

THE METHODOLOGY AND TECHNIQUE IN ENGLISH LANGUAGE TEACHING FOR THE HEARING - IMPAIRED STUDENTS AT SLB.B SIDAKARYA DENPASAR

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ABSTRACT

English language is an International language. Every country has to learn it in order to ease the communication among countries. The English language teaching is also given for those who has serious problem with their acoustic medium. This research is aimed to investigate and analyze the effective and appropriate English language teaching methodology used by the teacher in SLB.B Sidakarya, Denpasar- Bali. The field work research was conducted to obtain the data in SLB.B Sidakarya Denpasar. The data was analyzed qualitatively and presented in descriptive and narrative ways. The methodology and techniques in teaching English language for the hearing-impaired students seem to be different from the normal one, hence the teacher has to apply the effective and appropriate methodology and techniques in order to ease them comprehending the English language. Regarding the disability of the hearing-impaired students, the teacher had to use sign language and total body movement to support the methodology and techniques in English language teaching.

Key words: *English language, methodology, technique*

I. BACKGROUND

Language has an important role as a communication tool among people all over the world. Language eases people to communicate one to another in order to give factual information. Every country has their own language, nevertheless English language takes an important part as it becomes the International language. Nowadays, the study of English language is taught from playgroup level until university level. Moreover, it is not only given for normal-hearing students but also for the hearing-impaired students.

The hearing - impaired students have significant problem with their acoustic medium, because they are not able to perceive sound due to their loss in the sense of hearing. Therefore, in learning something they do rely on the codes in visual. In terms of communication, they use sign language to deliver messages. Sign language is a system of communication of language that employs signs made with fingers and other movements, including facial expressions and postures of the body. Learning a new language is definitely not easy and it is naturally co-

operated with the hearing feedback, which becomes a serious problem with the hearing-impaired people as they do not have speech ability as well. Hence, sign language becomes the most essential and convenient communication tool for them. There are many types of sign language as different countries have different sign languages. Nevertheless, American Sign Language (ASL) is the international sign language which usually becomes the reference for other sign languages in the world, including Indonesia. In Indonesia, the sign language is called Indonesian Sign Language.

Regarding the teaching learning process towards the hearing-impaired students, the teachers have to use sign language as well even though they have no impairment towards their hearing ability. Building communication between the hearing-impaired individuals and the normal-hearing individual can be very difficult and complicated, hence using the similar types of sign language for both of them is very helpful to avoid miscommunication.

The learning process of English language is also taught in sign language. Even though the hearing-impaired students find difficult to even communicate with their mother tongue, but the teaching of English language seems to be necessary to be taught in order to add their knowledge internationally. Besides, nowadays many things are written in English language, such as the menu in restaurants, the topics in social media, etc. In addition, the implementation of ASEAN Economic Community indirectly force everyone to be able to speak in English or at least knowing the English vocabularies to compete with those who speak English as their second language.

The English teachers of the hearing - impaired student certainly use particular methods and techniques in explaining the topics of English language lesson. Therefore, the method and technique in language teaching should be chosen correctly. The application of those method and technique should be considered with the time management in the class as well, because hearing - impaired student certainly need longer time to learn English language, since it is a foreign language.

II. THEORETICAL FRAMEWORK

Jack C. Richards and Theodore S. Rodgers, in their book entitled *Approaches and Methods in Language Teaching* (1986), provides clear explanations about language teaching, especially how to teach English language as a foreign language successfully by using appropriate methods and techniques.

Richards and Rodgers argued that methods appear to be based on very different views of what language is and how a language is learned. They stated that methods in language teaching can be changed and the changes itself have reflected recognition of changes in the kind of proficiency learners need and also reflected changes in theories of the nature of language and language learning (Richards and Rodgers, 1986:1).

Based on Anthony (in Richards and Rodgers, 1986:15), method in language teaching is defined as an overall plan for the orderly presentation of language material and technique in language teaching is defined as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. However, method is different to approach in language teaching, because approach is a set of correlative assumptions dealing with the nature of language teaching and learning. In other words, it can be stated that method is the procedures of language teaching and technique is the implementation of the method that which actually takes place in a classroom; while approach is an axiomatic in which within one approach, there can be many methods.

