



Factors that Influence the Effectiveness of Communication between Teachers and Deaf Students

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ABSTRACT

Effective communication is an important requirement for all individuals, and everyone wants smooth and seamless interactions. However, persistent communication barriers are a common problem, even in communication contexts involving deaf students. The main objective of this research is to determine the inhibiting and supporting elements in the communication process between teachers and deaf students in the SLBN Sungai Banyak City. Using qualitative descriptive methods and a phenomenological approach, the findings of this research identify physical and semantic barriers as inhibiting factors, while clarity, accuracy, context awareness, and cultural considerations are supporting elements. This research is important because it can provide valuable guidance and recommendations for educators who want to understand communication challenges and improvements when interacting with their students.

Keywords: *Communication, Disability, Deaf Students*



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INTRODUCTION

Communication is a basic human need that must be met proportionally. Conversation is the most basic form of activity carried out by everyone to establish relationships with one another. Knowledge as an asset is inherent in humans, and communication is a powerful way for an organization to share the tacit knowledge found in each individual. The need for internet availability is currently very high with the increasing dependence of humans on the role of information technology, and computer networks have now become one of the fundamental things in all aspects related to data communications (Asmana et al., 2022; Boediman, 2020).

Barriers in communication are something that is bound to happen. The following are some examples of barriers in communication that can occur: a). Differences in language or dialect used by communicators ; b). Technical problems such as unclear or intermittent sound on telephone calls or video calls ; c). Differences in cultural background, values and norms that can influence the perception and understanding of the message conveyed ; d). Lack of communication skills, such as a lack of ability to listen or speak clearly and in a structured manner ; e). Environmental disturbances such as noise or visual disturbances can interfere with focus and concentration in communicating. To overcome these obstacles, efforts are needed such as improving communication skills, paying attention to the surrounding

environment, and paying attention to existing cultural and language differences. Apart from that, the use of appropriate and adequate technology can also help overcome technical barriers in communication (Asmana et al., 2022; Marimbun, 2021) .

Disabled people can experience barriers in communication due to physical, sensory or cognitive limitations that can affect their ability to communicate. The following are some examples of communication barriers that can be experienced by people with disabilities: a). Limitations in the use of verbal or nonverbal language ; b). Hearing or vision problems that may affect their ability to receive or convey messages ; c). Limitations in movement or mobility that can affect their ability to interact directly ; d). Lack of accessibility in physical or technological environments that may limit their ability to communicate. To overcome these obstacles, efforts are needed such as using sign language or assistive technology, providing a disabled-friendly environment, and increasing public awareness and understanding of the needs and rights of disabled people in communicating. Apart from that, mentoring and communication skills training can also help people with disabilities overcome these obstacles (Asmana et al., 2022; Giandi et al., 2012; Marimbun, 2021; Nara et al., 2022) .

Based on several studies, there are several obstacles that often occur in communication with deaf people in Indonesia, including: a). Physical barriers, such as hearing or vision impairments that may affect their ability to receive or convey messages ; b). Semantic barriers, such as differences in language or dialect used by communicators ; c). Limitations in movement or mobility that can affect their ability to interact directly ; d). Lack of accessibility in physical or technological environments that may limit their ability to communicate ; e). Lack of communication skills, such as a lack of ability to listen or speak clearly and in a structured manner. To overcome these obstacles, efforts are needed such as the use of sign language or assistive technology, providing a disabled-friendly environment, and increasing public awareness and understanding of the needs and the rights of disabled people in communication. Apart from that, mentoring and communication skills training can also help people with disabilities overcome these obstacles (Aditya & Susanto, 2021; Pratiwi & Susanti, 2020).

Communication is a basic need for humans who develop as social entities. Communication functions as a tool that allows individuals to self-actualize and navigate life's challenges (Nida, 2015) . In a complex network of communication processes, obstacles will inevitably arise, influenced by various factors in its elements—communicator, communicant, sender, media, and recipient. Every communicator aspires to utilize communication to help them achieve their goals. Consequently, every communicator must have an understanding of communication barriers to proactively overcome and avoid these barriers (Rahma, 2021).

Communication barriers also occur among people with disabilities. The success of communication with people with disabilities is very dependent on the instruments they use in the communication itself (Nida, 2015) . In the majority of disability cases in Indonesia, people with disabilities have obstacles in communicating and interacting with the environment. So it is not uncommon to receive harassment and discrimination from the environment (Allo, 2022) .

