

## **EXPLORING ENGLISH LANGUAGE TEACHING STRATEGIES FOR DEAF STUDENTS IN SPECIAL SCHOOL**

*Mengeksplorasi Strategi-Strategi Pengajaran Bahasa Inggris bagi Siswa-Siswa Tuli di Sekolah Berkebutuhan Khusus*

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**Abstract:** Teaching English language as a foreign language needs an appropriate strategy in order that the students are able to understand and are able to speak the language fluently. However, teaching English to deaf students has a different way, it is not the same as what the teacher is teaching normal students. The present study is to explore and to describe how the English teachers use various strategies in teaching English for deaf students. This study is conducted in a school where the students are deaf students. Two teachers are interviewed in depth to have data of how they use their teaching strategies and the classroom observations to have better understanding of teaching process. The data obtained is analysed using descriptive analysis. The findings show that the two teachers used some different strategies in teaching English to the deaf students for some different conditions and purposes.

**Keywords:** *English teaching strategies, language teaching, deaf students,*

**Abstrak:** Mengajar bahasa Inggris sebagai bahasa asing membutuhkan strategi yang tepat agar para siswa mampu memahami dan mampu berbicara bahasa tersebut dengan lancar. Akan tetapi, mengajar bahasa Inggris kepada para siswa yang tuli membutuhkan cara yang berbeda, cara yang berbeda yang guru ajarkan kepada para siswa yang normal. Tujuan artikel ini adalah mengeksplor dan mendeskripsikan bagaimana guru-guru bahasa Inggris menggunakan berbagai macam strategi dalam mengajar bahasa Inggris kepada para siswa yang tuli. Dua guru diwawancarai dengan mendalam untuk memperoleh data bagaimana para guru menggunakan strategi-strategi mengajar mereka dan observasi kelas dilakukan untuk mengetahui proses pengajaran itu dilakukan. Data yang diperoleh dianalisis menggunakan analisis deskriptif. Temuan menunjukkan bahwa dua guru tersebut menggunakan beberapa strategi-strategi berbeda dalam mengajar para siswa yang tuli tersebut karena berbagai kondisi dan tujuan.

**Kata kunci:** *strategi-strategi mengajar bahasa Inggris, pengajaran bahasa, siswa tuli*

## INTRODUCTION

Teaching English for deaf students is different from the way teachers teach English for the normal students. Teachers obviously face some problems how to make the deaf students learn English as easy as the normal students learn, so that the teachers need some efforts and strategies in order that what they teach can get success. English teaching strategies for deaf students must be considered based on the students' conditions in order that the deaf students can learn and acquire English easily. Swanwick (1996) states that the context of deaf education is obviously problematic because of the barriers experienced by the learners in accessing the full spoken form.

The success of the deaf students in learning English depends on how the teachers employ the teaching strategies in learning process in the class (Hauser, *et al.* 2015). As teachers know that deaf students are children who have disability of loss hearing, so that the appropriate teaching strategies can help them in learning English. The role of teaching strategies in English learning process can give some benefits for their learning in the class. Shukla & Dungsungneon (2016) argue that role of teaching strategies can benefit students in such inculcation where students can analyze, interpret, reason out, synthesize, and evaluate classroom activities.

How important the teaching strategies is described in Hankebo's research (2018), where some teachers had some difficulties in teaching English to deaf students.

The research explored the experiences of deaf teachers in inclusive class in which the researcher interviewed and observed several deaf teachers. The research showed that most of the teachers were using sign language to teach the deaf students but some of the teachers cannot teach the lesson well because of the lack of experiences.

However, teaching English for the deaf students is a challenge for some teachers. Training and Technical Assistance Centers (TTAC) Online (2018) conveys that teachers for deaf students must be able to develop their knowledge and skills in order that they can face the challenge and make them successful and independent as English language learners. Rutledge (2017) states that deaf students' performance on problem solving tasks and word problems falls below that of their hearing counterparts. In some cases, the students with hearing impairment are facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction.

A key aspect of English teaching strategies for deaf students is that teachers should have the deeper understanding about deaf students and how to handle them as well as should also have a wide knowledge. For this reason, this article offers the discussion on the strategies the teachers use in teaching English for the deaf students and how the implementation of the strategies is applied in the classroom.

