

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see teaching English as a foreign language for hearing impaired students. There are two findings discussed in this chapter supported by the provided theories related to this research. The first finding is about the challenges faced by teachers to teach English as a foreign language for hearing impaired students. The second finding was the strategies implemented by teachers to solve the challenges faced when teaching English as a foreign language for hearing impaired students.

The Challenges Faced by Teachers to Teach English as a Foreign Language for Hearing impaired Students

The first objective of this study was to find out the challenges faced by teachers to teach English as a foreign language for hearing impaired students at one private SLB in Yogyakarta. Besides, the challenges were commonly faced by English teachers in teaching English for hearing impaired students. Based on the participants' answer, there were six challenges faced by teachers to teach English as a foreign language for hearing impaired students. The challenges were about students' difficulties in hearing, limited of vocabulary knowledge, difficulty in teaching a long

text, lack of communication, limited of using projectors. Thus, each challenge is explained in the following paragraphs in detail.

Students' difficulties in hearing. The first challenge faced by teachers was students' difficulties in hearing. Wati agreed that students' difficulties in hearing becomes challenges faced by teachers to teach English for hearing impaired students. Based on the researcher's observation, hearing impaired students have difficulty in learning languages. As the problem, hearing impaired students have a less level of hearing ability. Hearing impaired students still hard to learn and understand about the languages. One of the example, they distressed to learn Indonesia language as their daily language basis. Let alone, hearing impaired students have trouble to learn a foreign language. It is because a foreign language have a wide of meaning. Those were the students' different variety and multiple special conditions.

The students' hearing level. Based on the participants' answers, the hearing impaired students had different variety of hearing. Likewise, it made the teachers struggle in teaching English as a foreign language. Wati said "Hearing impaired students have variety of types, some of students can still hear a little bit and some of students cannot hear in total" (Wati.2). As the problem that hearing impaired students with a slight variety of hearing ability, they can still receive teaching and learning process well. As other problem by hearing impaired students who cannot hear in total, the students were less able to receive teaching and learning process. Therefore,

the students' different variety becomes a challenge by the teachers when they were explaining the materials.

This finding was supported by Sadjah (2005) hearing-impaired had two categories in hearing variety. Those were a loss of hearing or a total hearing and a less of hearing. Regarding as a total hearing impaired is a person who has an inability to hear (at level of 70 dB ISO or more). Thus, they have obstacles in listening and terms of speech. Second, a less of hearing. In which a person can still hear sound (usually at level of 35 to 69 dB) so that they have difficulties in listening, but they do not obstruct in regarding the conversation. Another similar findings was in line by Telford and Sawey (stated in Hildayani, 2006) the terms of hearing impaired includes the total hearing level (deafness) and lack of hearing level (difficult to hear). Thus, it made the teachers feel the difficulty in teaching English as a foreign language.

Multiple disorders. Multiple disorders was a term for a person who had more than one special conditions. As mentioned by Wati "Teacher faced the challenges of student's different level of hearing. There are students who are less of hearing and students who are loss of hearing with the mental disorder" (Wati.3). Based on the finding mentioned above, the students who are loss of hearing with the mental disorder felt difficult to receive the material completely so that it became the challenges for the teacher. In addition, the teacher are encouraged to more extra in teaching and learning English process. This finding did not have literature because there is no expert who found the same finding. Therefore, multiple difficulties in hearing is a new finding of this study.

Limited of vocabulary knowledge. In this point, the participants reported that lack of vocabulary knowledge was one of challenges in teaching English for hearing-impaired students. It was stated by Wati who said “I had a hard time to face hearing-impaired students with less of vocabulary” (Wati.1). Besides, Wati said, “Sometimes, I confused to face the students with different perception in using vocabulary” (Wati.12). Then, Luna also argued, “Hearing-impaired students with less vocabulary made me distress in order to teach English” (Luna.5). In addition, Luna stated “They cannot choose the vocabulary that match with the meaning of the intended” (Luna.6). To conclude, hearing impaired students had lack of vocabulary knowledge because they could not hear well. Then, the students had difficulty in vocabulary selection.

