



Management of English Language Learning for Deaf Students at Extraordinary Elementary School, Jember Regency

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Abstract. Children with hearing impairments have difficulty in communicating, the direct impact other than in language also affects English subjects. This study aims to determine the English management for deaf students at Extraordinary Elementary School in Jember Regency. The research method used is a qualitative approach and descriptive method. The purpose of this study was to analyze the English management for deaf students at Extraordinary Elementary School in Jember Regency. The results showed that the management of English for students with hearing disabilities was not optimal because it was constrained by sign language, media and learning methods. To overcome some of these problems, researchers collaborated with several experts to hold FGD (Focus Group Discussion). The FGD resulted in several solution formulations, namely by providing learning media, a simple English sign language dictionary and interactive learning methods and using peer tutors.

Keywords: deaf students · management · English language

1 Introduction

Deafness is someone who has a hearing loss causes difficulty in understanding language or communicating with others. Deafness is someone who has lost the hearing ability so it is difficult to process information adversely affects his learning [1].

The direct impact of deafness is the inhibition of verbal/oral communication, both expressively (speaking) and receptively (understanding other people's speech), making it difficult to communicate with the listening environment who commonly uses verbal language as a medium of communication [1]. These communication barriers lead to the emergence of obstacles during the education and learning process of deaf students. However, deaf student has the potential of speaking learning.

Hearing loss in deaf student causes misperceived communication between deaf student and his teacher, especially when the learning uses the verbal language. In the learning process, deaf student uses the vision function as compensation.

Learning English is one of the important lessons for language development. English is one of the subjects that is quite difficult to convey and reach for deaf students [2].

English subject is compulsory subject because it is an international language used in communication throughout the world.

Based on the objective conditions in Jember Regency, learning English in Extraordinary Elementary School is as follows: Extraordinary Elementary School-B 1 The condition of deaf student is still not mastering the simple English vocabulary, learning English has not used media only using writing in book, learning method is still centered on the teacher. In Extraordinary Elementary School 2, learning English has not been implemented in the lower grade and it has been implemented only in the higher grade. The learning media is not yet available and the learning method is still teacher-centered. In Extraordinary Elementary School-B 3 English has been implemented but deaf students still have difficulty in processing meaning. The media used is simple images while the learning method is still teacher-centered. Based on previous research that the earnings of english for the deaf student english accessibility is delay to get at their early to use Indonesian language. And Their english literacy is still lacking [10].

In English lesson, The deaf students are still very difficult. Their English vocabulary is still very minimal. Indonesian vocabulary is still very minimal too, especially English vocabulary which has differences between writing and how to read it.

The factors that cause deaf student has a little mastery of English vocabulary are the subject has a hearing impairment either partially or completely, causing a lack or loss of hearing ability and having an impact on language development; (2) in academics, the deaf student is only focused on the spoken language development for daily communication, so the foreign languages are excluded; and (3) at least educational media that focus on the foreign languages, especially English. So the deaf student cannot develop the foreign language vocabulary, especially English..

Starting from the problems above, learning English is still not optimal in Extraordinary Elementary School-B so that it has an impact on the learning process and mastery of English vocabulary for deaf student. The researcher wants to know the English Learning Management for Deaf Students at Extraordinary Elementary School in Jember Regency. The purpose of this study is to determine the learning English management for deaf students and the difficulties they faced and the solution to these problems.

2 Method

The method in this study used a descriptive method with a qualitative approach. This descriptive qualitative research aims to collect, classify and analyze research data.

Data collection techniques in this study using observation, interviews, and documentation. Observation is gathering information by observing people and locations where data is collected. Researchers collaborated with several experts to hold FGD (Focus Group Discussion). The FGD produced several solution formulations, namely by providing learning media, a simple English sign language dictionary and interactive learning methods and using peer tutors. [4]. Observations were made by observing the implementation of English Learning Management for Deaf Students at Extraordinary Elementary School in Jember Regency [3]. The Total of Deaf Student in the A school is 4. It consists of 2 mild deaf students and 2 moderate deaf students. The total of Deaf Student in the B school is 3 moderate deaf students. And in the C school there is 3 moderate deaf students and 1 mild deaf student.

The interview is an in-depth information exploration of the informant. While documentation is an image or sound based on the results of research that has been collected to strengthen the findings. Documentation in the form of data on the results of early interventions that have been carried out and case history data from Deaf Students at Extraordinary Elementary School in Jember Regency.

Data analysis techniques, there are three steps, namely:

1. Data reduction which means selecting important data so as to provide convenience in research or further data collection.
2. Data display is the presentation of information to enable drawing conclusions from research
3. Data verification, namely reviewing the data that has been obtained for drawing conclusions so as to obtain new findings.

