

**INTERPRETERS' MOTIVATION AND LEARNING  
DIFFICULTIES AT THE CENTER FOR DISABILITY  
STUDIES AND SERVICES (CDSS) UNIVERSITAS  
BRAWIJAYA: A CASE STUDY**

**UNDERGRADUATE THESIS**

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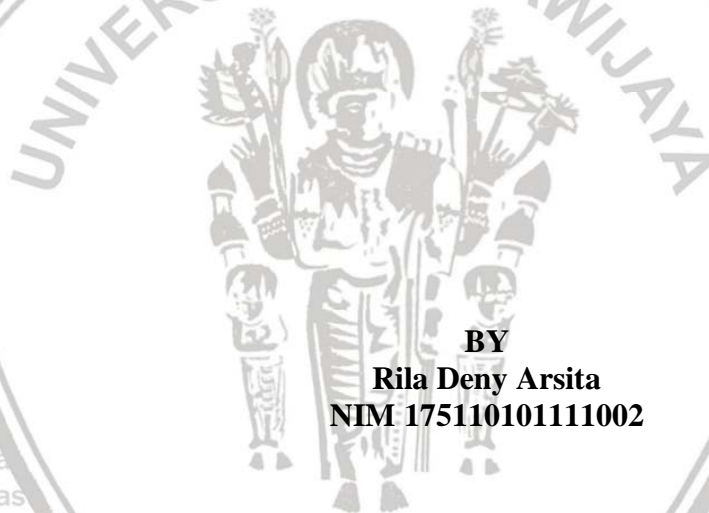
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THE CENTER FOR DISABILITY STUDIES AND SERVICES (CDSS)  
UNIVERSITAS BRAWIJAYA: A CASE STUDY**

**UNDERGRADUATE THESIS**

Presented to  
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in partial fulfillment of the requirements  
for the degree of *Sarjana Sastra*



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## DECLARATION OF AUTHORSHIP

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### APPROVAL SHEET

This is to certify that the undergraduate thesis titled Interpreters' Motivation and Learning Difficulties at the Center for Disability Studies And Services (CDSS) Universitas Brawijaya: A Case Study by RILA DENY ARSITA has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*.

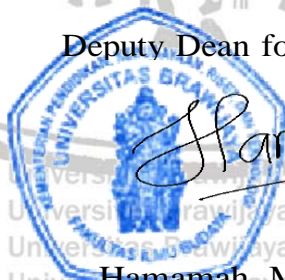
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## ABSTRACT

Arsita, Rila Deny. 2021. **Interpreters' Motivation and Learning Difficulties at the Center for Disability Studies and Services (CDSS) Universitas Brawijaya: A Case Study.** Study Program of English Literature, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Supervisor: Fatimah, M.Appl.Ling.

Keywords : non-verbal communication, sign language, interpreter

Non-verbal communication is communication that does not use words, voice intonation and the speed of speech, but it uses body language such as facial expressions and hand movements. Sign language is an example of a form of non-verbal communication. The interpreters of Center for Disability Studies and Services (CDSS) *Universitas Brawijaya* use sign language to communicate with deaf students at the university. This study aims to: (1) identify the motivations of interpreters in learning sign language, and (2) reveal the difficulties of the interpreters in learning sign language. The method used in the study was descriptive qualitative proposed by Mack (2005). The data were collected through an semi-structured interview. To examine the data, the researcher involved two interpreters from CDSS who joined and learned sign language formally for one year in this institution. This study utilized two main theories proposed by Gardner (1985), and Syah (2003) in analyzing the data. Those theories are about factors motivation and difficulties in learning sign language. This study revealed that both of the interpreters had integrative and instrumental motivations in learning sign language. Both of them experienced difficulties in learning sign language. The first interpreter experienced difficulties in reading facial expressions, catching up with the lessons given by the tutors and memorizing signs. The second interpreter experienced difficulties when encountering new vocabulary or terms and sign visualizations. It can be concluded that individually, people have their motivations and difficulties in learning a sign language which might be different one to another. They have their own pace and ways to overcome the obstacles in order to develop their knowledge and skills in mastering the sign language.

**ABSTRAK**

Arsita, Rila Deny. 2021. **Motivasi dan Kesulitan Belajar Penerjemah di Pusat Studi Layanan Disabilitas (PSLD) Universitas Brawijaya: Studi Kasus.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya, Malang. Dosen Pembimbing: Fatimah, M.Appl.Ling.

**Kata kunci:** komunikasi non-verbal, bahasa isyarat, penerjemah

Komunikasi non-verbal merupakan komunikasi yang tidak menggunakan kata-kata, tidak menggunakan intonasi suara dan kecepatan bicara, tetapi menggunakan bahasa tubuh seperti ekspresi wajah dan gerakan tangan. Bahasa isyarat merupakan salah satu contoh bentuk komunikasi non-verbal. Penerjemah dari Pusat Studi Layanan Disabilitas (PSLD) Universitas Brawijaya menggunakan bahasa isyarat untuk berkomunikasi dengan mahasiswa tunarungu di Universitas Brawijaya. Penelitian ini bertujuan untuk: (1) mengetahui motivasi penerjemah dalam berkomunikasi dengan siswa tunarungu, (2) menemukan kesulitan penerjemah dalam berkomunikasi dengan siswa tunarungu. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif yang dikemukakan oleh Mack (2005). Pengumpulan data dilakukan melalui wawancara semi terstruktur. Penelitian ini menggunakan dua teori utama yang dikemukakan oleh Gardner (1985), dan Syah (2003) dalam menganalisis data. Teori-teori tersebut masing-masing tentang motivasi dan kesulitan belajar bahasa isyarat. Penelitian ini mengungkapkan bahwa kedua penerjemah memiliki motivasi integratif dan instrumental dalam mempelajari bahasa isyarat. Keduanya mengalami kesulitan dalam mempelajari bahasa isyarat. Penerjemah pertama mengalami kesulitan dalam membaca ekspresi wajah, mengikuti pelajaran yang diberikan oleh pelatih dan menghafal isyarat. Penerjemah kedua mengalami kesulitan ketika menemukan kosakata atau istilah baru dan visualisasi isyarat. Dapat disimpulkan bahwa setiap individu memiliki motivasi dan kesulitan dalam mempelajari bahasa isyarat yang mungkin berbeda satu sama lain. Mereka memiliki langkah dan cara tersendiri untuk mengatasi hambatan tersebut guna mengembangkan pengetahuan dan keterampilan mereka dalam menguasai bahasa isyarat.



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## CHAPTER 1 INTRODUCTION

This chapter discusses some points related to the research. These points include background of the study, problems of the study, objectives of the study, and definition of keyterms.

### 1.1 Background of the Study

People in the world are connected each other in order to have some interactions. This is because humans as social beings need other people to survive.

According to Soekanto (2006), social interaction is a social process of how to connect which can be seen if individuals and social groups meet each other and determine social systems and relationships. Social interactions can occur anywhere, including in the environment around us in daily life. Walgito (2007) states that social interaction is the relationship between one individual and another, one individual can influence another individual or vice versa, so that there is a reciprocal relationship. Social interactions between humans need to be fostered in social life so that relationships and a harmonious group are created in achieving a predetermined goal. Shannon and Weaver (1949) quoted by Wiryanto

(2004, p.7) state that "Communication is a form of human interaction that influences one another, intentionally or unintentionally and it is not limited to forms of verbal communication, but also in terms of facial expressions, painting, art and technology". In this case, communication is needed as an intermediary in social interaction. Communication can take place in schools, homes, offices, roads and so on. As social beings, human cannot avoid the act of communicating and receiving messages from and to others. This act of communication continues

throughout the life process. The process takes place in various contexts; it might be physical, psychological, and social, because the communication process does not occur in an empty space.

In communicating with others, humans need the intermediaries to convey opinions, ideas, or stories and language plays a very important and absolute role.

Keraf (1997) states language is a tool of communication in the form of a symbol of sound produced by the speech organ and it happens in member of society.

Language becomes a tool in communication because it has an inseparable relationship. The use of language that is good and easy for other people to

understand will have an impact on communication that goes well too. By studying

language as a means of communication we can find out many things such as its

use as a means of communication which has a different variety as and where

communication is carried out. Therefore, after learning the language we can better

understand how to place ourselves in communicating where formal and informal

languages are used. Language has certain functions that are used based on one's

needs, namely as a tool to express oneself, as a tool for communication, as a tool

for social integration and adaptation in certain situations, and as a tool for social

control (Keraf, 1997).

Communication can occur in several forms including in form of personal

and group communication. In addition, communication can also be face to face

and through media intermediaries. According to Kusumawati (2012),

communication is divided into 2 types, namely verbal communication and non-

verbal communication. Hardjana (2003) argues that verbal communication is

communication that applies words, whether spoken or written. This

communication is commonly used to interfere human. Through their words they express their feelings, their emotions, thoughts, ideas, or intentions, convey facts, data and information as well explain it, exchange thoughts and thoughts, arguing and fighting with each other's. Wood (2009) in her book *Communication in Our Lives*, defines non-verbal communication as all forms of communication except for words. It includes how we speak words with inflection, volume, environment that affects interactions and objects that affect personal and interaction patterns. The language used in non-verbal communication is certainly different from the language used in verbal communication.

This research focuses on discussing non-verbal communication. This type of communication is often referred to as sign language. According to The Great Indonesian Dictionary (KBBI), sign language is a language that does not use human speech sounds or writing in its symbolic system. One of the uses of sign language is for people with special needs, namely deaf (hearing impaired). They are the main group who use this language, usually by combining hand shapes, hand gestures, arms, bodies, and facial expressions to express their thoughts.

Suharmini (2009) defines deafness as a condition of an individual who experiences damage to the sense of hearing so that he cannot pick up on various sound stimuli, or other stimuli through hearing. Apart from those who are deaf, sign language is also used by people with normal hearing. Today, many people worldwide are moved to become sign language interpreters so that they can communicate with deaf people. Dewi Yull, in an interview in *Bisnis.com* 2014 online news, explained that Japan is able to release 10,000 sign language interpreters per year. As reported by *malangvoice.com* (2017), on September 13,

2013 a community called *Akar Tuli Malang (Aksi Arek Tuli Malang)* was established. This community aims to provide a forum for deaf people to work, socialize sign language as a language main communication to the wider community and also fighting for the equality of deaf and non-deaf, that actually deaf also have the same rights as non-deaf people. In the first year, there were only 5 people consisting of deaf people and interpreters who joined the community, and it has grown to more than 60 members in 2020.

Sign language has several types. Gordon (2004) mentions that based on the data taken from Ethnologue, the world reference source language, there are currently 124 different sign languages that have been registered. There are many sign languages used in different countries around the world, reported on *Ijten Kemendikbud* website such as American Sign Language (ASL) in America, British Sign Language (BSL) in England, Australia and New Zealand, as well as Chinese Sign Language (CSL) in China. Similar to other countries, Indonesia also has its own sign languages used by the interpreter and the deaf.

Sign languages used in Indonesia are SIBI (*Sistem Isyarat Bahasa Indonesia*) and BISINDO (*Bahasa Isyarat Indonesia*) (Anam, 1989). Based on *Ijten Kemendikbud* website, SIBI is a sign language that evolved from uptake of American Sign Language and is a way of representing Indonesian spoken grammar into certain artificial sign movements. BISINDO, on the other hand, is a sign language that is developed naturally from the needs of deaf people. The deaf people have a hard time talking to other people because everyone cannot speak sign language like they do. So they need an interpreter. The role of an interpreter is very important because their acts as an intermediary between someone who is

deaf to communicate with those who cannot use sign language. The communicant, both the interpreter and the deaf, learn how to operate sign language in order to have a communication.

Sign language is also implemented in campus setting. *Universitas Brawijaya* is one of the campuses that provide chances to the deaf to gain the education. *Universitas Brawijaya* provides facilities for persons with disabilities including the deaf through Center for Disability Studies and Services (CDSS).

