

CLASSROOM INTERACTION IN ENGLISH CLASS FOR HEARING IMPAIRMENT STUDENTS IN SMP-LB (B) NEGERI TUBAN

INTERAKSI KELAS PADA PELAJARAN BAHASA INGGRIS BAGI SISWA BERKEBUTUHAN KHUSUS PENDENGARAN DI SMPL-LB (B) NEGERI TUBAN

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ABSTRACT

English subject is taught not only for the regular students but also to students who have physical disorder especially to hearing impairment students. In Indonesia, there is a special school for these students called SLB (Sekolah Luar Biasa). In the teaching and learning process at SMP-LB (B), the teacher usually faces some difficulties dealing with the students because they have lack of their hearing system. The purpose of conducting this research is to find out the teacher and students interaction in English Class for Hearing Impairment Students in SMP-LB (B) Negeri Tuban and the students responses after the teacher apply certain interaction in the class at SMP-LB (B) Negeri Tuban. This study applied the qualitative case study research approach to answer the research questions. The study as conducted at SMP-(LB) Negeri Tuban which used three instruments such as observation, interview, and documentation. The finding of the research showed that the teacher used Total Communication Technique which combines the oral and manual technique. Teacher not only used oral but also used sign language such as finger spelling, gestures, and facial expression. The writer also found one response after the teacher interaction in English class for Hearing Impairment Students such as Oral communication. Total communication Technique is expected to help them in teaching and learning of interaction in English to hearing impairment students in the right way appropriately. The teacher always gives good treatment to the students in order to able to reduce the problems in communication especially in listening and speaking.

Keywords: Classroom interaction, English class, Hearing Impairment students.

ABSTRAKSI

Pelajaran Bahasa Inggris diajarkan tidak hanya pada siswa di kelas reguler tetapi juga pada siswa yang berkebutuhan khusus terutama bagi anak yang mempunyai kekurangan pendengaran. Di Indonesia, ada sekolah khusus bagi siswa dengan kebutuhan khusus ini yang di sebut SLB (Sekolah Luar Biasa). Pada proses belajar mengajar di SMP-LB (BO, guru biasanya menemui kesulitan karena rata-rata anak-anak ini memiliki kekurangan dalam sistem pendengaran mereka. Penulis berupaya mencari tahu interaksi antara guru dan murid dalam pelajaran Bahasa Inggris bagi anak dengan kebutuhan khusus ini dan juga respon mereka setelah guru menerapkan interaksi khusus di kelas saat pelajaran berlangsung di SMP-LB (B) Negeri Tuban. Penelitian ini merupakan penelitian kualitatif untuk menjawab pertanyaan yang diajukan. Penelitian ini menggunakan 3 instrumen seperti observasi, interview, dan dokumentasi. Temuan dari penelitian ini menunjukkan bahwa guru menerapkan Teknik komunikasi total yang mengkombinasikan teknik oral dan manual. Guru tidak hanya menggunakan oral tetapi juga bahasa isyarat/sinyal seperti mengeja menggunakan jari, gestur, dan ekspresi wajah. Penulis juga menemukan respon bahwa teknik komunikasi total ini sangat bermanfaat bagi mereka dalam pelajaran Bahasa Inggris yang mereka terima. Guru juga dengan senang hati memberi bantuan bagi siswa yang masih belum bisa menerima pelajaran dengan baik terutama pada listening (mendengar) dan speaking (berbicara).

Kata kunci: Interaksi kelas, kelas Bahasa Inggris, siswa berkebutuhan khusus pendengaran.

INTRODUCTION

English is very important subject in the human life to learn today. However, it has become the second language in our country. That is why; learning English language should be given to Indonesian's youth. Human created by God with emotion and mind. These make know the way to express their feeling. College students should write more, because they are generation who will give contribution to the future by their knowledge and skills. As Indonesian people, however, we have to learn English if we want to communicate with other.

According to Moreno, J. Mantano and Haver (2009) in Hindhehe, A.L. (2011), there are important elements to create a successful English classroom which facilitates the language teaching/learning process. These elements involve the physical appearance of the classroom, the role of the teacher, the classroom materials, and the classroom environment in general need to be displayed throughout the classroom space.

