

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

ENGLISH WITH AUDIOVISUAL METHODS: THE EFFECTIVENESS OF ITS USE FOR DEAF STUDENTS

Akhmad Feri Fatoni^{1(*)}, Iva Gamar Dian Pratiwi², Siddik Romadhan³, Emdat Suprayitno⁴, Ach. Andiriyanto⁵

Faculty of Health Sciences, Wiraraja University, Sumenep, Indonesia

Faculty of Health Sciences, Wiraraja University, Sumenep, Indonesia

Faculty of Teacher Training and Education, Wiraraja University, Sumenep, Indonesia

Faculty of Health Sciences, Wiraraja University, Sumenep, Indonesia

Faculty of Teacher Training and Education, Wiraraja University, Sumenep, Indonesia

Email: akhmadferi@wiraraja.ac.id

Received: 12-11-2025

Revised: 15-11-2025

Accepted: 22-11-2025

Abstract

Education is the right of every citizen as regulated in the 1945 Constitution. Referring to these regulations, every child, both normal and with special needs, is obliged to receive educational services. Deaf students are students with hearing impairments, so to communicate requires sign language. In terms of learning, deaf students need an interesting medium in the form of learning videos in which there is sign language. English is a subject that must be taken by deaf students starting from the elementary school level. Basic English skills are very important for deaf students to master in this digital era. This research is important to be carried out so that deaf students have the same skills as other normal students in terms of understanding English. This study aims to determine the effectiveness of audiovisual-based English content in improving the vocabulary of deaf students. The research method that will be carried out in this study is mixed methods (combination of qualitative and quantitative). First, the team will use a qualitative descriptive method with an in-depth interview approach to find out the teaching and learning process. Then the research team used a quantitative method, namely a quasy experiment with a pre-posttest approach to find out whether audiovisual-based Youtube content can effectively improve the English vocabulary of deaf students. Based on the results of in-depth interviews, the researcher obtained data that in teaching English to deaf students, teachers use concrete objects around students and by memorizing methods. Meanwhile, based on the results of the experiment with the Paired Sample Test, the data obtained a negative value (-16,263) which means that the average score of the student's pretest is lower than the post-test score. The value of sig. (2-tailed) shows the number 0.000<0.005 which means that there is a difference in English learning outcomes with the Audio Visual method for deaf students at SLB Negeri Saronggi

Keywords: Deaf, English, Audiovisual

(*) Corresponding Author:

Akhmad Feri Fatoni Email: akhmadferi@wiraraja.ac.id

INTRODUCTION

Education is the right of every child whose existence is regulated by the Constitution. In all levels of education, all students have the right to pursue knowledge both in formal and non-formal institutions, public and private. The 1945 Constitution Chapter 13 Article 31 paragraph 1 says that every citizen has the right to be educated. The regulation explicitly says that there are no exceptions to study for every citizen, both normal students

and students with special needs. Based on the regulation, the conclusion obtained is that education in Indonesia is not only presented to the elite, but the entire community has the right to get a decent education, in all regions and all circles. This is strengthened by Law no. 20 concerning the National Education System that quality education is provided to all citizens, regardless of physical, emotional, mental, intellectual, and social differences.

In dealing with children with special needs, a teacher is required to provide special treatment so that they feel comfortable. Desiningrum (2016) said that children with special needs need special treatment because they have developmental disorders and disorders. Bachri (2010) said that the characteristics of children with special needs are the presence of physical, emotional, and intellectual beings that are lower or higher than other normal children. To overcome this, it is necessary to use the right strategies and approaches according to their needs. Hallagan 2015 said that every teacher who teaches children with special needs must know the procedure.

Sumenep Regency as an area at the eastern tip of the island of Madura feels the same situation as the condition of students with special needs in Indonesia in general. Realizing the urgency of education for children with special needs in Sumenep Regency, currently four Extraordinary Schools have been built, all of which have been accredited by the Ministry of Education and Culture, the schools are SLB Yasmin Sumenep, SLB Cinta Ananda, SLB Dharma Wanita, and SLB Negeri Saronggi.

In each extraordinary school in Sumenep district, there are at least five disabilities that students experience, namely the blind, deaf, deaf, visually impaired, and autistic. Teaching each disability requires specific media, techniques, and methods according to the student's limitations.