Further, Richards and Rodgers pointed that method is theoretically related to an approach, is organizationally determined by a design and is practically realized in procedure (Richards and Rodgers, 1986:16). In other words, it can be said that approach, design, and procedure are the elements that constituted a method. In this term, the approach included a theory of the nature of the language and the nature of language learning; the design included the general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner roles, teacher roles, and the role of instructional material; and the procedure included the classroom techniques, practice, and behaviors observed when method is used (Richards and Rodgers, 1986:28).

According to Richards and Rodgers (1986:1), methods in language teaching are grammar translation method, reform movement method, direct method, audiolingual method, total physical response method, silent way method, community language learning method, and suggestopedia method. Whereas, the techniques in language teaching are oral drill, games, demonstration, role reversal, question and answer technique, dialogue technique, stimulation technique, correction technique, picture and symbol technique, discussion technique, and review technique.

III. METHOD

This research belong to field work research. The data was taken in SLB. B Sidakarya, which is locate in Jl. Pendidikan No. 26, Sidakarya, Denpasar – Bali. This school was chosen because this particular school especially teaches English language for Junior High School deaf students, so that the students can acquaint English language as a foreign language from the young age. Further, the primary data was focused on the deaf English teacher who taught English language for Junior High School. The data was collected directly from the teacher who taught English language by involving in the class, in order to get clear information and concrete description of the activity in teaching English language. The steps for collecting the data were first, by doing the interview. The English teacher was interviewed about the sign language she used to teach and the stages of her teaching process. The second step was by giving the questionnaires. The English teacher was gave questionnaires about methods and techniques that she used to

teach English language for the deaf student. The third step was by doing observation. The observation was conducted thorough to the deaf students class, in order to observe the application of methods and techniques that used by the English teacher in deaf students class. Further, the obtained data was analyzed by using qualitative method. The steps for analyzing the data that already collected were first, classified the data based on the theory, then analyzed the appropriateness of the data; based on the results of questionnaire. The analysis was presented in descriptive narrative method and supported by informal techniques; using sentences and paragraph in presenting the data.

IV. RESULT

1. Methodology in ELT For Hearing-Impaired Students

The appropriate and effective methodologies used by the English teacher in delivering their knowledge to their hearing-impaired students are grammar-translation method and total physical response method. The implementation of these methodologies was analyzed at SLB.B Sidakarya Denpasar – Bali.

SLB B. Sidakarya is an educational institution for hearing-impaired people, which is located at Jalan Sidakarya no. 26 Denpasar. It is a private school that belongs to *Yayasan Pendidikan Tuna Rungu Wicara*. It was established on July 14th, 1970. This school teaches hearing-impaired students from elementary until junior high school. It only has one English teacher, namely Mrs. Zaenah who has been teaching English language for about 27 years. The English lesson is started to be given at Junior High School level, as in this grade the students can be more focused to the explanation of the teacher rather than the Elementary students.

Grammar-Translation method is a method of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards and Rodgers, 1986:3). In addition, this method was firstly known as the Prussian method. Mackey (1965:153) supports Richards and Rodgers's idea about grammar-translation method. He said that the teacher gives rules for constructing the grammatical forms of the foreign language and describes when these form are to be used. More over, Prator and Celce Murcia (in Brown, 2000:15) list the major characteristics of grammar-translation method such as classes are taught in the mother tongue, with little active use of the target language; much vocabulary is taught in the form of lists of isolated method; long elaborate explanations of the intricacies of grammar are given; grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; reading of difficult classical texts is begun early; little attention is paid to the content of texts, which are treated as exercises in grammatical analysis; often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and little or no attention is given to pronunciation.

Total Physical Response is a language teaching method that attempt to teach language through physical activity. In other words, it is a method in language teaching which is built around the coordination of speech and action. More over, this method is more emphasized the comprehension of the learners and the use of physical actions to teach a foreign language (Richards and Rodgers, 1986:87-88).

Based on the result of the observation and the result of the interviewed and questionnaire of the English teacher in SLB B. Sidakarya, the application of Grammar-Translation and Total Physical Response methods in teaching English language can be explained as follow: the English teacher always asks her students to repeat again about what did she said in English. The teacher uttered the sentence or English word in *Bahasa*, then translated it into English language. This process is also conducted by using body movement and facial expression of the teacher which is aimed to strengthen the meaning of the sentence or the word. Even though the students could not pronoun the English words clearly, but at least based on the lip and body movements of the teacher, they knew how to utter those words correctly.

