to avoid misunderstanding that may happen.

A. Background of The Study

Deafness is a condition when a person unable to hear, partly or even completely. As we know that hearing is the one of the tools to communicate each other, moreover that is a crucial tool that human being has. Students with hearing impairment might not be able to get into public school because of their special needs. So, they have to go to an inclusive school or special school (SLB) and of course it has more expensive cost to have courses. Many people think that deafness is a disability, it seems that those arguments are unreasonable because those students have the same potential as the normal students have, they just use different way in learning and only those special teachers who have capability to teach them. It is supported by Aditya Pratama statement on his research that deaf students' ability in learning could be optimized by the teachers who have capaility in using appropriate teaching methods, materials and media¹.

The students can overcome their lack in hearing by doing cochlear implants or using hearing aids². They might also use lipreading, sign language and also use written or printed materials to communicate each other. In addition, in teaching and learning

¹ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

² Marc Marschark, Harry G. Lang, John A,. *Educating Deaf Students*. (New York: Oxford University Press, 2002), 109.

process, teachers usually use sign language to make student easier to get the point of the learning process. The deaf learners need long and tedious time in learning English. As the result, it can be concluded that the strategies that is used, had an impact to the students as the student's success in achieving the objective of English teaching and learning process. Marion Shields and Madelyn Lennox on their research entitled "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing" has found the best educational methods to examine and oscillate issue related to the physical, academic, social, and emotional health of deaf and hard students for language acquisition by conducting significant strategies for teachers. Meanwhile, they found that there is still a lack of flexibility in combining strategies to find the effectiveness of strategies management for educators.

There are some studies that discuss about strategies in teaching deaf students. A study by Patricia Pritchard which focused on reflecting the teaching methods which are specified by the Norwegian Curriculum in teaching English for deaf pupils that is introducing British Sign Language (BSL) into the classroom. As a result, although teachers in the study had qualifications in Norwegian Sign Language, it did not mean that they also had a clear understanding of teaching English as a foreign language³. Furthermore, Patricia Pritchard had done another research on deaf students' in English education, attitudes to sign-bilingualism in English-teaching, to develop students' English literacy. The study finds out that participant had gained a considerable vocabulary and able to read simple English phonetic books, some using English spoken language, spoken language with signing, or BSL and some signed English signs. Overall, the participants showed that they understood the story content⁴. It could be a prove that deaf learners could learn English as well as students with capabity in hearing.

Despite the fact that deaf students are different from normal students in hearing ability, deaf students absolutely need special treatment in to reach the learning objective of English lesson in

³ Patricia Pritchard. "Using a Sign Language in the Teaching of English to Deaf Pupils". Bergen. 2010.

⁴ Patricia Pritchard. "The Teaching of English To Deaf Pupils in Norway". Statped vest, Norway 2015.

Special Junior High School. Yanti Survanti explains in her research which had a focus on the understanding of deaf students literacy, she stated that students ability in literacy skill could increase from intense teaching in understanding the function of a sentence and how the sentence were used in students' real life⁵. Then, Endah Dwi Hastuti in her research focuses on the way to increase deaf students ability in English, she was applying "make a match" by using visual aids. The strategies used by Endah not only could increase students's ability in English but also could make students participate actively during the learning process⁶. Those strategies stood in the same line with some strategies that Aris Ristiani exposed in her research. She states that teacher used to teach English for deaf students by developing material that was suitable for deaf students, using media which was appropriate for the deaf students such as writing the words on the whiteboard, giving students a lot of example, and making creative and also effective learning⁷.

On the other hand, there are some challenge found in teaching English for deaf students. William Omondi Kodiango and Anne Syomwene exposed the challenges faced by deaf students in learning English such as deaf students had lack of organizing and creative skills, had less ability spellings and handwriting and also had less ability in reading skill, comprehension skill, and memory skill. Thus, the students mostly used sign language intstead of English language structure. In addition, the main problem of deaf students in

_

⁵ Yanti Suryanti. "Pembelajaran Bahasa Inggris Untuk Meningkatkan Kemampuan Literasi Peserta Didik Tunarungu". 2016.

⁶ Endah Dwi Hastuti." Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan

Model *Make a Match* pada Siswa Tunarungu Wicara dan Tunagrahita Kelas VII SMPLB. Sukoharjo". JASSI » Volume 9 : Nomor 1 Tahun (2010).

⁷ Aris Ristiani." Challenges in Teaching English for the Deaf Students". Malang. *Journal of English Language, Literature, and Teaching* Volume 03, No. 1, (May, 2018).

⁸ William Omondi Kodiango - Anne Syomwene. "Challenges Faced by The Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons". Kenya. *European Journal of Education Studies*. 2016.

learning English was their hearing and speech impairment which resulted in their imprefect pronounciation, the students had limited vocabulary in English and even in Bahasa Indonesia according to Aditya Pratama in his research which descibed the implementation of teaching and learning English for deaf students⁹.

From the study above, it can be concluded that deaf students are also able to master and understand English by their special ability. The main problem of deaf students are their lack in hearing and speech which are affected to their imperfect pronunciation. Even the students have limited spoken-vocabulary in English and Bahasa Indonesia. The student's ability in learning and applying English could get increasing from the intense teaching in understanding the function and presentation of a sentence and how the sentences are used in social interaction. Meanwhile, although teachers in the study have qualifications in Sign Language, it does not mean that the teacher had an obvious understanding and abillity in teaching English as a foreign language for deaf students. Most of the teachers that are teaching English for deaf learner have less experience in teaching English even the teachers have not been qualified as English teacher in their background study. In fact, the teacher is the "master-key" to help deaf students learn English. The teacher could increase the students' skill in learning English throughout various teaching methods, materials and media which are appropriate with students' ability. However, this research would describe teacher's strategies and challenges in teaching English for deaf students without any specified skills and aspects, and in a level of junior highschool students.

This research is conducted to discover the strategies used by the teacher and also some challenges faced by the teacher in teaching English for deaf students in SMP Luar Biasa of *Karya Mulia* Foundation. *Karya Mulia* Foundation is a foundation which is made for deaf student's education. The foundation is covering some level of school such as Pre-kindergarten, Kindergarten, Elementary School, Junior High School and also Senior High School. The

^

⁹ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

foundation itself has its own curriculum that based on the National Association of the Deaf in Indonesia. Thus, the foundation's curriculum is different from the government's curriculum. Furthermore, the reasons why this research takes place in this school are; (1) The school is specialized for deaf students, (2) The school's headmaster is chosen to be the national exam preparation team several times, and (3) The school often invites some native for having interaction with the students. In preliminary research, the researcher finds out that the teacher in SMP Luar Biasa of Karya Mulia still has difficulties to find proper strategies to teach deaf students in effective way. The teacher explains that teaching deaf students need tedious time and much repetition to make the students understand the lesson well. The students even feel bored during the learning process. It is because the teacher mostly uses drilling mode to teach the students. Then, in the area of speaking, the issue which is happened is the students are less interested in speech therapy because the students feel bored with it. So that, the students has less ability in pronouncing English words.

Otherwise, students with special needs need special treatment by capable teacher or the professional. There are still some challenges found in teaching English for deaf students. First, it takes a long time for the special students achieve the objective of a learning process because an appropriate and effective method has not been found. Second, there are crucial amount of shortage of teacher who are able to teach students with hearing impairment. There are a lot of professional and the expert teachers, but only few qualified teachers who have knowledge on the needs of the mute and hard-or-hearing learners to provide necessary equipment to teach the students 10. Further research is needed to find the appropriate strategies to teach deaf students and minimize the challenges during classroom practice to make the education in this country is equal in whole region and for any types of students.

_

Ariel E. San Jose, PhD. "Teaching In A Silent Classroom: A Case Study". IOSR Journal Of Humanities and Social Science (IOSR-JHSS)
 21: 8. Ver. 7 (Aug, 2016)

B. Research Questions

This research aims answer the following questions;

- 1. What are the English teacher's strategies to teach English for deaf students?
- 2. What are the teacher's challenges in teaching English for deaf students?

C. Objectives of The Study

- 1. To describe the strategies used by the English teacher to teach students with hearing impairment in SMP Luar Biasa of *Karya Mulia* Foundation Surabaya.
- To discover the challenge found in teaching English for deaf students.

D. Significants of The Study

1. For the teacher

This research will help the teacher to discover which strategy is appropriate for the student so that the teacher could possibly makes the English teaching and learning process more effective especially for the students with hearing impairment.

