

Assessment to Enhance Deaf Students' Needs of English Foreign Language Teaching in Riau Province, Indonesia

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Assessment to Enhance Deaf Students' Needs of English Foreign Language Teaching in Riau Province, Indonesia

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ABSTRACT:

This survey research explores the needs of students, teachers, and schools in the Special High School for the Deaf (SMALB-B). The subjects of this study were 4 headmasters, 4 vice headmasters, 4 English subject teachers, and 14 deaf students. This study used a structured questionnaire, semi-structured interviews, and non-participatory observation. This study divided into 4 sections that explore detailed information (1) TSA (items number 1-7); (2) PSA (items number 8-11); (3) LSA (items number 12-17); and (4) MA (items number 18-20). In TSA, adjusting the approach and resources as much as possible of the students' senses needed in learning for the purpose of learning English which emphasizes reading, writing, speaking, and listening. PSA, materials, media, and learning evaluation to improve students' abilities in audio-visual-based English subjects are highly expected. LSA, the potential of students must be explored by teachers and students to achieve the learning objectives. Students are motivated to achieve cognitive needs, progress and reach their full potential by knowing the students' needs. MA, the facilities in learning English still needed for the students.

Keywords: Deaf students; English subject; TSA; PSA; LSA; MA.

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A. INTRODUCTION

The ability to detect literacy earlier should already be possessed by children with the need for Deaf Hard of Hearing (DHH). Early literacy intervention in children with DHH will have a positive impact on learning to read in elementary schools so that it will create academic achievement and success in the future. The National Literacy Panel (NELP, 2008) recommends early intervention in literacy in two basic skills, namely code-based skills required for decoding words (phonological awareness, alphabetic knowledge, and print concepts) as well as meaning based skills needed to understand the decoded words and thus ideas (vocabulary and language comprehension). So it can be concluded that literacy in DHH children is very important to do with early intervention. Early literacy interventions that can use visual representations and sign language with special instructions (Lederberg, Miller, Easterbrooks, & Connor, 2014; Holmer, Heimann,

& Rudner, 2017). The intervention carried out will have a positive impact on aspects of phonological intervention carried out will have a positive impact on aspects of phonological awareness, alphabetic knowledge, and vocabulary (Webb, Lederberg, Branum-martin, & Connor, 2015), but the output of early intervention will be influenced by several factors (Statement, 2007; Mayer & Trezek, 2018).

Furthermore, reading is one aspect of language skills apart from writing, listening and speaking. Reading is a complex process that is very important in learning English (Brown & Brewer, 1996). This process includes the active construction of meaning in text (cognition), linguistic knowledge, decoding of letters and words, and metacognitive (Banner & Wang, 2013). Metacognitive strategy theory is the basis for implementing reading skills in students with four components, namely (a) knowing when you comprehend; (b) knowing what you comprehend; (c) knowing what knowledge you need to acquire

in order to comprehend; and (d) knowing how to involve strategies to improve comprehension (Flavell, 1981; Brown & Brewer, 1996; Schirmer & McGough, 2005; Banner & Wang, 2013). Flavell (1981) & Brown & Brewer (1996) describes the differences in each component (a) Metacognitive Knowledge is a person's knowledge and beliefs (b) Metacognitive Experiences are a form of metacognitive experience in the form of one's own experiences; (c) Goals / Tasks, namely the actual goals or objectives of cognitive endeavors; and (d) Actions or Strategies are actions or strategies that are things that are carried out to achieve goals.

B. METHOD

This survey research explores the needs of students, teachers, and schools in the Special High School for the Deaf (SMALB-B). The subjects of this study were 4 headmasters, 4 vice headmasters, 4 English subject teachers, and 14 deaf students. This study used a structured questionnaire, semi-structured interviews, and non-participatory observation. This study is divided into 4 sections that explore detailed information (1) TSA (items number 1-7); (2) PSA (items number 8-11); (3) LSA (items number 12- 17); and (4) MA (items number 18-20).

The first instrument, a structured questionnaire of students consisting of 17 questions and a structured questionnaire of the principal, vice principal, and teacher consisting of 20 questions. Question 1 asks about the needs of learning English goals. Questions 2-5 focus on needs as needed covering organization, interaction, mediation, and the language used. Questions 6-7 explore product-oriented needs information including syllabus and material design. Question 8 asks about strengths and weaknesses in language including factual information about learners. Questions 9-10 regarding skills regarding language proficiency and use of English outside the classroom. Question 11 deals with the learning experience regarding the difficulties at hand. Question 12 about the subject's needs regarding cognitive and affective needs.

Questions 13-14 focus on needs regarding motivation and expectations. Questions 15-17 explore process-oriented needs information about students' preferred learning methods, techniques, and learning materials. Questions 18-20 ask about the school environment covering classroom culture and managing infrastructure and learning culture.

The second instrument, semi-structured interviews for English teachers consisted of 20 questions. Question 1 asks about the needs of learning English goals. Questions 2-5 focus on needs as needed covering organization, interaction, mediation, and the language used. Questions 6-7 explore product-oriented needs information including syllabus and material design. Question 8 asks about strengths and weaknesses in language including factual information about learners. Questions 9-10 regarding skills about language proficiency and use of English outside the classroom. Question 11 deals with the learning experience regarding the difficulties at hand. Question 12 about the subject's needs regarding cognitive and affective needs. Questions 13-14 focus on needs regarding motivation and expectations. Questions 15-17 explore process-oriented needs information about students' preferred learning methods, techniques, and learning materials. Questions 18-20 ask about the school environment covering classroom culture and managing infrastructure and learning culture.

The third instrument, non-participatory observation. Questions 18-20 ask about the school environment including classroom culture and infrastructure management and learning culture in deaf English subjects.

C. RESEARCH FINDINGS

1. Target Situation Analysis (TSA)

a. Results of the Questionnaire Questions 1-7 (TSA)

The TSA extracts data from items 1-7. TSA1 questions stated the importance of reading skills in learning English for deaf students out of 11 students (78, 6%) and 8 teachers (66, 7%). The TSA2 question states that students like to read English books related to their surroundings and English learning materials should always contain

information on the surrounding environment of 11 students (78,6%) and 6 teachers (50%). The TSA3 question states that students and teachers want that English topics taught should always be related to the daily lives of 11 students (78,6%) and 8 teachers (66,7%). The TSA4 question states that students understand the subject matter described by the teacher of 9 students (64,3%) and teachers have explained learning English using sign language 10 teachers (83,3%). The TSA5 question states that students often use English vocabulary in grade 9 students (64,3%) and 8 teachers (66,7%) always understand the use of English terms in certain contexts. The TSA6

question stated that 11 students (78.6%) and 8 teachers (66.7%) wanted the topic of learning English about Riau province. TSA7 statement 11 students (78,6%) and 12 teachers (100%) wanted English material in a variety of spoken and written languages. 7%) want the topic of learning English about Riau province. TSA7 statement 11 students (78,6%) and 12 teachers (100%) wanted English material in a variety of spoken and written languages. 7%) want the topic of learning English about Riau province. TSA7 statement 11 students (78,6%) and 12 teachers (100%) wanted English material in a variety of spoken and written languages.

