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Universitas Brawijaya ACKNOWLEDGMENTS Universitas Br The writer gives thanks to Allah SWT who always gives His blessings ers upon her life and enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish this thesis entitled The Challenges in the Branch and Enables her to finish the Branch and Enables her the Teaching English for Deaf Students in SMALB Yayasan Putra Tunas Bangsa Brawii Malang. The researcher knows without the blessings, she is nothing. This thesis is presented to English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya as a partial fulfilment of the requirement of the degree of Special appreciation and gratitude go to Frida Unsiah M.Pd researcher's supervisor for her advices, suggestion, guidance, support, and patience in the process of finishing the college years. Special appreciation and gratitude also go to Sugeng Susilo Adi, M.Hum. as the researcher's examiner for sites his comment, suggestion, and guidance in making this thesis better. The researcher would also like to express her gratitude and appreciation toward all of the lecturers of English Language Education Program that always guide and give knowledge through these four years. Special appreciation and gratitude also go to Minatsir S.Pd as the las Br headmaster of SMALB Yayasan Putra Tunas Bangsa for his permission to SMALB SMALB SMALB Has Branch and SMALB conduct the research for at SMALB Yayasan Putra Tunas Bangsa researcher's gratitude also goes to all teachers at SMALB Yayasan Putra Tunas Bangsa and all of the students of the tenth grade. The researcher's deepest gratitude goes to her parents, Drs. Muh. Sofyan las and Ir. Juhda, and her sister, Syifa Naurah for their endless love, prayers, patience, guidance, and support through the process of finishing this thesis and through these four years of college. The researcher gives her sincere thanks to her families ers and older sisters, kak Atun, and Bulqis. The resercher's sincere thanks also goes it as to her friends Gadis, Edison, Rizal, Angga, Rajib, Tyan, Heri, Fauzi, Tyok for their beautiful friendship. The researcher gives thanks to Hasan, Mbak Mariana, Erni, Hana, Jevi for their guidance and information.

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Fadhilah, Darin. 2016. The Challenges in Teaching English for Deaf Students. Sitas Brawijaya s English Language Education Program, Faculty of Cultural Studies, Universitas tas Brawijava rawijaya Brawijaya, Supervisor: Frida Unsiah, M.Pd. Key Words: Deaf Students, Teaching Challenges, Special School. Universities Br English as a global language for communication is already established as a sites Brawijava subject in special school. One of the category of students with special needs based on Individuals With Disabilities Education Act (IDEA) is deaf students. Dealing with this, this research was conducted to find out challenges faced by the teacher ers in teaching English for deaf students, the teacher's effort to face those challenges, states and the teacher's reason for choosing the solution. Universities By This study used a descriptive qualitative method to answer the research's sites Brawijay problems. The instruments were interview guide that included seven questions for the teacher, and observations sheet to observe the process of teaching and learning in the class which used observation sheet. Based on the result of the instruments, there are six challenges faced by Silas Brawijaya the teacher. First, the teacher needs to get the students' attention without callings it as Brawijaya their names. The second is the teacher finds the students making mistakes insites B understanding a word because of similar lips movement with other words. The third is the teacher needs to give definition and example of the word before going to the next material, considering the students limited vocabularies. The fourth is the teacher finds the students have difficulties in differentiating similar words in different contexts. The fifth is the teacher finds some difficulties in delivering the material related to the little background knowledge of the students. The last is the teacher needs to repeat some materials before going to the next material. The teacher faced those challenges with several ways, in example, the teacher asked Brawijaya the students to always bring dictionary and look up to it, and gave them lots of Brawijaya Universite example. He also used alphabetic sign language for several time. The teacher also sitas Brawijaya University waves either pats on the students' shoulder to get their attention. The teacher's sitas Brawijaya Universit solutions is based on the teacher's experiences for years. The teacher understands Brawijaya Universi that deaf students have limited access on audio materials. This leads to deaf it as Brawijay Universit students who have less background knowledge compared to the hearing students, sit as Brawijaya Universi considering this conditions, the teacher stay patient with the students. Through the stage Brawijaya University years of teaching deaf students, the teacher is still looking for better way to teach stage Brawijava Universit deaf students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Fadhilah, Darin. 2016. Tantangan yang Dihadapi dalam Mengajar Bahasa Inggris bagi Murid Tunarungu. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Frida Unsiah, M.Pd. Universi **Kata Kunci:** Murid Tunarungu, Tantangan dalam Mengajar, Sekolah Luar Biasa. Sitas B Universitas Brawijaya Universitas Brawijaya Universitas Bahasa Inggris yang merupakan bahasa dunia telah ditetapkan menjadi mata pelajaran di sekolah luar biasa. Salah satu kategori murid dengan kebutuhan khusus berdasarkan Individu dengan Keterbatasan dalam Pembelajaran adalah ersi murid tunarungu. Berkaitan dengan hal ini, penelitian ini dilaksanakan untuksitas Bi si mengetahui tantangan yang dihadapi oleh guru dalam mengajar bahasa Inggris bagi murid tunarungu, usaha yang dilakukan oleh guru untuk menghadapi tantangan yang ada, serta alasan guru dalam memilih solusi. Penelitian ini menggunakan metode deskriptif kualitatif untuk menjawab masalah penelitian. Instrument yang digunakan adalah wawancara berdasarkan panduan wawancara yang berisikan tujuh pertanyaan serta observasi prosessitas Br pembelajaran dikelas berdasarkan lembar observasi. Berdasarkan hasil dari instrument, terdapat enam tantangan yang dihadapi oleh guru. Tantangan yang pertama adalah guru harus mendapatkan perhatian para murid tanpa memanggil nama murid. Tantangan yang kedua, terjadi kesalahpahaman penangkapan kata oleh murid yang disebabkan oleh miripnyasitas Bl pergerakan bibir dalam penyebutan kata lain. Tantangan ketiga, guru perlu memberikan definisi serta contoh terlebih dahulu karena keterbatasan kotakata murid. Tantangan ke-empat, guru perlu menyiasati hambatan murid dalam membedakan kata dengan konteks tertentu. Tantangan yang kelima, guru harus si menyiasati hambatan dalam proses pembelajaran yang disebabkan oleh kurangnyasitas Br latar belakang pengetahuan murid tunarungu. Tantangan yang terakhir adalah guru terkadang harus mengulangi kembali penjelasan yang disebabkan oleh beberapa tantangan yang disebutkan sebelumnya. Guru menghadapi tantangan yang ada dengan beberapa cara, contohnya, guru meminta para murid untuk selalu membawa kamus, guru memberikan banyak contoh bagi murid tunarungu. Sitas Br Guru terkadang menggunakan bahasa isyarat huruf. Guru melambaikan tangan serta menepuk pundak murid untuk mendapatkan perhatian murid. Guru mengatakan bahwa alasan dalam memilih solusi adalah berdasarkan pengalaman mengajar guru yang telah bertahun-tahun. Guru memahami bahwa murid tunarungu memilik akses terbatas pada materi audio. Hal ini menyebabkan murid sitas Brawijaya Universi tunarungu memiliki latar belakang pengetahuan yang kurang jika dibandingkan itas dengan murid biasa, menimang perihal ini, guru berusaha untuk selalu sabar dengan murid tunarungu. Dalam mengajar murid tunarungu, guru terus berusaha untuk mencari cara yang lebih baik dalam mengajar murid tunarungu. Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universit2012):awijava In Indonesia, the government built the special schools for students with Universi special needs, based on UUD No. 72, 1991 which is stated that every child with sites B Universitas Brawijaya all the facilities for the students with disability and help them to learn in school. UniversitBased on the policy, the special school accepts the students with disability, such sites as deaf students, blind students, etc. Based on article 16, UUD No.72 1991, the curriculum of special schools are similar to regular schools in Indonesia with ersi adaptation which follows the needs of the students with special needs. Therefore as one of the subjects, it includes English. However, the process of learning English of regular students and deaf students is not the same. For the deaf students, it is quite difficult for them to ersitlearn English because children with hearing impairments often show significant sitas delays in phoneme production, vocabulary, and syntax. (Schirmer, 1985; Seewald, Ross, Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977 in Cawthon, 2001). Universit Deaf students cannot fully process the information in form of audio, while regular sit as students can process them, this is may affect their reading ability because of lack of vocabulary from the audio they cannot process. Oyewumi (2008) stated "Deaf University and hearing impaired students tend to be visual learners – and this is difficult in an sites. rsitas Brawijaya Universitas Brawijaya Unive of mouth." (cited in Mpofu, et al., 2013). Therefore, the language characteristic is University usually different, the structure of sentences of deaf students is usually different Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universit from hearing students, and it will be a challenge for the teacher to teach the deaf Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University students both structure of Indonesian sentences and English sentences at the same sitas Universitas Brawijaya Universities B Based on the explanation before, the researcher is firstly interested to knows it as Brawijaya Universitas Brawijaya Universiteacher's efforts to solve the challenges, and lastly, to know teacher's reasons for sitas Brawijaya Universi choosing the solution. SMALB-B YPTB is one of the special schools in Malang, SMALB-B UniversityPTB is the oldest special school which was built in 1995. The purpose of this Sitas Brawijaya Universi school is to give children with special needs the chance to go for a higher sitas B education, which focuses on deaf students only. The researcher choose this school Universitas the source of the research based on the researcher's experience as a volunteer sitas of accompanying deaf students at university level who were the alumni of the Universitation. There are two previous studies used as the reference in this research, the first one is Challenges of Educating Students Who are Deaf and Hard-Of-Hearing Universitin Jordan by Dr. Ibrahim A. El-Zraigat and Dr. Yahya Smadi. The second one issitas Brawijaya English teachers of deaf and hard-of-hearing students in French schools: needs, Universities B The researcher hopes that this research can be a reference for teachers who it as universities Brawing English for deaf students in SMALB either in an inclusive class to find out the best way to teach deaf students. Universitas Brawijaya Universitas Brawijaya

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| rawijaya | Universitas | In order to | Universitas Brawijaya avoid misunderstanding of | f the key term | s that are use | d in this sitas | Brawijay |
| rawijaya | | | her gives the definitions of | | | | |
| rawijaya | Universitas | Brawijaya | | 35 | Brawijaya | Universitas | Brawijay |
| rawijaya | Universitas | | | | rawijaya | Universitas | Brawijay |
| rawijaya | Universitas | Braw' | rch, the challenges are so | no difficulties | or tooks that | Universitas | Brawijay |
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| rawijaya | Universitas | teaching Eng | lish for deaf students. | 業り | | Universitas | |
| rawijaya | Universita | | LEID MAI | 1 -2 | | Universitas | |
| rawijaya | | Special School | | A STATE | 7, | niversitas | |
| rawijaya | Universi | A school wit | h an environment where all | the students w | vith disabilty | can learn | Brawijay |
| rawijaya | Universit | | - W. V. I. T. Edit (1998) | | | | |
| rawijaya | Universit | both academi | cally and non-academically | despite of thei | r disabilty. | hiversitas | |
| | Universit | Deaf Student | | T | | niversitas | |
| rawijaya | Universita 3. | | | | | Universitas | |
| rawijaya | Universita | Students with | n hearing impairment which | n is affects the | ability of the | students | Brawijay |
| rawijaya | Universitas | in processing | linguistic information thro | ugh hooring (u | noble to hear) | Universitas | Brawijay |
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| rawijaya | Universities B In this chapter, the researcher presents review of related literature | rature. It | Brawijay |
| rawijaya | Universition consists of theoretical framework underlying this research which incl | ludes the | Brawijay |
| rawijaya | Universitas Brawijaya | Universitas | Brawijay |
| rawijaya | Universitheory of special school; special education and special school in Indone | | |
| rawijaya | Universitas Braw also discussess about deaf students, characteristics of deaf students, and Universitas Braw also discussess about deaf students, characteristics of deaf students, and | Universitas | Brawijay |
| rawijaya | | | |
| rawijaya | Universit English for deaf students. Moreover, the researcher also explains some | | |
| rawijaya | University | Universitas | |
| rawijaya | Universi related to the previous studies used as the references in this study. | niversitas | |
| rawijaya | University | niversitas | |
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| | Universita Universita Special school is a school which is specifically designed to pro | niversitas | Brawijay |
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| rawijaya | University support the needs of special education for students with special needs. The support the needs of special education for students with special needs. | | |
| rawijaya rawijaya | Universities Universities the students through adapting the material, media, curricular | Universitas | Brawijay |
| rawijaya Brawijaya | | | |
| rawijaya | Universities Branch to their special needs. The goals are mainly to help the students to universities Branch to their special needs. The goals are mainly to help the students to their special needs. | to get the Universitas | Rrawijay |
| rawijaya | Universit knowledge they needs despite of their disability. | Universitas | |
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| rawijaya | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya under certain condition and situation of the learners. Thus, the learners caused the condition and situation of the learners. | in get the | Brawijay |
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| Universities B Therefore, the term of Special Educational Needs (SEN) has born it b | iversitas | Brawijay |
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| families Act 2014. The term refers to needs of special education which is app | plied iversitas | Brawijay |
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| harder for them to learn or access education than most other students of their | r 0.00 | Brawijay |
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| (Redollage, 2014, para.1). | | |
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| Universitas Brawi | | |
| A form of instruction that's designed to meet the needs of students | | |
| Universitas information as other children in school. The term special education Un | | |
| is used interchangeably with special needs, and the disabilities | | |
| Universi | iversitas | Brawijav |
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| Special education means an education for children with special needs with University | n an iversitas | Brawijay |
| Universit environment that could facilitate the children with special needs. A special sc | hoolsitas | Brawijay |
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| would provide the special education for them based on the 13 categorie | s of iversitas | |
| | | Brawijay |
| Universitas II Univer | iversitas | Brawijay |
| Universit Education Act (IDEA), such as autism, blindness, deafness, emoti | ionalsitas | Brawijay |
| University Branch having impairment intellectual disability multiple disability | iversitas | Brawijay |
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| Dissemination Center for Children with Disabilities, 2012). Brawllaya Un | iversitas | Brawijay |
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| Universitas B In Indonesia, the government builds the special school (known as Sek | olahsitas | Brawijay |
| Universitas Brawijaya | iversitas | Brawijay |
| Luar Biasa in Indonesia) for students with special needs for their special | ecialsitas | Brawijay |
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| rawijaya | University education, based on the UUD No. 72, 1991 which states that every ch | ild with sitas | Brawijay |
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| rawijaya | Universit disability has the right to go for education, to get knowledge and soft sk | illnfromsitas | Brawijay |
| rawijaya | the process of teaching and learning in the class despite their disabilty. | Universitas | |
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| rawijaya | Universitas Brawijaya | ol to get | Brawijay |
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| Irawijaya Irawijaya | Universitas Brawijaya Universitas B Based on the policy, the special school accepts the students with d | Universitas | |
| Irawijaya Irawijaya | | | |
| rawijaya Irawijaya | Universities Braw' universities | sorders. | Brawijay |
| rawijaya | Universit Physical disorder category consists of deaf students, blind students, etc. H | Owever sitas | Brawijay |
| rawijaya | Universita | Universitas | |
| rawijaya | Universi mental diseorder category includes mental retardation students. Last, per | sonalitysitas | Brawijay |
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| rawijaya | Universit Universit Some Special | hiversitas | Brawijay |
| rawijaya | Universitaccept kinds of special students, while the others only focus on one | kind/ofsitas | Brawijay |
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| rawijaya | Universitas | Universitas | Brawijay |
| rawijaya | Universitas. The special schools' goals is to provide the special education for | studentssitas | Brawijay |