The Center for Disability Studies for Disability Services (CDSS) *Universitas Brawijaya* is an institution that has functions as a research center on disability issues and the provision of services for persons with disabilities in *Universitas Brawijaya* (CDSS website, 2020). CDSS was established on March 19, 2012. This institution opens registration for those who have a high social empathic to be volunteers who will assist students with disabilities. Some of the volunteers will later become interpreters for the deaf. Since sign language is necessary in teaching and learning activities and in completing tasks for deaf students, CDSS provide trainings and materials for volunteers. The aim of the training is to raise disability awareness and prepare volunteers to assist friends with disabilities, including the deaf.

The process of learning sign language carried out by the interpreter requires several stages. Of course they need time to learn the required language until they can finally operate sign language. Based on the researcher's preliminary observation, the learning process carried out by the interpreter is not only monotonous in the CDSS room, but they also use media such as YouTube and books. Besides, they also practice with practitioners or deaf students outside the



classroom. People have the different ability to learn and understand sign language.

Especially for those who are learning sign language for the first time. It is possibly considerate that there might be some motivations which can govern the interpreter ability in mastering the sign language in such a quick rate or slow rate.

This study analyzes motivations of the interpreter in learning sign language in the Center for Disability Studies and Services (CDSS) *Universitas Brawijaya*. This study is also intended to find the difficulties of the interpreter in learning sign language with the deaf student.

There has been research investigating the use of sign language. Some researches focus on the forms of sign language such as research conducted by Gumelar, Hafiar, and Subekti (2018) regarding BISINDO as deaf culture for the welfare of the deaf. Similar to this, there was a study conducted by Azmir, Purawan, and Joni (2019) on the effectiveness of BISINDO editorial programs Trans7 in the deaf Bali community. Other previous studies investigate how deaf people learn and use certain sign languages, for example, in 2019 there was a study conducted by Restendy which discussed the learning and communication model of deaf children on Al Quran education. Besides, Mudjiyanto in 2018 conducted research related to deaf student communication pattern in extraordinary schools in part B in Jayapura. The researcher also find some other related previous studies such as one conducted by Nanda (2019) which is about the effectiveness of certain translator communications in TVOne news against the junior and senior deaf students in 2018 of States SLB-B Of Pembina Palembang. Based on the previous studies, the researcher notices that research in sign language which

explores the interpreter's point of view is still limited. Therefore, the researcher is interested in investigating sign language from the interpreters' point of view.

This study is expected to give practical and theoretical understanding about learning sign language. Hopefully by reading this research report, the readers get more knowledge about sign language and how it is used. Moreover, the result of this study are beneficial for the interpreters to continue developing their skills in mastering sign language so that they can convey messages to the deaf and bridge communication between a person who cannot speak sign language and a deaf person. The results of this study are also expected to give contribution to the future sign language research and give additional reference for students or readers related to the subject as well as to other researchers who want to conduct further research on the related field. Last but not least for CDSS, this research is expected to add insight about non-verbal communication and become a media and source of information about sign language communication used by interpreters.

### **1.2 Problems of the Study**

Based on the title of this study, it focuses on the following problems:

1. What motivate the interpreters in learning sign language?
2. What are the difficulties and the solutions of the interpreter in learning sign language?

### **1.3 Objective of the Study**

Concerning with the problems above, this study is intended to achieve some objectives:

1. To know the interpreters' motivations in learning sign language.
2. To find the difficulties of the interpreters in learning sign language.

#### 1.4 Definition of Key Terms

Some of key terms are described as follows:

1. **Language learning motivation:** something that can increase students' desire and interest in language learning (Gardner, 1985).
2. **Difficulties in learning:** problems that can cause a gap between expectations and reality that are expected to be resolved or in other words can reduce the gap (Curzon, 2005).
3. **Sign language:** a language that does not use human speech sounds or writing in its symbolic system (Gunawan, 2013).
4. **BISINDO (Bahasa Isyarat Indoneisia):** a sign language that develops naturally from the needs of deaf people (*Itjen Kemendikbud Website, 2020*).
5. **SIBI (Sistem Isyarat Bahasa Indonesia):** a sign language that is evolved from uptake of American Sign Language and it is a way of representing Indonesian spoken grammar into certain artificial sign movements (*Itjen Kemendikbud Website, 2020*).
6. **CDSS:** the Center for Disability Studies for Disability Services (CDSS) *Universitas Brawijaya* is an institution that has functions as a research center on disability issues and the provision of services for persons with disabilities in *Universitas Brawijaya* (CDSS Website, 2020).
7. **Sign language interpreter:** someone who helps people who are deaf to understand spoken language by converting it to sign language (National Institute on Deafness and other Communication Disorders, 2019).

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher gives the review of related theories about the topic of this study. The chapter ends with explanations of previous studies which are relevant to the current research.

#### 2.1 Theoretical Framework

In this part, the researcher reviews some theories which are relevant to this research. It expands from the theory of language learning motivation, the difficulties in learning, sign language, BISINDO (*Bahasa Isyarat Indonesia*), SIBI (*Sistem Isyarat Bahasa Indonesia*), CDSS (Center for Disability Studies for Disability Services), and sign language interpreter.

##### 2.1.1 Language Learning Motivation

According to Gardner (1985), language learning motivation is a construction consisting of three characteristics which are attitudes towards language learning (affect), desire to learn language (want) and motivation intensity (effort). Motivation is something that can increase students' desire and interest in language learning. Gardner further mentions some of important goals of learning language motivation as follows:

1. Completing university requirement : Motivation can also be interpreted as an effort that can cause a person or group of people to be moved to do something because they want to achieve the goals they want. Everyone who enters university must have different motivations. Because of that, a strong

motivation is needed in order to compete with the thousands of participants who have registered on the desired campus.

2. Gaining someone education : Motivation greatly influences one's success in obtaining higher education. The success in obtaining this will be achieved if there is a willingness and encouragement to meet educational qualifications, for example the level of university. In order for this achievement to be accepted in higher education, growing one's motivation is very important.

3. Treating critical and creative thinking skills: in order to be able to develop creative and critical thinking abilities, someone is obliged to increase his/her insight and motivation to learn and understand what is happening in the world.

Figure 1 below shows the relationship between motivation and someone's ability in learning language.



**Figure 1.** Relationship between motivation and ability  
Andrew (2001, p.2)

Motivation is the term most often used to describe the success or failure of almost any complex task. Theory of motivation deals with the factors that drive behavior and give direction to that behavior, also in general. It is accepted that a person's motives for being involved in a particular activity are based on the underlying needs. Motivation to learn is always one of the factors for a person's learning success. Someone who has high motivation to learn will have high

enthusiasm for participating in various learning activities, both requested by the teacher and independently. Learning motivation can be used by someone to determine the learning strategies that will be carried out. Ngeow, Karen and Yeok-Hwa (1998) stated motivation determines the extent of student attitudes and involvement in learning. Acquiring abilities requires effort, desire, energy, active involvement, and persistence. One indicator that affects a learner's ability to obtain success in learning is the existence of strong motivation. By having motivation, learner will study harder, be tenacious, diligent and have full concentration in the learning process. The encouragement of motivation in learning is one thing that needs to be raised in learning efforts in order to get maximum results. Learners with low motivation to learn will cause a learner's low quality and ability.

Motivation plays an important role in fostering learner interest. Likewise in language learning, great motivation in increasing contributes to the ability of learners in various ways. Research on language learning motivation focuses on the factors that make a person want to learn a new language and what keeps him motivated to learn that language. The role of motivation in language learning is complex, remembering that language is always bound by social and cultural contexts. More specifically, the mastery of a new language is also a social event that is always accompanied by cultural elements from the language itself.

According to Dimiyati (2009, p.85) motivation is a driving force or impetus to do a job. He explains the importance of knowledge and understanding of student learning motivation, including: (1) arousing, enhancing, and maintaining student enthusiasm for learning to succeed, (2) knowing and understanding

student learning motivation in various classes, (3) increasing and make the teacher aware of choosing one of the roles such as an advisor, facilitator, discussion partner, or educator.

Gardner (1985) classifies motivation as integrative motivation and instrumental motivation. Integrative motivation requires a positive attitude from students towards speakers of the target language and culture. Integrative motivation drives learners easily become a part of the second language culture because they are interested in the culture. Instrumental motivation is the learner's feeling that they need to learn the target language to get something important.

Integrative motivation has a great influence on language acquisition. The higher a person's integrative motivation, it encourages better mastery of new languages. In addition, students with integrative motivation showed better language mastery than those who were using instrumental motivation. Integrative motivation students tend to show positive and conducive attitudes and behaviors. They are usually more active in class, more enthusiastic, like to work hard, do not give up easily, and will not stop trying to master the foreign language. Conversely, students who are instrumental in showing traits that do not support the process learn a language. They see foreign languages as merely a means to meet practical needs (for example to get a good job), not as a means to get closer to the culture of other nations.

Crookes and Schmidt (1991) add that motivation is presented as a sign of a person's success in achieving the target language. People who are most successful when learning a target language are those who like the language, admire the culture and have a desire to know or even integrate into the society in which the

language is used. It can be concluded that motivation has great roles in raising proficiency and efficiency of someone in language learning and it also plays a major role in supporting one's learning process. In answering the first research problem, the researcher employs Gardner's theory (1985) about integrative and instrumental motivation. This theory is used because this theory is prominent and fits the context of this research.

### 2.1.2 Difficulties and Solutions in Learning

According to Syah (2003) the factors that cause learning difficulties consist of two kinds, namely internal factors and external factors. Internal factors are things or circumstances that arise from within the students themselves. These internal factors include the students' psycho-physical disruption or inadequacy, which are cognitive, affective, and psychomotor aspect. Syah (2003) further explains each of the internal factors as follows:

1. Cognitive aspect refers to factors that occur internally in the central nervous system while humans are thinking that affect the acquisition, organization, and use of knowledge.
2. Affective aspect refers to factors include the way to treat things emotionally, such as feelings, values, appreciation, passions, and attitudes.
3. Psychomotor aspects include factors that emphasize skills in doing things, such as reading, actions, writings, and operating things.

External factors, on the other hand things or circumstances that come from outside the student. These external factors include all situations and conditions in the surrounding environment that do not support student learning activities, which



include (a) family environment (b) village or community environment (c) school environment. Syah (2003) elaborates the three internal factors as follows:

1. Family environment. The family factors that affect someone's learning process are the way parents educate their children, the relationship between family members, the atmosphere at home, and the family's economic situation.
2. Village or community environment. It refers to factors that influence someone's learning caused by activities or events from outside of themselves such as, community events, social activities, and meetings.
3. School environment which refers to factors that require space to be a place to concentrate in learning. It includes teaching methods, teacher-student relations, student-student relations and learning support facilities.

Comstock & Kamara, 2003 explain the difficulties in learning a new language can pose a risk of success in more basic endeavors that affect the happiness individual or groups. The characteristics of language learning difficulties affect many areas of life, including: (a) self-esteem, (b) personal relationships, (c) social interactions, and (d) work, and (e) educational pursuits.

Problems in learning language tend to stay with the individual throughout adulthood. Since effective language learning involves a wide range of skills, abilities, practices, and resources (Schwarz & Terrill, 2000). It is important to determine the possible progress in language learner, not only to overcome the possible problems, but also to preserve learner's self-image, confidence and motivation to continue the language learning process. According Kemp (1998) and McKee & McKee (1992) the students take a long time to master and

understand a language, especially with ASL being different modalities which are the visual-gestural of sign languages and the oral-auditory of spoken languages.