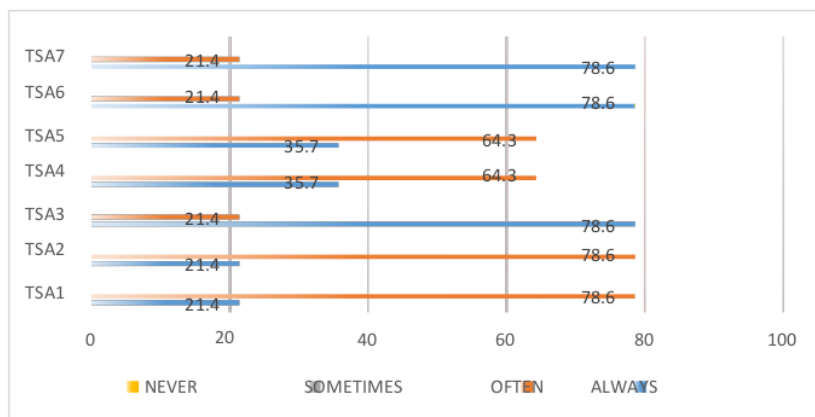


Figure 1. Students' Target Situation Analysis (TSA)

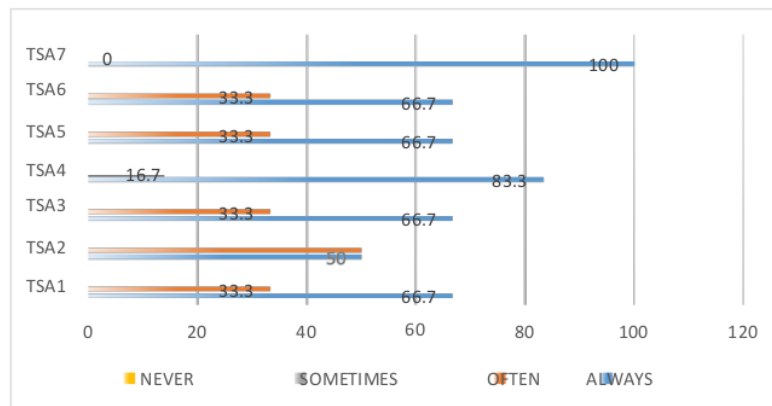


Figure 2. Teachers' Target Situation Analysis (TSA)

b. Results of Interview Questions 1-7 (TSA)

1. P: "What skills are needed for deaf students in learning English?"

G1: "English is an important subject, ma'am.

Today, if you don't know English, what are you going to be? Our child is deaf, it is considered that we don't need to learn English. On the contrary, they must be able to use English.

G2: "Our children should have good reading skills, especially in English subjects".

G3: "In my opinion, a deaf student should have skill in reading, second writing, speaking, and listening.

G4: "In my religion there is the command to iqra. It means read. So I strongly agree that reading is a skill that our students need. Reading is knowledge to know the world. Our students may not be able to hear, but they have to know the world.

P: "Keterampilan apa yang diperlukan bagi siswa tunarungu dalam pembelajaran bahasa Inggris?"

G1: "Bahasa Inggris ni, mata pelajaran penting bu. Zaman sekarang, tak tau bahasa Inggris ape nak jadi bu? Selesai lah.. Jangan hanya anak kami ni tunarungu, dianggap tak perlu belajar bahasa Inggris. Malah sebaliknya, mereka harus menguasai bahasa Inggris. Kalau menurut saye membace paling penting tu bu, baru menulis, bicare, dan dengar. Betul tak bu?"

G2: "Anak-anak kita ini sebaiknya punya skill membaca yang baik bu khususnya mata pelajaran bahasa Inggris".

G3: "Keterampilan yang harus dimiliki siswa tunarungu menurut saya, pertama membaca, kedua menulis, ketiga berbicara, keempat mendengarkan. Jadi bu, walaupun mereka tunarungu, tetap speaking itu ada kareningkat kekurangan pendengaran siswa tunarungu berbeda. Ada yang memang tidak bisa mendengar 100% (tuli) ada yang masih dapat mendengarkan. Jadi tetap harus kita latih bu".

G4: "Dalam agama saya ada perintah iqra' bu, artinya baca. Jadi saya sangat setuju membaca menjadi keterampilan yang dibutuhkan siswa kita bu. Membaca pintu dunia kan bu? Plus menggunakan bahasa Inggris. Siswa kita boleh tidak dapat mendengar, tapi mereka harus tau dunia bu.. Benarkan bu?"

2. P: "According to Mr / Ms, is the learning material supposed to be related to the environment around the students?"

G1: "In my opinion, there must be a book relate to the environment around us. For example, ma'am, the child is asked to learn about hamburger in procedure text. It's better for us to teach them by using own traditional cake, such as kemojo cake. Another example, I ever read a book about one of the famous artists, all the students know about him but when I asked the students about Sutan Syarif Kasim II they don't know him. Even though if you take a plane, you can memorize it very well in Riau.

G2: "The learning material should be related to the environment around the students, ma'am. So students can be on the spot to see directly ma'am. If the economy of the parents is stable, students can see directly the object being taught, but if not? So you should explore Pekanbaru or Riau to become learning material, ma'am.

G3: "Now, local subjects in Riau, Riau Malay Language (BMR) are about Riau, ma'am. Students see it more clearly. Why we do not have the same things in English materials?"

G4: "I am agree and really needed it, ma'am. Don't let students blank to their own area. We recommend you to integrate between English materials and our local wisdom in Riau. There are many districts, sub-districts and villages. Wow, it's amazing if there is teaching materials like that".

P: "Menurut Bapak/ Ibu, apakah materi pembelajaran seharusnya berkaitan dengan lingkungan sekitar siswa?"

G1: "Kalau menurut saye, harus ade buku mata pelajaran yang berhubungan lingkungan sekitar kite. Misal ye bu, anak diminta belajar care buat hamburger teks prosedur, apelah salah nye kite ajar anak kite care buat kue kemojo khas Riau. Ni makan orang barat pulak yang nak diajarkan ke anak... Haaa.. Lucunye lagi bu, ade di buku tu belajar mengenai salah satu artis terkenal, tau semue anak-anak busoal beliau ni.. tapi pas anak-anak ditanye siapa Sutan Syarif Kasim II, melongo semue, tak tau anak-anak ni bu. Padahal kalau nak naik

pesawat, namanya hapal betul kite. Pas ditanye, tak tau anak-anak bu.. Lucukan bu, hanya untuk name airport Riau saje kah? Haaa.....”

G2: “Sebaiknya materi pembelajaran berkaitan dengan lingkungan sekitar siswa bu. Jadi siswa bisa on the spot melihat langsung bu. Kalau ekonomi orang tua mapan, siswadapat lihat langsung objek yang diajarkan bu, kalau orang tuanya ekonomi lemah, gimana coba bu? Pasti hanya sekitar Pekanbaru atau Riau aja kan bu? Jadi sebaiknya dieksplor saja Pekanbaru atau Riau untuk jadi materi pembelajaran bu..

G3: “Sekarang mata pelajaran lokal di Riau, Bahasa Melayu Riau (BMR) materinya mengenai Riau bu. Lebih nyata dilihat siswa. Kenapa bukan itu yang menjadi beberapa materi pembelajaran bahasa Inggris di kaitkan dengan topic-topik mata pelajaran bahasa Inggris.

G4: “Sangat setuju dan sangat diperlukan ini bu. Jangan sampai siswa tidak tau daerahnya sendiri. Sebaiknya integrasikan dengan topic dan materi pembelajaran dengan kekayaan daerah kita bu, Riau. Kan banyak tu bu, ada banyak kabupaten, kecamatan, dan desa. Wah, luar biasa tu kalau ada materi seperti itu”.

3. P: "How do you relate learning topics related to daily activities?"

G1: "we have to relate the topics of learning through the daily activities of the students. It will help them."

G2: "In my opinion, there must be learning materials related to the environment and students' daily activities. It will make them understand.

G3: “Yes, what can I do? Sometimes it's impossible for me to teach something that we don't know, even though I've searched the material before teaching. So yes, I will adjust it to the circumstances around us.

G4: “Just adjust it to what the students know. I replace it with what students know around them.

P: “Bagaimana Bapak/ Ibu mengaitkan topik-topik pembelajaran berkaitan dengan

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kehidupan sehari-hari?”