According to Custon-Theoharis and Malmgren (2005) in Hallahan and Kauffman (2013) the involvement of paraprofessionals may be the crucial support that some children with disabilities require to be included in the general education classroom rather than in more restrictive, segregated settings. The present study will be design: Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. Inclusion can be defined as students with special needs participating in education within the same settings with their non-disabled peers and benefiting from support services as needed (Samuel L.Odom 2000) in Hindhehe, A.L. (2011).

Classroom Interaction

Classroom interaction as communication between students and teacher. It is just the teacher communicating with the learners. Chi, J (2009) has defined classroom interaction as a process of passing information from the professional teacher, who has undergone a rigorous training, to the learner. This definition contains elements of the traditional mode of interaction, which bore the assumption that the teacher is the fountain of knowledge and should fill the learners'

minds with information.

Gosh (2010) in Hindhehe, A.L. (2011) postulated that the fundamental objectives of classroom interaction by stating that firstly, classroom interaction must aim at help the learners to indentify their own appropriate learning mode. Secondly, the interaction should guide the learners to communicate with their peers easily and give them an exposure to the genres of language learning and thirdly, classroom interaction should aim at probing into the learners' prior learning and his or her way of conceptualising facts and ideas Gosh (2010) in Hindhehe, A.L. (2011).

Interaction, in an inclusive classroom between teacher-student caused by lack of communication and only one way, use form of communication is not only verbal, but non-verbal as well as by students with special needs so that there is a misunderstanding between teachers and students (Fikriyanto, 2015).

Types of Classroom Interaction.

- Traditional classroom interaction types One of the classroom interaction types used in the past is the Direct Mode (DM). One of the features of the direct mode is that it does not welcome the use of native language in the classroom, rather it upholds that learners should acquire vocabulary naturally by speaking the language (Lightbown & Spada, 2006 in Hindhehe, A.L. (2011).
- The communicative Approach and Classroom Interaction
The communicative Approach of teaching a second language focuses on enhancing communication skills such as listening and self-expression. These competences communicative everyday communication with other people. Canale & Swain (1980) in Schulz et al. (1999) categorised communicative competence into four components.
- Patterns of classroom interaction
There are different patterns of classroom interaction that may by used by the teachers in the teaching and learning process. these Patterns include, learner to learner, teacher to learner, learner to teacher, learner to content and

learner to community interactions.

Types of Classroom Interaction for Hearing Impairment Students.

Based on theory of (Janssen et al 2003b pp 197, 208) there are 8 core categories of interaction behavior between teacher and students are as follows:

1. Initiative: starting an interaction or raising something new as part of a reaction.
2. Confirmation: clear acknowledgement that an initiative has been noticed and recognized.
3. Answer: positive (approving) or negative (disapproving) reaction to an utterance of the partner.
4. Turns: turn taking, or becoming the actor, and turn giving, or allowing the other to become the actor.
5. Attention : focus on the interaction partner, the content of the interaction, and the people and/or objects within the interaction context.
6. Regulation of intensity of the interaction. For the educator: waiting while the idea-blind child regulates the intensity by, for example, with drawing (turning his or her head away) or some other individual signals (such as laying his or her hand on the partner's hand) and apparent processing of information, and inappropriate regulation of intensity by, for example, selfabusive or aggressive behaviors.
7. Affective involvement: mutual sharing of emotions
8. Independent acting. For the educator: acting with no focus on the child. For the child: executing actions independently (e.g., putting a garment or part of a garment on alone). (Janssen et al., 2003b, p. 207 in Hindhehe, A.L. (2011).

Definition of English Class for Hearing Impairment

As deaf people are, or least should be part of the society they experience the globalization and the growth of communication all over the world as well as everybody else. The need of knowledge of foreign language for hearing people goes hand with the need of knowledge of foreign language and the spoken language for deaf people (Lozanova and Savtchev, 2009: 5).

According to Brozik, deaf children usually attend school without knowledge of any type of language on high level, therefore they have very hard way to acquire two language (spoken language of their country and sign language) and after two years of this practice there stands one more inhibition in the form of foreign language as their language (Brozik, 2010: 11).