2. For the students

This research will help students in determining which strategies worked best on them and help the students learn English easily and effectively.

3. For further research

From this research, the further researcher could take some points of this research to be their references for their further research. This research is also expected to be continued by other researcher in another focus that has not been covered in this research such as media which are used as a tool to cope the challenges that teachers are faced during the classroom practice.

E. Scope and Limitation

The scope of this study are strategies that the teacher used to teach English for deaf students such as lip-reading, using sign language or media that are used to teach students with hearing impairment in SMP Luar Biasa of *Karya Mulia* foundation, the implementation of those strategies and also the challenges faced by the teacher in teaching English for deaf students. The

limitation of this study is only one teacher as a subject. The reason which is underlying those matter because he is the only English teacher taught in SMP Luar Biasa of *Karya Mulia* foundation.

F. Definition of Key Terms

1. Teaching strategies

Teaching strategies is how to make learning process to be easier, faster, enjoyable, more self-dreliant, more practical and more transferable to some specific situations¹¹. In this research refers to sign language, lip-reading and written matterial as deaf student's common strategies in learning process. English teacher might apply those strategies to make deaf students understand the lesson easier and more effective. Teacher could use various combinations of those strategies to find the appropriate strategies that suitable for the students.

2. Deaf Students

Deaf students have totally or half hearing losses and they have to lean on the capability to see visual speech information to subtitute for auditory information¹². In this research, deaf students are those who have hearing loss partly or completely or even in a certain level of deafness.

3. Challenge

Challenge is a situation that requires a great effort in order to do a thing or act succesfully and attempts a strength, skill or ability of person to face it¹³. Challenge in this research refers to the challenge in teaching deaf students such as grabbing students' attention, giving definitions and example of a certain word, understanding words from teachers' lip movements and making students understand the materials delivered by the teacher. The teacher probably experiences one

¹¹ Oxford, R.L., 1990. Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle, 8.

¹² Marc Marschark&Patricia Elizabeth Spencer, 2003. *Deaf Studies, Language, and Education*. (New York: Oxford University Press, Inc), 381.

¹³ Toynbee J. Arnold, "A Study of History" (London: Oxford University Press, 1987), 125.

or more challenge in teaching English for deaf students. The challenge could come from the students, the teacher, or the supporting tools that teacher uses to teach English in the class.



CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter, there are theoritical framework and the previous study which related to this research. In theoritical framework, there are some theories related to this research such as theory of deaf students, theory of English teaching stretegies for deaf students, the implementation of teaching english strategies for deaf students, and also the challenge in teaching English for deaf students. Beside that, there are also some previous study presented to know some research conducted in the related topic.

A. Theoritical Framework

1. Deaf Students

Deaf people are the people who loss their hearing, partly or even completely. As we know that hearing is the one of the tools to communicate each other, moreover that is a crucial tool that human being has. Deafness is divided into two categories; the born-deafness and the deafness by an accident. Children that are born deaf have to try harder than children that are deaf because of an accident in recognizing and producing spoken language. Born-deaf children does not have background in recognizing language but children that deaf by an accident still keep their vocabulary before they become deaf.

Furthermore, there are two main types of deafness. Conductive hearing loss and sensori-neural hearing loss. Temporary hearing loss is when the middle ear filled with such a kind of fluid material so that the ossicles are harder to transmit the sound waves. Meanwhile, sensory-neural hearing loss is a type deafness that is caused by malfunctioning of the cochlea which is permanent¹⁴. There may be factors causing their hearing losses, the causes might be genetical or coincidental deafness (carried by genetic syndromes or physical damage) which had obtained the result by several

9

¹⁴ Lindsey Edwards - Susan Crocker. *Psychological Processes in Deaf Children with Complex Needs*. (London: Jessica Kingsley Publisher, 2008), 20.

researchers which is suggesting that genetical deafness may carry some issues related to the deafness¹⁵.

There are several ways to overcome the lacks of hearing in students with hearing impairment, but the common ways are attaching hearing aids and doing the cochlear implant. The first device used is hearing aid. It works by amplifying environmental and speech sound, but it is harder to work on an environment with a loud background noise¹⁶. It is not specifically tuned to hear the speech sound the way the human ears did¹⁷. Then, the cochlear implant uses electrical signals to directly stimulate the auditory nerves ¹⁸ so the background noises will be reduced.

2. Teaching Strategies for Deaf Students

There are some strategies used to teach students with hearing impairments such as lip-reading, sign language and using media. The strategies which might apply in English teaching and learning process as follows:

a. Lip-reading

Lip reading is how deaf students recognize the spoken language by looking the teacher that is speaking slowly and clearly. The students "listen" to the teacher by watching the teachers' lips to understand the, movements, expressions and speech patterns of the spoken language had shown. Learning to read the lip movement involves developing and practicing certain skills which can make the

¹⁵ Kusché, C. A., Greenberg, M. T., & Garfield, T. S. (1983). *Nonverbal intelligence and verbal achievement in deaf adolescents: An examination of heredity and environment*. American Annals of the Deaf, 128, 458—466.

¹⁶ Lindsey Edwards - Susan Crocker. *Psychological Processes in Deaf Children with Complex Needs*. (London: Jessica Kingsley Publisher, 2008), 22.

¹⁷ Marc Marschark, Harry G. Lang, John A, 2002. Albertini. *Educating Deaf Students*. (New York: Oxford University Press, Inc), 50.

¹⁸ Lindsey Edwards - Susan Crocker. *Psychological Processes in Deaf Children with Complex Needs*. (London: Jessica Kingsley Publisher, 2008), 23

process much easier and more effective. It uses vision to get every single word that the teacher is saying. People with half or totally hearing losses have to lean on the capability to see visual speech information to substitute for auditory speech information¹⁹. Lip-reading is also a method the students with hearing impairment used to communicate with both deaf people and people with normal hearing. They assume that that it makes them easier to communicate each other. Meanwhile, the deaf students cannot recognize some silent speech sounds such as "f", "k", "s", "sh" and "t" so that the students do not include those sound in their speaking²⁰. So that, only few people with hearing impairments can read lips well to understand the words that are saying²¹.

b. Sign language

In Indonesia, the sign language used is BISINDO (Bahasa Isyarat Indonesia) and SIBI (Sistem Isyarat Bahasa Indonesia). Sign language also has no grammar, no naturally prefix and suffix, and also the absence of part of speech. Sign laguage is a language that is used and formed by deaf community as the way to communicate each other. "There are found two rules, not regarded as the rules of syntax, which are common for all the signers in their experiment: (1) The sign refered to the action did not come first in the utterance. (2) The sign for the attribute followed the modified sign"²². In spite that, deaf learner will spell letter by letter to complete the structure of a spoken

-

¹⁹ Marc Marschark, Patricia Elizabeth Spencer, 2003. *Deaf Studies, Language, and Education*. (New York: Oxford University Press, Inc), 381.

²⁰ Mr John Mpofu - Mr Sylod Chimhenga. "Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School". 2013.

²¹ National Association of the Deaf, 2000. *LEGAL RIGHTS: The Guide for Deaf and Hard of Hearing People*. (Washington, D.C.: Gallaudet University Press), 6.

²² Romana Hoferková, "Deaf students learning English as a foreign language". 2012.

language. Furthermore, the deaf students also used International Sign Language (ISL). A research carried out by Allsop, Woll and Brauti in 1994 toward the working party which is applying the International Sign Language. It indicated that ASL (American Sign Language) was not the only sign language used when deaf people communicate. It was said that BSL (British Sign Language) and some related sign languages are used in parts of Africa, Asia and all of Australasia²³. Patricia Pritchard on her research found that tests of BSL receptive skills in vocabulary, grammar and BSL (British Sign Language) exposed that the Norwegian deaf students had best result on their vocabulary test²⁴. It was enticing to find that deaf students from foreign language backgrounds had a great result on the BSL (British Sign Language) receptive tests.

c. Media

For almost 15 years, speech-to-text services had been media preference in interpreting spoken language to written language as a supporting access to deliver the material in the classroom. Speech-to-text services involved an operator as a mediator in the classroom with the deaf students²⁵. Stinson, Meath-Lang, and MacLeod were probably the first to investigate the essential function of printed media as a sign language interpreting in the classroom. They found that deaf students in university recreate more information when the material was presented in written text rather than interpreted using sign language²⁶.

