

## The Implementation of Visual Media in Teaching English Literacy to The Deaf Students of Tenth Grade at Small 1 Pangkep

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### Abstract

This research is about implementing visual media in teaching English literacy to deaf students who find difficulties in English literacy namely writing skills and reading skills. The objective of this research is (1) to implement the visual aid as a teaching media in English literacy to deaf student (2) to describe the English literacy teaching and learning process of deaf students by using visual media (pictures and videos). English literacy in this research refers to reading comprehension and writing skills. This study applied Classroom Action Research, which was carried out in two cycles. The subjects were three deaf students of tenth grade at SMALB 1 Pangkep (Senior High School level). The researchers used worksheets, tests, and observation in collecting data. The results of the observations and the final tests found that overall, students' answer were 'good' in both reading and writing. This is proved by the students score which pass the KKM = 70 (Minimum Completion Criteria Indicator). By facilitating students with visual media (picture and videos), they are more active and interested in learning English.

**Keywords:** Visual Media, English Literacy, writing skill, Reading skills, Deaf Students.

### Introduction

Education is the right of all citizens regardless of one's origin, socioeconomic status, or physical condition, including children who have disabilities (Haeruddin, 2013). This was clearly mandated in the 1945 Constitution Chapter IV Article 5 paragraph 1 which stated that "Every citizen has the same right to obtain quality education," and paragraph 2 which stated that "Every citizen who has physical, emotional disabilities, mentally, intellectually, and / or socially are entitled to special education".

The content mentioned in the law above indicates that education is very important to broaden insight and develop one's own potential. Another purpose of the quote above is that education is not only required for normal children, but also children with special needs such as children with hearing impairments. Education requires language as a means

of connecting and interacting with fellow humans. Language is also a gift given by God, because with language we can communicate with others. In communication, we need to understand the four skills, especially in English, namely listening, speaking, reading and writing. In Indonesia, English is a foreign language. English is taught not only in the elementary school level, middle school, high school and university but also special needs schools (SLB). SLB accommodate a variety of children with special needs, including children with hearing impairments. Melinda and Heryati (2013: 3) stated: "disability leads to obstacles in verbal communicating, sometimes they use cues in conveying their desires, whether by hand gestures, body language, or by showing objects in the form of original objects, pictures, or miniatures".

Reading and writing are two skills that are the main focus in literacy. Reading involves knowledge. By reading we get a lot of information and knowledge. On the other hand, writing is the skills where we can convey intentions and objectives. Both of these skills are needed by people with hearing impairments, or often called deaf, as a medium and as an introduction to communicate when they cannot express what is in their minds through speech, because they experience hearing loss.

There are several methods and strategies that can be used in learning English for deaf children, one of which is through visual media. Visual media includes all form of visual aids used in the learning process that can be seen clearly. Therefore, visual media also means the media that are displayed in the form of images, videos, or animations, which can facilitate understanding and strengthen memory in learning.

