

BANNER

## VISUAL STRATEGIES IN TEACHING ENGLISH FOR STUDENTS WITH HEARING IMPAIREMENT AT SPECIAL NEEDS SCHOOL

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### abstract

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Deafness is a condition in which a person cannot hear well. Deaf people have a way of communicating that is different from other people's, including the way they learn things. Teaching English to students with special needs is a challenge, requiring strategies and the participation of all parties in the school environment. This study aims to describe the teacher's strategy in learning English for deaf students in Special Needs School Kota Cirebon and the challenges experienced by teachers in dealing with deaf students. This study uses qualitative techniques. Observations, interviews, and documentation were used to obtain data. The author utilizes data collection techniques, data reduction, data presentation, and drawing conclusions to analyze the collected data. According to the findings of this study, teachers use Visual Strategies in the form of visual image maps (1), introduce new knowledge with videos (2), and (3) introduce languages that were previously unknown. Preparation, student evaluation, disparities in students' innate abilities, such as communication skills, and the difficulties of learning a foreign language are the issues that teachers encounter when educating deaf kids. Despite the difficulties teachers confront, it can be said that the goal of teaching English using this method is good.

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## INTRODUCTIONS

Special schools are included in special education, which is also known as education with needs. The Special School is a school that is intended for students with special needs to get services form a foundation that can help them gain access to education. With that kind of different learning strategy and the facilities, they have. Even though special schools have been considered as schools with educational backwardness and lagging learning methods Compared to public schools, special schools also teach children about various things (Charman et al., 2010).

In Indonesia, there is a law that supports the existence of Special Schools in Law Number 2 of 1989 concerning the National Education System, it is deemed necessary to stipulate a Government Regulation concerning Special Education. about Article 1 of the National Education System which states that: "Extraordinary education is education that is specifically organised for students who have physical and/or mental disorders." and the purpose of having Special Schools for Children with Special Needs in Article 2, which says: "Extraordinary education aims to help students with physical and/or mental disabilities to be able to develop attitudes, knowledge, and skills as individuals and members of society in establishing reciprocal relations with the surrounding social, cultural and natural environment and can develop abilities in the world of work or follow further education."

According to Mohammad Efendi (2006), the category of children with special needs including the blind, mute, quadriplegic, mentally retarded, mentally disabled, and deaf. This research will explain how Children with Special Needs deaf category. Hermin Ratih H. and Rr. Amanda Pasca Rini in the journal Psychology Indonesia (2015) also stated that the ability of deaf children in language and speaking is different from that of normal children in general because ability is very closely related to the ability to hear, and deafness may lead to alienation with the environment, but in essence the intelligence of deaf children is no different from that of normal children.

In the pre-observation conducted at a special school in one of our schools, Cirebon, the results were obtained from observations made by the observer, namely where the special school teacher applied a visual strategy in which only pictures were shown to students with hearing loss. This is less effective in everyday learning where learning tends to be boring. Therefore, the teacher's role in providing learning must be optimised by understanding the characteristics of each student in teaching and learning activities.

There are several previous studies related to this research, namely "The Use of Audio-Visual Media in Teaching Speaking Skills of EFL Students", the second entitled "Strategies for Teaching English Vocabulary for Deaf Students in Special Needs School N 1 Palangka Raya" and "Webtoon Comic Media to Increase Understanding Reading for Deaf Students in Special Elementary Schools From the three studies it was found that using personal learning strategies, such as delivery, presentations, practicum and studio work, fieldwork, and placement, selecting space scheduling, and forms of reflection related to motherhood are used to teach English vocabulary to the deaf. (MMR), in addition to using comics and webtoons can improve the ability of students with hearing loss in learning English. However, based on the results of preliminary research at special schools in the city of Cirebon, they did not use these media or learning strategies, this was due to inadequate school facilities (Perkins et al., 2013).