²³ Allsop L, Woll, B. and Brauti, J. M. "International Sign: The Creation of an International Deaf community and Sign Language". *Sign language research 1994. Proceedings of the European congress on sign language research Munich. 1994, 1995.* (1994).

²⁴ Patricia Pritchard, "Using a Sign Language in the Teaching of English to Deaf Pupils". Bergen. 2010.

²⁵ Marc Marschark, Greg Leigh, et.al. 2006. *Journal of Deaf Studies and Deaf Education*. 2006; volume 11 (4): 421–437.

²⁶ Stinson MS, Meath-Lang B, MacLeod J. "Recall of different segments of an interpreted lecture by deaf studen4ts". American Annals of the Deaf (1981), 126:819–824.

Inspite the fact, the deaf students could also use printed media (text or visual) as a media in learning English.

3. The Implementation of Teaching English Strategies for Deaf Students

Lip-reading is the one of strategies used to teach students with hearing impairment how to produce the spoken language. First, the target is to enrich the student's vocabulary. The teacher would say a word carefully and clearly so the students could imitate how the way teachers pronounce the word correctly and as perfect as possible. Furthermore, according to Endah Dwi Hastuti in her research focused on the way to increase deaf students ability in English, she was applying "make a match" by using visual aids. The strategies used by Endah not only could increase students's ability in English but also could make students participate actively during the learning process²⁷. The teacher could also write the transcript of the word spoken to make student recognize the spelling of each word as Aris Ristiani exposed in her research. She stated that teacher used to teach English for deaf students by developing material that was suitable for deaf students. using media which was appropriate for the deaf students such as writing the words on the whiteboard, giving students a lot of example, and making creative and also effective learning²⁸. The other way used is using sign language which is most common way to teach students with hearing impairment. The students who studied vocabulary with relation to signing are able to recognize written words faster than those who are aimed to relate written words to pictures. The combination of those strategies would lead to create more effective strategies used in teaching English. The lacks of sign language could be overcome by using another sign that spells a word letter by

²⁷ Endah Dwi Hastuti." Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan Model *Make a Match* pada Siswa Tunarungu Wicara dan Tunagrahita Kelas VII SMPLB. Sukoharjo". JASSI » Volume 9 : Nomor 1 Tahun (2010).

²⁸ Aris Ristiani." Challenges in Teaching English for the Deaf Students". Malang. *Journal of English Language, Literature, and Teaching* Volume 03, No. 1, (May, 2018).

letter. Thus, the word stress would be emphasized by lipreading. Moreover, the teacher can also use the printed material to distribute over the students while learning process.

4. The Challenge in Teaching English for Deaf Students

According to Aditya Pratama, the main problem of deaf students in learning English was their hearing and speech impairment which resulted in their imprefect pronounciation, the students had limited vocabulary in English and even in Bahasa Indonesia²⁹. There were some challenge commonly happened in teaching English for deaf students. A study conducted by Adi, et. al in 2017 revealed eight challenges in teaching English for deaf students, as follows; (1) The teachers needed to adapt and to consider the proper media and material which is appropriate for deaf students. (2) The teachers had some issues in creating the proper media for deaf students. (3) The students sometimes made mistakes in understanding words because of the teachers' similar lip movements to other words, and it is hard for deaf students to guess the words saying by the teacher. (4) The teachers had difficuties in grabbing the students' attention to be hear what the teacher said. (5) The students' limited vocabularies; the teacher first needs to give definitions and examples of words before continuing the next materials. (6) The next challenge was the lack of students' background knowledge which was affecting the students in learning the material. (7) The students' difficulties in differentiating similar words. (8) The students needed much repetition in delivering the material³⁰. In addition, Weber stated that often school are not capable of supplying their deaf students with the proper technology that could significantly

²⁹ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

³⁰ Adi, et al. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. International Journal of Education and Research. 15 (12). 2017.

increase the learning development process³¹. Furthermore, according to William Omondi Kodiango and Anne Syomwene the challenges faced by deaf students in learning English were deaf students had lack of organizing and creative skills, had less ability spellings and handwriting and also had less ability in reading skill, comprehension skill, and memory skill³².

B. Review of Previous Study

In the research, it is needed to enclose reviews of previous related studies to avoid duplication of the same idea of a research. Some studies have been conducted to discover teachers' strategies in teaching English for deaf students and challenges which the teachers faced during classroom practice.

The first study is "Teaching In A Silent Classroom: A Case Study" conducted by Ariel E. San Jose, PhD (2016) from Faculty of Foundation Studies, Gulf College, Sultanate of Oman³³. 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.

Another study entittled "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing" conducted by Marion Shields and Madelyn Lennox (2017) from Avondale College of Higher Education,

³² William Omondi Kodiango - Anne Syomwene. "Challenges Faced by The Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons". Kenya. *European Journal of Education Studies*. 2016.

³¹ Weber, Marilyn "10 Challenges deaf students face in the classroom." (gettingsmart.com. accessed on Dec, 26th 2018).

³³ Ariel E. San Jose, PhD. "Teaching In A Silent Classroom: A Case Study". *IOSR Journal Of Humanities and Social Science (IOSR-JHSS)* 21: 8. Ver. 7 (Aug, 2016)

Cooranbong, NSW³⁴. This research found that the best educational methods to examine teaching for deaf students were providing training for teachers on how to teach deaf students. This research did not cover how to create openness and flexibility as the combination of the methods to address students' personal needs.

Next, in a research under tittle "Teaching and Learning of Deaf Student in Ordinary Vocational Education Setting. The Georgia Case" conducted by Maia Tsuladze (2015), Faculty of Educational Science, University of Oslo, Norway³⁵. This research was a descriptive case study. It examined the deaf learners and their vocational education teacher objectives of teaching and learning. It revealed that demonstration, modeling and practicing were the most appropriate strategies to apply. Meanwhile, not all resource existing in the vocational setting was applied in practice.

The research confirmed that the students' challenge in learning English was in vocabulary knowledge and in metacognition. Meanwhile, the researcher proved that informative visual media technologies were support deaf students in learning English.

The fourth study is a classroom action research, conducted by Ayu Annisa Putri (2017) "Deaf Student's Speaking Ability Improvement Kindergarten A Class Using Role Playing Method at Little Tree Yogyakarta Inclusive School", Pendidikan Luar Biasa, Jurnal Widya Ortodidaktika, Yogyakarta³⁶. This research revealed that role play could

³⁵ Maia Tsuladze. 2015. "Teaching and Learning of Deaf Student in Ordinary Vocational Education Setting. The Georgia Case". Master's Thesis. Master of Philosophy in Special Needs Education, Department of Special Needs Education, Faculty of Educational Science, University of Oslo, Norway.

³⁴ Marion Shields - Madelyn Lennox. "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing". *TEACH Journal of Christian Education*. 11:2, Article 2. (2017)

³⁶ Ayu Annisa Putri. "Deaf Student's Speaking Ability Improvement Kindergarten A Class Using Role Playing Method at Little Tree

increase deaf students' ability in speaking (in aspect of intonation, pronounciation, diction and sentence structure).

Another study entittled "The Implementation of Teaching And Learning English of Students with Hearing Impairment" a study conducted by Aditya Pratama (2014) from English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta³⁷. 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 optimized³⁸.

From the previous study above, there are similarities and differences from one to another research. The similarities of some prevous studies above and this research are exposing about teachers' strategies in teaching English for deaf students and the challenges which teachers faced during classroom practice. Meanwhile, there are also differences from those research. Ariel E. San Jose, PhD, stated on the research that there were a need to find qualified teachers who had knowledge on the needs of deaf-muted learners to provide appropriate equipment and learning environment for the learners. Then, Marion Shields and Madelyn Lennox on their research showed that they the best educational methods to examine teaching for

Yogyakarta Inclusive School". Pendidikan Luar Biasa, *Jurnal Widya Ortodidaktika*, Yogyakarta. (2017).

³⁷ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

³⁸ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

deaf students were providing training for teacher on how to teach deaf students. Furthermore, Maia Tsuladze on her research exposed that demonstration, modeling and practicing were the most appropriate strategies to apply. Moreover, a research conducted by Ayu Annisa Putri revealed the process and the result of the speaking skill development in deaf kindergarten's students using role play method could increase deaf students' ability in speaking (in aspect of intonation, pronounciation, diction and sentence structure). Furthermore, a research conducted by Aditya Pratama 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. However, this research would describe teacher's strategies and challenges in teaching English for deaf students without any specified skills and aspects, and in a level of junior highschool students.

