The Urgency of Deaf Students and their Efforts to Improve Writing English Skills

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The Urgency of Deaf Students and their Efforts to Improve Writing English Skills

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Abstract

The management of the Ngurah Rai Grand Forest Park shows a dualist side. The plan to hand over the management of the Ngurah Rai Grand Forest Park to the Regional Government of Bali has effected a grassroots conflict regarding the customary rights of the local community. This study aims to design a model of participation for coastal communities in the Ngurah Rai Grand Forest Park, Pemogan Village. This research uses the Ladder of Citizen Participation theory (Arnstein, 1969) as the main theory and the Evolutionary Model of Tourism Partnerships as the supporting theory (Jamal & Getz, 1995) and also the concepts of participation, partnership, CBT, social capital, and government regulation. Data collection techniques used observation, structured interviews, and FGD. This study used the technique of qualitative research data analysis (Sugiyono, 2011)This research shows that community participation has developed through some stages such as (a) non-participation; (b) tokenism; (c) citizen power. The form of community participation is Community Based Participation implemented by the Fishing Community Group of Simbar Segara and Mina Lestari Batu Lumbang. And the other hand Government-Based Participation is implemented by the Mangrove Information Center. The finding of this research is the Mix-Based Participation Model. The recommendation is that the government should take the role of mediator to solve various conflicts at the grassroots level due to the traditional claims of the management of Ngurah Rai Grand Forest Park by two customary villages i.e. Pemogan and Kepaon.

Keywords: Community-Based Participation, Government-Based Participation, And Mix-Based Participation Model

INTRODUCTION

Equal learning opportunities for everyone, including pupils with special needs, have been a long-term goal of inclusive education. Students who are deaf among this group experience particular difficulties learning and using languages, particularly English. For deaf students, writing skill is an important aspect in education, because it is the main means for them to convey ideas, thoughts, and ideas effectively (Chen, 2017). Writing is a sophisticated and adaptable communication skill that forms a crucial part of language proficiency. Writing enables deaf students to express their emotions, ideas, and thoughts in a structured and understandable manner. It's challenging to teach deaf pupils how to write in English, nevertheless. They encounter a variety of difficulties when learning foreign languages, notably in terms of English.

The importance of writing English is understood by various education experts. According to Brennan (2018), some researchers believe that developing English writing skills in deaf students is the key to empowering them to face future challenges. Proficiency in writing assumes a critical role in facilitating communication for deaf students, enabling them to articulate thoughts, and fostering self-expression. Having good writing skills, deaf students can more actively participate in the learning process, improve academic skills, and achieve success in education (Hauser, 2017).

On the other hand, there are also opinions that question the relevance and effectiveness of this approach. Some experts argue that deaf students may face unique challenges in mastering English writing skills due to limited access to spoken language and understanding of complex English structures (Marschark, 2014). This can lead to low motivation and self-confidence in

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trying to write in English (Singleton, 2014). However, even though there is an academic gap in this view, it is important to find the right solution to overcome the challenges that deaf students face in developing English writing skills. With an inclusive approach, competent teacher training, use of supporting technology, and project-based learning, SLB Lamongan has become an example of an inclusive education institution that is committed to improving the writing skills of deaf students. Through collaboration with the community and external parties, SLB Lamongan has also provided opportunities for deaf students to apply their writing skills in real situations.

Previous research has emphasized the vital role of proficient writing skills for deaf students, enhancing their capacity for communication, self-expression, and active participation in academics. A study conducted by Alverson (2019) highlights that English writing skills play a crucial role in empowering deaf students to communicate with the world around them. With good writing skills, deaf students can more smoothly convey their ideas and ideas in a structured and clear manner. This research also found that strong writing skills helped deaf students improve their overall language skills, including understanding sentence structure and English grammar better.

Gormley and McDonough (2020) also conducted research on teaching writing to deaf students. The results of their research show that an inclusive approach and the use of assistive technology can improve deaf students' English writing skills. Competent teacher training in teaching writing skills to deaf students has also proven effective in improving the challenges faced by deaf students in mastering English writing skills. Limited access to spoken language and understanding of complex English structures are some of the main barriers that need to be overcome. However, this study also confirms that with the right approach and an a supportive learning environment, deaf students can develop effective English writing skills and empower themselves to achieve success in education and everyday life.

