Teacher’s Strategies in Teaching English for Students of Hearing Disorder

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Abstract

Teaching English for the students of hearing disorder seems difficult to English teacher. The students need different kind of language treatment in learning and the teacher needs various strategies in teaching. This study aims to determine the application of strategies used by an English teacher for the students of hearing disorder and the challenges faced by the teacher in teaching at SMPLB YPAC Banda Aceh. The design of this study was descriptive qualitative research. It concerned on the strategies used by the teacher and the challenges faced by the teacher in implementing the strategies. The writer used observation sheet and guiding interview as the instruments. The data were presented in form of list and narration. Based on the results of research and discussion could be concluded the strategies used by the teacher were facilitative strategies, repair strategies and memory strategies. The difficulties faced by teacher in implementing the strategies were in communication, student’s limited ability to comprehend the material and applying grammar learning strategies. Facilitative and repair strategies are suggested to be applied in order to avoid and to fix communication breakdown. Memory strategies also could be used to help the students in memorizing and retrieving information.

Keywords: Strategies, Teaching English, Students of Hearing Disorder

1. INTRODUCTION

English has been being a subject that should be taught at the school and students have to pass it in National Examination. Not only for students with normal hearing but also students of hearing disorder need knowledge of English to pass the National Examination. By learning 4 skills which are speaking, listening, reading and writing the students could master English well and also they could pass the National Examination easily. Teaching English to students of hearing disorder seems difficult for the teacher of English. Dotter (2008) stated that teaching EFL to children with hearing impairment is still a challenge for teachers. Hearing disorder students have limited language ability compared with the students who can hear well in learning.

Although hearing disorder students have limitations, teachers still have to make them reach their purpose in studying. Instead of thinking their limitation as a defect, the teachers should perceive them as unique students with special needs.
Strategies in teaching and learning process for students of hearing disorder need to be used to solve the problem above. Oxford (1990, p.1) stated that strategies in language learning are necessary to be used because the strategies is a tool for being active and self-directed involvement that is important to improving communication competence.

Students of hearing disorder have limited ability in learning. They could not understand the materials that have taught by the teacher easily. Therefore, the students of hearing disorder need different kind of language treatments in learning and the teacher needs various effective strategies in teaching. Some of strategies that could be used by the teacher in teaching English for students of hearing disorder were mentioned by Tsenova and Makrieva (2012) such as Facilitative Strategies, Repair Strategies, Grammar Learning Strategies and Memory Strategies.

2. LITERATURE REVIEW

2.1 Students of Hearing Disorder

Students of hearing disorder may have partial or full hearing loss on unilateral or bilateral ears. The characteristic exhibited by the student depend on the degree of hearing loss and the onset of that loss (Gudyanga et al. 2014). There are some terms of hearing disorder which differed by its own category of disability: hearing impairment, deafness, and deafblindness. Below is the explanation of each category:

2.1.1 Hearing Impairment

According to Farrell (2009, p. 24) categorization of hearing impairment relate to intensity/amplitude. The intensity of a sound is experienced as loudness and is measured in a decibel (dB) scale on which the quietest audible sound has a value of 0 dB and the louder 140 dB. Steinberg and Knightly, (1997) stated that normal conversation is carried out at around 40-50 dB (cited in Farrell, 2009). Hearing impairment person cannot hear above 90 dB.

2.1.2 Deafness

According to Morávková (2011) there are five categories into which the deafness is devided and they depend on the sound's detection. First, characterized as mild, means that the lowest of sound adult can hear is from the range of 25-45 dB and child from 20-40 dB. The second category called moderate, the lowest level of sound is from the range of 41-45 dB. The third category called moderately severe, the sound that can be heard is the only sounds louder than 56-70 dB. The fourth called severe, the sound has to be even over 71-90 dB. The last category called profound includes person with difficulties to hear the sound under 90 dB (“Hearing Impairment”). And total hearing loss 120 above which known as Deafness.

