

**AN ANALYSIS OF ENGLISH TEACHING METHODS TO DEAF
STUDENTS**

(a study at Musi Rawas State Special School)

THESIS

This Thesis is submitted to Fulfill the Requirement

For „Sarjana“ degree in English Language Education



Elsia Tri Novianti

20551019

ENGLISH TADRIS STUDY PROGRAM TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE OF CURUP

2025

Hal : Pengajuan Skripsi

Kepada
Yth. Bapak Rektor IAIN Curup
Di
Curup

Assalamualaikum Warahmatullahi Wabarakatuh

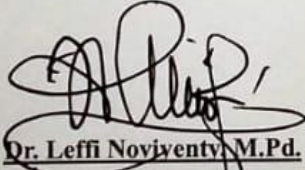
Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Elsia Tri Novianti (20551019)** sebagai Mahasiswi dari Program Studi Tadris Bahasa Inggris, dengan judul **“An Analysis of English Teaching Methods to Deaf Students (a Study at Musi Rawas State Special School)”**. sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

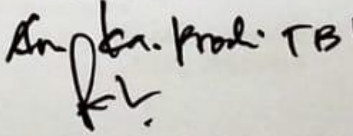
Wassalamualaikum warahmatullahi wabarakatuh

Curup, Februari 2025

Advisor


Dr. Leffi Noviyenty, M.Pd.
NIP. 19761106 200312 2004

Co Advisor


Henny Septia Utami, M.Pd.
NIP. 19890916 202321 2047



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

No. ~~254~~ /In.34/1/FT/PP.00.9/ /2025

Name : **Elsia Tri Novianti**
NIM : **20551019**
Department : **English Tadris Study Program**
Title : **An Analysis of English Teaching Method to Deaf Students**

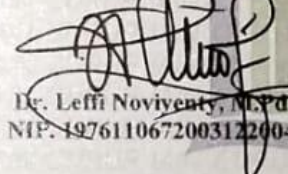
Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : **Monday, 9 December 2024**
Time : **13.30 a.m – 15.00 a.m**
At : **Room 02 Of The Departement Of English Tadris Study Program**
Has been received to fulfill a partical requirement for the degree of strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, Februari 2025

Examiners,

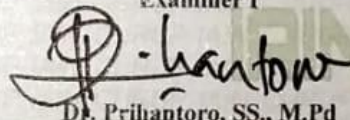
Head


Dr. Leffi Noviyenty, M.Pd
NIP. 1976110672003122004

Secretary


Henny Septia Utami, M.Pd
NIP. 19890916 202321 2047

Examiner I


Dr. Prihantoro, SS., M.Pd
NIP. 197508202008011004

Examiner II


Jumatul Hidayah, M.Pd
NIP. 197802242002122002



Dekan
Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Nama : Elsia Tri Novianti
NIM : 20551019
PRODI : Tadris Bahasa Inggris
Fakultas : Tarbiyah

State the thesis under the title **An Analysis of English Teaching Methods to Deaf Students (a Study at Musi Rawas State Special School)**. This statement is made truly, if in the next the day there any mistake the writer ready to accept the punishment or the order criticism from IAIN suitable with its regulation.

Curup, Februari 2025

Author


Elsia Tri Novianti
NIM. 20551019

PREFACE

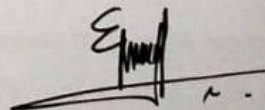
First of all, thanks be to the presence of Allah SWT because with Allah's help, the author was able to complete the writing of the proposal entitled. "An Analysis of English Teaching Methods to deaf Student (SLBN Musi Rawas)".

The purpose of writing this proposal is to fulfill the requirements to complete the thesis. In preparing this proposal, the author encountered many challenges and obstacles, but with the help of various parties, these obstacles could be overcome. The author also realizes that there are still many errors in the process of writing this paper.

Therefore, the author would like to thank all parties who have helped in the process of writing this proposal. May Allah repay all your help and bless you all. The author realizes that this proposal is still not perfect in terms of structure and content. So the author hopes that criticism from readers can help the author in perfecting this proposal. Finally, I hope this article can help readers to increase their knowledge about thesis proposals.

Curup, Februari 2025

writer



Elsia Tri Novianti
NIM. 20551019

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb

Alhamdulillahirobbil 'alamin, all praise be to Allah SWT, the Lord of the Universe, for His abundant blessings and guidance, enabling the completion of this thesis. Salawat and salam are always devoted to the Prophet Muhammad SAW, who has provided an exemplary path for humanity, granting direction and strength to complete this thesis. The title of this thesis is **“AN ANALYSIS OF ENGLISH TEACHING METHODS TO DEAF STUDENTS.”** This thesis is prepared to fulfill one of the requirements for obtaining a Bachelor's degree in English Language Education.

The author realizes that this thesis would not have been completed without the support, guidance, and assistance from various parties. Therefore, the author would like to express the deepest gratitude to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the Rector of IAIN Curup.
2. Dr. Sutarto, S.Ag., M.Pd, as the Dean of the Faculty of Tarbiyah at IAIN Curup.
3. Jumatul Hidayah, M.Pd, as the Head of the English Tadris Study Program.
4. Dr. Leffi Noviyenti, M.Pd, as the supervisor of this research, who has always provided suggestions and guidance throughout the research process with patience and kindness.

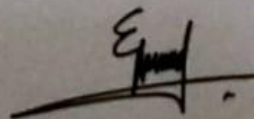
5. Henny Septia Utami, M.Pd, as the second supervisor, who has guided me in the preparation and writing process, offering advice and invaluable insights.
6. All lecturers of the English Tadris Study Program, who have provided support, shared experiences, offered direction, and continually encouraged me to complete this thesis.
7. My parents, for their prayers and everything that words cannot express.
8. My two older sisters, who have always listened to my complaints and offered unwavering support.
9. SLBN Musi Rawas, for giving me the opportunity to conduct this research and to meet the incredible children in the deaf class.

Finally, this research welcomes constructive suggestions for its improvement in the future. May the results of this study benefit and contribute to the development of English education in Tadris and in special schools. May Allah SWT reward all those who have supported me in completing this research. Aamiin.

Wassalamu'alaikum Wr. Wb

Curup, Februari 2025

writer



Elsia Tri Novianti
NIM. 20551019

MOTTO

**“YOU ONLY GET ONE SHOT, DO NOT MISS YOUR
CHANCE TO BLOW. THIS OPPORTUNITY COMES
ONCE IN A LIFETIME YOU BETTER”**

(LOSE YOURSELF - EMINEM)

DEDICATION

This thesis is dedicated to:

1. My Beloved Parents

Especially to my dear father (**Mr. Supardi**), who has loved, cared for, and always supported me. He has been both a father and a mother to me, always by my side to fulfill the wishes of my late mother (**Mrs. Endah Sulisty Wati**), who dreamed of her child becoming a graduate. Thank you for all your sacrifices for me. Please stay with me Dad, until fate answers our journey.

2. My Two Sisters and Brothers-in-Law

Eva Widiati & Deni Meidi, and Evi Dwi Septiani & Falent Bayu Ilukas, who have always supported me and taken pride in having a younger sibling like me. May Allah bless you with abundant sustenance. Aamiin.

3. My Foster Parents

The late Siti Maryam and Marminto, who became my foster parents during my time away from home.

4. My Advisors

Dr. Leffi Noviyenty, M.Pd., and Miss Henny Septia Utami, M.Pd., who have guided me through this journey.

5. My Friends

Betty Nurtiati, Adesia Anjani, Zyo Nora Joana Putri, Agnestya Anggun Kinanti, and all my friends in the English Tadris Study Program, my

younger siblings at Griya Kost 52, and the entire family of LPM Gelora Parrhesia. For shaping and supporting my journey to success

6. Thank you, me. I know how hard I've fought, and I'm proud of myself for making it this far.
7. **My AlmaMater.**

ABSTRACT

Elsia Tri Novianti (20551019) : AN ANALYSIS OF ENGLISH TEACHING METHODS TO DEAF STUDENTS (A Study at the SLBN Musi Rawas)

Advisor : Dr. Leffi Noviyenti, M.Pd

Co-advisor : Henny Septia Utami, M.Pd

This study, titled "*An Analysis of English Teaching Methods to Deaf Students*", aims to analyze the effectiveness of teaching methods used for deaf students at SLBN Musi Rawas. The research focuses on identifying the teaching methods employed, evaluating their implementation, and uncovering the challenges faced in the teaching process. Using qualitative descriptive methods, data were collected through observations dan interviews. The findings reveal that visual-based methods, such as **Sign Language (SIBI)** and **Speech Reading**, significantly aid in improving deaf students' comprehension of English vocabulary. Sign Language provides a visual representation that enhances students' motivation and confidence, while Speech Reading assists in improving pronunciation and speaking skills. However, challenges such as the difference in language structures, limited teacher mastery of methods, and inadequate facilities hinder optimal implementation. This study underscores the importance of teacher training, the development of inclusive curricula, and the integration of advanced learning technologies to support the learning needs of deaf students. These findings contribute to the enhancement of English language education for special needs students, promoting inclusivity and accessibility in education.