### 2.1.3 Sign Language

According to Sandler in Encyclopedia of Language and Linguistics Second edition (2005, pp.328-338), sign language is like a spoken language, it is a natural language that appear spontaneously wherever there is a community of communicators. Sign language has social and mental functions of spoken language, and it is acquired without instruction by someone, but it is given by normal interactions. According to The Great Indonesian Dictionary (KBBI), sign language is a language that does not use the sound of human speech or writing in its symbolic system. Sign language is basically dynamic in nature, because it uses gestures or changes in body gestures instead of speech sounds to communicate. Fischer (2015) defines sign language as a language that is communicated through gestures/visuals, not using vocals/hearing. In line with Fischer, Reynolds and Mann (1983) explain further that sign language is generic term that refers to any gestural/visual language that uses specific shapes and movements of the fingers, hands and arms, as well as eye, face, head and body movements. So, sign language is a way of conveying words and sentences by means of hand movements and expressions. Like any language, sign language varies from country to country. Sign language can help communication between 2 persons or more which cannot be done through spoken words. This is not limited to deaf or speech impaired people, but it can also be used to help someone deliver messages to audience who does not understand the sign language.

In addition, Somad and Hernawati (1996) mention that in signaling system, there are three types of components, which function as determinant or differentiator of meaning, while the others serve as a support. Each of the three components are explained below.

1. The components for understanding signs of deaf people or people hearing impairment,
  - a. The viewer, is the hand or part of the hand used to form a signal that serves as the main form sign language.
  - b. Position, is the position of the hands or both hands against hint at cue time or position of both hands in forming cues.
  - c. Place, is the part of the body where the signal starts formed or the place where the cue ends.
  - d. Direction, is the motion of the viewer when a signal is made.
2. Components for expressing messages through sign language (expressive),
  - a. Facial expression, gives additional meaning / pressure to cue message delivered. In general symbolizes the sincerity or intensity of the message be delivered.
  - b. Movement of the body, for example the shoulders, gives an additional impression of the top message, for example the sign "don't know" plus a second increment shoulder translates to "absolutely not knowing".
  - c. Movement speed serves as an enhancer of emphasis mean. Quick "go" signs can means "go immediately".

d. Flexibility of motion indicates the intensity of the meaning of the sign be delivered. The sign "anger" can be interpreted as "very angry" as well as a sign "heavy" performed rigidly can be interpreted as "very heavy".

3. Components for receiving messages from sign language (receptive),

a. Speech reading, lip reading includes visual observation of the shape and motion of the lipsinterlocutors.

b. Cue reading, a communication medium to express message to the other person.

c. Reads finger spelling, useful to help in limitationsread speech.

d. Reading mimics, understanding signs by paying attention mimics as additional meaning

Sign language is able to show the identity of a deaf person. When the deaf are in the midst of society, sign language is the marker for the deaf's existence to be easily recognized. In addition, the existence of language is part of one's culture not only for the deaf but also for society in general. Sign language is a characteristic and the result of the natural interactions that occur between the deaf and their environment. The existence of sign language is created because of the 3 components above, namely how we understand, how to express the message we want to convey, and how to receive the message. As mentioned in Chapter 1 that there are two kinds of sign language used in Indonesia, namely BISINDO and SIBI. The next sub chapter explains these two sign languages in detail.

#### 2.1.4 BISINDO (*Bahasa Isyarat Indonesia*)

According to *IjenKemendikbud.com* sign language is now commonly used in Indonesia divided into two, namely BISINDO (*Bahasa Isyarat Indonesia*)

which is the communication system developed by the deaf themselves.

Meanwhile, SIBI (*Sistem Isyarat Bahasa Indonesia*) is a signaling system has been standardized by the government. Baroto (2018), a sign language researcher from the Sign Language Research Laboratory, Faculty of Humanities, University of Indonesia, argues that BISINDO is one of the applicable sign languages in Indonesia. BISINDO uses hand gestures (two hands) as an effort to communicate between sign language users. BISINDO is a natural sign language of indigenous Indonesian culture that can easily be used in the daily social gesture of the deaf.

BISINDO is deaf people native language. Every deaf person also has an authentic mother tongue, similar to the regional languages that are developed in every region of Indonesia. BISINDO has a different grammar than the spoken language that people hear in general. According to Menn & Stoel-Gammon (2005), systems of BISINDO are phonology, morphology, syntax, semantics and pragmatics.

Phonology is the sound system of a language, including the sounds used and how they can be combined. A form of phonology occurs in people who are partially deaf and those who stutter. Morphology is the units of meaning involved in word ordering in language. Syntax is a way of combining words to form acceptable phrases and sentences. Semantics refers to the meaning of words and sentences.

Each word has a set of semantic characteristics or attributes that are required in relation to meaning. Pragmatics is the system of the use and knowledge that is appropriate, regarding how to use language effectively in context. As a type of sign language in Indonesia, the implementation of BISINDO is not completely used by all deaf people, because in Indonesia there is also SIBI (*Sistem Isyarat*

*Bahasa Indonesia*). The next sub chapter discusses SIBI as the other sign language used in Indonesia.

### 2.1.5 SIBI (*Sistem Isyarat Bahasa Indonesia*)

SIBI (*Sistem Isyarat Bahasa Indonesia*) has been formalized in Law No. 2 of 1989 and standardized by the Minister of Education and Culture on June 30, 1994 into a signaling system for deaf friends. As a result, SIBI is used as a communication manager in the Special School (SLB) curriculum. SIBI was created for several reasons, including to represent Indonesian on the hand, to teach Indonesian in accordance with Enhanced Spelling (EYD), and because it is easy to learn by people who already speak Indonesian. SIBI is made by the government without involving the deaf and the basis for its manufacture refers to spoken Indonesian. SIBI is made only by converting spoken Indonesian into sign language, but much of its sign vocabulary is taken from American Sign Language. (Itjen Kemendikbud, 2020).

As reported on *Tempo.com* (2018) "Bisindo is a language that develops naturally in the Indonesian Deaf community, while SIBI is a procedure for presenting Indonesian spoken language into a certain movement," said Adi Kusumo Baroto, a sign language researcher from the Sign Language Research Laboratory, Faculty of Cultural Sciences, University of Indonesia. Unfortunately, the creation of SIBI did not involve the deaf community, thus SIBI is not widely accepted by the deaf community.

Many deaf people who have difficulty using SIBI prefer to use BISINDO as their language of interaction. The reason is because BISINDO is a natural sign language of indigenous Indonesian culture that can easily be used in daily life.

This sign language is used in deaf communities such as deaf sign association and also in the deaf's daily life. BISINDO is a sign language that Deaf learns naturally so that BISINDO is like a regional language and it is unique in each region. Its speed and practicality make it easier for the deaf to understand even though it does not follow the rules of Indonesian as used by SIBI. BISINDO is considered more representative of Indonesian deaf culture because it is able to represent Indonesian Deaf culture. BISINDO's cues came naturally from the deaf's interactions with his environment since childhood. BISINDO is unique as local languages. Cues in BISINDO are also influenced by the interaction of values from each region. This also makes BISINDO have a variety of signals in each different region. (Hafiar, 2012)

#### 2.1.6 CDSS (Center for Disability Studies and Disability Services)

*Universitas Brawijaya* is one of the inclusive campuses in Indonesia. According to *Kemendikbud.go.id*, the term inclusive campus refers to an educational system that provides opportunities for all students who have disabilities and have the potential for intelligence and or special talents to take part in education or learning in an educational environment together with students in general. In order to achieve this status, a campus needs to provide various facilities, both physical and non-physical, to facilitate the disabled students.

*Universitas Brawijaya* provides assistance support for the disabilities groups through CDSS (Center for Disability Studies for Disability Services). As reported on CDSS Website, CDSS (Center for Disability Studies for Disability Services) is an institution which was established on March 19, 2012 and it has a function as a center for research on disability issues. Furthermore, this institution also provides

services for persons with disabilities in *Universitas Brawijaya*. This is motivated by the condition where there is no access to higher education for persons with disabilities, even though the non-discriminatory education rights of persons with disabilities are protected by laws and international conventions.

CDSS has a vision that is "building a friendly environment in *Universitas Brawijaya* for persons with disabilities and creating an inclusive Indonesian society". By having this vision, CDSS hopes to build a campus atmosphere that is friendly to persons with disabilities and create equal rights to education as the public. In broader scope, CDSS wants to make Indonesian people care more about equality so that they do not treat people with disabilities differently. To achieve these goals, CDSS carries out the following missions:

1. Provide physical and non-physical services for persons with disabilities.
2. Develop disability issues in the academic world.
3. Increase the sensitivity among the academic community of *Universitas Brawijaya* to issues of disabilities and people with disabilities.
4. Carry out community service so that the lives of persons with disabilities can be better and receive equal rights and justice.

The volunteers of CDSS *Universitas Brawijaya* have several duties which are:

1. Working on class assignments, during campus orientation periods, and taking care of lecture administration.
2. Looking for a replacement if they are unable to carry out the assistance task (no later than H-1 mentoring day).



3. Assisting new students in understanding lecture materials and obtaining lecture materials in an accessible format according to the needs of new students, including accompanying when meeting lecturers for guidance.
4. Providing information and correct assignments (lectures / campus orientation period).
5. Learning and deepening understanding of sign language and disability awareness.
6. Completing the agreed 1 year contract.

CDSS UB opens opportunities for all students of *Universitas Brawijaya* to get to know more about the world of disabilities and inclusiveness through registration as a companion for students with disabilities. The recruitment is limited to 90 applicant's quota. The recruitment system starts by filling out the registration form in the link provided by CDSS. Then, CDSS gives the applicants a message via Short Message Service if they pass the registration administration selection. After that, they will receive an invitation to attend the first gathering which discusses disability awareness. Afterwards, they will be required to take trainings to become sign language interpreters. The training systems are divided into two types, namely formal and informal. The formal form is training held by the administrators of CDSS such as in events like workshop and seminar. The informal training is delivered by senior volunteers of CDSS. This training is usually done by forming a forum or a bonding activity with other volunteers. By having these trainings, the selected interpreters are expected to develop their sign language learning skills. Since this current study investigates experiences of

interpreters at CDSS, the next sub chapter gives detailed information about sign language interpreter.

### 2.1.7 Sign Language Interpreter

National Institute on Deafness and other Communication Disorders (2019) defines a sign language interpreter as someone who helps people who are deaf to understand spoken language by converting it to sign language. Interpreters are needed in both individual and group situations. They are needed in a variety of settings and occasions, such as schools, hospitals, doctors' offices, courtrooms, law offices and government. The role of interpreter is to facilitate effective communication between deaf individuals and those who are hearing. Interpreting language requires a high level of fluency in two or more languages. A sign language interpreter is required to have a strong ability to focus on what is being said, world-wide knowledge, and good behavior. They serve all parties in the exchange of communication. In the context of communication between deaf people and interpreter, both have the same need and they are mutually beneficial.

According to Karlin (2001), a sign language interpreter must have a good memory because translators need to remember what was said in detail to translate information accurately.

According to Juniati (2021), the more often a sign language interpreter communicates with deaf students, it hones their ability to translate between languages. When translating a language into sign language, sign language interpreters use not only hand gestures but also facial expressions. A sign language interpreter must attend training to find out various things related to the

job. Not just how to translate, a sign language interpreter must also know the ethics of a sign language interpreter in carrying out the job, namely:

1. Sign language interpreters must respect and adapt to the culture of communication and the way deaf people interact.
2. Sign language interpreters must not seize or interrupt the speech of a deaf people.
3. Sign language interpreters are prohibited from taking away the businesses and jobs of deaf people.

Furthermore, the sub-chapter of the previous study will be explained below.

This sub-chapter will explain the differences between the previous study and the present study.

