

TOTAL COMMUNICATION FOR HEARING-IMPAIRED STUDENTS IN LEARNING ENGLISH

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ABSTRACT

This study aims to discuss the use of Total Communication (TC, henceforth), the combinations of communication modes, and the reasons for using TC for hearing-impaired (HI) students of English class at SLB PGRI Kamal. Teaching English to them is believed to require more strategic approaches especially when compared to students who do not have any hearing issues. The data are from four HI students at SLB PGRI Kamal and their English teacher. In collecting the data, observation, note taking and recording were used as the instruments in which during taking note and observation, the researchers used phone recorder and phone camera to anticipate the data from lost and for further analysis. The results show that there are seven communication modes that were used. Those are lip-reading, sign language, images, writing, Indonesian Alphabetic Symbol System (IAS), finger spelling, and speech. Those modes are combined depending on the needs of the users (both English teacher and HI students). Therefore, the researcher found six combinations of modes in TC. Moreover, the researchers found five reasons for using TC for HI students in the English classroom at SLB PGRI Kamal. It is because of its flexibility and effectiveness in communication. Furthermore, TC gives chances to HI students to learn to speak, write and read in English, and allow the HI students to make English sounds and identify them.

Keyword: *Hearing-impaired Students, Learning English, Total Communication*

ABSTRAK

Penelitian ini mendiskusikan tentang penggunaan Total Communication (TC) yang meliputi kombinasi mode-mode komunikasi serta alasan penggunaannya untuk pembelajaran Bahasa Inggris bagi anak yang mengalami gangguan pendengaran (HI/Hearing-impaired) di SLB PGRI Kamal. Memperhatikan kondisi mereka, maka kita perlu strategi tertentu sehingga anak dengan gangguan pendengaran juga bisa belajar Bahasa Inggris. Data dari penelitian ini bersumber dari siswa HI serta guru Bahasa Inggris. Observasi, rekam, serta note-taking merupakan metode yang digunakan dalam pengambilan data. Hasil rekam ini dimaksudkan untuk mengantisipasi kehilangan data dan analisis data pada langkah berikutnya. Penelitian ini menunjukkan tujuh (7) mode komunikasi yang digunakan. Ketujuh mode tersebut adalah lipreading, sign language (Bahasa isyarat), image (gambar), writing (penulisan), Indonesian Alphabetic Symbol System,

Finger spelling, serta speech. Ketujuh mode tersebut disesuaikan dengan kebutuhan saat pembelajaran Bahasa Inggris. Penelitian ini juga menunjukkan bahwa ada lima (5) alasan dari penggunaan TC: fleksibilitas, efektivitas dalam komunikasi, ruang untuk berbicara, menulis, dan membaca dalam Bahasa Inggris, serta memberi keleluasaan bagi HI untuk membuat suara dalam Bahasa Inggris (English sound) dan mengidentifikasinya.

Kata kunci: siswa dengan gangguan pendengaran, belajar Bahasa Inggris, komunikasi total

INTRODUCTION

Using English is possibly used or learnt not only by normal students, but also by students with disabilities, such as those who have hearing difficulties. Since English achieves an International status, it consequently plays a significant role in what language the people around the world should use when communicating (Ogunyemi, 2014) and it is thus important to consider the teaching method applied (Bawa & Osei, 2018). In the education context, especially in Indonesia, English is a compulsory subject. Therefore, it is taught at schools (Sari, 2017). Moreover, learning English is already difficult for normal non-native students, and it can be understandable when it is getting more difficult for disabled students. When someone suffers from hearing impairment (henceforth HI), automatically, they find it difficult to learn to speak. It is because they cannot be able to hear anything. Consequently, nothing can be imitated.

