

ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS TEACH ENGLISH FOR DEAF STUDENTS

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ABSTRACT

This research is motivated by the fact that deaf students have the same rights to get education and access to learn English. However, they need support and specific accommodation designs according to their abilities. Teaching English to deaf students is still a problem and varies based on the situation. Therefore, this research aims at describing how English teachers teach deaf students, what problems teachers face in teaching English for deaf students, and the strategies they use. The method used in this research was qualitative, while the subject was English teachers. The instruments used to collect the data for this research were observation, interview and documentation. Besides, the data were analyzed using the qualitative data analysis procedures by Yin (2011). The results indicated that there were several problems faced by EFL teachers in teaching the deaf students. It can be categorized into linguistic and nonlinguistic. Likewise, each strategy is implemented based on the problems and depends on the teachers' teaching experiences. It is suggested to provide an extensive training program for English teachers and facilitate the learning media to get the success of teaching and learning process for the deaf students.

Keywords: *deaf students, teaching English, teaching problems and strategies.*

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INTRODUCTION

Special educational needs (SEN) students are students that require support in the teaching and learning process. They are not able to use the learning facilitation, such as the furniture in the classroom, books, and technologies as provided for students in general. It is because the needs of the students are different from the needs of normal students in general. SEN students deserve specific accommodation designs according to their abilities, such as school building and classroom design, furniture adaptation, computer technology, simplified assignment, and also special assistance (Farrell, 2009; Friend & Bursick, 2012; & Mpofu & Chimhenga, 2013). For instance, deaf students who need hearing aids to help them learn. English is a foreign language that is globally used by people. Therefore, deaf students need to learn English as they will be able to read a variety of literature and utilize many resources to collect information so that they will not be left behind. Therefore, the curriculum of special education must contain English as one of its subjects.

The aims of the 2013 English curriculum implementation for deaf students at senior high school level in Indonesia are 1) to develop the English communication skill both written and oral, including listening, speaking, reading, and writing skills; 2) to grow the awareness of the nature and urgency of English as a foreign language to be used as the main tool in learning; and 3) to develop the language and cultural understanding, and broaden the horizon of the worlds (Hastuti, 2016). Lots of people consider that the deaf are those who use sign language to communicate, but some of them use spoken language rather than sign language. Based on the preliminary study, the teaching of English for special needs students, especially those who are deaf, is still a problem. As well, the implementation of the English curriculum did not go as expected, as stated by English teachers in *Bina Upaya Kesejahteraan Para Cacat* (BUKESRA) Special School at senior high level. They informed that the English material according to the 2013 curriculum for deaf students at a senior high level is still quite difficult to access. As a result, they cannot emphasize the learning objective and it affects the achievement of the learning objective. The researcher also found that typically English teachers of special needs students in Banda Aceh who teach English are not graduated from the special education department, rather they graduated from the general education department. In other

words, they graduated without a certificate of educator for special needs students.

Furthermore, there are also English teachers who graduated from the non-English department. As a consequence, many teachers face problems in teaching deaf students such as they lack knowledge of appropriate methods, and they cannot use sign language to communicate with the deaf students. Some researchers have conducted research related to the teaching of English for deaf students. Dewi, Yawisah, and Siregar (2019) found that the teacher's challenges in teaching English for the deaf students are related to the students' limitations, communication, and time allocation of the English lesson.

Meanwhile, Adi, Unsiah & Fadhilah (2017) found that there are eight challenges and strategies used by the English teacher to solve the problem of teaching English to deaf students. First, the teachers' challenge in adapting the material and media for teaching deaf students was solved by finding references on different kinds of media to teach deaf students and learn from the teacher's own experience. Second, the problem is the difficulties in finding the appropriate media so that the teacher copes with using the picture, video, and prototype in teaching. Third, a challenge caused by students' mistakes in understanding words and guessing the words. It was solved by writing the English vocabularies on the whiteboard and using alphabetic sign language. Fourth, the challenge is in getting the students' attention. The teacher copes with this problem by knocking on the table to gain the students' attention, walk around the class, and ask for help from students who sit in front. Fifth, challenges related to the students' limitation of vocabulary. It was solved by the teacher asking them to bring dictionaries. Sixth is the students' background knowledge. To cope with this problem, the teacher gives them homework and lots of examples. Seventh, the problem is the difficulties of students in differentiating similar words. This challenge is solved by providing examples for students and making a comparison of the words' meaning in context. And eight, teachers have to do repetition while conveying the material. It is solved as the teacher shows patience in teaching the students.