## 2.2 Previous Studies

In this section, the current researcher would like to discuss two previous studies which are relevant to this current research. The first previous study was conducted by Hendrix and Musyoka (2019) entitled Motivation of Hearing Students Learning American Sign Language in Community Colleges. This research is a qualitative case study on the motivation to learn American Sign Language (ASL) by students at a community in the United States. The participants involved in this study were hearing students enrolled in ASL courses in a community college in North Carolina. There were nine students who participated in the study included two males and seven females. This report showed intrinsic and extrinsic motivation of the participants. The study used theories of motivation to learn a second language by Gardner (2010) and Melendy (2008), theory of social factors in learning language proposed by Carroll (1975)

and Ryan's (2008) self-determination theory to analyze the data. The results showed that there was a need a program to understand the various motivations of students to improve abilities and skills in the ASL program because there were too many variations of motivation among students.

The second previous study is conducted by Mckee and Mckee (1992), the title is What's so Hard about Learning ASL? Students'and Teacher' Perception.

The aims of the study are to investigate the difficulties in learning American Sign Language (ASL) as a foreign language in students and teachers perspectives. The study used difficulties in second language learning theory of Pica 1984 in analyzing the data from the participants. The data of this study is students and teachers of Deaf Studies Program at California State University, Northridge (CSUN) at the classes in ASL from level 1-5. The data were obtained from 72 students and 12 teachers in ASL. The researcher of this study conducted open-ended questionnaires. In addition, this study found that the participants experienced difficulties when reading finger spelling, the structure of ASL, remembering vocabulary and articulating signs accurately.

The third previous study is conducted by Zuhir and Amri (2019) examined the use of Bahasa Isyarat Indonesia (BISINDO) on news broadcasts in meeting the information needs of Deaf people in Banda Aceh. The study used a qualitative descriptive approach and purposive sampling technique. This study used theory of uses and gratifications (West and Turner, 2008) or often known as the usability and satisfaction approach by the existence of a motive or a need from humans.

The participants of this study were 5 people with hearing impairment in Banda Aceh. The conclusion from the results of this study is that the use of Indonesian

Sign Language (BISINDO) in news broadcasts has not met the information needs of the deaf in Banda Aceh City. The results of this study indicate that the five indicators of deaf people do not fully understand the Indonesian Sign Language (BISINDO) used in news broadcasts on television. The 5 indicators are cognitive needs, affective needs, personal integrative needs, social integrative needs, and escape needs for deaf people.

The previous studies and the current study are similar in the focus, which is exploring sign language. The first study deals with motivation in learning sign language and the second study focuses more on the difficulties faced by learners in learning sign language. This current study attempts to investigate both the motivations and difficulties in learning an Indonesian sign language. The main different lies on the participants involved. Both of the previous studies investigate students learning ASL. Differently the current study investigates sign language interpreters who are learning Indonesian sign language (BISINDO) and they actively use the language in real communication.

## CHAPTER 3 RESEARCH METHODS

This part discusses the method used in the study which consists of research design, data source, data collection and data analysis.

### 3.1 Research Design

The researcher uses descriptive qualitative method. As stated by Mack (2005), qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Similarly, Creswell (1998) explains that descriptive qualitative method means that the writer analyses detailed information from the object observed to capture the whole pictures of phenomenon happening in natural condition. The qualitative research uses detail explanation.

As mentioned by Endraswara (2011), qualitative descriptive prioritizes describing data through words. This descriptive method is accompanied by analytical activities in order to obtain an in-depth understanding and discussion.

The current research is a qualitative research since the data presented are in the form of utterances from interviews with the participants. Interview was chosen to obtain information particularly about factors that encourage the interpreter to learn sign language, their motivations to learn sign language and difficulties encountered by the interpreters in learning the sign language.

One type of descriptive qualitative research is research that uses a case study approach. According to Creswell (2002), case study is a type of ethnography in that the researcher provides an in-depth exploration of a bounded system which

focus on programs, events, or activities that involve individuals rather than groups based on extensive data collection. Case study is necessary to do a sharp analysis of the various factors associated with the case so that in the end an accurate conclusion will be obtained. Simons (2009, p.52) gives the definition of case study. He said "case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life". The researcher uses case study because it is an in-depth study of a particular social unit and the results of the research can provide a broad and in-depth picture of a particular social situation. Another benefit of case study research is to study intensively about the background of the situation and the position of an event that is currently taking place, as well as the interactions of certain social environments that are what they are.

### 3.2 Data Source

In this research, the researcher obtained the data from two sign language interpreters from CDSS. The criteria of the participants of this study are the interpreters of CDSS who joined for at least one year and those who consistently accompany the deaf. The selection of an interpreter has at least participated in the CDSS for one year, therefore the interpreters have many direct interactions with deaf students and these interpreters are assumed to learn sign language using various techniques and media. The participants are those who have never learned sign language formally before or just learned sign language for the first time at CDSS UB. The researcher chose two participants in her research because she wanted to have an in-depth-study about this issue. By having two participants, the

researcher gained more information about the motivation and the difficulties in learning sign language.

The researcher chose the participants whom she had known since it was not easy to contact interpreters during pandemic. Besides, not all interpreters were willing to participate in this research. The first participant in initial A.S, the researcher knew A.S when in A.S he was talking to deaf students in the campus dormitory. Then, the researcher wondered about sign language to A.S. Next, the researcher met the second participants in initial F.A. F.A was a sign language interpreter from CDSS who was assigned directly to accompany deaf students during the student orientation period. At that time the researcher was having material in a psycholinguistic course about sign language.

Furthermore, the main data of this research are transcripts of interviews conducted by the researcher with the two selected sign language interpreters from CDSS. The purpose of the interview is to explore an individual's point of views, experiences, beliefs and motivations about learning sign language.

### 3.3 Data Collection

In collecting the data, the researcher did several steps for analyzing sign language communication used by the interpreters of CDSS UB as follows:

1. Having selected the participants, the researcher gave a consent form to the participants as evidence that their participation in her research was voluntarily.
2. The researcher prepared a list of questions which are relevant to the problems of the study. Interview was chosen to obtain data needed for this research because during the interview, the researcher could ask a lot of questions to understand the complexity of the problem and the level of participation of



informants was higher than questionnaire. In this case, the researcher choose semi structure interview. According to Cook (2008) semi-structured interviews are interviews that refer to a series of open-ended questions. This method allows new questions to arise because of the answers given by the interviewees during the session, information mining can be carried out more deeply. The purpose of this interview was to find the motivations and learning difficulties faced by the interpreters, in a way that the interviewees were asked for their opinions and ideas. Through this interview, the researcher dag up the data and information from the participants. The researcher composed 13 questions for the interview. The researcher divided the questions into three parts. The first part was about the general information of the participants knowing the sign language (questions numbers 1-4). The second part was related to the first research problem which was the motivation of the participants in learning sign language (questions numbers 5-8). The third part was related to the second research problem which is the learning difficulties experienced by the participants (questions numbers 9-13).

3. The researcher arranged the schedule to interview the participants dealing with the sign language learning of the interpreters of CDSS UB. The time for the interview was arranged based on agreement with the participants by finding an empty schedule to be able to conduct interviews.

4. The researcher interviewed the participants. The interviews were conducted on 21 January 2021 at the library gazebo of *Universitas Brawijaya*. The first participant was interviewed at 09.00 A.M and the second participant at 10.30 A.M with each interview duration of 1 hour. The interviews were recorded by

using recorder on Smartphone. This method was used so that the interview data could be stored and listened to during the data analysis. The participants agreed that their interviews were recorded.

5. The researcher transcribed the interviews.

### 3.4 Data Analysis

After all the data are collected, the next step is data analysis which contains following steps:

1. The researcher read the transcribed interviews.
2. The researcher classified the results of interview of two participants based on the research problems. First, she analyzed the motivations of the participants in learning sign language by employing motivation theory proposed by Gardner (1985). Afterwards, she analyzed the data to find out difficulties in learning sign language experienced by the participants by utilizing the theory of Syah (2003). The researcher, then, explained the participants' responses in detail.
3. The researcher drew the conclusions based on the findings and discussion of the findings.

## CHAPTER 4 FINDINGS AND DISCUSSION

In this chapter, the researcher presents the profile of participants and the findings data by answering research problems from question number 1 into number 3. As mentioned in the research problems that this research attempts to find out the factors that encourage the interpreter in learning sign language to communicate with the deaf students, the interpreters' motivations in learning sign language, and the difficulties experienced by the interpreters in communicating with the deaf student. The findings of the current research are presented and discussed based on the mentioned research problems.

### 4.1 Profile of Participants

This research involves two sign language interpreters from the Center for Disability Studies and Services (CDSS). The interviewees were as follows:

#### 4.1.1 Participant 1

The first participant is in initial A.S. She is a student of Communication Science, Faculty of Social and Political Sciences, *Universitas Brawijaya*. She has been a member of the sign language interpreter at CDSS UB since 2018. A.S is experienced in meeting deaf people not only in a campus environment, but also in groups of deaf people. During her time as an interpreter at *Univeritas Brawijaya*, she has assisted students from various faculties. As a sign language interpreter, she has assisted deaf students in their academic life in and outside the classroom, helped them socialize in the community, and become an interpreter in seminars

organized by her faculty. Besides, she actively participates in attending seminars related to student and academic seminars that discuss current issues globally.

#### 4.1.2 Participant 2

F.A is the second participant. He is a student of Chinese Literature, Faculty of Cultural Studies, *Universitas Brawijaya*. F.A is an active student in both in campus and social activities. He has joined as a sign language interpreter at CDSS UB since 2018. F.A has been doing activities with deaf students since joining CDSS. He often accompanied deaf students to the office of CDSS even though at that time there was no class assistance. He has assisted deaf students in classrooms and when they do group assignments.

### 4.2 Findings

Based on the results of interviews to participants, the research findings are divided into two parts based on the problems of research. In the findings section, the researcher uses symbol P to refer to participant, D to refer to data of interview's result and L to refer to lines of utterances on the transcripts.

#### 4.2.1 Motivations in Learning Sign Language

This sub chapter attempts to answer the first research problem which is about the interpreters' motivation in learning sign language. The findings related to the interpreters' motivation in learning sign language were shown in Table 4.1 below.

**Table 4.1 Motivations in Learning Sign Language**

Data	Utterances of participant 1 (P1)	Utterances of participant 2 (P2)
<p>D1 (Motivations in learning sign language)</p>	<p>“Belajar bahasa isyarat biar bisa komunikasi sama siapa saja, bukan cuma dengan teman tuli aja. Selain itu, dengan belajar isyarat kita juga bisa menerapkan di kedidupan sehari hari (L1-5). Misalnya ada teman lain yang bisa menggunakan bahasa isyarat, kita bisa komunikasi menggunakan bahasa isyarat itu. Jadi komunikasinya tidak melulu menggunakan bahasa formal untuk saling mengerti dalam percakapan diantara kita. Belajar bahasa isyarat juga dapat membantu lingkungan sekitar misalnya bahasa isyarat bisa kita gunakan pas gak sengaja ketemu dengan penyandang tuli disebuah tempat makan, kita bisa bantu menjembatani komunikasinya dengan pelayan di rumah makan tersebut. Sekarang, bahasa isyarat itu bisa digunakan di pekerjaan juga, bahasa isyarat bisa buka lapangan pekerjaan, mungkin suatu saat nanti kita bisa diminta jadi juru bahasa isyarat (L19-24)</p> <p>“Pingin belajar dari diri sendiri (L25)”</p> <p>“Motivasiku ikut belajar bahasa isyarat itu pingin dekat dengan lingkungan baru aja, pengen punya kenalan, pengen punya teman baru (L26-29). Karena menurut aku membangun relasi dari masa kuliah itu penting. Tapi sekarang lebih ke gimana caranya aku punya skill lebih biar aku bisa <i>survive</i> di dunia pekerjaan nantinya, siapa tau mungkin rejekiku di bidang ini gitu. Kalaupun nanti dapat kerja bukan berasal dari ilmu yang aku pelajari di kelas, setidaknya aku punya skills lain yang jadi nilai lebih” (translation)</p> <p>“I learn sign language in order to</p>	<p>“Sangat penting sih sebenarnya belajar bahasa isyarat itu karena menyangkut khalayak umat. Walaupun kita bukan penyandang tuli setidaknya kita bisa memahami bagaimana komunikasi sesama difabel. Jadi menurut aku sangat penting belajar bahasa isyarat, untuk komunikasi dan juga untuk menghargai sesama manusia antara orang-orang tuli dan non-tuli (L6-10). Bahasa isyarat itu semakin menyebar dan sekarang banyak orang yang ikut belajar juga. Itulah yang membuat saya semakin semangat. Terlihat dari antusiasme pendaftar pendamping di PSLD dari tahun sebelum aku gabung dengan setelah aku sudah bergabung di tahun pertama dan kedua semakin banyak yang daftar.</p> <p>“Iya, keinginan dan kemauan diri sendiri karena pengen bersosialisasi dengan penyandang difabel khususnya Tuli” (L19-21)</p> <p>”Motivasinya aku lebih ingin bersosialisasi dengan teman-teman difabel dan Tuli (L23-35). Aku ingin juga menyadarkan orang-orang yang suka meremehkan penyandang Tuli bahwa mereka itu gak boleh berpendapat. Padahal semua orang itu bisa bersuara, contohnya melalui bahasa isyarat. Di jaman sekarang ini masih ada beberapa orang yang memandang rendah penyandang disabilitas itu gak bisa menunjukkan prestasinya padahal banyak juga dari mereka yang punya prestasi sampai tingkat Internasional!” (translation)</p> <p>“Learning sign language is very important actually, it concerns the general public. Even though we are not deaf, at least we can understand how to communicate with others disabilities. So I think it is very important to learn sign language, for communication and also to respect fellow human beings between</p>