| rawijaya | Universities B with special needs considering their disability; physical, mental, and per | Universitas | Brawijay |
| rawijaya | Universitas Bra | Universitas | Brawijay |
| rawijaya | Universit disorder in expectation that the students can improve their characters, kno | wledge,sitas | Brawijay |
| rawijaya | Universitas Brawija wijaya and adapt with the cultures either the rules of the con | Universitas | Brawijay |
| rawijaya | University and soft skill to live and adapt with the cultures either the rules of the con- | | |
| rawijaya | Universitas Brawijaya within they live despite their disability. | Universitas | Brawijay |
| rawijaya | | Universitas | |
| rawijaya rawijaya | Universitas B Based on Article 7, UUD No.72 1991, the curriculum of special se | | |
| rawijaya rawijaya | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya based on the national curricullum, it is similar to the curricullum of | regular | Prawijay |
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| rawijaya | Universits chools in Indonesia with adaptations which follows the needs of the stude Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya | Universitas | |
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| rawijaya | Universities B The school provides teachers with consideration that they have back | liniversitas kground | Brawijay |
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| rawijaya | Universi knowledge about special school, special education, students with special | l needs:sitas | Brawijay |
| rawijaya rawijaya | The school makes an environment which supports the process of teach | Universitas ling and Universitas | Brawijay Brawijay |
| rawijaya | Universitlearning for the students with special needs, so the students can le | | |
| rawijaya | | Universitas | |
| rawijaya | Universit knowledge and soft skill freely, and in a comfortable way despite their disa | abilities. | Brawijay |
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| rawijaya | Universitas Brawi | Universitas | Brawijay |
| rawijaya | Universitas Braw Universitas B Students with special needs refer to students under certain condit | tion and Universitas | Brawijay |
| rawijaya | Universit situation which is different from most other students of their age that ma | ke themsitas | Brawijay |
| rawijaya | Universita | Universitas | Brawijay |
| rawijaya | Universi having learning difficulties, so they need special education in a specia | | |
| rawijaya | University which is trying to provide their special needs. First 5 California (2008, P. 7) | hiversitas 1) stated | Brawijay |
| rawijaya | | | |
| rawijaya | Universithat student with special needs refers to "Children with identified di | • | |
| rawijaya | University health, or mental health conditions requiring early intervention, special educations required the second secon | niversitas | |
| rawijaya | Ulliversita CT 211 1997 | Piliversitas | Brawijay |
| rawijaya | | without | |
| rawijaya | Universities identified conditions but requiring specialized services, supports, or monit | Universitas | Brawijay |
| rawijaya | Universitidentified conditions, but requiring specialized services, supports, or monit | | |
| rawijaya | | Universitas | |
| rawijaya Kawijaya | | Universitas | |
| rawijaya rawijaya | | Universitas | |
| rawijaya Irawijaya | Universitias B Deaf student is a student with hearing imparment which makes the | Universitas students _{sitas} | Brawijay |
| rawijaya | University hard to perceive an information in form of audio, and usually exhibit sor | | |
| rawijaya | hard to perceive an information in form of audio, and usually exhibit sor Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya | me form Universitas | Brawijay |
| rawijaya | Universit of articulation difficulty. This leads the students to hardly perceive the | | |
| rawijaya | | | |
| rawijaya | Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya from the teacher. Therefore, deaf students would usually face some chal | lenge in Universitas | Brawijay |
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| rawijaya | Universi compared to hearing students. Therefore, they need a teacher who can trans | isfer the sitas | Brawijay |
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| rawijaya | Universitas Brayinan appror | viate way considerin | g their deafness. To be able to transfer | tas Brawijay |
| rawijaya | Universitas Brawijaya Un | iversitas Brawijay | /a Universitas Brawijaya Universi | tas Brawijaya |
| rawijaya | Universithe material in an ap | opropriate way, the | teacher should have information about | tas Brawijay |
| rawijaya | Universitas Brawijaya Un | iversitas Brawijay | ya Universitas Brawijaya Universi | tas Brawijay |
| rawijaya | range of hearing los Universitas Brawijaya Un | ss and its education | universitas Brawijaya Universital implication for deaf students. The Universitas Brawijaya Universitas Brawijaya | tas Brawijay |
| rawijaya | Universitinformation is present | | | tas Brawijaya |
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| rawijaya | University Range of | Decibel Range | Educational Implication for Students | tas Brawijaya |
| rawijaya | Univers Hearing Loss Normal | -10 to +15 decibels | Can hear all speech sounds in good acoustic | |
| rawijaya | Univers tas Br | To to 115 decibers | | tas Brawijaya |
| rawijaya | Univers Minimal Loss | 16 - 25 decibels | Difficulty hearing faint/distant speech | tas Brawijay |
| rawijaya | Universita | A A A | May require preferential seatingNeeds assistance with language | tas Brawijaya |
| rawijaya | Universit | | Needs assistance with language development | |
| rawijaya | Univers Mild Loss | 26 - 40 decibels | Hearing aids or fm system may be less. | tas Brawijay |
| rawijaya | University | | recommended by an audiologist liversi | tas Brawijay |
| rawijaya | Universit | The Market | Requires preferential seatingWill likely need assistance in area of | tas Brawijay |
| rawijaya | Universit | | speech, language, reading, writing and | tas Brawijay |
| rawijaya | Universita | | social skill development Staff and students would benefit from | |
| rawijaya | Universitas | | Staff and students would benefit from an inservice on hearing loss | tas Brawijaya |
| rawijaya | Univers Moderate Loss | 41 - 55 decibels | Hearing aid and fm system/eare | tas Brawijay |
| rawijaya | Universitas L | | necessary Universi | tas Brawijaya |
| rawijaya | Universitas Bl | | • Should understand conversation in quiet environment within three to five | TOC PROMITOR |
| rawijaya | Universitas Bra | 4 1 1 | feet of person / Aya Universi | tas Brawijaya |
| rawijaya | Universitas Braw | 46 Sh | • Will need help in areas of speech, | tas Brawijay |
| rawijaya | Universitas Brawija | | language, reading, writing and social skill development | tas Brawijay |
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| rawijaya | Univers tas Brawijaya Un | | an inservice on hearing loss University | tas Brawijaya |
| rawijaya | Univers Moderate to Severe Loss | ivers 56 s Brawi 70 decibels | Hearing aids and fm system are necessary | |
| rawijaya | LUSS | iversitas Brawijay | Most speech information is missed | tas Brawijay |
| rawijaya | Univers tas Brawijaya Un | iversitas Brawijay | Unless student uses amplification on a | tas Brawijaya |
| rawijaya | Universitas Brawijaya Un | iversitas Brawijay | Ufull time basis rawijaya Universi | tas Brawijay |
| rawijaya | Universitas Brawijaya Un | iversitas Brawijay | • Will need help in areas of speech, language, reading and writing | tas Brawijay |
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| rawijaya | Universi tas Brawijaya Un | iversitas Brawijay | a Usocial skills Brawijaya Universi | tas Brawijay |
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| rawijaya | Universitas Brawijaya | Universitas Brawijaya | an inservice on hearing loss | beliefft Holli | |
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| rawijaya | Universitas Brawijaya Universitas Brawijaya | uage development which c | alled as LAD, Language A | cquisiton | Brawijaya |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Br In his research, Chomsky learn that children use LAD to understand, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi produce language starting from birth, they process it in their minds and then itas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer produce sentences through the input of what they've heard around their itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi surrounding and community. In general, children start to build their languages less Br Universitas Brawijaya Universities the children with good input around five years of age to help their Universitlanguage development, they need to be exposed to kind of interactions in a site meaningful way. After the input in their language acquisition device, the children can process the input and utter their own sentences by themselves with the help of the language acquisition device. In deaf children case, they are also born with the language acquisition versi device. Yet, they cannot hear or accesss any information if it in the form of audio. This issue affecting their language development in senses that they have less input ersi for the language acquisition device compare with the hearing children. Therefore, the less input result in the less capability to utter sentences compared to the hearing students, and