Keywords: *Deaf students, English teaching methods.*

TABLE OF CONTENTS

APPROVAL.....	iii
THE STATEMENT OF OWNERSHIP	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
MOTTO.....	viii
DEDICATION.....	ix
ABSTRACT	xi
TABLE OF CONTENTS.....	xii
CHAPTER I (INTRODUCTION)	
A. Research background.....	1
B. Research Question.....	5
C. Research Objective.....	6
D. Significant of he research	6
E. Delimitation of the research	7
F. Operational definition.....	7
CHAPTER II (LITERATURE REVIEW)	
A. Theoretical Review	8
1. Definition and characteristic of deaf students	8

2. English language learning for deaf students.....	12
3. Relevant english teaching methods for deaf students.....	13
B. Review of related study.....	15

CHAPTER III (RESEARCH METHOD)

A. Research design.....	19
B. Place of the research.....	20
C. Research focus.....	21
D. Object of the research.....	21
E. Data collection technique.....	22
F. Instrument.....	23

CHAPTER IV (FINDINGS AND DISSCUSION)

A. Findings.....	27
1. The English teaching methods used for deaf students.....	27
2. The effectivness of the implementation these methods.....	32
3. Relevant English Teaching Methods for Deaf Students.....	35
B. Discussion.....	40

CHAPTER V (CONCLUSION AND SUGGESTION)

A. Conclusion.....	43
B. Suggestion.....	43

REFERENCES

APPENDICES

LIST OF TABLE

Table 1.1 Student data in the deaf class at SLBN Musi Rawas.....	21
Table 1.2 Blueprint for observation of teaching methods for deaf students.....	24
Table 1.3 blueprint of interview questions asked to teachers who teach	26
Table 2.1 Effectivness of the implementation of sign language methods	34
Table 2.2 Effectivness of the implementation of speechreading methods	35

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the brief introduction by explaining the background of the study as the reason for the research, the research question, objects of the study as the purpose of the study, the significance of the study, scope and limitation and definition of key terms.

A. Research background

Language is the most basic communication tool in life. Finegan stated that learning a language is one of the important things. In Indonesia, Language Lessons are a mandatory curriculum for students from elementary school, middle school to college level. In fact, in the curriculum of special needs schools, for example the deaf. This school is also required to study language subjects. In fact, we know that children with special needs actually have difficulty learning language. This is due to the limitations they have. Children with special needs have different characters and needs in interaction and treatment. One of the children with special needs is deaf. Deaf means unable to capture stimuli on the sense of hearing so that the process of receiving information is diverted using sign language.¹

It is certainly not easy for deaf children to learn languages, especially English. Teachers certainly have difficulty teaching English to

¹ Rohmah Ageng Mursita, "Respon Tunarungu Terhadap Penggunaan Sistem Bahasa Isyarat Indonesia (Sibi) Dan Bahasa Isyarat Indonesia (Bisindo) Dalam Komunikasi," *Inklusi 2*, no. 2 (2015).

deaf students. Deaf children have difficulty in mastering English vocabulary. In addition, learning English to deaf students is not easy because of the limitations of students to listen. Thus, learning subjects related to language, especially English for deaf students, is certainly not easy, apart from the language barriers of the students themselves, teachers also often have difficulty in teaching English to deaf students. One of the factors that causes this is that teachers in special schools are class teachers, not subject teachers.²

Teaching English to deaf students presents its own challenges because hearing impairments affect their ability to understand and produce spoken language. Therefore, adaptive and effective teaching methods are needed to meet their special needs. The right teaching method plays an important role in the success of the learning process of deaf students. Teachers must be able to adapt strategies, media, and teaching methods that can accommodate the special needs of students. Some methods that are often used include Visual Learning Methods, Sign Language, Multisensory Learning Method, Contextual Teaching Method and Total Physical Response (TPR). However, the effectiveness of each method is still a matter of debate among education practitioners. In addition, the use of interactive learning media such as e-books equipped with images, videos, and other interesting features can increase the learning interest of deaf students. This media allows for the presentation of more visual and

² Sufi Jamilatu Nur Arofah and Mohammad Efendi, "Media Permainan Teka-Teki Silang Untuk Pembelajaran Bahasa Inggris Siswa Tunarungu," *Jurnal Penelitian Dan Pengembangan Pendidikan Luar Biasa* 2, no. 1 (2015): 39–43.

interactive materials, in accordance with the dominant visual learning style of deaf students.³

English is an international language used in a variety of academic, technological, and communication resources. By mastering English, deaf students can access scientific literature, online tutorials, and technology-based content such as applications and software that are not always available in their local language. Mastering English gives deaf students greater opportunities to continue their education at an international level, participate in student exchange programs, and increase their competitiveness in the workforce. Many global companies and educational institutions make English language proficiency a primary requirement.⁴

English allows deaf students to interact with the global community, including users of International Sign Language (ISL). This can expand their social and professional networks. With English language skills, deaf students can read instructions, understand important information on online platforms, and interact with others without always relying on interpreters or third-party assistance.⁵ Based on the research by Fajriyya Juhaen, This study discusses the challenges faced by teachers in teaching English to deaf students and emphasizes the need for teaching strategies tailored to their special needs. Although this study shows the challenges and strategies in teaching English to deaf students, the findings of this study

³ P Pratama et al., "Pelatihan Dan Pendampingan Pengembangan E-Book Sebagai Media Pembelajaran Interaktif Untuk Peserta Didik Tunarungu," *Jurnal Pengabdian ...* 3, no. 2 (2022): 676–81.

⁴ Özlem Aslan Bağcı, "Deaf Individuals and English Language Teaching 1, 2 Cihat ATAR Hakkı BAĞCI," *TOJET: The Turkish Online Journal of Educational Technology* 20, no. 4 (2021): 23–28.

⁵ Heriyanti et al., "Teacher'S Strategies in Teaching English To Deaf Students in a Special School Sorong," *JLE: Journal of Literate of English Education Study Program* 4, no. 02 (2023): 91–101.

can show some differences compared to other special schools. In essence, patience and creativity in finding the right way to teach English remain the main hope for English teachers for students with special needs.⁶

Based on previous research regarding teaching English to students with special needs such as the deaf using several methods, this researcher wants to investigate. for this reason, from previous research by analyzing the teaching methods used by teachers to teach English vocabulary to deaf students and to find out the results for students from each method given by teachers in teaching English vocabulary at SLBN MUSI RAWAS.

At SLBN Musi Rawas has implemented an education system based on an merdeka curriculum, merdeka curriculum for SLB will focus on inclusive principles and an individualized approach to meet the learning needs of students with various special needs, including the deaf. In the merdeka curriculum principle there is a language development point where the curriculum must include strategies that enable them to understand, use and expand their English, either through sign language or hearing aid technology. Although there is a general framework provided by merdeka curriculum, the implementation of the curriculum for SLB will highly adapted to the characteristics and needs of students in each school. Teachers teach English education using special teaching methods, especially in increasing English vocabulary to students. The regularity of class hours in schools generally makes it easier for researchers to collect more in-depth data. This research aims to examine and analyze English

⁶ Fajriyya Juhaeni, Erna Wardani, and Ashari, "An Analysis of English Language Teaching Strategies for the Hearing-Impaired Students in SLB B Yakut Purwokerto during the Pandemic of Covid-19," *Prosiding Seminar Nasional*, 2022, 224–32.

vocabulary learning methods that have been applied to deaf students. By considering various approaches such as the use of sign language, hearing aid technology, and visual strategies, this study aims to provide in-depth insight into the effectiveness of each of these methods.

Understanding how deaf students learn and internalize English vocabulary can provide a solid foundation for the development of better inclusive education curricula in the future. It is hoped that this research can also make a positive contribution in improving learning practices for deaf students in Indonesia and perhaps also in international contexts. so that in this research the researcher will involve the teacher as the main object and here the researcher will follow the English learning process so that it is obtained how the English teaching and learning process takes place and the researcher will observe the results of the method taught by the teacher to the students, whether from the method used. teaching can increase students' English vocabulary skills. With this the researcher wants to conduct a study entitled is AN ANALYSIS OF ENGLISH TEACHING METHODS TO DEAF STUDENTS.

B. Reseach Question

From the background description above, the formulation of the problem in this study is:

1. What are the English teaching methods used for deaf students?
2. How effective are the implementation of these methods in teaching English?

3. What are the obstacles faced in the process of teaching English to deaf students?

C. Research Objective

1. to find out what English teaching methods are used.
2. to find out how the process of implementing the method in teaching English.
3. to find out what obstacles teachers face in teaching English.

D. Significance of the research

The findings of this study have important value for teachers and students:

1. For Teachers

This study equips teachers with evidence-based methodologies for teaching English to deaf students, so they can design and implement more effective lesson plans tailored to their students' needs. The study highlights the importance of using visual, tactile, and interactive teaching strategies, which promote greater engagement and understanding among deaf learners. The study also serves as a professional development resource, helping educators improve their teaching skills and adapt to diverse classroom contexts.

2. For Students

This study addresses the specific learning needs of deaf students, ensuring they receive appropriate and accessible

instruction in English. By improving the quality of English language instruction, this improves students' communication skills, academic achievement, and future career opportunities. The implementation of effective teaching methods promotes a more inclusive and supportive learning environment, empowering deaf students to reach their full potential.