In addition, Bedoin (2011) found that there is no correlation between the policy and practice since English is a mandatory lesson. This emerges as a double challenge. Therefore, students have to solve problems while learning English, and the teachers have to use various teaching strategies, adapt their teaching language, and use written and

visual support in accommodating the students in learning. She also found the need to improve the teacher-training program.

Besides, Nisak, Samad and Silviyanti (2019) found out several strategies applied by the English teacher in teaching English for hearing disability students namely facilitative, repair, and memory strategies. They also found the changes experienced by the teacher in implementing the communication, namely, students' limited ability to comprehend the material, and applying grammar learning strategies. Based on the previous research, it can be concluded that there are different problems and strategies used by English teachers. The English teaching and learning may differ based on the situation. As a result, it causes differences in problems faced and the coping strategies applied. By considering the previous studies and the statements above, the researcher aims to explore deeply the problems experienced by the teachers and their coping strategies by using a descriptive qualitative. This research is limited to the teaching of English for deaf students in the first grades. This limitation aims to specify the study of English teaching practice for SEN students.

LITERATURE REVIEW

This study concerns students who are deaf. Since the normal hearing is in the range of 20-20.000 Hz, there are stages of hearing loss measured by the loudness of sound. Paul & Whitelaw (2011) differentiated the hearing loss (HL) based on its degree in decibels or dB into normal, slight, mild, moderate, severe, and profound or extreme. The loss of hearing experienced by students may differ based on various causes. Mpofu and Chimhenga (2013) inform that the type, extent, and timing of hearing loss are the factors that differentiate the impact of hearing impairment. This hearing loss can be temporary or permanent, and the condition differs based on its severity. According to Adi et al. (2017, p.124), "deaf students are students with hearing disability that inconvenience them to perceive information in the form of sounds, and usually have difficulty in understanding articulation." Considering that deafness happens from birth and after birth, Friend and Bursick (2012) informed that students who experienced deafness from birth are hampered compared to those who experience deafness after about age five. Similarly, Mpofu and Chimhenga (2013) stated that the child's development will be hampered if they experience deafness earlier in their life. For instance, those who are deaf since birth acquire language

unnaturally, and they produce confused-speech due to the fact that they only learn how to talk, but they cannot hear their sound. Deaf or hearing disability is a condition when the main channel, the hearing, cannot be used to gain information (Friend & Bursick, 2012). The deafness caused deaf students to depend more on visual information in learning, and they are different from students who have normal hearing who can understand the multiple meanings of a word. (Marschark et al., 2002). Therefore, students with hearing disability require assistance in the teaching and learning progress.

Similarly, students with hearing disability need hearing aids or equipments to process the linguistics information due to their difficulties to receive sound. This condition impacts the production of sound or oral skills. Fraser (2001) informed that sensory-neural deafness can produce inaccurate sound. Generally, academic problems faced by learners in learning language and literacy skills are divided into listening, speaking, reading, writing and spelling (Ivančević-Otanjac, 2016). Marschark et al. (2002) informed that deaf students need access to English to learn its structure and function. Therefore, the students have to be equipped with real English, provided with written material in authentic and well-written form, and instructed with the obvious and accurate language. Furthermore, they also experience some difficulties in terms of attention, memory and executive functions. According to Zakia, Sunardi and Yamtinah (2017, p. 108), deaf students commonly limited their understanding of things that are abstract and verbal. Therefore, the delivery material and abstract things cannot be done through spoken language only, but teachers need real tools to make them understand the content of material. As a result, deaf students need visual media in order to improve their understanding of learning material, and to strengthen their memory.