The phenomenon of hearing impairment, as viewed by Okeke (2001), is a generic term used to qualify anyone with a hearing disability which may range in degree of minimal hearing loss to profound deafness. Every person with hearing impairment is classified into different categories based on the degree of hearing impairment (Rofiah, Ardianingsih, Ainin, & Sujarwanto, 2018). When talking about Hearing impairment, the degree of hearing impairment that is about measuring the sound volume cannot be forgotten. Furthermore, the HI people are divided into some levels. The mild, moderate and severe range of Hearing impairment is categorized into hearing loss. Meanwhile, a loss in profound range is referred to as deafness (Rofiah,

Ardianingsih, Ainin, & Sujarwanto, 2018). Due to their problem in hearing skill, teaching English is a challenging task for teachers (Khasawneh, 2021) such as in writing (Febtiningsih, Ardiya, Wibowo, 2021). It is indeed the English teachers' challenge to find the efficient strategies to provide his/her communication needs in his/her English class. The employed learning approach can result in the possibility of the learning taking place so that the HI students can have English exposure as students with no hearing difficulties do.

It is similar to the phenomenon that is found by the researchers, in which the HI students are taught English by a teacher using Total Communication (henceforth TC). The special school name is SLB PGRI Kamal, Bangkalan, East Java, Indonesia. In this school, the teacher uses TC to get her messages across her HI students in English class. By using TC, either the teacher or the HI students can use more than one communication mode at the same time (Werner, 1988). For example, when the HI students still do not understand what is being explained, and then the teacher applies Sign language. Both teacher and HI students are already familiar with it. In addition, the teacher can use lip-reading or another mode at the same time. It is based on Werner's statements stating that TC as a communication approach encourages a child to learn and to use a series of communication modes that work well in his/her particular community so that their messages are well delivered. Communication modes such as sign language, fingerspelling, gesture, lip-reading, speech, writing, images and may also be used, depending on what the child's need (Werner, 1988). Therefore, understanding what strategies are required in a certain context is handy to help their learning take place.

Previously, Sari (2017) conducted research about teaching-learning English for HI students. However, she mainly focused on the teaching learning strategies that are used by the teacher and also the problems that are faced by the English teacher. She asserted that the appropriate teaching learning strategy helps the teacher solve his/her problem faced during the English teaching learning process in HI students English class. In her study, Sari also stated that TC is also used in their English class. Even so, there is

no further explanation in Sari's study. Moreover, it is different from Ugwuanyi's study (2017). They focused on the use of TC for HI students in inclusive class of Enugu state Nigeria. However, their research is also focused on the teacher's problem faced there. They claimed that the use of TC is flexible and effective for the teacher, the HI students and the Hearing students that provide them with a good communication process. Furthermore, in their study, they stated that TC does not differ according to gender. Then, they found that the teachers agreed that introducing the use of TC skill, organizing short courses for the teachers on weekends and encouraging them to use concrete objects while teaching and recruiting sign language interpreters are the strategies to overcome the difficulties faced by them.

In the process of communication, the HI students are commonly difficult to get the message that their peers try to send. Consequently, they need to pay more attention and be more selective to choose an appropriate communication strategy to communicate easily with other HI students in their community or hearing people around them. By using appropriate communication methods, such as TC, HI people can fulfill their needs in the communication process in order to understand and be understood. Based on Werner (1988), TC gives valuable values for HI students.

He claims that TC is flexible for communicating in any ways they can. So, in the use of TC, they are encouraged to use any modes that work for them depending on their needs and the given situation (Werner, 1988). Accordingly, TC is recommended for the HI students so that they can communicate and learn to develop their language skills. By using TC, the HI children find effective ways to talk with each other (Werner, 1988). As a result, Werner (1988) speculates that they can speak and understand a lot. Moreover, in using TC, the HI child is also helped for learning to read and write (Werner, 1988). According to Werner (1988), the HI children are prepared for learning the alphabet in writing. Werner (1988) assumes that, sometimes the HI students cannot identify some sounds which are difficult such as /v/, /w/, /j/, /s/, /n/, /r/ and /z/. He claims that, by using TC, the HI students can solve this problem.

The speech comprehension and production of hearing-impaired children has taken researchers' and speech pathologists' attention. Revathi and Sasikaladevi (2019) are concerned about the need for development of a more challenging speaker independent speech recognition system for the hearing impaired. The purpose is to make the system respond to the speech uttered by any HI. The result shows that the performance of the system may be deployed to understand HI speakers' speech and mitigate the social stigma in leading a normal life.