E. Delimitation of the Research

This study focuses on the analysis of teaching methods that are specifically used by teachers for deaf students in learning English. This study is aimed at junior high school and high school students of SLBN Musi Rawas.

F. Operational definition.

1. Deaf students

Individuals with significant hearing loss that impacts their ability to process spoken language without assistive technology or alternative communication methods. In this study, the term refers to primary and secondary school students with such impairments.

2. English Teaching Methods

Teachers must be able to adapt strategies, media, and teaching methods that can accommodate the special needs of students. Some methods that are often used include Visual Learning Methods, Sign Language, Multisensory Learning Method, Contextual Teaching Method and Total Physical Response (TPR).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Definition and Characteristics of Deaf Students.

Deafness is a condition in which a person experiences hearing loss that inhibits his or her ability to receive sound stimuli, either partially or completely. This condition can affect a person's ability to understand spoken conversation, acquire language, and communicate with others.⁷ Hearing disorders can be divided into two main categories, namely deafness and hard of hearing.

According to the Ministry of Health of the Republic of Indonesia (2018), hearing impairment is a permanent or temporary hearing impairment, which can affect a person's language and speech development if it occurs at an early age. In addition, the World Health Organization (WHO, 2020) states that hearing impairment can be caused by genetic factors, infections during pregnancy, certain diseases, or excessive exposure to noise.

Characteristics of Deaf:

- a. Difficulty in Oral Communication: Students who are deaf often have difficulty understanding and using spoken language, especially if the hearing loss occurred at birth or before language development.

⁷ David R. Moore et al., "Nature of Auditory Processing Disorder in Children," *Pediatrics* 126, no. 2 (2010).

- b. **Reliance on Visual Communication:** They tend to rely more on visual communication such as sign language, body movements, and lip reading.
- c. **Limitations in Vocabulary:** Deaf students often have limitations in vocabulary, both in their native language and in a foreign language.
- d. **Slow Language Development:** Hearing loss often affects the ability to understand grammar and sentence structure.
- e. **Reliance on Hearing Aids or Assistive Technology:** Many deaf students use hearing aids or assistive technology to increase their access to sound.
- f. **Sharper Visual Abilities:** Deaf students generally have better visual observation abilities to understand non-verbal information.

Understanding these characteristics is very important for teachers to design effective teaching methods that are appropriate to the needs of deaf students.⁸ Deafness can be classified based on when it occurs into two main categories.

- a. **Prelingual Deafness** is hearing loss that occurs before a child develops speech and language skills, usually at birth or before age 3. Children with prelingual deafness may have difficulty developing spoken language skills because

⁸ Marc Marschark and Peter C Hauser, "How Deaf Children Learn: What Parents and Teachers Need to Know.," *How Deaf Children Learn: What Parents and Teachers Need to Know.*, Perspectives on Deafness. (New York, NY, US: Oxford University Press, 2012).

they have no experience hearing the language. Prelingual deafness occurs before a child develops speech and language skills, and is usually associated with severe or profound hearing loss.

- b. Postlingual Deafness is hearing loss that occurs after an individual has mastered speech and language skills, usually after age 3. Individuals with postlingual deafness may face challenges in maintaining learned speech and language skills, depending on the age at which the hearing loss occurred and the interventions received.

Differentiating between prelingual and postlingual deafness is important in determining appropriate educational and rehabilitation approaches, as communication needs and learning strategies can differ significantly between these two groups.⁹

In communicating, deaf people use sign language as a language of communication. William Stokoe, in his landmark work in the 1960s, first developed the theory that sign languages (such as American Sign Language or ASL) are legitimate languages and can be analyzed linguistically, just like spoken languages. Previously, many people considered sign languages to be simply a series of non-verbal signs or symbols without any complex linguistic structure. However,

⁹ Studi Kasus et al., "Analisis Interaksi Sosial Anak Tunagrahita," 2022.

Stokoe changed this view by showing that sign languages have basic elements that form a complete linguistic structure, just like spoken languages.¹⁰

Key Points of Stokoe's Theory:

- 1) Syntactic Structure: Sign languages have syntactic rules that govern the order of signs in sentences, similar to the sentence structure in spoken languages. For example, in ASL, the subject is usually placed at the beginning of the sentence, similar to the subject-verb-object (S-P-O) pattern in English.
- 2) Morphology: Sign languages have small units called morphemes, which are the smallest elements that have meaning. These morphemes can be hand movements, facial expressions, and body positions that are used to form words or phrases in sign language.
- 3) Phonology: Stokoe identified that sign languages also have phonological elements, although different from the sounds in spoken languages. In sign languages, these phonological elements involve three main aspects:
 - a. Location (where the hands are),
 - b. Movement (how the hands move),
 - c. Form (hand shape or hand position).

¹⁰ Justin M. Power, "Historical Linguistics of Sign Languages: Progress and Problems," *Frontiers in Psychology* 13, no. March (2022): 1–17.

d. In addition, facial expressions also play an important role in adding meaning to sign communication.

4) Freedom of Use: Stokoe points out that sign language allows for variety in use and can be used to convey very complex concepts, just like spoken language. Sign language is not limited to conveying simple information but can also be used to talk about abstractions, concepts of time, and feelings.

2. English Language Learning for Deaf Students

English for deaf students is a subject that teaches foreign language skills by taking into account the hearing impairments of students. This learning does not only focus on aspects of grammar and vocabulary, but also on developing communication skills through visual methods, gestures, and assistive technology. The main goal of teaching English for deaf students is to help them develop literacy skills, reading, writing, and understanding the context of communication in English even without full access to the auditory aspects of the language.¹¹ English for the deaf is an English language learning process that is specifically designed to accommodate the needs of students with hearing impairments. This learning not only focuses on mastering basic skills such as reading,

¹¹ Silmara Cristina Pasetto et al., "Visual and Kinaesthetic Instructional Cues and Deaf People's Motor Learning," *International Journal of Instruction* 14, no. 1 (2020): 161–80.

writing, speaking, and listening, but also on the use of visual aids and assistive technology to facilitate student understanding.

In addition, Marschark & Hauser. emphasized that the approach to teaching English to deaf students must consider individual needs and utilize various aids, such as text-based computer programs, sign language interpreter applications, and hearing aids.

3. Relevant English Teaching Methods for Deaf Students.

Special methods designed to help deaf students learn English. Given that deaf students cannot hear sounds normally, these methods focus on strengthening the visual, kinesthetic, and tactile aspects of the learning process. The main goal is to provide deaf students with the opportunity to understand, communicate, and master English in a way that best suits their needs and abilities.

Here are some English teaching methods that are relevant for deaf students:

- a. Visual Learning Methods, Deaf students tend to rely on sight rather than hearing, so visual-based methods are very effective. This method involves the use of images, diagrams, videos, and text to explain English concepts.¹²
- b. Sign Language, The use of sign language as a means of communication is very important. Sign language allows

¹² Harry Knoors and Marc Marschark, *Teaching Deaf Learners: Psychological and Developmental Foundations*, 2014.

deaf students to understand English more easily, because they can connect signs with English words.¹³

- c. Multisensory Learning Method, Multisensory learning involves the use of various senses (sight, feeling, touch) to increase student understanding. Technology that combines text, images, and visuals can be used to enrich the learning experience of deaf students.¹⁴
- d. Contextual Teaching Method, Teaching English in the context of everyday life helps students understand how language is used in real situations. This includes the use of practical conversations, role plays, or real-life situations related to the vocabulary being learned.¹⁵
- e. Total Physical Response (TPR), TPR is a method that involves students in following language instructions using body movements, which helps deaf students understand and remember English vocabulary or phrases.¹⁶
- f. Speechreading, speechreading is a teaching method that trains deaf students to understand verbal communication by reading lip movements, facial expressions, and other nonverbal cues. The goal is to help students recognize

¹³ Joanna E. Cannon, Caroline Guardino, and Peter V. Paul, *Deaf and Hard of Hearing Multilingual Learners, Deaf and Hard of Hearing Multilingual Learners*, 2022.

¹⁴ Try Kemala Mutia and Dinie Ratri Desiningrum, "PENGARUH METODE MULTISENSORI DALAM MENINGKATKAN KEMAMPUAN MENGHAFAL KATA PADA ANAK TUNARUNGU TAMAN KANAK-KANAK: Studi Eksperimental Di TK SLB Negeri Semarang," *Jurnal Empati* 4, no. 1 (2015): 188–94.

¹⁵ Murni Winarsih, "Pembelajaran Bahasa Bagi Anak Tunarungu," *Perspektif Ilmu Pendidikan* 22, no. XIII (2010): 103–13.

¹⁶ Kadek Yati Fitria Dewi Dewi, "Direct Method, Total Physical Response," *Daiwi Widya Jurnal Pendidikan* 06, no. 1 (2019): 40–48.

speech patterns, even though they cannot hear the sound directly. This method is often used as a complement in English language learning to improve students' understanding of the pronunciation of words and phrases.¹⁷

B. Review of Related Study

Studies on English vocabulary teaching methods have been carried out before, with various implementations of English vocabulary teaching methods from the perspective of previous researchers.