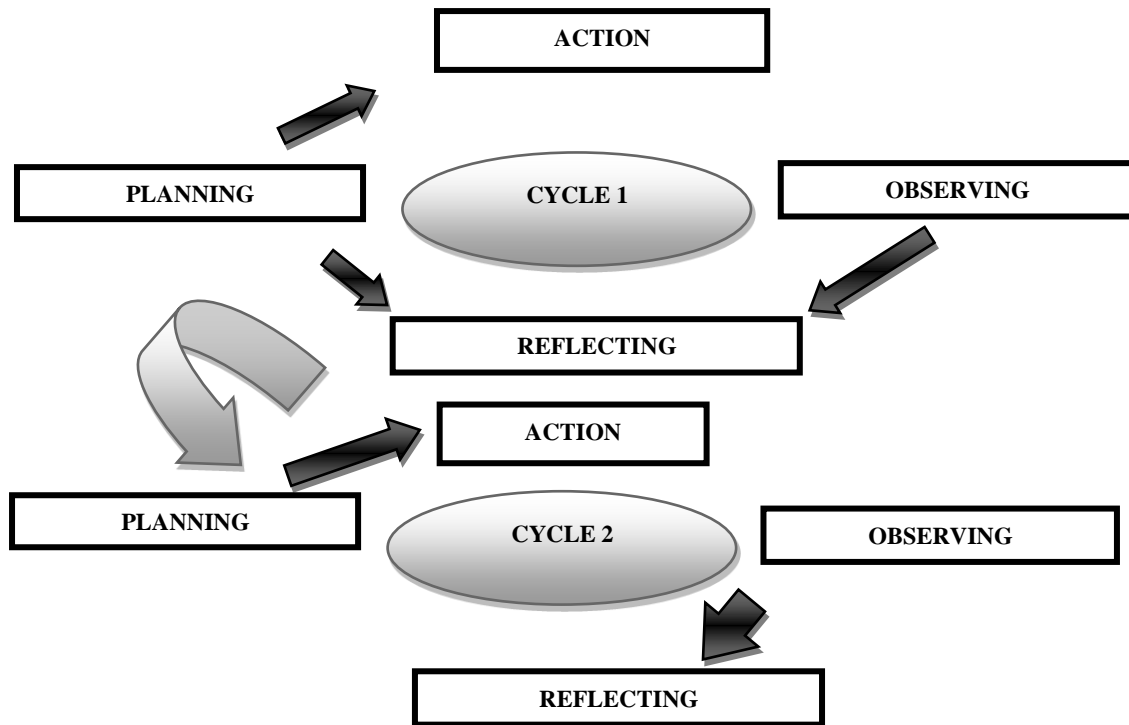
Based on observations at the special needs school SMALB 1 Pangkep, the researchers found that deaf students faced writing difficulties that required long-word answers according to what they were reading, especially when they were required to write long sentences. To find out the extent of the ability of deaf students in understanding the literacy (reading-writing), researchers conducted research under the title, *"The Implementation of Visual Media in Teaching English Literacy to the Deaf Students of Grade X at SMALB 1 Pangkep"*.

### **Objective of the Research**

Based on the Research questions, this study aims to: (1) Find out the implementation of visual media in writing skill to deaf student of tenth grade at SMALB 1 Pangkep. (2) Find out the implementation of visual media in reading skill to deaf student of tenth grade at SMALB 1 Pangkep. (3) Describe the learning process of the implementation visual media of English to deaf student of tenth grade at SMALB 1 Pangkep

### **Research Method and Design**

The method used in this research was Classroom Action Research. The design used in this study referred to the research procedures of the Kemmis and Mc. Taggart, which in general includes four stages in the design of classroom as below:

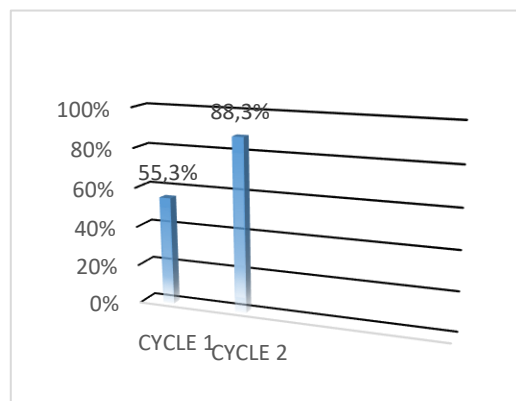


### Finding and Discussion

This classroom action research was conducted on deaf students in tenth grade at SMALB 1 Pangkep, where the researcher acted as a teacher in the class. This research was conducted in two cycles, in which each cycle consisted of two meetings and 1 meeting for the final test in each cycle. The time allocation for each meeting was  $2 \times 40$  minutes, and the final test of each cycle took 40 minutes. The total time required for this study was  $4 \times 2 \times 40$  minutes = 320 minutes and  $2 \times 40$  minutes = 80 minutes. The implementation of class action in each cycle went through four stages, namely the planning stage, the action stage, the observation stage, and the reflection stage. The results of cycle I and cycle II are presented through a graph of the increase in each cycle.