Seeing the limitations that exist in students with hearing loss makes the process learning becomes boring and less effective, so we need more fun visual strategies such as media assistance to help teacher in providing material to students so that the learning process is effective and efficient and fun (Muslim et al., 2022). One of the effective and efficient learning media is media videos. According to Sukiman, in the LP3M Journal (2017) says that, video media is a set of components or media that can displays both picture and sound at the same time." Media Video in the world of education is a learning tool that is classified as deep

learning media that is very effective in its use. This is in line with Agung Yuda Aswara's opinion in the Sports Journal (2019: 76) that "the media videos are a great target for teaching skills because, on Video elements such as images, sound lines, symbols and motion will be shown." With the learning media in the form of video, it can be used as a dance learning tool.

Based on the results of the interviews that the researchers conducted with one of the teaching teachers that at that school, especially at the high school level, the class of students with hearing loss in learning English used visual strategies, namely where media was provided in the form of images with 2 languages in the images.

There are several previous studies concerning the implementation of visual method for students with hearing impairment in EFL classroom. The first study was conducted by Sopiyanah (2019). This study focuses on integrating technology into the teaching and development of speaking skills to EFL students. This study's aim is to describe how audio and visual media are used to educate speaking skills, particularly in dialogue. The study's subjects were VII B students at SMP Sultan Agung 1 Semarang during the 2018–2019 academic year.

Data is gathered through observation, writing, and interviews. As part of the data analysis process, data are reduced, displayed, and used for drawing or verification. When presenting research findings in the form of a descriptive justification, qualitative descriptive is utilized. According to the study's findings, media is thought to be very fascinating and to make studying enjoyable. And media is said to aid in students' comprehension of English.

The second study was conducted by Dewi (2019). The writers of this journal concentrate on the teacher-led EFL classroom activities for students with hearing loss defects, the factors teachers take into account when planning and implementing EFL classroom activities, and the difficulties teachers encounter when creating EFL class activities. The nature of this study is qualitative. Data is gathered through documentation, interviews, and observation.

Additionally, the authors use the Miles and Huberman methodology to assess research data in three steps: data reduction, data visualization, and conclusion drawing in order to conduct his research, the author visited eighth-grade Special Needs School (Education for Children with Physical and Mental Disabilities) Metro State classrooms and spoke with English teachers for deaf students. The findings demonstrate that teachers plan and carry out EFL-based lessons that take into account the needs and skills of their students. Examples include choosing lessons that make use of tools, particularly visual aids, and adjusting the learning environment. Additionally, the teacher must deal with the limits of the students as a difficulty, but he has developed his own strategies for doing so. One of these strategies is to give students simple, straightforward assignments that are supported by as many images as possible.

The third study is Yuliana (2017). The author uses a descriptive qualitative study methodology. The focus of this research is the teacher's approach in teaching English vocabulary to deaf students at Special Schools (SLBN) in Palangka Raya. The object of this study is the teacher's approach to teaching English vocabulary. And the teacher himself is the subject. In this study the authors used observation, interviews, documentation, and field notes as part of the data collection approach. The author uses the method of data collection, data reduction, data visualization, drawing conclusions, and data verification to analyze the collected data. And the results show that the strategy used by the teacher in teaching English Vocabulary for Deaf Students at SLBN 1 Palangka Raya is using a personal consisting learning strategy delivery, presentation, lab and studio work, fieldwork and placements, timetabling, choice of room and method of maternal reflection (MMR).

The fourth study was Asean Journal of Community and Special Needs Communication (AJCSNE) written by Hartati et.al (2022). In this journal the writer focused on knowing how to improve reading comprehension ability of students with hearing loss after using webtoon comics. The method used by the author is an experimental method with one group pre-test-post-test designing. Data collection techniques using tests by distributing a google form

containing ten story-related questions read. The sample consists of 5 deaf students' disturbance. Based on research results, use webtoon comic media can improve reading comprehension skills, this can be seen from the increase in scores obtained by every student.

There is some overlap and variation between studies based on the previous research mentioned above. Similar to some of the other studies mentioned, the similarity of this research is that this research discusses how the implementation of teachers in class uses visual methods to teach English to deaf students, and what difficulties they face in class. And the difference lies in the method used in class, the author differs from Yuliana's research (2017) entitled *Strategy for Teaching English Vocabulary for Deaf Students at SLBN 1 Palangka Raya*." In his research it was explained that using learning strategy delivery, presentation, lab and studio work can help the learning process of students with hearing loss in learning English, but in this study using visual methods is more effective in conducting learning in class.