Special Schools (SLB) are a place for children with special needs to receive education and develop their potential according to their needs. However, there are several obstacles that can hinder the learning and development process of children with special needs in SLB, such as: a). Limitations in the use of verbal or nonverbal language ; b). Hearing or vision problems that may affect their ability to receive or convey messages ; c). Limitations in movement or mobility that can affect their ability to interact directly ; d). Lack of accessibility in physical or technological environments that may limit their ability to communicate ; e). Lack of communication skills, such as a lack of ability to listen or speak clearly and structured. To overcome these obstacles, efforts are needed such as using sign language or assistive technology, providing a disabled-friendly environment, and increasing public awareness and

understanding of the needs and rights of disabled people in communicating. Apart from that, mentoring and communication skills training can also help children with special needs overcome these obstacles and get an education that suits their needs. (Aguss, 2022; Hidir et al., 2022; Nara et al., 2022) .

Based on data from the Indonesian Ministry of Health's Data and Information Center in 2019, it shows that 3.35% of the Indonesian population has difficulty hearing or is classified as deaf. Deafness is the third most common type of disability in the population aged 10 years and over (Indonesian Ministry of Health Data and Information Center, 2019). The Sungai Banyak State Special School (SLBN) is the only school that specifically provides opportunities for students with disabilities to get education in accordance with the curriculum applicable in state schools. Recorded in the Basic Education Data (Dapodik) of the Directorate General of Early Childhood Education, Basic Education and Secondary Education, Ministry of Education, Culture, Research and Technology (Kemendikbud) for 2021/2022, the SLBN of Sungai Banyak City numbered 29 teachers, 9 assistants, 153 students (Kemendikbud , 2022) .

The purpose of this research is to try factors that influence the effectiveness of communication between teachers and deaf students. Several previous studies that have examined communication barriers among people with disabilities include: *First* , research conducted on deaf beginner voters in South Jakarta shows that obstacles to political participation include lack of socialization, no assistance, and facilities that are less disability friendly. (Pratiwi & Susanti, 2020) . *Second* , research conducted at Rusunawa Jatinegara Kaum East Jakarta shows that parents of children with special needs experience obstacles in providing appropriate education for their children, including a lack of knowledge and information regarding handling children with special needs and their education, not realizing that their children special needs, parents' low educational background, thereby neglecting children's education, poor communication skills, and economic conditions that have an impact on children's education (Emeilia & Muntazah, 2021).

These studies show that communication barriers for people with disabilities can come from various factors, such as physical, semantic and social barriers. Therefore, efforts are needed to overcome these obstacles, such as using sign language or assistive technology, providing a disabled-friendly environment, and increasing public awareness and understanding of the needs and rights of disabled people in communicating. Apart from that, assistance and communication skills training can also help people with disabilities overcome these obstacles and obtain education or political participation that suits their needs.

Communication is a unique and significant activity in human relations. Communication that is timely, accurate, complete, clear, and accepted by the recipient will reduce misperceptions. To be effective, communication must consider various factors, including: 1) Clarity. Language must be used clearly in communication so that it is easily received and accepted by the communicant. 2). Accuracy. use correct and accurate information communicated. 3). The context, language and information provided must be appropriate to the conditions and setting where the communication occurs. 4). Flow, the material provided must be arranged in a clear or systematic flow so that the person receiving the information can reply quickly 5). Culture, meaning that when communicating you must adapt to the culture of the people interacting both verbally and non-verbally so that miscommunication does not occur (Rahma, 2021).

Communication barriers include: (1) Personal Barriers, namely communication difficulties caused by poor attitudes, values and listening habits. Obstacles that often occur include the range of people which is proportional to the actual physical distance. (2) Physical barriers, especially communication problems that occur at the place where communication occurs. (3) Semantic barriers, which come from the limitations of the symbols themselves. There are various aspects of language that make decoding more difficult, including: (1)

Language is static, while reality is dynamic. (2) Language is limited, while reality is unlimited. (3) Language is abstract (Wiksana, 2017)

METHOD

This research is descriptive qualitative research with a phenomenological approach. Qualitative research is carried out with a research design where the findings are not obtained through statistical procedures or calculations, but reveal holistic contextual phenomena by collecting data from primary natural settings and using researchers as instruments. (Fadli, 2021) . Descriptive research was chosen because this research aims to produce systematic, factual and accurate descriptions, drawings or paintings about the facts, characteristics and relationships between the phenomena being studied (Weksana, 2017) . Phenomenology is a research strategy in which researchers identify the nature of human experience about certain phenomena. The consideration for using this research is because the focus of this research is the teachers who teach at the SLBN Sungai Banyak City who interact directly with deaf students. The qualitative research method is a technique for studying the condition of natural objects where the researcher is the main instrument, the data collection technique is triangulation, the data analysis is inductive, and the research results emphasize meaning rather than generalization (Sugiyono, 2018) .

