

TEACHING ENGLISH TO STUDENTS OF DENA UPAKARA WONOSOSOBO

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Abstract

Learning English as a foreign language is one of the mandatory subjects for junior high schools students in Indonesia. This subject is also among the subjects tested in national examination. This means that English is being taught in every high school, be it schools for normal students or schools for disabled students. Teaching English to students with hearing impairment is a challenge. This study aims to describe how English is taught for students in Dena Upakara School for the deaf in Wonosobo. It means the researcher explores what teaching methods are employed in the learning-teaching process. An observation and interviews were conducted to gather information on the question. The students involved in this study are students of the 7th grade. The result reveals that the teacher combine several methods to deliver the material. The methods employed by the teacher include grammar-translation method, natural method, and lexical approach.

Keywords: English, teaching, deaf, students, methods

1. Introduction

Learning a new and foreign language has always been a challenge for anyone, especially when the language being learned is not in wide use in one's environment. It has been a public knowledge that in Indonesia children usually learn the new language, in this case English, in school environment. Very few actually learn and/or acquire it during their growing up time or in their prior-to-five-year old golden age.

Children are exposed to at least two languages in their early life here. First is their mother tongue, which usually refers to their local vernacular, such as Javanese for people live in Java, although now the first language for many children has shifted towards Bahasa Indonesia. Second is Bahasa Indonesia as the national as well as official language. After both is learned or acquired, English is introduced. Only few children acquired English naturally, and usually because their surrounding is familiar with the tongue, such as when one parent speaks it. At schools, it is now mandatory only for high school education, both in junior high school – which is now regarded as basic education, and in senior high school. For children

studying in elementary schools, English is not a requirement although most schools teach their students this language.

Dena Upakara Wonosobo is not an exception. They start teaching English when their students are in the third-grade of elementary school. Dena Upakara is an institution providing education for deaf pupils. It only accepts female students. They are admitted, preferably, during their early stage of education, say around four years old. However, students enrolling after that age are also present. Usually those who enroll later were previously enrolled in another school. The students admitted in this school must live in the dormitory all year-long, except during holidays which are twice a year. In holidays, students must not stay in school. Their parents have to pick them and bring them home.

Education in this school is not age-bound, meaning that age does not determine what grade a student enter, as it does in common public school. There is a rule in the institution that states whoever is admitted after studying in another school should be tested and put in lower grade for evaluation. When they can prove that they belong to the grade they have learned, they will be put back in that grade. But, if they cannot, they stay in that class. This is because Dena Upakara set their standard higher than other similar schools' standard. One strict regulation that cannot be broken is the requirement of prospective students' IQ. It has to be of normal scale or more, or otherwise the student is said to be double-disabled. If they are double-handicapped, then it will be more challenging for them to be taught.

This school was first founded in 15 March 1938, when this country was still colonized by Nederland. The deaf pupils learn to communicate not through sign language, as what generally expected by common people, but through lip reading. Students are taught how to read lips as well as to produce sounds. It is meant to prepare the students to live among ordinary people, which means they can communicate to others well without fear of miscommunication due to lack of knowledge in sign language. Here, the students are not only taught academically, but they are also given life-skills, which enable them to be self-reliant when they have finished their education. They are trained to cook, knit, sew, hairdo, and other skills. The products they make are sold, and they are shown how their works worth. The formal education level given ranges from early child education, kindergarten, elementary and junior high school. They can continue their education to common high school, common inclusive senior high schools, or vocational high schools. When the graduates choose to study in common high school, Dena Upakara will see and judge if they will fit, in accordance with their achievement during their study. If the graduate does have the capability to learn in common school, they will send a letter to the targeted school informing the student's condition and asking them to place the student in front row, to help her read the teachers' lips. At the moment, Dena Upakara has had an MoU with two high schools, one of which is

Mojotengah High School in Wonosobo stating that students graduate from Dena Upakara can continue their education there. The other MoU is with SMK (Vocational High School) Pius Magelang.