Based on the description that has been explained, this research is important to do because there are still many who do not know that these visual strategies can be applied to students with hearing impairments in learning, because so far, we know that the visual strategies are only applied to students in EFL classes. To obtain in-depth information about the implementation of visual strategies in hearing impaired children in English classes. it is necessary to carry out qualitative descriptive research at Special Needs School Cirebon City to find out more deeply how these strategies. Based on the thoughts above. This study aims to investigate how visual strategies used by teacher in teaching English for students with hearing impairment and examine the challenges of the visual strategies in teaching English for students with hearing impairment. This study is hoped that in the world of education, more attention will be given to children with special needs in their learning process. With this research it is hoped that schools and teachers will apply strategies that meet the abilities of students.

## **METHOD (12pt)**

This study employed qualitative research by using descriptive qualitative design. This research conducted at one of the special schools in Cirebon City. The location of this research was chosen because the school has a complete level of education starting from elementary, junior high to high school. and also based on a survey of researchers that Special Needs School in the city of Cirebon, used English in the learning process of the students. Participants in this study were teachers in classes of deaf students who had experience in their fields. The teacher interviewed and observed how visual strategies in teaching English for students with hearing impairment.

Primary this data was obtained directly from the field, both through observation and through interviews with English teachers at Special Needs School in Cirebon City. Primary data collection was carried out by direct interviews with English teachers. Secondary this data was in the form of documents or literature from the internet, journals and so on. Secondary data collection was carried out by taking or using part/all of the data sets that have been recorded or reported. The research instrument is described in detail below: (1) Observation, aims to find out how the visual strategies in teaching English for students with hearing impairment. In this observation, the researcher acted as a non-participatory observation, that is, he only examines how learning activities are carried out in class; (2) Interview, aims to gather information about what are the challenges faced in visual strategies in teaching English for students with hearing impairments. In the interview process the researcher used a semi structured interview, which combines a series of predetermined open questions (questions that trigger discussion) with the opportunity for the interviewer to explore a particular theme or response further; (3) Documents based on observations and interviews to analyze and interpret the data.

The researcher has checked the validity of the data by using extension of triangulation. In this research, the research, the researcher employed triangulation of technique and triangulation of theory. The researcher used various data gathering techniques, including observation, interviewing, and documenting, to check the data from the same source but using a different study methodology. The final product of qualitative research, such as a thesis statement, was also confirmed by the researcher. Then, in order to remove the researcher's own bias from the ensuing result or conclusions, this data is compared to the relevant theoretical viewpoints. In this research, the researcher used the data analysis of Interactive model offered by Miles and Huberman (in Sugiyono, 2014: 246) The component of analyzing the data namely, data collection, data reduction, data display, and conclusion drafting data Collection, data reduction, data display, and conclusion drawing/verification.

## RESULT AND DISCUSSIONS (12pt)

### Findings

Researchers obtained the data to be presented in this study based on the results of interviews, observations, and documentation of qualitative research data. Qualitative data were taken from interviews with teachers, observation and documentation when the teacher taught English in class. The results of the interviews and observations that the researchers conducted included the visual strategies used by the teacher in teaching English to students with hearing impairment and the challenges faced by the teacher in learning English. This research was conducted for 2 weeks at SPECIAL NEEDS SCHOOL Cirebon City.

#### *Visual Strategies in Teaching English for Students with Hearing Impairment*

Observations were made by researchers to determine learning activities in class. When making observations, the researchers focused on the visual strategies used by teachers in teaching English to deaf students. The researcher uses an observation table adopted from Gangwer (2015). There are 8 visual strategies. and the results obtained from observations only use 3 strategies.