A study by Iskandar, Ismi Berliantika, *Analysis of English learning Strategies used by the deaf Students in SLB-B Karya Mulia Surabaya*, This study was a case study. The respondents of this study were two students, male and female. The writer conducted the interview with the respondents and teacher. The writer collected the data by selecting deaf student attending class 2, recording and conducting interviews, identifying the learning strategies used by the student, and classifying the learning strategies used by the student. The data analysis was conducted by analyzing the results of the interview, comparing the results of interview with students English grades for learning and drawing conclusion based on the problems of study and the result of data analysis. The result of this study shows that memory strategies are the most strategy used by respondents whereas affective strategies are the least strategy used. In addition to using these strategies, the support from teachers and parents is

¹⁷ Heriyanti et al., "Teacher'S Strategies in Teaching English To Deaf Students in a Special School Sorong."

very important to help them learn a new language. The writer suggests for the students to combine learning strategies with each other. The writer also suggests the teacher to add other teaching innovations that can help students learning English lessons. The last suggestion is for the future researchers to do a closer and spacious study with deaf students.¹⁸

This study focuses on students' learning strategies, while the research conducted by the author emphasizes more on the teaching methods used by teachers at SLBN Musi Rawas. This study uses a student approach, while this study uses a teacher approach to analyze the effectiveness of teaching methods.

Putu Dian Yuliani Parami (2023), *The Use of Technology in English Language Learning: A Case Study of E-Learning Application Implementation*. This research aims at the Use of Technology in English Language Learning: Case Study of E-Learning Application Implementation. The method used in this research is Systematic Literature Review. Data collection techniques with documentation from Google Scholar. Data analysis with critical review. Implementation of e-learning applications in English learning has great potential to increase the effectiveness and accessibility of education. In this case study, technology is used as a tool to integrate English learning materials interactively and flexibly. As a result, students can access learning resources anytime and anywhere, increasing their participation and engagement in the learning process. In addition, e-learning applications also enable more efficient

¹⁸ "THESIS_ISMI_BERLIANTIKA_ISKANDAR_(105110107111010).Pdf," n.d.

monitoring and assessment of student progress. However, the success of this implementation relies heavily on good design, user training, and adequate technical support to maximize the potential of learning English through this technology.¹⁹ This study focuses on the use of technology in English language learning, while this study emphasizes more on direct teaching methods in the classroom for deaf students.

Yanti Suryanti (2020), English language learning to improve literacy skills of deaf students. The results of the study illustrate that English is taught by the teacher to the seven deaf students through several approaches. Reading is taught through understanding vocabulary and its meaning, then practicing paired dialogues. While writing is taught by the teacher through providing examples of compositions in Indonesian, and individual assignments related to the family. The reading comprehension of the deaf students in grade VIII is classified as good because they are able to understand the text and answer questions well. Even the results of their writing skills are very good. The author groups their reading scores into "good" and "poor", because there are only two types of value group ranges. 5 people get reading scores above 80, and 2 people get scores below 65, namely 54-60. Their writing scores are grouped into "very good" (2 people), "enough" (3 people), and "poor" (2 people). The criteria for "very good" are those who get the highest scores in language use and

¹⁹ Putu Dian Yuliani Paramita, "Penggunaan Teknologi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Implementasi Aplikasi E-Learning," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 1799–1804.

content organization. The conclusion of this study is that so far the literacy comprehension of the seven deaf students is generally good.²⁰

This study focuses on literacy skills (reading and writing), while this study focuses more on the teaching methods used by teachers to improve English comprehension for deaf students. This study involved seven junior high school students, while this study involved teachers and students from various levels of education at SLBN Musi Rawas.

The last research which was written by Emi Sri Kurniawati (2017), The influence of FUN THINKERS media on the mastery of English vocabulary of deaf children in class VII of SMPLB-B at SLB WIYATA DHARMA 1 SLEMAN. This study aims to determine the effect of Fun Thinkers Media on the mastery of English vocabulary of deaf children in class VII SMPLB-B at SLB Wiyata Dharma 1 Sleman. This study uses a quantitative approach with a quasi-experimental research type. The research design used is one group pretest-posttest design. The subjects of the study used two deaf students in class VII SMPLB-B who took English learning. Data collection used tests. Data analysis used non-parametric statistics of the sign test type. The results of the study from the results of the sign test obtained $T_{count} = 0$ ($\alpha = 0.05$), so $T_h \leq T_{\alpha}$, then H_0 is rejected and H_1 is accepted. This means that Fun Thinkers Media has an effect on the mastery of English vocabulary of deaf children in class VII SMPLB-B at SLB Wiyata Dharma 1 Sleman. The influence of Fun Thinkers Media on the vocabulary mastery of deaf children in grade VII of

²⁰ Dwi Yasinta, "Pembelajaran Bahasa Inggris Untuk Meningkatkan Kemampuan Literasi," *Jurnal Dedikasi Pendidikan* 02, no. 01 (2020).

SMPLB-B at SLB Wiyata Dharma 1 Sleman is shown by an increase in the scores of the pretest and posttest results. The average pretest score obtained was 58.5 and the average posttest score was 90. Where there was an increase in the score of 31.5%. The results of this study are in accordance with the learning type of deaf children, namely blind, who will be interested in media that presents interesting images such as Fun Thinkers Media.²¹ This study focuses on the influence of game-based learning media on vocabulary mastery, while this study examines the effectiveness of teaching methods used by teachers. The approach used in this study is a quantitative experiment, while this study uses a qualitative approach with observation and interviews.

²¹ Emi Sri Kurniawati, "Pengaruh Media Fun Thinkers Terhadap Penguasaan Kosakata Bahasa Inggris Anak Tunarungu Kelas VII SMPLB-B Di SLB Wiyata Dharma 1 Sleman," *Jurnal Widia Ortodidaktika* 6, no. 7 (2017): 654–64.

CHAPTER III

RESEARCH METHOD

This chapter present the method used in this research, which consists research design, data sources, data collection, and data analysis.

A. Reaserch design

Research methodology is a series of laws, rules, and certain procedures that are regulated and determined based on scientific principles in conducting research in a certain scientific corridor whose results can be scientifically accounted for. The author uses a qualitative descriptive method.

Qualitative descriptive research is a research method that aims to describe, explain, and understand phenomena or events in depth using qualitative data. This approach focuses on the meaning, experience, and views of individuals or groups in a particular context. According to Sugiyono Qualitative descriptive research is a research method used to describe phenomena, events, or conditions systematically, factually, and accurately regarding the facts and nature of the relationship between the phenomena being studied.²² Bogdan and Taylor suggest that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the background and individuals holistically. So it is not permissible to isolate individuals or organizations into

²² Djoko Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Penerbit Alfabeta, 2010.

variables or hypotheses but it is necessary to view them as part of something whole.²³

B. Place of the research

This special school or SLB is located on Jl. Jendral Sudirman, Mataram subdistrict, Tugumulyo subdistrict, Musi Rawas district, South Sumatra province. This special school was founded in 2006 and has now been designated as a state school which is often nicknamed SLBN musirawas. In this SLB there are several classes, but the researcher chose the deaf class to conduct this research. In one class there are 11 students from middle school to high school. An overview of the students' conditions will be explained in the following table.

Table 1.1

CLASS	MAN	WOMAN	AMOUNT
CLASS VII JUNIOR HIGH SCHOOL	-	1	1
CLASS VIII JUNIOR HIGH SCHOOL	1	2	3
CLASS IX JUNIORSCHOOL	1	2	3
CLASS X SENIOR HIGH SCHOOL	-	2	2
CLASS XI SENIOR HIGH SCHOOL	-	1	1
CLASS XII SENIOR HIGH SCHOOL	-	1	1
TOTAL	2	9	11

From the table above it can be explained that in one middle school level deaf class there are 11 students and girls from middle school and

²³ LJ Moleong, "Metode Penelitian," *Raden Fatah.Ac.Id*, 2006, 1–23.

high school levels.²⁴This combination of students was carried out because the number of students was relatively small at each level and there was a lack of teachers who taught deaf students so that students were combined in one class to make the learning process easier.²⁵

C. Research Focus

This study focuses on the process of evaluating the effectiveness of various English vocabulary teaching methods used in SLBN Musi Rawas. Identifying and comparing various teaching methods, such as the use of pictures, sign language interpretation, or multimedia approaches, in helping deaf students understand and master English vocabulary. Finding out which method is the most efficient in improving students' English vocabulary and understanding the perceptions and responses of deaf students to various English vocabulary teaching methods by conducting in- depth interviews and observations of students to explore how students assess the effectiveness, engagement, and preferences of various methods used in vocabulary learning.

D. Object of the research

The object of this research is teachers who teach and students in deaf classes, where in one class there are students from middle school and high school levels at SLBN Musi Rawas, which is a special group and requires a learning approach that suits their needs in understanding and mastering vocabulary. English. The object of this research is well

²⁴ Observations on June 10, 2024

²⁵ Interview with Mr. Dwi Tugiantoro as head of SLBN Musi Rawas on June 10, 2024

accessible, allowing direct interaction with students and collecting accurate data regarding their responses to the teaching methods used.