One of the main challenges faced by deaf students in improving their writing skills is limited access to spoken language. As a result of their hearing loss, they may have difficulty hearing and understanding sounds, which can affect their ability to perceive spoken language properly. This has an impact on their ability to understand grammar rules and the use of words in the English context. In addition, English has a complex grammatical structure, and deaf students may have difficulty understanding the rules. This can affect their ability to compose correct and coherent sentences in their writing. In addition, low motivation and self-confidence can also be obstacles in developing English writing skills. Deaf students may be reluctant to try to write in English for fear of making mistakes or feeling unable to express ideas clearly.

On the other hand, it is important to address these challenges and empower deaf students to develop effective English writing skills. Good writing skills will open the door for them to communicate more fluently, participate actively in learning, and achieve better academic success. Additionally, strong English writing skills will also provide far wider benefits in their lives outside the educational environment. Therefore, this scientific article will explore the importance of writing skills for deaf students and the efforts made by SLB Lamongan to improve deaf students' English writing skills. SSLB Lamongan is a specialized institution dedicated to delivering inclusive and high-quality education for deaf students in the Lamongan district, primarily focusing on Seventh-grade deaf students. By identifying the challenges faced by deaf students and looking at the concrete efforts made by SLB Lamongan in improving deaf students' English writing skills, this article aims to provide in-depth insights and relevant solutions to support better effective inclusive education for deaf students in this globalization era.

RESEARCH METHODS

The method used in this study uses qualitative research. This methode allows researchers to gain a more comprehensive and in-depth understanding of the phenomenon being studied. This study uses a qualitative research with a phenomenological approach (Husserl, 1991). It attempts to answer the questions in the form of a detailed description to a unique phenomenon that exists. This is focused on explanations of experiences that aim to answer questions about a phenomenon that might be extraordinary events, events or circumstances. Creswell (2012) states that "in qualitative inquiry is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon". Data is in the form of descriptive, such as field notes, recordings or other audio transcriptions, videotapes, tapes, films and other written records. Often taken as items are the things that people make, do, speak, manufacture or write (Donald, 2000).

Qualitative methods were used in this study to gain an in-depth understanding of the process of implementing SIWI learning strategies by teachers and observing things that happened during the SIWI implementation process. Data obtained through in-depth interviews and content analysis, qualitative data is collected to describe and explain the complexity of the subjective aspects of the phenomenon. This qualitative data provides a rich and in-depth picture Through collaboration with the community and external parties, SLB Lamongan has also provided opportunities for deaf students to apply their writing skills in real situations.of the factors that influence the phenomenon and the social and cultural context that surrounds it

RESULT AND DISCUSSION

Writing skill as one of the four language skills, has an important role in human life. Writing in principle is telling about something that is in someone's imagination. Stories can be poured in oral or written form. Writing is a skill in terms of communication and has the same skills in spoken language (Tarigan, 2008). When these skills are owned by someone well, it will have an impact on the written language communication that is carried out. For normal humans, maybe it is an easy thing. However, there are people who are hearing impaired, so they must have writing skills. This is due to a shortage of deaf students which also has an impact on their written language skills. So, in this case an analysis of the writing skills possessed or mastered by deaf students in class VII SLB Lamongan is carried out.

In general, the writing ability of deaf students at SLB Lamongan is quite good. However, these skills can be better when the teacher uses a learning strategy called SIWI. The reason teachers use this strategy is to make it easier for students to understand instructions so that they can be skilled at writing using instructions in the form of body or hand movements and facial expressions. This is intended so that deaf students are more trained and skilled in writing with hearing impairments.

As an alternative to solving the deaf problem of deaf students which makes them a little hampered in practicing writing, the teacher chooses to use the SIWI strategy. After the teacher implements this strategy, class VII deaf students can be more skilled at writing and more easily understand teacher instructions so they can communicate and respond to what the teacher wants. In addition, students are also more organized in writing, more thorough in writing and neater writing. So that the writing shown by students based on directions from the teacher looks better.

The implementation of the SIWI strategy in improving students' writing skills has generally been successful. This is based on several aspects, namely firstly students are skilled in writing letters and numbers, secondly students are skilled in writing the names of body parts and family

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members, thirdly they are skilled and confident in writing teacher instructions in front of the class. Regarding the material for writing simple words for deaf students in class VII SLB Lamongan, it has fulfilled these four aspects and has increased in a better direction, and can increase children's learning motivation in class.