**Table 1. Observation Checklist Visual Strategies in Teaching English**

No	Observation Checklist	Yes	No	Information
1.	Outline words with colored marking pens		√	Not mentioned in courses study
2.	Create a visual image of the words before writing it.		√	Not mentioned in courses study
3.	Use visual study aids rather than recitation		√	Not mentioned in courses study
4.	Visualize vocabulary by looking at the word, closing your eyes, then recreating it in the mind's eye.		√	Not mentioned in courses study
5.	Look up the definition of new vocabulary words so they can be seen in a different context.	√		Used in learning activities
6.	Use graphs, flow charts, visual thinking maps, visual image mapping, and visual links.	√		Used in learning activities
7.	Use colored pens to take notes, following this pattern: main Themes = red; supporting details = blue; specific details = green		√	Not mentioned in courses study
8.	When introducing new materials, use visual simulations such as video, computers, and role-play.	√		Used in learning activities

From the 8 strategies mentioned earlier, the teacher used 3 visual learning strategies in teaching English language in her class. Further explanation is as follows:

First, looking up the definition of new vocabulary. In each meeting they get a new vocabulary, because one of the goals of Special Needs School in Cirebon City is to introduce foreign languages to their students. each meeting there are new materials and exercises that they have to write in their books. In an interview, the teacher also said that vocabulary is the most important aspect of learning a language. according to the teacher, at least students learn how English is used in everyday life.

Second, sing graphs, flow charts, visual thinking maps, visual image mapping, and visual links. The visual strategy used in learning English in high school level deaf students at Special Needs School in Cirebon City is a visual image mapping strategy, which in this strategy involves the use of visual images in the form of images in class learning. This image mind mapping approach is used in high school level classes because students at the special high school level are better able to control their concentration during teaching and learning activities. As a result, instructors feel a bit lighter than the lower grade deaf children who need a lot of attention in class. visual mind mapping strategy, namely a visual strategy in the form of images that are related to one another. which is conceptualized with the image in the center as the keyword center, and surrounded by images related to that image.

Third, introducing new materials, use visual simulations such as video, computers, and role-play. Apart from using a visual strategy in the form of visual image mapping, and of course students get new vocabulary at each meeting, Cirebon City Special Needs School also applies science and technology developments in their learning. One of them is in the form of English learning activities where the teacher provides material in the form of videos to students.

And students are also given the opportunity to explore and find out as much as possible about the meaning of the vocabulary given by the teacher in each meeting. Students are welcome to use their smartphones to find out the meaning of the words given by the teacher. This was also mentioned in the interview, that the teacher said using science and technology also in teaching and learning activities, because we also have to introduce technology to students, even though students have special needs.

From the results above, Cirebon City Special Needs School only used 3 out of 8 strategies. It was confirmed that according to the teacher the other strategies were no longer used, because these strategies were usually used in elementary and junior high school classes. The teaching and learning process was divided into 3 steps, based on observation data concluded:

#### Opening Activities

At the opening stage there is no visual strategy that the teacher does to students in opening the learning stage at the start. The teacher only does according to the lesson plan listed, and only uses sign language to communicate with his students.

#### Core Activities

The core stage is the stage of giving the material. it is at this stage that the visual strategy is used. The teacher uses a visual strategy in the form of visual image mapping to explain the material to students, namely in the form of images that are mutually related to one another with 1 image in the middle as the center. Students with hearing loss themselves rely heavily on their visualization in an effort to communicate. At this point, the teacher explains how the image characteristics they have are what we usually use in everyday life and are present in their class. Then the teacher explains the material about today, namely 'objects in class'. the teacher explains with pictures, the teacher also explains by spelling out letter by letter using sign language. In addition to using visual image mapping in core activities, Cirebon City Special Needs School also actively involves science and technology in each of its learning activities.

In learning English, itself in deaf classes, the teacher provides links in the form of videos about objects in the class.

#### Closing Activities

In this closing activity, as usual the teacher concludes the lesson that has been done today, and prays. activities are carried out using sign language, and the visual strategy in this closing activity does not appear.

### ***Challenges of the Visual Strategies in Teaching English for Students with Hearing Impairment***

Interviews were conducted by researchers to find out how the process of learning English works for deaf students. During the interview, the researcher focused on finding out how the teacher's challenge was to use visual strategies in learning English for deaf students. The results of the interviews that the researchers conducted were presented in the form of paragraph descriptions containing questions about the challenges faced by the teacher, based on the teacher's opinion.

The following is a summary of the interviews that researchers conducted with teachers at Special Needs School Kota Cirebon. This challenge is based on previous research (Juwono & Kumana, 2011) From the results of the interviews it can be classified that some of the challenges faced by teachers using visual strategies in teaching English to high school deaf students at Special Needs School Cirebon City are as follows:

#### *Preparatory Activity*

Prior to learning activities all teachers must prepare materials, as well as teaching materials to be used in class. in the interview the researcher found the challenges faced by the teacher.