G1: “Pas lah tu bu, materi mengenai Riau dan aktifitas sehari-hari atau mana tau ada acare tradisionalnye. Mantap tu bu. Ape tu name nye bu, saye lupe... Aah, vlogger. Ngape tak kite buat cam itu, explore daerah kite, bangga dengan yang kite punye. Integrasikan dengan materi pembelajaran anak-anak. Iyekan bu? Jangan film frozen aje yang tau, sesekali buat film animasi made in Riau bu untuk anak-anak belajar bahasa Inggris. Setuju tak bu? Selama ini yang ade di buku paket, itu yang diajarkan bu.”

G2: “kalau menurut saya bu, sebaiknya ada materi pembelajaran yang berkaitan dengan lingkungan dan aktifitas sehari-hari siswa karena kemampuan siswa terbatas bu kalau kita belajar tapi tidak tau lokasi bahasn yang kita ajar. Misal saya harus ajar mengenai Kimchi, saya pribadi belum pernah melihat dan makan kimchi seperti apa tapi tuntutan dibuku seperti itu. Kan aneh bu, saya harus mengajarkan hal yang saya sendiri tidak tau”.

G3: “Saya sesuaikan saja dengan keadaan bu. Ya gimana lagi bu, terkadang tidak mungkin saya mengajarkan yang kami sendiri tidak tau walaupun saya sudah searching bahansebelum mengajar. Jadi ya, saya sesuaikan dengan keadaan di sekitar kita.

G4: “Disesuaikan saja bu dengan yang siswa tahu. Saya ganti dengan yang siswa tau disekitarnya.

4. P: "How do you explain learning English to students?"

G1: “I explained in sign language ma'am, but that's how it is ma'am. It's true I can teach English, but in college I didn't learn sign language for English. I know Indonesian sign language but I do not know how to practice it. I learn English sign language by myself through you tube”.

G2: "Most of the sign language is in Indonesia. I use verbal and non-verbal language. In non-verbal, I use sign language and write on the blackboard".

G3: "Sign language and verbal language.

Sometimes if I don't know, I write down on the whiteboard the words I want to convey"

G4: "I explained verbal and non-verbal. Non-verbal I use Indonesia sign language.

P: "Bagaimana Bapak/ Ibu menjelaskan pembelajaran bahasa Inggris pada siswa?"

G1: "Saya menjelaskan dengan bahasa isyarat bu, tapi ya begitu bu. Betul saya bisa ngajar bahasa Inggris, tapi pas kuliah saya tak adebelaajar bahasa isyarat untuk bahasa Inggris. Saya gunakan bahasa isyarat bahasa Indonesiatapi saya belajar jage bahasa isyarat bahasaIndonesia bu same guru-guru dan siswa di sini, kalau bahasa isyarat bahasa Inggris sayebelajar otodidak, youtube bu".

G2: "Kebanyakan bahasa isyarat bahasa Indonesia bu.. Tapi saya juga menggunakan bahas verbal dan non-verbal, bahasa isyarat dan tulisan di papan tulis".

G3: "Bahasa isyarat dan bahas verbal bu menjelaskan nya. Tapi terkadang kalau saya tidak tau, saya tuliskan di whiteboard kata yang ingin sya sampaikan"

G4: "Saya menjelaskan dengan verbal dan non-verbal bu. Non-verbal saya pakai bahasaisyarat bu tapi bahasa isyarat bahasa Indonesiabukan bahasa isyarat bahasa Inggris (ASL atau BSL) ya bu".

5. P: "Do you have any difficulties with learning when using English terms?"

G1: "Yes, sometimes we don't know what sign language is used. So, it is written on the board or simplified and then explained to the students".

G2: "It's difficult because we didn't have a special course in English sign language when we were in college. So, we have to learn it ourselves now".

G3: "Sometimes it's difficult but we can use the Indonesian sign language translation.

G4: "There are difficulties but not really. If there are difficulties, usually I will ask another teacher to help me to translate the words that I don't know in Indonesian sign language"

P: "Apakah Bapak/ Ibu menemui kesulitan pada pembelajaran saat menggunakan istilah bahasa Inggris?"

G1: "Iya, terkadang kite tak tak tau bahasa isyaratnya apa, jadi ditulis di papan tulis atau disederhanakan dulu baru dijelaskan kesiswa".

G2: "Sulit sih, karena dulu kita tidak ada mata kuliah khusus bahasa isyarat bahasa Inggris ketika kuliah, jadi ya kita harus otodidak belajarnya sekarang".

G3: "Terkadang kesulitan, tapi bisa kita atasi terjemahan bahasa isyarat bahasa Indonesianya.

G4: "Ada kesulitan tapi tidak terlalu. Kalau ada kesulitan biasanya saya akan meminta guru lain untuk membantu saya menerjemahkan kata yang tidak tau dalam bahasa isyarat bahas Indonesia"

6. P: "Do you think the topic of local wisdom in Riau province will be useful?"

G1: "This is very useful, ma'am. It should be like that".

G2: "Yes ma'am, there must be".

G3: "I agree because not all students know about topics that are outside their environment"

G4: "Strongly agree ma'am, it's easier for us to explain it to students because it's around the students"

P: "Menurut Bapak/ Ibu apakah topik kearifan lokal provinsi Riau akan bermanfaat?"

G1: "Sangat bermanfaat ini bu. Seharusnya memang begitu".

G2: "Iyalah bu, seharusnya ada topic yang seperti ini untuk pembelajaran"

G3: "Saya setuju karene tidak semua siswa tau mengenai topic yang di luar lingkungannya"

G4: "Sangat setuju bu, lebih mudah kami menjelaskan pada siswa karena ada di sekitar siswa"

7. P: "Do you use Indonesian sign language (bisindo) or use English sign language (ASL / BSL) in learning English?"

G1: "I use Bisindo. Never use ASL or BSL but I know it"

G2: "Indonesia sign language only.
 G3: "I know ASL and BSL, but we have never been trained to use them. I also wonder why we teach English using Indonesian sign language. It should be in ASL or BSL".
 G4: "I know ASL and BSL. I learn by myself but I use Bisindo in teaching".

P: "Apakah Bapak/ Ibu menggunakan bahasa isyarat bahasa Indonesia (bisindo) atau menggunakan bahasa isyarat bahasa Inggris (ASL/BSL) pada pembelajaran bahasa Inggris?"

G1: "Bisindo yang saya pergunakan, ASL dan BSL tidak pernah tapi saya tau"

G2: "Bahasa isyarat bahasa Indonesia, ASL dan BSL tidak pernah

G3: "ASL dan BSL saya tau, tapi kita tidak pernah dilatih menggunakannya. Saya juga heran kenapa pula kita mengajarkan bahasa Inggris dengan bahasa isyarat bahasa Indonesia. Seharusnya kan bahasa Isyarat bahas Inggris.. tapi ya sudahlah.. Saya ikut

aja".
 G4: "Saya tau ASL dan BSL, saya belajar otodidak sedikit-sedikit, tapi saya pergunakan bisindo dalam mengajar".

2. Present Situation Analysis (PSA)

a. Results of the Questionnaire Questions 8-11 (PSA)

PSA extracts data from item 8-11. The PSA8 question stated that 13 students (92, 9%) and 9 teachers (75%) had achieved the goal of learning English. The PSA9 question stated that the most difficult English skills to learn were reading and writing from 9 students (64, 3%) and 8 teachers (66, 7%). PSA10 questions stated that 9 students (64, 3%) were happy and often used English outside of school and were supported by the statements of 8 teachers (66, 7%) PSA Question 11 states that the source of learning English in schools is still less than 9 students (64.3%) and 8 teachers (66.7%).