Hall (2011) stated that the failure in teaching English for non-native as argued by several linguists may be because of the linguistic clarity and intelligibility, the resource, syllabus, norms, standard of a textbook, and also international testing requirements. He also related it to issues such as the teacher's status as a native speaker teacher within language teaching. In short, the language, equipment, and teacher can be barriers in the teaching and learning process. Susanto and Risky (2019, p. 189), also stated "A key aspect of English teaching strategies for deaf students is that teachers should have a deeper understanding about deaf students, how to handle them as well as have a wide knowledge." As stated by Cameron and Murphy (2002) mostly, people with learning

disabilities have problems related to communication. Commonly, deaf students are exposed to both spoken and sign language. It means that communication can occur through spoken and sign language. Although Marschark et al. (2002) informed that the deaf mostly are exposed to sign language. Therefore, a gesture is essential in communication with the deaf. Cawhton (2001) noted that the three common communication methods in the classroom namely oral method (lip-reading), mostly oral method (lip-reading and finger spelling), simultaneous communication method (and lip-reading, finger spelling and signing).

There are several effective communication strategies to communicate with the deaf suggested by Marschark et al. (2002, pp. 69-71). Teachers can use facial expression and body language in communication. To get attention, the teacher can use hand and body movement. Teachers also can touch them to get their attention as well as providing positive feedback. Then, pointing directly to the object can be a strategy to focus their attention and permit language input. Besides, teachers better reduce meaningless communication to avoid breaking their focus and use short utterances to reduce the pressure on memory. The next strategy is making sure the teacher's position and object while communicating with them is in their visual. In addition, using a sign, gesture or phrase at the beginning and at the end of utterance as the bracket can be useful to clarify the word's meaning. And last, the teacher can repeat and modify the gesture/signs. Fraser (2001, pp 140-143) divided the communication approach in educating deaf students into oral, sign language and total communication approaches.

Oral approach has two models namely traditional oral and auditory. In traditional oral, the language learning emphasized lip-reading and it uses a systematic approach. Meanwhile, the auditory approach that requires the deaf students to use hearing aids. It was stated in OCECD that commonly the use of auditory verbal approach is impartial or without any sign language or any manual communication. This auditory approach denies the nature of language teaching and language input (Fraser, 2001). The sign language approach uses sign language as a natural language or the first language of deaf students. The sign language is identical with the spoken language. For example, it is very based on the accents, dialects, idiosyncratic vocabularies, and also the regions and country. In addition, the stage of its acquisition is also identical, such as the syllabic babbling stage, first-word stage, and two-word stage (Staden, Bodenhorst, & Ridge, 2009). Total communication approach is a technical term that describes a variety of communication

styles such as oral, auditory, written and sign language approaches. In addition, it includes natural gestures, finger spelling, speech-reading, and body-language. The aim of this approach is to provide access to language information and to teach language for deaf students by enabling any effective method for them (Fraser, 2001).

RESEARCH METHODOLOGY

The design of this research is qualitative. To explore the teaching of English for deaf students at BUKESRA senior high school, the researcher used a case study, and it is a qualitative participatory inquiry study (Hale & Napier, 2013). This qualitative research is suitable for this study because it focuses on the live experience and can interpret the participant's perspective and stories (Tracy 2013; Rubin & Rubin 2005). According to Yin (2011), it is suitable for research that is related to the phenomenon and environment and used to understand real-world cases.

Research Participant

The subjects of this study are two English teachers of BUKESRA special school. The teachers, as the main subject, were selected through total sampling because there are only two English teachers who teach at senior high level. As the informants, English teachers should understand the issues proposed in this research and should be the teachers who teach English for deaf students at the target school. Both teachers are general educational background teachers that have no knowledge related to special education and SEN students before teaching at that school. After being hired by the school, they are given training or followed the workshops held for teachers of SEN students. The students in this research are also important as they provide supporting data. It is because in teaching-learning activities, there is student-teachers interaction.