In order to graduate, the students of Dena Upakara have to follow national examination as other students in Indonesia do. However, as the government's regulation stipulates, disabled students follow an exceptional national examination. The subjects taught in junior high school are similar to those given in ordinary schools, and one of them is English. It is interesting to explore how English is taught because the students' first language is usually Bahasa Indonesia or local language. And as they have hearing impairment, they do not have knowledge as others who can hear perfectly that have perhaps watch movies or listen to songs in English. Therefore, exploring how English is taught is the aim of this research.

2. Review of the Related Literature

Teaching and learning are inseparable in human life. It is human nature to learn in order to survive. However, they are also closely related to the culture where this process takes place. As stated by Larsen-Freeman (2000:1) that when someone teaches, s/he must always take into consideration what the language is, what the culture is, what his/her role as teacher is, and who the students are. With these in mind the teacher will be able to decide what method best yield results, which parts of teaching learning process need to be upgraded, which one has given satisfactory outcome, and so forth.

A previous study conducted by Desy and Solikhah (2017) in seventh graders of state special school for the deaf. It describes the obstacles faced by the teacher in teaching English to learners with hearing impairment. The result reveals that teacher found obstacles in teaching deaf students because there were difficulties in verbal communication and sign language is required. The teacher also found difficulties in teaching new materials due to students' limited knowledge and vocabularies. The teaching was an educative interaction of some instructional components. The method applied by the teacher was the natural method, in which teacher speaks in English during the class.

Richards and Rodgers (2001:23) stated that a design is important in deciding the method. In design, there are six items to be considered. The first one is the objective of language learning. Methods for different objective learning are different. One that is used to sharpen skill in speaking might be different from one used in developing writing, for example. The second item to be examined is content choice and organization of the syllabus. This means form in which linguistics content is specified in a course or method. The next three important things are:

- a) Types of learning and teaching activities. The objectives of a method are attained through instructional process, organized and directed interaction of teachers, learners, and materials in the classroom. Differences among the methods at the level of approach are exhibited in the different kinds of learning and teaching activities.
- b) Learner roles. A method reflects explicit or implicit responses towards learners' contribution to the learning process. This manifests in the types of activities carried out, the degree of control possessed over the content of learning, the pattern of learner groupings adopted, the degree to which learners influence others' learning, and the view of learners as processor, performer, initiator, problem solver.
- c) Teacher roles. In instructional system, teacher status and function are closely related to learner roles. Teacher roles in methods are linked to: (i) the types of function that the teachers are expected to fulfill, (ii) the degree of control the teachers have over how learning takes place, (iii) the degree to which the teacher is responsible for determining the content of what is taught, and (iv) the interactional patterns that develop between teachers and learners.
- d) The role of instructional materials. The instructional materials in their turn specify subject matter content and define or suggest the intensity of coverage for syllabus item, allocating the amount of time, attention, and detail particular syllabus items or tasks required. The role of instructional materials might include the following specifications:
 - Materials will allow learners to progress at their own rates of learning
 - Materials will allow for different styles of learning
 - Materials will provide opportunities of independent study and use
 - Materials will provide opportunities for self-evaluation and progress in learning.

Procedure encompasses the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. At the level of procedure, we are concerned with how tasks and activities are integrated into lessons and used as the basis for teaching and learning. Three dimensions to a method at the level of procedure are present:

- a) The use of teaching activities such as drills, dialogues, misinformation gap activities and so forth, to present new language and to clarify and demonstrate formal, communicative, or other aspects of the target language.
- b) The ways in which particular teaching activities are used for practicing language.
- c) The procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences.