The application of the syllabus related with Grammar-Translation and Total Physical Respond method are divided into three major steps. The content of the first step was gave an introduction questions related with the English material that the teacher will be taught; it is usually called apperception. The second step was followed by the explanation of the material related with the part of English skills, i.e. speaking, reading, writing, and listening. Then, the last step was an evaluation step, in which the teacher raised some questions related with her previous explanations, in order to measure how far the students catch the points toward her explanations

Take for instance, the teaching of greeting. In this case, the teacher drew pictures related to topic, such as she drew coffee, tea, and milk, then she asked what time people usually drink coffee, tea, and milk.. In asking the question, the teacher translated the questions into Indonesian language; and then she responded the questions by conducted an activity related with the question that employed total physical movement of her lip and body.

During the classroom activities, the English teacher usually conducts questioning-answering activities, besides the dialogue practice. The teacher gave longer time for the students to answer the questions and also allowed them to open their note book. If the students could not answer the questions although the teacher already responded the question totally with her physical movements, pictured the object of the question on the blackboard, and translated the questions into the Indonesian language, the teacher would give the answers of the questions and asked the students to repeat it until they could understand and memorize it.

2. Techniques in ELT for The Hearing – Impaired Students

Techniques in language teaching are the elements of the procedure of language teaching, in the form of tactics and strategies used by the teacher when the method is being used. The implementation of more than one techniques for a methodology is permitted as long as it could help the students to comprehend the topics easier. Based on the observation, the techniques that are used by the English teacher in SLB.B Sidakrya on first year Junior High School class were picturing, repetition, action, and review techniques.

The picturing technique was used to give the concrete form of the words in English language. This technique can be used in teaching English vocabularies. Related with the skills in English language, this technique was useful to support the skills of the students in writing and reading. Beside by picturing the words, the students can easily memorize the words suitable with the meaning. The processes of this technique were: the teacher drew the picture of the words, afterward she wrote the words in English; right beside the picture, followed by the meaning of the word in Indonesian, and then she wrote how to pronounce it. However, the teacher did not write the pronunciation of the words phonetically, she just wrote the pronunciation of the words when it uttered. For example, the teacher wanted to explain the word “book”. Hence, on the blackboard the teacher draw and write:



BOOK → BUKU → BUK

After that, she pronounced the word slowly, hence the students could read her lip movements. Then, the students copied what she already wrote on the blackboard to their notes book.

Repetition was implied to make the students capable pronounce the English words. Although they could not pronounce it clearly, at least they knew the shape of the lip when that word is pronounced. The processes of this technique were: the teacher pronounced the word in English slowly, until all of the students could read her lip movements; followed by pronouncing the word again in Indonesian using the similar way with the previous process, then the students asked to repeat how to pronounce the words. For the first time, all of the students were asked to repeat the words together; along with the teacher, and then the teacher asked the students to conduct it one by one. If the students could not pronounce it at all, she would correct it until the students have the same lip movements with her. The application of this technique also helped by the existed mirror in the class, because it was very helpful to recognize the mistake made by students and eased the students to read the lip movements of the teachers closely.

The action technique was used to figure out the meaning of the words or sentences in English. In practice, the teacher used total physical movement to respond the meaning of English words or sentences and. For example, the teacher wanted to explain the word “sun”. Practically, the teacher raised her right hand above her head, then opened-closed her finger as if it was the shine of the sun, while her left hand horizontally put in front of her chest. In addition, those actions were conducted at the same time with the utterance of the word “sun”. Thus, the students could understand the meaning of that word through looked at the action and lip movements conducted by the teacher.

The reviewing technique was used to emphasize a better understanding of the students. Besides, this techniques is also used to strengthen the memory of the students. In this case, the English teacher in SLB B. Sidakarya always reviewed her explanation of the materials in every meeting of the English lesson.

Based on the previous explanation, it can be concluded that the combination of Grammatical-Translation method and Total Physical Respond method were effective to be used in teaching English language for the hearing-impaired students in which those methods ease them comprehending the topics, even though they have problem with their acoustic medium. Besides, the picturing, repetition, action, and review techniques were also very helpful in teaching English language for the hearing-impaired students.

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