*....” Pertama yg harus disiapkan gambar, kadang membuat guru kesulitan karena kebingungan mencari referensi dan harus kreatif”*

*(Translated: “The first thing that must be prepared is the image, sometimes this also makes it difficult for teachers because they feel confused to find references in learning dan must be creative”)*

Based on the teacher's statement, the challenge was felt when preparing material for deaf students during learning. This is difficult because you have to adjust to the needs of each student, but you also have to keep it varied in order to attract students' interest in learning.

#### *Evaluation Activity*

Evaluation is an important thing in learning activities. According to him, the data from observations obtained, teachers still have difficulty evaluating students.

*... “lebih evaluasi kepada diri sendiri (siswa) mana pelajaran yang disukai dan belum dipahami, hanya 1-2 orang saja yang memberikan evaluasi”*

*(Translated: “...More self-evaluation (students) which subjects they like and don't understand, only 1-2 people give evaluations”)*

Based on the teacher's statement, in evaluation activities, teachers also find it difficult, because it is not easy to know the extent to which students' abilities are because only 1-2 people are able to provide evaluations.

#### *Lack of Student's Sign Language*

Communication is an important part of teaching students with hearing impairment. From the results of interviews, researchers found that communication is one of the teacher's challenges in teaching.

*“Menggunakan BISINDO, ada siswa yang belum lancar menggunakan Bahasa isyarat”*

*(Translated: Using BISINDO, there are students who are not fluent in sign language")*

Based on the teacher's statement, communication between teachers and students is still difficult because there are some students who are not fluent in using sign language in communicating.

#### *Students' Unfamiliarity towards English*

English is a foreign language taught in schools. Especially for students with special needs. In learning, it is not easy to implement. in line with the teacher's statement during the interview.

*" Keterbatasan siswa yang membawa ke keterampilan bahasa siswa dan sulit untuk belajar bahasa asing.*

*(Translated: " The student's limitations bring into students' language skills and it is difficult to learn a foreign language") (I/Q1/T)*

From the teacher's statement above, communication is the key in learning activities, especially in learning for deaf students who have communication disorders. What's more, having to teach foreign languages that were not known before to those who have these limitations clearly makes it difficult for teachers to teach English to students with hearing impairments.

## **Discussion**

Based to the findings, teaching English to deaf students is more difficult than we imagined. Even if the teacher has more than 10 years of experience teaching deaf kids, teaching English to them is difficult and complex. There are many tactics that the teacher used, as well as some obstacles that the teacher faced when teaching English to deaf kids. In this section, the researcher will reflect on the findings from previous studies and hypotheses connected to the issues.

### ***Visual Strategies in Teaching English for Students with Hearing Impairment***

The results of observations and interviews as research instruments that researchers conducted with teachers at Special Needs School Cirebon City who used visual strategies in teaching English to deaf students showed that teachers used 3 out of 8 visual strategies according to Gangwer (10 : 2015), namely Look up the definition of new vocabulary words so they can be seen in a different context, using visual image mapping, and Introducing new materials, use visual simulations such as video, computers, and role-play. This visual strategy only appears during core learning activities. This is almost in accordance with the results of observations made based on the opinion of Dewi (2019) stating that the use of images can help the learning process of students with hearing impairments in learning English and students get new vocabulary in each meeting.

#### ***Look Up the Definition of New Vocabulary Words So They Can Be Seen In A Different Context.***

In learning English, vocabulary is an important thing. In each meeting the teacher provides material in the form of notes on the blackboard, introducing students to new vocabulary. English is a foreign language for them, but with this they can know the meaning of the same word from different words. the teacher gives notes in the form of writing on the blackboard and students write it in their respective books.





**Picture 1. Students Write New Vocabulary**

In writing new vocabulary, the teacher also gives spelling to students in sign language. because students can more easily understand what material is taught today. Occasionally the teacher checks student books to make sure that what they write in their respective books is correct. In the classroom there is also an Indonesian Sign Language Sheet (BISINDO) attached to the front of the class to remind students if they forget.