There are several approaches of language teaching methods proposed by Richards and Rodgers (2001). They are the oral approach and situational language teaching and

audiolingual methods which were major trends in the twentieth-century language teaching. For the current communicative approaches, they mentioned communicative language teaching, the natural approach, cooperative language learning, content-based instruction, and task-based language teaching. There are also some alternative approaches and methods, such as total physical response, the silent way, community language learning, suggestopedia, whole language multiple intelligences, neurolinguistic programming, the lexical approach, and competency-based language teaching.

The lexical approach in language teaching emphasizes the importance of having large amounts of vocabularies in the target language that facilitates learning. Lexical units, or chunks, are also introduced and become parts of activity. Lexical approach is founded on the basis that lexis plays central role in target language learning, as so do collocations. Krashen (in Richards & Rodgers, 2000:134-136) suggested that massive amounts of 'language input', especially through reading, is the only effective approach to such learning. Specific roles for teachers and learners are also assumed in lexical approach. In line with Krashen's Natural Approach procedures, teacher talk is a major source of learner input in demonstrating how lexical phrases are used for different functional purposes. Willis proposes that teachers need to understand and manage a classroom methodology based on stages composed of Task, Planning, and Report. In general, teacher's role as one of creating an environment in which learners can operate effectively and then helping learners manage their own learning.

Meanwhile according to Larsen-Freeman and Anderson (2011), lexical approach belongs under the category of the Comprehension approach. This approach concerns more on the students' abundant input comprehension. It pays less attention to student production. Teachers talk extensively in this method, in the target language, while require none or little verbal response from the students.

Richards and Rodgers (2000:137) states that procedural sequences for lexically based language teaching vary depending on which of the four types of materials and activities outlined in the preceding section are employed. Classroom procedures typically involve the use of activities that draw students' attention to lexical collocations and seek to enhance their retention and use of collocation.

Another method proposed by Richards and Rodgers is Total physical response, which is a method developed by Asher who believed that there is a role played by affective factors in language learning (2001: 73). He notes that there three center processes parallel to each other:

- a) Children develop listening competence before they develop the ability to speak.
- b) Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in their parents' order

- c) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

According to Larsen-Freeman and Anderson (2011), total physical response method lists the principle as follows:

- a) Meaning in the target language can often be conveyed through actions, and memory is activated through learner response. The target language should be presented in chunks, not just word by word.
- b) The students' understanding of the target language should be developed before speaking
- c) Students can initially learn one part of the language rapidly by moving their bodies.
- d) The imperative is a powerful linguistic device through which the teacher can direct student behavior
- e) Students can learn through observing actions as well as performing the actions themselves
- f) It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- g) Students should not be made to memorize fixed routine
- h) Correction should be carried out in an unobtrusive manner
- i) Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating
- j) Language learning is more effective when it is fun
- k) Spoken language should be emphasized over written language
- l) Students will begin to speak when they are ready
- m) Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

Larsen-Freeman (200) suggested several methods in language teaching. She noted that methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions. Teachers can opt to teach not in the way they were taught once they have had clear view on their ground. It means that they can justify their choice to certain methods. A knowledge of methods is one of the basic knowledge in teaching. Teachers are recommended to join community of practice to make them not isolated from other practitioners and allow them to communicate the methods. Thus, by having adequate knowledge of methods, teachers' repertoire of technique will expand.

Several methods proposed by Larsen-Freeman (2000:11-137) include grammar translation method. Grammar-translation method is a method in which the native language

is fully incorporated in the learning process. This process has a fundamental purpose of learning a foreign language, that is to be able to read literature in it. In order to reach this ability, students need to learn about the grammar rules and vocabularies of the target language. Furthermore, there is a belief that studying a foreign language provides students with good mental exercise which helps develop their minds.