English is a subject with a high level of difficulty that is considered high by most students. Therefore, English is often used as an indicator of student success in various school exams. English is one of the subjects that must be taken by students at all levels of education, from elementary to higher education. Just like other subjects, the English teaching and learning process encounters several obstacles, especially if it is given to students with special needs.

English is taught as a compulsory subject in all SLBs in Sumenep Regency. In fact, one of the Extraordinary Schools, namely SLB Negeri Saronggi has taught English from elementary school to high school levels. According to an interview with H. Guntur, a teacher of SLB Negeri Saronggi, English is taught at SLB Negeri Saronggi from elementary to high school. However, the material taught is different from normal students. For English subjects at DLB Negeri Saronggi emphasizes mastery of vocabulary. Furthermore, H. Guntur said that English teaching at SLB Negeri Saronggi utilizes youtube social media.

Deaf students are a condition of students who have hearing impairments. Murni Winarsih (2007) said that deaf is a term to indicate hearing limitations from mild to severe. Tin Suharmuni (2009) said that deaf students experience damage to the sense of hearing so that they cannot capture various sound stimuli. From some of the opinions above, it can be concluded that deaf students have difficulties in receiving messages so that it has an impact on communication patterns.

In line with the limitations of deaf students above, Hallahan and Kauffman (2012) said that although their hearing loss does not cause cognitive impairment, deaf children are at high risk of delays in cognitive development which ultimately leads to cognitive impairment and language delays and behavioral problems. Kauffman added that deaf students who do not receive information auditory are certainly at high risk of delays in language and socio-emotional development. Meanwhile, Suparno (2001), stated that deaf children in terms of language and speech will be poor in vocabulary, have difficulty in

understanding language expressions that contain figurative meanings and abstract words, and lack mastery of language rhythm and style.

Through this research, the research team tried to introduce a video content that could solve the problems of deaf students, especially in learning English. Based on the objectives and several previous studies, the novelty that the research team is targeting is the creation of English-language content that focuses on mastering audiovisual-based vocabulary. The content will be presented with the presentation of the names of flora and fauna in English and using sign language to label each vocabulary. So that deaf students can understand the information conveyed in the video.

RESEARCH METHOD

This research is a follow-up to what has been carried out by researchers in the previous year. In a previous study, researchers obtained data that YouTube social media can significantly improve the English language skills of blind, visually impaired, and deaf students at SLB Negeri Saronggi. So the research team intends to create an audiolingual-based youtube content that focuses on presenting basic English vocabulary (flora and fauna).

This study aims to determine the effectiveness of audiovisual-based English content on the youtube platform in improving the vocabulary of deaf students. In this study, the research team will use a Mixed method research method, which combines qualitative and quantitative research methods. First, the team will use a qualitative descriptive method with an in-depth interview approach to find out the teaching and learning process. Then the research team will use a quantitative method, namely a quasy experiment to find out whether audiovisuall-based Youtube content can effectively improve the English vocabulary of deaf students.

The population in this study is deaf students at the Saronggi State Special School. The variable bound in this study is English language skills, while the free variable is the audiovisual method in the youtube platform.

RESEARCH RESULTS AND DISCUSSION

Research Results

SLB Negeri Saronggi is an educational institution for children with special needs. There are several levels of education held at this school, including Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). Of all the levels of education that are held, there are several limitations of students that can be calcified into five disabilities. The Principal of SLB Negeri Saronggi, Moh. Ali Badwi said that at SLB Negeri Saronggi there are five limitations of students including the blind, deaf, visually impaired, visually impaired, and autistic.

In-depth interview

a. Interest in learning

Based on the results of in-depth interviews with teachers, most students have a high enthusiasm and interest in learning English. The teacher said that the students were enthusiastic about participating in face-to-face activities and seemed to focus on the time they were given English material. The interview between the research team and the teacher was as follows.

Research Team : How enthusiastic are students when given English material?

Teacher : Sometimes students are enthusiastic, sometimes they are not. But we understand their limitations. Students are always interested in learning new material. For deaf students, they are taught using the

gestures or characteristics of the objects taught, then we (teachers) write down the letters / pronunciation of the vocabulary given along with the cues of each letter. Then students imitate the movements demonstrated by the teacher which means they understand the material given.

