

ENGAGING EXTENSIVE READING IN A DEAF-HEARING INCLUSIVE SCHOOL IN BALI

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OVERVIEW

- **Rationale**

- A little girl named Ayu
- Ayu and many other school children
- Literacy around Bali Project
- Bengkulu Deaf Inclusive Education (BDIE)
- ER in BDIE

- **Methods**

- **Findings and Discussion**

- Needs and Existing Situation
- Psychological and Pedagogical Factors
- ER Implementation: Key Themes and Challenges

- **Conclusion and Implications**

RATIONALE

- A little girl named Ayu (1 y.o)
- 2004
- Genetics vs. Folklore
- **Kata Kolok** vs ASL



RATIONALE

- Ayu and many other school children
- 2014 – present



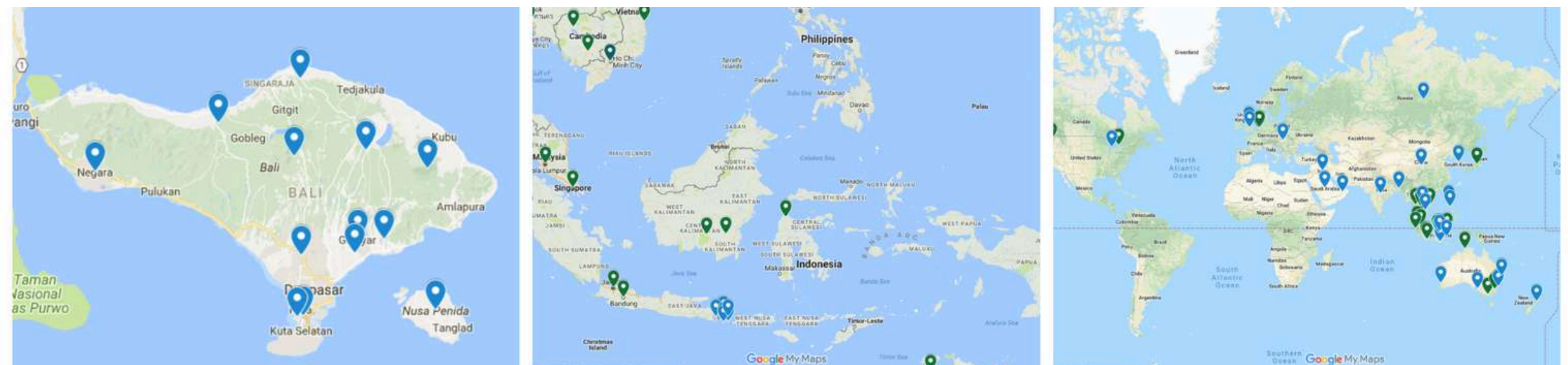
RATIONALE

- Literacy around Bali Project



RATIONALE

- Literacy around Bali Project



RATIONALE

- Bengkala Deaf Inclusive Education (BDIE)
 - The right to **inclusive education for all children** (United Nations, 2006)
 - Successful inclusive education relies on the collaboration of **educators, parents, and the community** (Alharbi, 2022; Gülay & Altun, 2023; Leblebici & Türkan, 2021; Maphie, 2023; Susilawati et al., 2023; Tonegawa, 2022; Ummah et al., 2024; Virani & Ali, 2022)
 - Initially, an informal learning activity outside the school in one of the villagers' houses.

RATIONALE

- Bengkulu Deaf Inclusive Education (BDIE)
 - The Salamanca Statement in 1994 established the **global framework for inclusive education** (Ainscow & César, 2006; Forlin, 2006; Meijer & Watkins, 2019; Ministry of Education, 2015; Nilholm, 2021).
 - Indonesian Law Number 10, Year 2003 mandated the **development of inclusive practices in schools**, emphasizing respect for diversity and the importance of creating accessible learning environments (Sukmanasa et al., 2024).
 - Challenges:
 - Limited accessibility.
 - Teachers lack specific training in deaf-inclusive pedagogy.
 - Rural/remote schools face infrastructure and resource gaps.

