

ABSTRAK

AKOMODASI KOMUNIKASI GURU DALAM MENGAJAR SISWA BERKEBUTUHAN KHUSUS TUNARUNGU PADA SEKOLAH DASAR LUAR BIASA NEGERI KABUPATEN TULANG BAWANG BARAT

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Penelitian ini dilatarbelakangi oleh pentingnya komunikasi dalam proses pembelajaran siswa tunarungu di Sekolah Dasar Luar Biasa Negeri (SDLBN) Kabupaten Tulang Bawang Barat. Siswa tunarungu memiliki hambatan dalam menerima informasi verbal sehingga guru dituntut mampu menyesuaikan strategi komunikasi agar pembelajaran berjalan efektif, inklusif, dan sesuai dengan karakteristik siswa. Penelitian ini bertujuan untuk mendeskripsikan bentuk akomodasi komunikasi guru, strategi komunikasi yang berkaitan dengan budaya sekolah, hambatan komunikasi yang dihadapi guru, serta strategi guru dalam mengatasi hambatan tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara mendalam, observasi, dan dokumentasi. Informan penelitian terdiri atas guru dan siswa tunarungu di SDLBN Kabupaten Tulang Bawang Barat. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan menggunakan teori Akomodasi Komunikasi dari Howard Giles (1973). Hasil penelitian menunjukkan bahwa guru menerapkan strategi *convergence*, *divergence*, dan *maintenance* dalam proses pembelajaran. Strategi *convergence* dilakukan melalui penggunaan bahasa isyarat, media visual, gerakan tubuh, pengulangan materi, serta penyesuaian tempo pembelajaran agar siswa lebih mudah memahami materi. *Divergence* muncul ketika terdapat perbedaan penggunaan bahasa isyarat dan kemampuan komunikasi siswa yang menyebabkan hambatan pemahaman. Sementara itu, *maintenance* terlihat melalui konsistensi guru dalam menggunakan komunikasi visual dan pendekatan interpersonal yang menciptakan rasa aman bagi siswa. Penelitian ini juga menemukan bahwa budaya lokal dan kebiasaan sosial sekolah turut mendukung terciptanya komunikasi yang inklusif dan adaptif bagi siswa tunarungu.

Kata Kunci: Akomodasi komunikasi, komunikasi inklusif, siswa tunarungu, bahasa isyarat, pembelajaran khusus.

ABSTRACT

ACCOMODATIONS FOR TEACHERS IN TEACHING STUDENTS WITH SPECIAL NEDDS WHO ARE DEAF AT THE STATE SPECIAL ELEMENTARY SCHOOL IN WEST TULANG BAWANG REGENCY

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This study was motivated by the importance of communication in the learning process of deaf students at the State Special Elementary School (SDLBN) in West Tulang Bawang Regency. Deaf students face barriers in receiving verbal information; therefore, teachers are required to adapt their communication strategies to ensure that learning is effective, inclusive, and tailored to the students' characteristics. This study aims to describe the forms of communication accommodations used by teachers, communication strategies related to school culture, communication barriers faced by teachers, and the strategies teachers employ to overcome these barriers. This study employs a qualitative descriptive method with data collection techniques including in-depth interviews, observation, and documentation. The research informants consist of teachers and deaf students at the State Special Elementary School (SDLBN) in West Tulang Bawang Regency. Data were analyzed through data reduction, data presentation, and drawing conclusions using Howard Giles' (1973) Communication Accommodation theory. The results of the study indicate that teachers employ convergence, divergence, and maintenance strategies in the learning process. Convergence strategies are implemented through the use of sign language, visual aids, body movements, repetition of material, and adjustments to the pace of instruction to help students better understand the material. Divergence occurs when there are differences in the use of sign language and students' communication abilities, which create barriers to understanding. Meanwhile, maintenance is evident through teacher's consistency in using visual communication and interpersonal approaches that create a sense of security for students. This study also found that local culture and school social norms contribute to the creation of inclusive and adaptive communication for deaf students.

Keywords: *Communication accommodations, inclusive communication, deaf students, sign language, special education.*