2.1.3 Deafblindness

People who are deafblindness have disabilities both of visual and hearing. The effects of some functional definitions emphasize of deafblindness on communication, mobility, and gaining information. These effects occur because assesment of visual and hearing disability does not lead to suggestions for interventions, which functional assesment is needed to do (Farrell 2009, p. 26).

In SLB YPAC Banda Aceh, there are only the students with category of hearing impairment and deafness.
a. Special Education

Indonesian government conducts a special education for students with special needs. It is one of ways to help all of Indonesian students get their right in education. Such an idea has been inserted as government regulation in the article 15 of UU (act) no.20 (2003) and the article 32 clause (1) no. 20 (2003) which is reflected in the following statement.

Menurut pasal 15 UU no.20 tahun 2003 tentang Sisdiknas, bahwa pendidikan bagi Anak Berkebutuhan Khusus adalah Pendidikan Khusus. Pasal 32 (1) UU no.20 tahun 2003 memberikan batasan bahwa pendidikan khusus merupakan pendidikan bagi peserta didik yang memiliki tingkat kesulitan dalam mengikuti proses pembelajaran karena kelainan fisik, emosional, mental, dan/atau memiliki potensi kecerdasan dan bakat istimewa.

(Translation: According to article 15 of act no.22 (2003) of Sisdiknas (National System of Education) stated that the education of children with special needs is special education. Article 32 (1) no.20 (2003) gave the restriction that special education is an education for learners who have the difficulty in following the learning process because of physical abnormalities, emotional, mental, and/or have the potential of intelligence and special talents).

The categorization of children with special need are stipulated in PP no.17 article 129 clause (3) that the learners of disability are consist of students who are:

a. Tunanetra (Visually Impaired)
b. Tunarungu (Deaf and Hard of Hearing)
c. Tunawicara (Speech Impaired)
d. Tunagrahita (Mental Retardation)
e. Tunadaksa (Orthopedically Handicapped)
f. Tunalaras (Emotionally Handicapped)
g. Berkesulitan belajar (Learning Disabilities)
h. Lamban belajar (Slow Learner)
i. Autis (Autism)

j. Memiliki gangguan motorik (Motoric Impaired)
k. Menjadi korban penyalahgunaan narkotika, obat terlarang dan zat adiktif lain (Being victims of the abuse of narcotics, illegal drugs, and another addictive substances).
l. Memiliki kelainan lain (have another disorder).

b. Language Learning and Communication

People with hearing disorder and hearing people living together in the same country do not certainly have the same first language. In daily communication, people with hearing disorder used Sign Language as their mother tongue, national language as second and any other language as their third language.

There are two sign languages that used by hearing disorder people in Indonesia, they are SIBI (Indonesian Sign Language System) and BISINDO.
(Indonesian Sign Language). According to Indra et.al (2017) SIBI was developed by normal people instead of the deaf people and BISINDO was developed by the deaf people themselves through GERTAKIN (Indonesian Deaf Welfare Movement).

SIBI is similar to the ASL. According to Herman (2014) SIBI was recognized by the government as Indonesian sign language and started to be applied in SLB-B since 2001. Indonesian deaf people prefer to use BISINDO as their mother tongue than SIBI because BISINDO is easier to learn, although BISINDO is not recognized by the government as a sign language of Indonesia until now.

People with hearing disorder use many communication methods in their communication. There are some communicational strategies such as: spoken mother tongue, written mother tongue, lip reading, finger spelling, sign language, and drawing. The preference of the method depends on the participant of communication, when the hearing disorder appeared.

c. Teaching Strategies

According to Hornby (2000, p. 1336) strategies is defined as a plan that is intended to achieve a particular purposes or the process of planning something or carried out a plan in a skillful way. Teaching strategy is an activity that should be carried out by the teacher to reach learning purpose effectively.