## **Teaching English Strategies**

### ***Production strategies***

Production strategies are the devices used by children to respond to the immediate demands of a task which draws mainly on their communication skills. Swanwick (1996) states that these are largely strategies for getting through the task which focus on the outcome and rely on mechanical rather than meaningful responses to the activity. Here is the example from Swanwick made about the production strategies. In reading 'aloud' the learner finger-spells all the function words and articles and verbs with no transferable equivalent. The learner relies on teacher prompts and the pictures to provide an adequate response to the text but does not demonstrate any real understanding of what is being read. In a shared writing activity the learner uses trial and error and whatever cues are available to contribute a correct English structure by either repeating something already written on the board, repeating part of the adult question or one of the choices offered by the adult. The application the example from this study is teacher will use reading aloud that use finger spell as the word function, this strategy will relies on teacher ability both in English and taking care of deaf students.

### ***Process strategies***

Process strategies are more demonstrating a meaningful approach to the completion of a task and more likely to trigger to the longer benefits term in terms of the acquisition of the second language. Swanwick (1996) declares that the

strategies are essentially restricted to a particular language task or learning context but they could be exploited and expanded by the adults thus enabling the children to transfer them to other language learning situations. Here are some examples that Swanwick made about the process strategies. In response to text the learner uses signs in context and sometimes provides BSL equivalents. The learner is able to confidently move between responding to the text in this way and discuss the meaning of the text in BSL. The learner uses her knowledge about the context of the text to make some guesses about unfamiliar words. The learner is able to use a given written English model of a simple story to start off her own written story. The application from example above is the teacher will use BSL and the teacher will make some clue about those word after that the students will make a story from those word.

### ***Language learning strategies***

Language learning strategy is a concept of intentional behaviours and thoughts that are applied to achieve certain goals in the language learning. The students should have intention directions and learning techniques in order that they can get the new information in learning the language. Swanwick (1996) says that the strategies demonstrate an ability to consciously reflect on language and to try out previously learned language structures or rules in different contexts resulting in the continued development of the learner's model of the second language. It is asserted by Griffith and Cansiz (2015) that the learner

makes conscious choices about how to tackle a particular language task and adopts a systematic organised way of working. The learner discusses her own strategies for remembering spellings with the teacher. The learner labels the two languages, talks about meaning of written English and compares two English sentences in BSL. The learner attempts to apply a recently learnt English rule in her own writing. The application from this example is the teacher will give two labels language talk about meaning of written English and compare two English sentences in BSL, after that the students will ask to apply a recently English rule in their writing.

### ***Children with special needs***

In the book *Exceptional Children and Youth*, according to Cruickshank and Johnson (1958), basically children with disabilities or children with special needs are children who require extra support and additional service. In other words, it can be said that the children with special needs may need lifetime assistance and support while dealing with their everyday activities such as the school activities that may have special attentions and services from their teachers. Disability in childhood also influences the children's physical, mental and emotional as well as social conditions. The children with special needs require a particular treatment whether in their lives or their education.

### ***Deaf Children/Students***

Wardani and Hernawati (2007) define that the notion of

deafness is someone who experiences a lack or loss of ability to hear either partially or entirely due to malfunctioning part or all of the hearing device. The condition constitutes the students who have disabilities in hearing loss. The lack or loss of ability to hear becomes problems in teaching English. The most important thing in learning language is the input. How they can learn a language if they cannot hear anything. This situation must be solved in teaching language. The deaf students have to get the inputs of a language like the normal children get.

Jauhari (2017) classifies deaf people into four categories such as mild deafness, moderate deafness, severe deafness, and acute deafness. Mild deafness is disability to keep up with conversation, especially in noisy surroundings. Moderate deafness is disability to hear when people do not use a hearing aid. Severe deafness is disability for people who use a hearing aid, they get difficulty keeping up with conversation. They rely heavily on lip-reading when they have conversation. Lastly, acute deafness happens to people who suffer from hearing loss that is very hard and must use sign language when they have conversation. The intelligence characteristic of deaf people will have lower performance when compared to normal hearing people for verbalized material, but for non-verbal material the achievement of deaf people will be balanced with the people who have normal hearing.

## **METHOD**

This research is conducted under qualitative paradigm in which the method in the data collections utilized qualitative characteristics. Individual interviews, classroom observations and field notes and descriptive analyses are in conjunction with qualitative paradigm (Taylor, Bogdan, and DeVault, 2016). Two English teachers of a special school as the source of data of this research are interviewed in depth to have a better understanding how the teachers can apply the teaching strategies in the class. De Vaus (2014) states that data collection can be done in-depth interview with open-ended questions and also observations. Classroom observations and field notes are conducted to capture the implementation of the teaching strategies during the teaching and learning process. Having got the data, descriptive analysis is used and the researcher carefully describes the data as what occurs in the field.