P.1
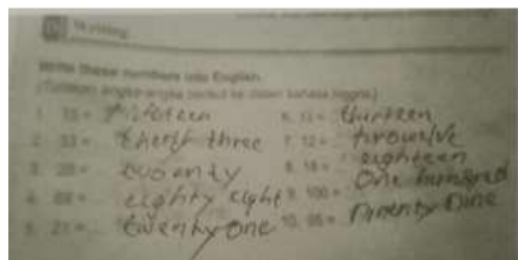
In the picture above it can be seen that deaf students are able to write words from several numbers. the numbers are displayed randomly starting from 15, 33, 20, 68 and 21. Deaf students are able to write the words fiftheen, thirdly three, twenty, eighty eight and twenty one. From this ability it is enough to give an idea that deaf students are already able to write well.
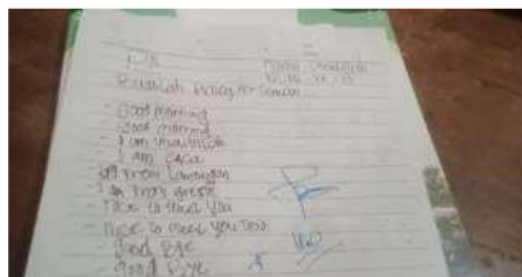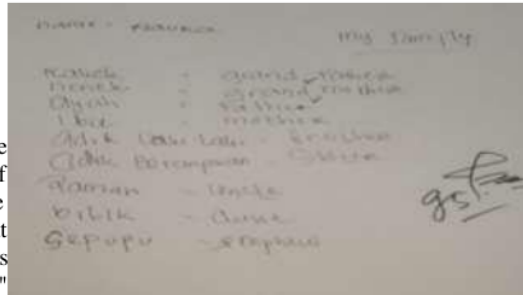

P.2

In the picture above, students can already be seen being able to write words in their own books and these words are words instructed by the teacher during the learning process. In the picture above can be seen that the students were able to write several words such as Good morning, I am Ubaidillah, I am Caca, I am from Lamongan, I am from Gresik, Nice to meet You, and Good Bye. With the ability to write, it means that students can also provide explanations for greeting words and understand how to write someone's origin.

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P.3

The picture above is proof of the ability to write deaf students after listening to instructions from the teacher. The picture above shows that students are able to write the words "grandmother", "grandfather", "father" and "mother" as well as several other words. This is at the same time proof that students are able to write well during the learning process in class.
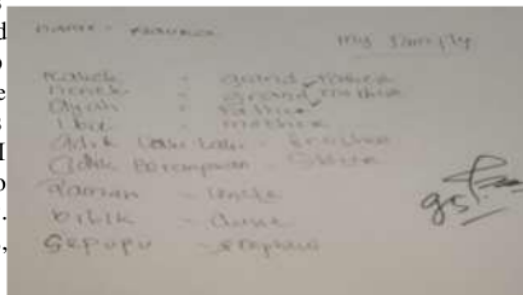
The writing ability of deaf students at SLB Lamongan at least provides confirmation that the teacher's actions by using the SIWI strategy during the learning process are the right thing. This can be proven by Thorndike's theory that in the learning process there is a stimulus and response (Thorndike, 1949). The fact that happened to deaf students in class VII at SLB Lamongan every time there was learning, especially learning English writing material, all students was able to respond well. This indicates that the interaction between the teacher and deaf students runs smoothly even though they have limitations, namely being unable to hear normally.

The success of class VII deaf students at SLB Lamongan in learning English especially writing is of course not all successful immediately. There are some students who failed in writing. This means that students are not always successful in writing which is sometimes caused by students misunderstood instructions and are not enthusiastic about learning. Regarding the concept of teaching English, Brown (1987:38) states,"We have all observed children acquiring their first language easily and successfully, yet the learning of a foreign language often poses great difficulty and sometimes leads to failure". At first glance the characteristics of deaf students show that they are more difficult to learn, especially learning to write, where writing is an exercise to communicate with others. (Marschark, 2008: 7). This statement is also in line with Slamet's explanation that writing is a difficult and complex skill. This difficulty will be more severe for deaf students.

