

TEACHING SPEAKING SKILL TO DEAF STUDENTS

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ABSTRACT

English subject is taught to every student, including the special need students especially deaf students. This research aims to find out how the teacher teaches speaking skill as one of the skills in English to deaf students. Descriptive method is applied in this research which is conducted at *SLB-B Dharma Wanita Bogor* to 11th grade and the English teacher as the participants. Based on the result of this research, it is found that teacher has to apply the rules, strategies, and techniques in teaching speaking skill to deaf students. One of the ways in teaching them is teacher always helps them with the visual media since it helps them a lot in understanding the material. For example, teacher adds information by writing it on the whiteboard so they will know and understand how to sound the word clearly. Based on the result, it can be concluded that in teaching speaking skill to deaf students there are several special treatments and ways to be applied. They are; lip reading, counting the syllables, adding transcription, and mixing the languages.

Keywords: Teaching Speaking Skill, Special Students, Deaf Students

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ABSTRAK

Bahasa Inggris adalah pelajaran yang diajarkan kepada setiap murid termasuk kepada murid berkebutuhan khusus dan khususnya adalah murid tunarungu. Penelitian ini bertujuan untuk mencari tahu bagaimana guru mengajarkan kemampuan berbicara siswa dalam Bahasa Inggris sebagai salah satu keterampilan dalam pelajaran Bahasa Inggris. Metode deskriptif digunakan dalam penelitian ini yang dilaksanakan di SLB-B Dharma Wanita Bogor dengan responden murid kelas 11 dan seorang guru Bahasa Inggris. Berdasarkan hasil penelitian ditemukan bahwa guru menerapkan beberapa aturan, strategi, dan teknik ketika mengajarkan keterampilan berbicara kepada anak tunarungu. Salah satu cara mengajarkan murid tunarungu adalah guru selalu menggunakan media visual saat mengajar karena hal tersebut sangat membantu siswa dalam memahami materi pembelajaran. Sebagai contoh guru menambahkan beberapa informasi dengan cara menuliskan materi di papan tulis dengan ini siswa akan mengetahui dan mengerti bagaimana cara mengucapkan sebuah kata dengan jelas. Berdasarkan hasil penelitian dapat disimpulkan bahwa ada beberapa aturan yang diterapkan oleh guru dalam mengajarkan keterampilan berbicara dalam Bahasa Inggris kepada murid tunarungu. Beberapa aturan tersebut adalah; membaca bibir, menghitung suku kata, menuliskan cara membaca sebuah kata, dan menggunakan dua bahasa saat mengajar yaitu Bahasa Indonesia dan Bahasa Inggris.

Kata Kunci : Mengajar keterampilan berbicara, murid berkebutuhan khusus, murid tunarungu

INTRODUCTION

Teaching speaking skill to deaf students is not easy as teaching speaking skill to the regular school students. According to Harmer (2001:269), speaking deals not only with knowledge of language features, but also the ability to process the language. Since deafness makes students cannot process the oral information clearly, even it is with the hearing aids Allen and Schwartz (2001:86), for teaching them the techniques or strategies which want to be applied should be considered first.

The teachers have to choose which technique or strategy is suitable to make their deaf students understand and speak English correctly. There are procedures for working or teaching with deaf students based on Yanoff (2007:116); teachers have to make sure that the hearing aid works, arrange the seats in either circle or semi-circle, write down the important notes on the board, and the last encourage the students to speak.

In fact, there are some steps or procedures to teach speaking skill to deaf students. Teaching speaking skill to deaf students has its own rules that the teachers should follow to make them comfortable

and understand the material clearly. Therefore, this study intends to find out how teacher teaches deaf students in speaking skill.

RESEARCH METHODOLOGY

The writer uses descriptive method to find out how the teacher teaches speaking skill to deaf students. As affirmed by Kothari (2004:2), descriptive method is used to find out the fact on the field. It means that the writer collects the data based on the experience that she faces on the field. The participants of this study are the English teacher and five students of 11th grade in one of *Sekolah Luar Biasa* in Bogor.

In conducting the research, the data are collected through documentation, classroom observation, and interview. The ways are how the writer collects the data:

a. Documentation

Sugiyono (2015:329) stated that documentation is needed to complete the observation and interview. The documents used are lesson plan and syllabus.

b. Classroom Observation

The writer observed the activities of teacher and students from the pre-activity,

whilst-activity, and post-activity for three meetings. The learning process was recorded by using camera during the observation. Moreover, observation sheet and field note were used during the classroom observation.

c. Interview

The model of interview which was chosen for this research was semi-structured interview. The English teacher was interviewed related to the teaching speaking skill to deaf students by using voice recorder.

After all of the data were collected those data were analyzed and interpreted to draw the conclusion of this research.

RESEARCH FINDING

a. The Result of Documentation

The result of documentation showed that the material which were written in the lesson plan were different from the syllabus. The syllabus only had one material and it was about descriptive text while the material which were written in the lesson plan were song and be + going to. But, for the activities which were written in the lesson plan were suitable with the activities which the teacher did in the learning process.

b. The Result of Classroom Observation

The classroom observation was done in three meetings with different topics and materials on each meeting. There were a teacher and five students as the participants.