Teaching English for Hearing Impairment Students

The process of learning English for regular students and deaf students is not the same. For hearing impairment students, it is quite difficult for them to learn English because children with hearing impairments often show significant delays in phoneme production, vocabulary, and syntax. (Cawthon, 2001). Hearing impairments cannot fully process the information in form of sounds, while regular students can process them: this may affect their reading ability because of the lack of vocabulary from the sounds they cannot process. Oyewumi (2008) stated that "Deaf and hearing impaired students tend to be visual learners – and this is difficult in an environment where much essential information is delivered exclusively by word of mouth". (Mpofu, et al., 2013 in Hallahan and Kauffman (2013). The language characteristics are usually different; the structure of sentences of deaf students is usually different from unimpaired students. In a study conducted by Hindhede (2011), it was reported that trying to pass as having normal hearing, or trying to cover it up, was described by over half of the participants as a being a typical way of managing the disability outside of their home or at school.

The setting of the class is important; it is necessary to place the chairs where all the students can see the teacher's lip or hand movements. The use of mirrors on all sides of the class is necessary, as the student can see the lip movements through the mirrors, which helps them to focus to the teacher and to avoid any distractions, considering deaf students are visual students.

Teachers' considerations to adjust to students' disabilities or their behaviors refer to

teachers' efforts to adjust the material, media, and so on, considering deaf students who are not able to learn listening and speaking skills, and ways to make deaf students easier to learn writing and reading skills. In an example, a teacher tended to use pictures when describing something to avoid abstract imagination from the deaf students, to help them better understand things, and to give an exact example of something, because deaf students are visual learners.

The Characteristics of Deaf Students

It is important to remember that individuals are affected by hearing loss in different ways. Nonetheless, we can identify some characteristics common to most severely and profoundly deaf children. Deaf students and students who are hard of hearing (hearing impairment exceeding 30 DB in both ears) are typically limited in their ability to acquire language aurally, even when using a hearing aid. The degree to which they differ from normally hearing children and youth varies with age and other factors. Unless other disabilities are present, developmental differences in deafness disorders are minimal. As deafness children grow older, they often fall behind in language comprehension and use, unable to keep up with the increased complexity and abstraction of language system. Consequently, their academic, social and emotional development may also be delayed.

In addition, Heward and Orlansky (1988: 270) in Hallahan and Kauffman (2013) describe the characteristic of deaf students;

1. The students' vocabulary is smaller and their sentence structures are simpler and more rigid than those of hearing children of the same age of grade level are.
2. The grammar and the structure of English often do not follow logical order, and a prelingual deaf person must put forth a great deal of effort to read/write with acceptable form and meaning.
3. Many deaf tend to write sentences that are short, incomplete, or improperly arranged. They may omit endings of words, such as the plural -s, -ed, or -ing.

The Factors That Influence the Teaching of English to Hearing Impairment

There are some factors that will be faced by the teachers in English teaching and learning process. According to Kasbola, (1993: 44) there are several factors that influence the teaching of English.

1. The teacher's role

A teacher is a person who has an important position in the teaching/learning process, Schulz et al (1991: 77) Schulz et al (1999) give some suggestions to the teachers who teach hearing impairment students in the class:

- a. The teachers should remain stationary when talking and not stand near the window that creates a glare for students. They must remember that they should always face the students when trying to communicate with them.
- b. Teachers should not exaggerate lip movement, speech rate, or voice volume that makes their speech more difficult to understand.

2. The Students

Teachers should know the condition of their students, if they want to have an effective teaching. Kasbola (1993: 46) says that students are also the factor that plays a role in teaching/learning activity. The hearing impairment student must be habitual in using sign language and can be active students in classroom communication activities by expressing their minds and feel freely. If the students feel comfortable, the class will be alive and there will be good interaction between students and teacher. So the student is not afraid of participating in the process and teaching English.

3. The Teaching technique

In teaching English to hearing impaired and hearing impairment students, the teacher needs appropriate techniques in order that the teaching and learning process can be successful.

Technique of Teaching English to Total Hearing Impairment

1. Oral Communication Technique

Schulz et al (1991: 72) Schulz et al (1999) state that teaching speech to students who are having total hearing impairment is difficult, and many of them never acquire understandable speech. By using this technique Total Hearing

impairment students have limitation to express and catch speech language.