the slow development of language because they have less Universitinput to be process in the language acquisition device. This is the reasons why the sitas B characteristics of deaf children's language are quite different from the hearing children, and at times the languages are confusing. Often, the only input a deaf Universi child can understand is when people talk or sign to them directly, one-to-one it as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya (Institute of Deaf Children Australia, 2012). Universitas Brawijaya Universitas Brawijaya Nevertheless, deaf children are also born with the language acquisition Universit devices. This devices helps them to cope with their situation and learn language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universitheir own way which withstand their nature. Thus, they are grown as deaf children ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitand still able to develop their language although their language development is sit as rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya less compared from the hearing children. rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brased on the researcher experiences, the researcher once went to Universitas Brawijaya Universithe deaf children yet they could communicate to each other through lip reading. Universit This proves how every child is born with the language acquisition devices which sitas helps them with the language development naturally. The concern is the less input the deaf students receive, the less background Universi knowledge they have compared to the hearing students. Thus, in the process of sitas learning in school, deaf students probably needs more time to undertand the Universit material. Their nature either characteristics are also some concern which needs to be learned and understood to help them in the process of learning in the school. Universi 2.2.3 Characteristics of Deaf Students. Deaf students have some characteristics as difficulty in following verbal Universit directions, their hearing loss lead them to hardly understand things which is communicated verbally. They cannot not grasp some words and the meaning of the words because some words have similiar lips movement, the example is the ersitas Brawijava - Universitas Brawijaya Universitas Brawijaya i Universitips movement of word okay is similar to the word no way, this could lead them to sit as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya have misunderstanding an idea of things. Their difficulty in following verbal directions lead to the delay of language. They often have a degree of language delay compare to the hearing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya writing usually have some language mistakes and Universitas Brawijaya Universitas Brawijaya Universi misconception about their idea in their writing. This is also could lead deaf it as students to some difficulties with social interaction either emotional or Universitinterpersonal skills Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Deaf students will usually exhibit some form of articulation difficulty. There sit as Brawijaya will be some words which hardly to prounounce by deaf students clearly. Deaf students can become easily frustrated when they could not grasp an Universitidea either understand something which is present in an abstract concept because Universit of their difficulty in following verbal directions and language delay. And this issit as could lead them to lack of motivation in learning either participate in an activity. Deaf students is highly expressive with their body language to help them University present their idea. They will used their hand to describe something. It is best to sit as teach deaf students with picture either body language so they can grasp the idea of something. Universities B. Therefore, it is a challenge for a teacher to teach a deaf students. Their it as characteristics need to be faced by a teacher which is fully understand how to Universiteach deaf students (Mpofu, et al.). Universitas Brawijaya Universitias B The process of learning English of regular students and deaf students is not sit as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the same. For the deaf students, it's quite difficult for them to learn English because children with hearing impairments often show significant delays in Stas Brawijay Universitas Brawijaya Universitas Brawijaya Universi phoneme production, vocabulary, and syntax. (Schirmer, 1985; Seewald, Ross, sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977 cited in Cawthon, 2001). ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Deaf students cannot fully process the information in form of audio, while regular sit as sitas Brawijaya Universitas Brawijaya Univer University of vocabulary from the audio they cannot process. Oyewumi (2008) stated "Deafsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitienvironment where much essential information is delivered exclusively by word Universit of mouth." (cited in Mpofu, et al., 2013). The language characteristic is usually site different, the structure of sentences of deaf students usually is different from Universithearing students. Based on the challenges faced by deaf students above, it will be a challenge for a teacher to teach English for deaf students. The teacher need to have special Universit considerations to adjust to student's disabilities either their characteristic (Mpofu, Si et al.,2013). Before starting the class, one tool that a teacher can use is to attract the attention of the deaf students with a cue, such as a tap on the shoulder or wave. A teacher needs to speak clearly and naturally without exaggerating the lip either the Universi hand movements to keep the deaf students focuses. A teacher needs to face the students and avoid standing in front of a light source to avoid difficult to read lips sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B The setting of the class is important, it is necessary to set the chairs where sites all the students can see teacher's lips movement either the hand movement. The use of mirror in all side of the class is necessary, the student can see the lips Universitas Brawijaya Universitas Brawijaya

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| rawijaya | Universita Universita Brelje in 1999 stated that there are two main approach of teaching | Universitas methodoitas | |
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| rawijaya Irawijaya | University for deaf students, first is lip reading, the next is sign language with the he | lp of oral | Brawijay |
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| rawijaya | Universiton is Challenges of Educating Students Who Are Deaf and Hard-Of-Hard- | | |
| rawijaya | Jordan by El-Zraigat and Smadi (2012). The second one is English Tea | achers of | Brawijay |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas B The first previous study was conducted to review current special education Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi programs and curricula relates to deaf and hard-of-hearing students using the ital review of Jordanian national standards. Qualitative data were collected throughout Universithe study. The results showed that educating students who are deaf and hard-of-sites Universitas Brawijaya Universiteducational programs, insufficient teachers, unequipped schools, and a lack of Universi instructional and assessment tool. The importance of the present study is to sit evaluate the process of educating students who are deaf or hard-of-hearing in Jordan. It is hoped that the study results will provide knowledge that help in the Universi development of special educational programs offered at schools for students with a hearing loss. The second previous study was conducted to know the needs, barriers and University strategies of teachers who work with deaf students. They are faced with the stass challenge of how to adjust their teaching to their students' impairment and at the same time develop the latter's knowledge and skills in English. In order to analyse Universiteaching practices in English classes, questionnaires, interviews and in-classsitas Bra observations in several special and mainstream schools were conducted. The findings show that different teaching strategies are used in order to make English as Brawijaya Universitas Universitlessons accessible to deaf students awijaya Universitas Brawijaya University studies. The first previous study was conducted to review current special Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi education programs and curricula relates to deaf and hard-of-hearing students using the review of Jordanian national standards, the second previous studies was Universitas Brawijaya Universitas Brawijaya

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| university the eight deaf students who are taught by the teacher, they were from grade ten. sitas Brawijay University University University the eight deaf students who are taught by the teacher, they were from grade ten. sitas Brawijay University Univer | rawijaya | | |
| universitas Brawijay Universit | rawijaya | subject of the research. The teacher is one of the teachers of Yayasan Putra Tunas | as Brawijay |
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| universitas Brawijaya | rawijaya | To collect the data, first, the researcher conducted an interview with the | as Brawijay |
