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TEACHER'S EXPERIENCE IN TEACHING ENGLISH TOWARDS DEAF STUDENTS

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ABSTRAK

This study examines the experiences and strategies of a teacher specialized in English instruction for deaf students at special need school in Medan North Sumatera Indonesia. Since 2017 the teacher has navigated significant challenges, including communication barriers and emotional strain, by integrating sign language (SIBI and Bisindo) into daily interactions and instructional methods. Initial self-learning of sign language, followed by formal training from the North Sumatera Language Center, highlights the critical role of effective communication in enhancing educational outcomes for deaf students. The teacher's adaptive strategies include simplifying lesson content, employing visual aids, and incorporating sign language into English instruction. Innovative methods such as "English day" in morning assemblies underscore the teacher's commitment to engaging students despite their disabilities. However, obstacles persist, including limited vocabulary, the complexities of teaching a foreign language to students struggling with their narrative language, and systematic issues like lack of resources and societal skepticism. Emotional management and building trust with students are central to the teacher's approach, demonstrating a holistic commitment to their emotional and academic development. The teacher's resilience and empathy, supported by the school's flexible approach, have fostered positive student engagement and progress.

Keywords: *Deaf Students, Special Needs Education, Sign Language*

INTRODUCTION

Experiences are regarded as a various series of events or occurrences that are perceived or realized by any individuals whether by the senses, thoughts, emotions, instincts, or interaction with their surrounding environment (R. Boddice & M Smith, 2020). Experiences encompass various aspects of life, ranging from simple ones like tasting new food to complex ones such as learning a language or understanding concepts in abstract way (Deoksoon Kim, 2020; Ashraf Alam, 2020). Indeed, experiences are also acknowledged as a source of knowledge and understanding (Nancy & Linda, 2021; Stefanie Döringer, 2021). People learn from experiences, whether it's personal experience or knowledge obtained from others (Ori Rubin, et al, 2020). Experiences help shape perceptions, beliefs, and values (Emily Kubin, 2021).

Moreover, experiences can also serve as the basis for individual growth and development (Zhou Jiang, et al, 2020). The experiences a person faces can shape their personality, assist in decision-making process, and influence how individuals interact with the world around them. In many contexts, experiences are also considered highly subjective because each individual may experience and interpreted people experiences in a unique and personal way.

Experts of neuroscience study how experiences are processed in the human brain. They investigate the neurological mechanism behind perception, learning and memory. This research covers areas such as neuroplasticity, where the brain adapts and changes in response to experience (Wu Huijun et al, 2020). Experience is a wide and complex concept, and has been studied by experts in various fields of knowledge and science. Overall, understanding of human experiences to evolve with progress in various fields of science and knowledge often involves multidisciplinary approaches.

One of the various fields that often involves experiences is education. Teachers need to have a good experience in order to be able to play a fundamental role in shaping quality of education by contributing to effective instruction, problem solving, mentorship relationship building and to have a continuous improvement within the classroom and beyond (Forman et al, 2021). Experienced teachers are typically committed to lifelong learning and professional development. They actively seek out opportunities to refine their teaching practices, stay current with educational methods into their classrooms.

Experienced teachers have encountered a wide range of challenges in the classroom and have developed effective strategies for addressing them (Chew & Wouldiam J, 2021). They can anticipate potential issues and proactively implement solutions, contributing to smoother learning environment and better students' outcomes. Besides that, build strong relationship with students is crucial enough for creating a positive learning environment where students feel valued and supported (Felten & Lambert, 2020). Experienced teachers have had the opportunity to develop their interpersonal skills and establish meaningful connections with students' engagement and achievements.

The fact said that English is a universal language (Malik-Moraleda et al, 2022). English is the second language most people used in the world after Chinese language (Jianhua Xu et al, 2021). This fact brought another fact that English is a crucial lesson for students (Farrell & Jacobs, 2020). The increasing of importance English language is driving many individuals to deepen their proficiency in foreign language. Moreover, English has become the international language of communication (Matsuda & Fredich, 2011). Proficiency in English language is also a benchmark for someone to apply job (Kasim & Fatimah, 2010; Deyuan He & David Sc Li, 2023). Many sectors require English language skills, such as Educations, Economics, Business, and Politics (Marc J, Riemer, 2002; Jenifer Jenkins, 2013; Bharathi & T. Pushearing, 2022). Even currently, proficiency in English has become a standard for job recruitment in various field (Mirhosseini et.al, 2023).

