

**THE CHALLENGES IN TEACHING ENGLISH FOR DEAF
STUDENTS AT SMALB-B YAYASAN PUTRA TUNAS
BANGSA (YPTB) KOTA MALANG**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
MALANG
2016**

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BANGSA (YPTB) KOTA MALANG**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
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2016

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ABSTRACT

Fadhilah, Darin. 2016. **The Challenges in Teaching English for Deaf Students.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya, Supervisor: Frida Unsiah, M.Pd.

Key Words: Deaf Students, Teaching Challenges, Special School.

English as a global language for communication is already established as a 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 in teaching English for deaf students, the teacher's effort to face those challenges, and the teacher's reason for choosing the solution.

This study used a descriptive qualitative method to answer the research's 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 the teacher. First, the teacher needs to get the students' attention without calling their names. The second is the teacher finds the students making mistakes in 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 the students to always bring dictionary and look up to it, and gave them lots of example. He also used alphabetic sign language for several time. The teacher also waves either pats on the students' shoulder to get their attention. The teacher's solutions is based on the teacher's experiences for years. The teacher understands that deaf students have limited access on audio materials. This leads to deaf students who have less background knowledge compared to the hearing students, considering this conditions, the teacher stay patient with the students. Through the years of teaching deaf students, the teacher is still looking for better way to teach deaf students.

ABSTRAK

Fadhilah, Darin. 2016. **Tantangan yang Dihadapi dalam Mengajar Bahasa Inggris bagi Murid Tunarungu**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Frida Unsiyah, M.Pd.

Kata Kunci: Murid Tunarungu, Tantangan dalam Mengajar, Sekolah Luar Biasa.

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 murid tunarungu. Berkaitan dengan hal ini, penelitian ini dilaksanakan untuk 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 proses 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 miripnya 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 meniasati hambatan murid dalam membedakan kata dengan konteks tertentu. Tantangan yang kelima, guru harus meniasati hambatan dalam proses pembelajaran yang disebabkan oleh kurangnya 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. Guru terkadang menggunakan bahasa isyarat huruf. Guru melambatkan 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 memiliki akses terbatas pada materi audio. Hal ini menyebabkan murid tunarungu memiliki latar belakang pengetahuan yang kurang jika dibandingkan dengan murid biasa, meniming 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.

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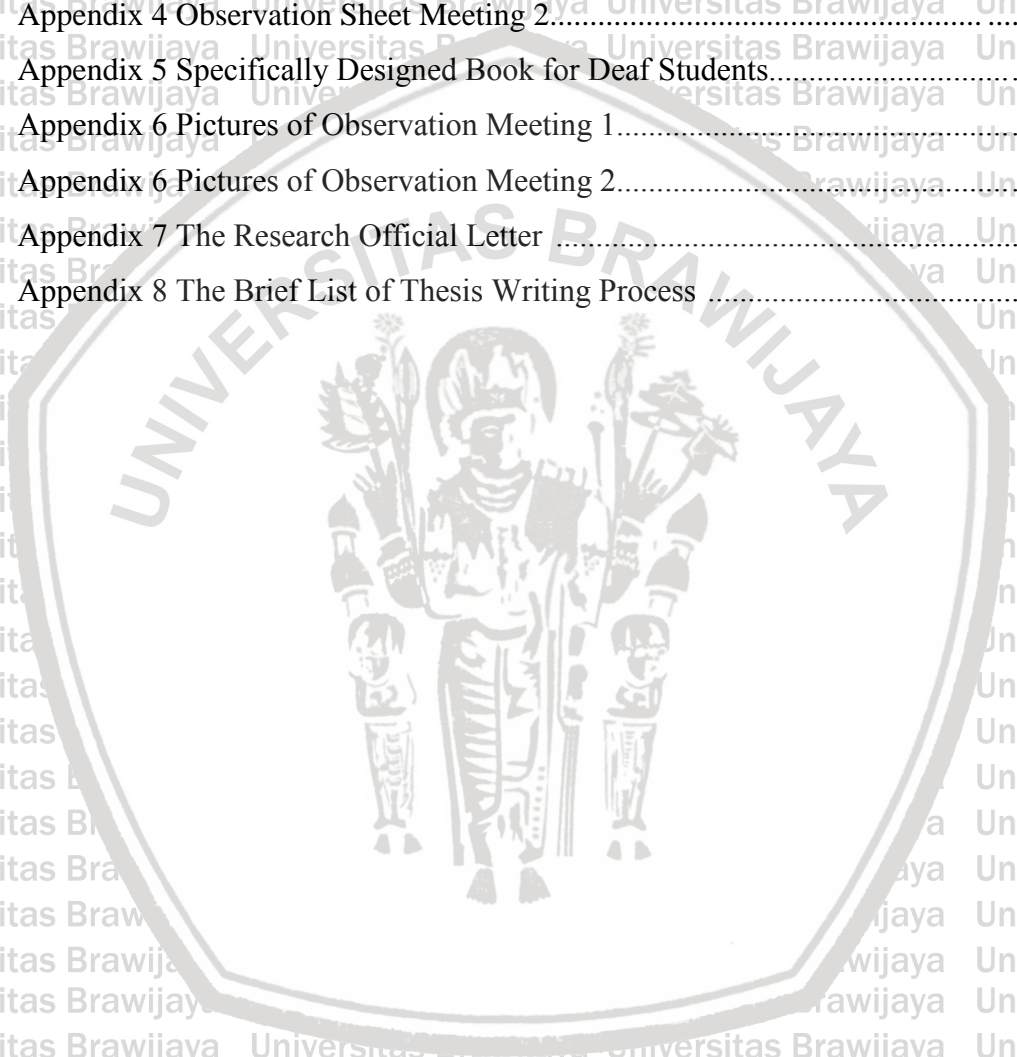
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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms.