RATIONALE

- Bengkulu Deaf Inclusive Education (BDIE)
 - Official: 2007
 - STUDENTS
 - From 2007 to 2025, 18 deaf students (9 graduated, 6 are still studying, and 3 did not graduate for various reasons.
 - Various surrounding places
 - Today, a total of 72 students – 6 deaf students – 4 (original); 2 (neighboring village)
 - TEACHERS
 - 8 teachers and 2 admin staff
 - 2 signing teacher (1 hearing), 1 (deaf; volunteer)

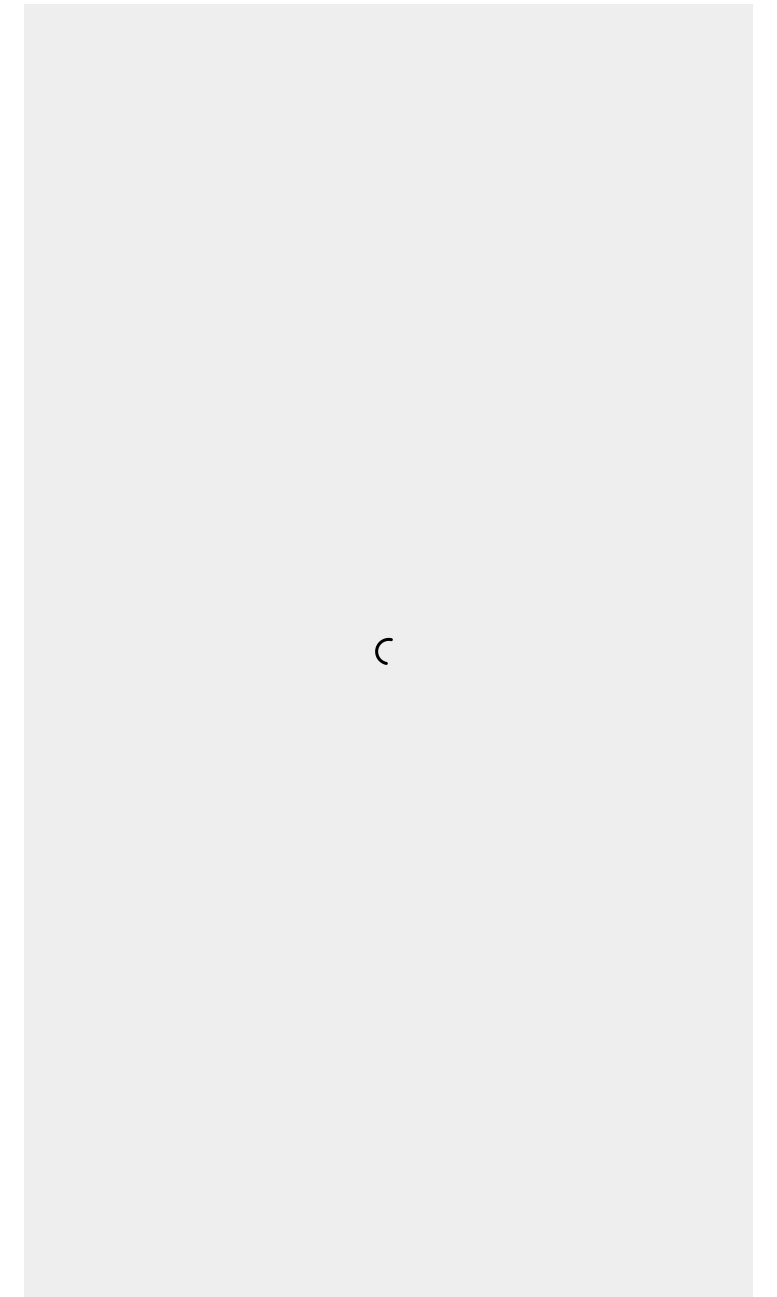
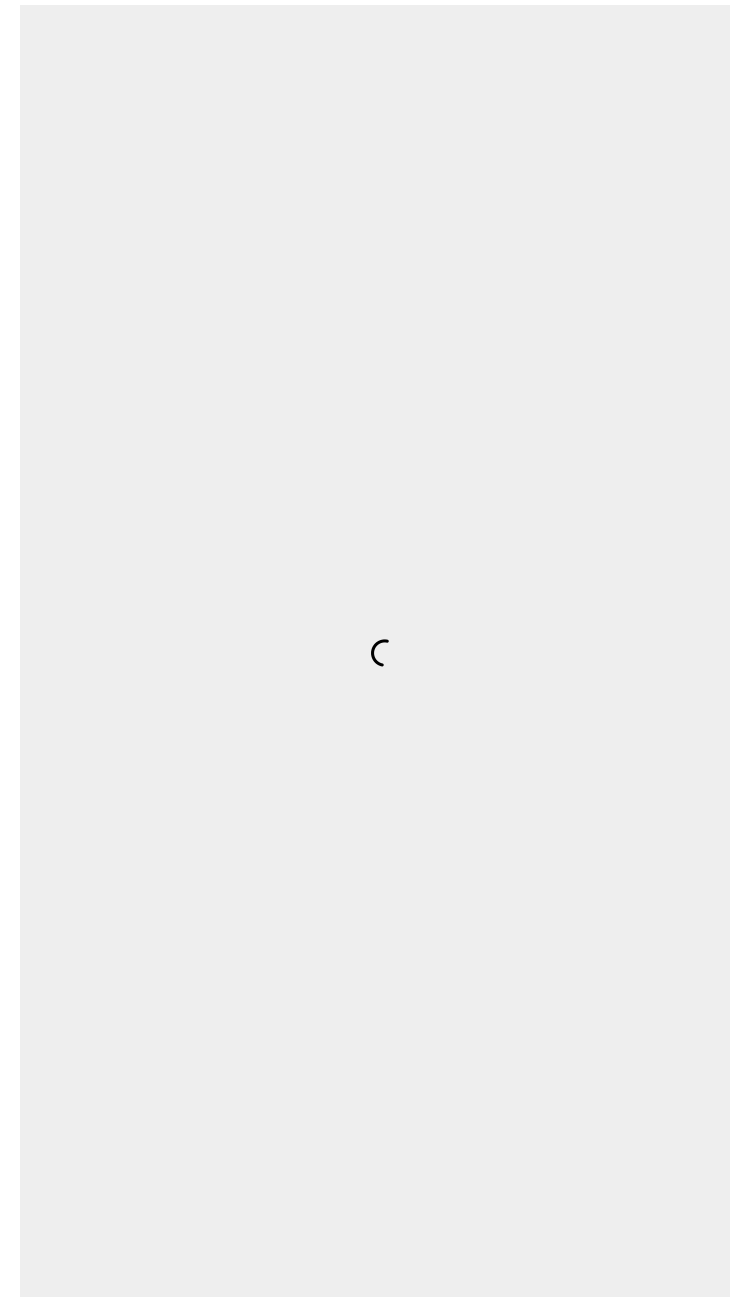


