

Implementation of the SIWI Learning Strategy To Encourage Deaf Students' Writing Skills At Extraordinary School (SLB) Lamongan

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Abstract

This article focuses on answering questions regarding the SIWI implementation strategy for deaf children in Lamongan. This is because there are deaf children in the Lamongan SLB school who have difficulty receiving teacher instructions so that it is more difficult to learn to write. Given the importance of writing for deaf students, of course the teacher must find a solution, one of which can be using the SIWI strategy to spur deaf students' writing skills. So in this article we will look at the implementation of the SIWI strategy by classroom teachers to improve the writing skills of deaf students. This research is a type of qualitative research using a phenomenological approach. This aims to photograph the SIWI implementation strategy in Lamongan SLB. Data collection in this study used two techniques, namely interviews and field observations. The results of this study indicate the effectiveness of applying the SIWI strategy in class during the learning process at SL Lamongan and indications that SIWI can be applied properly so as to encourage the improvement of deaf students' ability to write.

Keywords: *Deaf Students, SIWI Strategy, Writing Ability*

INTRODUCTION

Writing has great importance for deaf students because it gives them a means to express themselves and communicate with the outside world. As the writer John Doe said, "Writing is a way for deaf students to express their thoughts and feelings when words are not spoken" (Douglas, 2011). Through their writing, deaf students can explore their own identity and uniqueness. Writing also helps deaf students develop important literacy skills, such as reading, understanding, and analyzing texts. As expressed by an anonymous author, writing is a bridge between thoughts, connecting individuals and encouraging understanding" (Rokhmawan, 2028). In addition, writing also involves complex thinking processes that can develop the cognitive skills of deaf students. As expressed by an anonymous author, Writing is the key that opens the door of knowledge and empowers individuals to explore the world of words" (Khadija, 2016).

In this regard, even though deaf students need the ability to write, there are still people who disagree and prefer to practice speaking verbally. The debate about the needs of deaf students between writing and speaking is an interesting topic. Several different opinions on this matter. Some people think that speaking is a more important aspect because oral communication is the main way to interact with others. As Smith said that speaking is the main skill that must be mastered by deaf students because it gives them the direct ability to communicate with the world around them (Aviana, 2009)

However, there is also another view which states that writing has its own importance. Writing gives deaf students the opportunity to express themselves in a more structured and detailed way. As stated by Johnston that Writing provides an opportunity for deaf students to ponder their thoughts carefully and express them in carefully chosen words (Johnston, 1993). It should be noted that both skills, speaking and writing, have significant value in the development of deaf students. They complement each other and improve overall communication skills.

Ultimately, an effective approach is to integrate these two skills in learning for deaf students, enabling them to thrive in various aspects of communication.

Implementation of learning to write for deaf students will significantly encourage deaf students to understand what other people are saying and how to respond to this communication in written language (Moore 2006). Moore and Martin continue this with the differences between language and print literacy: Language is learned by a child in an active and creative way, whereas print literacy is taught much more broadly. It is understandable that it takes a lot of effort to achieve good writing skills for deaf students even though there are advantages for deaf children because they have to learn to write directly. When considering writing in the case of deaf students, Moore and Martin (2006) acknowledged that despite the progress made so far there are still serious obstacles in achieving deaf students' writing skills. As a key factor in this problem, they cite early identification and services that any child who is not identified near birth is at a disadvantage.

Several discussions about the importance of writing for deaf students can be seen in the problems that exist in SLB Lamongan where there are deaf students who have difficulty writing. So it is important for a teacher to focus more on writing exercises and learning for deaf students. In this regard, there are several previous research results which show that writing skills are very important for deaf students. Previous research by Krashen found that people have two separate pathways for developing proficiency in their first (L1) or second language (L2): implicit acquisition and explicit learning. (Krashen, 1994). It is impossible for one to learn through explicit teaching alone; language systems are too complex to be studied consciously as a whole, one rule at a time (Jackendoff, 1994). At the same time, Ellis and Laporte's (1997) L2 acquisition study suggests that there is a need for explicit instruction, especially increased grammatical awareness, which is not necessarily necessary for L1 acquisition.

Previous studies have shown that teachers' expectations of the abilities of deaf students influence how they achieve them in inclusive classrooms. On the other hand, teachers often have lower academic and behavioral expectations of deaf and hard of hearing students than their hearing counterparts (Gaustad, 1999; Sari, 2007; Thumann Prezioso, 2005). When teachers expect less or do not encourage full participation in class, this can result in learned helplessness and dependency (Antia, Stinson & Gaustad, 2002).