1.1 Background

English is mainly used as a tool for communication in this era of globalization. English is used in education, diplomation, bussiness, etc. Therefore, English is a necessary subject to be learned, at school, college, and work place. English is already established as one of the subjects in a regular school in Indonesia since in junior high school level (The Ministry of Education and Culture, Article No. 060/U/1993, cited in Suyanto, p. 3). It is also the subject for students with special needs in special schools called as *Sekolah Luar Biasa* (SLB) in Indonesia.

Special school is a school which is specifically designed to provide and support the needs of special education for students with special needs. Special Education is an education which fulfills the needs of special students with an adaptation to their needs. Redbridge (2014, Para.1) states, "the term Special Educational Needs (SEN) has a legal definition.....it applies to children who have learning difficulties or disabilities that make it significantly harder for them to

learn or access education than most other children of their age.” The term of Special Educational Need is set out in the Education Act 1996 and the Children and families Act 2014.

Based on Firestone. (Para.1), special education means:

“A form of instruction that's designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children in school. The term special education is used interchangeably with special needs, and the disabilities may be physical, emotional, or behavioral.”

As stated in Redbride (2014) and Firestone about special education which refers to an education for students with special needs with an environment that could facilitate the students with special needs.

Students with special needs refer to children with learning difficulties or disabilities that make it significantly harder for them to learn or access education compared to regular students. Based on First 5 California (2008, p.1), Children with special needs refers to “Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or Children without identified conditions, but requiring specialized services, supports, or monitoring”.

Based on Individuals With Disabilities Education Act (IDEA), there are 13 categories of children with special needs such as Autism, Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual

Impairment. (The National Dissemination Center for Children with Disabilities, 2012).

In Indonesia, the government built the special schools for students with special needs, based on UUD No. 72, 1991 which is stated that every child with disability has the right to go for education. The special school will help to provide all the facilities for the students with disability and help them to learn in school.

Based on the policy, the special school accepts the students with disability, such 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 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 learn English because children with hearing impairments often show significant delays in phoneme production, vocabulary, and syntax. (Schirmer, 1985; Seewald, Ross, Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977 in Cawthon, 2001).

Deaf students cannot fully process the information in form of audio, while regular 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 and hearing impaired students tend to be visual learners – and this is difficult in an environment where much essential information is delivered exclusively by word of mouth." (cited in Mpofu, *et al.*, 2013). Therefore, the language characteristic is usually different, the structure of sentences of deaf students is usually different

from hearing students, and it will be a challenge for the teacher to teach the deaf students both structure of Indonesian sentences and English sentences at the same time.