CHAPTER III RESEARCH METHODOLOGY

This chapter describes the research method and design that is used in this research and the reason why the researcher applies the method and design. Furthermore, in this chapter, the researcher exposes subject and setting of the research, instruments used in this research, how the data are gathered in data collecting technique, data analysis and how to reach the validity of this research ever since this research uses qualitative approach.

A. Research Approach and Design

This research used a 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. Case study is particularistic (focused on a specific event, situation or phenomenon), descriptive (presenting a significant explanation), and heuristic (focused on defining new result from a certain situation)³⁹. Furthermore, according to Creswell, case study is a strategy which the researcher explores deeply an event, a situation or a process which comes from one or more subject of the research⁴⁰. Thus, the researcher believes that something new can be found in this certain case.

Case study is an effective method to do research which is deeply analyzed an issue in real situation. Furthermore, case study has approaches to learn, comprehend or interpret an issue without any impacts from the other side because this method directly observed in real-time and real condition of the field. This method is different from the others method. Although the subject is not as many as other method, this method could analyze deeper and more

³⁹ Donald Ary et.al. *Introduction to Research in Education.* (Belmont: Wadsworth. 2010), 454.

⁴⁰ John W Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches.* (California : SAGE Publications, Inc, 2009), 13.

detailed about the specific issue. Also, this method requires the researcher to interact with social condition of the field. It could bring up the subjects' background and subjects' behavior in unexpected way.

B. Subject and Setting of The Research

Subject is the participant that is involved in a research. Furthermore, the subject was an English teacher which taught students with hearing impairment in 8th grade of junior high school in year of 2019/2020. He is the only teacher who teach English in 8th grade. Meanwhile, setting is the location where the a research takes place. Thus, this research was done in SMP Luar Biasa of *Karya Mulia* Foundation which was located on Jl. Achmad Yani No. 6-8, Wonokromo, Kec. Wonokromo, Surabaya.

C. Research Instrument

Instrument is a tool to help the researcher to collect the data. This research used lists of interview guidelines which were addressed to the teacher. The interview aimed to discover how the teacher taught English in the class and overcame the challenge found during the learning process. Observation note of the observation during the teaching and learning process was a tool to add more details about the interaction between the teacher and the students in their natural behavior in the class and also pointed out some additional findings during the observation taken place in the class.

D. Data Collection Technique

In collecting the data, researcher did the interview to English teacher. It had a purpose to discover deeply what did the teacher's strategies and also found out what the teachers challenges in teaching and learning process. The reasercher only had interview with one teacher because he was the only teacher who taught English in SMP Luar Biasa of *Karya Mulia* foundation. Besides that, the researcher did the observation for approximality three times and takes video recording during the observation to find teachers' srategies and also what challenges that the teacher probably faced during the teaching and learning process. The observation taken has a great impact in pointing out the students' and teachers' natural behaviour in the class during the teaching and learning process. The

researcher also does video recording during the observation to cover what researcher could not cover.

E. Data Analysis

According to Creswell, there are six steps in analyzing the data which researcher will use to analyze the data in this research, namely:

1. Organize and prepare the data

In this step, the researcher does interview transcribing by writing the whole interview taken. Meanwhile, for the observation taken, the researcher describes all the information which the researcher find during the observation such as the class activities.

2. Read through all the data

The researcher will find a general term of topic to be connected to the whole meaning. Then, the researcher discovers the ideas from the participants statement on the interview taken. Furthermore, the researcher reads the observation notes to match the participant statement to the real situation in teaching and learning process.

3. Coding

Coding is the process of organizing the material based on its own topic or categories. The researcher needs to highlighting the key point of the specific topic then grouping the key point based on the topic related.

4. Descripting the data

Descripting the data requires a detailed data about some events in a setting. Researcher would generate codes highlighted from coding stages for the description. This step constructs detailed descriptions from generating the highlighted codes. The researcher provides multiple perspectives and statements from theories and previous studies related to the main topic. Then, it should be supported by some quotations and specific event both from the interview or class observation taken.

5. Presenting

Narrative paragreph is used by researcher to expose the findings of the analysis in detail. It could be a discussion which mentions a chronological events, detailed discussion of certain topic by providing multiple perspectives from participants,

previous related theories, related previous studies and some quotations.

6. Interpreting the data

In this stage, the researcher explains the researchers' personal view of the issue in the understanding from her or his own social culture, history, and experiences. It could also be a meaning obtained from a comparison of the findings with information collected from the related theories or previous studies⁴¹.

The researcher analyzed the data using descriptive qualitative method. The first step in this research data analysis was organize and preparing the data. The interview result was transcribed and the data gathered from observation were sorted and arranged into some topics related. Then, the researcher read the data from the interview result to understand deeply about what subject was saying. The next step was coding. In this step, the researcher organized the data into some categories, and labeled those categories with a term based in the actual language of the participant. Furthermore, in descripting the data, the researcher generated codes that had been made in coding process for this description. This analysis was useful in designing detailed descriptions for case studies. Next, the researcher presented the data through discussion that mentions a chronology of events and the detailed discussion of several themes. In the last step, the data were interpreted by comparing the data and the findings on the field with some related theories.

F. Validity

Validity is means that the researcher examine the trustworthiness of the findings by applying particular procedures⁴². In this research, the researcher used triangulation strategy. The researcher did the data triangulation using different data sources and

⁴¹ John W Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches.* (California: SAGE Publications, Inc, 2009), 185.

⁴² John W Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches.* (California: SAGE Publications, Inc, 2009), 190.

investigated some information taken from some theories and previous study to construct reasonable explanation of the topic related. So that the researcher compared both the data and the theories to know whether the data were linked with the teories or not. If a topic is constructed based on collecting several sources of data or perspectives from participants or subjects of the research, then this process could be determined as proving the validity of the study.



CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the researcher points out the research finding and discussion of the research. The findings are about how the English teacher teaches English for deaf students and some challenges which teacher faced during the English teaching and learning process. The sections in this chapter is arranged based on the research questions. There are two research questions namely; (1) Strategies used by the teacher in teaching English for deaf students and (2) The challenges faced during the teaching and learning process. The detail information of the issue as follows:

A. Research Findings

1. Teacher's strategies in teaching English for deaf students

Based on the result of the interview and class observation, the teacher had some strategies applied in teaching English for deaf students. The strategies which teacher used is listed on the following table. Furthermore, the table also showed the reason why the teacher used the strategies to teach deaf students.

Table 4.1 Figure of teachers' strategies in teaching English for deaf students and the reason why the teacher uses the strategies

211 111-031-22	
Strategies	Reason
Does not pushing the deaf students to master grammar	Tends to focus on mastering vocabulary
Teaching very simple conversation.	Student's limited ability in doing spoken conversation
Setting up some range of student's ability	Makes teacher easier and more effective in teaching
Not pushing the students to do exactly as the teacher says	Each students has different ability
Writes down the phonetic transcription	To show the deaf students how to pronounce the word
Using many kinds of media	To make students interested in learning English.
Speaks slowly and clearly to the students, and also uses sign language	To make clear instruction to the students

First, the teacher did not force the students to master grammar. In the other hand, the teacher kept adding and enriching students' vocabularies on each meeting by providing at least ten new vocabularies. It was proven by three times class observation which the researcher had taken. On the first observation which was taken in the classroom on 27th of October 2019, the teacher wrote down fifty vocabularies to be translated into Bahasa Indonesia by the students. On the second observation which was taken in the classroom on 21th of November 2019, the teacher was not directly listed the vocabularies but asked the students to write down the words that they did not know the translation in Bahasa Indonesia before. Then on the last observation which was taken in schools' library on 28th of November 2019, the teacher asked the students to find twenty vocabularies which the students

could find in any media such as storybooks, subtitled-television and also internet.

The teacher said on interview that the main thing in learning language was vocabulary. Moreover, how could students understand about the material taught if they were not have much vocabulary to master. The important thing according to the teacher was the students understood the use of English applied in their daily life through mastering the vocabulary which were related to the students' real life. During the teaching and learning process, the teacher often gave instruction for the students to translate the whole text item and materials because the material would get harder to understand if the students do not understand the meaning of the text.