The roles of the teacher is as the authority in classroom. The student do as the teacher says so they can learn what s/he knows. Another principle of grammar-translation method is that there is an important goal for the students to be able to translate the native language into the language being learned and vice versa. When a learner can translate from one language into another, s/he will be considered as successful language learner. Below are other principles of grammar-translation:

- a) The ability to communicate in the target language is not a goal of foreign language instruction,
- b) The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.
- c) It is possible to find native language equivalents for all target language words.
- d) Learning is facilitated through attention to similarities between the target language and the native language.
- e) It is important for the students to learn about the form of the target language.
- f) Deductive application of an explicit grammar rule is useful pedagogical technique.
- g) Language learning provides good mental exercise.
- h) Students should be conscious of the grammatical rules of the target language.
- i) Whenever possible, verb conjugations and other grammatical paradigms should be committed to memory.

Krashen (2009) also stated that most grammar-translation classes are designed for foreign language instruction and are taught in the student's first language. This typically consists of several tasks as follows:

- a) Explanation of grammar rule with example sentences
- b) Vocabularies which are presented in the form of bilingual list
- c) Reading selection incorporating the grammar rule and vocabularies delivered earlier
- d) Exercises planned to supply practices of the materials – grammar and vocabularies of lesson. These exercises emphasize the conscious control of structure and include translation in both directions, from the native language to the target language and from the target language to the native language.

There are some essential items for optimal input to be reached in this method, the first one being comprehensibility – the model sentences are usually understandable, although

the focus is entirely on form, and not meaning. Students are forced to read word by word, and consequently rarely focus completely on the message. The sentences used in the exercises may be comprehensible and are designed to focus the students on form. The second is the presence of interesting/relevant topic to draw student's attention. Third, grammar-translation method is grammatically sequenced, the majority of texts attempting to proceed from what the author considers easy rules to more complex rule. Next is the quantity – the amount of comprehensible input in the model sentences.

Other methods suggested by Larsen-Freeman include the direct method, the audio lingual method, the silent way, desuggestopedia, community language learning, total physical response, communicative language teaching, content-based, task-based, and participatory approaches, and learning strategy training, cooperative learning and multiple intelligences.

3. Research Methods

This research is descriptive qualitative one. Merriam in Creswell (1994:145) stated several assumptions related to qualitative design. In a qualitative design, the researcher is engaged in a process, and is more interested in the meaning. This kind of research also involves fieldwork, in which the researcher physically attends a certain place to observe or record behavior in its natural setting.

The data are obtained through observation and interview. The researcher joined the teaching-learning process and recorded what present in the field. She did not get involved in the activity except when she was introduced to the class. The students taken as sample population are those studying in the seventh grade. They have learned English and still on their learning process. Interview was conducted with the English teacher in charged for elementary and junior high school students other than the 9th graders. This process was also carried out with the operator of the school representing the headmaster.

4. Discussion (Teaching English to Students of Dena Upakara Wonosobo)

The result of the study reveals that the teacher combine some techniques in delivering the materials. Grammar-translation method is the method mostly used. It is one of the methods that has been used for many years. Grammar-translation method was once named the Classical Method because this is the method applied in teaching of the classical languages. It is also a tool used to help students read and understand foreign language, especially the literature. The other method employed by the teacher in Dena Upakara is Total Physical Response and the Lexical method. The first mentioned is a method combining verbal and motor activities. This method is believed to reduce stress and creates positive vibes in learning process, which eventually beneficial for both the learners and the teacher. The latter

provides learners with chunks and vocabularies in order to achieve comprehension of the target language being learned.

As with all other subjects given in this school, English is taught in the same way normal students would have been taught. The difference lies in that the pupils read the lips of the teacher, instead of listen to what he says. This school does not provide sign language teaching since they have proven that their graduates can blend in the society well after finishing their education even without it. The method of delivering materials has not been changed since the beginning of this school. One thing to be noted is that the teacher speaks in normal rate. They do not speak very slowly nor drag their words as the students have learned how to read lips. Nevertheless, the teacher must pay careful attention to his articulation. The articulation must be clear and precise so that the students can fully understand the words or sentences.

English teaching activity looks like the similar activity carried out in any other junior high schools or classes. However, there are only around ten students in each class. The activity takes place for 80 minutes each time, divided into two periods of 40 minutes. English is given once a week.