## **FINDINGS AND DISCUSSION**

### **English Teaching Strategies Used by Teachers**

Teaching strategies are necessarily important for the success of teaching students in understanding what they are learning. Based on this research, it can be reported that there are some English teaching strategies used by the teachers in order that the deaf students can learn English as easy as possible. The teaching strategies can be comprehensively explored as follows:

### ***Process Strategy***

*Process Strategy* focuses on the process of how the students are able to acquire some vocabularies and are able to write gradually. The vocabulary and writing skills are taught step by step and the students have to follow what the teacher explains and how the students should do some tasks and be independent learners. But the teacher in this process strategy should be a facilitator/mediator for the students to understand material given and helper when they have some problem in doing the tasks. In other words, the teacher gives some helps for the students to do their task in order that they have their understanding to what is learnt. It can be extracted from the data:

For the meaning of the process strategy, it is taken from the word 'process'. Process includes steps that refer to the purposes to achieve something. So process strategy itself is a strategy that is used by prioritizing the sequence of steps in delivering materials till the students really understand the lesson. (Teacher 1)

As the data is extracted, the strategy is done step by step until the students understand about the lesson. This strategy, however, aims to make the English learners become easier to learn. Even though this strategy is more compatible for completion of English language task, the meaning is similar with the statement defined by Swanwick (1996) that process strategy is more demonstrating a meaningful

approach to the completion of a task and more likely to trigger to the longer benefits term, because in this strategy the students should use any resources around them to complete the task and demonstrate some measurement of independence in the handling of the language task. As teacher illustrates:

Well...Actually this strategy is more suitable for the language task. Since in this strategy the students should be more independent for finishing the task and they should use the resources around them such as cell phone or dictionary. But I don't restrict them to ask their friends or me if they have a problem to understand the material. (Teacher 1)

The students are expected to be independent in doing the task given by the teacher such as, they have to find the meaning of the difficult words in dictionary. The students can use hand phone to use dictionary or they can use it to open Google translate. In addition, the students are able to use any recourses around them to finish the task. If there is a student who cannot understand or finish the task, the teacher helps the student to understand the material step by step until the student understands the material.

### ***TPR (Total Physical Response)***

*Total Physical Response* (TPR) is a strategy using body language for communicating and answering the questions from the teacher. This strategy focuses on the body

language communications between teachers and students in the process of teaching and learning. The involvement of the students in this activities also make the students enjoy the class, so that they are not feeling bored when they are learning English in the class. It can be illustrated by the teacher:

TPR stands for Total Physical Response which means the teacher gives an order and the students do what they have by using their body language. It can be done in other way, the teacher gives a word in body language form and they will guess what the teacher means with the sign language. (Teacher 1)

The strategy intends to make the students easier to understand what they are learning by using the body language. The role of the teacher in the class is as a director. The students act as imitator of the teacher's non-verbal model. In some points, the teacher asks a student to explain the meaning using English language with sign language. The reason why the teacher used TPR is to reduce the stress of the students within the teaching learning process. In any condition, students probably feel stressed and tired when they are studying English language, which English is truly a foreign language for them. The teacher illustrates:

To be honest, when I use TPR to teach English language to them, they enjoy the lesson very well and try to communicate with each other.

Most of them, moreover, tend to understand what I mean. (Teacher 1)

In addition, TPR strategy is obviously a good strategy to use because the students enjoy the teaching learning process. The students are encouraged and motivated to communicate in with each other in the class. It means that teacher has made the students learn and enjoy the lesson. The TPR is developed in order to reduce the stress when the students learn English language and thereby to encourage students to persist in their study beyond a beginning level of proficiency.

TPR strategy focuses on the skills especially in mastery of vocabularies and their meaning. This strategy can be used not only for teaching vocabulary but also for teaching other skills. In other words, this strategy is so flexible to use and the students are able to follow the lesson easily. The teacher illustrates:

Mostly, I will use TPR to teach all of the English skills due to the students are more interested and understand what I mean when I deliver the lesson. . (Teacher 1)

Teaching vocabulary by using this strategy, according to the teacher, is interesting because the students are enthusiastic to learn and the most important thing is that the students intend to learn and follow the lesson joyfully. It can be interpreted that this strategy is suitable to use for deaf students since the results of this learning has

made the students learn enthusiastically.