It was line by Rachmayana (lined in Sugiarti, 2016) suggested that hearing impaired are those who had lack and loss of hearing. Besides, they had trouble in developmental language. As a problem, hearing impaired had difficulty in talking and also difficulty in reading comprehension. It is because hearing impaired had less of vocabulary mastery. Therefore, this problem becomes the challenges in teaching English as a foreign language for hearing impaired students.

In another study, Lekberg and Spencer (2001) reported that hearing impaired students have delayed in building vocabulary knowledge. In addition, hearing impaired students have difficulty to obtain the English vocabulary through the learning method used by the teachers (Luckner & Handley, 2008). Likewise, with the matching argument through Luckner and Cooke (2010), they asserted that since

hearing impaired students could not hear the conversation, they had the problems in their English development at a suitable level. However, those studies mentioned had the same focus on the lack of vocabulary knowledges in teaching English for hearing impaired students.

Difficulty in teaching a long text. Regarding the findings of the study, the teachers had difficulty in teaching a long text. From the statement mentioned, it was reported by Luna stated “Hearing impaired students, learning the greeting is still new in grade 7, so that make me difficult in explaining a long text.” (Luna.11). Based on the participant’s answer, Luna had the challenge when she taught English for hearing impaired students in the class. Luna got the difficulty in teaching a long text. Due to the reason, hearing-impaired students had a little vocabulary mastery. In addition, the students get the difficulty to understand the meaning of vocabulary. That way, the subject made the teachers face the difficulty in teaching process.

Based on the findings of this study, Wati and Luna had same challenge about limited vocabulary. In teaching English as a foreign language for hearing-impaired students, it was not easy. Besides, the material was not from the students’ daily activity so that it made the teachers face the difficulty. The finding mentioned was in line with Sedita (2005) who said that English textbooks and printed material were different from spoken or conversational in English. Regarding the statement mentioned, it could present challenges for special need students to make sense the English which they knew especially at the middle levels. Then, hearing impaired

students also had the problems related to several meaning of words, and they did not have extensive vocabulary knowledge content.

Lack of Communication. The third challenge faced by teachers based on interview of the participants was lack of communication. In this point, the participants agreed that the communication was challenge for hearing-impaired students. The participants faced the challenge when they taught English for hearing-impaired students, and the challenge was difficult to make a communication. Wati said “I have difficulty in communication with the students. Sometimes I wrote a text in asking to the students. Besides, I used sign language too” (Wati.4). Luna gave same argument with Wati about lack of communication. Luna said “The challenge is communication, students are still difficult to use Indonesia language moreover in using English language” (Luna.1). In addition, both of the participants argued that they had the difficulty in communicating with the students.

Based on the finding of the study, as the challenge, the teachers got the difficulty when they wanted to communicate with hearing-impaired students in the class. The finding was in line with Jakovjevic and Buckley (2011) stated that the lack of communication or hearing loss was problem in hearing a soft to a loud sound. They might hear the speech, but they had the difficulty in identifying the speaking context. Therefore, the finding had same statement that lack of communication was the challenge faced by the teachers in teaching English as a foreign language for hearing-impaired students.

Limited of using projectors. In the last point, the researcher found the other challenges faced by teachers. The finding was obtained from experiences of the participants. The challenge included teaching facilities. Based on the participant's argument, using projector was limited. Teaching facilities were lack when it came to deal with hearing-impaired students. Luna said "We get lack in using projector class" (Luna.18). From the statement mentioned above, Luna had an obstacle in teaching English as a foreign language that the participant rarely used projector in the class.

Based on the researcher's observation, students easier to understand the material by using projectors. It because the students cannot hear properly so that they need learning media such as using audio visual which can help them in understanding the material. In case, it helps teachers to explain the material more specific. This statement in line with Sanaky (2011) reported that using projector can increase students' concertation in the learning process. As a reason, using projectors as a tool to facilitate the teachers in delivering the materials in teaching English as a foreign language. Hence, the used of projectors is believed as integrative tool in the teaching and learning process.