Nicastri, et.al (2021) studied factors affecting twenty-five HI children development in a group of preschools. Children from families with higher education level performed better at the response shifting, inhibitory control, and attention flexibility tasks. Economic income correlated significantly with flexibility and inhibitory skills. Females performed better than males only in the attention flexibility task.

This research was conducted with the hopes that TC can bring benefits for both English teacher and HI students in English classrooms, especially for the English teacher and HI students in the special school, PGRI, Kamal, Bangkalan, East Java, Indonesia. The previous research has not put the issue of English acquisition as a second language into account. Consequently, they can understand easily what is being explained and also TC gives them a chance to speak a lot in English class. Furthermore, this research focuses on determining the appropriate combinations of the modes in TC that are used in English class and determining the reason for using TC in English class of HI students at SLB PGRI Kamal. The results of this research can motivate other special schools, especially in Madura to give their HI students a chance to learn English.

METHOD

This study was conducted by using observation and note taking approaches. The data found in this study is in the form of words, utterances, images and sentences. Bogdan and Biklen (1982) stated that qualitative design is the result of the data in this research design is a descriptive

phenomenon at which the collected data is in the form of words or pictures such as words, sentences and utterances rather than numbers. By using this approach, the researchers collected the relevant data such as their utterances to analyze. The data was collected from four students who have been deaf since they were born and the English teacher at Sekolah Luar Biasa (SLB) PGRI KAMAL, Bangkalan, Madura, East Java, Indonesia.

When collecting the data, the researchers determined several criteria to choose HI students to involve in this study. One of them is that they must be hearing-impaired since they were born. We consult the information of their conditions with their parents. Furthermore, the engaged participants have already been fluent in official sign language, lips reading, and facial expression as their additional language. We collected this information by confirming and clarifying their English teacher. The last criteria are that they should be able write and read. We collected this information from the English teacher as well. The given criteria are to provide the researchers to identify the suitable source of data to the analysis.

The instruments used for collecting data in this research were note taking and observation. The observation approach is useful in gathering data in natural ways. This can reduce the pressure of the participants that can occur when they felt being observed; while the use of note taking would ease the researchers to receive precise data during the observation activity in detail. In the process of note taking and observation, the results had been documented by using a camera, phone recorder and notebook. Initially, the process of collecting data was with observation methods during the English teaching-learning activity at SLB PGRI Kamal in order to obtain the data naturally. During collecting data in the observation process, the researchers wrote and stored several data onto a note book. Note taking was used to obtain accurate and important information. Moreover, the researchers recorded the teaching-learning process by using the phone recorder. The purpose of this instrument is to make sure that there are no data that are missed, in which it would be matched later.

In addition, the students' behavior during English teaching-learning activities which might be relevant or supportive to the data is also captured by using a phone camera. This process was used to capture things and activities which become data for this study. Capturing images is proper technique that eases the researchers to get the data which cannot be transferred or transcribed into word form. By using this technique, some of the data found by the researchers are in the form of images. The observation was done some times to determine more data and verify the findings. Not only capturing images, but also recording utterances was used to record what the teacher and the HI students were saying during the observation. This recording process is used to support the process of taking note, in order to avoid the data lost while the researchers were writing the data.

After that, the researchers had completed the whole process; we transcribed his recording file by copying what the participants said into the word-processed document. Then, the researchers examined both the recording file and his notes to check that the data are valid and matched. Finally, the researchers went to the data identification which relates to the problems of this research. After collecting the data, the data was analyzed to find out the result based on the issue at hand. The data collection took place once in a week during two months, from July to August, 2019. It happened when the teaching-learning English activities were on schedule. Furthermore, after completing the careful reading activity and rechecking activity, the researchers selected the appropriate data, including selecting the appropriate images. In the selecting step, the researchers separated the appropriate data in relation to the research questions from the inappropriate data. The data which did not belong to the topic were omitted.