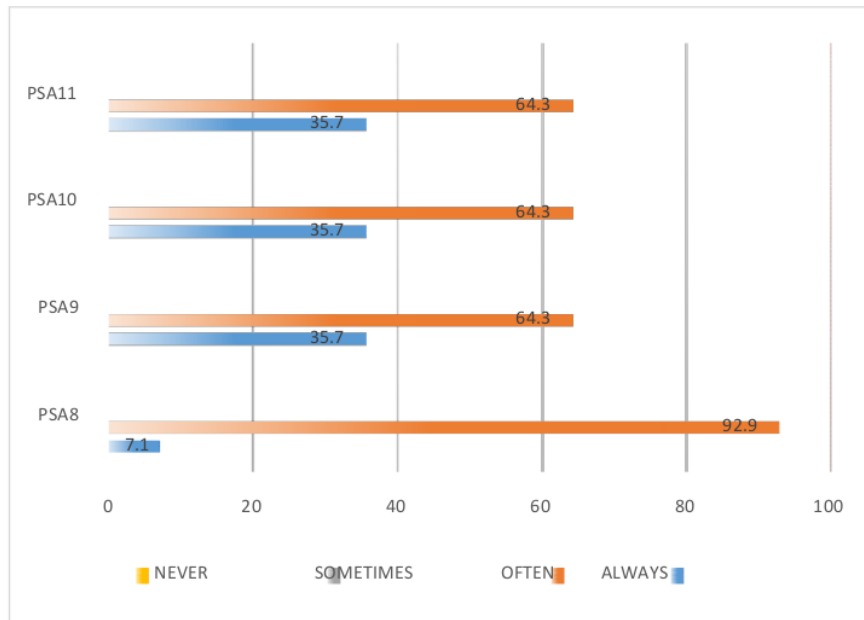


Figure 3. Student Present Situation Analysis (PSA)

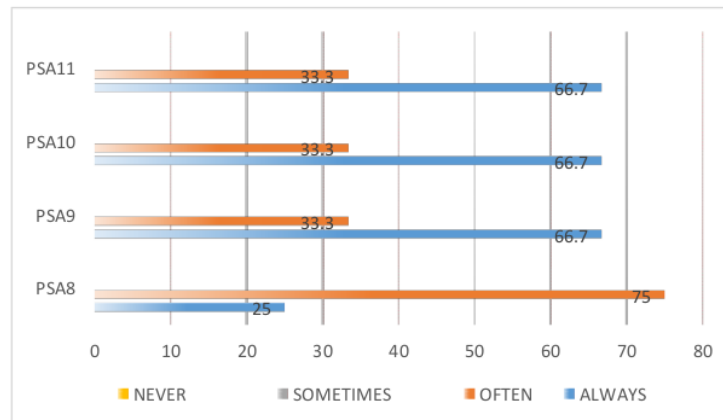


Figure 4. Teacher Present Situation Analysis (PSA)

b. Results of Interview Questions 8-11 (PSA)

8. P: "Have the objectives of learning English been achieved?"

G1: "It depends on the students, ma'am. Sometimes they understand if their keep moving to study."

G2: "Sometimes ma'am, depending on the topic".

G3: "I think it is done. The students are serious in learning English".

G4: "It has been achieved. In evaluation phase, they can answer it".

P: "Apakah tujuan pembelajaran bahasa Inggris telah tercapai?"

G1: "Tergantung anak-anak bu, terkadang mereka paham tapi kalau dah lama tak belajar hilang lagi".

G2: "Terkadang bu, tergantung topiknya". G3: "Menurut saya sudah tercapai karena memang siswanya serius belajar bahasa Inggris".

G4: "Sudah tercapai, jika dievaluasi mereka dapat menjawabnya".

9. P: "What skills are the most difficult for students to learn?"

G1: "Reading is the most difficult. Then, writing and speaking".

G2: "Reading and writing ma'am. Both are the most difficult but the most important, ma'am.

G3: "Reading, writing, speaking, and listening"

G4: "Reading the challenge is more than writing. Is there anything we can use to integrate reading and writing for the deaf, ma'am? "

P: "Keterampilan apa yang paling sulit dipelajari siswa?"

G1: "Membaca paling sulit, trus menulis dan berbicara".

G2: "Membaca dan menulis bu. Keduanya paling sulit tapi paling penting bu".

G3: "Reading, writing, speaking, and listening"

G4: "Membaca tantangannya lebih banyak kemudian writing. Ada ndak ya yang bisa kami gunakan untuk integrasi membaca dan menulis untuk tunarungu bu?"

10. P: "Can students use their English outside the classroom?"

G1: "I have seen children chatting outside the classroom. They discussed the English material that was just taught by Bisindo. ASL and BSL children know, they learn by themselves"

G2: "My students know sign language English in ASL and BSL".

G3: "They learn by themselves from you tube ma'am. My students chat with their friends sometimes using English".

G4: "They have chat with their friends sometimes using English".

P: "Apakah siswa dapat menggunakan bahasa Inggrisnya di luar kelas?"

G1: "Saya pernah melihat anak-anak ngobrol di luar kelas ketika jam istirahat, mereka bahas materi bahasa Inggris yang baru diajarkan dengan bisindo. Kalau ASL dan BSL anak-anak tau, tapi otodidak belajarnya"

G2: "Kalau bahasa isyarat bahasa Inggris, ASL dan BSL, siswa tau bu. Tapi kalau tulisan berbahasa Inggris, terkadang mereka chat dan email pakai bahasa Inggris"

G3: "Terkadang mereka menggunakan ASL, belajar sendiri dari youtube bu. Terus email atau WA dengan teman-teman yang lain ada beberapa yang pakai bhasa Inggris"

G4: "Siswa saya chat terkadang pakai bahasa Inggris dengan tema-temannya bu"

11. P: "How are the sources of learning English?"

G1: "There are learning resources, such as library. They more interested in current technology when they are learning"

G2: "They are interested in new things when learning, especially topic that materials using technology"

G3: "My students are creative in learning. So, they are actively studying on their own".

G4: "Children nowadays are present, ma'am, they like learning by tracking themselves using the internet, ma'am"

P: "Bagaimana sumber pembelajaran bahasa Inggris?"

G1: "Sumber belajar cukup, ada pustaka tapi anak-anak sepertinya lebih tertarik dengan teknologi kekinian kalau belajar"

G2: "Mereka tertarik dengan hal-hal yang baru ketika pembelajaran terutama dengan teknologi"

G3: "Siswa saya kreatif dalam belajar, jadi memang mereka aktif belajar sendiri".

G4: "Anak sekarang kekinian bu, mereka senang belajar dengan tracking sendiri dengan internet bu"

Learning Situation Analysis (LSA)

a. Results of the Questionnaire Questions 12-17(LSA)

The LSA extracts data from items 12-17. LSA questions 12 stated that 11 students (78, 6%) and 6 teachers (50%) liked the discussion in learning activities. The LSA13 question states that students have high motivation in learning English from 11 students (78, 6%) and 6 teachers (50%). Question LSA14 stated that 11 students (78, 6%) wanted to continue their education abroad and were supported by 12 teachers (100%). The LSA15 question stated that 9 students (64.3%) and 8 teachers (66.7%) wanted to use a learning method that made use of audio-visual media. The LSA16 questions stated the use of active learning techniques by discussing 9 students (64, 3%) and 8 teachers (66, 7%). The LSA17 question states that 11 students (78,6%).