There are three advantages using TPR as teaching strategy. Firstly, TPR, for instance, is very good for the deaf students to increase their vocabulary for this strategy is understandable and memorable to learn. Secondly, the easiness for the students to learn within the teaching learning process, TPR also makes the students understand more the target language well. Lastly, TPR has created positive thoughts and given benefits for the struggling students to learn.

### ***Cooperative Strategy***

*Cooperative strategy* is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The *Cooperative Strategy* is applied by teacher 2 (T2) for the students can work together in learning and solving problems. According to the teacher, this learning strategy focuses on the involvements of the students in a small group. In other words, teaching and learning process by using this strategy is that the teacher asks and encourages them for certain goals. The extract can be seen as follows:

Strategy that I used during the lesson is cooperative strategy. As I have experienced, cooperative strategy is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. This learning strategy stresses to the

importance of teacher and student involvement in the learning process. (Teacher 2)

According to the extract data above, it can be illustrated that the teacher divides the students into 2 groups in which they have to work together during the learning process. In *Cooperative Strategy*, students work together in groups to complete the task from the teacher. When the students have a problem to complete the task, they are allowed to share the problems to the other group to solve the problem. Then, the groups will present their work in front of the class. In this strategy, the teacher becomes a moderator when the students present their works. The extract can be seen as follows:

Even though it is a group task, they should have their own answer, and they have to present in front of the class. If there are several mistakes, I will tolerate them for all of them have different knowledge. Usually, when they have a problem to complete the task, they will share and find the solution with one another in order to solve the problem. (Teacher 2)

From this extract, it can be interpreted that this strategy emphasizes on the collaboration or cooperation among the students to solve the problems they have. Besides that the students are able to learn how to contribute to a team, to demonstrate individually, to have responsibility for the group, and also to share knowledge to the other

groups. The teacher chooses the members of the group in order that a group has a member who can manage the group. The groups must be balanced because when the group is not balanced, the lesson cannot run well. As the teacher illustrates:

For the member group I will decide the member of those group because as you know in this class there that not all students have the same and good academic abilities. So in this strategy I will distribute with balanced group member so the lesson can run well. (Teacher 2)

It is very important to balance the group member, therefore, it is able to make the lesson run well. The benefits of cooperative strategy, for example, is able to positively impact to the academy achievement because in cooperative strategy the learning is not as individual but as a group.

### ***Question and Answer, Discussion, and Lecture***

*Question and Answer (QNA)* used by the teacher focuses on the process of dialogues or communications in which the students are intended to be able to speak the language by encouraging the students using media to answer some questions given by their teacher. QNA is a strategy used after the students have read. The teacher usually asks the students to understand what type of question they are being asked and where to find the answer. As illustrated by the teacher:



For the Question and Answer (QNA), I will show the example of the picture or it can be simple dialogue, and then I will ask them to answer the question based from the situation that I give to them. For the first time, I will show them what type the question is and how to answer the question. (Teacher 2)

Illustration given by teacher shows that the teacher, firstly, gives a learning source to be learnt before giving some questions. In QNA strategy, the students, for instance, read the passage first, because it is very important to know what types of question they are going to answer. This strategy, however, intends to dig the student's cognitive and knowledge. In this way, the teacher explains what kinds of question they are learning and how the questions can be answered.

The benefits of QNA is to make students able to think about the text they are reading. On the other hand, it encourages them to think creatively and to work cooperatively. Sometimes the teacher uses literal and higher-level thinking skills to test the students. QNA also has several types such as: Right there Questions, Think and Search Questions, Author and You, and On My Own.

*Discussion strategy* is a strategy that almost similar with cooperative strategy. There is only the slightest difference between the cooperative strategy and cooperative strategy. In *Discussion strategy*, for example, the students should only give their opinions and

thoughts about the material that the teacher gives. In contrast, the teacher uses only the simple discussion because in teaching deaf students, the teacher guides the discussion step by step due to the lack of the vocabulary in deaf students. As illustrated by the teacher:

The discussion that I carry out is a simple strategy. But if the discussion applied is just like the regular students do, it will be difficult for them to run the discussion due to the lack of vocabulary the deaf students have. (Teacher 2)

The discussion based on this data is different from what the normal students have. In this situation the teacher guides the students to give simple opinions based on the levels of the students and their vocabularies. The most important thing in this way is the students are able to convey their opinions based on their knowledge and the ability to discuss. Because they have problems in vocabulary mastery, the teacher always helps them find words and their meaning whenever the students need.