The class begins with the teacher entering the empty class because the students were still in another room for another subject. When the students entered the classroom, they saw that their next subject's teacher had already waited and prepared for their meeting. After greeting was shared, the teacher started the class by announcing the material that day that they would learn how to make personal introduction and that each student would take turn introducing themselves. But before starting the class, he introduced the researcher to the class and her objective in the class in Bahasa Indonesia. He then prepared the today's material by writing one particular topic on the board, and it was 'Personal introduction'. He also included the pronunciation orthography (*persenel introdaksyen*). The teacher then began to loudly and clearly say 'personal introduction' and explain that it means 'memperkenalkan diri sendiri'. He then asked the students to say it together, with him tapping the words on the board to rule the rhyme and tempo.

When they had said it, he asked some individual student to say it by herself. They did, and he praised their work each time. He then gave example by introducing himself in one sentence who he is and gestured his hand toward his chest, "Hello, my complete name is (his full name)." Then he said "Halo, nama lengkap saya adalah Mr. (his full name)." Some of the students nodded their heads, some looked at each other. Then he wrote the sentence *Hello, my complete name is* (*Helo, mai komplet neim is...*). Beneath it he wrote the meaning in Bahasa Indonesia (*Halo, nama lengkap saya adalah...*). He then asked the students to say the expression together with him. The students were able to pronounce it, in their own individual

ways of producing sounds, because the teacher had written how the words should be pronounced. He then moved on to another expression to tell nicknames. He said, "You can call me (his nickname)," while moving his hands forward to the students then back to his chest.

Meaning is seen as being able to be conveyed through actions in TPR method. Memory is activated through learners' response. It is the principle of total physical response method. Beginning foreign language addresses the right hemisphere of the brain, the part which controls non-verbal behavior. Also, the target language should be given in chunks, not in individual words. When hand gestures were shown by the teacher while introducing himself, it follows this concept. Students said nothing during this stage, and paid attention to the teacher. Students should understand the language being taught before performed it. They watched and understood. Afterwards, they could performed what the teacher had taught.

The lesson continued to other expressions of self-introduction: how to say place and date of birth (*I was born in... on...*) and the example, how to tell their hobbies (*My hobby is ...*), and how to say what their favorite things such as food (*My favorite food is ...*) and drinks (*My favorite drink is ...*) are. Each time, the teacher wrote the expression, wrote the way the expression was pronounced, put in brackets what they mean in Bahasa Indonesia, and said the expression out loud before finally asked the students to say it. All the time he always tapped the ruler on the board to maintain and help the students recognize the rhyme.

He then asked all of the students to copy and write down each expression and fill in the blanks according to their own condition. He did this in Bahasa Indonesia. He also asked them to memorize it because they would present self-introduction in front of the class. The students then did what had been told. While they were copying the material, the teacher walked around the class. He came by every desk to see his students' work. He asked them their hobby. Kinds of hobbies were materials given in the previous meeting. He asked if they remembered. Some remembered and were able to answer related to their own hobby, but some could not recall certain words. He helped them by telling them what their hobbies are in English. Then one student raised her hand and asked 'nasi goreng', which means she wanted to know what *nasi goreng* in English is. He responded her question by writing in her book the word, and show her. The student asked him to also write how to read them, which he did. He then answered "Nasi goreng itu fried rice dalam bahasa Inggris". The student nodded her head and continued her work. The teacher went to each desk to check his students' progress.

As the lexical method applied, the students are given input in terms of vocabulary items listed in both language, the L1 and L2. They are assigned to memorize those new words, and they learn how to use the words in sentences.

Among the principles of grammar-translation method is a goal for the students to be able to translate the language being learned into their native language and vice versa. This means that when the students have been able to translate their thoughts into the language they are learning, they will be considered as successful language learners. The process of English teaching in Dena Upakara is conducted with this goal. The students are expected to know the equivalent of expressions in both English and Bahasa Indonesia. Therefore students can ask questions in her Indonesian language and the teacher answer or explain it in that native language too.