"A question that we thought it was easy and simple would turn to the hardest one if we don't know the meaning of the question. How could we answer the question if we have not mastering the vocabulary? How could we arrange the grammar well if we do not understanding the vocabulary? And how could we have conversation without knowing the vocabulary before?" (Teacher)

Furthermore, according to the teacher, if the students did not understand the vocabularies used in text item, then the students would have difficulties in answering question in English so that the teacher always asked the students to translate a lot.

Meanwhile, he also said that the English subject was the one of subjects tested on the national examination, so that the teacher taught less or more about grammar especially on reading text. Inspite the fact that on the national examination there were English material tested such as short message, invitaion, announcement, and so on. In conslusion, the teacher does teach the students about grammar and text item or another material that are probably tested in students' national examination, but the teacher was more intense in enriching students' vocabularies.

Second, the teacher also taught the students for having short and simple conversation.

"The students could produce spoken conversation but it is limited on a very simple conversation such as introducting theirselves or expressing greeting. I think it is all our students could probably do, they cannot do more complex spoken conversation and even the students have limitation on their pronounciation" (Teacher)

According to the teacher on interview, the strategy above was the hardest strategies applied by the teacher because it involved the whole ability of the students such as listening, visual, also speaking. In addition, the deaf students had lack in hearing and most of them were born-deaf, so that the students probably had difficulties in pronounce any words because they never heard any sounds of any words.

As the students were deaf learners, so that the students ability had a lacks in pronounciation. He told that the students he taught could not do more complex conversation because of the students' ability in pronouncing words. In the second observation taken place in the class, in the topic of describing people, the teacher randomly asked the students to say "He is...". As the result, from five students who the teacher chose randomly to pronounce those words, only two students could pronounce it well.

Third, as each students had their own capability in understanding the teacher explanation during the teaching and learning process, so that the teacher was setting up some range of students' ability and capability in learning English. Each students had different hearing level on each ear, the level of hearing of the left ear could be totally different from the right ear and *vice-versa*. In addition, deafness was not the only thing that matter. From eight students on 8th grade, there were two students (one male and one female) who had some complex issues such as having IQ below the normal score, having low-range of sight and also categorized as slow learner.

The setting up of some range in students' ability and capability in learning English could help teacher in giving appropriate treament based on the students' ability during teaching and learning process as the teacher said on the interview:

"I have been setting up range of students ability based on their hearing level. Then, I give them different treatment of each range I have set up" (Teacher)

If the teacher gave each students different treatment based on their ability, it would counsume more time as there was a fact that the students' ability are different each other. In addition, the teacher also pointed out that he had different way to do students' assessment. In off-record interview, he said that each students has each own standard which defined by the teacher based on students' ability.

Fourth, the teacher did not push the students to do exactly as the teacher says. The teacher did understand that each students had different ability. It was not appropriate if the teacher set a certain objective and every student in the class have to reach it.

The teacher told that the students' could develop their ability in mastering English by their own way. In case, the students developed their ability in a same context of material based on curriculum.

"Each student has their own way to develop themselves based on the material delivered by the teacher because the students could not get forced to do exactly as the teacher said despite the fact that each students has their own limitation in understanding teachers' instruction" (Teacher)

He also stated on interview that he would be less fair if he defined the same ojective on each students eventhough he knew well that his students had totally different ability and also had different perception. It was possible if each students had each perception on the teachers' explanation, it was possible if each students had different thought about a single explanation and it was obviously possible if each students had different result of their study.

Fifth, as English was not the first or second language of the students, the teacher needed to write down the phonetic transcription to make students knew how to pronounce the words. Inspite the fact that most of the students in 8th grade were born-deaf, so there were no chance for them to hear any

words said. Major skills in learning English were listening, speaking, reading and writing. Since listening was one of receptive skills which was important in receiving and understanding the language, the deaf students might have some problem in recognizing the language. Next, it would be effecting the productive skill such as speaking and writing.

On an off-record interview, a small talk with the teacher, he told that he also tried to write down the phonetic trasncription of the whole passage he taught to the students to make students understood how to pronounce the words. The teacher told that the school had facilitated students in having speak theraphy. The Karya Mulya Foundation facilitated the students to have speak theraphy program every morning in the school hall before the lesson started. The speak theraphy was accessible for all students from kindergarten to senior high school. For instance, the foundation and the school were very supportive to their students in developing their spoken language.

Sixth, the teacher used many kinds of media to teach English for deaf students. The teacher mostly used visual media as deaf students could only rely on visual information to understand something.

"I use animation media, pictures, simulator, board game and hand-made flashcard. There is also students' textbook which I make and publish by myself and there will be always some upgrading level of material based on the students' result of study" (Teacher)

The teacher said on interview that he always made media as various and as relatable as possible to the real object. It was because the students liked to questioning if the media were not relatable with the reality. The teacher told that once he wanted to make the media more interesting and more eyecatching fot the students based on the teacher thought, so that the teacher put orange color to a picture of elephant. Then, the teacher used the media to teach and some of the students kept questioning to the teacher why did the elephant had orange skin because they had seen elephant on the zoo before and the skin was not orange at all.

From the observation taken, the teacher always used different media on each meeting. The teacher used textbook which the teacher made and published by himself based on K-13 curriculum for special school and based on his students' ability. In fact, there was English textbook published by government. Meanwhile, the teacher also used a textbook which was created and published by the teacher based on students' needs. For instance, the teacher used multiple textbook to teach English and combined the textbook to meet the students' need. Then, the teacher used short video about describing people. The teacher told that the students needed a concreat example, so that the students could apply the material into students' real-life situation. Furthermore, the teacher allowed students to read storybooks, watch subtitled television and also use computer which was connected to the internet as media.

In addition, the teacher spoke slowly and clearly to the students so that the students could lip-read what the teacher were saying to teachers' instruction and materials delivered by the teacher. At the same time, the teacher used sign language to give instruction and to deliver material to the students. The sign language that teacher used to give instruction to the students was SIBI (Sistem Isyarat Bahasa Indonesia). SIBI was one of sign languages that was used in Indonesia. SIBI created by adopting sign laguages from British Sign Language (BSL), American Sign language (ASL) and traditional sign language. There were different way to sign using SIBI, BSL, and ASL but only few differences on how the language was signing.

"There are only few differences in the way of signing SIBI and foreign sign language (BSL and ASL). The differences in term of how the sign language is signed does not matter if there are no misunderstanding in communicating. And also, as long as both communicator catch the same meaning and creat a meaningful communication" (Teacher)

Meanwhile, the teacher explained on the interview the reason why he still spoke when he taught the students eventhough the students could not hear to any sounds produced. The reason why the teacher spoke to the students who were deaf is to make students got used to do lip-reading to communicate with hearing-people because not all the people could be able to use or even understand the sign language.

2. Teacher's challenges in teaching English for deaf students

After having interview with the teacher and taking observation in the class during teaching and learning process, the teacher faced some challenges, such as students' short memory, students' unstable emotions which was affecting their learning, students' different hearing level and their IQ, and students' less ability in mastering words. The mentioned challenges and the detail about how teachers cope with the challenges are described in the following table.

Table 4.2 Figure of teachers' challenges in teaching English for deaf students and how to cope the challenges

Challenges	How to cope the challenges
Most of the students have	Do more repetition in each
short memory	meeting
The students easily get	Do not push students to reach
offended and easily lose	all of the objective
their interest in learning	
The differences of	Spending more time in
students' hearing ability	learning English
and students' IQ	
Students' have less	Writing down the phonetic
ability in mastering	transcription of each word
words	taught

First, most of the students had short memory that affects students in mastering the material. Knowing this condition, the teacher repeated and explained the same material few times to ensure that students understand the content to master the material given by the teacher.

"Most of the students have short memory, so it is needed to do much repetition and more time consuming" (Teacher) From the observation taken, in a single meeting, the students needed approximality an hour to do a task given by the teacher. In the first obervation which was taken in the classroom on 27th of October 2019, in writing a paragraph containing 15 lines, the students needed 30 minutes until an hour to finish the task. In the second observation which was taken in the classroom on 21th of November 2019, 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.

Second, the students had high sensitivity of emotions. The students often got angry or bored easily when they were no longer interested in the learning process or they did not get what they want. For example, as the teacher said on the interview, if the students wanted to take a break but the teacher did not give a break. Then, some students would lose their intention to learning English and they did not want to study anymore.