*Lecture strategy* is the strategy that the teacher does explanation during the lesson to the students. The lecture strategy is the most basic strategy in teaching strategy. In this strategy, the teacher takes control in lesson and the teacher becomes the most active agent. This strategy is economical and can be used in large amount of the students. It is the most basic strategy that does not need much arrangement and media to be a

model. As illustrated by the teacher as follows:

This strategy is the most basic strategy. Because I don't need to use some media and arrangement. I only do the explanation to the students. (Teacher 2)

The teacher, however, has own ways to make the lecture strategy work for the deaf students such as; conventional lecture strategy and active lecture strategy. In conventional lecture, the teacher only does the explanation and gives QNA strategy after the teacher does the lecture strategy. For the active lecture strategy, the teacher does the explanation while the teacher does the model and sometimes the students directly involves into the model of explanation.

Besides that the teacher always does the active lecture strategy due to in active lecture strategy the teacher applies more the visual learning. In visual learning, the teacher gives the picture or videos that have connection to material and then the teacher writes in Indonesian then the teacher asks the student about the meaning of that picture or videos.

For the lecture strategy, I have two ways that suitable for them such as: conventional lecture and active lecture. For the conventional lecture, I think you already know what it is. For the active lecture, I do the explanation but I use a model to make clear my explanation. Sometimes I use the visual

learning like using of picture and videos. (Teacher 2)

It is obviously stated that the teacher mostly used the active lecture strategy to deliver the material English language. The teacher rarely used the conventional lecture strategy because of a reason that in conventional strategy the students only as listeners. In that situation, the teaching process becomes difficult because the students feel bored, uninterested to learn, and at the end, they will become noisy and the class is uncontrollable. The lecture strategy becomes less effective due to the fact that the teacher only delivers the material for the students and gives the question to measure their understanding about the material. For this reason, the teacher must change the strategy to have different conditions in the class with some various teaching strategies.

## **The Implementation of English Teaching Strategies**

### ***Process Strategy***

This strategy is used to make the students learn vocabulary and how they can write a simple sentence. The implementation of this strategy begins by asking the students to look at the words on the white board, then asking them to write them down. The teacher also asks to find the meaning in their dictionary or in Google translate. When the students who do not understand the meaning the teacher allows the students to ask their friends. As illustrated as follows:

During the lesson, when the students find a new vocabulary

I will ask the students to find the meaning in their phone with Google translate. If the students don't have the phone I will ask them to ask their friends using the *Bahasa Isyarat Baku Indonesia* to have the meaning. (Teacher 1)

As explained before that process strategy demands the students to read a source of reading, then the students must find the new words and their meaning. Therefore the teacher ask the students to use the dictionary or electronic dictionary to find the meaning, but if there is a student who cannot find the meaning, the teacher allows them to ask the meaning to their friends using *Bahasa Isyarat Baku Indonesia*. After the student has known the meaning of the word, the teacher asks the student to write down the meaning and memorize it.

In writing lesson, the teacher teaches the students how to be able to write sentences. For the first time, the teacher gives the students word by word and then they gradually write a simple sentence. In this activities, it is found that it is not an effective way and consumes much times because the students easily forget the vocabulary. The solution is to give them the written task as a homework. When the teacher gives the task, the teacher writes down the day, date and month in English and then asks the students to translate them into Indonesian. In 10 minutes all of the students should finish the task given.

The focuses of this strategy are vocabulary and writing. Therefore the strategy is to achieve students'

vocabulary and writing comprehension. The strategies sometimes use a conventional ways to develop the students' skills in both vocabulary and the writing skills. As the teacher illustrated:

For developing the students vocabulary and writing skills in process strategies. Usually I do the conventional ways when I teach them. Yeah, to be honest it took a long time to teach them the vocabulary and writing. (Teacher 1)

The use of conventional way in this strategy is sometimes intended to some conditions to develop their vocabulary and also their writing skills although it takes a long time to teach those skills, because the teacher teaches them step by step until the students understand well.