However, even though there are obstacles and there are differences in characters, they still have the potential to be able to communicate and write well. The existence of this potential is related to the natural abilities of deaf students which are supported by the school environment ecosystem and appropriate learning strategies so that the inhibiting characters can be minimized. To implement this step, massive teacher intervention is needed so that deaf students are truly able to maximize their potential. As the documentation recorded, it shows how was the teacher's behavior in class VII at SLB Lamongan, that when he found one to three students in were still wrong in writing. The teacher still patiently explains, gives back instructions,

motivates them so that deaf students are willing to rewrite again the teacher's instructions and in the end they can write down what the teacher asks for correctly.

Based on the explanation of the previous analysis, it is emphasized that an SLB teacher must be able to encourage his students to be able to improve their writing skills. This is in line with Thorndike's theory that in learning there must be a stimulus and a response, especially for deaf students. Thus, the importance of writing skills for deaf students has been maximized with the SIWI learning strategy and the results show that students' writing skills are getting better. Moreover, based on the results of the study, 80% of deaf students were able to write down what had been instructed by the teacher and the rest still had errors.

Learning by using the SIWI strategy makes it easier for deaf students to learn because it uses pictures in their learning. There are several advantages of this SIWI strategy. Learning using the SIWI strategy has advantages and disadvantages. Picture and Picture is a series of delivery of teaching materials by showing concrete pictures to deaf students and being able to clearly understand the true meaning of the teaching materials delivered to them. So, the main material for using the SIWI strategy is pictures related to the theme of the material that has been prepared by the teacher. Writing according to this theme can be in the form of examples of pictures and sign language given by the teacher during the learning process. Here is the list of the Implementation of Strategic Writing Instruction SIWI for Grade VII of SLB Students as it presents below which has already answered about how SIWI implemented in SLB Lamongan.

Table 1. Observation Checklist
the Implementation of Strategic Writing Instruction

No	Statements	Yes	Partially	Evidence
1.	Skills and strategies are taught in the context of producing text.	✓		The teacher gives instructions to write certain words to students in the form of hand movements or facial expressions

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2.	The teacher utilizes symbolic tools or visual scaffolds to represent particular notions or teach writing strategies, skills or content. (e.g., diagrams, different colors, text structure prompts).	✓		The teacher shows certain gestures to students in the form of hand movements or facial expressions to give directions on what students should do
3.	When teaching a strategy (i.e., mnemonic or routine), the teacher first develops background knowledge and teaches necessary vocabulary words.	✓		The teacher gives instructions to students to write words about family, numbers and body parts while training deaf students to write
4.	Supports such as mnemonics are a temporary scaffold, and students use them less and less over time.		✓	The students are more often involved in writing in front of the class as a form of implementing SIWI learning strategies

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5.	The teacher discusses or thinks-aloud how strategies may be used with other text structures or writing activities – he models how to generalize.	✓		The teacher has a teaching team that continues to strive to improve the quality of learning, including when trying to improve the writing skills of deaf students.

Based on the table above, it clearly answered that what is being implemented in SLB class for VII students is an appropriateness of the teacher's skills and strategies in teaching students to produce text or be able to write. This is supported by the teacher's ability to determine strategies, so that deaf students will find it easier to learn to write and be able to improve their communication skills. This ability will be maximized by the teacher by providing exercises, so that deaf students are able to develop the words that have been taught in writing class material easily.

Further, the success of students in improving writing skills is of course greatly influenced by the teacher's ability to build student perceptions and be able to apply SIWI learning strategies well. This ability is supported by facilities and school support which realizes that writing skills are one of the important things to help deaf students to communicate. So that when writing material is taught to students, the teacher's sincerity and patience are very visible in teaching and training deaf students' writing skills.

Moreover, in facing the difficulties in implemented the SIWI strategy, the teacher, the one who takes full of painstaking in controlling their students in their writing skills, the teachers need to be more patient and always support, help and motivate them to acquire knowledge, skills,and attitudes related to their learning especially acquire English language. From the interview results, it could provide some informations that the teacher always motivates their students, as it mentioned below.