RESULTS AND DISCUSSION

Berikut This section presents the data finding in relation to the combination of modes in TC and the reasons of their usage in the context. In general, there are seven communication modes used by the teacher and the

HI students to support learning. They are Lip-reading, sign language, Images, Writing, Fingerspelling, Speech and Indonesian Alphabetic Symbols (IAS). According to Werner (1988, p. 263), TC is the use of a series of communication modes that combine to provide their needs in the communication process. During the observation, the writer finds six combinations of communication modes which are used in TC by both the HI students and the English teacher in English class at SLB PGRI Kamal. The following section shows the combination of Modes in TC and the reasons why those modes are applied.

The Combination of Modes in TC

1. Combination 1: The use of Lips-reading and Speech

At SLB PGRI Kamal, the English HI students use the combination of Lip-reading and Speech for communicating in English class. It is proven by the dialogue below.

Teacher	: Andre is?
HI Student 2	: /police/ (pronounce like Indonesian)
Teacher	: /polis/ (<u>Using speech and LP to pronounce the 'police' at which pressed her mouth movements clearly for the 's'</u>)
HI Student 2	: /polis/
Teacher	: Yeah!

The data above is '/polis/'. The data is the use of Lip-reading or LP combined with Speech. From the dialogue, we know that before, the HI student pronounces the word 'police' like Indonesian style '/police/'. Then, the teacher slowly repronounces that word in order to correct her HI student by uttering slowly and pressing her mouth movement clearly for the 'S'. Then, the HI student tries to copy the teacher to pronounce the 'police'. The result is that the HI student was able to pronounce the word 'police' correctly /polis/, not /police/ like Indonesian style. However, it is important to bear in mind that its pronunciation is not as perfect as hearing students do. The categorization of the correct pronunciation is based to what extent their

pronunciation is clear, fairly clear, or unclear. By doing this, the HI student and the teacher do not only speak orally (by using speech), but either the teacher (especially) or the HI students give pressure to their lips movements (using lip-reading) at the same time.

2. Combination 2: The use of Sign Language, lip-reading and Speech

Both the teacher and the HI student employed Sign language with LP and Speech for communicating in the English classroom. It makes the English learning process go effectively for HI students who are disabled to hear. The evidence is shown below.

Teacher	: <i>Sandy itu</i> He, She <i>atau</i> It? (Sandy is He, She or It?)
HI student 1	: It
Teacher	: <i>Bukan! Sandy itu 'nama orang'.</i> (No, Sandy is a 'name of person') (<u>She is Signing for 'nama orang' while using speech and lipreading by pressing on her lips movement</u>).
HI student 1	: <i>nama orang</i> (a name of person)
Teacher	: Yeah!

From that dialogue, the Teacher re-explains that Sandy is not 'It', because Sandy is 'the name of a person' by using the combination of SL speech and LP at the same time. When the teacher said '*Sandy itu nama orang*', she did not only say it slowly, so that the HI student watched her lips movement, but also signed for the '*nama orang*' (name of person) with SIBI or Official Indonesia Sign Language System.

3. Combination 3: The Use of Writing and Speech

In an English class of HI students at SLB PGRI Kamal, the researchers found that writing combined with speech is also helpful to make English learning take place.

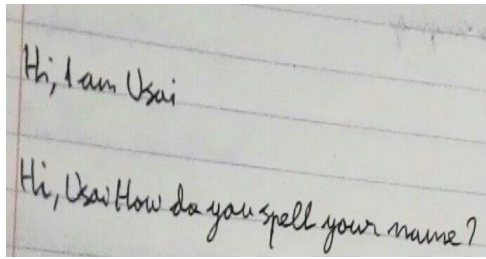


Figure 1. Student's Hand writing

The picture above contains 'The English rewriting of HI student' of the given material from the teacher written by the HI student which becomes the data. During the observation, the researchers found that the teacher always asks the English HI student to write the English material on their notebooks. Then, they read them orally. From this activity, the teacher wants the HI students to be familiar and learn to write the written form of the English materials that have been taught and also asks the HI students to read them after her by using speech. Therefore, the HI students can write the English writing form properly such as on the picture above. Besides, they also can read in English correctly.

4. *Combination 4: The Use of Writing and IAS*

It is also found that the writing mode is used by the teacher with IAS. Here, IAS is Indonesian Alphabetic Symbols which is used for helping them in English Pronunciation. It is based on the picture below.