Indonesia as the country that set English as a foreign language brought Indonesia to have a special term to learn the language for their people (Indonesian). Students in Indonesia commonly get the knowledge about English in school or course that they take (Alrajafi, 2021). Thus, Indonesian students need to be given more effort to master English. It's better master a foreign language by practicing it over and over again such as the method bringing it into the daily basis.

Indonesia has general education such as Elementary School to Senior High School and special education such as special school for children with special needs called *Sekolah Luar Biasa* (SLB). It's a fact that education as the main way to carry live become so much better (A. Alam, 2022). Teacher's hold the main role in a great education. Education for people who born with no defect is still have home work to be complete moreover education for people with deafness. Deaf people commonly difficult to find a proper job with proper salary that

could bring them into proper life. The independent life for deaf people often caused by bad quality of the education that they got. This factor also caused by the quality of education that defect people may have.

Education of English for deaf students is the term that crucial remembering this current era technology and information grow so fast. The things that bring researcher to this study is the curiosity of how English taught towards deaf students. To know more about the aspects that support English to be taught properly is sourced by the way teacher teaching English towards them. Including how the teacher overcome the barrier, the struggle, and the challenges in teaching English. Moreover, researcher found that in special need school (SLB) English taught by the guardian teacher of the class.

The fact on the ground it's too rare to find English teacher in school for special needs (SLB) in Medan. Researcher visited numerous SLB in Medan, they don't have English teacher specially, so English would be taught by the guardian class (teacher of the class). It because every class has different needs so they often focused by particular teacher that would teach all the lessons. It is one of the reasons why this rule is existed due to students with special needs need more time to associate the environment if there's things change multiply. Meanwhile not all the teachers were graduated by English education degree. But still, it's all about how the teacher manage and handle the responsibility in teaching English towards deaf student.

The barrier of the deafness is while they listen and hear the sound. Yet in facts they still have an ability to communicate with many other ways such as writing, lip-reading, text, or sign language. Sign language is the best way for deaf people to bring their communication and make it easier (Y. Obi et al, 2023). This is the common way for every English teacher in special needs school to convey the material using sign language. Besides the curiosity of how the English lesson would be taught in special needs school, find out the way teacher teaching English could be the best first step to deepen the study of this education terms.

RESEARCH METHOD

This study is using a narrative inquiry. Narrative inquiry research is a way of understanding and inquiring into experience through collaboration between researcher and participants, through a time, in a place or series of places, in social interaction with milineus (Clandinin & Connelly, 2004). It's emphasizing the importance of stories as fundamental to human experience and primary means of making sense of the world. Narrative inquiry helps in understanding how individuals create meaning from their experiences (D. Polkinghorne, 2022).

In additional, the theory of Creswell of narrative inquiry would be used. How work on narrative inquiry. A method within qualitative research that involves the collection and analysis of stories or narratives to understand how individuals make sense of their experiences (Creswell, 2021). This theory has a purpose to explore the complexities of human experiences by interpreting the meanings individuals ascribe to their life's experiences through storytelling.

The reason of using the methodology is because experience is part of human life. Experience continuity is the idea that experience from the past have an impact on those from the present, and interaction is dynamic relationship that exists between a person and the society from their surroundings. This perspective underscores the importance of interaction in shaping cognitive process and highlights the continuity of experience as individuals engages with the society (Davis et al, 2022). Experience is crucial since it provides the framework for analysis indeed as the main source of data. Through the analysis of personal narratives, researcher could delve into the richness of lived experiences and gain profound

insight into the thoughts, feelings, and behavior of people that the result expected could support the quality of education for special needs students.