<p>communicate with everyone, not just deaf friends. For example, there are my other friends who can use sign language, we can use it in daily life. So the communication does not only use formal language to understand each other. In short, we can communicate anywhere and anytime or not limited in formal language skills. For example, we can use sign language when we accidentally meet a deaf person in a dining area, we can help bridge communication with the waiter at the restaurant. Now, sign language can be used at work too, sign language can open jobs, maybe one day we can be asked to become sign language interpreters. "</p> <p>"I want to learn sign language because of myself "</p> <p>"My motivation to participate in learning sign language was because of I want to be close to a new environment, to make acquaintances, and to make new friends. Because in my opinion, building relationships from college is important. But for now, the motivation to learn sign the language is to gain more skills so that I can survive in the world of work later, who knows maybe my luck is in this field. Even if I get a job that is not relevant to my academic background knowledge at least I have other skills that are added value. "</p>	<p>deaf and non-deaf people. Sign language is becoming more and more widespread and now many people are learning as well. It can be seen from the enthusiasm of the companion registrants of CDSS from the year before I joined with after I joined in the first and second years." "</p> <p>"That is my desire and willingness of myself because I want to socialize with people with disabilities, especially the deaf"</p> <p>"My motivation in learning sign language is that I want to socialize with friends with disabilities and deaf people. I also want to make people who like underestimating deaf people by saying that they shouldn't have opinion realize that they are wrong. Every person has a right to speak, by using sign language for example. In this day, there are still people who look down on people with disabilities. They say the disabled people do not have achievements, even though, In fact, many of them have achievements even in international level"</p>
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After the interviews with A.S and F.A, the researchers discovered various motivations in learning sign language. In an interview with A.S and F.A, integrative motivation can be seen from the data which states that they learn sign language because of their desire to learn sign language or voluntarily (without being coerced by others). Furthermore, the data shows that A.S has instrumental motivations. The data indicates her instrumental motivations are she learns sign language because sign language was very useful to communicate with anyone, not just deaf-friends. She further mentioned that the use of sign language can be

operated in her daily life. While using formal language was very common, sign language can be chosen as an alternative communication tool since she could use it anytime and anywhere. Moreover, A.S learned sign language because she wanted to be close to a new environment and make new friends. She believed that building relationships with anyone is very important to expand social networks. Furthermore, she was motivated to learn sign language because sign language can also be used at work. She believed that sign language can open up careers and provide her with potential to work in this field. She hopes that one day she may be asked to become a sign language interpreter. She is challenged to have more skills so she can survive in future jobs. After learning sign language, she hopes that she will be able to work in the field even though it is not in line with her study in the university.

Similar to A.S, F.A also has instrumental motivations. The data that indicates his instrumental motivations which are F.A motivated to learn sign language because sign language is very important and it affects the lives of many people. He was excited because sign language is becoming more and more common and that many people are currently learning the language. In addition, F.A mentioned that having actively participated in CDSS in the first year, he saw that the enthusiasm of potential registrants has increased. He was motivated because he wanted to socialize more with disabled and deaf friends. He mentioned that although he is not deaf, at least he knows how to communicate with disabled people. Therefore, he believed that learning sign language in communication is very important and useful. He also mentioned that learning sign language helped him respect other people, deaf and hearing people. Furthermore, he would educate

people that deaf people can speak or express their opinions using their sign language skills. He implied that all people are equal, so he wanted people to believe that even disabled people can achieve success

#### 4.2.2 Difficulties and Solutions in Learning Sign Language

The second research problem deals with the difficulties and the solutions that the two interpreters experienced when learning sign language. Table 4.2 below shows the participants' responses related to the second research problem.

**Table 4.2 Difficulties and Solutions in Learning Sign Language**

Data	Utterances of first participant (P1)	Utterances of second participant (P2)
D2 (Difficulties in learning sign language)	<p>“Banyak ya pastinya soalnya aku itu mudah lupa (L1-2), kebetulan juga tahun 2019 aku aktif di organisasi himpunan jadi mengurangi intensitas belajar bahasa isyarat (L2-5). Cara mengatasinya jika terjadi kesulitan yaitu kebanyakan dari teman-teman Tuli itu bisa sedikit komunikasi oral atau masih paham dengan komunikasi pakai gerak bibir. Kalau misal ada yang gak aku ngerti itu aku tanya “maaf bisa tolong diulangi”. Misal pas ada perkuliahan dan kita gak bisa komunikasi, biasanya aku catat dulu.”</p> <p>“Dalam proses belajarnya sendiri belajar bahasa isyarat itu berbeda dengan belajar bahasa pada umumnya. Pada awal pertama masuk CDSS, para tutor memberikan materi yang para cepat, sehingga aku yang belajar bahasa isyarat ini dari step awal merasa keteteran belajar (L17-20), tetapi pihak CDSS sangat welcome ketika kita bingung atau belum bisa memahami bahasatersebut. Selain itu ketika kita belajar bahasa isyarat itu tidak hanya belajar tentang bentuk gerakan suatu kata, tetapi bisa juga melihat dan membaca ekspresi wajah dan kontak mata (L23-27), terkadang sangat sulit membedakan dan menentukan ekspresi apa yang mereka maksud. Sering latihan dan sering bertemu dengan mereka yang menyandang tunarungu agar semakin</p>	<p>“Ada, contoh kadang ada istilah-istilah atau kata-kata yang kurang familiar yang kurang dipahami, misalnya hampir semua istilah-istilah yang ada di matematika dan sains kaya lambang <math>\alpha</math>, <math>\beta</math>, empiriris dll (L1-5). Soalnya susah menjelaskan ke dalam bentuk gerakan itu seperti apa. Kalau seperti itu aku langsung Tanya ke orang yang lebih tahu, Selain itu aku eja pakai abjad terus Tanya ke mereka bagaimana gerakanya yang benar.”</p> <p>“Ketika belajar sulit membaca visualisasi gerakan yang diberikan oleh teman tuli, karena terlintas ada beberapa gerakan yang hampir mirip sehingga salah menentukan arti dari gerakan tersebut. Belajar visualisasi itu lumayan sulit karena tidak instants, butuh proses yang lumayan lama karenam membutuhkan kejelian dan harus teliti pada setiap gerakan (L15-19). Biasanya kalo aku sering untuk melihat referensi dari acara acara televisi yang menggunakan penerjemah untuk menambah wawasan aku dalam menyampaikan pesan melalui gerakan.”</p> <p>“Sering, misalnya jika kesalahan</p>



<p>lancar bahasa isyarat kita.          “Sering. Hampir setiap komunikasi pasti banyak salah pahamnya entah itu dari aku ke mereka atau sebaliknya. Tapi ya enggak sampai parah, cuma sederhana aja gak sampai terjadi konflik. Salah nangkap informasi kalo udah cerita panjang banget sampai hal detail kayak kehidupan pribadi, tentang agama, tentang kepercayaan, nah itu kadang aku sering miskom. Cara mengatasinya biar gak terjadi salah paham biasanya minta diulangi lagi sampai clear.”</p>	<p>(translation)</p> <p>“A lot, of course, because I easily forget. in 2019 I was active in student’s organization, so I didn’t have enough time to learn sign language. The way to deal with difficulties was that luckily most of my deaf friends can have a little oral communication or still understand lip-reading communication. For example, if there was something I didn’t understand, I asked “sorry, can you repeat it”. During a lecture and we could not talk, I usually wrote it down first.”</p> <p>“In the learning process itself, learning sign language is different from learning languages in general. When I first entered CDSS, the tutor gave material that was so fast, so I, who learned this sign language from the early stages, felt that it was difficult to learn, but CDSS was very welcome when we were confused or couldn’t understand the language. In addition, when we learn sign language, we not only learn about the form of movement of a word, but can also see and read facial expressions and eye contact, sometimes it is very difficult to distinguish and determine what expression they mean. Practice and often meet with those who are</p>	<p>komunikasi itu terjadi biasanya kami ulangi peracakapannya. Kadang juga penyandang tuli yang salah menangkap makna yang kita sampaikan. Sekecil apapun itu biasanya kami ulangi supaya gak salah paham.”          (translation)          “For example, sometimes there were unfamiliar terms or words that I did not understand, for example, almost all terms in mathematics and science such as the symbol <math>\alpha</math>, <math>\beta</math>, empirical etc. I did not know what gestures to use to explain the words. If I was in that situation, I immediately asked someone who knows better. Besides, I spelled it out using the alphabet and asked them what is the proper gesture.”          “When learning, it is difficult to read the visualization of the sign given by a deaf friend, because there are several sign that are almost similar so that they misjudge the meaning of the movement. Learning visualization is quite difficult because it is not instant, it takes a fairly long process because it requires carefulness and must be careful with every movement. Usually if I often see references from television shows that use interpreters to increase my insight in conveying messages through movement.”          “I often experienced misunderstandings. Sometimes deaf students misunderstood the information we convey. We usually repeated it no matter how trivial it was, so there was no misunderstanding anymore.”</p>
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	<p>deaf so that our sign language becomes more fluent.”</p> <p>“There were often misunderstandings. Almost in every communication there must be a lot of misunderstanding either from me to them or vice versa. But the misunderstandings were not that bad it was just simple, did not cause a conflict. For example I usually misunderstood when listening to a really long and detailed story such as their personal life about religion and beliefs. The way to fix it so that there is no misunderstanding is I usually ask them to repeat until it is clear. ”</p>	
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Based on interview data on Table 4.2, A.S and F.A responded to learning difficulties. A.S has experienced many difficulties in learning with deaf students. The data shows the difficulties experienced by A.S are caused by internal factors. The A.S’s internal factors refer to several things such as difficulty in remembering signs because she was forgetful. She forgot to remember the signs which had almost identical movements. Therefore, she had to think twice before she can actually determine whether or not the sign was correct. Furthermore, A.S felt that learning sign language was different from learning languages in general. When she joined the CDSS at the beginning, the tutors provided the materials very quickly, so she felt it difficult to learn. Fortunately, seniors at CDSS were helpful when she was confused or unable to understand the language.

