

## CHAPTER IV

### FINDING AND DISCUSSION

#### 1.1 Finding.

According to the teacher, become a teacher for deaf students has brought lots of learning experiences. The most crucial aspect is the need to become accustomed to use sign language in daily life. This is because the structure of sign language sentences differs from Indonesian.

In the interview, the teacher's opinion was also mentioned that the use of sign language also needs to be habituated so that every student can easily get information and interact. According to her, deaf students have right to get a proper education, proper information, and also be understood by others like hearing people in daily basis. There is an assumption that arises in society which he thinks is very sad, 'Where do you want to take these (deaf students' academical skill) for academic ability?' the important thing is just go to school'. This is wrong assumption. Because as a teacher, she believes that these students still deserve to be given hope that one day they would have good potential in their careers. The existence of this skepticism makes the people around them underestimate the importance of sign language, especially if they have deaf person in their families.

##### 1.1.1 Teacher's Experience.

The teacher's experience in teaching English to deaf students began in 2017. After joining the SLB-E Negeri Pembina for year, she taught as a classroom teacher in 2016. She had tried to apply for an apply for an English teacher. Back when the principal first gave a mandate, what always became a note and motivation was when the principal said that patience is very necessary if you want to continue teaching in these special needs school needs school. Internal support is that the school gives teachers a whole right to use the best methods adjusted to the students' condition in the classroom. With this, the teacher feels that the school fully supports anything that can help the learning process.

There are moments when students are excited about learning material but are hindered in understanding the signs in English. The teacher writes the equivalent English words on the board and practices the signs. This curiosity indicates a better student response to learn. Such moments are preferable to no questions at all, which would make the teacher think students are not interested in the material.

### 1.1.1.1 Pre-teaching.

#### 1. Lesson plan.

Lesson plan are also made using special methods adjusted by the teacher to the students' level in the class. According to the teacher, it's necessary to lower the difficulty level of the material so that students can easily follow the learning process in the class. For the teacher, the inability to hear makes it difficult for students if they are given material that is too difficult.

*“For lesson plans, I just adjust it. Because this is a special needs school, so the material is lowered. And also, the material, I really make it smaller, easier, and easier, really.”*

In creating lesson plans for deaf students, the teacher also adjusts the students' level of understanding in learning. Many considerations and methods need to be incorporated to adapt to the students' learning style.

*“The important thing is that they understand, they just understand. That's already a plus, like that. Because if we give them more, they might not understand in the end. That's how it is so far. Indeed, giving material can't be like we're rushing. If I feel like they haven't understood enough, willy-nilly I need to continue the same material for the upcoming meeting,” she said.*

Extra time is needed to teach so that students can truly understand the English material. When teaching English to middle schoolers, the teacher always concludes the lesson by asking students to summarize the material through sign language. The teacher considers this a measure of learning success.

#### 2. Emotional management.

The teacher emphasizes the need for patience when dealing with deaf students. Students often get frustrated when they can't communicate their thoughts effectively, leading to tantrums and even disrespect. However, the teacher maintains composure and avoids lashing out. Instead, she builds trust and rapport with students, offering advice and guidance.

The teacher believes that patience is key to manage deaf students. She emphasizes the importance of teaching students' appropriate behavior towards adults, explaining the difference between interacting with peers and elders. She shares personal stories to build empathy and understanding.

Initially, the teacher thought that she needed to learn things outside of her expectations of being key for all intentions and plans in the teaching and learning process to be applied well.

*“There’s only one thing I ask,” “What is it, sir?” “Patience, yeah. Patience,”* the principal said to the teacher.

At the beginning of her teaching career with deaf students, the teacher went through many things like confusion, frustration, and shock at the situation and reality of deaf students in the learning process at school.

*“There were moments when I wanted to give up because like this, when I entered (the classroom), they would say...they know our body language, if we are afraid, like not ready like not ready, they know it, we (would) be laughed at. It’s usually like that, right? Called ‘stupid’, they can express (with the sign) very quickly, immediately saying ‘stupid, foolish’, then I would feel like ‘why stupid (?), I thought I’m not a fool,’ such this thing. How come they say it easily? But they are indeed like that, the expression of these deaf students,”* she said.

That was the teacher’s first impression then teaching in a class with deaf students.

*“Definitely the first time teaching deaf students, I was shocked, cried, and almost gave up after two weeks.”*

The reason the teacher persevered was the emergence of sympathy for the students.