To observe towards how the class is on air, how teacher convey the materials, what kind of methods that makes the class run smoothly and how student's ability in learning English. It'll be proven by the way students demonstrate the materials in real time. And there's other methods that would be used, they are;

1. Narrative interviews

Narrative interview method is a method where the researcher would collect direct stories or narratives from the teacher through structure or semi-structure interviews. Through this interview allow the researcher to understand teacher's subjective experience and gain deep insight into their narratives.

2. Narrative text analysis (transcribe interview)

This method involves analyzing narrative text or stories that have been collected, whether in the form of interview, memos, journals or other documents as a support. The analysis may involve searching for themes, pattern, or specific narrative elements in the text.

3. Participatory observation (Participate the class to know how the learning on air)

In participatory observation, the researcher would directly be involved in the situation or environment where the narrative occurs. Researcher can gain an understanding of the context and dynamics behind the collected stories.

4. Document analysis

This involves analyzing documents or other records relevant to the narratives being studied, such as letters, lesson plan, or historical records. Document analysis can provide.

RESULT AND DISCUSSION

Result

According to the teacher, become a teacher for deaf students has brought lots of learning experiences. The most crucial aspect is the need to become accustomed to use sign language in daily life. This is because the structure of sign language sentences differs from Indonesian.

In the interview, the teacher's opinion was also mentioned that the use of sign language also needs to be habituated so that every student can easily get information and interact. According to her, deaf students have right to get a proper education, proper information, and also be understood by others like hearing people in daily basis. There is an assumption that arises in society which he thinks is very sad, 'Where do you want to take these (deaf students' academical skill) for academic ability?' the important thing is just go to school". This is wrong assumption. Because as a teacher, she believes that these students still deserve to be given hope that one day they would have good potential in their careers. The existence of this skepticism makes the people around them underestimate the importance of sign language, especially if they have deaf person in their families.

Teacher's Experience.

The teacher's experience in teaching English to deaf students began in 2017. After joining the SLB-E Negeri Pembina for year, she taught as a classroom teacher in 2016. She had tried to apply for an apply for an English teacher. Back when the principal first gave a mandate, what always became a note and motivation was when the principal said that patience is very necessary if you want to continue teaching in these special needs school needs school. Internal support is that the school gives teachers a whole right to use the

best methods adjusted to the students' condition in the classroom. With this, the teacher feels that the school fully supports anything that can help the learning process.

There are moments when students are excited about learning material but are hindered in understanding the signs in English. The teacher writes the equivalent English words on the board and practices the signs. This curiosity indicates a better student response to learn. Such moments are preferable to no questions at all, which would make the teacher think students are not interested in the material.

Pre-teaching.

1. Lesson plan.

Lesson plan are also made using special methods adjusted by the teacher to the students' level in the class. According to the teacher, it's necessary to lower the difficulty level of the material so that students can easily follow the learning process in the class. For the teacher, the inability to hear makes it difficult for students if they are given material that is too difficult.

"For lesson plans, I just adjust it. Because this is a special needs school, so the material is lowered. And also, the material, I really make it smaller, easier, and easier, really."

In creating lesson plans for deaf students, the teacher also adjusts the students' level of understanding in learning. Many considerations and methods need to be incorporated to adapt to the students' learning style.

"The important thing is that they understand, they just understand. That's already a plus, like that. Because if we give them more, they might not understand in the end. That's how it is so far. Indeed, giving material can't be like we're rushing. If I feel like they haven't understood enough, willy-nilly I need to continue the same material for the upcoming meeting," she said.

Extra time is needed to teach so that students can truly understand the English material. When teaching English to middle schoolers, the teacher always concludes the lesson by asking students to summarize the material through sign language. The teacher considers this a measure of learning success.

2. Emotional management.

The teacher emphasizes the need for patience when dealing with deaf students. Students often get frustrated when they can't communicate their thoughts effectively, leading to tantrums and even disrespect. However, the teacher maintains composure and avoids lashing out. Instead, she builds trust and rapport with students, offering advice and guidance.

The teacher believes that patience is key to manage deaf students. She emphasizes the importance of teaching students' appropriate behavior towards adults, explaining the difference between interacting with peers and elders. She shares personal stories to build empathy and understanding.