Based on some previous research, it shows that deaf students have weaknesses in learning so they have difficulty in writing. This is because each of the deaf students has a different character so the teacher must understand this and think about what solutions should be implemented so that deaf students learn to write more easily. So that special treatment is needed in the form of learning by applying strategies that have been implemented in other schools, even though the results are not necessarily as effective as in other schools. One of the strategies that will be used in dealing with deaf children in SLB Lamongan is to use the SIWI learning strategy. This is intended to emphasize the desire to imitate the success of other schools in the hope that the SIWI strategy can also benefit deaf students in Lamongan SLB. Therefore it is necessary to study the SIWI learning strategy whether it can be implemented properly by the teacher so that it provides benefits in improving the writing ability of deaf students.

Regarding the application of the SIWI learning strategy, many factors can encourage and hinder student success. Therefore, it is necessary to examine a number of things, such as how teachers choose SIWI learning strategies to improve deaf students' writing skills during the learning process. Implementation of the SIWI learning strategy In the learning process, teachers can do this by giving instructions or topic questions on the blackboard in Indonesian, so that they think English is Indonesian. For learning English as a foreign language and special education, themes were found including learning English from the perspective of the deaf as a unique

opportunity to be able to combine the two fields. This study is expected to provide insight into educational issues for people with special needs who are still underestimated.

The purpose of this research is to implement learning in deaf classes using the SIWI learning strategy, especially the learning strategy used in English subjects. The SIWI learning strategy has its own rules and strategies to encourage the success of deaf students in learning to write. Regarding the prior specificity in deaf learning, the question of educating deaf people either inclusively with hearing persons or separately with their deaf peers was also considered. The fact that is more important in the way of education that is appropriate and suitable for deaf students is perhaps the way of teaching which underscores the role of the teacher in the process of deaf education and therefore this factor was included in this study.

In connection with the explanation above, the authors in this article focus more on answering questions regarding the implementation of the SIWI strategy for deaf children in Lamongan. This is based on the observation that in SLB Lamongan the majority of deaf students are unable to write well, they still have difficulty understanding what the teacher instructs during class learning. So it becomes important to discuss in detail the students' problems in writing at SLB Lamongan.

RESEARCH METHODS

The research method used in this research is qualitative research with a phenomenological approach. This study aims to understand the subjective meaning experienced by individuals in certain contexts. The phenomenological approach will enable researchers to explore individual experiences, perceptions, and understanding of the phenomenon under study (Smith, 2015).

This research will involve collecting data through in-depth interviews with a number of participants who have experience relevant to the phenomenon being studied. Interviews will be used as a means to gain a rich and in-depth understanding of individual perspectives on the phenomenon. In addition, this research can also involve participant observation in real situations related to the phenomenon being studied.

The collected data will be analyzed using a phenomenological analysis approach, which involves the process of coding, categorizing, and finding themes that emerge from the data. The results of this analysis will be used to describe and interpret the subjective meaning experienced by participants in relation to the phenomenon under study. This qualitative research method with a phenomenological approach will provide a deep and holistic understanding of individual experiences related to the phenomenon under study. As a result, this research can make a valuable contribution in broadening knowledge and understanding of the implementation of SIWI learning strategies for deaf students.

RESULT AND DISCUSSION

Ability of deaf students in SLB Lamongan in writing

The ability of deaf students to write at the Special School or extra ordinary school (SLB) Lamongan has its own uniqueness and challenges. They have special needs in developing writing skills. They face obstacles in accessing information audiotively and communicating with the outside world through spoken language. However, with the right approach, they can develop useful writing skills.

Impaired students at SLB Lamongan are dominantly less able to understand the teacher's instructions when asked to do something. In this case, the teacher finds it difficult to condition

how students can write, especially when learning English in class. The teacher wants students to be able to respond to their instructions and express what they feel well in class so that the teacher is able to understand what students want. So it is important for teachers to try learning strategies that allow deaf students to improve their writing skills.

Teaching writing at SLB Lamongan usually integrates the use of sign language, sight, and assistive devices such as computers or tablets. Teachers use visual strategies, such as pictures and videos, to help deaf students understand concepts and hone their writing skills. Through assistive technology, deaf students can express their ideas and thoughts in writing more independently. In addition, the application of augmentative and alternative communication techniques (AAC) also helps deaf students in writing. Students can use communication tools such as communication boards, special apps, or even eye-based writing tools to generate text. This method provides visual support and helps deaf students overcome communication barriers in writing.

The importance of collaboration between teachers, parents, and therapists in developing deaf students' writing skills also cannot be ignored. By involving all related parties, effective strategies and approaches can be developed to improve deaf students' writing skills. Consistent support and understanding of the individual needs of deaf students is the key to success in developing their writing skills. In this regard, teachers at SLB Lamongan try to apply the SIWI strategy to support the learning of deaf students in class.