Based on the explanation before, the researcher is firstly interested to know the challenges in teaching English for deaf students, secondly is to know the teacher's efforts to solve the challenges, and lastly, to know teacher's reasons for choosing the solution.

SMALB-B YPTB is one of the special schools in Malang, SMALB-B YPTB is the oldest special school which was built in 1995. The purpose of this school is to give children with special needs the chance to go for a higher education, which focuses on deaf students only. The researcher choose this school as the source of the research based on the researcher's experience as a volunteer of accompanying deaf students at university level who were the alumni of the school.

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 in Jordan* by Dr. Ibrahim A. El-Zraigat and Dr. Yahya Smadi. The second one is *English teachers of deaf and hard-of-hearing students in French schools: needs, barriers and strategies* by D. Bedoin.

The researcher hopes that this research can be a reference for teachers who are teaching English for deaf students in SMALB either in an inclusive class to find out the best way to teach deaf students.

1.2 Problems of the Study

Based on the background of this research, there are three problems of the study:

1. What are the challenges faced by the teacher in teaching English for deaf students?
2. What are the teacher's efforts to face the challenges in teaching English for deaf students?
3. What are the teacher's reasons for choosing the solution?

1.3 Objectives of the Study

Regarding the problems of the study, the researcher focused on knowing and identifying:

1. The teacher's challenges in teaching English for deaf students.
2. The teacher's efforts to face the challenges in teaching English for deaf students
3. The teacher's reasons for choosing the solution.

1.4 Significances of the Study

The results of this research are expected to provide useful information for:

1. The English Teacher: As a reference on how to teach English for deaf students in a special school, the teacher is aimed to know the better way to teach English and face the challenges in teaching English for deaf students.

2. Other researchers: As a contribution to the development of the education study, particularly for those who are interested in conducting research on special education in special school.

1.5 Definition of the Key Terms

In order to avoid misunderstanding of the key terms that are used in this study, the researcher gives the definitions of each of the key terms below:

1. Teaching Challenges

In this research, the challenges are some difficulties or tasks that arise in teaching English for deaf students.

2. Special School

A school with an environment where all the students with disability can learn both academically and *non*-academically despite of their disability.

3. Deaf Students

Students with hearing impairment which affects the ability of the students in processing linguistic information through hearing (unable to hear), also the ability to produce sounds (unable to speak).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature. It consists of theoretical framework underlying this research which includes the theory of special school; special education and special school in Indonesia. It is also discuss about deaf students, characteristics of deaf students, and teaching English for deaf students. Moreover, the researcher also explains some theories related to the previous studies used as the references in this study.

2.1 Special School

Special school is a school which is specifically designed to provide and support the needs of special education for students with special needs. The school supports the students through adapting the material, media, curriculum, *etc.* related to their special needs. The goals are mainly to help the students to get the knowledge they needs despite of their disability.

2.1.1 Special Education

Special education is a process of teaching and learning which is adapted under certain condition and situation of the learners. Thus, the learners can get the knowledge and soft skill despite of their certain condition and situation.

Therefore, the term of Special Educational Needs (SEN) has born, it has a legal definition which set out in the Education Act 1996 and the Children and families Act 2014. The term refers to needs of special education which is applied to the students with learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other students of their age (Redbridge, 2014, para.1).

Based on Firestone. (Para.1), special education means:

“A form of instruction that's designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children in school. The term special education is used interchangeably with special needs, and the disabilities may be physical, emotional, or behavioral.”

As stated in Redbride (2014) and Firestone about special education before, special education means an education for children with special needs with an environment that could facilitate the children with special needs. A special school would provide the special education for them based on the 13 categories of students with special needs as defined by the Individuals with Disabilities Education Act (IDEA), such as autism, blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impaired, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment (The National Dissemination Center for Children with Disabilities, 2012).