RATIONALE

- Bengkulu Deaf Inclusive Education (BDIE)
 - Access and resources
 - Reading habit (Rusiana et al., 2024; Wiranatha & Santosa, 2024)
 - Importance of English; setting in Bali
 - Extensive Reading in the context?
 - needs and existing situations
 - psychological and pedagogical factors
 - implementation of ER in the deaf-hearing context

RATIONALE

"Imagine a classroom in Bali where deaf and hearing students sit side by side, reading English books together."



RATIONALE

- Why ER?
 - ER is built on the principle: “Read more to read better” (Day & Bamford, 1998).
 - Core principles:
 - Easy and enjoyable reading
 - Large amounts of input
 - Self-choice of materials
 - Reading for meaning, not for tests
 - Benefits documented: improved reading fluency, vocabulary, grammar, and even writing.
 - ER builds reading habits—students begin to see reading as pleasure, not a burden.
 - For deaf students, reading also bridges sign and written language, enhancing bilingual literacy.

RESEARCH QUESTIONS

- How was the ER conducted in a deaf-hearing context?
 - Needs and current situation
 - Psychological and pedagogical factors
 - Implementation of ER in the deaf-hearing context
- What are the emerging themes from teacher and student learning experiences?

METHODS

- Descriptive qualitative research
- Participants
 - Purposive (2 voluntary teachers; 50 mixed deaf-hearing students)
- Data sources
 - Interviews with two voluntary teachers.
 - Observations on the students' reading logbooks.
- Data analysis
 - Thematic Analysis (Braun & Clarke, 2009)
 - Interactive Model Analysis (Miles et al., 2014)
- This triangulation ensures validity, capturing both lived experiences and student outputs.

FINDINGS

- Needs and Existing Situation: Fluent sign language teachers, the government's support, and assistive technology.
 - “We urgently need more teachers fluent in sign language. Ideally, there should be one interpreter for each grade, but currently, I am the only fluent teacher.”
(T2)

FINDINGS

- Needs and Existing Situation: Fluent sign language teachers, the government's support, and assistive technology.
 - "Government support is crucial, especially in providing additional teachers and facilities. Without this support, it's difficult to meet all students' needs effectively." (T1)
 - "If facilities like hearing aids were available, it would greatly enhance the learning experience for deaf students. Unfortunately, none of our students currently have access to hearing aids." (T1)

FINDINGS

- Psychological and Pedagogical Factors
 - “We like teaching here to help the students, using any possible ways and available means, despite the lack of support and facilities.” (T1)
 - “My roles are many, mostly counseling and teaching at the same time.” (T2)
- Differentiated Instruction & Peer Collaboration
 - Teachers (T1 & T2) adopt differentiated instruction:
 - Simplifying content for lower literacy levels.
 - Using visual cues to aid comprehension.
 - Encouraging peer-to-peer collaboration.
- Group activities: deaf students learn alongside hearing peers → hearing students act as informal interpreters.

FINDINGS

- Psychological and Pedagogical Factors
 - Challenges:
 - Teachers' limited signing proficiency.
 - Default to basic literacy/numeracy tasks in mixed-level classes.
 - Deaf students may receive a reduced curriculum.

FINDINGS

- Psychological and Pedagogical Factors
 - “I often act as their counsellor, listening to their feelings when they cannot learn well or understand the materials.” (T2)
 - “Sometimes, together with the other students, we support the deaf.” (T1)
- Socio-Emotional Learning (SEL)
 - Teachers emphasize SEL to foster inclusion and solidarity:
 - Promote empathy, respect, collaboration.
 - Encourage peer assistance for instruction support.

FINDINGS

- Psychological and Pedagogical Factors
 - Informal SEL practices foster cultural capital, but:
 - Lack of formal SEL programs.
 - Teachers lack training/resources for systematic implementation.

FINDINGS

- ER Implementation in the deaf-hearing context:
Scaffolded ER
 - Acrostic poems: playful vocabulary practice, builds creative thinking.
 - Literacy Tree
- Structured supports are gradually removed as learners gain independence.



FINDINGS

- **Key Emerging Theme: Positive Outcomes**

- Inspiring activities: creative tasks made reading less intimidating.
- Increased English proficiency: reading fluency, better comprehension.
- Vocabulary development: context-based word learning.
- Shifting reading habits: students moved from reluctant to more enthusiastic readers.

FINDINGS

- **Key Emerging Theme: Challenges**

- Limited book access
- Vocabulary gaps: mismatch between text levels and student ability.
- Sustainability: The program relies on volunteers and donations.
- These reflect wider systemic barriers in rural/remote Indonesian schools.
- The challenge is not just teaching but building ecosystems for literacy.

FINDINGS

LOGBOOK PROGRESS MEMBACA SISWA

| | |
|-----------------------|-----------------------|
| Nama | |
| Kelas | |
| Judul Buku | Wuri And The Waves |
| Penulis | Michael Lacey Freeman |
| Jumlah Halaman | 31 |
| Tanggal Mulai Membaca | 17, Januari 2025 |

| Tanggal | Jumlah halaman yang dibaca | Durasi membaca (menit) | Kata baru yang dipelajari beserta artinya | Komentar/kesulitan | Paraf guru |
|------------|----------------------------|------------------------|---|---|------------|
| 17/01/2025 | 6 | 60 | Maps = Peta Auntie = Bibi Airplanes = bandara | menyenangkan, senang dengan pengajarnya | |
| | Part 1 chapter 2 | | | | |
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LOGBOOK PROGRESS MEMBACA SISWA