In addition, another internal factor is the difficulty in learning facial expressions and eye contact of the deaf students. She found it difficult to distinguish and determine the meaning of the facial expression and eye contact with the proper sign. A.S said that she often had misunderstandings when learning

sign language. However, the misunderstanding between A.S and deaf students was not too serious and does not cause any conflicts. The misunderstanding arose when deaf students talked about their religion, beliefs and personal life. When the deaf students talked a long story about their personal life, she could not understand the whole story because she had to think deeply and quickly about the symbols and meanings given by the deaf students. She asked the deaf student to repeat it until she heard it clearly to avoid misunderstandings. Meanwhile, A.S has external factors that caused her difficult in learning sign language. The external factor occurred in 2019, A.S was very active in student organizations, so her learning process of sign language is limited. She said that her learning time reduced at that time.

F.A also had difficulty in learning sign language. The difficulties experienced by F.A deals with internal factors. The internal factors arose when dealing with unfamiliar terms or words that are difficult to understand. Besides, He was confused when he had to change the unfamiliar terms into the correct form of a sign. He further explained that terms that are not commonly used are rarely taught by CDSS. To solve this problem, he immediately asked someone (senior) who was more experienced with sign language to help him spell the unfamiliar terms words. In addition, he also mentioned that spelling difficult words or terms using the alphabet is very helpful in remembering difficult or uncommon sign.

Moreover, F.A's internal factors refers to when he felt difficult to read and visualize the signs given by deaf students because some of the signs look similar so that it drives misunderstand the meaning. F.A said that learning visualization is

quite difficult because it could happen instantly and it takes a long process since it required caution and care in each sign. He often watched references from interpreters of TV to enhance his understanding in conveying a message through sign. Based on the data, F.A said that sometimes the deaf misunderstood him.

### 4.3 Discussion

This sub-chapter deals with some discussions of data findings. The discussions are about the motivations and learning difficulties of sign language.

Based on the research findings that have been collected from two participants, the researcher infers that the interpreters have different motivations in learning sign language. According to Gardner (1985) integrative motivation pays attention to the desire to learn and be the part of another cultural community, while instrumental motivation emphasizes the goal of obtaining social recognition through knowledge of a foreign language, such as succeeding in examinations.

The researcher found out that A.S had a desire to learn sign language (P1 D1 L25). Meanwhile, F.A also had a desire to learn sign language, and at the same time he wanted to socialize with deaf people and show a positive influence that people should not underestimate deaf people (P2 D1 L19-21). The following are utterances of A.S and F.A which indicate their integrative motivations.

*“Pingin belajar dari diri sendiri”* (I want to learn sign language because of myself). (P1 D1 L25)

*“Iya, keinginan dan kemauan diri sendiri karena pengen bersosialisasi dengan penyandang difabel khususnya Tuli”* (that is my desire and willingness of oneself because I want to socialize with people with disabilities, especially the deaf) (P2 D1 L19-21)

It can be inferred A.S and F.A are integratively motivated because they have significant internal motifs to learn sign language. A.S and F.A have integrative

motivations because they want to and they have positive attitude toward the language and its community, in this case deaf communities without expecting reward or appreciation from others.

Beside integrative motivation, both A.S and F.A also have instrumental motivation. The first participant, A.S, was interested in learning sign language to know a new environment and use it in daily life (P1 D1 L1-5, Data P1 D1 L26-29). Besides, she is trying to explore her skills in learning sign language to get a job in the future (P1 D1 L19-24). The following are A.S's utterances which indicate her instrumental motivation.

*“Belajar bahasa isyarat biar bisa komunikasi sama siapa saja, bukan cuma dengan teman tuli aja. Selain itu, dengan belajar isyarat kita juga bisa menerapkan dikedidupan sehari-hari”* (I learn sign language in order to communicate with everyone, not just deaf friends. For example, there are my other friends who can use sign language, we can use it in daily life). (P1 D1 L 1-5)

*“Motivasiku ikut belajar bahasa isyarat itu pingin dekat dengan lingkungan baru aja, pengen punya kenalan, pengen punya teman baru”* (my motivation to participate in learning sign language was because of I want to be close to a new environment, to make acquaintances, and to make new friends). (P1 D1 L 26-29)

*“Sekarang, bahasa isyarat itu bisa digunakan di pekerjaan juga, bahasa isyarat bisa buka lapangan pekerjaan, mungkin suatu saat nanti kita bisa diminta jadi juru bahasa isyarat”* (now, sign language can be used at work too, sign language can open jobs, maybe one day we can be asked to become sign language interpreters. (P1 D1 L 19-24)

It can be inferred that it is very important to build self-concept for survival, for example in competing in the world of work. The learning process serves as an instrument for achieving both short and long term goals. The personal and work goals of A.S will establish relationships with other people and to achieve work.

Similar to the first participant, F.A also had instrumental motivation. He believes that learning sign language is one form of action to respect fellow human beings (P2 D1 L6-10). Deaf students may not be able to speak, but they can express their opinions through gestures and sign. Meanwhile, F.A mentions that he learns sign language in order to socialize with the disabilities (P2 D1 L23-25).

The following are F.A's utterances which indicate his instrumental motivation.

*“Walaupun kita bukan penyandang Tuli setidaknya kita bisa memahami bagaimana komunikasi sesama difabel. Jadi menurut aku sangat penting belajar bahasa isyarat, untuk komunikasi dan juga untuk menghargai sesama manusia antara orang-orang tuli dan non-tuli”*

(Even though we are not deaf, at least we can understand how to communicate with others disabilities. So I think it is very important to learn sign language, for communication and also to respect fellow human beings between deaf and non-deaf people). (P2 D1 L6-10)

*“Motivasinya aku lebih ingin bersosialisasi dengan teman-teman difabel dan tuli”* (my motivation learning sign language was that I want to socialize with friends with disabilities and deaf people). (P2 D1 L23-25)

It can be inferred that he believes that all humans can communicate but in different ways. Although deaf students cannot speak orally, they actually have a special privilege by using signs as a tool for communication. The instrumental motivation brought by F.A is something that drives him in learning sign language so that he can communicate with anyone. F.A's instrumental motivations lead him to take action in the form of socializing with people with disabilities and even wanting to support equality between humans through mutual respect for fellow human beings.

The results of this study, to some extent, support the results of study conducted by Hendrix and Musyoka (2019). Their research found out that the

participants have intrinsic and extrinsic motivations in learning sign language. In detail, their participants' motivation were college requirements, family influence, personal enjoyment, future job opportunity, interest in language, and program quality. This research also reveals that the participants have integrative and instrumental motivations. There are similarities between the results of this previous study and those of the current study. Similar to Hendrix and Musyoka's (2019) results, the motivations that encourage participants to learn sign language found in this current study are future job opportunities, interest in language, and personal enjoyment. The participants in both research stated that future job opportunity encouraged them to learn sign language since they could use this skill to achieve their dream job in the future. Meanwhile, their interest in language led them to be active in sign language learning process because sign language is not a general language that everyone uses. The participants in both studies also showed personal enjoyment meaning that they enjoyed the process of learning sign language because there was nothing that forced them to learn the sign language. However, there is one interesting finding in the current study which was not found in Hendrix and Musyoka's (2019) study, that is the motivation to educate people. In the current study, one of the participants mentioned that there are still many ordinary people who think that people with disabilities are not equal to others. Therefore, this encouraged him to support equality for the deaf people. Different from the previous study, this current study did not find college requirements, family influences, and program quality as the aspects which motivated the participants to learn sign language. It might happen because the context of this study is not in the sign language course.

In language learning, of course, there are some difficulties that might occur.

It was the same as in learning sign language. According to Syah (2003), the difficulties experienced by someone when learning sign language are due to internal and external factors. Internal factor is a form of difficulty caused by factors from within the person, while external factors are caused by external influences. Internal factors are divided into cognitive (thinking/knowledge), affective (emotional), and psychomotor (skills) aspect. Meanwhile, external factors are divided into family environment, village or community environment, and school environment. Based on the interview with A.S, her difficulties in learning sign language are triggered by internal factor. A.S has several difficulties due to internal factors which are she forgets things easily and therefore she often forgot the signs (P1 D2 L1-2), difficulty to absorb materials from the tutor who explains the materials very quickly (P1 D2 L17-20), and lack of knowledge to learn to read facial expressions and eye contact (P1 D2 L23-27). The following are A.S' utterances which indicate her internal factors.

*“Banyak ya pastinya soalnya aku itu mudah lupa”* (a lot, of course, because I easily forget). (P1 D2 L1-2)

*“Para tutor memberikan materi yang para cepat, sehingga aku yang belajar bahasa isyarat ini dari step awal merasa keteteran belajar”* (the tutor gave material that was so fast, so I felt that it was difficult to learn). (P1 D2 L17-20)

*“Selain itu ketika kita belajar bahasa isyarat itu tidak hanya belajar tentang bentuk gerakan suatu kata, tetapi bisa juga melihat dan membaca ekspresi wajah dan kontak mata”* (In addition, when we learn sign language, we not only learn about the form of movement of a word, but can also see and read facial expressions and eye contact). (P1 D2 L23-27)



From her utterances above, it can be inferred that A.S's difficulties are due to internal factors because those difficulties were triggered by herself. Based on Syah's (2003) theory, those difficulties are included in the category of cognitive factors where the difficulties encountered in daily life are related to organizing thoughts. In addition, the cognitive factor also comes from the brain-based skills needed to perform any task from the simple to the most complex that demands also to learn quickly. In A.S case, cognitive factors are closely related to her personal conditions which can affect her ability to learn sign language. A.S. is easy to forget things and she needs time to read facial expressions and eye contact from her deaf counterparts.

Apart from internal factor, A.S also has an external factor that becomes a barrier to learn sign language. The external factors of A.S occurred by the existence of other activities outside of the learning process in CDSS (P1 D2 L2-5). The following are A.S's utterances which indicate her external factor.

*"Kebetulan juga tahun 2019 aku aktif di organinasi himpunan jadi mengurangi intensitas belajar bahasa isyarat"* (in 2019 I was active in student's organization, so I didn't have enough time to learn sign language). (P1 D2 L2-5)

The data indicates that her activity in other organizations caused less intensity of meeting and communication between her and deaf students. The less interaction between A.S and deaf student could decrease her sign language ability.

Difficulties experienced by the A.S. are included in the category of community environment factor in which the difficulties that she faced happened because of the influence of her activities outside of learning process of CDSS. More practices

would encourage A.S better in her sign language skills, and if she rarely practices it would hinder her skills in learning sign language.

Similar to A.S, the second participant, F.A, also has internal factors. The internal factors existed when F.A encountered unfamiliar terms or new words (P2 D2 L1-5) and learned visualization which needs carefulness (P2 D2 L15-19). The followings are F.A's utterances which indicate his internal factors.

*"Ada, contoh kadang ada istilah-istilah atau kata-kata yang kurang familiar yang kurang dipahami, misalnya hampir semua istilah-istilah yang ada di matematika dan sains kaya lambang  $\alpha$ ,  $\beta$ , empiris dll"* (for example, sometimes there were unfamiliar terms or words that I did not understand, for example, almost all terms in mathematics and science such as the symbol  $\alpha$ ,  $\beta$ , empirical etc). (P2 D2 L 1-5)

*"Belajar visualisasi itu lumayan sulit karena tidak instants, butuh proses yang lumayan lama karena membutuhkan kejelian dan harus teliti pada setiap gerakan"* (Learning visualization is quite difficult because it is not instant, it takes a fairly long process because it requires carefulness in every signs). (P2 D2 L 15-19)

The second participant, F.A felt confused when he found symbols such as empirical, Constanta, waves, ( $\alpha$ ), and ( $\beta$ ). F.A did not know how to interpret the words into a sign, because these words are not common in daily language. This internal factor experienced by F.A was categorized into cognitive, because it was related to his skills of thinking. F.A had to use his thinking ability to enrich unfamiliar words. In addition, it is closely related to understanding, applying, and creating the material delivered by the tutors. Meanwhile, the other internal factor is caused by his cognitive where he had to visualize sign words. This encouraged F.A to use his thinking skills to process information and identify from reading the sign then visualize it into correct sign.