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| The researcher conducted the interview with the English teacher using the Universitas Brawijaya Universitas Br | | | |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universities The observation and documentation were conducted in the class through the Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit process of teaching and learning to cover the research problems. The researchersitas Brawijaya observed the process for twice using the observation sheet. The documentation of rawijaya Universithe process used a camera as the instrument to record and to take photos. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita B Data Analysis Universitas B In this research, the data analysis were alyzed using Miles and Hubbermansitas Brawijaya Universities Bray, theory (1994). The descriptive qualitative analysis in this research consists of Universithree current flows of activity: data reduction, data display, and conclusion sitas Brawijaya Universi drawing and verification. niversitas Brawijaya hiversitas Brawijaya Universit1. Data Reduction Data reduction is the process of selecting, focusing, simplifying, abstracting, University and transforming the data which appear in transcriptions. The data reduction Brawijaya Universi process will continues after fieldwork, until a final report is completed. In other area Brawijaya words, the analysis of data reduction will sharpen, sort, focuse, discard, and Universit organize data in such a way that 'final' conclusion can be drawn and verified. Thesitas Brawijaya data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, etc. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities The steps of the research was the researcher first conducted the interview with sites Brawijaya Universitas Brawijaya rawijaya observations for twice and took documentation in the class. From the data, the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi researcher selected the important data which answered the research problems. Itsitas Brawijava rawijaya Universitas Brawijaya rawijava

Universitas Brawijaya **Universitas Brawijaya** University started from making transcription of the interview and description of the Universitas Brawijaya Universitas Brawijaya Universitobservation sheet, then selecting the challenges faced by the teacher based on the sitas versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas interview guide, and observation sheet. The next was listing the solution from the versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitteacher.wijaya Universit₂. Data Display **Universitas Brawijava** Universitas BraThe second flow of the analysis process is data display. Display is an itas organized, compressed assembly of information which permits conclusion Universit drawing and action. Data display are in the form of matrice, graphs, charts, and sitas Brawijaya Universi network, etc. It helps us to understand what is happening and to analyze further orsitas B take action based on that understanding. For example, a text from a field note University which consists of 3600 pages will be a 'boring' passage, through display, it issitas Brawijaya easier to understand because humans are not very powerful as processors of large Universitamounts of information, our cognitive tendency is to reduce complex information Sitas Brawijaya Universitinto selective and easily understood configurations. Faust (1982) says, "Extended Bras Br text can overload humans' information-processing capabilities" (Cited in Miles Universit and Huberman, 1994, p. 11). The data display of this research were the data of challenges faced by the teacher taken from the interview and observation which is in the form of table. Universitalso pictures from documentation. The data triangulation of the research issitas Brawijaya between the data from the interview and the data from observations. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University Conclusion Drawing and Verification and Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe third flow of the analysis process is conclusion drawing and sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas verification. The conclusion drawing depends on the size of the corpus of field ersitas Brawijaya Universitas Brawijaya Universitas rawijaya Universit notes, the coding, storage, and retrieval methods used. It is over when the datasitas Brawijaya Universitas Brawijaya Universit thought during writing, with a short excursion back to the field notes, or it may be sit as Brawijaya es Brawijava Universitas Brawijava Universithorough and elaborate, with lenghty argumentation and review among colleges ersitas Brawijaya Universitas Braw Universitas Braw In this research, the researcher describe the data as collected as detail as Universitionsible in drawing the conclusion. In the process of drawing conclusion, the Sitas Brawijaya Universi researcher confirmed the result of the analysis with the theory taken from El-sitas B Zraigat and Smadi about challenges in teaching deaf students, Bedoin about Universiteacher of deaf students, Mpofu and Chimenga about challenges faced bysitas Brawijaya hearing impaired pupils in learning. Universit 3.4.1 Data Triangulation Triangulation is a method used by qualitative researcher to check and Universitestablished validity in their studies. Data triangulation is one of the types of sitas Brawijaya triangulation which involves the use of different sources of data (Guion, p.1, 2002). In this study, for enhancing the validity of the data, triangulation was done ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University cross checking the two sources of data. They were the data from the interviews it as Brawijaya with the teacher and the data from observations in the class. The process was Universitaescribed on the figure below.s Brawijaya Universitas Brawijaya

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| rawijaya | Universitas Brawijaya Figure: 3.1 Data Universitas Brawijaya | Triangulation Process | ersitas Brawijaya | Universitas Brawija |
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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive FINDING AND DISCUSSION'S Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universities answer the research problems. The following chapter, the research tries to sitas Brawijaya Universit describe in detail the result of the interview with the teacher and the observations it as Brawijaya which was conducted in English subject at class X of SMALB YPTB. Universitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya hiversitas Brawijaya The interview with the teacher was conducted using the interview sheetsitas Brawijaya (appendix 1, page 42) with seven questions, one of the questions has sub-points. Universit From the interview, the researcher obtained the data to answer the research Brawijaya Universi problems. Yet, the researcher needed to conduct the observation to cross-check Brawijaya rawijaya Universities the data from the interview with the data from observation as a part of data Universitriangulation. Universitas The interview was conducted to find the answer related to the research Brawijaya Universi problems. In the interview guide (appendix 1, page 42), the question number 1 sit as Brawijava Universitas Brawijaya University deaf students. The question number 2 and 3 were intended to know the method sitals Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitused by teacher to deliver the material and the language the teacher used. Then, questions number 4,5, and 6 were intended to find out what are the teacher's Universities Brawijaya Universities Brawijaya Universit challenges in teaching deaf students. Those questions were also intended to finds it as Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijava** out what the teacher's efforts to face the challenges in teaching English for deaf ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students' and what are his reasons for choosing the solutions as obtained. From the interview, there are eight challenges faced by the teacher in teaching English Universi for deaf students. Yet, after the process of data triangulation, the process of cross-sites Br Universitas Brawijaya Universit challenges face by the teacher. Those challenges are explained as follows. 4.1.1 Challenges in Teaching English for Deaf Students In this part, the researcher presents the challenges the teacher faced in Universiteaching English for deaf students. The data were collected from the interview and from the observations. The first challenge is the teacher needs to adapt the material and media. The students' disability to hear any material and media in the form of audio made Universit the teacher needed to adapt and deliver the materials in approriate ways with exact Universi media. Yet, from the first observation, there was no sign of adaptation related to the material and the media done by the teacher. During the first observation, the Universiteacher taught the material about tenses. The teacher asked the students tositas translate sentences from Indonesian to English, and vice versa which was related with tenses. From the second observation, the researcher found out that the books Universitised by the students were specific books from the government, the books are sites ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya specifically designed for the deaf students.