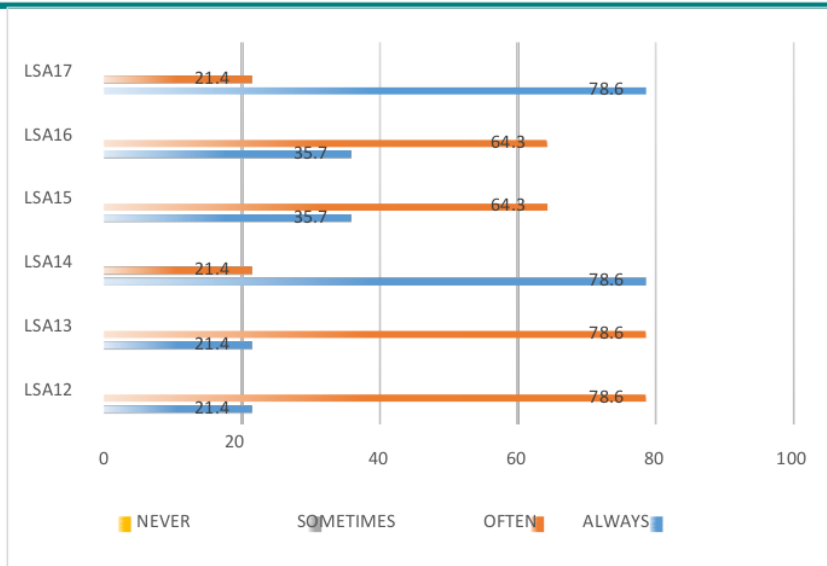


Figure 5. Student Learning Situation Analysis (LSA)

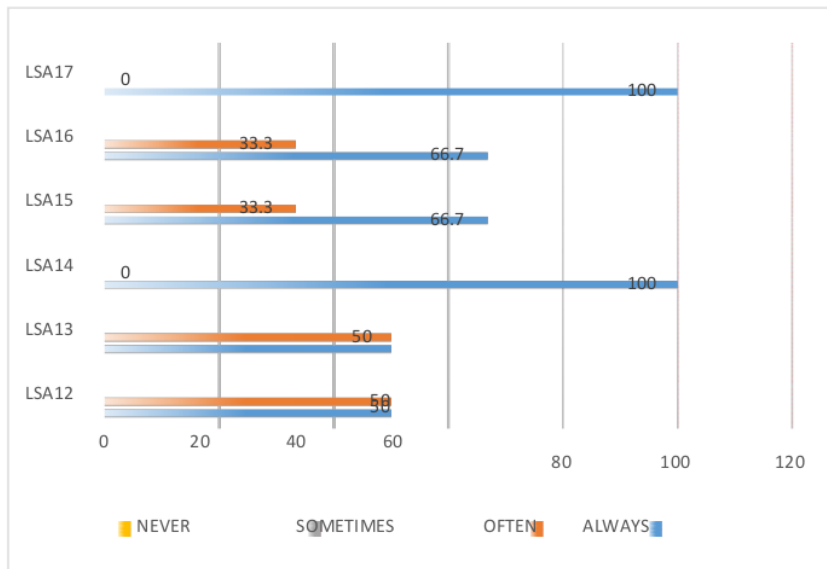


Figure 6. Learning Situation Analysis (LSA) Teacher

b. Results of Interview Questions 12-17 (LSA)

12. P: "Do students like to discuss in learning activities?"

G1: "Yes, they like to discuss using sign language".

G2: "discussion".

G3: "They like to discuss in learning".

G4: "They are happy to discuss the topics".

P: "Apakah siswa menyukai diskusi dalam aktifitas belajar?"

G1: "Iya, mereka senang berdiskusi di dalam kelas pakai bahasa isyarat".

G2: "Senang diskusi".

G3: "Siswa saya senang berdiskusi dalam pembelajaran".

G4: "Senang, apalagi kalau ada topik

pembelajaran yang dibahas”.

13. P: "How are students motivated in learning English?"

G1: "It depends on the learning topic and material, ma'am. They will be active if it is interesting".

G2: "Good motivation, but it also depends on the learning material, ma'am".

G3: "Their motivation to learn is good ma'am".

G4: "It depends on the learning material".

P: "Bagaimana motivasi siswa dalam belajar bahasa Inggris?"

G1: "Tergantung topik pembelajara dan materinya, bu. Kalau menarik, aktif mereka bertanya tu".

G2: "Bagus motivasinya, tapi tergantung bahan pembelajaran juga bu. Kalau tak menarik, malas mereka".

G3: "Motivasi belajar mereka bagus bu".

G4: "Tergantung materi pembelajran bu, kalau kurang menarik mereka malas belajar".

14. P: "Do you have a desire for your students to continue their education abroad?"

G1: "They aver ask me, is it possible for them to study abroad".

G2: "Yes, they want to study abroad"

G3: "Their parents want them to study abroad."

G4: "There is a desire for them to study abroad., Dewi Yul's son, inspire them"

P: "Adakah keinginan siswa Bapak/ Ibu ingin melanjutkan pendidikan ke luar negeri?"

G1: "Ada mereka curhat ke saye, bagaimana supaya mereka bisa belajar ke luar negeri".

G2: "Iya, mereka ingin belajar ke luar negeri".

G3: "Siswa kami memang dipersiapkan orang tuanya untuk melanjutkan pendidikan ke luar negeri bu".

G4: "Ada keinginan mereka belajar ke luar negeri, seperti nak Dewi Yul itu bu yang tunarungu"

15. P: "Have you used learning methods that

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utilize audio-visual media?"

G1: "Only a few times"

G2: "Rarely ma'am"

G3: "There were several times, not always"

G4: "Rarely ma'am"

P: "Apakah Bapak/ Ibu telah menggunakan metode pembelajaran yang memanfaatkan media audio-visual?"

G1: "Hanya beberapa kali"

G2: "Jarang bu"

G3: "Ada beberapa kali, tidak selalu"

G4: "Jarang bu"

16. P: "How do you implement the learning methods you use?"

G1: "lecturing, questions and answers, discussions, and independent assignments, ma'am"

G2: "lecturing, questions and answers, discussion, and independent assignments, ma'am"

G3: "Lecturing, questions and answers, discussions, and usually independent assignments, ma'am"

G4: "Lecturing, question and answer, discussion, and independent assignments ma'am"

P: "Bagaimana pelaksanaan metode pembelajaran yang Bapak/ Ibu gunakan?"

G1: "Biasanya ceramah, tanya jawab, diskusi, dan tugas mandiri bu"

G2: "ceramah, tanya jawab, diskusi, dan tugas mandiri bu"

G3: "Ceramah, tanya jawab, diskusi, dan tugas mandiri biasanya bu"

G4: "Ceramah, tanya jawab, diskusi, dan tugas mandiri bu"

17. P: "Does the learning material need to be simplified by using L1 (Indonesian) and L2 (English)?"

G1: "Yes ma'am, you must also use L1".

G2: "Yes, if there is no L1 it is rather difficult ma'am".

G3: "Need to simplify it to L1"

G4: "Yes ma'am, L1 is needed"

G4: "Iya bu, perlu bahasa Indonesia"

P: "Apakah materi pembelajaran perlu disederhanakan dengan menggunakan L1 (Bahasa Indonesia) dan L2 (bahasa Inggris)?"

G1: "Iya bu, harus juga menggunakan bahasa Indonesia".

G2: "Iya, kalau tidak ada bahasa Indonesia agak susah bu".

G3: "Perlu menyederhanakannya ke bahasa Indonesia (L1)"

Means Analysis (MA)

a. Questionnaire Results Questions 18-20 (MA)

MA extracts data from items 18-20. The MA18 question states that the number of English teachers is still less than 9 teachers (75%). MA19 questions state that English learning has used a scientific approach and varied from 8 teachers (66, 7%). The MA20 question states that the complete English learning facilities for 6 teachers (50%).