*“... gained strength and could persevere because after looking, paying attention, the felt like it would be sad if we left them, gave up, I mean ‘don’t want to teach deaf students like that? so who would they learn from?’ Such as this feeling. Not everyone has a heart and feeling that feels ‘these are special children, aren’t they? That’s supposed to be embraced, not left them alone actually’.”*

The teacher’s point of view is that these students would show more affection and comfort when they trust their teacher. They often don’t hesitate to hug the teacher to express their love. They also often confide in the teacher about anything they experience outside of school. According to her, this kind of bonding also helps improve the ability of teachers and students to understand each other in communication, which would also have a positive impact on the teaching and learning process. According to her, these deaf students are very expressive,

*“I eventually asked to be taught sign language,” she said.*

Emphasizing the reason, she deepens her sign language to help her build that bond with the students. The teacher feels happy, fulfilled, and challenged in teaching deaf students. She expresses that she can teach deaf students, emphasizing the reality of her achievement.

### 1.1.1.2 During teaching.

#### 1. Teaching methods.

The minimum benchmark for students to be considered successful in completing their overall learning is the students' comprehension of the material and the given discussion.

*“Well, they succeed, they understand, that's already a benchmark, yah. The benchmark is their comprehension. What's the conclusion(?) like that,” she said. “I always, always create special methods to make it easier. For example, if I make a reading text, like ‘On Sunday’, we make the English version. ‘On Sunday. I accompany you to the restaurant’ I would underline each word and write its meaning. Word by word. Translate it word by word. It's very helpful. So, after that, after they read it, especially the middle school students can already read, right? Sometimes I ask them if they can retell it, or like a conclusion,” said the teacher.*



#### 1.2 Picture Student's giving conclusion before the class

The teacher used to warn the students not to take a note when she is explaining and delivering the material before the class. It's aimed to lead the students to only pay the attention to the class on air by the teacher. After doing all the sign, giving the explanation, and ensure the understanding of students about the material, the teacher allowed the students to take a note and write all the things on the board.

#### 2. Sign language SIBI and Bisindo.

All interactions in the classroom are through sign language, whether Bisindo, Sibi, or written text. The teacher also learned sign language at the beginning of their career, considering communication as a bridge to deaf students. The teacher received official sign language training from North Sumatera Language Center. This is one of the government's supports for these special needs school.



#### 4.3 Picture The teacher's using sign language in teaching

*“In the beginning, I learned on my own. I wasn't proficient, but it was a huge help. I learned many words that I could use or teach to them”* stated by the teacher.

Sign language ability is a must for teacher teaching in deaf students' class. There for at the beginning of her teaching career at the SLB, she learned sign language to facilitate communication and the knowledge transfer process. The teacher believes that the limited vocabulary of deaf students also causes them to have limited access to any information. For her, understanding how students express themselves is a role and responsibility, also as a teacher, not just teaching subject matter.

*“Because of that, I always use sign language for us. It would be better if they could say the word out loud, we understand. For example, if they call out ‘Ibu (mam), ibu...’ some do that. They can use words or use the sign ‘Ibu... Ibu...’ (While extending their hand to call). Because we think, now it's not a matter of how we would be in the future, but what they become? How would they communicate?”*

#### 3. Miscommunication.

For the teacher, the most common obstacle is communication with them. The student's limited vocabulary makes them lack understanding of language and terms applied at school. In daily basis, students use sign language differently from Indonesian language rules for hearing people in general. For example, when they want to ask something, the SPOK used is different from the general SPOK. For example, in the general SPOK,

*“What are we having for dinner today?”* in the sentence constructed with sign, *“dinner, what to eat?”*.



#### 4.4 Picture Researcher's doing narrative interview with the teacher

This kind of thing often becomes an obstacle for the teacher because she has to adjust the SPOK to the sign language style. These are many cases where students fail to understand the teacher's meaning due to this. Therefore, the teacher needs to make an extra effort to tell each sign to the students so that they understand what the teacher means.

Apart from communication problems, another obstacle in teaching English to these students is understanding which is a little more difficult considering English besides communication problems, another obstacle in teaching English to these students is understanding, which is a little more difficult considering English is a foreign language. Speaking and communicating in their native language, aka Indonesian, is something they are still working on, especially English, the teacher said.

There are still obstacles in communicating. The teacher often finds herself annoyed because students make mistakes in doing assignments or something because according to students, they already understand what the teacher means, but in the end, what they do doesn't match the teacher's intention. So it's necessary to make sure that the given instructions have been truly conveyed.

*“Deaf students have a limited vocabulary. So, the obstacle in our communication is because of that. That's what makes it difficult for us to communicate with deaf students. We want this, but they don't understand. So, that's why it really has to be from the basics... sign language must be habituated for communication. There are even some cases... this student says a word out of*



*their mouth, but they don't want to sign it, so their friend doesn't understand 'what is he talking about?' like that."*

#### 4. Students' responds

Besides positive moments there are times when the teacher sees negative responses from students. For example, there might be misunderstandings in completing homework. Students might do the wrong task or do it incorrectly. When the teacher asks them to explain why they didn't follow instructions, they often refuse and say they are tired. The teacher appreciates their effort and tries to understand their limitations. She focuses on ensuring students understand the necessary material without forcing them to redo tasks.