*Use Graphs, Flow Charts, Visual Thinking Maps, Visual Image Mapping, and Visual Links*

In the results of observations and interviews, the second strategy is used in the form of visual image mapping. Visual image mapping is in the form of media images with 1 image in the middle as the center and surrounded by other related images. The teacher chose this strategy because according to him, students with hearing impairment rely heavily on visualization in communicating and during class learning. Compared to other strategies, students are more interested in visual strategies because they present images and colors that attract their attention.



**Picture 2. The teacher explain about the materials.**

In the picture above, the teacher is explaining the material. he explained that the images brought were in the form of visual objects. The teacher explains the pictures one by one. He explained in 2 languages, namely sign language (BISINDO) and also Indonesian. The teacher starts by mentioning the names of objects in the class.



**Picture 3. Visual image mapping**

In its activities, first it begins with the teacher asking students about any objects in the classroom in Indonesian, then students respond well. then, the teacher tries to write on the blackboard, the names of the objects that the students mentioned earlier, then the teacher tries to give feedback to the students to mention the names of the objects in the class in English.

The teacher tries to say 1-2 nouns in English. Then the teacher distributes video links to all students, the videos are in the form of names of objects in English and Indonesian. Then the teacher shows a visual map image. The teacher explains that the contents of the video and the visual image of the map that he brings are the same. The teacher then gives examples of these concrete objects in the real world.

Then, students are given each visual image of the map. Students are given instructions to find out the meaning of these nouns from the video that has been shown, or from the vocabulary that the teacher has written on the blackboard

*Introducing New Materials, Use Visual Simulations Such as Video, Computers, And Role-Play.*

Apart from using a visual strategy in the form of visual image mapping, and of course students get new vocabulary at each meeting, Cirebon City Special Needs School also applies technological developments in their learning



**Picture 4. Students Watch Videos on Smartphones**

One of them is in the form of English learning activities where teachers sometimes show video material to their students via their respective smartphones. and students are given the opportunity to explore and find out as much as possible about the meaning of the vocabulary given by the teacher in each meeting.

The teacher distributes the video link to all students in order for them can see it for themselves on their respective smartphones. In interviews, the researcher found that the reason teachers chose to share links with deaf students compared to using infocus in class, was because it shortened time, and also so that deaf students could also follow existing technology even

with their limitations.

The teacher shares the video link via the WhatsApp group that is already available, then students will follow the teacher's directions to open the link and watch a video that lasts about 10 minutes. The video contains the names of objects in the class in Indonesian and English. with their limitations in their auditory system, they use their visuals to pay attention to the words and pictures of objects in the video.

These three strategies are used in learning English for deaf students. Based on the results of field observations, the three strategies are looking for new vocabulary definitions so that they can be seen in different contexts, using visual image mapping, and introducing new material, using visual simulations such as videos. These three strategies are used during core activities or when giving material to deaf students, namely when the teacher shows and explains visual map images to students in class, when the teacher gives instructions to watch videos, and when the teacher gives instructions to write notes that the teacher writes in the classroom. whiteboard. according to Gangwer (10: 2015) Visual strategies will take place optimally in learning if the 8 strategies are implemented in class.

However, in reality there are only 3 strategies implemented in class. According to the author, this is because deaf students at the high school level are more receptive to learning than deaf students at the elementary and junior high school levels, which require teachers to use various visual tools in class. however, this is at the same time a challenge for the teacher in preparing visual strategies in learning because they have to present visual strategies that are simple but still creative in their use, in order to attract students' interest in learning the lesson. Therefore, the teacher uses a visual image map visual strategy, because it looks simple but still looks interesting.

This is almost in line with Dewi's research (2019) which suggests that teachers use visual aids for deaf students in learning English, namely in the form of pictures. This can increase students' interest in learning English. However, this differs from Megawati's research (2020) which says that there are 7 strategies in teaching English to deaf students, namely: (1) Not encouraging deaf students to master grammar; (2) Teach very simple conversation; (3) prepare several ranges of students' abilities; (4) do not force students to do what the teacher says; (5) write down the phonetics; (6) use a lot of children's media; (7) speak slowly and clearly to students, and use sign language.