The Strategies Implemented by Teachers to Teach English as a Foreign Language for Hearing Impaired Students

The second objective of this study was about the strategies implemented by teachers to teach English as a foreign language. In this point, the researcher found the findings of strategies implemented by teachers to English as a foreign language for

hearing impaired students. Hence, the explanation of the strategies is delivered in the following paragraphs.

Strategies to face students' difficulties in hearing. The strategy implemented by teachers in teaching English as a foreign language for hearing impaired students is strategies to face students' difficulties in hearing. Regarding to the study, this strategy is to encounter the challenges of students' difficulties in hearing. Thus, each strategy is explained in the following paragraphs.

Giving a test. For the first strategy to face students' difficulties in hearing was giving a test. According to Luna "After teaching the material, I gave a test to the students to examine the students which can measure memory ability of the students" (Luna.17). That way, the teachers gave a test to the students to measure how far the students understood about the material conveyed by teachers. This finding did not have some of literature of the study because there is no expert who found the same statement. That way, this strategy becomes a new strategy implemented by teachers in TEFL for hearing impaired students.

Playing games. The second strategies to face students' difficulties in hearing was playing games. Based on the finding of this study, one participant playing games in teaching English as a foreign language for hearing impaired students. Game was played based on the activity that is being done. Luna as participant one stated "I used the game when teaching in the form of activity. For example, the used of verbs" (Luna.19). Thus, Luna used games based on the activity for hearing impaired students in teaching English as a foreign language class. By using this strategy, the teacher

more ease to present the material in teaching English as a foreign language for hearing impaired students and it made the students excited in classroom activities.

The finding mentioned was supported by Masri and Najjar (2014) argued that using game brings hearing impaired students excited in conducting some activities in teaching and learning process. Related with the same expert, this game makes teaching and learning classes more ease so it can support the teachers in teaching a new English words. Furthermore, playing games could be implemented by teachers to face students' hearing in level for hearing impaired students in teaching English as a foreign language.

Strategy of adapting vocabulary in focus. One of the challenges faced by teachers in teaching English as a foreign language for hearing impaired students is limited of vocabulary knowledge. This strategy implemented is to encounter the teachers in teaching for hearing impaired students. Wati and Luna agreed that vocabulary in focus could solve hearing-impaired students in teaching English as a foreign language. In addition, Wati had an opinion when teaching vocabulary in outside classroom. Wati said "Sometimes, I engage the students out of the class to find vocabulary which fixes with the learning material" (Wati.11).

Luna added "We focused more on vocabulary during English learning because their vocabulary was still lacking" (Luna.2). Then, Luna reported "I asked the students to find the key words then they understood and could answer my question" (Luna.4). She added "We explained the material in detail to students that English has many meanings and different" (Luna.12). In the additional statement,

Luna reported “We usually reviewed the material more than one time in delivering vocabulary material” (Luna.15). Thus, Wati and Luna had same argument that vocabulary in focus was the strategy implemented by teachers as teaching method. Related to the previous study, vocabulary in focus can help to explain the meaning in understanding a word, otherwise it can also express our thoughts about what we have read (Moats, 2005). Based on the finding above, strategy of adapting vocabulary in focus can help the teachers in limited of vocabulary knowledge.

Strategy of implementing directional orientation. The third strategies implemented by teachers in teaching English as a foreign language for hearing impaired students is implementing directional orientation. By implementing of directional orientation was an expression used facial expression, short sentences, and real experience in delivering the material (Habibah, 2014). One participant mentioned that directional orientation was the strategy implemented by teachers to teach English as a foreign language for hearing-impaired students. Wati stated “I used directional orientation method when explaining the learning material in the classroom then the students could impersonate as much as possible” (Wati.6). Another similar study was also stated by Chandraningrum (2016) who argued that directional orientation was an expression used facial expression, short sentences, and real experience in delivering the material. In addition, the directional orientation could be help the teachers in difficulty teaching a long text.