Based on the description of the interview results above, it can be concluded that students have a strong interest in learning English.

b. Teaching methods

The learning method used is an important item for data collection. The following are the results of the research team's interview with teachers regarding English teaching media/methods held at SLB Negeri Saronggi.

Research Team : Are there any specific methods applied in teaching English to deaf students?

Teacher :Exist. We adapt our teaching methods to the students' limitations. For deaf students, we teach by using signs (characteristics of the object being taught) and then mentioning the vocabulary of the noun in English with emphasis on clear lip movements. We (teachers) also often use games to teach deaf students. The game we played was that we (the teacher) mentioned the name of the object (animal) in English (with a clear lip movement) then the students were asked to choose the animal in question. We emphasize the memorization method for teaching English vocabulary to deaf students.

Based on the results of the interview above, it can be concluded that teachers have applied different teaching methods according to the needs and disabilities of each student.

c. Teaching and Learning Obstacles

After knowing the teacher's teaching method, the research team again asked about the obstacles that are often encountered during teaching and learning activities. In detail, the following are the results of the research team's interviews with teachers.

Research Team : What are the obstacles you face when teaching deaf children?

Teacher : There are so many obstacles. Because they are not like children in general. For deaf students, there are many problems. They can't hear sounds, and they can't speak, but students can write. English pronunciation is so different from Indonesian that they (students) have difficulty understanding lip movements. Students also struggle to write English vocabulary.

1. Experiment

After obtaining data on the teaching and learning situation of English subjects at SLB Negeri Saronggi, the research team concluded that a new method is needed in learning so that deaf students can memorize English vocabulary more easily. The method used should be easy to use and easy to find. So the research team decided to use the audiovisual method packaged in youtube social media. The data from the statistical test results is shown in the following table.

Table 1. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	5.12	17	.857	.208
	PostTest_Visual	7.82	17	1.131	.274

Based on the results of the paired sample test, Mean data was obtained (the average pre-test learning outcome was 5.12, while the average post-test learning outcome was 7.82). The standard deviation value in the test showed 0.857 for the pre-test and 1.131 for the post-test. Because there is a difference in the average learning outcomes of pre-test and post-test, it is necessary to carry out a paired sample t-test.

Table 2. Paired Sample Correlation

Paired Samples Correlations

			N	Correlation	Sig.
Pair 1	Pretest & PostTest_Visual		17	.796	.000

The research team used the Paired Sample Correlation test to find out the relationship between the two variables before and after the experiment. Based on the results of the paired sample correlation test, data was obtained with a correlation coefficient value of 0.796 with a significance value of 0.000 (< 0.05). These results concluded that there was a very strong relationship between English teaching and Audio Visual methods for deaf students before and after treatment.

Table 3. Paired Sample Test

Paired Samples Test

Paired Differences				t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			

Pair 1	Pretest – Post- Test_ Visual	-2.706	.686	.166	-3.059	-2.353	-16.263	16	.000
-----------	---------------------------------------	--------	------	------	--------	--------	---------	----	------

Based on the results of the Paired Sample Test, the data was obtained with a negative value (-16,263) which means that the average score of the student pretest is lower than the post-test score. The value of sig. (2-tailed) shows the number $0.000 < 0.005$ which means that there is a difference in English learning outcomes with the Audio Visual method for deaf students.

Discussion

SLB Negeri Saronggi carries out teaching and learning activities based on the blindness experienced by students. The teaching method is adjusted to the limitations of each student by utilizing surrounding objects that are easy for students to find. Especially for students with hearing impairments, teachers at SLB Negeri Saronggi use sign language while showing objects that are easy for Deaf students, according to Dwijosumarto in Somantri (1990), who are not or are less able to hear sounds. In the teaching and learning process, deaf students cannot hear spoken voices but can understand lip movements, pictures, and letters displayed

The teaching and learning process of students with special needs certainly has obstacles that are not the same as normal students. According to a teacher at SLB Negeri Saronggi, students who are blind, deaf, and quadriplegic experience sensory limitations but are normal from an intellectual side. In terms of teaching English, students need a medium that they can access visually including movements, writing, and images of the objects being studied.

Youtube is a platform that provides the presentation of audio-visual material. According to Pratama 2024, visual media has a function as a teaching aid, can be interesting and easy to learn, and is effective for learning with the needs and characteristics of deaf children. A study conducted by Renny 2023 said that Komtal Audio Visual has a significant influence on improving the vocabulary of deaf students. Another study conducted by Fatoni 2024, youtube effectively improves the English language skills of deaf, blind, and visually impaired students but is not effective for autistic and visually impaired students.