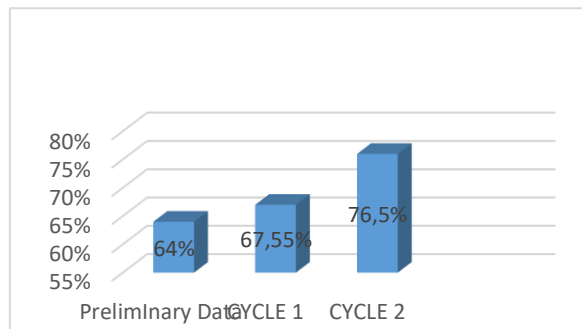
- a. The results of observations of student activities

The following was a graph depicting the results of research on student activity in cycle I and cycle II:



From the graph, it can be implied that there was a significant increase in the percentage, which was the results of observations from 55.3% (less category) to 88.3% (good category).

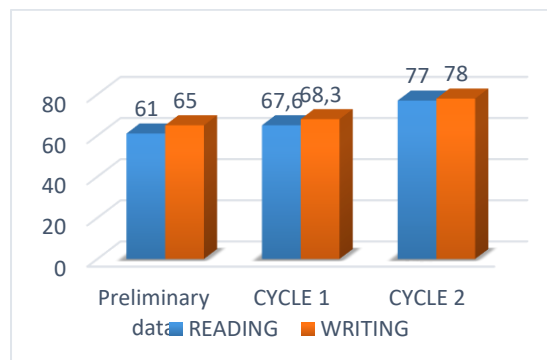
b. Student learning outcomes



The above graph elucidates the results of student learning research in the initial phase, cycle I and cycle II. It can be implied that before the research was carried out, students' score were 64 (very less), in cycle I was 67,55 (still less) and on the second cycle was 76,5% (good).

c. The result of overall score of deaf students (reading and writing)

The results of students' reading and writing from preliminary data, cycle I and cycle II are interpreted that there was an increase of student's score. The reading score was 61 (less), while the writing score was 65 (less) in preliminary data. On the first cycle, the reading was 67,6 (still less) and writing score was 68,3 (still less). Finally, on the second cycle, the reading score increased to 77 (good) and followed by the writing score became 78 (good). It is presented. This is presented in the following graph:



**Conclusion**

Based on the research conducted at SMALB 1 Pangkep, it can be concluded that (1) After using visual media (pictures and videos) in English, students with hearing impairment experienced an increase in their **writing** comprehension based on learning outcomes in each cycle. In this study there was an increase due to the use of image at each meeting and additional videos that made it easier for students to understand lessons and attract the attention of students of special needs. (2) After using visual media (pictures and videos) in English, deaf students experience an increase in **reading** comprehension. (3) The

learning process for students with hearing impairment in 10<sup>th</sup> grade at SMALB 1 Pangkep through visual media (pictures and videos) has increased. This can be proven by the student learning outcomes after using visual media (pictures and videos) from the initial data to Cycle I and Cycle II. In the first cycle, one student had reached the minimum score, and in the second cycle the three students succeeded in achieving a score above the minimum score of KKM (completion indicator) which is up to 70.

### *Suggestion*

Visual media should be applied in other subjects in order to increase students' attentiveness and understanding in the learning process. Due to hearing limitation, the students with hearing disability are often easily get distracted. Thus, the visual media is one of the media that supports the teaching and learning process of students with special needs, especially students with hearing disabilities and can improve student learning outcomes. Students are able to comprehend reading through what they read from both pictures and videos. With the help of visual media (images and videos) it is very suitable to be applied to students with special needs, especially deaf students.

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