2.1.2 Special School in Indonesia

In Indonesia, the government builds the special school (known as *Sekolah Luar Biasa* in Indonesia) for students with special needs for their special

education, based on the *UUD No. 72, 1991* which states that every child with disability has the right to go for education, to get knowledge and soft skill from the process of teaching and learning in the class despite their disability.

The special school will help to provide the special education with all the facilities for the students with special needs and help them to learn in school to get the knowledge and soft skill they need.

Based on the policy, the special school accepts the students with disability with three main categories, they are physical, mental, and personality disorders.

Physical disorder category consists of deaf students, blind students, etc. However, mental disorder category includes mental retardation students. Last, personality disorder consists of students with personality disorder. Some special schools accept kinds of special students, while the others only focus on one kind of students with special need. For example, there is a special school which focuses on special education for deaf students only.

The special schools' goals is to provide the special education for students with special needs considering their disability; physical, mental, and personality disorder in expectation that the students can improve their characters, knowledge, and soft skill to live and adapt with the cultures either the rules of the community within they live despite their disability.

Based on Article 7, *UUD No.72 1991*, the curriculum of special school is based on the national curriculum, it is similar to the curriculum of regular schools in Indonesia with adaptations which follows the needs of the students with special needs (Based on Article 16, *UUD No. 72 1991*).

The school provides teachers with consideration that they have background knowledge about special school, special education, students with special needs.

The school makes an environment which supports the process of teaching and learning for the students with special needs, so the students can learn the knowledge and soft skill freely, and in a comfortable way despite their disabilities.

2.2 Students with Special Needs

Students with special needs refer to students under certain condition and situation which is different from most other students of their age that make them having learning difficulties, so they need special education in a special school which is trying to provide their special needs. First 5 California (2008, P.1) stated that student with special needs refers to “Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or Children without identified conditions, but requiring specialized services, supports, or monitoring”

2.2.1 Deaf Student

Deaf student is a student with hearing imparment which makes the students hard to perceive an information in form of audio, and usually exhibit some form of articulation difficulty. This leads the students to hardly perceive the material from the teacher. Therefore, deaf students would usually face some challenge in the process of learning and teacing, especially in fully understanding the material compared to hearing students. Therefore, they need a teacher who can transfer the

material in an appropriate way considering their deafness. To be able to transfer the material in an appropriate way, the teacher should have information about range of hearing loss and its educational implication for deaf students. The information is presented in table 2.1 below.

Table 2.1 Hearing Loss and Educational Implications

Range of Hearing Loss	Decibel Range	Educational Implication for Students
Normal	-10 to +15 decibels	Can hear all speech sounds in good acoustic environment
Minimal Loss	16 - 25 decibels	<ul style="list-style-type: none"> • Difficulty hearing faint/distant speech • May require preferential seating • Needs assistance with language development
Mild Loss	26 - 40 decibels	<ul style="list-style-type: none"> • Hearing aids or fm system may be recommended by an audiologist • Requires preferential seating • Will likely need assistance in area of speech, language, reading, writing and social skill development • Staff and students would benefit from an inservice on hearing loss
Moderate Loss	41 - 55 decibels	<ul style="list-style-type: none"> • Hearing aid and fm system are necessary • Should understand conversation in quiet environment within three to five feet of person • Will need help in areas of speech, language, reading, writing and social skill development • Staff and students would benefit from an inservice on hearing loss
Moderate to Severe Loss	56 - 70 decibels	<ul style="list-style-type: none"> • Hearing aids and fm system are necessary • Most speech information is missed • Unless student uses amplification on a full time basis • Will need help in areas of speech, language, reading and writing • Requires preferential seating • Will need special training in area of social skills

		<ul style="list-style-type: none"> • Staff and students would benefit from an inservice on hearing loss
Severe Loss	71 - 90 decibels	<ul style="list-style-type: none"> • Hearing aids and fm system are necessary • Relies mostly on vision rather than hearing for processing information • Cannot hear speech without amplification • May hear loud sounds when near the sound source • Requires preferential seating • Difficulty with intelligibility of speech and voice quality • May have language and social delays • Signing and speech may need to be taught • Specialized programming is required • Staff and students would benefit from an inservice on hearing loss
Profound	91 or more decibels	<ul style="list-style-type: none"> • Hearing aids and fm system may not benefit the student • Cannot hear any sounds without amplification • Difficulty with intelligibility of speech and voice quality • Will likely have language and social delays • Requires preferential seating • Specialized programming is required • Staff and students would benefit from an inservice on hearing loss