Based on the observation in the class, the teacher began the lesson with day, date and month. Teaching media such as pictures and videos were used in this strategy, and the teacher (T1) used hand phone to find the meaning of words. During the teaching process, the teacher used the sign language to communicate with the students and also spoke normally with the students when teaching the students to understand the material. In the teacher-student interactions, most of the students did not make some responses or indicate that they understood what they have from their teacher. At the end of the teaching and learning process, the teacher did not do reflection whether the students understood about what they have, and the

teacher, then, closed the lesson without making conclusion.

From the students' understanding through this strategy, it can be described that the conditions of the class were not interesting because the students were not active or enthusiastic to follow the lesson. The joyful learning did not appear and there was no encouragement to motivate the students to be active in the class while joining the class. It can be said that the students did not understand what their teacher taught through the explanations and instructions the teacher did during the teaching and learning processes. Based on the observation, it can be concluded that process strategy used by the teacher did not effectively work in teaching English for deaf students because process strategy gives too many explanations that make the students distracted or confused.

### ***Total Physical Response (TPR)***

What is interesting in this implementation of TPR is that the teacher did not directly begin the lesson, but the teacher began the lesson with ice breaker in introducing the lesson. In this way, the students have different conditions to start the lesson. After that teacher showed the picture and gave a command to students to perform based on the picture. To make sure that the students understand the teacher's instructions, then teacher repeated the instructions more than once whether they already understand the picture meaning. As illustrated by the teacher:

When the class begins I don't directly teach them the material of the lesson. Firstly, I give them some ice breaker for the opening and then I show a picture and demonstrate using the body language as what appears in the picture. And usually I explain more than once to make sure they understand. (Teacher 1)

The implementation of this strategy is about how the students can give some responses to what they learn. In this strategy, teacher used a picture as a learning media to encourage the students to give responses when they are asked for. Through this picture, then, the teacher asked the students to guess the picture. After that guessing the picture, the students translated into English and usually they had to find the word meanings in dictionary in their phone. The teacher repeated more times to make sure the students understand the English word of the picture. After that the teacher (T1) recombined the element of the commands to have students' flexibility in understanding new words. Sometimes the class became humorous when the students were performing the picture, but the development of the students understanding the words was a bit consuming time because the students easily forgot the new vocabulary. In this case, the students became more active and paid more attention to the teacher. In the process the students did some mistakes in guessing the words or word meanings. Therefore, the teacher did corrections to the major

errors. From this activities the teacher (T1) knew whether or not the students understand by observing his students' responses.

The strength of this strategy is that the students are motivated to learn because they have media so that they are motivated to be active besides the teacher's encouragement to have them active in the class to guess the picture and give responses. But forcing them to understand the meaning quickly can make them feel anxious. When students begin to speak, mistakes can be tolerated. Speaking in this way means they speak using the sign language to communicate to each other and the teacher. As the teacher illustrated:

In terms of the achievement of this strategy, they can speak English and can guess what the meaning of word from what I say. But the communication used in this way is the sign language, the way we usually use to communicate between teacher and students, and students to other students. I should be patient if my students do some mistakes in their speaking or guess meaning, because if they cannot be forced to learn the lesson quickly nor they would be anxious. (Teacher 1)

From the extract above, the teacher is unable to carry out the teaching process too fast or they would be uncomfortable and anxious. Another way to relieve their anxiety is to make English language learning as enjoyable as possible. The use of zany commands

and humorous skits are two ways of showing that language learning can be fun.

Based from the statement above the TPR strategy is an effective strategy for teaching English language for deaf students since the students are more enthusiastic in the learning process than are given some theories. Even though, some students can't understand well about the lesson they still have motivation to learn the lesson because the students feel enjoyable when the teacher was teaching using this strategy.

### ***Cooperative Strategy***

The implementation of *Cooperative Strategy* is that the students were divided into groups in which each group was given task that should be done together in the group. Teacher chose the member of each group. Every group should also present their work in front of the class. But the significant activities of each group is that the member of the group has to get personal understanding to the task so that each student has own answers that are communicated in the group. Beside that teacher also gives the individual task for each students to practice their English skill. As illustrated by the teacher:

Even though it is a group task they should have their own answer, and they should have their presentation in front of the class. (Teacher 2)

Based on the data conveyed by the teacher, it can be interpreted that cooperative strategy emphasizes on the cooperation

between the members of the group. They have to work together to find the answer, it is not depending on one individual of the group. Each member of the group has to find individual understanding through work group. From the understanding obtained from the group, they have to present the result of the discussion.