Through oral technique, some strengths can be gained. Schulz et al (1991: 72) Schulz et al (1999) affirm that oral communication enable the hearing impaired and Total Hearing Impairment people to communicate with hearing people who do not use a manual method. The strengths of oral technique are as follows:

1. Speech is faster than using sign language.
2. In using speaking, the students can describe something concrete and visually.
3. Speech is more different than sign language. The sign language that naturally develops in Total Hearing Impairment community has limited vocabularies, the time differentiation, the expression and something abstract is not really clear.

By using speech, the students have more space to do something while talking such as: pointing, holding something etc.

2. Auditory Training

Auditory training is the procedure of teaching the Total Hearing Impairment child to make use of what hearing he or she possesses. Advocates claim that all but a very few totally Total Hearing Impairment children are able to benefit from auditory training. The benefits of auditory training have been argued by rapid technological advances in the development of hearing aids.

3. Speech-reading

Speech reading is also called lip-reading. Lip-reading is the ability to lip patterns. It is difficult to learn, but many children will naturally try to lipread when they are communicating. We all lipread, especially in noisy environments or any situations where it is difficult to hear clearly.

4. Total Communication

Total communication technique is the combination between oral and manual communication. It includes the simultaneous presentation of signs (including finger spelling when necessary) and speech (through

residual audition and speech reading). Teachers who practice total communication technique generally speak as they signed and make a special effort to follow the form and structure of spoken English as closely as possible (Heward and Orlansky, 1988: 277) in Hallahan and Kauffman (2013).

Effendi (1991: 56) in Fikriyanto (2015) proposes that there are four strengths of total communication technique as follows:

- a. It can expand the possibility for learning language of hearing impaired or Total Hearing Impairment.
- b. It is able to achieve the basic lesson (reading, writing).
- c. The stabilities of emotion are better.
- d. It can support the use of oral communication in the oral program (speaking: speech reading and auditory training)

In the contrary, Ling (in Hallahan and Kauffman (2013) says that it is difficult for Total Hearing Impairment students to process sign and speeches that are present together and it is not easy to combine the signs and speech effectively.

5. Manual Communication

Schultz et al (1999: 73) define manual communication method is the teaching procedure that includes finger spelling and sign language. Heward and Orlansky (1988: 276) in Hallahan and Kauffman (2013) state that sign language uses gesture to represent words, ideas, and concepts. According to Hallahan and Kaufman (1991: 283), finger spelling is the representation of the letters of the alphabet by finger positions and is also used occasionally to spell out certain words such as proper nouns. A user of sign language relies slow and requires ability to spell, but it is a good way to begin the communication with their peers.

Speech reading is also called lip-reading. Lipreading is the ability to lip patterns. It is difficult to learn, but many children will naturally try to lipread when they are communicating. We all lipread, especially in noisy environments or any situations where it is difficult to hear clearly.

Assesment for Hearing Impairment Students

Assessment defined Minnesota Department of Education, (2008:11-12), assessment refers to

the process of gathering and interpreting information regarding some aspect of a student's: cognitive, academic, social, emotional, behavioral, or functional performance. Formal assessments are measures that provide standardized procedures using statistically based systems for comparisons. The role of formal assessment:

- A. To make comparisons between groups of learners.
- B. To determine placement of learners.
- C. To monitor individual or group progress.
- D. To provide accountability.

Sign language

Sign language is like spoken language. Wendy Sandler proposed that sign language is natural language that arise spontaneously wherever there is a community of communicators; they effectively fulfill all of the social and mental functions of spoken languages; and they are acquired without instruction by children, given normal exposure and interaction (Sandler, 2004, para 1) (Salend, S.J.& Garrick, L.M. 1999)

Sign language can be defined as a language by using hands, face expressions and arms as the means of communication with total hearing impaired children. Because the children with total hearing impairment are not possible or have difficulty to acquire the language by using sense of hearing, so the visuals symbols are needed.

Definition of Hearing Impaired and Deafness

Hearing impairment is a broad term need used to describe the loss of hearing in one or both ears. There are different levels of hearing impairment. Hearing impairment refers to complete or partial loss of the ability to hear from one or both ears. The level of impairment can be mild, moderate, and severe or profound. Whereas, deafness refers to the complete loss of ability to hear from one or both ears (WHO Media centre, 2010). For some people it might be quite difficult to distinguish between deafness and hearing impairment.