"The students easily got offended and lost their learning intention" (Teacher)

The teacher stated on the interview that he always kept up the stability of students emotion. He sometimes made jokes to make students laugh, played game with the students such as guessing game, etc. In the learning process, the teacher did not push the students to reach all the objective of the learning process. He did understand how far his teacher could go, he did knew well his each students' ability. The teacher told that each student had significantly different ability in learning English. He thought that put a same objective for all of the students were not fair enough. For instance, the teacher set up different learning objective of each student based on students' ability.

Third, based on the level of students' deafness, the more students' deafness level the harder the students understand and master the materials that had given by the teacher in reading or even writing. Listening was the one of major things in acquiring language. Thus, the students might have acquiring language disorder. It was proved by the students' low ability in literacy skill.

The various ability of students in learning English could also constrain more time allocated because of the difficulties in spreading understanding of the material effectively. As the teacher stated on the interview:

"From the students' hearing level, the worse students' hearing level, the harder students could understand and master the material delivered by the teacher in reading or writing. For instance, the comparison of students IQ could probably consume more time allocation because of the equality of material understanding in the class" (Teacher)

The teacher did more and more repetition on each meeting. Even to understand an instruction, the students needed approximality three times of repetition to understand what they had to do. In the last observation that the researcher had taken, the teacher gave instruction to the students to find twenty verb in English which they had to found in any sources from schoools' library such as books, subtitled television and internet. Meanwhile, all of the students did not do what the teacher had said before. There were three students wrote the whole complete sentence, one of the male students wrote the name of islands or cities that he had found in atlas, there were also two male and female students who wrote any words they found, a female student wrote the whole quotes which she found on internet, and also a male student who had complex disorder did not searched and found any word because he got out from the class by himself.

Fourth, the students needed nearly long time to master vocabularies. As the teacher said on the interview that most of the students were born deaf, it made sure that the students had never heard any words spoken. Furthermore it was possible that the students had less ability in processing and producing any word although the word comes from their mother tongue. "The students have issue in mastering vocabulary so that it needs more time to master. In addition, I need to separate a

word syllable by syllable and write down the phonetic transcription for the students to make them understadn how to read the word, and of course, it needs more time constrain and hd effort too" (Teacher)

As the result, writing down the phonetic transcription of a whole passage on was consuming time a lot and the teacher was not deliver the material as well. Furthermore, the teacher would be so tired of putting much efforts in writing the transcription every single word.

B. Research Discussion

From the explanation in the findings, teaching English for deaf students is not as easy as we thought. It is difficult and challenging for the teacher to teach English for deaf students altough the teacher has more than ten years experience in teaching deaf students. Many strategies which teacher used and there are also some challenges faced by the teacher in teaching English for deaf students. In this section, the researcher will reflect the findings found with some theories and some previuos study that are related to the issues.

1. Teacher's strategies in teaching English for deaf students

There were seven strategies the teacher used in teaching deaf students namely: (1) do not push students to master grammar, (2) teaching with simple conversation, (3) setting up ranges of students' ability, (4) do not push students to do what teacher said, (5) writing phonetic transcription, (6) using diverse teaching media, and (7) speaking with low speed and clear sentence, and using sign language at the same time. The explanation and discussion of each strategy in teaching English for deaf students as follows:

a. The teacher did not push the students to master grammar

Teacher did not push the students to master grammar because he tended to focus on mastering vocabulary. He stated that the main thing in learning language was masterring vocabulary. Since the students were deaf, they had a big probability to have lacks in their word processing. In fact, they had issues in mastering vocabularies both in English or even in Bahasa Indonesia.

As Aditya Pratama stated on his research that deaf students had limited vocabulary in English and even in Bahasa Indonesia, it was because of their hearing impairment⁴³.

Furthermore, in teaching the students to master vocabulary, the teacher needed to link the vocabularies taught into students' real life. The teacher mostly taught and added more vocabulary that would probably be applied in students' daily life. Adi, et all stated that the teacher first needs to give definitions and examples of words before continuing the next materials⁴⁴. On observation which researcher had taken on three days of English teaching and learning process, when teacher gave a new vocabulary for the students, he wrote the vocabulay on whiteboard then gave a real example of the vocabulary taught. In addition, the teacher would always increasing students' vocabulary mastery by kept adding new vocabularies related to students' real life which the students had not understood. It was standing on a same opinion as Yanti Suryanti explained in her research that students' ability in literacy skill (including mastering vocabulary) could increase from intense teaching in understanding the function of a sentence and how the sentence were used in students' real life⁴⁵. It was also the way to give students a meaningful learning process by teaching material which they probably applied in their real life.

_

⁴³ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

⁴⁴ Adi, et al. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. International Journal of Education and Research. 15 (12). 2017.

⁴⁵ Yanti Suryanti. "Pembelajaran Bahasa Inggris Untuk Meningkatkan Kemampuan Literasi Peserta Didik Tunarungu". 2016.

b. Teaching very simple conversation

According to the teacher, it was the hardest strategies applied by him because teaching conversation needed to involve the whole ability of the students such as listening, visual ability and also speaking. The reason why the teacher only taught very simple conversation was because the students could not do more complex spoken conversation as their issues on their hearing and also their pronounciation. It was comformable with Aditya Pratama statement on his research. He stated that deaf students' hearing and speech impairment causing students' imperfect pronounciation⁴⁶.

In the other hand, the students still could having very simple conversation though reading phonetic transcription and using very simple spoken English. The teacher said on the interview that he ever taught the students to indroduce theirselves in a very simple sentence structure such as "I am... (their name)". In addition, in the second observation in the topic of describing people, the teacher wrote "He is..." on whiteboard and randomly asked the students to read aloud the word. As the result, from five students who teacher asked randomly to pronounce the words, only two students could pronounce it well.. The finding stood on a same side with Patricia Pritchard on her research. According to her research, deaf students were able to read simple English phonetic and some using English spoken language with signing⁴⁷.

⁴⁶ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

⁴⁷ Patricia Pritchard. "The Teaching of English To Deaf Pupils in Norway". Statped vest, Norway 2015.

c. The teacher did not push the students to do exacly as the teacher said

The teacher said that he really understood the capability and ability of each of his students so that he let the students develop theirselve freely and their own way in case the students kept catching up the topics and material related. Thus, the teacher gave the topics and materials under the government curriculum which was arranged specially for special school. The teacher stated that the students could develop their skill in English using their own way as the teacher understanding that each students' he taught had their own limitation in understanding instruction from the teacher and also limitation in understanding the material which the teacher delivered.

The teacher kept making friendly and respectful learning environment during the teaching and learning process to make all of the students he taught felt comfortable and did not feel offended. This strategies stood in the same statement with Ariel E. San Jose. He stated on his research that the teacher needed to provide compassionate, friendly, and respectful learning environment⁴⁸. The making of those atmostphere on teaching and learning process could make students comfortable during teaching and learning process so that it could improve students' ability in learning English.

d. The teacher wrote down the phonetic transcription of each word taught

English as foreign language might be quite hard to acquire especially for deaf students. In this case, students who were in 8th grade, were born-deaf so that they had not heard any spoken language. The teacher exposed that he ever tried to write down the phonetic transcription of the whole passage he taught to the students. He said that it could help the students to

_

⁴⁸ Ariel E. San Jose, PhD. "Teaching In A Silent Classroom: A Case Study". *IOSR Journal Of Humanities and Social Science (IOSR-JHSS)* 21: 8. Ver. 7 (Aug, 2016).

pronounce the word. The same statement came from Patricia Pritchard on her research that deaf students were able to read simple phonetic books⁴⁹. Aris Ristiani statement on her research also supported the issue. She said teacher used to teach English for deaf students by writing the words on the whiteboard, giving students a lot of example, and making creative and also effective learning⁵⁰. In the other hand, the teacher admited that writting down the phonetic transciption of every single word on the whiteboard was consuming more efforts and more time. For instance, the teacher told that the teaching strategy was less efficient and less effective.

The teacher used various media e.

According to Adi, et. al on his research, he stated that the teachers needed to adapt the material and media, so that the teacher needs to consider the proper media and material which is appropriate for deaf students⁵¹. The English teacher in SMPLB of Karya Mulya Foundation had used various media in teaching and learning process such as animation, pictures, simulator, board game, handmade flashcard and also a textbook which was arranged by himself based on his students ability. The teacher confirmed that the textbook he made would always get upgrading based on the students' result of study in term of the difficulty level of the material. Then, the teacher mostly used visual media because according to him, the deaf students could only rely on visual information to understand something. Some researcher also agreed in using visual media to teach deaf students.