Using interview and observation methods to collect data in the field. In interviews, the researcher acts as a research instrument, meets the research object, and is involved in the process of interaction and question and answer to obtain facts, beliefs, emotions, etc. in accordance with the research objectives (Rosaliza, 2015) . Observation is a qualitative research technique which aims to obtain natural facts, in the form of a collection of impressions obtained from observations using the five senses (Hasanah, 2016) . The resource persons in this research were six teachers who taught at SLBN Sungai Banyak City who interacted directly with deaf students. The aim is to see directly the phenomena faced by teachers in looking at the supporting and inhibiting factors in their communication with deaf students. For validity, this research uses data triangulation techniques. Triangulation is a method for validating data by improving the interpretation of existing evidence (Alfansyur & Mariyani, 2020) . The triangulation process evaluates the following components: research data sources, research methodology, and research theory (Bachri, 2010) .

RESULTS AND DISCUSSION

Results

Factors Inhibiting Communication Between Teachers and Deaf Students

Informant 1 said that the main problem faced in communicating with deaf students was hearing loss. Deafness is a condition where a person has hearing loss, so that they experience difficulty or inability to hear sounds or words clearly or cannot hear sounds at all.

This hearing loss is a major obstacle in the communication process between teachers and deaf students. Because deaf students have hearing impairments, communication approaches commonly used in regular teaching may not be effective. Oral communication methods commonly used in the classroom, such as oral explanations or direct conversations, will not provide the desired results in this context.

Thus, teachers or instructors need to use appropriate alternative communication methods to communicate with deaf students. This may include the use of sign language, lifereading, use of hearing aids, or written communication, depending on the student's preferences and abilities.

By recognizing hearing loss as a major obstacle, educators can adopt a more inclusive approach and ensure that deaf students remain fully engaged in the learning process.

Appropriate support and the use of appropriate communication methods will ensure that deaf students can understand the subject matter well and can participate actively in learning activities at school. The informant added:

“ Each individual, including children, has a threshold in terms of their ability to receive and process information. This threshold refers to the level of difficulty or a person's maximum level of understanding of material or information. The statement implies that the higher the threshold, the more difficult it is for the child to understand the information provided by others. (Interview with Informant 1, 3 April 2022)”.

Informant 2 This sentence refers to the main difficulty faced by teachers when teaching deaf students. One of the main challenges is finding effective communication methods to communicate with these students. Because deaf students have significant hearing impairments, the communication process must be adjusted so that students can understand the lesson material well.

Choosing the right communication method is important because teachers need to ensure that the message conveyed can be received clearly by students. For example, teachers should perhaps use sign language, hearing aids, or other visual methods to ensure that students can follow the lesson well.

Apart from that, this sentence also highlights additional challenges faced by teachers when teaching deaf students, namely the additional processes required in approaching and understanding the material. Teachers need to spend additional time teaching deaf students how to spell the alphabet and understand other basic concepts. Because the comprehension abilities of deaf students are often different from those of students in general, a different and specially structured teaching approach is often needed so that students can learn effectively.

Thus, the main difficulty in teaching deaf students is adapting appropriate communication methods so that they can understand the lesson well, and requires additional approaches and understanding processes to ensure that they can absorb the lesson material effectively. In this case, sensitivity and good communication skills on the part of the teacher are very necessary to create an inclusive learning environment for deaf students. Informant 2 added:

“ Challenges faced by teachers or instructors in teaching children in the early stages of education. In this context, the cause of these initial obstacles is related to the fact that these students are still in a learning process that is full of new things. They tend to be interested in new things and do not have a mature understanding of subject matter, including the alphabet.

Teaching the alphabet is described as a time-consuming process, perhaps requiring up to a month for students to master the letters. After students memorize the letters, teaching continues with words. The approach used here is to associate letters with certain words, for example "a" for the word "father" or "a" for the word "chicken". By attaching appropriate pictures, it is hoped that children can more easily understand the relationship between the letters and words.