Classroom observation was held in the 11th grade class. The material on that days were about song and be + going to. At the beginning of the speaking skill class, teacher arranged the setting of the classroom first then next, checked the attended list and greeted the students. Before he gave the new material, the teacher wrote down some information about today's meeting, such as: date, material, topic, and the lesson. Usually teacher presented students a material which could be available in *Ujian Nasional*. He also provided them a chance to speak up in this speaking class so every

student got their turn to speak in each meeting.

After reminding them about the last material, teacher also gave them a motivation to speak up in speaking class and a warming up to relax their jawbone. The teacher gave the students clues to guess the topic. He showed them the clues by giving them gesture to explain the topic which had been written on the whiteboard. The students seemed enthusiastic and tried to guess the clues. After that, the teacher gave students an example to sound the word of the topics. They imitated him slowly, he also asked students to sound that word one by one. He did this method to make sure students could sound it in a good way, even they still had a problem but the teacher always tried to make them sounded the word many times till it sounded clearly.

The teacher gave students the explanation of the topics in simple. After that he wrote down the explanation about the topics on the whiteboard. He did not say anything every time he wrote some information. He would explain the information after he had done in writing the information. Usually students would sound every word and sentence which were written on the whiteboard. Teacher listened to them and after that he gave the right sound to be imitated by students. In teaching speaking to them teacher divided the word into syllables to make them understand more in sounding the word, by using his fingers he showed them to students. Teacher also wrote the transcription of the word for example, the word "hero" since the students pronounced it as what teacher wrote on board so he wrote it as "hi-ro".

Then he wrote down the sentence and chose a student to read the sentences loudly in front of the classroom. Then he used a marker to guide student which syllable and word should be sounded. He did not need to force them to come forward to practice their speaking skill. Teacher only needed to mention their name one by one then they would come immediately.

After they had turn in sounding the word, teacher continued to the next

material. The students became the active learners, since the teacher made them happy and comfortable he also used media in the learning process.

At the end of the meeting, teacher concluded the lesson which had been discussed with the students. He also still checked out their speaking skill by asking them reading the sentences on the whiteboard one by one.

c. The Result of Interview

The last step in collecting the data for this research was done by interviewing the teacher. The interview was done on January 24th, 2019. The English teacher was chosen as the participant. The interview was recorded to help the writer transcribed the data. There were 13 questions given to the teacher. These questions were about teaching speaking skill to deaf students.

Question number one was to find out the activity at the pre-activity. The participant stated that he did a warming up to relax the students' jawbone and introduce alphabetic to them.

Question number two was about the interaction between teacher and students in the learning process. Then the teacher said that there is an interaction between him and his students since, the *Kurikulum 2013* asked the students to be active learners.

Question number three was about the activeness of the students during the speaking class. The participant avowed that the students are active when they have faced the material.

Question number four was about the students' understanding the material which was taught by the teacher. In this question, the teacher responded that there were steps for students in understanding the material. Teacher would give the material one by one for example, if the teacher taught about "will" then he would teach this till students understand clearly. He also gave the example and explanation about "will" related to their life and environment.

Question number five was about the method in teaching speaking skill to deaf students. The teacher said that there were two methods which he used in teaching speaking skill to them. The first, he used

"*Komunikasi Total*" this method made the teacher speaks and the students imitate him. The second, he added another word to make them easy in sounding them. For example, there is a word "book" then the teacher wrote "buk" on the top of the word "book". It made them easy to understand in sounding the words perfectly.

Question number six and eight were about the strategies and techniques which were used in teaching speaking skill to deaf students. Based on the interview the teacher avowed that the "*Komunikasi Total*", interaction, and articulation were the techniques and strategies used in teaching them.

Question number seven was about the strategy used in teaching speaking to deaf students and the reason for choosing it. He affirmed that the articulation is a must for teacher in teaching speaking skill to deaf students.

Question number nine was about the media used by the teacher in meetings. The teacher said that he used media since they are deaf students so he showed the pictures and videos as the visual media.

Question number 10 also answered the question number 11. The questions were about the media used in teaching speaking skill and the advantages in using that. The teacher answered that the media used was the laptop and dictionary, since they were effective to be used. The laptop also connected to the internet to show the students videos and pictures related to the material and topic.

Question number 12 was about to find out the competence which they have achieved. The teacher stated that he would know it based on their comprehension. So, if they had talked clearly then it could be called as success.

Then question number 13 was about the target applied in speaking class with the students. Based on the interview, the teacher affirmed that the articulation was the target which he tried to be achieved by the students.

DISCUSSION

According to the data analysis, there are few ways that are applied during the teaching speaking skill to deaf students.

These ways or techniques are applied in order to make the learning process runs well. These also help the teacher to deliver the learning material easily and clear for deaf students.