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|-----------------|----------------------------|------------------------|--|---|------------|
| 17 Bulan 1 2025 | 2 halaman Part 1 chapter 2 | 60 menit | good bye = sampai New = Baru opportunity = kesempatan mornings = Pagi exciting = menyenangkan | Aprilia Sudah sangat pandai dalam membaca bahasa Inggris, walaupun masih ada kata yang sulit di scapton | |
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DISCUSSION

Systemic Collaboration & Policy Support

- A need for **linguistic equity** (Moore et al., 2017; Robiyansah et al., 2020; Susilawati et al., 2023).
- A need to equip all grades with competent signing teachers reflects **best practices in bilingual education** (Maphie, 2023; Ummah et al., 2022, 2024), where a robust linguistic framework is necessary, and sustainably develop teachers' competence (Fair, 2023), is important to ensure **equitable learning outcomes**.
- Vygotsky's (1978) **sociocultural theory** emphasizes that language and communication are essential tools for learning, particularly in inclusive classrooms.
- The presence of only one fluent hearing teacher and one voluntary deaf teacher limits the potential for meaningful interactions and personalized learning for deaf students.

DISCUSSION

- A need for collaboration among the government, NGOs, and the community.
 - Current gap: frequent visits/media exposure, but no clear guidelines or sustained support.
- **Policy-level support** is the cornerstone of successful IE (Rofiah & Suhendri, 2023; Ummah et al., 2022).
- Schools require frameworks, guidelines, policy, teacher training, and facilities.

DISCUSSION

- Strong commitment to IE, but national policy and support are **absent**
 - . **Transformational leadership** fosters an inclusive culture (Moore et al., 2017; Stroupe et al., 2023).
- Effective IE requires **systemic investment**: training, infrastructure, and policy alignment (Rofiah & Suhendri, 2023; Ummah et al., 2024).
 - Local policies help, but the burden falls on schools without national support.
- **Collaborative learning** reflects **sociocultural theory**—social interaction drives learning (Vygotsky, 1978; Santosa et al., 2023).
- **Collaboration** between families/parents (Bronfenbrenner, 1979), schools, NGOs improves student outcomes (Canbek & Ceylan, 2022; Leachman, 2024; Rofiah & Suhendri, 2023; Ummah et al., 2022).
 - Need **structured outreach**: workshops, advocacy, NGO partnerships.

DISCUSSION

- **Pedagogical Practices:** Differentiated instruction (Tomlinson, 2001) and collaborative learning were used (Yuniari & Santosa, 2024).
- Gaps in teacher competence & professional development (Wijaya & Santosa, 2021; Fair, 2023).
- Peer-assisted learning helps mixed-ability classrooms (Rahimi & Fathi, 2024).
- Limited competent teachers → need linguistic equity (Fair, 2023; Susilawati et al., 2023).
- **Positive peer relationships** build belonging (Santosa & Suartini, 2024).
- **Inclusive pedagogy:** mutual respect & diversity acceptance (Sukmanasa et al., 2024).
- Safe, engaging learning environment supported by teachers (Alharbi, 2022; Tonegawa, 2022; Ummah et al., 2024; Virani & Ali, 2022).

DISCUSSION

- Use of **Technology & Assistive Tools** like Tablets, projectors aid visualization → improve comprehension (Santosa & Thuy, 2024).
- Gaps: lack of hearing aids, sign language tools, and training (Gabriel, 2024).
- Without adequate tech → risk of exclusion (Edwards & Burns, 2024).
- **Funding constraints, limited staff, technology-limited support, and sustainability.**
- **Partnerships** with NGOs, businesses, and government are essential (Kefallinou et al., 2020; Virani & Ali, 2022; Zhang et al., 2018).

CONCLUSION AND IMPLICATIONS

Conclusion

- There is an urgent need to support **teachers' competence in linguistic, psychological, and pedagogical aspects.**
- **Sustainability** must be considered.

Implications

- The **national policy** towards IE needs immediate attention.
- **PDs and CPDs** for the teachers are highly important.



Thank you

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Link: <https://bit.ly/erwc7mhs>