The obstacles faced are more common at the elementary school (SD) level, which may indicate that students at this age require a more intensive and in-depth learning approach. The teaching process at this stage involves methods that focus more on visualization and strengthening the relationship between letters and certain words, through the use of pictures. At the Junior High School (SMP) and Senior High School (SMA) levels, the teaching approach is simpler it might be quite effective. Teachers can rely more significantly on facial expressions and lip movements to convey information to students, because at this stage, students already have a better understanding of the alphabet and words.

Thus, it is important for teachers or instructors to understand students' developmental stages and adapt teaching methods according to their needs. By providing appropriate and relevant approaches at each stage, teachers can help students overcome initial obstacles and facilitate a more effective learning process (Informant Interview 2, 5 April 2022) ”.

Informant 3 had obstacles in the communication process with deaf students caused by the fact that there were still many students who did not understand standard sign language. Sign language is a visual communication system that uses hand gestures, facial expressions, and other body movements to communicate with people who are hearing impaired.

These obstacles show that deaf students have varying levels of understanding of standard sign language, which can affect effective communication between teachers and students. This can make it difficult to convey information, explanations or instructions due to differences in understanding.

Therefore, this sentence emphasizes the importance of providing students with a greater understanding of standard sign language. This effort aims to improve students' understanding of commonly used sign languages, so that communication between students and teachers can run more smoothly and effectively.

By providing more understanding, including through in-depth training or teaching about standard sign language, it is hoped that students can gain better communication skills. This will allow them to participate actively in the learning process and social interactions, as well as understand the subject matter presented by the teacher or instructor better.

A deeper understanding of standard sign language is also important for creating an inclusive learning environment, where deaf students feel supported and cared for. Thus, efforts to provide a greater understanding of standard sign language are key in overcoming the communication barriers faced by deaf students in the learning environment. Informant 3 added:

“ Barriers in communication between teachers and students who are speech-impaired or deaf. Speech-impaired refers to individuals who have difficulty speaking, while deafness refers to individuals who experience significant or total hearing loss. This statement highlights that the majority of speech-impaired or deaf students are at school and still use their mother tongue in daily communication. -day. Mother tongue here refers to the language used by the family and community where students come from, and this language is the language that is generally used in everyday life to communicate. However, obstacles occur because the mother tongue used in everyday environments is different from sign language nationally which is generally taught in schools. National sign language is a visual communication system that is widely used in a country as a standard language for communicating with the deaf. The mismatch between the mother tongue used informally and the sign language taught at school can complicate the communication process between teachers and students. Thus, it is important for teachers and educational staff to understand this difference and adopt communication strategies that take into account students' everyday use of their mother tongue. day. Efforts to implement inclusive and adaptive strategies can help strengthen communication between teachers and students who are speech-impaired or deaf, so that students can understand lesson material better and feel more involved in the learning process. (Interview with Informant 3, 6 April 2022)”.

In line with Informant 3, Informant 5 also said that the main obstacle in the communication process between teachers and deaf students is that there are still many deaf students who do not understand sign language. Informant 5 added:

“Teachers face challenges in communicating with students, especially at the elementary school (SD) level, where the majority of them do not understand sign

language. This obstacle arises because students generally use their mother tongue in daily interactions, while a lack of understanding of sign language makes communication between teachers and students difficult. In this context, facial expressions and body movements become important as alternative ways of communication. Teachers must rely on clear facial expressions and body movements that convey the meaning of words or sentences to ensure that the message conveyed can be understood by students who are not yet familiar with sign language. Understanding facial expressions and body movements can also help communicate lesson content in a more visual and interesting way for students. Apart from that, in an effort to facilitate students' understanding of lesson material, the use of teaching aids can also be utilized. Props such as pictures, real objects, or other visual media can help explain concepts that are difficult to understand with words alone. By utilizing a variety of communication methods, teachers can create an inclusive learning environment for students who are unfamiliar with sign language. Through the use of clear facial expressions, illustrative body movements, and props, teachers can facilitate effective communication with students, ensuring that the material lessons can be understood well. Thus, these diverse communication strategies can help minimize barriers to communication and increase the effectiveness of the learning process for students at the elementary school level who are not yet accustomed to using sign language.

(Interview with Informant 5, 6 April 2022)”.