ersitas Brawijaya Universitas Brawijaya Universitas Br The second challenge was the teacher faced difficulties in finding the Universi approriate media for the students. Similar to the first challenge, the teacher needs Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universito consider the students' disability to receive any materials in form of audio. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Therefore, the teacher needs to find an appropriate media for the students. Yet, sitas from the observation, the teacher did not seem to have difficulties in finding the University appropriate media. At the first observation, the teacher used only the white boardsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya as a media, although there was a LCD in the class which can be used to display sitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Br Universitas BraThe third challenge was sometimes the students made mistakes insitas Br Universities Brawi Universities Universitivas also hard for them to guess after words the teacher said because they only sitas Brawijaya University Saw the lips movement, they could not hear the teacher's voice. Therefore, the sitas B teacher sometimes needs to repeat the words or write them down. For example, Universithe teacher needed to write down some words on the whiteboard when the sitas students cannot grasp the words teacher said. At the first observation, the Universit challenge occured for several times, the students were confused with several sitas Brawijaya Universit words the teacher said looking only to the teachers' lip. The fourth challenges was to get the students' attention without calling Universitheir names. Through the first observation, there were several times when the sitas Bra teacher needed to walk around the students and pat them on their shoulder or the teacher asked the closest students in front of him to get the attention of the Universitstudents in the backniversitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijava teacher needed to give definition and examples of a word first before continuing Universithe next materials. There were several terms which were confused by the students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** even after being translated to Indonesian. For example, the words bersih, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi dibersihkan, kebersihan, bersihkan are quite different in certain context although it as itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br they have similar meaning. itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas BraThe sixth challenge was the lack of background knowledge of the Universitas Brawijaya Universitinfluenced the students in learning the material. The lack of background Br Universit knowledge resulted from the disability of deaf students to access any information sites in form of audio. It is similar with the example from the fifth challenge, the students lack of background knowledge makes it more difficult to the teaching Universi and learning process because the teacher needs to explain the material more than sites B once. From the observation, the students were quite confused with the material Universitalthoughh they looked at the dictionary, it took times a little bit longer tositas understand the meaning and the context compared to the hearing students. Yet, it Universitis important to be mentioned that deaf students aren not stupid or have low IQ.Sit Universi The lack of background knowledge resulted from the disability of deaf students to access any information in form of audio. Universitas BraThe seventh challenge was students difficulties in differentiating similar words. For example, the teacher gave the word 'done' and translated it into sit Indonesia as sudah or telah but several students were confused by the differences sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi between the use of those words, those two words have similar meaning and sit as Br function, however there is different context related to them. Therefore, the teacher needed to explain the differences first and then gave them explaination. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe last challenge was the need of repetition in delivering the material. Universitas Brawijaya Universitas Brawijaya Universitas Universit The process of delivering the material was harder because of several challenges it as explained before, therefore, it was quite harder for the teacher to explain the University material for deaf students because they could not access any materials in form of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitieacher needed to consider the background knowledge of the students, and deaf itas Brawijaya s Brawijava Universitas red. Universi students took times a little longer compared to hearing students to absorb the itas Brawijaya Universi 4.1.2 Teacher's Efforts to Face The Challenges This part explained the teacher's effort to face the challenges explained Universitabove. The data is taken from the interview with the teacher and from the itas The first challenge was the teacher needed to adapt the material and media. From the interview, the teacher stated that the effort to face the kind of challenge is to look at many references on kind of media which can be used to teach deaf University students. The teacher read a lot of references and learn from his experiences. Yet, sitas Brawijaya from the first observation, there was no sign the teacher made an effort to adapt the material and media. They were practice on translating sentences relating with Universitenses at the moment iversitas Brawijaya Universitas Brawijaya Universitas Br Similar to the first effort, from the interview the teacher stated that he faced the difficulties in finding media for certain material through looking at Universitas Brawijaya Universitas Brawijaya Universit Universi many references of good materials from books and the internet. The teacher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit mostly used media in form of pictures, video, and prototype. Yet, from the first ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi observation, the researcher saw the teacher only used the white board as the media, the teacher didn't use the LCD at the moment (appendix 6, page 51) Universitas BraThe next challenge was when the students make mistake in understanding Universitas Brawijaya Universitives was to write down the word on white board and used alphabetic sign language to sitas Universithelp them understand the words he said. The data from the interview and the itas rersitas Braw Jobservations were both true.