Research Instruments

This research used several types of data collection instruments. They were an observation guide, interview guide and documentation. The researcher needs a guide for doing an observation because the researcher chooses direct observation to monitor directly the teaching-learning activities starting from the preparation to the closing activities. In this research, the researcher only interviews English teachers. The results of the study were divided into three themes. The first is the

teachers' understanding of special education. The second is the teaching activities. And, the last is the teaching problems and the strategies.

Technique of data Collection

The process of data collection started after the researcher was accepted to research the target school, contacted the English teachers to make an appointment, and asked for their participation by filling the informed consent form. The researcher observed the teaching activities that occurred based on the observation guided. Technically, this observation of the teaching-learning process occurs during the New Normal Covid-19 Pandemic. Therefore, to present the teaching and learning activity for the students during the new normal covid-19 pandemic, the target school instructed teachers to come to students' house to teach them or do a home visit. This target school cannot hold online teaching as normal schools do since the students are special needs students. In addition, not all of them are provided with a laptop and are able to use technology to learn online. Thus, the data from the teacher 1 teaching-learning activity was taken directly in the classroom on 16th June 2020 during the new normal covid-19 pandemic when there are still students at the school. There was a teacher and 5 students in the classroom. Meanwhile, the data from the teacher 2 teaching-learning activities were taken from home visit activity on 18th June 2020 in Ulee Kareng, and on 3rd November 2020 in Lam Ateuk.

During the homes visit program, the teachers at the target school only visited students who live near the school and were able to be reached by them. Therefore, the researcher and teacher are only able to visit two students who live in Banda Aceh. All the observation activities are recorded using a camera. The researcher also has done the data collection process by interviewing both of the English teachers. The researcher prefers a semi-structured interview. This type of interview is an interview equipped with pre planned questions (Berg, 2001; Hale & Napier, 2013). The interview took place in SMALB BUKESRA Banda Aceh on the 18th and 19th of June 2020. The researcher also had to follow up with both informants to make sure the data collected and to strengthen the information given. This interview was recorded and transcribed through 'Google Doc' to decrease time-consuming because the voice from the recorder tapped automatically. Further, the result of the interview was translated by the researcher. Then, the researcher double-checks the transcript and also the translation result to minimize the misunderstanding. As this research uses several data collection

procedures, the researcher triangulates the data by using resources of this research with the aim that it can facilitate the researcher to have a deeper understanding of the object of study. According to Honorene (2017, p. 91) “Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources.” Therefore, the researcher compares and checks the credibility of the information from the interview and observation.

Technique of Data Analysis

The data of this research is analyzed inductively through the descriptive approach. The analysis results are in the form of words, sentences, or paragraphs stated in narrative form, and are descriptive. It describes the factual event naturally and in a systematic way. The analysis followed Yin (2011, pp. 178-179) five phases of data analysis procedure namely “compiling and sorting, disassembling, reassembling, interpreting, and concluding”. After checking the observation sheet and answer from interview transcription, the researcher reduced the data. the data that were not related to the research questions were deleted. Then, researchers made a code for each data from the database and reduced the data. It is the labeling phase that aims to minimize the data. After that, researchers rearranged the data that already coded in the second phase. The researcher put the data according to their group in a table to make it easy to comprehend. The last researcher interpreted the data using descriptive explanations before concluding it.

RESULTS AND DISCUSSIONS

Results

The result was taken from the observation and interview. Since this research was conducted at SMALBS BUKESRA Banda Aceh during the new normal covid-19 pandemic through several data collection procedures, there are several things that can be noted down based on the finding.