2.2.2 Language Acquisition of Deaf Students

Noam Chomsky in 1960 stated that children are born with an inner capacity for language development which called as LAD, Language Acquisition

Device. Chomsky suggested that this device is the answer to why No-one really knows how we learn language. This device borns with us, the device that helps us to naturally learn language (cited in Deaf Children Australia).

In his research, Chomsky learn that children use LAD to understand, and produce language starting from birth, they process it in their minds and then produce sentences through the input of what they've heard around their surrounding and community. In general, children start to build their language foundations by the time they are five years of age. Therefore, it is important to expose the children with good input around five years of age to help their language development, they need to be exposed to kind of interactions in a 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 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 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 input to be process in the language acquisition device. This is the reasons why the 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 child can understand is when people talk or sign to them directly, one-to-one (Institute of Deaf Children Australia, 2012).

Nevertheless, deaf children are also born with the language acquisition devices. This devices helps them to cope with their situation and learn language in

their own way which withstand their nature. Thus, they are grown as deaf children and still able to develop their language although their language development is less compared from the hearing children.

Based on the researcher experiences, the researcher once went to a kindergarten for deaf children. The researcher was amazed by how young were the deaf children yet they could communicate to each other through lip reading.

This proves how every child is born with the language acquisition devices which helps them with the language development naturally.

The concern is the less input the deaf students receive, the less background knowledge they have compared to the hearing students. Thus, in the process of learning in school, deaf students probably needs more time to undertand the 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.

2.2.3 Characteristics of Deaf Students.

Deaf students have some characteristics as difficulty in following verbal 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 lips movement of word *okay* is similar to the word *no way*, this could lead them to 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

students. Their writing usually have some language mistakes and lead to misconception about their idea in their writing. This is also could lead deaf students to some difficulties with social interaction either emotional or interpersonal skills.

Deaf students will usually exhibit some form of articulation difficulty. There will be some words which hardly to pronounce by deaf students clearly.

Deaf students can become easily frustrated when they could not grasp an idea either understand something which is present in an abstract concept because of their difficulty in following verbal directions and language delay. And this is 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 present their idea. They will used their hand to describe something. It is best to teach deaf students with picture either body language so they can grasp the idea of something.

Therefore, it is a challenge for a teacher to teach a deaf students. Their characteristics need to be faced by a teacher which is fully understand how to teach deaf students (Mpofo, *et al.*).

2.2.4 Challenges in Teaching Special Students

The process of learning English of regular students and deaf students is not 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 phoneme production, vocabulary, and syntax. (Schirmer, 1985; Seewald, Ross,

Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977 cited in Cawthon, 2001).

Deaf students cannot fully process the information in form of audio, while regular students can process them, this may affect their reading ability because of lack of vocabulary from the audio they cannot process. Oyewumi (2008) stated "Deaf and hearing impaired students tend to be visual learners – and this is difficult in an environment where much essential information is delivered exclusively by word of mouth." (cited in Mpfu, *et al.*, 2013). The language characteristic is usually different, the structure of sentences of deaf students usually is different from hearing 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 should have special considerations to adjust to student's disabilities either their characteristic (Mpfu, *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 hand movements to keep the deaf students focused. A teacher needs to face the students and avoid standing in front of a light source to avoid difficulty to read lips (Mpfu, *et al.*, 2013).

The setting of the class is important, it is necessary to set the chairs where all the students can see teacher's lip movement either the hand movement. The use of mirror in all side of the class is necessary, the student can see the lips

movement through mirror and to help them focuses to the teacher, and to avoid any distraction considering deaf students are visual students.

Teacher's considerations to adjust to student's disabilities either their characteristic refer to teacher's effort to adjust the material, media, etc. considering the deaf students who are not able to learn listening and speaking skill, and ways to make deaf students easier to learn writing and reading skill. In example, teacher tend to uses pictures when describing something to avoid abstract imagination from the deaf student, to help them understand thing more and give an exact example of something because deaf students are visual learner.