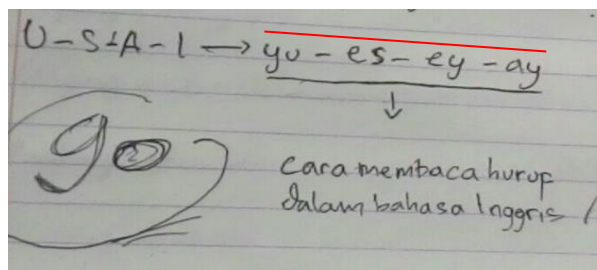


Figure 2. Picture of Using Writing and IAS

The data is 'yu-es-ey-ay' (the way to pronounce U-S-A-I in English). What we found during the observation session was that when the English HI students do not understand to pronounce the English word, such as the letters:

U-S-A-I, the teacher writes down their pronunciation on a piece of paper by using local letters of alphabet (see the red line on the picture) to make them easy to read. Consequently, the use of IAS avoids the HI students' pronunciation of English words that seem like Indonesian pronunciation. It is indicated that the HI students spell U-S-A-I like what the teacher wrote down '*yu-es-ey-ay*' which is quite similar with English pronunciation. However, it is not as perfect as the hearing students do.

Combination 5: The Use of Fingerspelling, Speech and LP

The writer finds that Fingerspelling is used with Speech and LP when there is a difficult word to pronounce. The evidence is below.

- Teacher : *Ayo dibaca! /wan o klok/* (Read this, please!)
- HI Student 1 : */wan o klo/* (Pronunciation for 'One o'clock')
- Teacher : No, */wan o kloK/* (She says it slowly and give pressed on her mouth while using fingerspelling for the ending 'K')
- HI Student 1 : */wan o klok/*
- Teacher : *Bagus!* (Good!)

The data is '*/wan o kloK/* (*fingerspell the ending 'K'*)'. According to the dialogue, there is a phoneme which is missed to pronounce. Here, the teacher uses lip-reading to pronounce it, while fingerspelling at the same time the phoneme which cannot be heard clearly by their counterparts. It is based on the above data, when the teacher asked the HI student 1 pronounced 'One O'clock'. But, the ending 'K' disappeared and became */wan o klo/*. Then, after the teacher's finger spelled the ending 'K', it worked. The English HI student pronounced the 'one O'clock' correctly. However, it is not as perfect as what the hearing students do. But, so far, it can be understood.

5. Combination 6: The use of Images, Speech and SL

The writers found that the images are also used with Speech and SL in TC. It is based on the datum below.



Figure 3. Picture of Using Image, SL and Speech

By using that image, the teacher wanted to explain to them that ‘Singing’ is for ‘*Nyanyi*’. But, before showing this image, the HI students did not understand when the teacher explained to them that Singing is for Nyanyi by using only SL and LP. They were getting confused to catch the point from what the teacher was being taught. Then, the teacher showed this image to them. After showing this image, the HI students catch the point from the teacher by looking at the image. They understand that Singing is for ‘*Nyanyi*’.

The Reasons of Using TC for HI students of English Class

For the second research problem, it is found that there are five reasons for using TC which benefit the HI students. Those reasons are TC is flexible approach for communicating with HI children, TC is effective ways for HI child to communicate, TC gives chance to HI child for learning to speak, TC helps HI child for learning to read and write, and TC help HI child for learning sounds.

Based on Werner (1988), there are 5 valuable values of using TC that affect HI children in communication. Further elaboration towards their reasoning follows:

1. TC is Flexible approach for communicating with HI children

Werner (1988) stated that TC is flexible for the HI Child, because they can use more than one available mode at the same time. It is also for those who are learning English. It is because English cannot be represented fully with SL only. The appropriate communication modes are needed to fulfill what they need in communication during learning English. In this case, TC is suitable to be applied. It is found in the use of SL, Speech and LP combination. The further discussion is explained below.