E. Data collection technique

Data collection techniques are the processes and methods used by the author to get the data needed. Any research is good research Qualitative or quantitative research certainly uses internal techniques collect the required data. The purpose of this is to help The author obtained authentic data.

1) Observation

Observation, as the name suggests, is a way of collecting data through observation. This data collection method is classified as participatory research, because the researcher must immerse themselves in the setting where the respondents are, while taking notes and/or taking notes. Conduct direct observations of the learning process in different classes at SLBN Musi Rawas. Observing interactions between teachers and students, teaching techniques used, use of supporting materials, and students' responses to learning English vocabulary. Provides a real picture of the implementation of teaching methods in real contexts, as well as validating the information obtained from interviews

2) Interview

Researcher also conducted interviews to obtain in-depth data information. In this study, the interview means a dialogue process between the interviewer and the research subject. The aim was to obtain information about the role of technological

knowledge in dealing with problems that students face in writing academic proposals. In this research, researcher used semi structured interview with one teacher. Catherine said that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.²⁶

F. Instrument

1. Observation

Observation Checklist: A checklist containing important points that must be observed during the process of teaching English vocabulary in SLBN Musi Rawas classes. This checklist helps to ensure that all important aspects of teaching are covered in the analysis.

Blueprint for observation
of teaching methods for deaf students

Table 1.2

No	Method	Characteristics of the method	Checklist	
1.	Visual Learning Method	a. Using concept maps to summarize lessons.		
		b. Watching educational videos related to a particular topic.		
		c. Making posters or diagrams to explain main ideas.		
		d. Using flashcards to learn new vocabulary in English		
2.	Sign Language	a. Using Hand Gestures as the Primary Means of Communication.		
		b. Facial Expressions as Meaning Support.		
		c. Requires Good Eye Contact		

²⁶ Dawson. 2002. *"Practical research Method"*. United Kingdom: Deer Park production. P.28

		d. Does Not Rely on Voice or Speech		
3.	Multisensory Learning Method	a. Incorporating More Than One Sense (Visual, Auditory, Kinesthetic, and Tactile)		
		b. Focus on Direct and Practical Experience (Hands-on Learning)		
		c. Encourage Active Student Engagement		
		d. Use Body Language and Movement (Kinesthetic Learning)		
4.	Contextual Teaching Method, Teaching	a. Strong Visual Approach		
		b. Experiencing		
		c. Technology Support		
		d. Focus on Independence		
5.	Total Physical Response (TPR)	a. Visual Dominant Approach		
		b. Live Movement Demonstration		
		c. Sign Language as Support		
		d. Interactive Learning Environment		
6.	Speechreading	a. Focus on Lip Movement		
		b. Use of Facial Expressions		
		c. Use of Nonverbal Cues		
		d. Intensive and Repetitive Practice		

2. Interview

Interview Guide: Document containing a list of semi-structured questions that will be used in interviews with deaf teachers or students at SLBN Musi Rawas. Semi-Structured Interview is a type of interview that combines elements of structured and unstructured interviews. There is a prepared list of questions, but the interviewer has the freedom to explore topics in more depth. This guide is designed to ensure that important topics are covered and allows for consistent information from respondents.

blueprint of interview questions
asked to teachers who teach

Table 1.3

Indikator	Subindikator	Pertanyaan	Jawaban narasumber
Latar Belakang Pengajaran	Pengalaman pengajaran	Apa latar belakang Anda dalam mengajar bahasa Inggris untuk siswa tunarungu?	
	Lama mengajar dan motivasi	Sejak kapan Anda mulai mengajar bahasa Inggris bagi siswa tunarungu?	
	Motivasi dalam mengajar	Apa motivasi Anda dalam memilih untuk mengajar siswa tunarungu?	
Metode Pengajaran	Jenis metode yang digunakan	Apa metode pengajaran bahasa Inggris yang Anda gunakan untuk siswa tunarungu?	
	Penyesuaian materi pembelajaran	Bagaimana Anda menyesuaikan materi pembelajaran bahasa Inggris dengan kebutuhan siswa tunarungu?	
	Penggunaan alat bantu atau teknologi	Apakah Anda menggunakan alat bantu atau teknologi khusus dalam pengajaran bahasa Inggris kepada siswa tunarungu? Jika ya, alat bantu apa saja yang digunakan?	
Strategi Pembelajaran	Teknik atau strategi yang diterapkan	Apakah ada teknik atau strategi tertentu yang Anda terapkan untuk membantu siswa tunarungu dalam belajar bahasa Inggris?	
	Pengelolaan perbedaan kemampuan siswa	Bagaimana Anda mengatasi perbedaan kemampuan di antara siswa tunarungu dalam memahami bahasa Inggris?	
	Evaluasi perkembangan siswa	Apakah Anda sering melakukan evaluasi terhadap perkembangan	

		siswa? Jika ya, seperti apa bentuk evaluasinya?	
Pembelajaran Interaktif	Partisipasi siswa dalam kegiatan kelas	Bagaimana Anda melibatkan siswa dalam diskusi atau kegiatan kelas meskipun mereka tunarungu?	
Perkembangan Siswa	Perkembangan kemampuan bahasa Inggris siswa	Bagaimana cara Anda mengukur keberhasilan dalam pengajaran bahasa Inggris untuk siswa tunarungu?	
	Pengukuran keberhasilan pengajaran	Berdasarkan pengalaman Anda, apa perkembangan yang paling signifikan yang dapat Anda lihat pada siswa setelah menggunakan metode ini?	
Pengembangan Diri	Upaya peningkatan kemampuan pengajaran	Apa yang Anda lakukan untuk terus mengembangkan kemampuan Anda dalam mengajar bahasa Inggris bagi siswa tunarungu?	
	Pelatihan atau seminar terkait pengajaran bahasa Inggris	Apakah Anda pernah mengikuti pelatihan atau seminar khusus untuk meningkatkan metode pengajaran bahasa Inggris bagi siswa tunarungu?	
Saran untuk Masa Depan	Peningkatan pengajaran bahasa Inggris untuk siswa tunarungu	Apa saran Anda untuk pengajaran bahasa Inggris bagi siswa tunarungu ke depannya?	

CHAPTER IV

FINDINGS AND DISCUSSION

After explaining the background to the research, the theories that have confirmed the research, and the research methods used, this chapter explains the results of the research. The research results will be described based on the results of observations, interviews and documentation. The discussion in this chapter was obtained in accordance with the data collection techniques described in the previous chapter.

A. Findings

This section presents the results of the data that has been collected and analyzed regarding the analysis of English vocabulary teaching methods for deaf students.

1. The English teaching methods used for deaf students.
 - a. Sign Language

Research conducted at SLBN Musi Rawas shows that of the 6 methods of teaching English to deaf students, the sign language method is used as one of the main approaches in teaching English to deaf students. This method was chosen because it is effective in bridging students' hearing limitations and helping them understand basic English concepts through visual communication.

1) Data from observasi

Previously, the researcher had prepared a checklist for each learning method for deaf students to make it easier for the researcher to conduct observations. On the first day of observation, the teacher carried out the general learning process that is usually carried out in class. Based on the checklist at each stage of learning, the teacher used hand gestures to initiate communication and did it again when explaining the material. In this process, the teacher has shown the characteristics of the sign language method. On the next day, the teacher taught using a method that was not much different from before, but the researcher found a little different, namely that the teacher taught using several additional visuals such as picture card, but in the next meeting the method with additional visual media was not used again. So that during the observation period the teacher focused more on using SIBI sign language method.

Seen in the checklist observation, this method has fulfilled the components of the characteristics of the Iconic Language method, namely, Using Hand Gestures as the Main Means of Communication, Facial

Expressions as a Support for Meaning, Requiring Good Eye Contact, Not Relying on Voice or Speech. The characteristics of the Sign Language method have been proven during the observation, so the researcher found the results that when teaching English in the deaf class, the teacher used Sign Language. This was explained by the teacher in the interview session.

2) Data from interview

At the interview stage, the researcher interviewed teacher A regarding the methods used during English learning, the teacher explained the methods used in teaching English vocabulary in the deaf class. During the interview, the teacher said that the method used first to start learning was sign language, sign language is a language that has an important function, namely as a means of accessing information. Sign language is a right for the deaf and mute that must be upheld. The types of sign languages in Indonesia are the Indonesian Sign Language System (SIBI) and Indonesian Sign Language (BISINDO). While at SLBN Musi Rawas, in the scope of the school, especially in the classroom, students are required to use SIBI sign language, SIBI sign language adopts its method from American Sign Language (ASL). SIBI is one that helps people with disabilities to

communicate in the wider community. SIBI is manifested in the form of a systematic arrangement of finger and hand movements and several body movements that symbolize certain vocabulary in Indonesian. The use of SIBI sign language is more specific for educational institutions, especially special schools. Therefore, this school uses SIBI sign language.

b. Speechreading Method

Of the 6 methods, in addition to the Iyarat language method, teacher A also uses the sign language method and speechreading method. Speechreading is a method for recognizing words only through visual representation of lip movements. Based on the results of observations and checklists of English vocabulary teaching methods for deaf students, the teacher uses a teaching method by pronouncing words. This method is used by teachers to introduce words to deaf students through lip movements. Not only from the results of observations, at the interview stage the teacher also emphasized the use of the lip reading method used to teach English vocabulary to deaf students.