The fourth challenges was how the teacher managed to get the attention of privers. Universi the students without calling their names. The teacher knocked the table if some students are able to catch any sounds and let them to get the attention of other University students. The teacher also walked around to get their attention. From the sitas observations, the teacher walked around the class or asked the students at the front Universities to tell the students in the back by waving their hand. The fifth challenges was students' limited vobularies which made the teacher needed to give definition and examples of words first before continuing Universithe next material. From the observation, it is revealed that the teacher also asked the students to always bring their dictionary for both English and Bahasa to help Universitas BraThe teacher's effort to face the sixth challenges was similar with thesitas previous effort. The teacher also faced the challenge by always giving the students homeworks to enrich their knowledge. From the observation, the teacher gave Universithem a homework and lots of example relating with real life. Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe seventh challenge was students difficulties in differentiating similar Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University words. For example, the teacher gave the word 'done's and translated it into sites sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Indonesia as 'sudah' or 'telah' but several students were confused by the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi differences between the use of those words, those two words have similar itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit case, the teacher gave them examples for every word, and made a comparison to sitas Brawijaya as Brawijava Universitas Universithelp the students understand the differences in any context. The data from the sites interview and the observations were both true. The last challenge was the needs of repetition in delivering the material. Universi The teacher explained that in this kind of situation, the matter was the ability of situation the teacher to stay patient with the students. From the observation, the teacher Universitishow lots of patience in the process teaching and learning in the class. Universit 4.1.3 Teacher's Reasons for Choosing the Solutions The teacher explained the reasons for choosing the solutions was based on the teacher's experiences for years. It was hard to teach deaf students for the first Universitime, yet the teacher eventually learn through the process. The teacher learn from sitas Brawijaya many references on how to teach deaf students' with consideration on the appropriate media and material. The teacher stated as the time passed by, he resit as Brawijaya Universitas Brawijaya University eventually knew how to deal with any situation based on his own experience, he it as Brawijaya tried and figured it out through the moment. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B The teacher understand that deaf students have limited access on audio Universitas Brawijaya Universitas Brawijaya University materials. This is lead to deaf students have less background knowledge compared sitas tas Brawijaya Universitas Brawijaya Universitas Brawijaya with the hearing students, considering this conditions. Universitas B Therefore, the teacher asked the students to always bring their dictionaries it as Brawijaya Universitas Brawijaya University because the students tried to understand the definition by themselves then the Universiteacher just need to give them the examples. The teacher write down several words on the white boards to avoid Universitimisunderstanding because there are some words whose similar lips movement. Universi The teacher also used alpabhetic sign language to help the teacher said several The teacher's reason for choosing the solutions was basically because of his own experiences. Through the years of teaching deaf students, the teacher is still Universit looking for better way to teach deaf students. From the findings found, the researcher did data triangulation, the researcher cross-checked the validity of the data from the interwiew with the data Universi from the observation and vice versa. In the final data, the are are only sixsitas Brawijaya challenges which are valid and proven through the observation in the class. Universities Brach The data triangulation was done to make sure about the data validation, the Universitas Brawijaya Universitas Brawijaya Universi process of cross-checking the result of the interview with the result of the itas observations both for the challenges faced by the teacher and the effort made by the teacher to face those challenges in the process of teaching and learning of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitEnglish for deaf students, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Bratale 4.1 on the the next page presents the general conclusion of the result **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitof challenges faced by the teacher, and the teacher's effort to face those it as Brawijaya rawijaya Universitas Brawijaya Challenges taken Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya Universitinterview guide and the observations sheet. Universitias Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas P Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universit Universitas Brawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya

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| The teacher find the | | | appears in the p | process of lear | rning and | | evious effort, the teacher face thi |
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas In this part, the results and findings of the research are being discussed to lead deep comprehension with theories of the related concern. Universitas Brafter the data triangulation process, there are six challenges which are sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universities Brawijaya Universitas BraThe first challenge is the teacher finds the students make mistakes to Universities Braw understand a word because of similar lips movement with other words. The teacher's effort is to write down the words and use alphabetic sign language to sitas BI Universi clear the miscommucation. Relating with this concern, Brelje in 1999 stated that one of approach in Universiteaching methods is learning to lip reading (cited in Bedoin, 2010). Yet, sitas sometimes mistaken words because of similar lips movement with other words ersit may arise. Therefore, the teacher needs to speak clearly and naturally without sitas Brawijaya Universi exaggerating lips movements or volume. The teacher also should be aware that moustaches, beards, hands, books or microphones in front of their faces can add Universithe difficulties of lip reading for the students (Mpofu, et al., 2013). jaya Universitas B Universitas Brawija Universitas B Universitas Brawijaya Universitas B Universitas Brawijaya Universitas B language in delivering the material, it will be easier for the deaf students to Universi understand. Based on the researcher's experiences as a volunteer in a deafsit as Br community, there are several deaf studentas share that it is easier for them to understand the material if it is delivered in sign language, yet the school principal Universi does not use sign language in school because the deaf students are expected to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitunderstand lip reading in case they live in a community where people do not use ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsign language.a The second challenge is the teacher needs to get the students attention without Universicalling their names. The teacher effort is to walks around the class to get the sitas Brawijaya Universitas Brawijaya University other students or pat on their shoulder. Universitas Mpofu and Chimenga (2013) stated there are several ways to get the attentions of deaf students considering their deafness. One of them is to pat on the shoulder Universit of the deaf learners or wave to them, the teacher also needs to walk around. Universit Based from the theory by the experts, the researcher believes the teacher has done a good job in maintaining the students' attention, the teacher's effort is University similar to the theories of the experts. The third challenge is the teacher needs to give definition and example of Universithe word before going to the next material considering the student limited sitas Brawijaya University ocabularies. The teacher face this challenge by explaining the words first, and giving examples. The teacher effort is to ask the students to always brings their Universit dictionary both in English and Indonesian. The researcher believes that the teacher's effort is good, yet, the researcher would like to suggest to take advantages of the LCD in the class to display words Universitas Brawijaya Universitas Brawijaya Universi from computer's dictionary which has pictures for examples of the words, insites Br example, the dictionary of Cambridge Advanced Learner's Dictionary 3rd Edition Universitas Br The fourth challenge is the teacher finds the students have difficulties in Universi differentiating similar words with different context. Similar to the previous effort, Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universithe teacher faces this challenge by explaining the words first, and giving examples Universitfor each context. Universitas Brawijaya Universitas Brawijaya For both the third challenge and the fourth challenge, these concern are Universi related with the experts theories. Cawthon (2001) stated that the process of itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning English of regular students and deaf students are not the same. Universitas Br It is quite difficult for the deaf students to learn English because children Universit with hearing impairment often show significant delays in phoneme production, significant delays in phoneme production, vocabulary, and syntax (Schirmer, 1985; Seewald, Ross, Giolas, & Yonovitz, Versi 1985; Skarakis & Prutting, 1977 cited in Cawthon, 2001). Therefore, it is acceptable if the students have limited vocabulary compare with the hearing students because they cannot access an information if it in the Universi form of audio. It is completely acceptable if the students have difficulties in differentiate similar words with different context considering their limited University ocabularies compare to the hearing students. Universitas The fifth challenges is the teacher finds difficulties in delivering the material relating with the little background knowledge of the students. The teacher gives Universithem more examples and the students to look at the dictionary first. Jaya Relating with the previous experts theories, the students' significant delays in phoneme production, vocabulary, and syntax which occur as limited vocabularies Universitas Brawijaya Universitas Brawijaya Universi comparing with the hearing students, it is understandable if the deaf students have little background knowledge comparing with the hearing students. Itas Br The researcher believes that the use of computer's dictionary will be useful for the deaf students. The researcher has experiences the advantages of