Tsoneva and Makrieva (2012) mentioned that teachers of students with hearing disorder need various strategies in teaching. Besides, Usman et.al (2019) mentioned that the strategies that could be used by the teachers such as: Facilitative Strategies, Repair Strategies, Grammar Learning Strategies, and Memory Strategies. Below is the description of each strategy:

2.4.1 Facilitative Strategies

Many people with hearing impairment believe that the communication problem that they have are an effect of their hearing loss. There are ways to avoid or fix a breakdown in communication which known as “communication strategies”. Some of these strategies that could be used to make the communication easier at the outset which called as Facilitative Strategies and other that could be used to fix a communication breakdown called as Repair Strategies. According to Tye-Murray (1994, p. 194) “Communication strategies can be categorized as one of two general types, facilitation and repair”.

Facilitative strategies are approaches that influence talker, message, and environment to avoid breakdowns in communication. There are five types of facilitative strategies that mentioned by Tye-Murray (1994):

a. Instructional Strategies

This strategy helps talker know how to deliver message in the best way as possible.

b. Message Tailor Strategies

These strategies influence the message. The talker could encourage communication partner to use simple and short sentence or to indicate when the topics of conversation change by using hand signal or pausing.

c. Constructive Strategies

Develop communication environment acoustically and visually.

d. Attending Strategies

Listener increases effort on focusing to message in order to succeed in gaining message.

e. Anticipatory Strategies

These strategies are methods of preparing for a communication interaction.
2.4.2 Repair Strategies

Repair strategies are tactics implemented by participant in conversation to correct breakdowns in communication. Repair strategies may be implemented by hearing-impaired listener to ask clarification when the listener failed to understand the speaker’s message. Repair strategies such as repeating, rephrasing or simplifying misperceived sentences, could also be used by the speaker when the conversational partner misperception of the spoken message.

Given that certain repair strategies are believed more effective to resolve communication breakdowns than other, the type of selected strategies emerges to influence a person’s perception of hearing disorder individual, and the hearing disorder individuals tend to primarily use nonspecific requests for clarification when facing difficulty in communication, Gibson and Caissie (1994).

2.4.3 Grammar Learning Strategies

Bayou (2015) assumed that grammar had a central position in language teaching since it was believed that knowing the structure of the language increase learner’s intellectual ability and accurate production of the language in spontaneous language use. Muncie (2002, p.183) stated that grammar is just as important an instrument of communication, and the text cannot be written cohesively without attention being to how meaning is expressed through grammar. Grammar is important because it is the language that makes it possible for us to talk about language.

Teaching grammar was a central interest in English language teaching. Language teaching professionals have also become more aware that grammar instruction plays an important role in teaching and learning (Nassaji & Fotos, 2011). A study made by Gimeno (2002) on grammar learning through macro-grammar strategy training for secondary school students found that the students who are following the grammar strategy instruction could learn grammatical structures better and become a little more autonomous than the students who do not follow the instruction. Oxford, Rang Lee & Park (2007) as cited in Pawlak (2009) described grammar learning strategies as actions and thoughts that learner intentionally use to make language learning easier, more effective, and more enjoyable.

2.4.3.1 Classification of Grammar Learning Strategies

Many researchers have been studied and classified language learning strategies in several ways. Rubin (1981) as cited in Bayou (2015) differentiate between actions of learners which directly contribute to learning such as clarification, monitoring, memorization, and practicing as direct strategies. The processes which contribute indirectly to learning as indirect strategies such as motivation to practice and making opportunities for exposure the target language .

Oxford (1990) proposed a comprehensive classification system of language learning strategies by using two major groups based on Rubin’s (1981) model, they are; direct and indirect strategies.

2.4.4 Memory Strategies

Sometimes people have difficulty in remembering information. It is caused by the study habits which fail to transfer information into long-term memory. In order to be able in remembering information we need some strategies to help us actively work on (Blerkom, 2009).
Oxford (1990, p.14) divided the language strategies into two types, they are direct strategies and indirect strategies. Direct strategies are strategies of language learning which directly involve the target language, whereas indirect strategies are strategies which used to support the language without directly involved the target language. One of strategies that include in direct strategies is memory strategies.