The final step is to validate the data by triangulating the data in the form of checking data that is adjusted to the results of the study. Then a member check is carried out, which is to match the data with the sources in the study [5].

3 Results and Discussion

3.1 Results

Based on the observation, interview, and documentation results with teachers and students at Extraordinary Elementary School-B 1, Extraordinary Elementary School-B 2 AND Extraordinary Elementary School-B 3, several findings were obtained.

1. Extraordinary Elementary School-B 1, based on observation of the deaf students condition who still have not mastered simple English vocabulary, learning English only uses writing in books, learning method is still teacher-centered. The Total of Deaf Student in the A school is 4. It consists of 2 mild deaf students and 2 moderate deaf students. The results of interview with the teacher shows that the difficulty in explaining the material was due to language barriers, both written and spoken language which also has different pronunciations. In addition, the unavailability of media in the delivery of English material. Meanwhile, interviews conducted with deaf students shows that students have difficulty understanding the material because the media used is only writing.
2. Extraordinary Elementary School-B 2, based on observation, the total of shows that Extraordinary Elementary School-B 2 has not implemented English learning in low grade and it only exists in high grade. The total of Deaf Student in the B school is 3 moderate deaf students. There are no available learning media and learning method is still teacher-centered. Based on the result of interviews with teachers, it shows that the teacher's obstacle is the use of sign language. In English subject the teacher has not used learning media. Meanwhile, interviews with deaf students shows that students have difficulty understanding the material presented by the teacher.
3. Extraordinary Elementary School-B 3, based on observation, shows that in the C school there is 3 moderate deaf students and 1 mild deaf student. English has been applied but the deaf students still have difficulty in processing the meaning. The

media used is simple pictures while the learning method is still teacher-centered. The result of the interview with the teacher, shows that the teacher's obstacles is delivering material with sign language, because the teacher's mastery in English sign language is still limited. Meanwhile, the result of interview with deaf students, shows that students have difficulty in understanding the material English presented by the teacher because the media used were still simple images.

The results showed that learning English has not given the maximum impact for deaf students. Therefore, the researcher collaborated with teachers, school principal, and Gerkatina to solve the problems.

4 Discussion

Deafness is someone who has lost the ability to hear so that it is difficult to process information that adversely affects his learning [1].

Hearing impairment of deaf students have an impact on the language and speech development [6]. The consequences and difficulties experienced by the deaf child can directly affect the smooth development of language and speech. Another impact, deaf students tend to have little understanding of vocabulary and they have difficulty interpreting word that contain expression and also they have less regular grammar and tend to be simple [7]. Deaf children have linguistic problems such as poor vocabulary, impaired speech, language influenced by the emotion or visual order, tend to be eyes, and language is the result of their interaction with concrete things [8].

English is one of the subjects that is quite difficult to convey and reach for deaf students [2]. English subject is compulsory subject because it is an international language used in communication throughout the world.

Based on the results of the study indicate that the management of English learning for deaf students in Extraordinary Elementary School-B has not run optimally. Some of the teacher's difficulties are in the use of sign language and pronunciation between different written and spoken words. The subject has a hearing impairment either partially or completely, causing a lack or loss of hearing ability and having an impact on language development; (2) in academics, the deaf students are only focused on the development of spoken language for daily communication, so the foreign languages are excluded; and (3) the availability of educational media is very minimal which focuses on foreign languages, especially English. And it causes the deaf student cannot develop their English vocabulary [3].

To overcome the obstacles occur in several Extraordinary Elementary School-B, researcher provides the solutions of the problems through FGD (Focus Group Discussion). FGD (Focus Group Discussion) is a discussion to find out the group's views or thoughts on a matter, not individual views [9]. The FGD are carried out by involving several experts, namely the principal, teachers, and Gerkatina.

The FGD (Focus Group Discussion) resulted in several solutions to problems from managing English learning at Extraordinary Elementary School, namely:

1. School provides the learning media that are tailored to the need of deaf students. Provision of mutually agreed upon visual media of images, writing, and sign language.

2. The interactive learning method involves the teachers and the deaf students, in addition to using peer tutor learning methods.
3. Making a simple English sign language dictionary involving Gerkatin.

5 Conclusion

This study aims to determine the English management for deaf students at Extraordinary Elementary School-B Jember. The results showed that the English management for deaf students is not optimal because it was constrained by the sign language, media and learning methods. To overcome some of these problems, the researcher collaborated with several experts to hold FGD (Focus Group Discussion). The FGD resulted in several solution formulations, namely by providing learning media, a simple English sign language dictionary, an interactive learning method and using peer tutor.

6 Suggestion

For some Extraordinary Elementary School-B in Jember to develop a more complete English sign language dictionary and cooperate with Gerkatin. In addition, developing various interesting learning methods for deaf students.

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