Initially, the teacher thought that she needed to learn things outside of her expectations of being key for all intentions and plans in the teaching and learning process to be applied well.

"There's only one thing I ask," "What is it, sir?" "Patience, yeah. Patience," the principal said to the teacher.

At the beginning of her teaching career with deaf students, the teacher went through many things like confusion, frustration, and shock at the situation and reality of deaf students in the learning process at school.

"There were moments when I wanted to give up because like this, when I entered (the classroom), they would say...they know our body language, if we are afraid, like not ready like not ready, they know it, we (would) be laughed at. It's usually like that, right? Called 'stupid', they can express (with the sign) very quickly, immediately saying 'stupid, foolish', then I would feel like 'why stupid (?), I thought I'm not a fool,' such this thing. How come they say it easily? But they are indeed like that, the expression of these deaf students," she said.

That was the teacher's first impression then teaching in a class with deaf students.

"Definitely the first time teaching deaf students, I was shocked, cried, and almost gave up after two weeks."

The reason the teacher persevered was the emergence of sympathy for the students.

"... gained strength and could persevere because after looking, paying attention, the felt like it would be sad if we left them, gave up, I mean 'don't want to teach deaf students like that? so who would they learn from?' Such as this feeling. Not everyone has a heart and feeling that feels 'these are special children, aren't they? That's supposed to be embraced, not left them alone actually'."

The teacher's point of view is that these students would show more affection and comfort when they trust their teacher. They often don't hesitate to hug the teacher to express their love. They also often confide in the teacher about anything they experience outside of school. According to her, this kind of bonding also helps improve the ability of teachers and students to understand each other in communication, which would also have a positive impact on the teaching and learning process. According to her, these deaf students are very expressive,

"I eventually asked to be taught sign language," she said.

Emphasizing the reason, she deepens her sign language to help her build that bond with the students. The teacher feels happy, fulfilled, and challenged in teaching deaf students. She expresses that she can teach deaf students, emphasizing the reality of her achievement.

During teaching.

1. Teaching methods.

The minimum benchmark for students to be considered successful in completing their overall learning is the students' comprehension of the material and the given discussion.

"Well, they succeed, they understand, that's already a benchmark, yah. The benchmark is their comprehension. What's the conclusion(?) like that," she said.

"I always, always create special methods to make it easier. For example, if I make a reading text, like 'On Sunday', we make the English version. 'On Sunday. I accompany you to the restaurant' I would underline each word and write its meaning. Word by word. Translate it word by word. It's very helpful. So, after that, after they read it, especially the middle school students can

already read, right? Sometimes I ask them if they can retell it, or like a conclusion,” said the teacher.

The teacher used to warn the students not to take a note when she is explaining and delivering the material before the class. It's aimed to lead the students to only pay the attention to the class on air by the teacher. After doing all the sign, giving the explanation, and ensure the understanding of students about the material, the teacher allowed the students to take a note and write all the things on the board.

2. Sign language SIBI and Bisindo.

All interactions in the classroom are through sign language, whether Bisindo, Sibi, or written text. The teacher also learned sign language at the beginning of their career, considering communication as a bridge to deaf students. The teacher received official sign language training from North Sumatera Language Center. This is one of the government's supports for these special needs school.

“In the beginning, I learned on my own. I wasn't proficient, but it was a huge help. I learned many words that I could use or teach to them” stated by the teacher.

Sign language ability is a must for teacher teaching in deaf students' class. There for at the beginning of her teaching career at the SLB, she learned sign language to facilitate communication and the knowledge transfer process. The teacher believes that the limited vocabulary of deaf students also causes them to have limited access to any information. For her, understanding how students express themselves is a role and responsibility, also as a teacher, not just teaching subject matter.

“Because of that, I always use sign language for us. It would be better if they could say the word out loud, we understand. For example, if they call out 'Ibu (mam), ibu...' some do that. They can use words or use the sign 'Ibu... Ibu...' (While extending their hand to call). Because we think, now it's not a matter of how we would be in the future, but what they become? How would they communicate?”