**4.5 Picture** Students using sign language during the class

Trying and implementing other new methods and ways is part of the teacher's effort.

*"Trying another way more and more. But so far, the methods or ways I've created are quite good for them. Because sometimes with deaf students, they remember today, tomorrow they're forget. Like that. So that's why I always make it a habit in middle school, remember it, yeah. So, if we meet again tomorrow, I'll ask about it. because they're already middle school students,*

*they might be embarrassed if they can't answer, right? Usually, I give a normal punishment, like this (pulling their ears). So, they get used to it for example, if they can't pronounce, they know for example 'sakit' what is 'sakit' in English? Like that."*

As the difficulty of the material increases, the teacher must put in more effort to interpret it in front of the class.

*"It's like teaching English for example, teaching numbers one to ten in English. They can write and understand, like 1 in English is 'one', pronounced 'wan'. In the next meeting, do they still remember it? Sometime they don't," she said.*

She needs to continuously review previously learned material to help students become familiar with English.

The teacher believes that students may not fully grasp the importance of English. Their English proficiency is currently quite low, mainly due to their inability to hear properly. This hinders their understanding of spoken and written English. However, two exceptional students from the previous year showed a strong interest in English. These students were generally enthusiastic about all subjects.

The researcher found that the most of the students have a good proper interested towards English lesson. They pay the fully attention towards to teacher's explanation before the class. Following the sign given to them, and repeating the pronunciation as they could.

A basis measure of students' response is their engagement during lessons. When the teacher writes and demonstrates words on the board, students actively participate and practice the signs. This is considered a significant achievement for deaf students learning a foreign language. Nevertheless, the teacher recognizes the need for further improvements.

##### 5. Time management.

Applying material in the classroom cannot be rushed. Often, one lesson is not enough in just two meetings. They need follow-up meetings to finish discussing the material. It takes a lot of time and consideration to create a conducive classroom environment that suits the students. When developing lesson plans, the teacher also lowers the difficulty level so students can follow the learning process properly. The teacher added the that the



school also gives full permission and authority over time and matters related to the success of the teaching and learning process to the teacher. Because according to the school, the teacher is the one who knows what students need to succeed in learning the material.

### 1.2.1.1 Post teaching.

#### 1. English day

There's a routine activity in the school called morning assembly. All students in the school attend this event, then they would listen to the teacher who fills the activity by their turns according to the schedule. If it's the teacher's schedule, that's when English day is. What the teacher applies there is, she would teach common English terms like numbers, alphabets, or days of the week.

*“That's why in this school we're just starting to implement something called English day. Because in other middle schools, they haven't implemented it yet. So, every Tuesday, Thursday, and Saturday, we have morning assembly. So, when it's my turn, I usually make it like that. So the children, from all disabilities, gather in the field. We call them, for example we teach counting from one to ten or the alphabet, you know, they say it, then little by little, for example, they introduce themselves in English, for example they can do that, that's something extraordinary. Maybe people's perspective it, 'well, it's only as simple as that. They should've good at it, 'but they imitate us, especially those with intellectual disabilities, I mean those who can still hear, that's already amazing”.*

This difference of the form and pattern in English and sign language naturally impacts the teaching of English towards students. For example, in Indonesian, the teacher would say “How are you to day?” but in sign language, the sentence structure becomes “You are, how?” Then, the translation of the words is written in English on the board to help students understand the English vocabulary for that sign and how to pronounce it in Indonesian, such as “how (hau), are (ar), you (yu)”.

#### 2. The aids from beyond the class.

There is no official textbook provided by the school. The teacher created the lesson plans tailored to students' characteristics and needs. While textbooks are important secondary tools for student learning, they are unfortunately not available from the school.

There used to be a personal journal where the teacher recorded student progress and regression. Unfortunately, the journal and documents like attendance records were lost

during a classroom break-in. the teacher regrets not being able to provide the journal or even brief notes as additional documents for the research. She was busy preparing to become a civilian teacher that month.

The teacher believes that parents also play a crucial role in the success of their children's learning process. "*We are only here for a few hours,*" the teacher added to claim the fact that students spend most of time outside the school. The teacher feels that parents don't fully focus on their children, even though they need it more than hearing students. Students spend more time with parents. They go to school at 7:30 AM to 1:00 AM, which is a short time. The teacher hopes that parents are more aware of their child's progress. At least remind them of their school assignments.