On the other hand, the individuals with

Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (P.L.94-142). Includes "Hearing impairment" and "Deafness" as two of the categories under which children with disabilities may be eligible for special education and related services programming. While the term "Hearing impairment" is often used generically to describe a wide range of hearing losses, including deafness, the regulations for IDEA define hearing loss and deafness separately.

Deafness is defined as a sensory deficiency that prevents a person from receiving stimulus of sound in all or most of it and as a condition in which perceivable sound (including speech) have no meaning for ordinary life purpose. A deaf person is not able to use this hearing to understand speech, although some sound may be perceived even with a hearing aid the hearing loss is too great to allow a deaf person to understand speech through the ears alone. Maintain that the term of deaf should be applied only to those person who process language by eye, rather than by ear.

Deafness means a condition when someone loses his abilities in hearing or receiving impulses especially through his hearing system. The regulation of the IDEA argued that Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification". Deafness often happen when someone gets hard damage inside of hearing system. It might because of an accident or inherit. Somantri (2007) classified deafness based on etiology. Total hearing impairment before birth occurs when the parents of total hearing impairment children have genetic cell which bring abnormal characteristic for instances dominant genes, recessive gen, etc. It can be caused by diseases during pregnancy; such as rubella, moribili, etc. Whereas, total hearing impairment in birth, when a child was born before the time, premature.

Furthermore, WHO medicine (2010) states Total Hearing Impairment can be inherited: if one or both parents or a relative is born Total Hearing Impairment, there is a higher risk that a

child will be born Total Hearing Impairment. Hearing impairment may also be caused before or during birth for several reasons. These included:

1. Premature birth as a condition during birth in which a baby is lacking enough oxygen to breathe.
2. Rubella, syphilis or certain other infections in a woman during pregnancy.
3. The use of ototoxic drugs - a group of more than 130 drugs (such as the antibiotic gentamicin) that can cause damage to the inner ear if incorrectly given - during pregnancy.
4. Jaundice, which can damage the hearing nerve in a newborn baby.
5. The use of ototoxic drugs at any age, including some antibiotic and anti-malarial drugs, can cause damage to the cochlea (the hearing organ in the inner ear)
6. Head injury or injury to the ear can cause hearing impairment.
7. Wax or foreign bodies blocking the ear canal can cause hearing loss at any age.
8. Excessive noise, including working with noisy machinery, exposure to loud noises, such as gunfire or explosions, can damage the inner ear and weaken hearing ability.
9. As people age, accumulated exposure to noise and other factors may lead to hearing impairment or total hearing impairment.

Based on the definition, and example above, it can be concluded that hearing impairment and total hearing impairment are different. It can be seen from the causes of the impairment.

Both of deaf and hand- of – hearing children are said to be hearing impaired. This term, mainly in education, indicates a child who needs special services because of hearing loss. Most children in classes for the hearing-impaired do have some degree of residual hearing (Heward and Orlansky, 1988) in Hallahan and Kauffman (2013).

Types of Hearing Impairment

According to Herman, Drew, Egan and Wolf (1988: 277), there are three types of hearing loss :

Based on Mroz, 2021, the main types of hearing loss are sorted into three categories:

1. Sensorineural hearing loss, which means there is a problem occurring in either the inner ear or the auditory nerve, which delivers sound to the brain.
2. Conductive hearing loss, which means sound is not reaching the inner ear, usually due to an obstruction or trauma.
3. Mixed hearing loss, means a combination of conductive and sensorineural problems, may also be asessed through the use of an air and bone conduction test. In the case of mixed loss, abnormalities are evident in both tests.
4. Mixed hearing loss means the hearing loss is being caused by a combination of the two.