1) Data from observasi

Based on the observation results in the observation process, after the teacher explains using sign language, the teacher will then mention it with clear lip movements

and then the students will follow, for example in the word “I”, the teacher will mention the word repeatedly and use slow and clear lip movements such as “A.....I.... I.....AI.....” for the next word “YOU”, the teacher will start spelling the word clearly such as “YO.....also U.....YOU....YO.....U.....YOU.....” then for the word “WE” the teacher will start spelling the word with the prefix “W...EI.....WI.....WE....I.....WI.....” then for the word “THEY” starting with the spelling “THE....Y.....THEY.....” in each word the teacher will spell English vocabulary with simple words that are close to the pronunciation of the original word. For each word mentioned in front of the students, the students will be given the opportunity to pronounce the word by paying attention to the teacher's lip movements when pronouncing the word. In this section, students are not required to be fluent in pronunciation because with their limitations in speaking, teachers are only able to help students learn to pronounce words well, not force students to pronounce words clearly. In the observation, several characteristics of the speechreading method have been met so that researchers are able to understand that the method used by teachers to teach English to deaf students other than sign language is speechreading.

2) Data from interview

Not only from the observation results, at the interview stage the teacher also emphasized the use of the lip reading method used to teach English, especially English vocabulary to deaf students. Based on the interviews that have been conducted, the researcher asked questions related to what methods are used besides the sign language method to teach English in this deaf class. From the results of the interview, teacher A said that besides sign language, the teacher also uses the reading speech method. The use of this method was chosen because the teacher explained that this method is able to train speaking and train students' memory of each vocabulary that has been studied previously. Specifically, this method aims to introduce students to how to pronounce each word in English. This method is also a method that is always used in teaching English.

2. Effectiveness of the implementation of these methods

a. Sign language

Based on research conducted at SLBN Musi Rawas, the application of sign language methods in teaching English to deaf students has quite significant effectiveness in several aspects,

although there are certain obstacles. According to the results of class observations and interviews with teacher A as the deaf class teacher, the effectiveness of the sign language method applied is explained in the following table.

Table 2.1

Analysis Aspects	Observation Data	Interview Data	Conclusion and Recommendations
Student Engagement	Students are seen actively using sign language. Students respond quickly to teacher instructions.	Students stated that they felt more comfortable and confident with this method. Enthusiasm for learning increased	Sign language methods have been shown to increase student engagement. Recommendation: Use this approach routinely.
Understanding the Material	Most students were able to answer questions and understand new vocabulary.	Teachers feel that students understand simple concepts more quickly with sign language.	This method is effective for basic materials. Recommendation: Use visual aids to support abstract concepts.
Teacher-Student Interaction	Teachers and students engage in active two-way communication through gestures.	Teachers feel this method strengthens relationships with students because communication is more effective.	The interaction went well. Recommendation: Involve additional practice sessions to enrich the communication.
Teacher Skills	Teachers are skilled in using sign language to teach material.	Teachers feel confident using this method, but require additional training for complex cues.	Teachers are quite skilled, but there is a need for development. Recommendation: Provide advanced sign language training.

b. Speech Reading Methods

The application of the speech reading method in teaching English for deaf students at SLBN Musi Rawas is very potential and can be effective, especially in supporting students to understand conversations and improve their pronunciation skills.

Table 2.2

Analysis Aspects	Observation Data	Interview Data	Conclusion and Recommendations
Student Engagement	Students try to focus on the teacher's lip movements during the lesson. Some students seem to have difficulty maintaining focus.	Teachers feel this method helps students understand simple speech. Students often need repetition of instructions.	The speechreading method is effective for students with good focus skills. Recommendation: Use a variety of activities to keep students' attention.
Understanding the Material	Students understood simple words or sentences through speechreading. Complex materials required additional support.	Teachers found this method effective for basic vocabulary but less so for abstract concepts or long sentences	Effective for simple materials. Recommendation: Add visual aids (e.g., images or videos).
Teacher-Student Interaction	Teachers repeated and ensured	Teachers felt the method increased	Interaction is fairly effective. Recommendation:

	<p>students grasped the message.</p> <p>Some students requested clarification verbally or through gestures.</p>	<p>student-teacher interaction, although it required more time for lessons.</p>	<p>Increase the use of interactive media to support communication.</p>
Teacher Skills	<p>Teachers consistently used clear lip movements.</p> <p>Teachers combined this method with facial expressions.</p>	<p>Teachers felt the need to improve articulation clarity for students with special needs.</p>	<p>Teachers are skilled, but additional training can enhance effectiveness.</p> <p>Recommendation: Provide articulation training for teachers.</p>

3. The obstacles faced in the process of teaching English

During the observation, the researcher did not see or find any obvious obstacles during the learning process. However, the researcher found obstacles from each method used through an in-depth interview process with the teacher.

a. Sign language methods

Based on the results of interviews conducted by researchers in this study, it was found that each method that is considered capable of improving English comprehension for deaf students certainly has its own obstacles in each implementation. The following are some of the obstacles faced by teachers when teaching English using Sign Language for deaf students.

1) Obstacles to Teachers' Mastery of Sign Language

One of the main obstacles found in this study was the limited mastery of sign language by teachers. This is because teachers who teach English are not subject teachers but class teachers. So, there are several English sentences or vocabulary that do not understand how the word is changed into sign language. Teacher A said that he had not fully mastered the different variations of sign language, because sign language has different dialects or variations depending on the region and community. This makes communication between teachers and students not always smooth, especially in teaching English which has a different structure from sign language.²⁷

2) Obstacles in Students in Understanding English Vocabulary

Based on the results of interviews and observations, Deaf students at SLBN Musi Rawas face difficulties in associating English vocabulary with the right signs or gestures in sign language. because in general students are accustomed to using BSINDO sign language so they have difficulty in understanding an English word in the form of SIBI sign language, Although there are some words in English that have equivalents in sign language, many

²⁷ Interview with students A on June 18, 2024.

vocabularies do not have direct equivalents, making teaching more difficult. In this case, teaching English vocabulary requires a lot of additional explanation, for example through pictures, text, or body movements.

Students also often have difficulty understanding words or sentences that have multiple meanings or certain nuances in English, because sign language does not always have the right equivalent for all of these concepts. This slows down the understanding process and makes teaching less effective.²⁸

3) Constraints of Different Sentence Structures

The sentence structures in English and sign languages are very different. English has a typical word order (SVO: subject-verb-object), while in sign languages, the word order can be more flexible and dependent on context and the use of gestures and facial expressions. Deaf students often have difficulty understanding English sentence structure, because they are used to the simpler, more direct structure in sign language.

Teachers who teach English using sign language often have to adapt to this flexibility and adjust their teaching to make it easier for students to understand the meaning of English sentences. For example, some English sentences

²⁸ Observations on June 17, 2024

that have complex structures must be changed or simplified to make them easier for students to understand.²⁹

4) Resource and Facility Constraints

At SLBN Musi Rawas, there are limited facilities that support teaching English using sign language. For example, not all classrooms are equipped with media or aids that support the use of sign language to the fullest, such as electronic whiteboards or videos that can clarify the use of signs. In addition, the limited availability of textbooks or teaching materials specifically designed to teach English using sign language is also a major obstacle. In addition, not all students have adequate access to technological aids that can facilitate learning English based on sign language, such as sign language translator applications or more interactive sign language learning videos.³⁰

b. Speechreading method

1). Data from interview

Based on interviews conducted by researchers. Teaching English at SLBN Musi Rawas for deaf students using the speech reading method (lip reading) has been considered as one solution to overcome communication difficulties faced by deaf students. Speech reading allows students to understand English pronunciation through lip

²⁹ Observations on June 17, 2024

³⁰ Interview with students A on June 18, 2024.

movements and facial expressions. However, this method also presents certain challenges, both for students and teachers.

2). Difficulty in Identifying Visually Similar Sounds.

Based on observation One of the main obstacles found is the difficulty of students in distinguishing visually similar English sounds, such as the consonants "b" and "p", or "d" and "t". Although teaching through speech reading relies on observing lip movements, some sounds have similar movements that make it difficult for students to distinguish between them accurately. Some students cannot easily distinguish similar sounds using only lip movements, so they have difficulty in understanding and pronouncing words that have similar pronunciations.³¹

3). Limitations of Supporting Facilities

Based on the results of the interview, SLBN Musi Rawas has limitations in terms of facilities that support the use of the speech reading method optimally, such as multimedia devices or technology that can display lip movements clearly and interactively. Limitations of facilities such as visual aids or video-based learning technology that can clarify lip movements are one of the obstacles in optimizing English teaching using speech

³¹ Observations on June 17, 2024

reading. Not all students can take advantage of this technology to strengthen their understanding.³²

B. Discussion

After analyzing the data, the researcher presented findings on a number of subjects, that teacher A as a deaf class teacher uses the sign language method as the main method as a method of teaching English in the deaf class. This was obtained from observation data, where each characteristic of the sign language method was shown by the teacher when delivering English material to deaf students. In addition, in the results of the interview data, the teacher said directly that the sign language method was the main method used because this method was able to significantly improve students' understanding of English. This is because students are accustomed to using sign language to communicate so that this method is considered very effective.