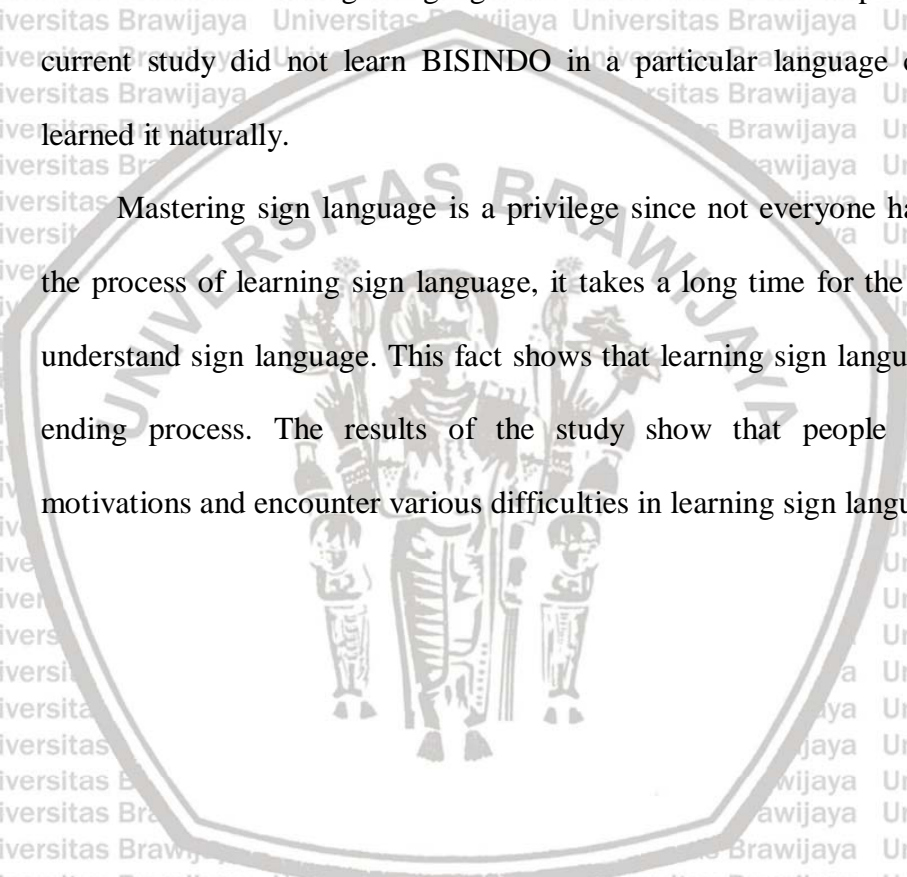
Both A.S and F.A have each method to support their sign language learning.

In order to speak sign language fluently, A.S talked directly to deaf friends and actively participated in deaf events and organizations. A.S often called some deaf friends and asked them to teach her words related to the event, so that A.S could deliver the messages correctly. While, F.A learned to visualize words into signs so that he could remember and memorize new signs. To overcome difficulties in learning sign language, the A.S. often practiced and increased her intensity to meet deaf people. She believed that the more often she interacted with the deaf, her learning process would speed up. Meanwhile, F.A preferred to watch television shows that involve interpreters more often, so that he could use them as a reference in learning sign language.

Compared to Mckee and Mckee's (1992) study, they mentioned that the difficulties experienced by their participants in learning ASL were the linguistic and structural features of ASL, articulating in terms of handshape and movement, and encountering new vocabulary. This current study reveals that the participants' difficulties in learning BISINDO are divided into internal and external factors. In internal factors the participants have difficulties because of forgetfulness, lack of ability in reading facial expressions and eye contact, the demand for fast learning, unfamiliar words, and lack of ability in learning visualization. There is a similarity between the results of the previous study and those of current study, particularly about the difficulty when the participants encountered unfamiliar vocabulary or terms and visualizing sign. The difficulty showed that learning sign language was not the same as learning other verbal languages, because learners had to pay attention to how to match signs and the intended utterances. This current study

enriched the results of the previous study since this study found different difficulties found in the previous study. This study reveals that forgetfulness is one of the difficulties experienced by one of the participants. This difficulty indicated that learning sign language requires thinking skills which are related to brain performance. Different from the previous study, difficulties in linguistic and structural features of sign language are not found because the participants in this current study did not learn BISINDO in a particular language class, but they learned it naturally.

Mastering sign language is a privilege since not everyone has this skill. In the process of learning sign language, it takes a long time for the participants to understand sign language. This fact shows that learning sign language is a never-ending process. The results of the study show that people have different motivations and encounter various difficulties in learning sign language.



## CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusion and suggestion. The conclusion is derived from the results of the study which have been shown and discussed in Chapter 4. The suggestions are given for the next researcher who will conduct studies in the topic, lecturers who teach deaf students, general readers who are interested in this topic, interpreter who are learning sign language, and CDSS where the place of sign language learning.

### 5.1 Conclusion

The present study investigates the sign language communication used by the interpreter of CDSS *Universitas Brawijaya*. After analyzing the data obtained from interviews, the motivation both of the participants have integrative as well as instrumental motivations in learning sign language. The two participants have positive attitude toward the language and its community and they have personal desire to learn the sign language (BISINDO). The participants' instrumental motivation consist of their desire to socialize with others, get close to a new environment, support in disability issues, and compete in work of sign language field. Regarding difficulties in learning sign language, both encountered similar difficulties which came from internal and external factors. The internal factors of the participants are being forgetful, inability to read facial expression and eye contact, unfamiliar words and sign visualization, and difficulty in understanding the tutor's fast explanation. Meanwhile, the difficulty caused by external factor is limitation of time because the participant has other activities beside learning sign language. It can be concluded that individually, people have their motivations and

difficulties in learning a sign language which might be different one to another.

The motivation and difficulties in learning languages can be caused by several reasons or causes. It led people to use their own pace and ways to overcome the obstacles in order to develop their knowledge and skills in mastering the sign language.

## 5.2 Suggestion

Based on the results of the study, the researchers would like to give suggestions to future researchers, lecturers, general readers, interpreters, and CDSS.

### 5.2.1 Future Researchers

Future researchers can conduct a similar study using other participants and sign language learning. The current study only focuses on how the interpreters of CDSS *Universitas Brawijaya* learned sign language. Further researchers are advised to involve more participants to make an overview of motivations, and difficulties of the sign language interpreter. The next researchers are suggested to be able to make a broader research because the present research is a case study research so that it cannot be generalized.

### 5.2.2 Lecturers

This study can be used as a reference to improve students' skills in analyzing sign language. Lecturers who have deaf students are suggested to be able to communicate about learning material with interpreters so that the interpreter can explain clearly the subject matter involving technical terms to the deaf students.

### 5.2.3 General Readers

The readers are suggested to be more aware of the issue about deaf people.

The readers are suggested to be more aware of the issue about deaf people.

Readers, who have deaf people in their community circle, are suggested to be more involved in learning sign language activities with the deaf so that sign language can be used in broad communication. In addition, readers can increase their knowledge of sign language and the deaf through various digital platforms for example through software applications that can be accessed via a Smartphone.

### 5.2.4 Sign Language Interpreter

Hopefully with this study, the interpreters of CDSS *Universitas Brawijaya* can invite other friends to join in supporting equality in disability awareness.

Furthermore, interpreters are strongly suggested to be able to find alternative ways of learning sign language such as learning through digital applications based on because during a pandemic this method can be used as a solution or it can be done by holding open discussions that answer the difficulties experienced by interpreters.

### 5.2.5 Center for Disability Studies and Services (CDSS)

CDSS are suggested can be a forum that facilitates the aspirations, interests and activities of students with disabilities and non-disabilities in the academic community of *Universitas Brawijaya*. CDSS can find a way to reduce misunderstanding of learning process that occurs between interpreters and deaf students. CDSS are suggested to have more socialization of new words or unfamiliar terms so that interpreters can easily overcome the problems.

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**APPENDICES****Appendix 1. Interview questions**

The following is the list of questions for the interview with two sign language interpreters from PSLD:

1. Berapa lama sudah bergabung di PSLD?
2. Bagaimana mengetahui keberadaan PSLD?
3. Sejak kapan belajar Bahasa isyarat?
4. Sejak kapan belajar Bahasa isyarat, apakah sebelum bergabung di PSLD sudah mengetahui Bahasa isyarat?
5. Apa yang mendorong untuk belajar bahasa isyarat?
6. Apakah belajar bahasa isyarat merupakan keinginan anda sendiri?
7. SIBI atau Bisindo yang digunakan di PSLD?
8. Siapa yang mengajari anda bahasa isyarat?
9. Motivasi apa yang mendorong anda belajar bahasa isyarat?
10. Apakah anda menemui kesulitan atau hambatan dalam belajar bahasa isyarat? Bisa anda jelaskan kesulitan seperti apa yang dihadapi?
11. Berapa lama anda akhirnya bisa menguasai belajar isyarat?
12. Metode apa yang anda gunakan untuk mendukung dalam belajar bahasa isyarat?
13. Apakah pernah terjadi kesalahpahaman dalam berkomunikasi dengan penyandang tunarungu? Jika pernah, bagaimana cara mengatasinya?

**Appendix 2.** Transcript of an interview with the first participant (A.S)

**Participants 1**

**Name** : A.S

**Status** : Student

**Interview Location** : Universitas Brawijaya Library

**Date** : Wednesday, February 10 2021

**Time** : 9.00 A.M

<b>Identity</b>	<b>Data of Interview</b>	<b>Line</b>
Researcher	Berapa lama sudah bergabung di PSLD?	1
F.A	Terhitung sejak bulan april 2018, berarti sudah hampir 3 tahun	2 3
Researcher	Bagaimana mengetahui keberadaan PSLD?	4
F.A	Awal mula tahu karena punya teman satu kelas yang tuli, pas di kelas setiap hari dia ada yang mendampingi dari yang bukan satu kelas karena setiap pertemuan kelas selalu ganti orang yang mendampingi teman saya yang tuli itu. Akhirnya saya tanya keteman saya yang tuli dan tanya ke pendampingnya langsung. Terus saya dikasih link yang bisa digunakan untuk mendaftar jadi volunteer/pendamping di PSLD.	5 6 7 8 9 10 11 12
Researcher	Sejak kapan belajar bahasa isyarat?	13