Table 1. Problems and Strategies

Problems faced by teachers	Coping strategies
<u>Linguistic Problems:</u> 1. Communication: a. Unclear pronunciation or articulation b. Teachers' lack of sign language	1. Learn students' first language by communicating with them and ask the other teachers who are more capable in using sign language. Did not force students to speak in high

2. Vocabularies problems: - Limitation of vocabularies - Difficulty in differentiating similar words 3. Students' writing ability: - Omitting Words in Writing - Mix and Match the words to create sentences <u>Non-linguistic Problems:</u> - Students' cognitive and background knowledge of English. - Preparing learning media - Deciding the Approach and Method used for teaching deaf students. - Classroom condition and school facilities - The implementation of English curriculum: - English lesson plan - English material - Students hearing impairment - Covid-19 Pandemic	accuracy of English. Simultaneously communicate with students. And Limits the speech - Teaching based on the context, giving clues, bringing the object or visualize the words being thought, and requiring the students to bring their dictionary to the class. - provide students extra guide and also remind them about the mistake. - depend the teaching on authentic and visual media creatively creating a handout for deaf students - Examine the teaching methods for deaf students before applying them. - Utilize the available facilities offered by the school. - Provide lots of examples for the deaf students, simplify the material, minimize the homework, simplify the tasks, and give them motivation to learn English. - Focus on making them understand about the vocabularies, its meaning and function, and also grammar. - Only teach students who live near school, teach them simple English material, approach them as friends during home visit programs, and teach through games to make it more fun for the students.
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There are some problems faced by EFL teachers in teaching English for deaf students. The problems are divided into two categories as shown in the table above namely: a. linguistics problems, and b. non-linguistics problems. Meanwhile, the coping strategies are provided by both teachers according to the problems faced. The communication problem is not only found during the observations reported by English

teachers on the interview. The students have problems in saying words or they cannot pronounce the English words accurately. In addition, their articulation is not clear. According to teacher 2, the students have difficulty moving their mouths to produce words. Moreover, they depend on sign language.

Teacher 2: *“They can produce sounds, but not letters. Sometimes, just like the words that I say, and then they repeat those words. For example, those are about the name of days, the simple one, I say it and they will repeat. Now, it has to be one by one at a time, and it takes quite a long time for them to be able to pronounce it. Even though they can say the word, it won't be as good as I said. I don't force them to speak or produce sounds because it is difficult. Normally, they can't hear. So, they cannot be taught listening and reading skills. It is because they do not have a hearing aid, so that they only imitate the movement of my mouth, and it was very hard for them to catch the words. It is hard to move their mouths from where the sound comes out and they don't understand that. For example, we want to say 'M' sound when the mouth is closed, it is possible for them to sound it, but if the other alphabet, well, it's rather difficult for them. Sometimes I just teach them to learn but not to master it.”*

The researcher found that teacher 2 experienced difficulties in using sign language because of a lack of background knowledge, and she needs time to be able to use sign language. It can be seen during the teaching process. And she said she still requires other teachers' help in communicating and explaining English words to the students.

Teacher 2: *“So, because I'm lack in sign language vocabulary, I ask other teachers to help me, then I continue to explain to them about the material. If by sign language they still don't understand it, I will show it through the internet. So, what I do is find the picture on the internet and I show them what I mean.”*

Based on the observation and interview, the teachers and students communicate using simultaneous methods. In other words, to cope with communication problems, they speak and sign at the same time. In addition, the teachers do not force the deaf students to learn word articulation and to speak the English accurately as the teacher utters in the learning process. The teachers sign and speak slowly while

communicating with their students, especially when explaining the English material. Besides, teacher 1 avoided a long opening to keep students focused on his speech and he uses a good diction. As communication with the deaf students occurs in sign language, teacher 2 solved her lack of sign language ability by learning directly with the students and by asking other teachers' help.

The students' lack of vocabularies also becomes one of the problems for the teachers to succeed in teaching and learning English. Students seem hard to understand the English and Indonesian words and also do not know the meaning of words and sentences that they learned. According to teacher 2, the deaf students' limitation of Indonesian language as their native language affects their English learning performance. On the observation, it is evident that the student has difficulty understanding the meaning of words whether it is Indonesian or English words.