"To teach English I use the sign language method, because students already know sign language so it is easier for them to understand the material"

The sign language method significantly increases student engagement during the learning process. Observations show that students actively respond to teacher cues and engage in two-way communication. This is in accordance with the Constructivism theory Piaget 1976, which emphasizes that active and interaction-based learning can increase student

³² Interview with students A on June 18, 2024.

motivation.³³ However, some students need more time to understand new cues. Therefore, creative sign-based activities, such as group games, can be used to maintain student attention and engagement. This method is very effective for teaching vocabulary and simple concepts. Data shows that students find it easier to understand basic instructions and materials through sign language. This is in line with the theory of Multi-Sensory Learning Shams & Seitz 2008, which states that combining visual and kinesthetic senses can strengthen understanding.³⁴ However, interviews with teachers revealed that abstract or complex concepts require additional assistance, such as the use of visual aids and interactive technology, to improve teaching effectiveness.

"Although I use the sign language method which I think is effective, of course it really needs other visual aids to further support the teaching process".

The main challenge in implementing the sign language method is the variation in students' abilities in understanding and using SIBI signs.

In addition to using the sign language method, teachers also use other methods, namely speech reading. In the results of observation data, the speech reading method is used to train students to speak and train students to recognize vocabulary and its pronunciation. Based on the results of interviews conducted by researchers. Teacher A said that it is true that the method is used to train students and improve their English

³³ Baken Lefa, "The Piaget Theory of Cognitive Development: And Educational Implications," *Educational Psychology* 1, no. 1 (2014): 1–8.

³⁴ Mutia and Desiningrum, "PENGARUH METODE MULTISENSORI DALAM MENINGKATKAN KEMAMPUAN MENGHAFAK KATA PADA ANAK TUNARUNGU TAMAN KANAK-KANAK: Studi Eksperimental Di TK SLB Negeri Semarang."

skills. However, students are not required to be proficient in pronouncing a word. This is related to the limitations of deaf students in speaking.

"I also use the speech reading method. Because for me this method really helps students to learn to understand English vocabulary as well as its pronunciation"

The speech reading method succeeded in increasing student engagement, especially in understanding simple communication. The results of observations showed that students tried to focus on the teacher's lip movements, although there were challenges in maintaining the attention of students with concentration disorders. The Behaviorism Theory by Skinner 1957. emphasizes that positive reinforcement, such as praise or awards, can increase student responses to this method.³⁵ To optimize engagement, the use of interesting activities, such as interactive games based on lip movements, can be applied as additional teaching strategies.

³⁵ *Ulfiani Rahman, 2014.*

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussions of the study, the following conclusions can be drawn about the teaching methods used for deaf students at SLBN Musi Rawas in learning English:

A. Conclusion

This study shows that visual-based teaching methods, such as Sign Language (SIBI) and Speech Reading, are effective in helping deaf students understand basic English vocabulary. These methods improve students' understanding, motivation, and participation, despite obstacles such as differences in language structure, limited mastery of methods by teachers, and minimal supporting facilities. To improve the effectiveness of learning, teacher training, development of technology-based facilities, and a curriculum that is more inclusive and adaptive to the needs of deaf students are needed.

B. Suggestion

1. For Teachers

Teachers are expected to undergo intensive training related to teaching English to deaf students, especially in the use of methods such as sign language (SIBI) and Speech Reading. Teachers need to integrate visual-based teaching materials such as interactive videos,

images, flashcards, and multimedia applications to help students' understanding. It is recommended to combine methods, such as the use of sign language with multisensory methods, to create a more dynamic and engaging learning experience. Teachers should better understand the needs and characteristics of deaf students in order to create an inclusive and supportive learning environment.

2. For Students

Use of Independent Learning Media, Students are encouraged to utilize technology such as sign language translator applications, learning videos, or other visual materials outside of school hours. Students can repeat the material taught in school with the help of family or friends, especially to deepen vocabulary and pronunciation. Students are encouraged to be more active in asking questions and trying to understand the subject matter with methods that suit their learning style, such as visual or kinesthetic.

3. For Schools and Related Parties

Schools are expected to provide more interactive learning technology devices, such as digital whiteboards, visual-based learning software, or special textbooks for deaf students. Increasing Collaboration with Parents, parents need to be involved in the learning process by providing assistance to students at home. Schools can hold workshops to increase parental awareness and involvement. then in Curriculum Development. related parties, such as local governments and policy makers, are expected to develop a curriculum that better

supports the needs of deaf students, with a focus on individual and visual-based approaches.

REFERENCES

- Arofah, Sufi Jamilatu Nur, and Mohammad Efendi. "Media Permainan Teka-Teki Silang Untuk Pembelajaran Bahasa Inggris Siswa Tunarungu." *Jurnal Penelitian Dan Pengembangan Pendidikan Luar Biasa* 2, no. 1 (2015): 39–43.
- Aslan Bağcı, Özlem. "Deaf Individuals and English Language Teaching 1, 2 Cihat ATAR Hakkı BAĞCI." *TOJET: The Turkish Online Journal of Educational Technology* 20, no. 4 (2021): 23–28.
- Cannon, Joanna E., Caroline Guardino, and Peter V. Paul. *Deaf and Hard of Hearing Multilingual Learners. Deaf and Hard of Hearing Multilingual Learners*, 2022. <https://doi.org/10.4324/9781003259176>.
- Dewi, Kadek Yati Fitria Dewi. "Direct Method, Total Physical Response." *Daiwi Widya Jurnal Pendidikan* 06, no. 1 (2019): 40–48. <https://ejournal.unipas.ac.id/index.php/DW/article/download/200/197>.
- Dian Yuliani Paramita, Putu. "Penggunaan Teknologi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Implementasi Aplikasi E-Learning." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 1799–1804. <https://doi.org/10.62775/edukasia.v4i2.508>.
- Heriyanti, Jeane Susan Tapada, Kris Uluelang, Putri Jalila Umasugi, and Isnaeni Wahab. "Teacher'S Strategies in Teaching English To Deaf Students in a Special School Sorong." *JLE: Journal of Literate of English Education Study Program* 4, no. 02 (2023): 91–101. <https://doi.org/10.47435/jle.v4i02.2332>.
- Juhaeni, Fajriyya, Erna Wardani, and Ashari. "An Analysis of English Language Teaching Strategies for the Hearing-Impaired Students in SLB B Yakut Purwokerto during the Pandemic of Covid-19." *Prosiding Seminar Nasional*, 2022, 224–32.
- Kasus, Studi, Dengan Pendekatan, Penelitian Kualitatif, Siswa Kelas, I V Sekolah,

Luar Biasa, Mentari Kita, and Indraprasta Kota Bogor. “Analisis Interaksi Sosial Anak Tunagrahita,” 2022.

Knoors, Harry, and Marc Marschark. *Teaching Deaf Learners: Psychological and Developmental Foundations*, 2014. <https://doi.org/10.1093/acprof:oso/9780199792023.001.0001>.

Kurniawati, Emi Sri. “Pengaruh Media Fun Thinkers Terhadap Penguasaan Kosakata Bahasa Inggris Anak Tunarungu Kelas VII SMPLB-B Di SLB Wiyata Dharma 1 Sleman.” *Jurnal Widia Ortodidaktika* 6, no. 7 (2017): 654–64. <https://journal.student.uny.ac.id/plb/article/view/9760/9414>.

Lefa, Baken. “The Piaget Theory of Coginitve Development: And Educational Implications.” *Educational Psychology* 1, no. 1 (2014): 1–8. <https://www.researchgate.net/publication/265916960>.

Marschark, Marc, and Peter C Hauser. “How Deaf Children Learn: What Parents and Teachers Need to Know.” *How Deaf Children Learn: What Parents and Teachers Need to Know*. Perspectives on Deafness. New York, NY, US: Oxford University Press, 2012.

Moleong, LJ. “Metode Penelitian.” *Raden Fatah.Ac.Id*, 2006, 1–23. <https://repository.radenfatah.ac.id/19077/3/3.pdf>.

Moore, David R., Melanie A. Ferguson, A. Mark Edmondson-Jones, Sonia Ratib, and Alison Riley. “Nature of Auditory Processing Disorder in Children.” *Pediatrics* 126, no. 2 (2010). <https://doi.org/10.1542/peds.2009-2826>.

Mursita, Rohmah Ageng. “Respon Tunarungu Terhadap Penggunaan Sistem Bahasa Isyarat Indonesia (Sibi) Dan Bahasa Isyarat Indonesia (Bisindo) Dalam Komunikasi.” *Inklusi* 2, no. 2 (2015): 221. <https://doi.org/10.14421/ijds.2202>.