According to him, with these 7 strategies learning will run optimally, because the more strategies are applied, the class atmosphere will be livelier and the students in the class will be more proactive.

### ***Challenges of the visual Strategies in Teaching English for Students with Hearing Impairment***

It was not as simple as we anticipated to teach English to deaf students. Many strategies were used to create a comfortable and courteous environment for deaf kids to study English. Furthermore, the tactics used may make the English teaching and learning process for deaf students more successful and efficient. Meanwhile, the teacher was still having some difficulties when teaching English to deaf children.

The difficulties that the instructor encountered could have been caused by the teacher or by the students. The following were the difficulties that the teacher encounterd when educating deaf students:

#### ***Preparatory Activity***

Preparation is an important part before doing something. Likewise in learning activities, there are several aspects that need to be prepared starting from lesson plans, material that will be explained in class, teaching aids to self-readiness when teaching. What's more, in educating children with special needs (ABK), preparation, patience and thoroughness are needed in

dealing with them. Hallagan (2005) states that teachers in any field of study teach children with special needs must have knowledge of scientific disability, its causes, assessment and management.

A teacher, especially an English teacher, must be able to know the goals or targets of learning English that will be given to students with special needs. By knowing the learning objectives, the teacher will be able to design learning approaches, appropriate learning models and learning strategies. This is also in line with the opinion According to Hallahan & Kauffman (2012), a teacher who teaches students with special needs must know knowledge about disability, its causes, assessment, and how to manage it properly in the learning process.

Therefore, the teacher must prepare the material before teaching students. The material must be able to improve students' abilities and knowledge in learning English, so it must be according to their abilities. Materials should allow students to express their thoughts, words and imaginations. This condition can produce a high level of reaction and activity from students. The material should help students to easily understand the lesson.

Based on the interview results, the teacher explained that he had carried out the preparation stage before teaching, but the teacher said that there were difficulties experienced during the preparation stage, namely when preparing teaching materials. teachers find it difficult because they need to make some adjustments in preparing teaching materials to teach English to deaf students. This is in line with Thompson's statement (2012), there are several instructions for teachers to teach language to deaf students. One way is to plan material that takes into account or depends on the needs of students.

In customizing materials, she looks at different sources that might be utilized to teach English based on the requirements and understanding of hearing-impaired pupils. The materials are frequently found on the internet, such as YouTube, google by the teacher. It is assumed that the teacher has completed countless hours of labor in planning the materials through adaptation to the needs of the students, with the teacher's effort approaching an expert's theory.

#### *Evaluation Activity*

Evaluation is usually done after completing the activity. This is done so that we know how far we have done it and evaluation can be a barometer for something better in the future. In the case of evaluation learning carried out at the end of the activity, accompanying the closing activity. In Special Needs School the evaluation process also needs to be carried out like in schools in general. It's just that the process is slightly different, because it has to adjust to the background and needs of students.

Dewi (2020) said the evaluation and assessment process must be designed according to the needs of students with special needs where they are not all forms of assignments and bills can be applied to all students with special needs. Teachers should too consider the advantages and disadvantages of each valuation model used. In addition, the assessment is also not only in the cognitive domain but also affective and psychomotor students with special needs.

#### *Lack of Student's Sign Language*

Communication with students with special needs is a challenge that must be faced when we meet children with special needs, especially for parents and teachers who handle them. as a teacher must have knowledge about children with special needs and have skills, one of which is language skills and communicating with them.

As noted by Moores (2001), deaf students have a limited ability to speak as a result of their disability; he states that "Hearing impairment significantly affects the language and speech development of deaf students negatively affecting their academic achievement, social and emotional interactions, and cognitive milestones.

It is clear that deaf kids struggle with communication, academic, social, and emotional issues. Communication issues necessitate teachers adjusting and conveying teaching content using the appropriate communication technique. Teachers were forced to customize and deliver

educational materials using appropriate communication ways due to communication problems. *Students' Unfamiliarity towards English*

English is considered a world language, where this language is used in almost all countries as a liaison language between one region and another. Of course, to facilitate communication between two different languages. Therefore, everyone is very enthusiastic to be able to speak English. Likewise in the world of education, English is now something that must be learned. In the world of education, English has now become one of the subjects that must be obtained by students, including Special Schools. As with other subjects, because deaf children have the same rights to carry out various activities in their lives.