Teacher 1: *"They have a big problem in their life that is communication. First, understand the diction. For deaf, we should minimize the English or the foreign language diction because they don't understand it. For example, in Indonesian we have adoption words. For example, fertilization and socialization. Different words have different meanings, and they don't know the meaning. We explain the meaning depending on the context."*

From the findings, the strategies to solve this linguistic problem are teachers explaining the words meaning based on context and providing the visual of nouns being thought so the students know the word and its form. In addition, teacher 1 asked students to bring a dictionary to his class and he brought the real object to make students understand the noun in English. Both teachers also repeat the words and translate the words into Indonesian sign language several times to make the students understand the lesson, especially the English words. In addition, the teacher also provides clues for the meaning of words that confuse the students.

The limitation of students in writing is also found as a problem in teaching English that is experienced by EFL teachers. As teacher 2 informed us that the students are difficult in adding and arranging the English word to create sentences. So, they usually write incoherent sentences, and it consumes more time for them to complete it. According to the teacher, they also omit some words when writing sentences.

Teacher 2: *“Then, in writing they still experience difficulties because they did not understand the unity or mix and match of Indonesian language. So when they write sentences, there must be a wrong letter or an omitted letter. Well, it is also their limitation.”*

The researcher found that the teachers provide extra guidance as a strategy to help students in learning. It also happens in the writing process when students have difficulty to create grammatically correct sentences. In addition, the teachers usually make the student aware of the mistake by reminding them.

Besides, reported by both teachers, the barriers in teaching English to deaf students are also caused by their cognitive and English understanding. Teacher 2 informed me that the live background of the deaf students and their social participation in the community affect their cognitive ability in understanding Indonesian and English language. In addition, they have limitations in remembering and catching the lesson as observed during the teaching and learning process. Teacher 1 stated the students have different competence in understanding the English words explained by the teacher in the learning process.

Teacher 1: *“The general problems are the cognitive, the situation, the facilities and the media. Regarding the cognitive of every student, it is different. Some of them have limited understanding of the material being taught. So, I will explain it again step by step. I give them another example so they can understand. I explain until they can understand.”*

Teacher 2: *“Compared to students who live in urban areas, or have a advanced society, they are more quickly in understanding English or they understand Indonesian language more than our students here. The activity that I always do is repeating what I have taught. Because they are difficult to capture and quickly forget the lesson.”*

To cope with this problem, both teachers used not only the English language, but also Indonesian and Indonesian sign language in teaching English. It eases them in presenting the English material for deaf students. Teacher 1 focused the learning for those who were limited in their cognitive and applied peer teaching strategy. In addition, they provided lots of examples and simplified the material to make the

learning easier for the students. Moreover, teachers also gave motivation for students to learn English and minimized the homework and simplified the task for them.

It is informed in the interview section that the school has limited books and learning media such as hearing aids that can be used by the students for learning English. In addition, both teachers inferred that an English book for deaf students prepared according to the 2013 curriculum that is offered by their school has high level material and some contents are not suitable for deaf students. Meanwhile, teacher 1 conveyed difficulty bringing real objects such as learning media to the class.

Teacher 1: *“Yup, because we always teach depending on the needs of the class and students. The book was created and structured by experts. Sometimes we can use its material for teaching. But, I think not all of the content is suitable.”*

Teacher 2: *“Because there is also no hearing aids and they are also from poor families, so they do not own the hearing aids. So that the media we use is always visual media. When teaching normal students, we usually use many methods and lots of media that we can give to them, but now it is very limited. In other places, we can listen to songs or dialogue through listening. But here, it only relies on visuals. And it's also very boring.”*

Considering the inadequacy of learning media and the problem in preparing learning media for deaf students, the teachers trust on the authentic and visual media to ease them presenting the material for the students. They do not only use the available English books, but they used other books, created their own learning media such as preparing handouts, used magazines as media to teach and learn English, brought pictures to the class as an alternative of authentic objects, and also used the internet as the learning media.