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rawijaya Universitas Brawijaya rawijaya CONCLUSION AND SUGGESTION Universitas Brawijava rawijaya Universithe research. Other things such as suggestions for further research that have the sitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universi similar concern are also discussed in this chapter as the improvement for all the Brawijaya lacks in this research to be improved for better. Universit5.1 **Universitas Brawijaya** The data shows there are six challenges face by the teacher. The six Universi challenges are first, the teacher needs to get the students' attention without callingsitas Brawijaya their names. The second challenge is the teacher finds the students making Universit mistakes in understanding a word because of similar lips movement with other sitas Brawijaya words. The third challenge is the teacher needs to give definition and example of Universities the word before going to the next material, considering the students limited Universityocabularies. The fourth challenge is the teacher finds the students have sit as Brawijaya difficulties in differentiating similar words in different contexts. The fifth Universit challenge is the teacher finds some difficulties in delivering the material relates to sitas Brawijaya Universithe little background knowledge of the students. The last challenge is the teachersitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathe teacher face those challenges with several ways, the teacher asks the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi students to always bring dictionary and look up to it, and give them lots of example. He also uses alphabetic sign language for several time. The teacher also Universit wave either pat on the students' shoulder to geit their attention. awil available Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Bramilaya The teacher explains his reasons for choosing the solutions is based on the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universiteacher's experiences for years. The teacher understand that deaf students have sites Universitas Brawijaya rawijaya Universi background knowledge compared to the hearing students, considering this it as Brawijaya Universitas Brawijaya Universities deaf students, the teacher is still looking for better way to teach deaf students, the teacher is still looking for better way to teach deaf Universitstudents.wijay Universitas Brawi Although this research provides information about challenges on teaching Universit English for deaf students, however, the findings of this research cannot be used as sit Universia generalization for all English teachers in special school. The results and sites Butters and sites and sites and sites and sites are supported by the second sec findings of this research might show some differences in comparison to other University special school. Furthermore, it is expected for English teachers to stay patient in teaching Universit English for deaf students and keeps looking on the appropriate way in teaching Sitas Brawijaya Universi English for deaf students. In accordance with it, the researcher also expects for it as the results of this research can be useful for the English teachers to be better in Universiteaching English for deaf students despite several challenges that might appeared sitas Brawijaya Universitas Brawijava Universitas Brawijaya Universit dictionary in computer which can show pictures of words. The school should be a Brawijaya Universitas Brawijaya Universitas Brawijaya Universition considers the use of sign language in delivering the material. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Apakah bapak harus mengadaptasi materi dan media? Versitas Brawijaya Universit The Researcher ersitas Brawijaya : Itu memang perlu karena mereka mengalami keterbatasan Universit The Teacher pendengaran sehingga kami harus mempunyai kiat-kiat dalam penggunaan metode, media, materi yang variatif jika Sitas Brawijaya Unitidak cocok. Yang sering adalah kami memberikan metodesitas Brawijaya pemberian tugas agar anak-anak bisa aktif jika melaluisitas Brawijaya rawijaya tugas versitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya UniversitThe Researcher Uni: Apakah Bapak terkadang susah untuk mendapatkan medias kas Brawijaya un materi tertentu? Universitas Brawijaya ersitas Brawijaya Universit The Teacher ya : Kadang-kadang mbak. The Researcher : Pernahkah anak-anak pernah salah tangkap karena katakata yang mirip bentuk pengucapannya? **Universitas B** UniversitThe Teacher : Sering, karena mereka tidak bisa mendengar hingga tidaksitas Brawijaya bisa mengontrol ucapannya. Jangankan bahasa inggris, sitas Brawijaya bahasa indonesia saja mereka kadang tidak mengerti apa yang di ucapkan guru. Solusinya saya tuliskan di papan atau membantu dengan gerak badang. The Researcher : Pernahkah Bapak terkadang susah mendapatkan perhatian rawijaya murid karena tanpa suara panggilan? The Teacher : Iya, kadang-kadang temannya saya suruh njawil kalau rawijaya saya jauh atau saya ketok meja kalau yang masih mendengar masih bisa. The Researcher : Kalau ada keterbatasan kosa kata, apa yang Bapak lakukan? Universit The Teacher : Kami buat seperti di bahasa indonesia mereka, di bahasa Indonesia anak pun mengalami kesusahana seperti membedakan definisi; Bersih, Dibersihkan, Kebersihan, Bersihkan. Saya memberikan contoh agar tidak kesusahan; Sitas Brawijaya Ibu membersihkan dapur, Dapur dibersihkan oleh ibu, sitas Brawijaya Jagalah kebersihan. Itu kita buat sebanyak-banyak merekasi as Brawijaya supaya tahu dan paham tentang kata-kata sulit yang tidak Brawijaya bisa diratakan versitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ Apakah bapak sering memberikan contoh dalam bentuksitas Brawijaya rawijaya UniversiThe Researcher sambaras Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitThe Teacher ya Unive Sekarang jarang mbak, sekarang kami memanfaatkan Brawijaya Unikomputer, Elaptop, kadang-kadang saya berikan beberapasitas Brawijaya Universitas Brawijaya gambar dan kata, cari gambarnya disini. Sering kami berikan tugas, dan latian supaya aktif anak-anak. Selain Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Uni juga menguasai bahasa Inggris, anak anak harus menguasai sitas Brawijaya rawijaya **Universitas Brawijaya** Un IT. Tapi kembali lagi ke perihal IQ anak-anak, dengan IQ las Brawijay Uni agak kurang itu prosesnya agak lama, itu ya prosesnya agaksitas Brawijaya rawijaya lama, yang satu sudah menyelesaikan 1 sampai 40, yang sitas Brawijaya rawijaya **Universitas Brawijaya** satu baru 5 sampai 10. Variatif. Disini, ini ada ujian, ini ada rawijaya yang hasil ujiannya 7.8, 6.8. ersitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitable Researcher : Bagaimana jika terkadang muridnya belum mengerti pak? rawijaya rawijaya UniversitThe Teacher ya Uni: Kalau memang mereka belum mengerti, kita sampaikan itas Brawijaya lagi. Contohnya jika structure diajarkan ulang-ulang dengansitas Brawijaya Universitas Brawijaya dibuat contoh perbandingan di bahasa indonesia; Santi Universitas Brawijaya sedang merebus air di dapur sekarang, Santi merebus air tiap di dapur tiap pagi, Santi merebus air di dapur itas Brawijay Universitas Brawijay kemarin. Nah dengan di ulang-ulang dan diberikan las Brawijaya perbandingan mereka akan paham dan menguasai. Buku-sitas Brawijaya Universitas Br rawijaya buku yang sekarang cenderung tidak ditampakkan tatasitas Brawijaya rawijaya bahasanya, seperti aturan tenses. Sehingga kita juga perlu Universit untuk memberikan, selain ada di buku kita juga diperlukan. rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijay** Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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| rawijaya | Universitas I | / / / * - | designed by the government. | | |
| rawijaya | Universita | The teacher find difficulties in finding | | | s Brawijay |
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| rawijaya | Universitas | | teacher asks the students in seat to wave to the other st | the front | s Brawijay |
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| rawijaya | Universitas B | The teacher find the students make mistakes to understand a word because of | The teacher write down t | he words | s Brawijay |
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| rawijaya | Universitas B | example of the word before going to the | The teacher face this cha explaining the words first, | and give | s Brawijay |
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