

**AN ANALYSIS OF COMMUNICATION STRATEGIES USED BY TEACHERS IN
TEACHING AND LEARNING PROCESS FOR DOWN SYNDROME STUDENTS IN
SJAKI-TARI-US SINGARAJA**

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Abstrak

Penelitian ini bertujuan untuk: 1) Menyelidiki jenis strategi komunikasi yang digunakan oleh para guru dalam proses belajar mengajar di Sjaki-Tari-Us Singaraja. 2) Mengidentifikasi alasan guru menggunakan strategi komunikasi tersebut selama proses belajar mengajar. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kualitatif. Ada dua guru sebagai subjek untuk penelitian ini. Data dikumpulkan berdasarkan instrumen, seperti lembar observasi penelitian, panduan wawancara, dan kamera video. Hasil penelitian menunjukkan bahwa, 1) ada delapan strategi komunikasi yang ditemukan, yang digunakan oleh para guru selama proses belajar mengajar. Strategi yang digunakan yaitu reduction strategy, achievement atau compensatory strategy, stalling time atau gaining strategy, sign language, cued speech, visual media dan conceptual language. 2) Alasan guru menggunakan strategi komunikasi tersebut selama proses belajar mengajar untuk mempermudah siswa dalam memahami materi.

Kata kunci: Strategi komunikasi, siswa Down Syndrome, strategi guru

ABSTRACT

This study aimed at: 1) Investigating kind of communication strategies used by the teachers in teaching and learning process at Sjaki-Tari-Us Singaraja. 2) Identifying the reason of the teacher used those kinds of communication strategies during the teaching and learning process. This research was a descriptive study by using qualitative approach. There were two teachers as subjects for this research. The data were collected based on the instruments, such as research observation sheet, interview guide, and video camera. The results of the study show that, 1) there were eight communication strategies which are found, that used by the teachers during the teaching and learning process. Those are avoidance or reduction strategy, achievement or compensatory strategy, stalling time or gaining strategy, sign language, cued speech, visual media and conceptual language. 2) The reason of the teacher used those communication strategies during the teaching and learning process to make the students easy in understanding the material.

Keywords: *Communication strategies, Down Syndrome students, teachers' strategy.*