Teacher 2 said that there is a difference between teaching normal students and disability students. In teaching normal students, it is more possible to implement various kinds of methods, while in teaching disability students, it is limited due to the different characteristics.

Teacher 2: *“No. I did not teach speaking and listening because it is the most difficult to teach and I have not found the appropriate strategy yet.”*

To improve the teaching of English, the approach and method applied by both teachers are based on the students, class situation and also condition. Since not all of the English teaching methods are appropriate for teaching deaf students. The teacher reported that they explore and examine the method before determining the proper one for their students and the possible one to be applied according to situation and condition. And the approach that is used in teaching English for deaf students is a contextual and discovery learning model. As it is difficult to apply many methods, both teachers usually mix the teaching method.

Based on the study, the target school is still limited in terms of classroom and other facilities. It caused difficulties in teaching. As teacher 2 said that she experienced a problem due to the school not equipped the deaf student with hearing aid in learning language. Then the teacher said that they teach students based on their need but there are several kinds of disabilities students placed in one room. In addition, they have to share a room with other students with different disabilities. As a result, she felt disturbed and unable to focus on teaching her students.

Teacher 2: *"We share a room with other students with different disabilities. Sometimes the class becomes uncontrollable because of the noise from other students with mental disabilities. This is very disturbing when teaching. There is not much we can do about this."*

Based on the finding, teachers cannot do lots of things related to the limitation of classroom and school facilities. They only make use of the available facilities offered by the school. Teacher 2 stated that it is better if the school can provide hearing aids for the deaf students to help them in learning language. Moreover, the researcher found that teachers cope with minimum room availability by separating the learning area with objects such as tables and cupboards.

From the finding, both teachers have difficulty to plan lessons and material following the curriculum. Teacher 2 said that the application of learning is different from the planning because she has difficulty implementing it by following the curriculum due to the students' limitation on their cognitive, and hearing. Besides, teacher 1 expressed that he has problems implementing curriculum and creating a lesson plan for deaf students because of their cognitive and understanding ability.

Teacher 1: *“Honestly we have a problem in implementing the curriculum and making the lesson plan. It is because the cognitive and the understanding ability of the students is different. In teaching, we should consider focusing on students who have limitations in understanding materials.”*

To overcome the problem in implementing the English curriculum which according to them is still difficult for deaf students, the teachers adjust the English curriculum by considering the students' limitations, and the condition of their class. They also simplify the material and adjust their lesson plan to make it more suitable for their students and current situation as the statements given below:

Furthermore, the hearing disability of students became a barrier in teaching English since the students cannot hear the language. Teacher 2 reported that this is because the teaching of listening, speaking and reading skills cannot be realized because they cannot listen, read and produce clear words, even the letter. Moreover, teacher 1 said that he cannot teach them speaking and listening skills.

Teacher 1: *“I do not teach them speaking and listening skills. It is because they cannot speak clearly. I do not force them to be able to speak the word clearly because of their hearing limitation. So I also did not teach them the listening skill. They learn through sign language and communicate with sign language.”*

As students have hearing disability, the teachers use sign language to help them in learning English. The teachers speak and sign at the same time. Moreover, the English was taught through students' native language which is Indonesian sign language to make them understand the English lesson. In addition, the teachers do not focus them to learn all English skills such as listening and reading as their hearing limitation. Teacher 2 focused on teaching the deaf students the English vocabularies and grammar. Meanwhile, teacher 1 focused on making the students understand the meaning of words and its function in daily activities.

Both teachers asserted that this Covid-19 Pandemic caused difficulty in holding the online teaching for deaf students and their houses are too far to hold home visit programs. They cannot teach online because the teacher cannot access their parent number and students lack

technology skill. Besides, teacher 2 expressed that this pandemic causes challenges related to time allocation. For instance during home visit, the learning only occurs in one or one and a half hours which is difficult since the student lacks the memorization ability to accept all the material in one day. Moreover, teacher 1 informed that his difficulty during the pandemic was also caused by students' cognitive skills in remembering the lesson. The researcher found some strategies that they used to possibly learn or to teach the students although the teachers cannot do a lot of things to help the students in learning. During the new normal covid-19 pandemic, the teachers only teach students who live near the school. In addition, the teacher teaches simple things for the student to adjust with the available time allocation. Besides, another strategy used is to increase the students' spirit for learning, approaching the students as friends, and making a fun learning situation such as by playing games. As stated by teacher 1 in the interview below.