Mutia, Try Kemala, and Dinie Ratri Desiningrum. “PENGARUH METODE MULTISENSORI DALAM MENINGKATKAN KEMAMPUAN MENGHAFAL KATA PADA ANAK TUNARUNGU TAMAN KANAK-KANAK: Studi Eksperimental Di TK SLB Negeri Semarang.” *Jurnal*

Empati 4, no. 1 (2015): 188–94.

Pasetto, Silmara Cristina, João Manuel Pardal Barreiros, Umberto Cesar Corrêa, and Andrea Michele Freudenheim. “Visual and Kinaesthetic Instructional Cues and Deaf People’s Motor Learning.” *International Journal of Instruction* 14, no. 1 (2020): 161–80. <https://doi.org/10.29333/IJI.2021.14110A>.

Power, Justin M. “Historical Linguistics of Sign Languages: Progress and Problems.” *Frontiers in Psychology* 13, no. March (2022): 1–17. <https://doi.org/10.3389/fpsyg.2022.818753>.

Pratama, P, M Malalina, R F Yenni, and ... “Pelatihan Dan Pendampingan Pengembangan E-Book Sebagai Media Pembelajaran Interaktif Untuk Peserta Didik Tunarungu.” *Jurnal Pengabdian ...* 3, no. 2 (2022): 676–81. <http://ejournal.sisfokomtek.org/index.php/jpkm/article/view/424%0Ahttps://ejournal.sisfokomtek.org/index.php/jpkm/article/download/424/340>.

Sugiyono, Djoko. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Penerbit Alfabeta, 2010.

“THESIS_ISMI_BERLIANTIKA_ISKANDAR_(105110107111010).Pdf,” n.d.

Ulfiani Rahman, 2014.

Winarsih, Murni. “Pembelajaran Bahasa Bagi Anak Tunarungu.” *Perspektif Ilmu Pendidikan* 22, no. XIII (2010): 103–13. <https://doi.org/10.21009/pip.222.1>.

Yasinta, Dwi. “Pembelajaran Bahasa Inggris Untuk Meningkatkan Kemampuan Literasi.” *Jurnal Dedikasi Pendidikan* 02, no. 01 (2020).

A

P

P

E

N

D

I

C

E

S

Blue print interview

Indikator	Subindikator	Pertanyaan	Jawaban narasumber
<p>Latar Belakang Pengajaran</p>	<p>Pengalaman pengajaran</p>	<p>Apa latar belakang Anda dalam mengajar bahasa Inggris untuk siswa tunarungu?</p>	<p>Saya mengajar sudah lama, sedari saya lulus S1, saya lulusan PGSD</p>
	<p>Lama mengajar dan motivasi</p>	<p>Sejak kapan Anda mulai mengajar bahasa Inggris bagi siswa tunarungu?</p>	<p>Sebenarnya saya bukanlah guru khusus Bahasa Inggris, karena di SLB system guru kelas, jadi saya masih banyak belajar untuk mengajar Bahasa Inggris.</p>
	<p>Motivasi dalam mengajar</p>	<p>Apa motivasi Anda dalam memilih untuk mengajar siswa tunarungu?</p>	<p>Saya menjadi honor di slb sejak 2008 saat itu saya menjadi guru kelas tunarungu jenjang SD. Kemudian saya di beri kesempatan untuk melanjutkan pendidikan guru luar biasa di UPI bandung. Kemudian kembali lagi mengajar di SLBN musi Rawas hingga</p>

			<p>kini. Menjadi guru di kelas tunarungu sudah menjadi hal yang menyenangkan bagi saya karena, saya sudah terbiasa.</p>
Metode Pengajaran	Jenis metode yang digunakan	<p>Apa metode pengajaran bahasa Inggris yang Anda gunakan untuk siswa tunarungu?</p>	<p>Untuk mengajar Bahasa Inggris saya menggunakan metode Bahasa isyarat kemudian saya juga menggunakan metode ujaran atau lip reading. Karena bagi saya metode itu sangat membantu siswa untuk belajar Bahasa isyarat.</p>
	Penyesuaian materi pembelajaran	<p>Bagaimana Anda menyesuaikan materi pembelajaran bahasa Inggris dengan kebutuhan siswa tunarungu?</p>	<p>Karena pada skala Bahasa Inggris di kelas tunarungu, saya mengajarkan dasar Bahasa Inggris seperti menghafal vocab. Dan materinya pun saya sesuaikan dengan kebutuhan siswa.</p>
	Penggunaan alat bantu atau teknologi	<p>Apakah Anda menggunakan alat bantu atau teknologi</p>	<p>Untuk alat bantu, saya menggunakan gambar atau media</p>

		<p>khusus dalam pengajaran bahasa Inggris kepada siswa tunarungu? Jika ya, alat bantu apa saja yang digunakan?</p>	<p>papan tulis. Karena keterbatasan media atau teknologi yang ada di sekolah ini.</p>
<p>Strategi Pembelajaran</p>	<p>Teknik atau strategi yang diterapkan</p>	<p>Apakah ada teknik atau strategi tertentu yang Anda terapkan untuk membantu siswa tunarungu dalam belajar bahasa Inggris?</p>	<p>Siswa tunarungu itu susah di tebak bagaimana mood mereka dalam belajar, jadi untuk teknik saya selalu menyesuaikan keadaan di kelas.</p>
	<p>Pengelolaan perbedaan kemampuan siswa</p>	<p>Bagaimana Anda mengatasi perbedaan kemampuan di antara siswa tunarungu dalam memahami bahasa Inggris?</p>	<p>Sekolah tidak mengharuskan siswa untuk bisa Bahasa Inggris, setidaknya mereka paham apa itu dan seperti apa itu Bahasa Inggris. Untuk bekal mereka nanti terjun di dunia kerja</p>
	<p>Evaluasi perkembangan siswa</p>	<p>Apakah Anda sering melakukan evaluasi terhadap perkembangan siswa? Jika ya, seperti apa bentuk evaluasinya?</p>	<p>Iya, biasanya saya selalu mengulas materi dengan mengajak siswa sama sama mengingat kembali materi sebelumnya</p>
<p>Pembelajaran Interaktif</p>	<p>Partisipasi siswa dalam kegiatan</p>	<p>Bagaimana Anda melibatkan siswa</p>	<p>Saya akan membentuk</p>

	kelas	dalam diskusi atau kegiatan kelas meskipun mereka tunarungu?	kelompok campuran, untuk mereka berdiskusi menjawab pertanyaan soal kemudian mereka akan membahas menggunakan Bahasa isyarat wajib yaitu SIBI
Perkembangan Siswa	Perkembangan kemampuan bahasa Inggris siswa	Bagaimana cara Anda mengukur keberhasilan dalam pengajaran bahasa Inggris untuk siswa tunarungu?	Mereka mampu mengingat kembali materi yang telah diajarkan dalam minggu lalu. Karena anak tunarungu itu memiliki memori yang pendek. Jadi harus sering sering di ulas materinya. Kalo mereka masih ingat berarti guru berhasil dalam menyampaikan materi
	Pengukuran keberhasilan pengajaran	Berdasarkan pengalaman Anda, apa perkembangan yang paling signifikan yang dapat Anda lihat pada siswa setelah	Siswa mulai lancar menggunakan Bahasa isyarat SIBI, siswa mampu mengenal benda atau warna dalam bentuk tulisan

		menggunakan metode ini?	Bahasa Inggris.
Pengembangan Diri	Upaya peningkatan kemampuan pengajaran	Apa yang Anda lakukan untuk terus mengembangkan kemampuan Anda dalam mengajar bahasa Inggris bagi siswa tunarungu?	Saya sampai sekarang terus belajar Bahasa isyarat SIBI dengan pembendaharaan kata dan gerakan yang luas lagi
	Pelatihan atau seminar terkait pengajaran bahasa Inggris	Apakah Anda pernah mengikuti pelatihan atau seminar khusus untuk meningkatkan metode pengajaran bahasa Inggris bagi siswa tunarungu?	Iya pernah, dalam kegiatan pengembangan Bahasa isyarat SIBI untuk sekolah luar biasa
Saran untuk Masa Depan	Peningkatan pengajaran bahasa Inggris untuk siswa tunarungu	Apa saran Anda untuk pengajaran bahasa Inggris bagi siswa tunarungu ke depannya?	Semoga ada guru khusus yang sangat berkompeten dalam Bahasa Inggris untuk mengajar di SLB. Karena itu sangat membantu siswa untuk siap menghadapi dunia yang lebih modern dan serba teknologi

DOCUMENTATION



Teacher activities teaching English using SIBI sign language



The teacher teaches using the lip reading method



Students repeat vocabulary using SIBI sign language



BIOGRAPHY



The author's name is Elsia Tri Novianti, the youngest daughter or third daughter of a married couple, Mr. Supardi and Mrs. Endah Sulistiyowati. Born on November 20, 2002 in Sukowono Village, Jayaloka District, Musi Rawas Regency, South Sumatra Province. She attended YAYASAN SD KARTIKA and graduated in 2015, and continued her studies at SMPN MARGATUNGGAL and graduated in 2017. In the same year, she continued her education at SMAN JAYALOKA, graduating in 2020. Then she continued her education at a higher level, Bachelor's degree (S1) at IAIN Curup and graduated in 2025.