Teacher	:	<i>Sandy itu He, She atau It?</i> (Sandy is He, She or It?)
HI student 1	:	It

- Teacher : *Bukan! Sandy itu 'nama orang'.* (No, Sandy is 'name of person') (She is Signing for 'nama orang' while using speech and lipreading by pressing on her lips movement).
- HI student 1 : *nama orang* (a name of person)
- Teacher : Yeah!

The data which correlates to the flexibility of the types of TC is found in the teacher's statement, '*bukan nama orang.*' In this case, the teacher says, "*Sandy itu 'nama orang'*" at which she pressed her lips movements while she was signing for the '*nama orang*'. Based on the data, the teacher (and also the HI students) as the users of TC can use one or more available communication modes at the same time, to fulfill their needs of communication in English class, in this case is for explaining English material. Hence, their communication using TC is very flexible.

2. *TC is Effective ways for HI child to communicate*

Werner (1988) stated that by using TC, the HI children find effective ways to talk with each other. So that, they can understand what the counterpart says and what their needs can be understood. The finding data is shown below.



Figure 4. Targeted Word

In this case, by using this image, the teacher wanted to explain that 'Singing' is for '*Nyanyi*'. It is because using the combination of speech and SL does not work to help her send the idea from what she is being explained to the HI students. However, this combination cannot help for sending the idea, but other modes that may work can cover it, in this case using images. It is because after the teacher showed this image, and explained the image to

the HI students, then the HI students understood that Singing is for 'Nyanyi'. It means that the effectiveness of TC can create healthy interaction, at which the combination of TC used in English learning does not make the HI students and also the teacher frustrated because they do not understand the idea conveyed. Indeed, not being frustrated eases them to understand a lot and makes them happy during English learning.

3. TC Gives chance to HI child Learning to speak

According to Werner (1988), employing TC in HI students teaching allows them to speak. It is because the appropriate combination of modes in TC makes the chance of learning to speak does not become less. Therefore, TC is suitable to be applied in the English class of HI students. The data is shown below:

HI Student 3 : Hi, What is your name?
HI Student 4 : Hi, My name is Vicky.
HI Student 3 : Vicky, How do you spell your name?
HI Student 4 : V-I-C-K-Y (He says his names with clearly lips movement while finger spells each letters of his name)

In English learning, the HI students are often asked to make an English conversation. This means that they try to speak using English. In this activity, the teacher does not limit in using communication modes. In the conversation of the two HI students above, one of them was fingerspelling his name. So, the HI students are allowed to use any modes for this conversation. According to the data, the use of TC lets the HI students develop their English speaking skill. Furthermore, this benefits the HI students to avoid frustration in speaking.

4. TC helps HI child for learning to read and write

Werner (1988) stated that by using TC, the HI children can learn to write and read. He also stated that learning to read and write is important for them to develop their language skill. In line with Werner's statement,

employing TC in an English classroom lets them learn to write and read the correct English. The data is shown below.

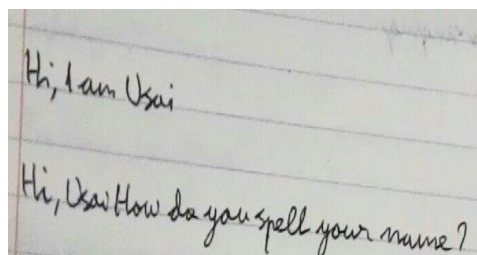


Figure 5 Student's hand writing

The picture is a proof at which HI students at SLB PGRI Kamal are learnt to write in English form and also read them, then. To develop their English writing skill, the teacher always asks them to write the given material on their notebook, by copying from the board. After that, to practice their reading skill of English, the teacher will read the material which has been written down, and ask the HI students to repeat it after her. This makes the HI students familiar with English writing and reading, so that they improve their English writing and reading skill.

5. TC helps HI child for learning sounds

TC can benefit for HI students to identify sounds in English pronunciation. They are shown below.