Through an inclusive and adaptive approach, deaf students in SLB can develop writing skills which are important in expressing ideas, communicating, and developing literacy skills. With the right support from teachers and an inclusive educational environment, they can overcome the challenges they face and make significant progress in their writing skills.

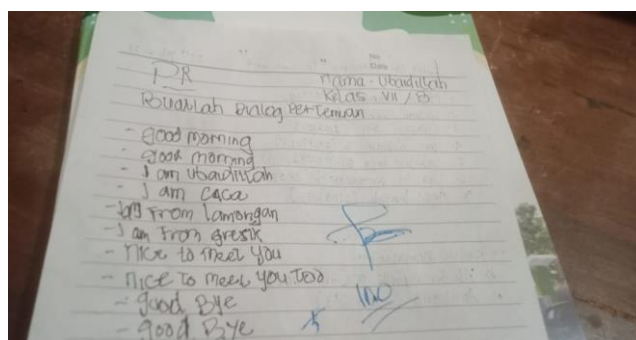
Results of the Implementation of the SIWI Strategy for deaf students at extra ordinary school (SLB) Lamongan.

Deafness is a hearing loss that a person has in the sense of hearing so that it affects mastery of spoken language, but this deficiency can be minimized by utilizing the senses that stimulate written language skills, namely the sense of sight. Through the sense of sight, deaf children understand spoken or spoken language, in addition to seeing the movements and facial expressions of their interlocutors, the eyes of deaf children are also used to read the lips of people who are speaking (Bintoro, 2000). This then has an impact on the language acquisition of imperfect deaf children, because not everything they see can be understood and practiced properly for communicating.

The small vocabulary of deaf children also results in low language skills in general, because in language one ability is integrated with other abilities, namely the ability to write, read, speak, and listen. Writing is a language skill that is as important as oral language skills (Tarigan, 2008). When this ability is well owned by someone, it will have an impact on the written language communication that is carried out because the shortage of deaf students 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 an SLB school in Lamongan Regency is carried out.

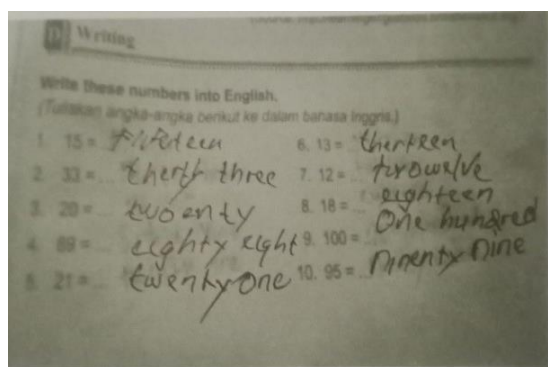
The results of the research that has been done and shows that the SIWI learning strategy can improve the writing skills of deaf students. This can be proven by the success of deaf students in writing on worksheets that have been given by the teacher as well as the courage to write in front of the class with lots of creativity. Writing ability relates to the ability to write numbers, letters, parts of the human body and write family members. Siti Mundziroh commented that the SIWI strategy would more easily support deaf students to improve their writing skills despite their limitations. (Siti Mundziroh, et al. 2013). This can be seen when the SIWI learning strategy is applied to the learning of class VII deaf students at SLB Lamongan, the results of which show that students' writing skills can be better.

According to the explanation in the previous paragraph, it shows that the writing ability of deaf SLB students in Lamongan district is quite good. This at the same time confirms that applying the SIWI learning strategy will make it easier for teachers to provide explanations and make it easier for deaf students to learn to write. Based on the results of the studies and analyzes that have been carried out, it can be stated that the ability to write numbers, letters and family members as well as parts of the human body through the SIWI strategy for class VII deaf students at SLB Lamongan has increased from the students' initial abilities. Overall, it can be seen that there is a change in the writing ability of deaf children which is increasing in a better direction. The results of this data acquisition indicate that the SIWI strategy can be used to improve deaf children's writing skills. From the analysis of the data as a whole, both under conditions and between conditions, it shows that there is a change in the ability to write sentences in deaf children which increases in a better direction.



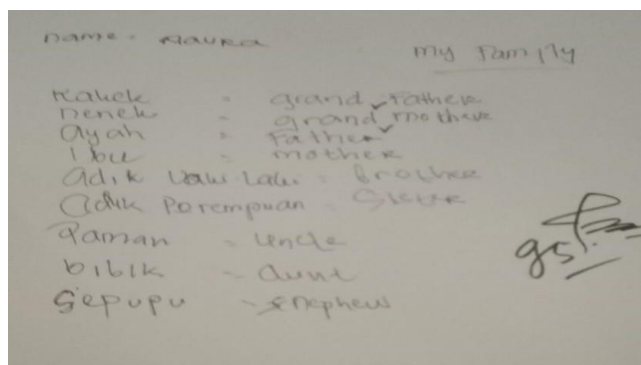
P.1

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 fifteen, 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



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 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.