CONCLUSION

Based on the results of qualitative and quantitative data, the researcher concluded that at SLB Negeri Saronggi, teachers adjusted the teaching method to the students' limitations. For deaf students, teachers teach by using signs (characteristics of the object being taught) and then mention the vocabulary of the noun in English by emphasizing clear lip movements and emphasizing the memorization method to memorize vocabulary. Meanwhile, based on quantitative results with a pre-test and post-test approach, data was obtained that the use of audiovisual content on the youtube platform significantly improved the English vocabulary of deaf students at SLB Negeri Saronggi

REFERENCES

- A. Suhaenah Suparno. 2001. Membangun Kompetensi Belajar. Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.

- Bachri, Syaiful. 2010. Guru dan Anak Didik Dalam Interaksi Edukasi Suatu Pendekatan Teoritis Psikologis. Jakarta: Rineka Cipta
- Desiningrum, Dinie Ratri. 2016. Psikologi Anak Berkebutuhan Khusus. Jakarta : Psikosain.http://eprints.undip.ac.id/51629/1/Dinie_Ratri_Buku_Psikologi_ABK_2016.pdf
- Diane Larsen and Freeman. 1986. Techniques and Principles in Language Teaching, Oxford: Oxford University Press
- Fatoni, Feri Akhmad. 2024. English for Children with Special Needs: Obstacles and Solutions in the Teaching and Learning Process at SLB Negeri Saronggi. *Lingua Didaktika Jurnal Bahasa dan Pembelajaran Bahasa*. English Department, Faculty of Languages and Arts Universitas Negeri Padang. Vol 18. No 2. 146-160
- Hallahan, DP., Kauffman, JM. & Pullen, P.C. (2012). *Exceptional Learners (An Introduction to Special Education)* Twelfth Edition. USA: Pearson
- <https://pertuni.or.id/Undang-undang-Republik-Indonesia-Nomor-20-Tahun-2003-Tentang-Sistem-Pendidikan-Nasional>. Jakarta: DEPDiknas RI. 2003
- Mutoharoh. 2022. Pemanfaatan Aplikasi Youtube untuk Media Pembelajaran. *Jubah Raja (Jurnal Bahasa, Sastra, dan Pengajaran)*. Vol 1. No 2.
- Perdhani, W. C. 2012. The Audio-Lingual Method in Language Teaching Widya Caterine. *Journal of Education of English as Foreign Lagaue*. Vol 1.
- Pratama, Putra. 2024. Digital Learning Media for Deaf Students in Learning English. *Esteem Journal of English Study programme*. Universitas PGRI Palembang. Vol 7. No 2. 622-629
- Setyanegtyas, Renny. 2023. Penggunaan Audio Visual Komtal Dalam Meningkatkan Kosakata Dasar Siswa Tuna Rungu Kelas 2 SLB Negeri 2 Kota Blitar. *Devosi Jurnal Teknologi Pembelajaran*. Universitas PGRI Adi Buana Surabaya. Vol 12. No 2
- Somantri, S. (2006). Psikologi anak luar biasa. Bandung: PT. Refika Aditama.
- Suharmini, Tin. 2009. Psikologi Anak Berkebutuhan Khusus. Yogyakarta: Kanwa Publisher.
- Tika & Endang. 2013. Penggunaan Metode Audiolingual Terhadap Keterampilan Menyimak Pada Siswa Tuna Rungu. *Jurnal Pendidikan Khusus*. UNESA
- Winarsih, Murni. 2007. Intervensi Dini bagi Anak Tunarungu dalaam Pemerolehan Bahasa. Jakarta: Depdiknas.
- Wiyannah, Sri dkk. 2020. Metode Pembelajaran Audiolingual yang Berfokus pada Pembentukan Kalimat Sederhana dalam Bahasa Inggris bagi Penyandang Tuna Netra. *Abdimas Dewantara*. Vol3, No.2

Yusriani, Y., Nasution, M.&Syahputra,E. 2022. Pemanfaatan Aplikasi Youtube sebagai media pembelajaran Bahasa Indonesia. Jurnal Multidisiplin Dehasen (MUDE). Vol 1. No 3