Brelje in 1999 stated that there are two main approach of teaching method for deaf students, first is lip reading, the next is sign language with the help of oral language (cited in Bedoin, 2010). Yet, the principal of special schools for deaf students in Indonesia do not allow sign language in the process of teaching and learning, the school choose to use the lip reading approach. This is considering the situation of *what if* the deaf students do not surrounded by people who can use and understand sign language.

2.3 Previous Studies

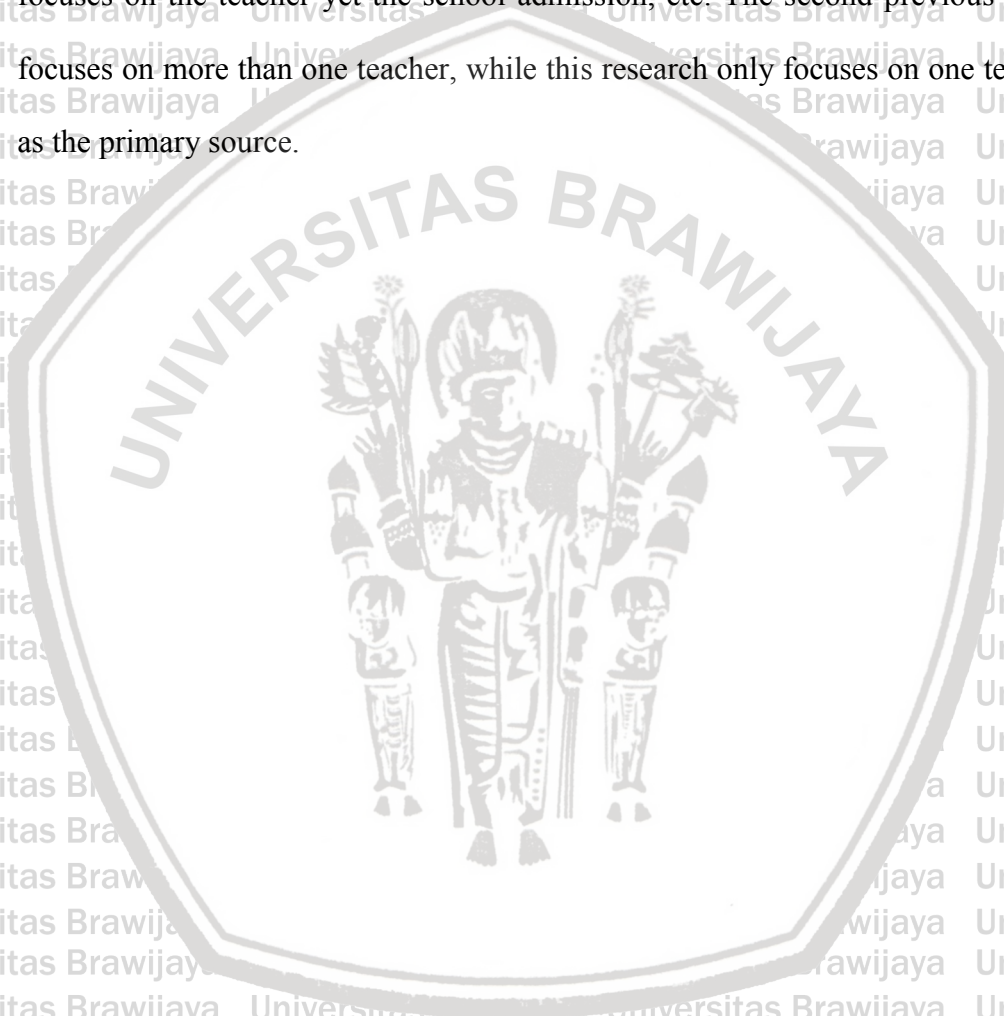
There are two previous studies used as a reference in this research, the first one is *Challenges of Educating Students Who Are Deaf and Hard-Of-Hearing in Jordan* by El-Zraigat and Smadi (2012). The second one is *English Teachers of Deaf And Hard-of-Hearing Students In French Schools: Needs, Barriers And Strategies* by Bedoin (2010)