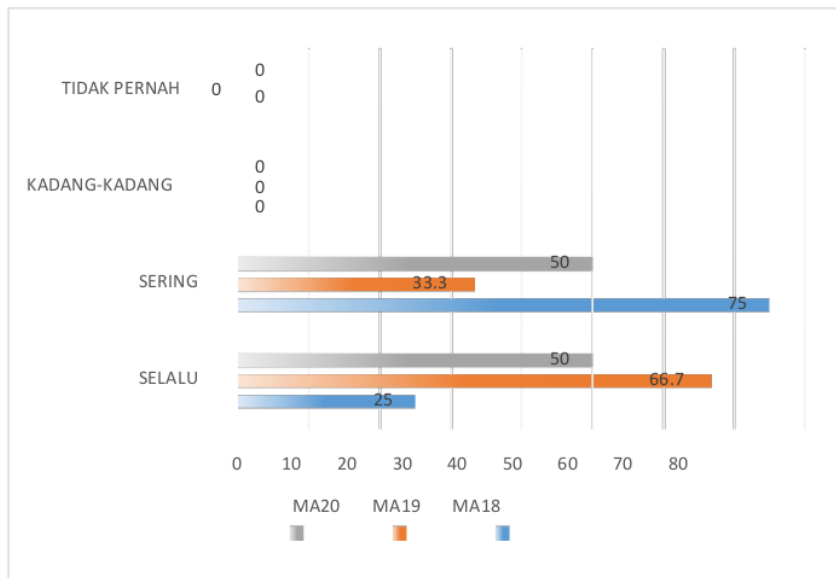


Figure 7. Teacher Means Analysis (MA)

b. Results of the Interview Questions 18-20 (MA)

18. P: "How is the adequacy of English teachers in your school?"

G1: "Enough ma'am"

G2: "Enough"

G3: "Enough"

G4: "Enough"

P: "Bagaimana kecukupan guru bahasa Inggris di sekolah Bapak/ Ibu?"

G1: "Cukup bu"

G2: "Cukup"

G3: "Cukup"

G4: "Cukup"

19. P: "What learning techniques do you use?"

G1: "lecturing ma'am"

G2: "discussion and lecture ma'am"

G3: "discovery and problem-based learning usually ma'am"

G4: "lecturing, ma'am"

P: "Teknik pembelajaran apa saja yang Bapak/ Ibu gunakan di dalam pembelajaran?"

G1: "ceramah bu"

G2: "diskusi dan ceramah bu"

G3: "discovery dan problem based learning biasanya bu"

G4: "ceramah bu"

20. P: "Are the English language learning facilities complete?"

G1: "quite complete"

G2: "quite complete"

G3: "quite complete"

G4: "quite complete"

P: "*Apakah fasilitas pembelajaran bahasa Inggris sudah lengkap?*"

G1: "*cukup lengkap*"

G2: "*cukup lengkap*"

G3: "*cukup lengkap*"

G4: "*cukup lengkap*"

c. Results of Observation Questions 18-20(MA)

The results of the Means Analysis observations with environmental indicators, sub-indicators class culture and infrastructure management and culture produce the following data. In the class culture sub-indicator, statement 1 shows that 2 schools of students are quite mutually reinforcing, 2 schools of students are mutually reinforcing in learning. Statement 2 shows that 3 schools of teachers motivate students enough while 1 teacher school does not motivate students to be active in learning. Statement 3 shows that 3 schools have a physical learning atmosphere in the classroom while 1 school lacks a physical learning atmosphere in the classroom to motivate students. Statement 4 shows the whole school strengthens students for other academic development. Statement 5 shows that all schools made instructional changes to accommodate differences. Statement 6 shows 1 school has firm, consistent, and affectionate control with 3 schools having control firmly, inconsistently, and full of love. Statement 7 shows 4 schools have emphasized collective interactions as well as individuality. Furthermore, the second sub-indicator is Infrastructure Management and Culture. Statement 8 shows that all schools have teaching materials that are not in accordance with Basic Competencies on the grounds that students will not understand. Statement 9 indicates that 3 schools used whiteboard and handbook assisted learning instructions and 1 school only uses the handbook.

Statement 10 indicates that all schools use Face-to-face policies and procedures according to the Covid 19 health protocol. Statement 11 shows that all schools use face to face time according to the Covid 19 health protocol (2 x 40 minutes adjusted). Statement 12 shows that all students in the school have good and polite behavior in learning. 2 student schools are very active and 2 student schools are less active. Statement 13 The layout shows that 3 schools use the student layout side by side and apart from other students from the teacher in front of the class, while 1 school teacher sits directly opposite the students.

Furthermore, the problem that occurs is the large number of English subject teachers who are compatible with the level of education that has been taken (English education) resign from school resulting in a lack of English subject teachers. This results in English subjects being taught by teachers who are not from the appropriate subject area. Question 19 asks about the school environment including infrastructure management stating that English learning has used a scientific and varied approach. The results of observations indicate that the learning approach used is still not scientific and varied. The learning approach is still teacher-centered with the lecture method. Teachers tend to be pessimistic in teaching English in the 2013 curriculum. This is due to several reasons, one of which is the absence of an English subject teacher conference (MGMP) forum for SMALB- B Curriculum 2013 in Pekanbaru City. MGMP is a forum for professional activities for teachers of the same subject at the level of education at the district or city level whose members are a number of teachers from a number of schools that are very much needed. MGMP for English teachers of SMALB-B is broadening insight and increasing knowledge and skills through deepening material by peers, competent experts, providing opportunities for teachers to share experiences and feedback, adopting innovative learning approaches, and changing the work culture and developing teacher professionalism in an effort to ensure the quality of education. Question 20 asking about the school environment includes learning culture states that English language learning facilities are

complete. The facilities in the school are in the form of school buildings, offices, classrooms, skill rooms, art facilities, sports facilities, medical facilities, restrooms, learning resources, and supporting facilities for teaching and learning activities.

D. DISCUSSION

This study aims to explore the English needs of SMALB using a need analysis approach in accordance with the theory developed by Chambers (1980), Munby (1978), Robinson (1991), Dudley-Evans & St. John (1998), Richterich & Chancerel (1998), McDonough (1984), Swales (1989), and Holliday & Cooke (1982). Questionnaires, interviews, and observations analyzed for (1) TSA (items number 1-7); (2) PSA (items number 8-11); (3) LSA (items 12-17); and (4) MA (items number 18-20) states the following.

TSA (Questions Number 1-7)

Question 1 asks about the need for learning English goals which states the importance of reading skills in learning English for deaf students. This is in accordance with Vygotsky's Theory of Learning (Vygotsky, 1978) which states that the sociocultural aspect of the learning process will affect the Zone of Proximal Development (ZPD) as a domain or space for student metamorphosis to achieve higher levels of knowledge and performance with support and people. Adults or other knowledgeable people on one of the factors, namely the culture of reading and writing. Furthermore, Laird's Sensory Theory (Laird, 1985) also states that greater learning can occur when the five senses of sight, hearing, touch, smell, and taste are stimulated. So that the adjustment of approaches and resources as much as possible of the students' senses is needed in learning. So it is needed for the purpose of learning English which emphasizes reading, writing, speaking, and listening.

Question 2 focuses on the necessary needs asking about the arrangement stating that students like to read English books related to the surrounding environment and English learning materials should always contain information on the

surrounding environment. *Question 3* focuses on the needs needed asking about interactions stating that students and teachers want English topics taught should always be related to everyday life. *Question 4* focuses on the needs required by asking intermediary states that students understand the subject matter described by the teacher and the teacher has explained learning English using sign language. *Question 5* focuses on the needs required to ask the language used states that students often use English vocabulary in class and understand the use of English terms in certain contexts. This is supported by Piaget's Stages of Cognitive Development, which states that students reach different stages in cognitive development through trial and error. Students take an active role in the learning process to interact with the world around them, add new knowledge, develop existing knowledge, and adopt the ideas held. Furthermore, Vygotsky's Theory of Learning (Vygotsky, 1978) adds that selecting, considering and discussing language, the cultural diversity of students, the language and literacy needed to be successful in learning English and academic content in school and beyond, from students based on the sociocultural nature that surrounds students in the learning process. Gagne's Conditions of Learning (Gagne, 1965) revealed that the conditions of learning and instructional design implications based on the needs that students need. Types of learning outcomes, each of which is best achieved through its specific instructional design but also a set of steps required in each learning environment. There are five categories of performance or learning outcomes, namely verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes. So that students will be motivated to achieve certain needs and some needs take precedence over others. The holistic approach used in learning includes the quality of learning material that creates a supportive environment, Maslow's Hierarchy of Needs (Maslow, 1943). So we need teaching materials that use the topic of local wisdom while still using verbal communication (English and Indonesian) and non-verbal (Indonesian sign language and written language in English and Indonesian).