Informant 4 said several factors could hinder communication between teachers and deaf students. One of the factors mentioned is student absence from class, either due to truancy or because they moved to another school, especially a state school. The inconsistent presence of these students can hinder the communication process and disrupt the continuity of the learning process.

In this context, it is important to understand and adapt to the conditions that occur. Teachers need to understand the reasons behind student absences, whether they are due to internal or external factors, and adjust communication and teaching strategies to accommodate students returning to the classroom after being absent for a period of time.

Adjustments also need to be made regarding students moving to another school, especially if they move to a state school that may have a slightly different approach or curriculum. Understanding the new environment and needs of students in a new school is important so that the communication and learning process can run smoothly.

Thus, awareness of the factors that can hinder communication between teachers and deaf students is key to adapting appropriate teaching approaches and strategies. With the understanding and adjustments made by teachers, it is hoped that the learning process can continue to run effectively and students can be maximally involved in learning, even though they experience absences or changes in the school environment. . Informant 4 added:

“Most deaf students have difficulty learning sign language. This obstacle especially arises when there are transfer students who previously skipped or were absent from learning sign language, so they do not have sufficient understanding of sign language. Due to the lack of knowledge of sign language, the learning process becomes more complicated and requires a more individual approach. In this case, teachers need to teach deaf students one by one, paying special attention to each student to ensure that they understand the material presented. This one-on-one approach is necessary so that students who previously had no understanding of sign language can catch up with them. . Teachers need to provide additional time and attention to help students adjust to learning sign language, so that they can communicate more effectively in the school and community environment. By providing an individual approach, it is hoped that transfer students who were previously

truant can resolve their difficulties in learning sign language and can adapt to other students. Thus, it is hoped that this approach can help deaf students understand and master sign language better, so that they can participate actively in the learning process and social interactions. (Informant Interview 4, 8 April 2022)”.

Informant 6 said that the communication barrier he faced when communicating with deaf students was the rare combination of deafness in sign language with facial expressions and body movements. Informant 6 added:

“Emphasis is placed on the speed of communication of deaf students through sign language. This illustrates the ability of deaf students to use sign language very quickly, which can be an advantage but can also be an obstacle for those who are not used to such speed. In addition, another obstacle expressed was that deaf or speech-impaired students often communicate only through sign language without lip movements, which makes it difficult to understand for teachers who may not have special skills in sign language. These obstacles highlight the need for adjustments in communication methods between teachers and deaf/speech-impaired students. However, the sentence also shows that if facial expressions and lip movements are used together with sign language, communication becomes easier to understand. This emphasizes the importance of using a variety of communication methods involving facial expressions, lip movements, and sign language, especially when teachers do not have a special background in communicating with deaf or speech-impaired students. Thus, the sentence underlines the importance of understanding the speed of communication in language gestures, the importance of using facial expressions and lip movements in the communication process, as well as the need to adapt communication methods between teachers and deaf/speech-impaired students to ensure that messages can be conveyed and understood clearly by both parties. (Interview with Informant 6, 8 April 2022)”

Supporting Factors for Communication Between Teachers and Deaf Students

Informant 1 said the importance of choosing media or communication aids as one of the factors that supports the effectiveness of communication between teachers and students at the State Special School (SLBN) Sungai Banyak City. SLBN is a special type of school designed to serve students with special needs, such as the deaf, blind, or children with other special educational needs.

In this context, choosing the right media or communication aids is important to ensure that messages and information can be conveyed clearly and can be understood by all students. The communication method chosen must take into account the student's specific needs, such as using sign language, visual media, hearing aids, or other appropriate communication technology.

By choosing appropriate media or communication tools, teachers can create an inclusive and supportive learning environment, where every student can be effectively involved in the learning process. Choosing the right media or communication aids can also help overcome communication barriers that may occur due to differences in students' needs and abilities.