Discussions

Based on the findings, the problems experienced by English teachers are the result of the lack of students, teachers, school facilitation, and also caused by the current situation. Those problems as shown in table 1 are possible to happen considering what Cameron & Murphy (2002) stated about communication problems experienced by almost all people with learning disability. In addition, Hall (2011) stated that the failure in teaching English for non-native as argued by several linguists may be because of the linguistic clarity and intelligibility, the resource, syllabus, norms, standard of a textbook, and also international testing requirements. Moreover, Ristiani (2018) stated that the challenges that are experienced by educators are related to the access of language, literacy interaction, curriculum and materials. Besides, Aydogan & Akbarov (2014) also stated that between the fourth skills of language, writing often seems to be the hardest skill not only for non-native but also for native in communicating their thoughts so that it can be well organized.

According to Dostal and Wolbers (2014) The hearing loss that is experienced by deaf limits their exposure to spoken language and access to the input that help them develop an expressive language which causes difficulty in writing so they cannot write effectively and fluently. Similarly, Marschark et al. (2002) report that deaf students have difficulty related to the vocabulary and syntax of English. In addition, they also have writing problems due to the genre of writing, for example

in writing a letter which is more difficult compared to writing an essay. Farrell (2009) mentioned the pedagogy of the teachers' effort is one of the supplies to stimulate the special needs students in learning and in developing themselves. In other words, how the teachers help the students in learning plays a significant role. Based on the interview and observation, both English teachers who teach English for deaf students have their own strategies to ensure the success of the learning and cope with the problems in teaching deaf students.

Several coping strategies as found in this study are similar to the strategies applied by English teachers for teaching deaf students from previous study. For instance, to cope with the students' difficulties in learning English that are caused by their disability, Bedoin (2011) finds that English teachers in French schools who teach deaf students adapt their language teaching, use written and visual support that is suited with the students' characteristic and limitation to help students in learning. Similarly, Dewi et al., (2019) states that to cope with the biggest challenge caused by students' language skill and difficulty in learning foreign language, the English teacher gives the student a simple and easy activity, and also maximizes the visual support for them. Further, Adi et al. (2017) finds the strategy used by teachers to cope with the students' vocabulary limitation. They found that teachers asked their students to bring dictionaries.

CONCLUSION

The result of this research highlights the problems faced by English teachers in teaching English for deaf students. The problems have been distinguished into linguistics and nonlinguistic problems. The problems related to linguistics are communication, vocabulary, and writing problems. Meanwhile, the non-linguistics problems are the curriculum implementation, limitation of learning media, appropriate approach and method, students' hearing disability, students' cognitive, English background, classroom condition and school facilities, and covid-19 pandemic. This research found strategies implemented by both English teachers to solve the problems. Each of them copes with the problems with their strategies based on the problems they faced. The strategies applied by teachers are by focusing the teaching on possible skills to be developed, the vocabularies, its meaning and function, and also grammar. Then, they did not force the students to have a high word accuracy of spoken English. They help students to improve sign language ability, teach English based on the context, bring the object or

visualize the words, give clues, and request the students to bring a dictionary. The teachers also provide an extra guide, remind the students about their mistake in writing, rely the teaching on authentic and visual media, find another English books, create own learning media, study the method before implementing it, mix the teaching method, utilize the available facilities, separate the learning area with the table, using several language instructions, provide lots of examples, simplify the material, minimize the homework, and simplify the task.

Moreover, the teachers also give motivation to students. During the pandemic, the teachers only teach simple English material for students who live near the school, approach them as friends during home visit programs, and teach through games to make it more fun for the students.

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