METHOD

This chapter is develop to describe the methodology of the research and the techniques employed to collect the data. For this purpose, eight points of discussion are presented; research design, subject of the study, research instrument, techniques of collecting data, procedure of data collection, data validity, literature review and trustworthiness, and data analysis. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomena and context are not clearly evident (Merriam, 1989: 27). Also Simons (2009: 21) in Hallahan and Kauffman (2013) states that case study is an in depht-exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, instution, programme or system in a 'real life' contex. The case study can be further defined by its special features. Qualitative case studies can be characterized as being particularistic, descriptive and heuristic. Particularistic means that case studies focus on a particular situation, event, program, or phenomenon. This research was intended to know the media used to teaching English, the criteria does the teacher use in responses the interaction of English class, and the students' responses toward the interaction used in English class to hearing – impaired students at the seventh grade of SMPLB (B) Negeri Tuban.

FINDINGS

This chapter present the findings of the study and the discussion of the data collected from the observation, interview transcript and documentation to answer the primary questions as mentioned in chapter I. The teacher and students interaction in English Class for Hearing Impairment Students in SMP-LB (B) Negeri Tuban. Second, the students responses after the teacher apply certain interaction in the class.

1. To analyse the teacher and students interaction in English Class for Hearing Impairment students in this study in more details, the reseacher needs to know the result of observation and the opinion of teachers' interview.

Total interaction is the combination between oral and manual communication. Here is Mrs. Wiwit's comment:

Tehnik yang paling membantu adalah tehnik KOMTAL (Komunikasi Total). Ketika anak tidak faham dengan komunikasi lisan atau berbicara secara langsung, maka guru bisa menggunakan Bahasa isyarat atau abjad jari yang berpedoman pada SIBI.

"The most helpful technique is the COMTAL technique (Total Communication). When the students does not understand oral communication or speak directly, the teacher can use the sign language or the alphabet of the finger that is guided by SIBI".

The reason the teacher used all of interaction in order to the students easily communicated with her. Here is Mrs. Wiwit's comment:

Interaksi yang lebih sederhana dulu seperti komunikasi menggunakan Bahasa isyarat lebih tepatnya. Kita menggunakan bahasa isyarat yang mudah mereka pahami. kemudian kita menggunakan bahasa isyarat yang lebih tinggi yg sesuai dengan kemampuan mereka.

"first simple interaction likes: communication by using more spesific sign language. We use easy sign language they understand. Afterward we use diffiult sign language to fit their knowledge".

In my opinion in hearing impairment class using high sign language to interact between

teacher and students will make students feel difficult. Because the students of hearing impairment is different with the normal students.

2. The responses the students is oral communication. Oral communication is communication which is done by two or more people. Teacher ask the students to open the book for the lesson by using sign language. At the time the students didn't respond well because they are deaf. after that the students response what the teacher say used sign language.

The first time teacher explained the materials orally, when the students got difficulty in comprehension, the teacher than explained the materials by using sign language. Here is Mrs. Wiwit comment:

Anak antusias dalam meresponse materi atau pelajaran yang diberikan oleh guru. tetapi tergantung kondisi siswa tersebut.

The children are enthusiastic in responding the materials or the lesson the teacher gave. Depend on the students situation.

In my opinion the hearing impairment students cannot be forced likes normal students, if the teacher explain the lesson and students can accept it means good. But the students is not good mood the teacher follow them what they want. Step by step the students can have a good mood. Here is Mrs. Wiwit's comment:

Respon murid sifatnya kondisional tergantung keadaan siswanya. jika suasana hati siswa sedang baik maka pembelajaran bisa berjalan denga lancar, Namun jika suasana hati siswa tidak baik maka pembelajaran tidak berjalan denga lancar, dan guru mengikuti apa yang mereka inginkan.

The student's response is conditional depending on the condition of the students, if the mood of the students is good then learning can run smoothly, however if the mood of students is not good then learning process does not run smoothly, and the teacher follows what they want.

But the teacher should have technique to explain the material in order to the students have enthusiastic in every condition. The teacher

can used fun method likes studying while playing. The students enjoy with the interaction done in the class. There is no bad mood for the students about the interaction given in the class. The students is silent because the material is easy and interesting to write on the book. the students gave slow response about the teacher say. Eventhough the students gave slow response after that the students understand.

CONCLUSION

Based on the analyses and discusses, the writer conducted The finding of the research showed that the teacher used Total Communication Technique which combines the oral and manual technique. Teacher not only used oral but also used sign language such as finger spelling, gestures, and facial expression. The writer also found one response after the teacher interaction in English class for Hearing Impairment Students such as Oral communication.

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