Memory strategies are used to remembering and retrieving the information. Oxford (2003) stated that memory strategies are often used for memorizing vocabulary and structures in basic stages of learning the language. These strategies are divided into four sets, they are:

a. Creating Mental Linkages
According to Oxford (1990) memory strategies permit learners to create mental linkages of grammatical rules with another by grouping, association or elaboration, and using the rules in a context. In this sets there are three strategies that can be used such as; grouping for classifying language material into meaningful units, associating or elaborating for relating information to another to make associations in memory, and placing a new word into a context to placing word in meaning sentence in order to remember it easier.

b. Applying Image and Sound
According to Bayou (2015 p.21) applying image and sound using imagery, semantic mapping, and representing sounds help learners to remember grammatical rules. Learner would relate new grammar structure to the structure they learnt before by means of meaningful visual imagery, either in mind or in an actual drawing.

In this sets there are four strategies that can be used, they are; using imagery by relating new information of language with meaningful visual imagery, semantic mapping by making arrangement of word which has relation by means of lines, using keyword by remembering new word using auditory and visual link, representing sounds in memory by remembering new language according to its sound.

c. Reviewing Well
This strategy is structure reviewing where the learner review the language learning has been done in carefully spaced interval. Such as 10 minutes after initial learning, tomorrow, or a week later. This strategy would help learners in learning the language. Such an idea has been mentioned by Bayou (2015, p. 21), which is reflected as follows:

“Making structured reviewing of different structures in carefully spaced intervals and physically act out a new expression or meaningfully relating a new expression to a physical feeling and using creative techniques (e.g., using highlight, underlying, circling) or location (e.g., on the page or blackboard) enable learners to memorized grammar structures effectively”.

d. Employing Action
There are two strategies that could be used, they are; using physical respond such as acting out a new expression and using mechanical techniques such as moving something to remember new target language information.

Considering the limitation of hearing disorder students Tsenova and Makrieva (2012) stated that since the amount of information to be processed by learner is high in the classroom and regarding the restriction of hearing impairment the teachers could apply different memory strategies for enhancing the learning process especially for dealing with new words such as:
1. Studying the word with a pictorial representation of its meaning
2. Connecting the new word to a previous personal experience
3. Grouping words according to a topic
4. Grouping words together within a storyline
5. Studying the spelling of the word. Commonly, people with hearing impairment have highly improved visual memory
6. Connecting the word with its synonyms and antonyms
7. Using semantic maps of new words.

3. METHOD

In term of research methodology, the writer used the qualitative research method. The qualitative research is used to produce descriptive data about people's word and the behavior of people being observed. This study is also called case study because it was conducted in a particular context. Merriam (1998) suggested that case study is an examination of specific phenomenon such as a program, an event, a person, a process, an institution or a social group. The kind of this case study is a situational analysis. The writer used a single case study design which is emphasized the study on a case unit only. The writer focuses on one subject and intensively on two particular objects of study as a case.

The source of data in this study was an English teacher of students with hearing disorder of SMPLB-B Banda Aceh. The kind of data needed in this study were the data related to the strategies that used by the teacher in teaching students of hearing disorder and the teachers' challenges in teaching. The Subject of this study was an English teacher of SMPLB-B YPAC BANDA ACEH and the object of this study was the strategies applied by the teacher for students of hearing disorder and the challenges faced by teacher in teaching. There are 3 classes were chosen by the writer to be example of this study. These classes have been taught by the same teacher. The students of hearing disorder consisted in these classes were the students with category of hearing impairment and deafness. In collecting the data, the writer used observation, and interview techniques. These techniques conducted by the writer herself. Creswell (2008) stated since the participants have difficulties on verbalizing their ideas, observation is the best choice to do. This observation purposed to investigate the teachers' strategies that used by the teacher in teaching the students of hearing disorder. In this observation, the writer also recorded the teaching and learning activities in the first, second and third grade class of the students with hearing disorder of junior high school.