3. Miscommunication.

For the teacher, the most common obstacle is communication with them. The student's limited vocabulary makes them lack understanding of language and terms applied at school. In daily basis, students use sign language differently from Indonesian language rules for hearing people in general. For example, when they want to ask something, the SPOK used is different from the general SPOK. For example, in the general SPOK,

“What are we having for dinner today?” in the sentence constructed with sign, *“dinner, what to eat?”*.

This kind of thing often becomes an obstacle for the teacher because she has to adjust the SPOK to the sign language style. These are many cases where students fail to understand the teacher's meaning due to this. Therefore, the teacher needs to make an extra effort to tell each sign to the students so that they understand what the teacher means.

Apart from communication problems, another obstacle in teaching English to these students is understanding which is a little more difficult considering English besides communication problems, another obstacle in teaching English to these

students is understanding, which is a little more difficult considering English is a foreign language. Speaking and communicating in their native language, aka Indonesian, is something they are still working on, especially English, the teacher said.

There are still obstacles in communicating. The teacher often finds herself annoyed because students make mistakes in doing assignments or something because according to students, they already understand what the teacher means, but in the end, what they do doesn't match the teacher's intention. So it's necessary to make sure that the given instructions have been truly conveyed.

"Deaf students have a limited vocabulary. So, the obstacle in our communication is because of that. That's what makes it difficult for us to communicate with deaf students. We want this, but they don't understand. So, that's why it really has to be from the basics... sign language must be habituated for communication. There are even some cases... this student says a word out of their mouth, but they don't want to sign it, so their friend doesn't understand 'what is he talking about?' like that."

4. Students' responds

Besides positive moments there are times when the teacher sees negative responses from students. For example, there might be misunderstandings in completing homework. Students might do the wrong task or do it incorrectly. When the teacher asks them to explain why they didn't follow instructions, they often refuse and say they are tired. The teacher appreciates their effort and tries to understand their limitations. She focuses on ensuring students understand the necessary material without forcing them to redo tasks.

Trying and implementing other new methods and ways is part of the teacher's effort.

"Trying another way more and more. But so far, the methods or ways I've created are quite good for them. Because sometimes with deaf students, they remember today, tomorrow they're forget. Like that. So that's why I always make it a habit in middle school, remember it, yeah. So, if we meet again tomorrow, I'll ask about it. because they're already middle school students, they might be embarrassed if they can't answer, right? Usually, I give a normal punishment, like this (pulling their ears). So, they get used to it for example, if they can't pronounce, they know for example 'sakit' what is 'sakit' in English? Like that."

As the difficulty of the material increases, the teacher must put in more effort to interpret it in front of the class.

"It's like teaching English for example, teaching numbers one to ten in English. They can write and understand, like 1 in English is 'one', pronounced 'wan'. In the next meeting, do they still remember it? Sometime they don't," she said.

She needs to continuously review previously learned material to help students become familiar with English.

The teacher believes that students may not fully grasp the importance of English. Their English proficiency is currently quite low, mainly due to their inability to hear properly. This hinders their understanding of spoken and written English.

However, two exceptional students from the previous year showed a strong interest in English. These students were generally enthusiastic about all subjects.

The researcher found that the most of the students have a good proper interested towards English lesson. They pay the fully attention towards to teacher's explanation before the class. Following the sign given to them, and repeating the pronunciation as they could.

A basis measure of students' response is their engagement during lessons. When the teacher writes and demonstrates words on the board, students actively participate and practice the signs. This is considered a significant achievement for deaf students learning a foreign language. Nevertheless, the teacher recognizes the need for further improvements.

5. Time management.

Applying material in the classroom cannot be rushed. Often, one lesson is not enough in just two meetings. They need follow-up meetings to finish discussing the material. It takes a lot of time and consideration to create a conducive classroom environment that suits the students. When developing lesson plans, the teacher also lowers the difficulty level so students can follow the learning process properly. The teacher added the that the school also gives full permission and authority over time and matters related to the success of the teaching and learning process to the teacher. Because according to the school, the teacher is the one who knows what students need to succeed in learning the material.