Before the class was begun, the classroom seats were set, with the purpose to help the students during the learning process. Based on the data of the classroom observation, the classroom management aided the learning process ran well and students participated during the learning process. Moreover, the set of the classroom also assisted the students to do lip reading process.

The class was begun by attracting the students' attention. Based on the data from the classroom observation the material or topic to be learnt was presented in the beginning of the lesson. Teacher wrote it down on the whiteboard. Besides, teacher used the pictures and videos. Not only to give the information but also it was done to attract the students. The result of the interview revealed that the learning material was familiar to the students. So, it was easy for the teacher to relate the materials with the students' experiences and background knowledge as it was presented since the beginning of the learning process. Besides, from the data of documentation the learning materials taught were written on the lesson plan which was created based on the syllabus.

As mentioned previously, the learning materials presented were related to the real lives of the students. The learning process could be started after students were engaged. Based on the result of the classroom observation, teacher explained the learning materials by using the visual object. Moreover, according to the data from the classroom observation and interview there were several techniques applied during the learning process. They were; reading lip, counting syllables, adding transcription, and mixing the languages.

The first was reading lip. This technique was applied when the teacher explained the material. This technique helps the students in understanding the topic and material explained, especially when the teacher gives them the new

words. Since the students had to imitate that word through the lip reading so teacher had to make his articulation clear for them. Based on the data from the classroom observation, the teacher asked the students to pay attention at him when he showed them the way to pronounce the words. It was done to show them the articulation. So, they could imitate the teacher by reading his lips' movement. According to the interview data the teacher also said that articulation was one of his strategies in teaching speaking skill to deaf students.

The second was counting the syllables. This was applied to help the students to pronounce the words better. Based on the data of the classroom observation, teacher showed his students the syllables by counting them. He used his fingers in counting the syllables and showed the students while he counted the syllables. So, it helped the students as the guidance to pronounce the words correctly since they knew the syllables of each word.

The third was adding the transcription. Based on the classroom observation this technique was applied by the teacher to show the way that his students should say or pronounce the words. In this technique the teacher wrote down the transcription on the top of the word which the students had to sound. For example, the word "book" at the beginning students pronounced that word as "bo-ok" but, after the teacher added the transcription as "buk" then they pronounced it as what the teacher wrote on the top of the word "book". According to the data of interview this technique was applied in order to make the students understand to pronounce the words correctly and it was used to remind them the way of pronouncing the words.

The last was mixing the languages. According to the data of the interview *Bahasa Indonesia* is one of the strategies applied in teaching speaking skill to deaf students. Based on the classroom observation this technique used to make the students understand more about the material taught in the classroom. Since, their English was weak so the teacher used *Bahasa Indonesia* in teaching them.

Next, teacher encouraged the students to speak up. According to the result of the interview teacher encouraged the students to speak up and be active by interacting with them. It was done especially, when students were bored and found difficulties during the learning process. Besides, from the data of the classroom observation it was found that the teacher gave students positive comments and used low voice to make them comfortable.

Based on the data of the classroom observation when students did practicing and teacher found out the mistake. Then, teacher did not give the feedback immediately. He waited his students till they finished their sentence. After that he gave the feedback. Therefore, deaf students needed to be accompanied during the learning process.

The last was the learning objectives. Based on the interview, when the students were able to communicate and speak clearly with the teacher then it means that they understand the material given. It was approved by the classroom observation that few students were able to pronounce the words without any help from the teacher at the end of the lesson.

According to the result of the research above, the data are not only supported from the classroom observation and interview. The data also based on the theories written by Yanoff (2007:116). He stated that the class management, visual aids, and encouraging the students to speak up are needed to make the learning process runs well. The variety of activities and appropriate feedback should also be provided by the teacher to achieve the learning objectives.

CONCLUSION

This research investigates the teaching speaking skill to deaf students. Based on the result of the documentation, classroom observation, and interview it is found that there are several steps or procedures which are applied by the teacher in teaching speaking skill to deaf students.

The first is preparing the classroom management. Considering the set of the classroom is a must. It is done to

encourage and help the students during the learning process. Next, is attracting the students' attention. It is done by presenting and using interesting and familiar learning materials. These kinds of materials stimulate the students to use their past experiences and background knowledge.

The third is the teacher uses the teaching aids since students get the positive effects during the learning process from them. Such as the reading lip, it helps the students in reading the lips' movement of their teacher while he is pronouncing the words. Next is counting the syllables, it helps the students in understanding the syllables in each word. So, students can pronounce the words easily based on the syllables of the words. Then adding the transcription, this one helps the students in reading the words so they can pronounce and remind them how to pronounce the words correctly. The last is mixing the languages this technique helps students to understand the material explained in *Bahasa Indonesia*.

The fourth is encouraging the students to speak up. It is done by motivating them with positive comments when they are bored and finding difficulties during the learning process. The last is checking the students' progress on each meeting. It helps teacher in monitoring students' ability in speaking based on the suitability of the techniques that the teacher applied during the learning process.

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BIOGRAPHY

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