Besides that, the teacher also gave the additional task for each student to practice their skill. Teacher did the cooperative strategy comprehensively in order that this strategy can be carried out as what is expected. In this strategy the teacher (T2) guided the students step by step to make the strategy run well. And then the tasks were given to each group with a limited time but it took long enough to do the task. After finishing the task, the groups did their presentation in the class. When a group presented in front of the class, the teacher guided them how to do a simple presentation with their answer.

Besides group presentation, the teacher also gave the students individual task. The purpose of making the individual task is that the teacher want to know whether the students understand the material or not. In cooperative strategy, the teacher involved in the presentation because the students have different characters such as active students and passive students. The teacher role in this part is also as a friend to them. The teacher should help the students when they got problem while presenting in the class, trigger the students to make them presentation.

Based on the description elaborated, the cooperative strategy that teacher applies to the deaf students in the school showed that this strategy work effectively to make the deaf students actively learn and speak English. However, it works because the teacher knows each student's characters so that the teacher is able to handle them. The weakness of this strategy is that in relation to time allocation, it takes a long time because the teacher should guide the group step by step to make the presentation work in front of the class. This findings supports to the study conducted by Busch (2012), that a workshop will help teachers of the deaf gain ideas and strategies to best serve the growing population of students with hearing loss and learning disabilities.

#### ***Question and Answer, Discussion, and Lecture***

The application of these strategies is begun with the lecture, discussion and question and answer (QNA). It was started by checking the students and then giving active lecture in delivering the material. Besides that, the teacher used some media in the teaching process in order that the students got easy to learn the words and their meaning. After that, the teacher began the lesson, with conventional ways in delivering the material of the lesson.

When the teacher applied the lecture strategy, it seemed that students felt bored in the class. However, the students were much giving attention to the teacher when the media are used. In other words, the use of media in this strategy is needed to catch the students'

attractions to the lesson. Therefore, the active lecture strategy is effectively working when the deaf students are attracted to watch picture or video. The active lecture is supported by the previous study conducted by Swanwick (1996) that the production strategy relies on teacher ability for both in English and taking care of deaf students.

After the active lecture has given, the discussion is applied. The discussion is conducted in a simple way because the deaf students have weakness in their vocabulary mastery. In this strategy the teacher guided the students gently and gradually because most of them did not know what to do. To overcome the situation, the teacher gave the Indonesian text and then teacher asks the students to translate them into English. The teacher gave explanations the students more times to prepare their vocabularies to have the discussion. The students prepared the discussion about a week, especially for preparing the vocabularies needed for the discussion. When the discussion began, the teacher had to guide the class into the real discussion. The discussion took almost an hour.

The use of the discussion strategy is applied to the deaf students because the teacher wants to develop the students' confidence to convey their ideas to others and to develop their speaking English with sign language. In overall the discussion is almost the same as cooperative strategy.

The application of QNA strategy in teaching deaf students after active lecture and discussion is to measure the students' understanding of what have learned.

In this session, the teacher gives some questions in relation to what learned before, for example, understanding the reading texts or the dialogues before answering the questions. The teacher usually gives the easy reading texts or simple dialogues. In this way, the teacher uses 5W+1H questions in order to measure the students' comprehension. This strategy effectively impact to the students' factual knowledge and to their memory. But in order to get the better results to their learning, the teacher can use higher cognitive questions to increase the students' comprehension about the English language. It can be illustrated by the teacher:

Usually I use the 5W+1H to create the QNA strategy for them, if I want to get higher result of the learning I should use higher cognitive questions, but I think it will be time consuming because only a few students who understand the question.(Teacher 2)

## **CONCLUSION**

Based on the discussion of this research, it can be concluded that the English teachers in the special school have fantastic creativities in using various English teaching strategies to get better achievement in teaching English to deaf students. The teaching strategies are used based on the needs of learning achievement of the students in order that the students can learn English easily. The implementation of the teaching strategies has referred to the learning outcomes that are targeted

by the teachers, so that the strategies used in the learning process can work well.

Based on the English teaching strategies implemented in the special school, it can be seen that most of the strategies utilized by the teachers create the students' motivation and activeness in the class. The strategies have given the colors of English teaching that has been done by teacher in solving the problems while teaching the deaf students. At least, the activeness and motivation of the students to learn English language has been encouraged by the teachers although some problems come up while the teaching process is occurring.

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