Post teaching.

1. English day

There's a routine activity in the school called morning assembly. All students in the school attend this event, then they would listen to the teacher who fills the activity by their turns according to the schedule. If it's the teacher's schedule, that's when English day is. What the teacher applies there is, she would teach common English terms like numbers, alphabets, or days of the week.

"That's why in this school we're just starting to implement something called English day. Because in other middle schools, they haven't implemented it yet. So, every Tuesday, Thursday, and Saturday, we have morning assembly. So, when it's my turn, I usually make it like that. So the children, from all disabilities, gather in the field. We call them, for example we teach counting from one to ten or the alphabet, you know, they say it, then little by little, for example, they introduce themselves in English, for example they can do that, that's something extraordinary. Maybe people's perspective it, 'well, it's only as simple as that. They should've good at it,' but they imitate us, especially those with intellectual disabilities, I mean those who can still hear, that's already amazing".

This difference of the form and pattern in English and sign language naturally impacts the teaching of English towards students. For example, in Indonesian, the teacher would say "How are you to day?" but in sign language, the sentence structure becomes "You are, how?" Then, the translation of the words is written in English on the board to help students understand the English vocabulary for that sign and how to pronounce it in Indonesian, such as "how (hau), are (ar), you (yu)".

2. The aids from beyond the class.

There is no official textbook provided by the school. The teacher created the lesson plans tailored to students' characteristics and needs. While textbooks are important secondary tools for student learning, they are unfortunately not available from the school.

There used to be a personal journal where the teacher recorded student progress and regression. Unfortunately, the journal and documents like attendance records were lost during a classroom break-in. The teacher regrets not being able to provide the journal or even brief notes as additional documents for the research. She was busy preparing to become a civilian teacher that month.

The teacher believes that parents also play a crucial role in the success of their children's learning process. *"We are only here for a few hours,"* the teacher added to claim the fact that students spend most of time outside the school. The teacher feels that parents don't fully focus on their children, even though they need it more than hearing students. Students spend more time with parents. They go to school at 7:30 AM to 1:00 AM, which is a short time. The teacher hopes that parents are more aware of their child's progress. At least remind them of their school assignments.

The teacher senses skepticism in society about the academic abilities of students in special needs schools. People said, *'Where would these smart kids go'* implying that their abilities lack potential for future use. As a result, there is minimal support for these students from society. The teacher often feels overwhelmed with the responsibility for students' academic abilities because parents often leave responsibility to the school. For parents, the important thing is that their child goes to school. They don't care what happened after that or even what's for. Knowing this, the teacher often feels concerned and sometimes regrets it. The teacher's efforts at school would be more meaningful if parents also guided their children at home, at least showing interest in what their child has learned at school today. This kind of support would build motivation for students.

Discussion.

The study of Shan et al (2020) about deafness and hearing loss found out that not every deaf person has a total deafness. And this also aligns with the current study that some students always try to pronounce words they learn. Some of them are still able to hear a sound and some don't have the ability to hear a sound at all. That's the reason why deaf students are still able to speak particular words with their voice or just imitate it. This possibility that helped the students to know each word spoken and make it align with the sign they would memorize.

Another study from Khasawneh (2021) about teachers' struggle in teaching English to the deaf students in Kingdom of Saudi Arabia found out there is a similarity from the current study about teachers' struggles in teaching English. The study evident that the struggle of deaf students is to face the English as a foreign language. Along with that it's necessary to have a particular curriculum for making the learning process suitable with disability education. This study also mentioned that teachers need to make the teaching methods align with the class needs.

The teacher's experience in teaching deaf students aligns with findings from previous study of Clandinin (2020) on special needs education, particularly those focusing on sign language integration and adaptive teaching methods. The current narrative reflects themes observed in similar research, underscoring both the challenges and effectiveness and effective strategies in this field.