The teacher senses skepticism in society about the academic abilities of students in special needs schools. People said, '*Where would these smart kids go*' implying that their abilities lack potential for future use. As a result, there is minimal support for these students from society. The teacher often feels overwhelmed with the responsibility for students' academic abilities because parents often leave responsibility to the school. For parents, the important thing is that their child goes to school. They don't care what happened after that or even what's for. Knowing this, the teacher often feels concerned and sometimes regrets it. The teacher's efforts at school would be more meaningful if parents also guided their children at home, at least showing interest in what their child has learned at school today. This kind of support would build motivation for students.

### **1.3 Discussion.**

The study of Shan et al (2020) about deafness and hearing lost found out that not every deaf people have a totally deafness. And this also align with the current study that some students always try to pronounce words they learn. Some of them still able to hear a sound and some don't have the ability to hear a sound at all. That's the reason why deaf students still able to spoke a particular words with their voice or just imitate it. This possibility that helped the students to know each words spoken and make it align with the sign they would memorize.

Another study from Khasawneh (2021) about teachers' struggle in teaching English to the deaf students in Kingdom of Saudi Arabia found out there is a similarity from the current study about teachers' struggles in teaching English. The study evident that the struggle of deaf students

is to face the English as a foreign language. Along with that it's necessary to have a particular curriculum for making the learning process suitable with disability education. This study also mentioned that teachers need to make the teaching methods align with the class needs.

The teacher's experience in teaching deaf students aligns with findings from previous study of Clandinin (2020) on special needs education, particularly those focusing on sign language integration and adaptive teaching methods. The current narrative reflects themes observed in similar research, underscoring both the challenges and effectiveness and effective strategies in this field.

A study by Smit et al (2020) on deaf education emphasized the critical role of sign language in facilitating communication and learning. The researchers found that teachers who actively used sign language, including local variants language such as *Bisindo* in this case, significantly improved student engagement and understanding. Meanwhile the study of Johnson and Lee (2018) highlighted that teacher who underwent formal sign language training, similar to the North Sumatera Language Centre's training mentioned in the current study, experienced enhanced communication with their students, which led to better educational outcomes.

The teacher's commitment to mastering sign language, both through self-learning and formal training, reflects these findings. Her proactive approach to integrating SIBI and Bisindo into daily interactions underscores the importance of effective communication strategies in special needs education. The challenges relate to sentence structure and vocabulary limitations, as described in the current study, are consistent with the barriers identified by Smith et al (2020) and Johnson & Lee (2018). The teacher's adaptation to these challenges aligns with recommendations for using sign language as a core component of instructional strategies.

There's the study by Brown et el (2021) that mentioned in the previous chapters also highlighted the effectiveness of innovative approaches, such as dedicated "language days" in enhancing student engagement and learning. Their findings support the practice of integrating subject-specific activities to maintain students' interest. The teacher's methods in this study including simplifying lesson content, using visual aids, and implementing "English day" reflect these adaptive strategies. Her approach aligns with the best practices identifies in previous research, demonstrating a commitment to make learning engaging and accessible for deaf students. The adaptations of English instruction through these methods highlights the importance of flexibility and creativity in teaching practices.

Parental involvement is another critical aspect of the teacher's perspective on student success. She believes that parents play a crucial role in reinforcing learning at home and supporting their children's educational journey. The teacher notes that increased engagement from parents can significantly impact students' progress and motivation. However, she also observes that some parents may not fully focus on their child's education, which can limit the effectiveness of learning experience. The teacher expresses a need for more active participation from parents to help bridge this gap and ensure that students receive consistent support both at school and at home.

Parental involvement is another key aspect of the teacher's perspective on student success. She believes that active engagement from parents can significantly impact students' support in reinforcing learning at home and helping students achieve their full potential. However, she also notes that some parents may not fully focus on their child's education, which can limit the effectiveness of the learning experience. The teacher calls for greater involvement from parents to ensure that students receive consistent support both at school and at home.

In conclusion, the teacher's experience with deaf students highlights both the challenges and rewards of this important work. Her dedication, empathy, and innovative approach to teach demonstrate the profound impact that a committed educator can have on students with special needs. The journey of teaching deaf students is marked by complexities and obstacles, but it is also filled with moments of achievement and growth. The teacher's commitment to adapting her methods, supporting her students, and advocating for their needs reflects the essential qualities of effective educators in special needs education. The study indeed identifies several key challenges faced by the teacher, including communication barriers due to limited vocabulary and the difficulties of teaching English as a foreign language to students who are already struggling with their native language. Miscommunication often arises from differences in sentence structure and vocabulary limitations, necessitating extra effort from the teacher to ensure clarity and understanding.

Teacher's approach to manage emotional and behavioral challenges reflects a deep commitment to patient and empathetic teaching. By maintaining composure and building trust with students, the teacher addresses frustrations and behavioral issues constructively. The emphasis on patience and appropriate behavior illustrates the teacher's holistic approach to education, which includes emotional and social development alongside academic achievement.