Strategies to encounter students’ lack of communication. The next strategy implemented by teachers in teaching English as a foreign language for hearing

impaired students is strategies to encounter students' lack of communication.

Regarding to the study, this strategy is to encounter the challenges of the lack of communication. Thus, each strategy is explained in the following paragraphs.

Using sign language. As been known, sign language is a language used by hearing impaired students as communication with body language and lips movement (Depdiknas, 2008). The participant argued that sign language becomes the strategies implemented by teachers. Wati said "Sometimes I used a sign language to the students" (Wati.5). From the finding mentioned, the teachers used this strategy because hearing impaired students could not hear anything. Thus, the strategy of sign language implemented when teachers delivered the materials in the classroom as the teaching method.

Writing on the whiteboard. Another strategy to face students' lack of communication was writing on the whiteboard. Wati and Luna did the same thing. Wati reported "We used the whiteboard to write down the material" (Wati.8). Besides, Luna gave same argument with Wati about writing on the whiteboard. Luna said "Besides, I usually write the material on the whiteboard to make the students more understandable" (Luna.10). Consequently, two participants had same strategies to make hearing-impaired students understand more about vocabulary, and the teachers might write the material on the whiteboard as the teaching media.

It is line by Weigle (2002) stated that the writing on the whiteboard process in learning classroom involves three major, cognitive activities, text interpretation, text reflection, and text production. In this case, three activities are concerned with the

activities of students in the classroom by writing on the whiteboard so that it help the teachers in teaching English as a foreign language for hearing impaired students. Therefore, writing on the whiteboard made the teachers easier to explain the material for hearing impaired students.

Implementing realia. The next strategy that the teachers used to face the same problem which is students' lack of communication is by implementing realia. Both of participants did realia as their strategies. Wati reported "I often used the pictures then I laminated" (Wati. 7). Wati gave additional point, and Wati said, "I used the imitation dolls in explaining the material" (Wati.9). Also, Wati stated, "I applied the Realia around the class during the teaching" (Wati.10). Wati reported that when teaching English, she used pictures and imitation dolls as a teaching media for hearing-impaired students. According to Harmer (2001) reported that using real objects in teaching and learning process makes teachers easier.

Besides, Luna gave same arguments with Wati when teaching English as a foreign language for hearing impaired students. Luna said "I used some pictures to teach the students about a short text such as caution, greeting card and announcement" (Luna.3). Luna had another opinion, and she said "I applied the pictures to illustrate the vocabulary" (Luna.9). Besides, Luna also argued "The pictures will be used in teaching English" (Luna.13). As the last statement, Luna mentioned "I usually used pictures in explaining caution" (Luna.14). From the statements mentioned, Wati and Luna used Realia as strategy of teaching media implemented to teach English for hearing-impaired students. The advantages of

implementing realia was the students could memorize a lot of things and it could be illustrated about directly meaning. Realia was also beneficial to support the students' understand about the stronger meaning. It means the students were not only listening but they also receiving the real objects (Hamer, 2001). In regards to the statement mentioned by the expert, implementing realia becomes strategy for teachers in teaching English as a foreign language among hearing impaired students.

Using mobile phone. The last strategy implemented by teachers is about using mobile phone. Luna stated "I asked the students to use mobile phone as electronic dictionary in finding out the vocabulary" (Luna.7). Luna gave an additional statement, and she said "I used mobile phone in opening Google so that the students are more familiar with the material delivered" (Luna.8). Besides, one participant had statement that mobile phone could be used as media for dictionary and search engine. This findings was support by Warsita (2008) reported that the implementation of learning in the classroom through mobile phone has three function, such as supplementary, complement and substitute. Moreover, using mobile phone becomes strategy to face challenges in limited of using projectors.