Thus, it is important for teachers at SLBN Kota Sungai Banyak or similar special schools to carefully consider the selection of media or communication aids that will be used in the teaching process. By ensuring that communication is tailored to the individual needs of each student, schools can create a learning environment that allows all students to grow and develop according to their potential. Informant 1 added:

“When providing instructions or information to deaf students, it is important to communicate them using sign language, as this allows students to understand the instructions more effectively. For example, if we simply use a text message on WhatsApp to tell students that they must give permission, they will probably only respond by nodding, without a deep understanding of the message being conveyed. However, if the instruction is conveyed using sign language, such as describing writing gestures on a cell phone or describing how to write a letter, students can understand the message better because they can link instructions with actions that can be seen and understood through sign language. By using visual media and sign language, teachers can ensure that the message is conveyed can be clearly understood by deaf students. This emphasizes the importance of using visual media and sign language in the teaching process, as these methods can help facilitate better understanding and interaction between teachers and deaf students. (Interview with Informant 1, 3 April 2022)”

Informant 1 also highlighted the importance of a shared understanding between teachers and students regarding sign language used in the communication process. Sign language is an important component in interactions between teachers and deaf students, and a strong understanding of this sign language is key to effective communication. It is important for teachers and students to have a good understanding of mother's sign language (the sign language used in a family or community environment) as well as SIBI sign language (Indonesian Sign Language System). A strong understanding of these two sign language systems allows for smoother and more effective communication between teachers and students. By mutually understanding the sign language used, teachers and students can avoid communication barriers that may arise due to differences in understanding or use of sign language. This allows them to interact more smoothly, understand messages and instructions better, and ensure that the learning process runs effectively. Thus, the sentence emphasizes the importance of mutual understanding between teachers and students regarding sign language, which includes understanding sign language mothers and SIBI sign language. A common understanding of these two sign language systems will support the creation of effective communication and facilitate an inclusive learning process for deaf students.

“The importance of using broad and inclusive language in interactions with deaf children. This statement emphasizes that the use of everyday language that is commonly understood by children in general, in addition to sign language, is important in facilitating effective communication with deaf children. In this context, it is emphasized that not all deaf children automatically understand sign language. Sign language itself has variations, such as standard sign language which is an official system taught in schools and formal institutions, as well as mother sign language which is a sign language that is developed naturally in the family. By recognizing diversity in understanding sign language, it is important for interaction with deaf children to use a variety of communication methods. The use of simple spoken language and the use of expressive body language can help ensure that the messages or instructions conveyed can be well understood by deaf children who may have different sign language backgrounds. By using an approach that pays attention to the use of a variety of languages, both spoken and signed, we can create an inclusive environment for deaf children, where they feel accepted and supported in the learning process and social interactions. Through the use of a variety of languages, we can ensure that messages and information can be conveyed clearly to deaf children, facilitating their active participation in the learning process and daily interactions (Interview Informant 1, 3 April 2022).”

Informant 2 said that to support the effectiveness of communication between teachers and students at the SLBN Sungai Banyak City, teachers must directly explain the objects/objects used as teaching aids. So that students know the name of the object/object.

"First, by using props, apart from that, we also use demonstrations directly on the child's body so that he can easily understand, such as glasses for drinking and plates for eating, for example musical instruments, guitars, pliers, keyboards. Meanwhile, other materials can include pictures, for example pictures of animals, for example cows and so on. The props can also be with hand and hand movements such as counting and clapping. Meanwhile, mathematical support tools in particular are ruler, arc and compass, accompanied by explanations/uses (Interview with Informant 2, 5 April 2022)."

Informant 2 added that there needs to be feelings of sympathy and empathy in the communication process between teachers and deaf students. Don't let the teacher offend or ridicule his shortcomings. This will hinder communication between teachers and students from the start.

"This effective form, apart from using SIBI (Indonesian Sign System), we also use their slang. We pay attention to what the slang is, if we don't follow the slang we will be ridiculed. Deaf people do not want to be bad-mouthed, they must continue to be praised, there must be closeness to them, with this closeness it will be easy for us to interact and determine what effective and efficient methods we use. "So if we use everyday language, the language of close friends, we will make them friends, so that communication is comfortable (Informant Interview 2, 5 April 2022)."

Informant 3 said that the wrong way to support communication between teachers and deaf students at the SLBN Sungai Banyak City was to use folk language or clear mouth movements. So that what the teacher conveys can be conveyed well to deaf students.

" The use of mouth or lip movements as a tool in communication between teachers and deaf students. It is known that deaf students can capture messages from lip or mouth movements, and this is an important aspect that supports effective communication between them. The use of lip or mouth movements helps deaf students understand what is being conveyed by the teacher. They may be able to adapt these lip or mouth movements to the sounds or intonation they see, making it easier for them to recognize and understand what is being said . However, this sentence also underlines the importance of flexibility in communication. If students still do not understand or have difficulty capturing messages through lip movements, the use of sign language or visual clues such as showing physical objects such as motorbikes can be used as an alternative. This helps ensure that the message you want to convey can be received and understood well by students. Thus, the use of lip or mouth movements, sign language, and visual cues are communication strategies that can help ensure that messages are conveyed clearly and effectively to deaf students. By utilizing these various communication tools, teachers can create an inclusive and supportive learning environment for deaf students, ensuring that they can be actively involved in the learning process and daily interactions. (Interview with Informant 3, 6 April 2022)"

Informant 3 added, verbally alone is not enough. There needs to be clear teacher expression. So that deaf students understand what the teacher says.