⁴⁹ Patricia Pritchard. "The Teaching of English To Deaf Pupils in Norway". Statped vest, Norway 2015.

⁵⁰ Aris Ristiani." Challenges in Teaching English for the Deaf Students". Malang. Journal of English Language, Literature, and Teaching Volume 03, No. 1, (May, 2018).

⁵¹ Adi, et al. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. International Journal of Education and Research. 15 (12). 2017.

Endah Dwi Hastuti was applying "make a match" by using visual aids to increase deaf students ability in English and to make students participate actively during the learning process ⁵². Furthermore, Stinson, Meath-Lang, and MacLeod deaf college students recalled more information when the material was presented in print rather than interpreted⁵³.

On the other hand, Weber stated that often school are not capable of supplying their deaf students with the proper technology that could significantly increase the learning development process⁵⁴. Meanwhile, in SMPLB of Karya Mulya Foundation, the school itself had supplied the students with proper technology and had been being supportive to the students. The school had a library with full internet access and also lots of book provided as their learning media. They had eight computers connected with internet access, interactive television with subtittle and lots of interesting and colorful book which could be used to learn English.

f. The teacher spoke slowly and clearly to the students and used sign language in giving instructions.

The teacher spoke slowly and clearly so that te students could read-lip what the teacher was saying both in giving instruction or delivering the material. The statement was supported by some theories and some research. Marc Marschark and Patricia Elizabeth Spencer state that people with half or totally hearing losses had to lean on the capability to see visual speech information to

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁵² Endah Dwi Hastuti." Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan Model *Make a Match* pada Siswa Tunarungu Wicara dan Tunagrahita Kelas VII SMPLB. Sukoharjo". JASSI » Volume 9 : Nomor 1 Tahun (2010).

⁵³ Stinson MS, Meath-Lang B, MacLeod J. "Recall of different segments of an interpreted lecture by deaf studen4ts". American Annals of the Deaf (1981), 126:819–824.

⁵⁴ Weber, Marilyn "10 Challenges deaf students face in the classroom." (gettingsmart.com. accessed on Dec, 26th 2018).

substitute for auditory speech information⁵⁵. In addition, there was also a study by Aditya Pratama. The study finds that in English teaching and learning process, the teachers and students used oral speaking as their primary means of communication while sign language is used as the supportive means of communication⁵⁶.

Meanwhile, according to National Association of the Deaf only few people with hearing impairments can read lips well to understand the words that are saying⁵⁷. The statement was also supported by Adi, et. al in his research. He stated that sometimes the students made mistakes in understanding words because of similar lip movements to other words, and it was hard for them to guess the words the teacher said because they only did lip-reading to the teachers' explanation. In contrast, the 8th grade students in SMPLB of karya Mulya foundation could read-lip well. During the teaching and learning process, the students could understand well what the teacher said.

2. Teachers' challenges in teaching English for Deaf students

Teaching English for deaf students was not as easy as we thought. There were many stategies combination in creating confortable and respectful environment for deaf students to learn English. In addition, those applied strategies might make English teaching and learning process of deaf students more effective and more efficient. Meanwhile, teacher was still facing some challenges in teaching English for deaf students.

⁵⁵ Marc Marschark&Patricia Elizabeth Spencer, 2003. *Deaf Studies, Language, and Education*. (New York: Oxford University Press, Inc), 381.

⁵⁶ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

⁵⁷ National Association of the Deaf, 2000. *LEGAL RIGHTS: The Guide* for Deaf and Hard of Hearing People. (Washington, D.C.: Gallaudet University Press), 6.

The challenges which the teacher faced could come from the teacher or even from the students. The challenges which the teacher faced in teaching deaf students were:

a. Most of the deaf students had short memory

Most of the students had short memory which affected students in learning English. Despite the fact, the students needed more repetition and more time consuming to master English material given by the teacher. Adi, et. al stated on his research that the deaf students needed much repetition on learning process⁵⁸. Moreover, the teacher told that, "Most of the students ave short memory, so it is needed to do much repetition and needed to consume more time too.". Based on the observation taken, the student needed approximality an hour to do a single task given by the teacher. On all class observation taken, the teacher needed to repeat twice or three times to make the students got what the teacher were saying. It was agreed by a statement from William Omondi Kodiango and Anne Syomwene. According to their research, deaf students had lack of organizing and creative skills, had less ability spellings and handwriting and also had less ability in reading skill, comprehension skill, and memory skill⁵⁹. From the first observation taken, in writing a paragraph containing 15 lines, the students needed 30 minutes until and hour to finish writing the whole passage. In the second obervation, the students needed an hour to rewrite seven minutes videos about describing people on the simplest sentences containing not more than ten words which the teacher was pausing the video once a new sentence appear.

-

⁵⁸ Adi, et al. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. International Journal of Education and Research. 15 (12). 2017.

⁵⁹ William Omondi Kodiango - Anne Syomwene. "Challenges Faced by The Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons". Kenya. *European Journal of Education Studies*. 2016.

b. The students easily got offended and easily lost their interest in learning

The students had high sensitivity of emotions. The teacher explained that the students easily got offended and lost their learning intention. He added, "The students often get angry or bored easily when they were no longer interested in the learning process or when they do not get what they want.". The teacher had tried to overcome the challenge by making some jokes to make students laugh, playing game with the students such as guessing game as ice-breaking. During the teaching and learning process, the teacher did not push the student to do exactly as the teacher said. The teacher told that each student had significanly different ability in learning English. For instance, the teacher would always keep the students on a good mood, make students comfortable and also make them not to feel offended by the teacher. It was supported by a statement from Ariel E. San Jose on his research. He said that a qualified teacher for teaching deaf students should provide compassionate, friendly, and respectful learning environment⁶⁰. According to Marion Shields and Madelyn Lennox on their research, the best educational methods for language acquisition came together with important management strategies for teachers to consider, revolve around supporting the physical, academic, social, and emotional wellbeing of deaf students⁶¹. A statement on a research conducted by Aditya Pratama was also supporting some statements above. He explained that the "master-key" of successful English teaching and learning process in the class was the teacher as long as the teacher uses various teaching methods, materials and media which were suitable with

⁶⁰ Ariel E. San Jose, PhD. "Teaching In A Silent Classroom: A Case Study". *IOSR Journal Of Humanities and Social Science (IOSR-JHSS)* 21: 8. Ver. 7 (Aug, 2016)

⁶¹ Marion Shields - Madelyn Lennox. "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing". *TEACH Journal of Christian Education*. 11:2, Article 2. (2017)

students emotional and their capability in learning English, then their ability in learning could be optimized⁶².

c. The differences of students' hearing ability and students' IQ

Based on the level of students' deafness, the higher students' deafness level, the harder the students understood and mastered the materials given by the teacher both in reading or even writing. As listening was the one of major things in acquiring language, the students could have low ability in acquiring language or even acquiring language disorder. Lacks of students background knowledge in hearing took an important role from the students ability in learning and acquire a language. Aditya Pratama stated on his research that lack of students' background knowledge might be affecting the students in learning the material⁶³. Furthermore, the teacher stated that from the students' hearing level, the higher students' deafness level, the harder the students could understand and master English material which the teacher had delivered by the teacher in reading or writing. He added that the comparison of students IQ could also consume more time allocation in spreading understanding of English learning material because of the equality of material understanding in the class.

d. Students had less ability in mastering words

The students needed nearly long time to master vocabularies. As the teacher said that the most of students were born deaf, it made a strong thought that the students

 $digilib.uinsby.ac. id \ digilib.uinsby.ac. id \ digi$

⁶² Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

⁶³ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

had never heard any words spoken. Thus, it was possible that the students had less ability in processing and producing any word. According to Aditya Pratama on his research, he stated that one of deaf students' challenges in learning English was the limited vocabularies which the students mastered⁶⁴. In addition, he also stated on his research that deaf students' hearing and speech impairment resulted in their imprefect pronounciation, the students had limited vocabulary in English and even in Bahasa Indonesia⁶⁵. The teacher told that the students had issue in mastering vocabulary so that it needed more time to master. In additon, in coping wih the challenge, the teacher explained that he needed to separate a word, syllable by syllable, and write down the phonetic transcription to make students understand how to pronounce the word.