Question 6 explores product-oriented needs information, asks the syllabus states the desire for the topic of learning English about Riau province. *Question 7* explores product-oriented needs information asking material design states the desire of English material in a variety of spoken and written languages. Piaget's Stages of cognitive development discusses how students acquire, retain, and develop knowledge to improve student education. Studying the development of knowledge in people of all ages including deaf students at SMALB. Piaget believes that students reach different stages in cognitive development through trial and error. Students take an active role in the learning process, interact with the world around them, add new knowledge, develop existing knowledge, and adapting previously held ideas to accommodate new information. The student development stage encourages independent and direct learning and opportunities for discovery. Plan a variety of classroom activities that accommodate different learning styles. This is in accordance with the syllabus and material design based on local wisdom because students interact with the world around them. Vygotsky's Theory of Learning (Vygotsky, 1978) states that a sociocultural approach around students that facilitates the learning process is necessary for success in learning English and academic content in schools and students' counterparts. Furthermore, Maslow's Hierarchy of Needs (Maslow, 1943) states that before students meet cognitive needs, then students are first met with their basic physiological needs which are emotionally and physically safe and accepted in the classroom to progress and reach their full potential. Students must be valued and respected in the classroom and teachers must create a supportive environment. Students with low self-esteem will not progress academically at optimal speed until their self-esteem is strengthened. Local wisdom-based learning material is material that is based on things around students so that it will make students comfortable. So that we need a syllabus and English subject materials based on local wisdom. Students with low self-esteem will not progress academically at optimal speed until their self-

esteem is strengthened. Local wisdom-based learning material is material that is based on things around students so that it will make students comfortable. So that we need a syllabus and English subject materials based on local wisdom. Students with low self-esteem will not progress academically at optimal speed until their self-esteem is strengthened. Local wisdom-based learning material is material that is based on things around students so that it will make students comfortable. So that we need a syllabus and English subject materials based on local wisdom.

PSA (Questions Number 8-11)

Question 8 asks about the strengths and weaknesses in language including factual information about students claiming to have achieved the goal of learning English. Vygotsky's Theory of Learning (Vygotsky, 1978) identifies the Zone of Proximal Development (ZPD) as a metamorphosis domain or space for students to achieve higher levels of knowledge and performance with support from adults or other knowledgeable people. Gagne's Conditions of Learning (Gagne, 1965) discusses five categories of performance or learning outcomes, namely verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes (attitudes) that must be reached. Indonesia applies four core competencies, namely spiritual attitudes. Questions 9-10 regarding skills about language proficiency and use of English outside the classroom. *Question 9* explores information about language proficiency skills states that the most difficult English skills to learn are reading and writing. *Question 10* explores information about the use of English outside the classroom which states that students enjoy using English outside of school. Vygotsky's Theory of Learning (Vygotsky, 1978) states that the sociocultural context that surrounds students facilitates the learning process so that the Zone of Proximal Development (ZPD) students will metamorphose to achieve higher levels of knowledge and performance with the support of adults or other knowledgeable people. Conditions of Learning (Gagne, 1965) states that learning based on this theory has the principle that

different teaching is needed for different learning outcomes, learning is based on student conditions, instructional is appropriate for learning outcomes, and the learning hierarchy defines the skills to be learned. Furthermore, Howard Gardner's Multiple Intelligences (Gardner, 1983) states that there are many types of student intelligence. Each represents a different way of processing information. Multiple intelligence represents different intellectual abilities through different learning styles. The learning styles include visual, auditory, kinesthetic, impulsive and reflective, right brain and left brain. So it is hoped that the teacher can clarify the intelligence of students and direct the learning style that is tailored to the wishes of each student. The teacher provides students with ways to access content to enhance learning, demonstrates student knowledge and skills to increase learning engagement, as well as instruction with detailed knowledge of student specific strengths and needs. The Peter Principle (Peter & Hull, 1970) states that someone who is competent in his job will get promotion to a position that requires different skills. The Promotion will reach a level where they are so incompetent that they are stuck in the "Final Placement" or "Peter's Plateau" so this cannot be avoided. Laird's Sensory Theory (Laird, 1985) states that greater learning can occur when the five senses of sight, hearing, touch, smell, and taste are stimulated. So that the adjustment of approaches and resources as much as possible of the students' senses is needed in learning. Jerome Bruner discusses creating an educational learning environment that focuses on the uniqueness of students, how students become who they are, and how students can become more. This theory offers an alternative to the interactionist or social interactionist theory of language development. The social and interpersonal nature of language is emphasized. Maslow's Hierarchy of Needs (Maslow, 1943) states that people are motivated to achieve certain needs and some needs take precedence over others. The holistic approach used in learning covers the complete physical, emotional, social and intellectual qualities of the individual and how they affect learning. Students must be valued and respected in the classroom and

teachers must create a supportive environment. Students with low self-esteem will not progress academically at optimal speed until their self-esteem is strengthened. Erikson's 8 Stages of Psychosocial Development (Erikson, 1958) states that the ego makes a positive contribution to development by mastering attitudes, ideas, and skills at every stage of development. Students are motivated by the need to achieve competence in a particular field. The success of the developmental task produces a healthy sense of competence and personality. So that we need material, media, *Question 11* regarding the learning experience regarding the difficulties faced states that English learning resources in schools are still lacking. Piaget's Stages of Cognitive Development addresses the stages of student development encouraging independent and direct learning and opportunities for discovery. For example planning various classroom activities that accommodate different learning styles such as visual or auditory. Vygotsky's Theory of Learning (Vygotsky, 1978) identifies the Zone of Proximal Development (ZPD) to achieve higher levels of knowledge and performance with the support of adults or other knowledgeable people based on sociocultural, one of which is the impact of the 4.0 industrial revolution towards 5.0 learning. Gagne's Conditions of Learning (Gagne, 1965) discusses the conditions of learning and instructional design implications. Thus, learning based on this theory has the principle that different teaching is needed for different learning outcomes, learning is based on student conditions, instructional is appropriate for learning outcomes, and the learning hierarchy defines the skills to be learned. Howard Gardner's Multiple Intelligences (Gardner, 1983) states that there are many types of human intelligence, each representing a different way of processing information. Multiple intelligence represents different intellectual abilities through different learning styles. The learning styles include visual, auditory, kinesthetic, impulsive and reflective, right brain and left brain. So it is hoped that the teacher provides students with ways to access content to improve learning, shows students the knowledge and skills to increase learning

engagement, as well as instruction with detailed knowledge about specific strengths and student needs. Laird's sensory theory (Laird, 1985) discusses that greater learning can occur when the five senses of sight, hearing, touch, smell, and taste are stimulated. So that the adjustment of approaches and resources as much as possible of the students' senses is needed in learning. So that we need learning resources that can improve students' abilities in English subjects using the potential of the five senses of students by using audio visuals.