New words asked by the students are translated into English. Finding equivalents for words in native language into the target language is another thing about this method. Students learned vocabularies that they had never encountered before, and found that there are equivalent for those words.

The main skills to be developed by this method are reading and writing. In accordance with the final examination the students will face at the end of learning process, both skills are necessary. The test for junior high school, which is now incorporated in basic education, has always been conducted in written form. There is no, or very little if there is any, careful attention given to speaking and listening. Those two skills are not graded, although given somehow. Pronunciation is also given in written form, simply to enable the students to have the knowledge how the word should sound. It is common then for the students to write down the material given by the teacher in their notebook. They answer the questions in written form also.

When the students had all copied and memorized the material, the teacher asked several of them to stand in front of the class and practice introducing themselves. He appointed one student each time. The students did well, although sometimes faltered and struggled remembering. The teacher praised all their efforts by complementing their efforts, giving applause together with other students, and grading their works in their notebooks. He also encouraged the students – he gave them his thumb and signaled them supportive gesture.

The lesson continued with the teacher telling his students they were going to play a game to decide who would be the one answering his questions related to personal introduction. They would have role-play, with the teacher asked the personal identity of the student and she answered him. It was carried out by the students passing board marker while the teacher closing his eyes, and randomly gestured them to stop. Whoever had the marker when the 'stop' sign was given must answer the questions. This applied to all but those who had come forward and presented their personal introduction.

One student had her first chance to answer the questions, but apparently she misunderstood that the order was for her to answer the teacher's questions related to

personal identity. She went forward and faced the teacher. When the teacher asked what her name was, she answered by saying her memorized personal introduction (the one began with 'Hello, my complete name is ...'). So, instead of forcing the role play, the teacher let the students to present her self-introduction, and praised her work. The student was discouraged because she could not do her part very well, but the teacher motivated her and told her that it was okay to spend more time to learn more.

The teacher is the authority in the classroom. He gets to decide what to do, what material to be learned, who is appointed to do something, what is the correct and wrong answer, and so forth. It is crucial that the students get the correct answer. However, when correct respond is not obtained, the teacher can supply it that enables students to understand more, or he can also ask another student to provide the answer. Students follow the teacher's instructions all the time during classroom activity. The roles played by teacher-students are very traditional, as suggested in the method applied. Students are not encouraged to learn by themselves, or solve problems by working together among them. Most interaction happening in classroom following this method is from the teacher to the students. Thus, student initiation or interaction is nearly null.

The game continued and other students had their chance to show what they had learned. Whenever the students failed to answer or did not know certain words, the teacher always wrote the words down in their books, and told them how to pronounce the words. If the words were the ones they have learned earlier, he would show the students the notes they had previously taken. This process was almost always carried out in Bahasa Indonesia.

The ability to communicate in the target language is not a goal of foreign language instruction. That is another principle of this classical methods. Therefore, even though it is English class, the explanation and the conversations between teacher and students or student and fellow student are carried out in Bahasa Indonesia. Nevertheless, this does not mean that the learning process comes to a halt. The students seemed to understand what the teacher mean when he gave them tasks, and they could perform the task well as instructed.

The role of Bahasa Indonesia, in this case as students' native language, is clear. It is a device to deliver the material being taught. All of the new words and expressions in the target language are plainly translated in Bahasa Indonesia. The native language is not avoided at all.

Whenever a student failed to provide the correct response, the teacher would give them hints to supply correct answer. Getting correct answers are crucial here. It is noted that when the teacher asked a student something related to personal introduction, she should answer him correctly. If she does not answer him right, the teacher would tell her to try again and or consult her previously taken notes.