F.A	Pertama kali itu ketika acara gathering angkatan prodi Ilmu	14
	Komunikasi di awal semester pas Maba, sebelum masuk	15
	PSLD sudah belajar abjadnya saja.	16
Researcher	Sejak kapan belajar bahasa isyarat, apakah sebelum	17
	bergabung di PSLD sudah mengetahui bahasa isyarat?	18
F.A	Belum pernah, udah tahu kalo ada bahasa isyarat tapi belum	19
	belajar secara benar	20
Researcher	Apa yang mendorong untuk belajar bahasa isyarat?	21
F.A	Belajar bahasa isyarat biar bisa komunikasi sama siapa saja,	22
	bukan cuma dengan teman tuli aja. Selain itu, dengan	23
	belajar isyarat kita juga bisa menerapkan di kedidupan	24
	sehari hari. Misalnya ada teman lain yang bisa	25
	menggunakan bahasa isyarat, kita bisa komunikasi	26
	menggunakan bahasa isyarat itu. Jadi komunikasinya tidak	27
	melulu menggunakan bahasa formal untuk saling mengerti	28
	dalam percakapan diantara kita. Belajar bahasa isyarat juga	29
	dapat membantu lingkungan sekitar misalnya bahasa isyarat	30
	bisa kita gunakan pas gak sengaja ketemu dengan	31
	penyandang tuli disebuah tempat makan, kita bisa bantu	32
	menjembatani komunikasinya dengan pelayan di rumah	33
	makan tersebut. Sekarang, bahasa isyarat itu bisa digunakan	34
	di pekerjaan juga, bahasa isyarat bisa buka lapangan	35
	pekerjaan, mungkin suatu saat nanti kita bisa diminta jadi	36

	jujur bahasa isyarat.	37
Researcher	Apakah belajar bahasa isyarat merupakan keinginan Anda sendiri?	38 39
F.A	Pingin belajar dari diri sendiri.	40
Researcher	SIBI atau Bisindo yang digunakan di PSLD?	41
A.S	BISINDO	42
Researcher	Siapa yang mengajari Anda bahasa isyarat?	43
A.S	Dulu pas awal bergabung seperti semacam seminar selama 2 hari. Kita diajari gimana cara mendampingi mahasiswa tuli dan juga mahasiswa difabel lainnya. Pas diacara itu diajarin bahasa isyarat secara singkatnya. Ada juga beberapa forum buat ayo belajar bahasa isyarat. Kalau aku lebih banyak belajar lewat teman-teman tuli secara informal, tapi kalau secara formal ya lewat PSLD itu.	44 45 46 47 48 49 50
Researcher	Motivasi apa yang mendorong Anda belajar bahasa isyarat?	51
F.A	Motivasiku ikut belajar bahasa isyarat itu pingin dekat dengan lingkungan baru aja, pengen punya kenalan, pengen punya teman baru. Karena menurut aku membangun relasi dari masa kuliah itu penting. Tapi sekarang lebih ke gimana caranya aku punya skill lebih biar aku bisa <i>survive</i> di dunia pekerjaan nantinya, siapa tau mungkin rejekiku di bidang ini gitu. Kalaupun nanti dapat kerja bukan berasal dari ilmu	52 53 54 55 56 57 58



	yang aku pelajari di kelas, setidaknya aku punya skills lain	59
	yang jadi nilai lebih	60
Researcher	Apakah anda menemui kesulitan atau hambatan dalam	61
	belajar bahasa isyarat? Bisa anda jelaskan kesulitan seperti	62
	apa yang dihadapi?	63
A.S	Banyak ya pastinya soalnya aku itu mudah lupa, kebetulan	64
	juga tahun 2019 aku aktif di organinasi himpunan jadi	65
	mengurangi intensitas belajar bahasa isyarat. Cara	66
	mengatasinya jika terjadi kesulitan yaitu kebanyakan dari	67
	teman-teman Tuli itu bisa sedikit komunikasi oral atau	68
	masih paham dengan komunikasi pakai gerak bibir. Kalau	69
	misal ada yang gak aku ngerti itu aku tanya “maaf bisa	70
	tolong diulangi”. Misal pas ada perkuliahan dan kita gak	71
	bisa komunikasi, biasanya aku catat dulu. Dalam proses	72
	belajarnya sendiri belajar bahasa isyarat itu berbeda dengan	73
	belajar bahasa pada umumnya. Pada awal pertama masuk	74
	CDSS, para tutor memberikan materi yang para cepat,	75
	sehingga aku yang belajar bahasa isyarat ini dari step awal	76
	merasa keteteran belajar, tetapi pihak CDSS sangat welcome	77
	ketika kita bingung atau belum bisa memahami	78
	bahasatersebut. Selain itu ketika kita belajar bahasa isyarat	79
	itu tidak hanya belajar tentang bentuk gerakan suatu kata,	80
	tetapi bisa juga melihat dan membaca ekspresi wajah dan	81



	kontak mata, terkadang sangat sulit membedakan dan menentukan ekspresi apa yang mereka maksud. Sering latihan dan sering bertemu dengan mereka yang menyandang tunarungu agar semakin lancar bahasa isyarat kita.	82 83 84 85 86
Researcher	Berapa lama anda akhirnya bisa menguasai belajar isyarat?	87
A.S	Kalau di rate dari 1-10 itu aku masih 6 sih kayanya. Jadi masih banyak yang perlu dipelajari.	88 89
Researcher	Metode apa yang Anda gunakan untuk mendukung dalam belajar bahasa isyarat?	90 91
A.S	Sebenarnya biar kita bisa lancar itu dengan ngobrol langsung dengan teman-teman tuli atau beraniin diri ikut jadi juru bahasa isyarat di acara apapun dan aktif di organisasi tuli. Misal aku jadi juru bahasa isyarat di suatu acara, malam sebelumnya aku telpon sama beberapa teman-teman tuli buat minta diajarin kata kata yang berhubungan buat acara.	92 93 94 95 96 97 98
Researcher	Apakah pernah terjadi kesalahpahaman dalam berkomunikasi dengan penyandang tunarungu? Jika pernah, bagaimana cara mengatasinya?	99 100 101
A.S	Sering. Hampir setiap komunikasi pasti banyak salah pahamnya entah itu dari aku kemereka atau sebaliknya. Tapi ya enggak sampai parah, cuma sederhana aja gak sampai	102 103 104

terjadi konflik. Salah nangkap informasi kalo udah cerita	105
panjang banget sampai hal detail kayak kehidupan pribadi,	106
tentang agama, tentang kepercayaan, nah itu kadang aku	107
sering miskom. Cara mengatasinya biar gak terjadi salah	108
paham biasanya minta diulangin lagi sampai clear.	109



**Appendix 3.** Transcript of an interview with the second participant (F.A)

Name : F.A

Status : Student

Interview Location : Universitas Brawijaya Library

Date : Wednesday, February 10 2021

Time : 10.30 A.M

Identity	Data of Interview	Line
Researcher	Berapa lama sudah bergabung di PSLD?	1
F.A	Aku gabung PSLD itu sejak masuk ospek kuliah, Cuma secara resminya di semester 2 tahun 2018. Jadi pengalamannya udah sekitar 3 tahun lebih.	2 3 4
Researcher	Bagaimana mengetahui keberadaan PSLD?	5
F.A	Pertama masuk kuliah itu aku udah tahu PSLD di UB. Dari awal itu udah tahu kalau UB itu kampus inklusif.	6 7
Researcher	Sejak kapan belajar Bahasa isyarat?	8
F.A	Sebelum gabung PSLD udah pernah belajar bahasa isyarat sedikit, tapi masih pemula banget kaya belajar gerakan sapaan gitu-gitu. Dulu udah punya temen yang penyandang tuli juga, jadi aku belajar lewat dia.	9 10 11 12
Researcher	Sejak kapan belajar bahasa isyarat, apakah sebelum bergabung di PSLD sudah mengetahui bahasa isyarat?	13 14
F.A	Iya sudah pernah belajars ebelum gabung di PSLD.	15
Researcher	Apa yang mendorong untuk belajar bahasa isyarat?	16

Identity	Data of Interview	Line
F.A	<p>Sangat penting sih sebenarnya belajar bahasa isyarat itu karena menyangkut khalayak umat. Walaupun kita bukan penyandang tuli setidaknya kita bisa memahami bagaimana komunikasi sesama difabel. Jadi menurut aku sangat penting belajar bahasa isyarat, untuk komunikasi dan juga untuk menghargai sesama manusia antara orang-orang tuli dan non-tuli. Bahasa isyarat itu semakin menyebar dan sekarang banyak orang yang ikut belajar juga. Itulah yang membuat saya semakin semangat. Terlihat dari antusiasme pendaftar pendamping di PSLD dari tahun sebelum aku gabung dengan setelah aku sudah bergabung di tahun pertama dan kedua semakin banyak yang daftar.</p>	<p>17 18 19 20 21 22 23 24 25 26 27 28 29</p>
Researcher	Apakah belajar bahasa isyarat merupakan keinginan Anda sendiri?	<p>30 31</p>
F.A	Iya, keinginan dan kemauan diri sendiri karena pengen bersosialisasi dengan penyandang difabel khususnya tuli	<p>32 33</p>
Researcher	SIBI atau Bisindo yang digunakan di PSLD?	34
F.A	<p>BISINDO. Menurut aku BISINDO lebih sering diaplikasikan dan penerapannya lebih mudah dan mudah kita pahami.</p>	<p>35 36 37</p>
Researcher	Siapa yang mengajari Anda bahasa isyarat?	38

Identity	Data of Interview	Line
F.A	Pertama dari teman-teman dan juga dari pelatihan-pelatihan yang diberikan oleh PSLD di awal. Terus kadang tanya-tanya ke kakak tingkat gitu karena kita sama-sama belajar.	39 40 41 42
Researcher	Motivasi apa yang mendorong Anda belajar bahasa isyarat?	43 44
F.A	Motivasinya aku lebih ingin bersosialisasi dengan teman-teman difabel dan Tuli. Aku ingin juga menyadarkan orang-orang yang suka meremehkan penyandang Tuli bahwa mereka itu gak boleh berpendapat. Padahal semua orang itu bisa bersuara, contohnya melalui bahasa isyarat. Di jaman sekarang ini masih ada beberapa orang yang memandang rendah penyandang disabilitas itu gak bisa menunjukkan prestasinya padahal banyak juga dari mereka yang punya prestasi sampai tingkat Internasional.	45 46 47 48 49 50 51 52 53
Researcher	Apakah anda menemui kesulitan atau hambatan dalam belajar bahasa isyarat? Bisa anda jelaskan kesulitan seperti apa yang dihadapi?	54 55 56
F.A	Ada, contoh kadang ada istilah-istilah atau kata-kata yang kurang familiar yang kurang dipahami, misalnya hampir semua istilah-istilah yang ada di matematika dan sains kaya lambang $\alpha$ , $\beta$ , empiris dll. Soalnya susah	57 58 59 60

Identity	Data of Interview	Line
	<p>menjelaskan ke dalam bentuk gerakan itu seperti apa. Kalau seperti itu aku langsung tanya ke orang yang lebih tahu,, Selain itu aku eja pakai abjad trus tanya ke mereka bagaimana gerakanya yang benar. Ketika belajar sulit membaca visualisasi gerakan yang diberikan oleh teman tuli, karena terlintas ada beberapa gerakan yang hampir mirip sehingga salah menentukan arti dari gerakan tersebut. Belajar visualisasi itu lumayan sulit karena tidak instants, butuh proses yang lumayan lama karenam membutuhkan kejelian dan harus teliti pada setiap gerakan. Biasanya kalo aku sering untuk melihat referensi dari acara acara televisi yang menggunakan penerjemah untuk menambah wawasan aku dalam menyampaikan pesan melalui gerakan.</p>	<p>61 62 63 64 65 66 67 68 69 70 71 72 73 74</p>
Researcher	<p>Berapa lama anda akhirnya bisa menguasai belajar isyarat?</p>	<p>75 76</p>
F.A	<p>Butuh waktu 2 tahunan sampai sekarang pun masih belajar karena perkembangan bahasa isyarat itu semakin luas dan ada isyarat-isyarat yang berganti dan berubah.</p>	<p>77 78 79</p>
Researcher	<p>Metode apa yang Anda gunakan untuk mendukung dalam belajar bahasa isyarat?</p>	<p>80 81</p>
F.A	<p>Lebih kevisualisasi penggambaran dan lebih sering</p>	<p>82</p>

Identity	Data of Interview	Line
	<p>mengingat dan menghafalkan jika ada bahasa isyarat baru terus selanjutnya kita terapkan langsung. Kadang juga aku lihat-lihat di youtube.</p>	<p>83 84 85</p>
Researcher	<p>Apakah pernah terjadi kesalahpahaman dalam berkomunikasi dengan penyandang tunarungu? Jika pernah, bagaimana cara mengatasinya?</p>	<p>86 87 88</p>
F.A	<p>Sering. Misal nya itu terjadi biasanya kami ulangi. Kadang juga penyandang tuli yang salah menangkap makna yang kita sampaikan. Sekecil apapun itu biasanya kami ulangi supaya gak salah paham.</p>	<p>89 90 91 92</p>