In terms of obtaining information and communicating, deaf students of class VII SLB Lamongan prioritize and optimize visual abilities rather than auditive abilities as the basis for developing literacy skills (Permanarian, 1995). Many studies have been conducted which show that the level of writing ability of deaf children is very different from that of normal students. In addition, the writing skills of deaf students often contain non-standard syntax and limited vocabulary. This of course makes sense because they have difficulty hearing so it is difficult to write.

Further, the explanation above seems to indicate that deaf children have difficulty reading and are increasingly lagging behind their deaf friends in higher grades where the reading material to be read is increasingly complex. In terms of written language, there is also sample evidence that deaf children have difficulty expressing themselves in writing. In several studies focusing on the syntactic accuracy of deaf children's written English, it was found that they tended to use many of the same phrases repeatedly in simple sentences, fewer compound sentences, and they made many small mistakes in the use of tenses, numbers, pronouns, and demonstrative words.

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 because based on research that has been done, many deaf students whose writing skills are far behind compared to normal children. Ironically, the inability to write is due to the teacher's mistake or inability to teach deaf students. So that in class VII SLB Lamongan the teacher provides writing material using the SIWI method. This method is considered quite successful because it can increase the level of student response to teacher instructions. 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.


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

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 even though by applying the SIWI method the teacher would immediately provide direction and assistance to students to correct their errors of what they have written.

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 
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.	✓		<p>The teacher gives instructions to students to write words about family, numbers and body parts while training deaf students to write</p> 
4.	Supports such as mnemonics are a temporary scaffold, and students use them less and less over time.		✓	<p>The students are more often involved in writing in front of the class as a form of implementing SIWI learning strategies</p> 

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.
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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.

Based on the records in the table, even though it shows that deaf students still have difficulty in utilizing time and memorizing the materials, however the teacher was still able to think of alternatives that could be used to encourage deaf students to become better as shown in table 1. Further, based on the presentation in table 1 it shows that in general the weaknesses and advantages of applying the SIWI method will still provide benefits and must be minimized or maximized as a form of potential for deaf students to be able to learn and improve their communication.

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 provide motivation 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 because they happen to be students with limited gifts and must continue to be motivated even with sign 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 dominantly and are willing to provide motivation during learning.?*



Teacher (T2) : *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 good of 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 in helping 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	✓		<p>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</p> 
2.	The teacher allows enough wait time for students to think and come up with ideas before stepping in.	✓		<p>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 write in front of the class</p> 
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 low level.		✓	

4.	The teacher “takes up” students’ ideas (right or wrong) and uses contingently responsive discourse	✓		<p>The teacher uses the student's writing on the board to explain in more detail to other students in ways according to SIWI.</p> 
5.	Students are asked what they think, asked to evaluate text and asked to problem-solve. The teacher uses step back moves by asking, “what do we do here? Why? How?”	✓		<p>The teacher shows the form of student errors and shows where the mistakes are and gives instructions on how to write correctly</p> 
6.	The teacher uses a moment-to-moment assessment method that gauges students’ individual understandings. (E.g.) thumbs up/thumbsdown	✓		<p>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</p>

			<p>front of the class.</p> 
<p>7.</p>	<p>The teacher transfers control of the meaning making process to students as soon as possible.</p>	<p>✓</p>	<p>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.</p> 

8.	As the intervention progresses, students are taking up more of the collective work, the thinking and the problem solving	✓		<p>The picture above shows that students interact with fellow friends to see what is being written in front of the class.</p> 
9.	The teacher models, thinks aloud and explains “why” with the learning of new skills.	✓		<p>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 of great benefit to students</p> 
10.	The teacher leads slightly in advance of what the students are able to do individually		✓	

Based on the table above, in general the teacher has interacted in learning to support the process of improving the skills and abilities of deaf students in writing. In 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.

CONCLUSION

The implementation of learning with writing practice materials using the SIWI strategy has been carried out effectively and efficiently based on the values obtained. Although there are still things that need to be improved and evaluated for implementation and preparation for facing obstacles, both internally and externally from deaf students. The SIWI learning method is able to provide solutions from the teacher's efforts in providing learning to write for deaf students. Although this is able to provide alternative solutions, there are still obstacles that must be faced by teachers in carrying out the learning process in SLB Lamongan. The learning process in class using the SIWI strategy as a way to improve deaf students' writing skills was quite successful. So that in general the SIWI strategy is able to improve the writing skills of deaf students and has more potential to make it easier for deaf students to communicate with others.

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