The writer analyzed the data obtained from the observation and interview with teachers of SMPLB-B YPAC BANDA ACEH by using the model of Miles and Humberman (1994, p. 10), the analysis of activity was devided into three stages: data reduction, data display and drawing conclusion.

4. RESULT AND DISCUSSION

4.1 Result of Observation

The observation was conducted in class VII, VIII, and IX at SMPLB YPAC Banda Aceh on October 3rd until October 13th, 2018. During the observation, the writer was acted as non-participant observer. The writer did not take part during the teaching and learning process. In the process of teaching and learning, the writer also did not do any interactions either with the teacher or the students. The
The main focus of the observation was to find out what strategies applied by the teacher to teach English for hearing disorder students and the challenges faced by the teacher in teaching.

From the results of observation sheet could be concluded the used of facilitative and repair strategies helped communication among the students of hearing disorder and the teacher easier. These strategies could be used by the teachers during teaching and learning process to avoid communication breakdown and to fix it if was happened. Memory strategies also could be applied by the teachers in teaching the students of hearing disorder in order to help the students memorizing and retrieving information or materials that have been taught.

4.2 Result of Interview

The interview was held on October 12th 2018 to an English teacher (MA) and was conducted in Bahasa Indonesia. There were 13 items of guiding interview that used by the writer. From the result of the interview could be concluded the challenges faced by the teacher during teaching and learning process were in communication, student’s limited ability in learning and teaching grammar.

4.3 Discussion

After collecting and analyzing all the data, it is necessary to discuss the result of the research. The aim of this research is to find out what are strategies applied by the teacher in teaching students of hearing disorder and the challenges faced by the teacher in teaching. From the result of observation sheet, it could be explained that almost of items needed in activity of teachers’ assistance were done effectively. The phase of opening, core and closing activity were well completed.

Based on the teachers’ answer in the interview section the steps of the strategies were also done by the teacher appropriately in the classroom observation. The answers given by the teacher in the interview section were applied systematically. There are proven action done by the teacher while she taught the students. For instance, the teacher knows the good strategies in teaching hearing disorder students in this case the teacher used the facilitative strategies, repair strategies, memory strategies based on students’ necessity.

In sum, there are a relationship between the observation sheet items and the interview items that refer to the strategies used by the teacher in teaching hearing disorder students.

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<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Observation</th>
<th>Interview</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Teacher understands strategies</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The teacher used facilitative strategies to avoid communication breakdown</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The teacher used repair strategies to fix communication breakdown</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The teacher used grammar learning strategies in teaching grammar</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>The teacher used memory strategies to help the students in remembering the material</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>6</td>
<td>The teacher faced some difficulties in applying the strategy</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>7</td>
<td>The teacher gave feedback and evaluated the students’ comprehension</td>
<td>✓</td>
<td>✓</td>
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</table>
Furthermore, the writer found that the teacher used almost all of teaching strategies which were used and mentioned by Tsoneva and Makrieva (2012) lectures of D/HH, except, grammar learning strategies.

5 CONCLUSION

The writer found that the teacher applied a good application of strategies to teach hearing disorder students although there was difficulty in communication which faced by the teacher during teaching and learning process. The teacher applied facilitative strategies to avoid communication breakdown in communication and repair strategies to fix it if was happened. The teacher also used memory strategies to help the students in memorizing and retrieving information or the material. But the strategies that applied by the teacher is still not optimal because the teacher did not teach grammar for the students. Grammar is one of the important things in learning English. The students could not master English well without learning it. The difficulty faced by the teacher in teaching was almost in communication. It was because students of hearing disorder have limited language ability.

5. REFERENCES