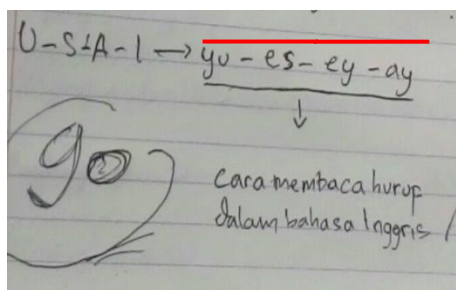


Figure 6: Pronunciation

The picture above is about the way to pronounce 'U-S-A-I'. We know that the way English words are pronounced is different from its written form. As a result, the HI students are confused to identify it. To help the HI students

in pronunciation, the teacher uses IAS that is written down on the paper such as on the image above. By doing this, the HI students know how to pronounce the English words and make English sounds, at which some of the English sounds are quite different from Indonesia's. So, they do not pronounce English words with Indonesian pronunciation. They only need to read what is being written down and practice it orally with their teacher. Here, after the teacher wrote the IAS of U-S-A-I (see the picture), the HI students read the IAS to pronounce U-S-A-I.

Dewi, Yawisah, and Siregar (2019) were mainly concerned about the English teacher's consideration in designing and implementing the EFL classroom activities including the challenges that the teacher faced in developing EFL classroom activities. Accordingly, considering the students' characteristics, needs, and abilities by providing visual support and modifying the classroom environment are handy. The teacher also challenged the students' limitations but she can handle the problem by giving a simple and easy activity with visual support.

The research, however, did not show any emphasis on speech comprehension and production of HI children. Since one of the crucial aspects in learning English is about the children's active participation shown by responding or producing the language, the current research sees how important it is to put language comprehension and production for HI children.

According to the discussion of this research, TC is appropriate to be applied for the English HI students who learn English. Therefore, the current research shows that the six combinations of modes in TC are used appropriately by both the teacher and the HI students in English classroom at SLB PGRI Kamal to make the communication among them, during the English class activity goes flawlessly. From using those combinations of TC, the HI students are not only helped in communication, but also in learning English.

Learning can take place even for the HI students if proper approaches are applied. By understanding the students' conditions and thus their needs are very pivotal to consider in teaching English. Considering their hearing

problems that they have, then adjusting the teaching materials and their methods are a real task for an English teacher to think about how the messages would get across the students. For example, the designed material does not have to be so complicated or bunch, the important thing is that the English teacher needs to ensure that the materials, even something simple, would be understood by the HI students.

The other point that is crucial in teaching the class like this is that English teachers should be fully aware that the class is different from the English class consisting of the students with no-hearing problems. Understanding this point is handy because it makes the teachers consider and give suitable treatment. The teachers may not need to wonder then if their students require more time to be able to learn English such as in their spelling and pronunciation. Remembering to whom they are teaching could reduce potential temper that could arise looking at the learning problems that the HI students could show. Therefore, they are willing to provide more efforts and support to assist their HI students in achieving their goals.

CONCLUSION

Learning English for HI students is actually the process of taking an opportunity to learn and master English as the international language. The researcher found seven communication modes used by the English HI students. They are lip-reading, sign language (SIBI and Natural gestures), images, writing, speech, fingerspelling and Indonesian Alphabetic Symbols or IAS system. In the use of those modes, they combine them depending on their needs and situation around them. Therefore, the writer divided them into some categories, based on the combinations of the modes. During the observation, the writer finds six combinations in using TC used in English class at SLB PGRI Kamal. Those are, the use of LP and Speech; The use of SL, LP and Speech; The use of Writing and Speech; The use of Writing and Indonesia Alphabetic Symbols (IAS); The use of Fingerspelling, Speech and

LP; The use of Images, Speech and SL. The writer also finds five reasons for using TC for HI students, based on Werner's statements (1988). TC is flexible and effective for those who are in an English classroom. Then, by using TC, the HI students learn to speak English and be familiar with English writing and reading. Not only that, TC helps them make and identify English sounds. That means, it helps them with English pronunciation problems.

The future research can consider the speaking skills that are potentially improved by HI children. Since the current one focuses on the word-by-word comprehension and production, the likelihood of speaking proficiency could be built by implementing more speaking practices among HI children, hoping that they can communicate (in English) with the hearing community. This is especially because English achieves a global status and also considering the trends in which the equal rights movement for children with special needs is growing. Therefore, treating them equally such as providing equal access and quality of education is important.

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