Researcher (R) : *Whether you as a teacher will act dominantly and are willing to providemotivation during learning.?*

Teacher (T1) : *When giving lessons in class, of course I have more control over the class, more dominant when giving instructions to students. Every now and then I write motivational sentences like such as writing the word let's cheer up, inviting interaction by showing a cheerful face and with agile body movements to keep them motivated in learning, especially in writing sometimes I also give sign language so that they understand what to do and what to learn. This is what I think is important becausethey happen to be students with limited gifts and must continue to be motivated even withsign language*

Information from the interview above illustrates that teachers are trying to train students' writing skills by giving clear instructions in sign language and continuing to provide motivation so that they are not discouraged due to limited conditions. This motivation is also considered important by other teachers because it is able to provide encouragement so that deaf students have the desire to learn, especially writing. This is based on the results of interviews which will be presented as follows;

Researcher (R) : *Whether you as a teacher will act*

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Teacher (T2)   :   *dominantly and are willing to providemotivation during learning.?*

As teachers, when we help students learn to write, there are certainly many challenges because our students have special needs. So we will dominate learning because that is the situation, especially when we apply the SIWI method we will dictate, give signals and provide motivation so that they can study well. Students' writing abilities will depend on our instructions so we must also try to maximize what we can do for the goodof students and be able to help students improve their writing skills. From this step, thank God the students are quite good at writing what the teacher has instructed.

The results of the interviews above illustrate that the teacher's activities inhelping improve students' writing skills are by dominating the class, giving cues and motivating them to be better and enthusiastic about learning. This step is generally considered to encourage students to be better at writing. The steps taken by the teacher will of course be accompanied by appreciation to students, assistance and correction of what has been written by students. This step is certainly an important part of the SIWI learning method which emphasizes teacher instructions in helping deaf students to write. Despite of knowing how the SLB Grade VII students always get the motivation from their teachers, the researcher also taking closer on how is the process and the result of the deaf students in learning to write English after using SIWI method.

Related to the topic in the in the syllabus and lesson plan which have been prepared by the teacher, there are four topics that were taught in writing activities. The topics are numbers, face parts, writing a simple sentence and family. In this effort the teacher tries to apply the SIWI learning method where this method is used for deaf students. The teacher gives instructions for writing numbers, words and sentences. However, in practice the teacher has not yet arrived at writing sentences but only instructs them to write numbers and letters. Regarding student writing, it will be presented in the following topics.

Table 2. Observation Checklist
the Implementation of Interactive Writing Instruction

No	Statements	Yes	Partially	Evidence

1.	Students are invited to participate in the construction of text	✓		The teacher is seen taking selfies with students who are involved in class learning. they were asked to come to the front of the class to prove that they could write well according to the teacher's directions
2.	The teacher allows enough wait time for students to think andcome up with ideas before stepping in.	✓		The picture above shows a negotiation given by the teacher to students who are confused in front of the class. the teacher gives more time so that students can still writein front of the class
3.	The teacher finds a way for all children to enter the text even if at different levels E.g.) clears a space for students who are entering at a very lowlevel.		✓	

4.	The teacher "takes up" students' ideas (right or wrong) and uses contingently responsive discourse	✓		The teacher uses the student's writing on the board to explain in more detail to other students in ways according to SIWI.
5.	Students are asked what they think, asked to evaluate text an asked to problem-solve. The teacher uses step back moves by asking, "what do we do here? Why? How?"	✓		The teacher shows the form of student errors and shows where the mistakes are and gives instructions on how to write correctly
6.	The teacher uses a moment-to-moment assessment method that gages students' individual understandings. E.g.) thumbs up/thumbsdown	✓		The teacher provides correction and evaluation to deaf students by describing body gestures as if there are deficiencies in the student's writing. In addition, the teacher moves his hands as a way of communicating to students regarding the activities of students who write in front

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			of the class.
7. The teacher transfers control of the meaning making process to students as soon aspossible.	✓		The teacher directly corrects students' writing errors and immediately gives directions and signals that there are errors. This direction is directly given by the teacher at any time after activities in front of the class during the learning process.
8. As the intervention progresses, students are taking up more of the collective work, the thinking and the problem solving	✓		The picture above shows that students interact with fellow friends to see what is being written in front of the class. The picture above shows that the teacher gives directions after the learning process. The teacher gives directions with hand movements and facial expressions that learning to write will be ofgreat benefit to students
9. The teacher models, thinks loud and explains "why" with the learning of new skills.	✓		

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10.	The teacher leads slightly in advance of what the students are able to do individually	✓	

From the table above there are nine points that as a whole have been able to be done by the teacher. It's just that there are ten points, namely the teacher leads a little earlier than what each student can do. So that there is a slight delay by the teacher even though in general it is very good. This at the same time illustrates that the process of implementing SIWI in class VII SLB Lamongan has been very good and the hope is that the skills and writing abilities of deaf students will improve which will support their communication process with their environment. Moreover, when it focused on writing skill for deaf students is a fundamental thing that must be mastered because it is an important part of the communication process to others. Writing skills are productive and expressive language skills that are used to communicate indirectly and not face to face with other parties.