The lesson continued by the teacher asking another student questions. This time, she could perform as expected, answering her teacher's question. However, she struggled understanding the questions related to her favorite beverages and food. The teacher repeated his question in clear articulation, slowly and carefully, while at the same time moved his hands to his mouth mimicking the way of eating. It is a concept where students can learn by observing an action and performing it themselves. Then she understood and provided the answer.

The game played in classroom activity provides good stress releaser. Students can laugh and be excited during the time they join it. It is advantageous in learning process to have stress-free area. This helps students to perform their best.

Finally, as the time was almost already up, the teacher asked the students to prepare themselves for the next meeting. They were going to have role-play, in which one student would ask questions and the other answer, and vice-versa. Thus they were assigned to memorize the expressions they had learned. The teacher told them that he would ask every student individually, and therefore they would all should prepare themselves.

Another concept of grammar-translation method is that whenever possible, verbs and other grammatical paradigms should be committed to memory. Students are assigned with sequences of target language expressions, vocabularies related to the topic being discussed, in this term is personal identity, along with their meanings in Bahasa Indonesia. They should be able to use the expression correctly as they are memorized.

The three methods applied in teaching English to deaf students in Dena Upakara are not always combined in one meeting, naturally. The choice of the method employed largely depends on the materials need to be delivered. When the topic falls under the heading 'order' for example, the teacher employs total physical response almost all the time. As this method is the one that is believed to yield best result in handling commands in the language that is learned. Sometimes, he combines the methods because they are needed.

An interview with the teacher reveals that teaching English to students with hearing disability in Dena Upakara is not much different from teaching English to normal students. This is because the teaching and learning are carried out in spoken form, instead of in sign language. Thus the teacher finds not much different. The teacher is also a teacher in common junior high school as well. He comes to Dena Upakara only in his teaching hours. Therefore, he can have perspective in teaching two kinds of students.

It is discovered that the students can absorb the material as well as hearing students do. This can be seen from their results in evaluation tests. They also vary in the rate of mastering the materials. Some students can perform well in only once or twice meetings, some other need more times to show achievement in one certain topic. As they are students

with disability in hearing, they naturally have different ways of producing sounds. Some students can do well in pronunciation but not so well in written form, and vice versa. However, since speaking, which is closely related to pronunciation, is not the skill graded in national examination, it becomes insignificant to emphasize teaching English in this skill. Students of Dena Upakara are now doing national examination for students with special needs. However, they have higher standards than other special schools that they have to modify the questions to meet the students' preparation. They have proven that they can perform as well as students without hearing impairment.

5. Conclusion

English teaching and learning process conducted in Dena Upakara school for the deaf employ mostly grammar-translation method. But other methods like total physical response and the lexical method are also applied when required. The requirement is based on the material to be delivered and is assessed by the teacher. Here, the teacher plays his role that closely related to the learners. When employing grammar-translation method, he is the authority of the classroom. He tells students what to do, and students are submissive to his command. However, when total physical response is applied, he gives students the positive learning atmosphere and they can have good time while learning at the same time. The students do not study in sign language. Sign language is not the communication device for teachers and students, neither in the educational interaction nor in daily life interaction. Thus, English is taught as in other common schools, where the teacher stands in front of the class explaining the materials in spoken words. The students watch and read the teacher's lips to comprehend what is being taught at the moment. New vocabularies and expressions are written on the board, along with the way they are pronounced and their meanings in Bahasa Indonesia. The students then copy and memorize the words. The memorized new words and expressions are checked in the coming meetings by the teacher, be it in individual words or in sentences. The teaching and learning process are carried out in Bahasa Indonesia. Sometimes gestures and physical activity showing the words or expression are also involved in the process. Interactions between teacher and his students, and between student and her classmates are also conducted in the national language.

The teacher does not find any significant obstacles in delivering the subject because it is delivered in the same way it is delivered for students without hearing disability. However, he has to pay careful attention to his articulation and the way he speak, as the students read his lips instead of listening to his words.

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