LSA (Questions Number 12-17)

Question 12 focuses on the subject's needs regarding cognitive and affective needs states that students like discussion in learning activities. Gagne's conditions of learning (Gagne, 1965) discusses the conditions of learning and the implications of instructional design. Types of learning outcomes, each of which is best achieved through its specific instructional design but also a set of steps required in each learning environment. There are five categories of performance or learning outcomes, namely verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes. Learning based on this theory has the principle that different teaching is needed for different learning outcomes, learning is based on student conditions, instructional is appropriate for learning outcomes, and the learning hierarchy defines the skills to be learned. The Peter Principle (Peter & Hull, 1970) states that someone who is competent in his job will get promotion to a position that requires different skills. The Promotion will reach a level where they are so incompetent that they are stuck in the "Final Placement" or "Peter's Plateau" so this cannot be avoided. In other words, the potential of students must be explored by teachers and students so that learning objectives can be achieved.

Question 13 focuses on the need for motivation and expectations which states that students have high motivation to learn English. *Question 14* focuses on the need for motivation and expectations stating that students want to continue their education abroad Piaget's stages of cognitive development

addresses the stages of student development encouraging independent and direct learning and opportunities for discovery. Plan a variety of classroom activities that accommodate different learning styles such as visual or auditory. Gagne's conditions of learning (Gagne, 1965) discusses the conditions of learning and the implications of instructional design. The types of learning outcomes are each best achieved through their specific instructional design but there is also a set of steps required in each learning environment. Learning based on this theory has the principle that different teaching is needed for different learning outcomes, learning is based on student conditions, instructional is appropriate for learning outcomes, and the learning hierarchy defines the skills to be learned. Kolb's experiential theory (Kolb, 1984) discusses the experiential learning model which includes four-stage experiential learning theory, namely concrete learning, reflective observation, abstract conceptualization, and active experimentation so as to achieve a holistic perspective of experience, perception, cognition, and behavior. Learning styles to understand and process information can be in the form of divergent (watching), assimilating (exploring), converging (experimenting), and accommodating (practical). Maslow's hierarchy of needs (Maslow, 1943) states that students are motivated to achieve cognitive needs, progress and reach their full potential by meeting basic learning needs. *Question 15* explores information about the process-oriented needs of the students' preferred method of learning by using a learning method that uses audio-visual media. *Question 16* explores process-oriented needs information about expressing the use of active learning techniques by discussion. *Question 17* explores information on process-oriented needs regarding preferred learning materials, which states that communicating using English through technology (email and whatsapp) is mainly related to the surrounding environment. Piaget's stages of cognitive development states that students acquire, retain, and develop knowledge to improve student education by planning various classroom activities that accommodate different learning styles such as

visual or auditory. Vygotsky's theory of learning (Vygotsky, 1978) discusses the sociocultural context that surrounds students which facilitate the learning process. This approach will take the teacher's consideration in selecting and considering and discussing the language, cultural diversity of students, languages and literacy needed to be successful in learning English and academic content in schools and students' counterparts. Howard Gardner's multiple intelligences (Gardner, 1983) states that multiple intelligence represents different intellectual abilities through different learning styles. The learning styles include visual, auditory, kinesthetic, impulsive and reflective, right brain and left brain. So it is hoped that the teacher can clarify the intelligence of students and direct the learning style that is tailored to the wishes of each student. Laird's sensory theory (Laird, 1985) discusses the adjustment of approaches and resources to as many senses as students need in learning. Maslow's hierarchy of needs (Maslow, 1943) states that people are motivated to achieve certain needs and some needs take precedence over others. The most basic needs are the physical, emotional, social, intellectual qualities of students as a whole and how they affect learning and this will be the first thing that motivates our behavior. So that the basic needs of students must be strengthened to be able to progress academically at optimal speed. Erikson's 8 stages of psychosocial development (Erikson, 1958) states that the ego makes a positive contribution to development by mastering attitudes, ideas, and skills at each stage of development. Students are motivated by the need to achieve competence in a particular field. The success of the developmental task produces a healthy sense of competence and personality. Cognitive theory of multimedia learning (Mayer, 2005) states that students learn more deeply from words and pictures than just words. The use of words and images for learning media must also pay attention to their effect on student cognitive. Information processing theory (Miller, 1956) discusses two concepts of cognitive and psychological processing, namely the first concept of chunking and short-term memory capacity

(work) which are the basic elements of all subsequent memory theory. Furthermore, the second concept is about information processing, using computers as a student learning model.

MA (Questions Number 18-20)

Question 18 asking about the school environment including classroom culture stated that the number of English teachers was still lacking. *Question 19* asks about the school environment including infrastructure management stating that English learning has used a scientific and varied approach. *Question 20* asking about the school environment includes learning culture states that English language learning facilities are complete. Vygotsky's theory of learning (Vygotsky, 1978) discusses the sociocultural context that surrounds students that facilitate the learning process and the Zone of Proximal Development (ZPD) as a metamorphosis space for students to achieve higher levels of knowledge and performance. Skinner's behaviorist's theory (Skinner, 1936) discusses emphasizing the role of environmental factors in influencing behavior with almost the exclusion of inherited or inherited factors. This will have an effect on the behavior of students focusing on learning through classical conditioning or operand students having tabula rasa. Canter's theory of assertive discipline (Lee & Canter, 1976) is classroom management with a systematic and objective "taking control" approach to managing the class. This includes outlining clear expectations and positive and negative consequences. Define clear blueprint rules and boundaries, allow teachers to be positively assertive, use common sense and an easy-to-learn approach to help teachers control the classroom (behavior management). Dreikur's classroom management theory (Dreikur & Soltz, 1964) states that the social discipline model in the classroom on consequences and encouragement is the key to effective discipline for solving this behavior in the classroom. So that there is still a need for teachers, approaches and facilities for learning English to improve students' abilities in English subjects.

E. CONCLUSION

English is one of the subjects at the Special School for the Deaf (SMALB-B). Based on the SMALB curriculum structure, English subjects are included in group A, namely a curricular program that aims to develop attitudinal competencies, knowledge competencies, and skills competencies of students as a basis and strengthening abilities in social, national and state life whose content and references are developed by center with an allocation of time per week for class X, XI, and XII respectively. In addition, English subjects include subjects that do not use a thematic approach in teaching (regulation of the director general of primary and secondary education, 2017).

Based on the results of questionnaires, interviews, and observations, it can be concluded that the needs of deaf students in learning English are as follows. In TSA, adjusting the approach and resources as much as possible of the students' senses is needed in learning for the purpose of learning English which emphasizes reading, writing, speaking, and listening. We need teaching materials that use the topic of local wisdom while still using verbal communication (English and Indonesian) and non-verbal (Indonesian sign language and written language in English and Indonesian). Local wisdom-based learning material is material that is based on things around students which is highly recommended so that it will make students comfortable. The existence of a syllabus and English subject materials based on local wisdom is expected. PSA, SMALB Pekanbaru applies four core competencies, namely spiritual attitudes, social attitudes, knowledge, and skills. Materials, media, and learning evaluation to improve students' abilities in audio-visual-based English subjects are highly expected. In addition to other learning resources that can improve students' abilities in English subjects using the potential of the five senses of students, one of which is by using audio visuals. LSA, the potential of students must be explored by teachers and students so that learning objectives are achieved. Students are motivated to achieve cognitive needs, progress and reach their full potential by meeting basic learning needs. So that we need learning resources that can

improve students' abilities in English subjects by using the potential of students' five senses, one of which is audio-visual. MA, There is still a need for teachers, approaches, and English learning facilities to improve students' abilities in English subjects.

F. SUGGESTION

Based on the research results that have been described, the researcher suggests the school to be motivated to form English MGMPs at SMALB-B Pekanbaru and seek teachers who teach English subjects according to their educational background. Furthermore, it is hoped that there will be the development of English teaching materials for class XI for deaf students in the 2017 revision of the 2013 curriculum based on local wisdom, audio-visual, emphasizing interesting and innovative reading, writing, speaking, and listening skills to improve learning English. Then, basic education system includes context, input, process, and output that are achieved as expected.

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