Over all the stages showed in the table and also supported from the statement in interviews that first, in the opening or "Greeting stage" the teacher will discuss the process of learning to write letters and numbers according to directions from the teacher. Based on the results of observations of the learning process and learning outcomes of deaf students in learning to write numbers and letters can be implemented well. After going through this stage students can be more confident and ready to practice writing even more difficult, namely practicing writing skills for parts of the human body and writing for family members. The following is evidence that the teacher has succeeded in directing and improving students' skills to be able to write letters and numbers.

The teacher's success in improving the writing skills of deaf students is also carried out by providing motivation in the form of light games, in the form of funny and cheerful facial expressions from the teacher. So that students enjoy more and enjoy the learning process with the SIWI strategy that has been carried out by the teacher in class. The SIWI learning strategy is also carried out by the teacher by giving a special book that already has pictures. So that deaf students then write according to what is already on the sheet provided by the teacher.

The main activity to improve the writing ability of deaf students is by means of elaboration. the meaning of elaboration is the ability to organize the learning process (Pasinringi, 2017: 18). At this stage, all students are ready with their stationery and books, starting with writing the

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names of the parts of the human body and then being asked to write down their family members. The teacher will check student assignments and if it is found that there are students who are unable to write, the teacher gives or clarifies instructions until students are able to write according to the directions given by the teacher.

The next step to see the skills of deaf students when writing is for the teacher to ascertain whether students are able to write correctly and evaluate the learning process that has been carried out using the SIWI learning strategy. In general, from this implementation, almost all deaf students are brave and can write either in books or on the blackboard at any time in front of the class according to the instructions given by the teacher. Of course, this skill can be maximized because students and teachers can interact during learning when the teacher uses the SIWI learning strategy. This is in line with Inah's explanation that in education the learning process will run effectively, if communication and interaction between teachers and students occurs intensively (Inah, 2015: 150).

Improvement in student skills can be seen from several aspects such as students' skills in writing body parts on the sheets provided and being able to write in front of the class on the blackboard related to what the teacher orders. So in general by applying the SIWI learning strategy students can be more skilled at writing on the sheets provided by the teacher because they are more motivated to learn (Wisnton, 2018). In addition, students can also be more confident because the teacher applies the SIWI strategy which requires the teacher to provide explanations and continue to monitor and accompany deaf students when practicing writing.

The students' writing skills that are pursued by the teacher will of course depend heavily on indicators of the success of deaf students' learning. To measure the level of learning success, of course there are many indicators that can be used. However, in this study research will be conducted to determine the success of learning to write for deaf students based on indicators adopted from the UNESCO learning concept. These indicators will be used to assess students' writing skills that have been taught by the teacher using the SIWI method. These indicators are related to the four pillars of education both now and in the future, namely: (1) learning to know (learn to know), (2) learning to do (learn to do something) in this case students are required to be skilled at doing something, (3) learning to be (learning to be someone), and (4) learning to live together (learning to live together) (Ismail, 2014: 229).

Based on some of the previous explanations, it was seen that there was an increase in students' writing skills after the teacher taught the SIWI learning strategy. This also confirms that deaf students really need writing skills with the aim of communicating with others and improving their quality. So that the application of the SIWI learning strategy has been able to improve the writing skills of deaf students in class VII SLB Lamongan, although it still needs to be improved including improving their writing skills.
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CONCLUSION

The urgency of implementing the SIWI learning strategy in an effort to improve the writing skills of deaf students has produced quite satisfactory results. This also confirms that deaf students really need writing skills with the aim of communicating with others and improving their quality. So that the application of the SIWI learning strategy has been able to improve the writing skills of deaf students in class VII SLB Lamongan, although it still needs to be improved including improving   their   writing   skills

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