-

⁶⁴ Aditya Pratama. "The Implementation of Teaching And Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training And Education Faculty of Sebelas Maret University Surakarta. 2016.

⁶⁵ Ibid.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter is divided into two sections. There are conclusion and suggestion. In conclusion section, it presents the conclusion of the research by summarizing the prevoius chapter of finding and discussion. Then in suggestion section, there will be presented some suggestions concerning to this study.

A. Reseach Conclusion

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

- 1. There were seven strategies the teacher used in teaching deaf students namely: (1) do not push students to master grammar because the teacher tended to focus on teaching the deaf students to master vocabulary, (2) teaching with simple conversation due to the students' limitation in doing spoken conversation, (3) setting up ranges of students' ability to make the teacher easier in making teaching and learning process more effective, (4) do not push students to do what teacher said because the teacher did understand that each student had different ability in learning English, (5) writing phonetic transcription to show the deaf students how to pronounce the word, (6) using diverse teaching media such as textbook, animation media, pictures, simulator, board game and hand-made flashcard to attract students and get them interested to learn English, and (7) speaking with low speed and clear sentence (as their primary means of communication) and using sign language at the same time. (as the supportive means of communication) to make clear instruction for the students.
- 2. There were four challenges that the teacher faced during the teaching and learning process, namely: (1) most of the students had short memory so that the

teacher had to do a lot repetition on each meeting, (2) the students often got angry or bored easily when they were no longer interested in the learning process, but the teacher would always try to make a good learning environment so that the students could comfortable and enjoy the learning process, (3) the differences of students' hearing ability, students' IQ and also students' background knowledge that was causing teacher allocated more time to spread out the understanding of English material taught by the teacher to each student, and (4) most of the students were born-deaf so that the students had less ability in mastering words because of students' issue in processing and producing language. For instance, the challenges which teacher faced during teaching and learning process came from the students.

B. Suggestion

Based on the conclusion above, the researcher would like to mention some suggestions which are presented as follows:

1. For the teacher

Teaching English for deaf students is not easy. Inspite the fact that most of the students are born-deaf, they must have issue in processing and producing language even it is Bahasa Indonesia. There are some challenges which teacher faced during the teaching and learning process. The teacher does has the way to deal with the challenge. In the other hand, the teacher still needs to consider the combination of the strategies which have been explained on findings to cut off the time constrain and make English teaching and learning process more effective and efficient.

For further researcher

Hopefully, the future researchers would analyze this issue deeper. This research is also expected to be continued by other researcher in another focus that has not been covered in this research. Furthermore, the further research is needed to explain the better combination of the strategies above to make learning process more effective and make English teaching and learning process more meaningful.

3. For the society

From this research, the researcher gives high hope to society to increase the awareness of special education, especially deaf students. Hopefully, the society stops underestimating people with different ability. People with different ability (difable) might have 'limitation' but it does not mean that a small imperfection make them underestimated by the society. The society should accept those special people without any discrimination. Furthermore, the researcher would feel grateful if people with different ability could be treated better than ever especially on this country.



REFERENCES:

- Adi, et al. 2017. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. International Journal of Education and Research. 15 (12).
- Aditya Pratama. 2016. "The Implementation of Teaching and Learning English of Students with Hearing Impairment". Surakarta. English Department Teacher Training and Education Faculty of Sebelas Maret University Surakarta.
- Allsop L, Woll, B. and Brauti, J. M. "International Sign: The Creation of an International Deaf community and Sign Language". Sign language research 1994. Proceedings of the European congress on sign language research Munich. 1994, 1995. (1994).
- Ariel E. San Jose, PhD. 2016. 1. "Teaching In A Silent Classroom: A Case Study". IOSR Journal Of Humanities and Social Science (IOSR-JHSS) volume 21, Issues 8. Ver. 7 (Aug, 2016) PP 89-96. e-ISSN: 2279-0837, p-ISSN: 2278-0845. Gulf College, Sultanate of Oman.
- Aris Ristiani. 2018. Challenges in Teaching English for the Deaf Students. Malang. Journal of English Language, Literature, and Teaching Kusché, C. A., Greenberg, M. T., & Garfield, T. S. (1983). Nonverbal intelligence and verbal achievement in deaf adolescents: An examination of heredity and environment. American Annals of the Deaf, 128, 458—466. Volume 03, No. 1, May 2018.
- Ayu Annisa Putri. 2017. "Deaf Student's Speaking Ability Improvement Kindergarten A Class Using Role Playing Method at Little Tree Yogyakarta Inclusive School". Pendidikan Luar Biasa , Jurnal Widya Ortodidaktika, Yogyakarta.
- Creswell, John W. 2009. "Research design: Qualitative, quantitative, and mixed methods approaches". California. SAGE Publications, Inc.

- Donald Ary et.al. 2010. "Introduction to Research in Education".

 Belmont, Wadsworth.
- Endah Dwi Hastuti. 2010. Meningkatkan Kemampuan Percakapan Bahasa Inggris dengan Model "Make a Match" pada Siswa Tunarungu Wicara dan Tunagrahita Kelas VII SMPLB. Sukoharjo. JASSI » Volume 9 : Nomor 1 Tahun 2010.
- Hafizha Rizqa Febrina. 2015. "Penggunaan Bahasa Isyarat Sebagai Komunikasi (Studi Efektivitas Komunikasi Non Verbal dan Non Vokal Pada Siaran Berita TVRI Nasional Terhadap Penyandang Tunarungu SLB PGRI Minggir, Sleman, Yogyakarta)". Uin Sunan Kalijaga, Yogyakarta.
- Kusché, C. A., Greenberg, M. T., & Garfield, T. S. (1983). Nonverbal intelligence and verbal achievement in deaf adolescents:

 An examination of heredity and environment. American Annals of the Deaf.
- Lindsey Edwards & Susan Crocker, 2008. Psychological Processes in Deaf Children with Complex Needs. London: Jessica Kingsley Publisher.
- Maia Tsuladze. 2015. "Teaching and Learning of Deaf Student in Ordinary Vocational Education Setting. The Georgia Case". Master's Thesis. Master of Philosophy in Special Needs Education, Department of Special Needs Education, Faculty of Educational Science, University of Oslo, Norway.
- Marc Marschark, Greg Leigh, et.al. 2006. *Journal of Deaf Studies and Deaf Education*. 2006; volume 11 (4).
- Marc Marschark, Patricia Elizabeth Spencer, 2003. *Deaf Studies, Language, and Education*. New York: Oxford University Press, Inc.

- Marc Marschark, Harry G. Lang, John A, 2002. Albertini. *Educating Deaf Students*. New York: Oxford University Press, Inc.
- Marion Shields and Madelyn Lennox. 2017. "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing". TEACH Journal of Christian Education: Vol. 11: Iss. 2, Article 2. Avondale College of Higher Education, Cooranbong, NSW.
- Mr John Mpofu and Mr Sylod Chimhenga, 2013. Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School.
- Murni Winarsih. 2010. "Pembelajaran Bahasa Bagi Anak Tunarungu".

 Perspektif Ilmu Pendidikan Vol.22 Th. XIII Oktober 2010,
 Jakarta.
- National Association of the Deaf, 2000. *LEGAL RIGHTS: The Guide for Deaf and Hard of Hearing People.*
- Oxford, R.L., 1990. Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle.
- Patricia Pritchard. 2010. Using a Sign Language in the Teaching of English to Deaf Pupils. Bergen.
- Patricia Pritchard. 2015. The Teaching of English To Deaf Pupils in Norway. Statped vest, Norway.
- Romana Hoferková, 2012. Deaf students learning English as a foreign language.
- Stinson MS, Meath-Lang B, MacLeod J. "Recall of different segments of an interpreted lecture by deaf students". American Annals of the Deaf (1981), 126:819–824.
- Toynbee J. Arnold. 1987. "A Study of History" (London: Oxford University Press, 1987).

- Weber, Marilyn (2016). 10 Challenges deaf students face in the classroom. gettingsmart.com. accessed on Dec, 26th 2018.
- William Omondi Kodiango & Anne Syomwene. 2016. Challenges Faced by The Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons. Kenya. European Journal of Education Studies.

Yanti Suryanti. 2016. "Pembelajaran Bahasa Inggris Untuk Meningkatkan Kemampuan Literasi Peserta Didik Tunarungu". Bogor.