"An effective and efficient form of communication between teachers and students, especially in the context of communication with deaf students. It is known that good communication requires the use of a variety of tools, including spoken language and sign

language, as well as facial expressions and body movements. In this case, the use of spoken language is important because it can help students to identify the words used in messages or instructions. be delivered. Meanwhile, the use of sign language plays an important role in strengthening students' understanding of messages or information, especially for deaf students who rely on sign language in the communication process. Apart from that, facial expressions also play an important role in conveying the teacher's emotions or feelings to students. By showing appropriate facial expressions, such as angry or happy expressions, teachers can help students understand the context or nuances of the communication that is taking place. Body movements can also increase students' understanding of the message being conveyed, because body movements can illustrate or strengthen the meaning of the message. By using these various forms of communication, teachers can create an inclusive and supportive learning environment, where every student, including deaf students, can be actively involved in the learning process. By ensuring the integrated use of spoken language, sign language, facial expressions and body movements, teachers can increase the effectiveness of communication and ensure that messages or instructions can be clearly understood by students. (Interview with Informant 3, 6 April 2022)".

Informant 4, said, also said that body movements and expressions can support effective communication between teachers and deaf students at SLBN Sungai Banyak City.

"The importance of using gestures or body movements as part of communication with deaf students. These gestures or body movements can help students understand the message conveyed by the teacher, especially if students do not yet understand sign language. This can help improve students' understanding of the instructions or information presented. The importance of facial expressions in effective communication. Teachers are expected to show facial expressions that match the emotions they are feeling, such as anger or happiness, so that students can easily interpret the teacher's feelings or mood. This helps create an inclusive and supportive environment where students can better understand emotions and social responses. (Interview with Informant 4, 8 April 2022)".

Informant 5 also said the same thing that sign language alone is not enough to make the communication process between teachers and deaf students effective, but facial expressions and body movements also need to be added so that students understand the teacher's meaning and convey it. communication process.

" The importance of using facial expressions or facial expressions as an effective means of communication between teachers and deaf students. It is known that facial expressions can be an important tool in conveying messages, feelings, or instructions, especially when interacting with students who may not yet understand or be unfamiliar with sign language. By using appropriate facial expressions, teachers can help deaf students understand messages or instructions better. Facial expressions can show emotions or the meaning of the message being conveyed, so that students can relate these expressions to the situation or action being carried out. The use of facial expressions is especially important for deaf students who are not yet accustomed to sign language or using their mother tongue in daily communication. By utilizing clear and consistent facial expressions, teachers can facilitate students' understanding of the messages conveyed, helping them to understand what they should do or understand in the learning context. Thus, through the effective use of facial expressions, teachers can create an inclusive and supportive learning environment for deaf students. Clear and appropriate facial expressions can help strengthen communication between teachers and students, ensuring that messages or

instructions can be understood clearly by students, regardless of their understanding of sign language or mother tongue. (Interview with Informant 5, 6 April 2022)".

Informant 5 added, apart from using facial expressions, the effectiveness of communication between teachers and deaf students also needs to be supported by appropriate teaching aids, so that students understand what the teacher is communicating.

"An effective and efficient form of communication is by using three methods, namely demonstration, discussion, question and answer and can also be done using facial expressions and facial expressions. Demonstration is a way of teaching by demonstrating an object or what is usually called a prop in this school. "This discussion is usually carried out with deaf people who are in Senior High School (SMA) (Interview with Informant 5, 6 April 2022)."

Informant 6 said, apart from using expressions and sign language. The learning process must also be supported by appropriate learning communication media such as business cards, image media and videos. Because the media is considered more effective than the lecture method.