They have the right to compete with other children. Deaf children also need to master foreign languages. One of them is English which is now considered a world language. Where almost everyone learns this language. It is also a must for them to be able to speak English. So that they have the provision of special abilities to be able to compete with other children. In accordance with Law Number 20 of 2003 in Article 5 Paragraph (1), that every citizen has the same right to obtain quality education. Children with special needs must have the right to get a proper education without discrimination

English proficiency is influenced by several factors including mastery of vocabulary or vocabulary. Vocabulary has an important role in one's language skills. Language skills cannot be separated from vocabulary mastery. The more vocabulary mastered, the easier it is for someone to speak. However, vocabulary is not the only indicator of a person's English proficiency.

Rosyidah (2014) said that there are many things that are not quite right in learning English today, especially in public schools, let alone special schools. Often teachers or instructors are not serious in teaching English. In understanding English, vocabulary is very important (Mapunda, Omolo, & Bali, 2017). But it becomes a mistake when the teacher only teaches vocabulary. From the observations, the researchers found that teachers still had difficulty teaching students with special needs, especially students with hearing loss (Maryanti et al., 2021). Even though English is considered a world language, it is still something new for them to know English (Johnson et al., 2010).

In the process of teaching is not an easy thing for a teacher to do, the teacher must have a strategy so that learning in the classroom feels fun and lively, as well as a teacher must know the character of each student. Especially in teaching students with special needs, who require special treatment and of course face many existing challenges.

From the challenges mentioned above, there are several similar previous studies, namely in Dewi's research (2019), which states that the challenges in teaching students with special needs at the junior high school level are that there are several aspects: (1) student limitations; (2) communication; and (3) time to teach English subjects. These things happened purely because of the limitations of the students. This was also revealed in the research Ramadhana (2018), which discusses the 'Challenges of Inclusive Education in Educating Children with Special Needs'. In his research, he mentioned the lack of skills and attitudes of teachers in dealing with ABK, the limitations facilities and infrastructure, as well as the low awareness of parents and the community regarding children's rights and special needs.

From these challenges, maybe it they can be minimised with the cooperation and participation of all parties by holding training for teachers in dealing with students with special needs, as well as training teacher skills so they can provide more varied learning.

The design of learning English for Children with Special Needs includes good learning planning, a systematic learning process, and selection of learning approaches, learning models, learning methods, and media that are appropriate to the needs of ALB, and proper evaluation according to student needs. With a good learning design, it is hoped that children with special needs can learn optimally like other normal children.

## CONCLUSIONS

Following are the conclusions reached after doing and analyze research on visual media strategies in learning English for deaf students. Most of the students gave a positive response to the visual strategies provided by the teacher when teaching. In the research conducted, teachers provide visual strategies implementation through images such as diagrams, charts and visual image mapping in providing explanations to deaf students, this makes both students and teachers effective in teaching and learning activities. According to the teacher, visual strategies such as visual image mapping make it easier for teachers to convey material because students understand more about the material conveyed through visual image maps. In addition, the explanation of the material is simple so that it is easy to understand. The teacher also uses videos and images that can be accessed through student gadgets where students can watch videos and try to understand through the videos the material is given by the teacher. The results of the data show that the teacher uses visual image mapping in conveying material and uses visual image gadgets in distributing videos and images according to material for learning so that it is easily understood by them but do not take advantages of existing visual strategies because ideally more than 3 strategies used.

In research conducted on deaf students' learning, teachers feel challenged when delivering material. In the results of research on challenges during learning, namely preparatory activity Preparation is an important part before doing something. Likewise in learning activities, there are several aspects that need to be prepared starting from lesson plans. Then evaluation is usually done after completing the activity. This is done so that we know how far we have done it and evaluation can be a barometer for something better in the future and communication skills with students with special needs is a challenge that must be faced when we meet children with special needs, especially for parents and teachers who handle them. as a teacher must have knowledge about children with special needs and have skills, one of which is language skills and communicating with them and finally a foreign language that is difficult to adapt to deaf students where this language is used in almost all countries as a liaison language between one region and another which makes it difficult for students to adapt to new languages including English.

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