ABSTRAK

Penelitian berjudul “Strategi Komunikasi Guru dalam Pelaksanaan Program Pengembangan Komunikasi, Persepsi Bunyi dan Irama (PKPBI) pada Siswa Tunarungu di SLB Negeri Batubara” ini bertujuan menguraikan strategi komunikasi yang digunakan guru selama pelaksanaan program PKPBI serta mengkaji berbagai faktor yang menghambat penerapannya. Penelitian ini menggunakan metode kualitatif deskriptif dengan Teori Akomodasi Komunikasi (*Communication Accommodation Theory*) sebagai kerangka analisis. Data diperoleh melalui observasi, wawancara, dan dokumentasi yang melibatkan lima informan, yakni kepala sekolah, dua guru kelas, seorang siswa tunarungu, dan seorang orang tua siswa. Pemilihan informan dilakukan secara purposive. Selanjutnya, data dianalisis secara induktif berdasarkan model Miles dan Huberman, sedangkan keabsahan data diperiksa menggunakan teknik triangulasi.

Temuan penelitian memperlihatkan bahwa guru menerapkan lima strategi akomodasi komunikasi yang cenderung mengarah pada konvergensi. Strategi aproksimasi tampak dalam penggunaan SIBI, abjad jari, pembacaan gerak bibir, dan ekspresi wajah. Strategi interpretabilitas dilakukan dengan menyederhanakan kosakata, mengulang instruksi, serta memanfaatkan cermin artikulasi, kartu gambar, dan stimulasi getaran. Pada aspek pengelolaan wacana, guru mengatur posisi duduk siswa, membagi giliran latihan, dan menggunakan teman sebaya sebagai model. Pengendalian interpersonal diterapkan melalui tatapan tegas dan pendekatan personal, sedangkan ekspresi emosional ditunjukkan melalui senyuman, pujian, pemberian jeda, serta kegiatan ice breaking. Adapun hambatan yang ditemukan meliputi kendala teknis akibat terbatasnya alat peraga dan cermin artikulasi, kendala semantik berupa kesulitan siswa memahami bunyi yang bersifat abstrak, kendala psikologis seperti kebosanan, kelelahan, dan ketakutan melakukan kesalahan, serta perbedaan pola pembiasaan komunikasi di sekolah dan di rumah. Dalam menghadapi berbagai kendala tersebut, guru melakukan penyesuaian komunikasi berdasarkan kondisi dan kebutuhan siswa tunarungu.

Kata Kunci: Strategi Komunikasi, Teori Akomodasi Komunikasi, PKPBI, Siswa Tunarungu

ABSTRACT

This study, entitled "Teachers' Communication Strategies in the Implementation of the Communication, Sound Perception, and Rhythm Development Program (PKPBI) for Deaf Students at SLB Negeri Batubara," aims to describe the communication strategies employed by teachers during the implementation of the PKPBI program and to examine the factors that hinder its implementation. This study employed a descriptive qualitative method, using Communication Accommodation Theory as the analytical framework. Data were collected through observation, interviews, and documentation involving five informants: the school principal, two classroom teachers, one deaf student, and one parent of a student. The informants were selected using purposive sampling. The data were then analyzed inductively based on the Miles and Huberman model, while data validity was assessed through triangulation. The findings reveal that teachers employed five communication accommodation strategies that predominantly reflected convergence. Approximation was demonstrated through the use of the Indonesian Sign System (SIBI), finger spelling, lip-reading cues, and facial expressions. Interpretability was achieved by simplifying vocabulary, repeating instructions, and utilizing articulation mirrors, picture cards, and vibration stimulation. In discourse management, teachers arranged students' seating positions, organized turns during practice, and used peers as learning models. Interpersonal control was exercised through firm eye contact and a personalized approach, while emotional expression was conveyed through smiles, praise, breaks, and ice-breaking activities. The identified barriers included technical constraints due to the limited availability of teaching aids and articulation mirrors; semantic barriers arising from students' difficulties in understanding abstract sounds; psychological barriers, such as boredom, fatigue, and fear of making mistakes; and differences in communication practices between school and home. To address these challenges, teachers adapted their communication strategies according to the conditions and needs of deaf students.

Keywords: Communication Strategies, Communication Accommodation Theory, PKPBI, Deaf Students