"The thing that supports communication with the deaf is the presence of speech aids. Of course, when communicating with deaf students, you must have tools such as SIBI (Indonesian Sign Language) and Bisindo (Indonesian Sign Language). To communicate with them during teaching and learning, there are tools so that in the classroom the teacher has teaching aids so that communication runs smoothly and teaching and learning activities also run smoothly, of course there must be a handle. "Such as learning media, SIBI (Indonesian Sign Language) and Bisindo (Indonesian Sign Language) tools, picture media, word cards and videos because they are difficult to understand when using the lecture method (Interview with Informant 6, 8 April 2022)"

Apart from learning communication media, resource person 6 also said that there is a need for an approach with students so that communication runs smoothly. For example, looking into students' eyes when chatting, body language that is comfortable and easy for students to understand. Because, when deaf students don't feel tense, communication becomes easier and smoother.

"Effective and efficient communication must be clear, real, abstract and with words that are not too broad, you can also use verbal and non-verbal communication. Verbal communication is communication that uses spoken and written words. If students have difficulty understanding verbally then we use written ones and vice versa. Nonverbal communication through eye contact, body language, is clear, easy for students to understand in real and abstract ways. Therefore, when communicating, don't be too tense so that deaf students can easily understand. "If they are too tense, deaf students have difficulty interpreting what is being said (Interview with Informant 6, 8 April 2022)"

Discussion

There are several factors explained that become obstacles in communication interactions between teachers and students, especially deaf students. Firstly, it is highlighted that children with intellectual disabilities often use their mother tongue in everyday communication. However, at school, they are expected to use SIBI (Indonesian Sign Language System), which may be difficult for them to understand. This difference in language use can be an important barrier in communication between teachers and students.

Apart from that, it was also explained that deaf and speech-impaired students sometimes only communicate using sign language without lip movements, which makes it difficult for teachers who do not have a special background in sign language to understand. The speed of communication in sign language is also a challenge, because not all teachers have the ability to capture information quickly through sign language.

Thus, communication barriers between teachers and deaf students can be grouped into physical barriers, such as limited sense of hearing, and semantic barriers related to differences in language used in everyday environments and the school environment. It is important for teachers and educational institutions to understand and overcome these barriers with an inclusive and supportive approach, so that the communication and learning process can run more effectively and efficiently for deaf students. (Weksana, 2017) .

There are several factors and strategies described that can increase the effectiveness of communication between teachers and deaf students, especially through the use of various methods and appropriate tools.

First, the importance of using props or objects in the communication process. This teaching aid helps in visualizing concepts or ideas conveyed by the teacher, such as the use of visual media, pictures, hand movements, or mathematical aids. The use of visual aids helps clarify the message conveyed, facilitates student understanding, and enriches the learning process.

Apart from that, the communication methods used also emphasize the importance of a combination of sign language, verbal and non-verbal communication. The use of facial expressions as part of non-verbal communication is very important to convey certain emotions or nuances to students. This can help students to understand messages or instructions better, especially in understanding the nuances of the communication conveyed.

In this context, the principles of clarity, accuracy, context and culture are also emphasized. These principles include the importance of choosing appropriate language, using accurate teaching media, empathy for deaf students, and choosing words that are appropriate to the student's culture. Through the application of these principles, teachers can create an inclusive and supportive learning environment, where students can be actively involved in the learning process. (non-verbal language) which supports effective communication in human relationships (Rahma, 2021) . In this case, the communication relationship between teachers and deaf students.

CONCLUSION

Results from interviews with six teachers at the State Special School (SLBN) in Sungai Banyak City who regularly interact with deaf students. In this context, two main communication barriers are identified, namely physical barriers and language barriers, which have a significant impact on the communication process between teachers and deaf students. First, physical barriers are caused by students' limited hearing, which affects their ability to understand information conveyed orally. Second, the language barrier highlights that not all deaf students understand sign language, which is a communication tool commonly used in interactions with deaf people. In order to overcome these barriers, various factors for effective communication are proposed, including the use of clear sign language, facial expressions, body language, and accurate communication media such as pictures and videos. In addition, it is important to consider understanding students' mental states and choose language that suits their culture.

This research also acknowledges certain limitations, thereby emphasizing the need for further research on communication between teachers and students, especially in the context of the deaf. It is hoped that this research can be a reference for developing effective

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communication strategies for people with disabilities as a whole, as well as providing direction and recommendations for teachers in improving interactions with deaf students. Thus, this research has important implications in understanding the barriers and supporting factors in communication between teachers and deaf students. Through a deep understanding of these factors, it is hoped that more effective and inclusive communication can be created, thereby helping deaf students in their overall learning and development process.

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