A study by Smit et al (2020) on deaf education emphasized the critical role of sign language in facilitating communication and learning. The researchers found that teachers who actively used sign language, including local variants language such as *Bisindo* in this case, significantly improved student engagement and understanding. Meanwhile the study of Johnson and Lee (2018) highlighted that teacher who underwent formal sign language training, similar to the North Sumatera Language Centre's training mentioned in the current study, experienced enhanced communication with their students, which led to better educational outcomes.

The teacher's commitment to mastering sign language, both through self-learning and formal training, reflects these findings. Her proactive approach to integrating SIBI and Bisindo into daily interactions underscores the importance of effective communication strategies in special needs education. The challenges relate to sentence structure and vocabulary limitations, as described in the current study, are consistent with the barriers identified by Smith et al (2020) and Johnson & Lee (2018). The teacher's adaptation to these challenges aligns with recommendations for using sign language as a core component of instructional strategies.

There's the study by Brown et el (2021) that mentioned in the previous chapters also highlighted the effectiveness of innovative approaches, such as dedicated "language days" in enhancing student engagement and learning. Their findings support the practice of integrating subject-specific activities to maintain students' interest. The teacher's methods in this study including simplifying lesson content, using visual aids, and implementing "English day" reflect these adaptive strategies. Her approach aligns with the best practices identifies in previous research, demonstrating a commitment to make learning engaging and accessible for deaf students. The adaptations of English instruction through these methods highlights the importance of flexibility and creativity in teaching practices.

Parental involvement is another critical aspect of the teacher's perspective on student success. She believes that parents play a crucial role in reinforcing learning at home and supporting their children's educational journey. The teacher notes that increased engagement from parents can significantly impact students' progress and motivation. However, she also observes that some parents may not fully focus on their child's education, which can limit the effectiveness of learning experience. The teacher expresses a need for more active participation from parents to help bridge this gap and ensure that students receive consistent support both at school and at home.

Parental involvement is another key aspect of the teacher's perspective on student success. She believes that active engagement from parents can significantly impact students' support in reinforcing learning at home and helping students achieve their full potential. However, she also notes that some parents may not fully focus on their child's education, which can limit the effectiveness of the learning experience. The teacher calls for greater involvement from parents to ensure that students receive consistent support both at school and at home.

In conclusion, the teacher's experience with deaf students highlights both the challenges and rewards of this important work. Her dedication, empathy, and innovative approach to teach demonstrate the profound impact that a committed educator can have on students with special needs. The journey of teaching deaf students is marked by complexities and obstacles, but it is also filled with moments of achievement and growth. The teacher's commitment to adapting her methods, supporting her students, and advocating for their needs reflects the essential qualities of effective educators in special needs education. The study indeed identifies several key challenges faced by the teacher, including communication barriers due to limited vocabulary and the difficulties of teaching English as a foreign language to students who are already struggling with their native language.

Miscommunication often arises from differences in sentence structure and vocabulary limitations, necessitating extra effort from the teacher to ensure clarity and understanding.

Teacher's approach to manage emotional and behavioral challenges reflects a deep commitment to patient and empathetic teaching. By maintaining composure and building trust with students, the teacher addresses frustrations and behavioral issues constructively. The emphasis on patience and appropriate behavior illustrates the teacher's holistic approach to education, which includes emotional and social development alongside academic achievement.

CONCLUSION

Overall, the teacher's experience highlights the complexities and rewards of teaching deaf students. Her journey underscores the necessity of patience, adaptability, and ongoing support from both the educational system and families. The challenges faced in teaching deaf students are substantial, but they are met with a strong commitment to create a supportive and effective learning environment. The teacher's innovative methods, empathetic approach, and dedication to her students' success reflect the profound impact that dedicated educators can have on the lives of students with special needs.

The limitation of this conclusion, current study only took place on one participle in a one school. The teacher's initial struggles with teaching deaf students included a steep learning curve and emotional challenges. Early experiences were marked by moments of doubt and isolation, particularly when dealing with the direct and sometimes harsh expressions of the students. These challenges tested her resolve, but her growing empathy and commitment to the students motivated her to persevere. Recognizing the importance of her role in providing education and support, the teacher developed a deeper understanding of her students' needs and continued to seek ways to improve her teaching methods.

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