The first previous study was conducted to review current special education programs and curricula relates to deaf and hard-of-hearing students using the review of Jordanian national standards. Qualitative data were collected throughout the study. The results showed that educating students who are deaf and hard-of-hearing is challenging. These challenges included a lack of remedial and educational programs, insufficient teachers, unequipped schools, and a lack of instructional and assessment tool. The importance of the present study is to 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 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 strategies of teachers who work with deaf students. They are faced with the 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 teaching practices in English classes, questionnaires, interviews and in-class observations in several special and mainstream schools were conducted. The findings show that different teaching strategies are used in order to make English lessons accessible to deaf students.

There are differences and similarities between this research and the previous studies. The first previous study was conducted to review current special education programs and curricula relates to deaf and hard-of-hearing students using the review of Jordanian national standards, the second previous studies was

conducted to know the needs, barriers and strategies of teachers who work with deaf students, while this research is conducted to know the challenges in teaching English for deaf students. This research uses descriptive qualitative to get the result which similars with the previous studies. The first previous study not only focuses on the teacher yet the school admission, etc. The second previous study focuses on more than one teacher, while this research only focuses on one teacher as the primary source.



CHAPTER III

RESEARCH METHOD

This chapter presents the research design, data source, data collection, and data analysis.

1.1 Research Design

In this study, the researcher used a descriptive qualitative as the research method. A descriptive qualitative is a research method which addresses to answer the questions to a unique phenomena which is happening in the form of detailed description. It is based on description of observations, it adresses to answer the question of a phenomenon, it could be an extraordinary events, occurances, either circumstances. A descriptive qualitative takes the data in the form of descriptive narratives, like field notes, recordings or other transcriptions from audio, videotapes, tapes, films, and other witten records. It also takes artefacts from the objects what people make, do, say, produce, or write (Shaver, 1991 cited in Yulianto, 2016).

In descriptive qualitative, there is no numerical data, it is different from the quantitative research. It is only based on field notes, recordings or other transcriptions from audio, videotapes, tapes, films, and other witten records. It also takes artefacts from the objects what people make, do, say, produce, or write, etc.

In this research, there is no numerical data because the data are based on the interview with the teacher and the observation sheet. This resesearch is adressed to answer the challenges of teaching English for deaf students based on the teacher's perspective.

3.2 Data Source

The main data source in this study was the English teacher as the main subject of the research. The teacher is one of the teachers of *Yayasan Putra Tunas Bangsa*, the special school of deaf students. Other source of data in this study was the eight deaf students who are taught by the teacher, they were from grade ten. The data were expected to be supporting data other than the main subject, the teacher. The researcher chose this class based on the recommendation from the teacher.

1.3 Data Collection

To collect the data, first, the researcher conducted an interview with the English teacher. The next was the researcher conducted observations for twice in the class and took documentation of the teaching and learning process.

The researcher conducted the interview with the English teacher using the interview guide, there were seven questions in the interview guide. The interview with the English teacher was conducted to find out the challenges in teaching deaf students, and the teacher's effort to those challenges, also the teacher's reason for choosing the solution.

The observation and documentation were conducted in the class through the process of teaching and learning to cover the research problems. The researcher observed the process for twice using the observation sheet. The documentation of the process used a camera as the instrument to record and to take photos.

1.4 Data Analysis

In this research, the data analysis were analyzed using Miles and Hubberman theory (1994). The descriptive qualitative analysis in this research consists of three current flows of activity: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data which appear in transcriptions. The data reduction process will continue after fieldwork, until a final report is completed. In other words, the analysis of data reduction will sharpen, sort, focus, discard, and organize data in such a way that 'final' conclusion can be drawn and verified. The data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, etc.

The steps of the research was the researcher first conducted the interview with the teacher using the interview guide. The next step was the researcher conducted observations for twice and took documentation in the class. From the data, the researcher selected the important data which answered the research problems. It

started from making transcription of the interview and description of the observation sheet, then selecting the challenges faced by the teacher based on the interview guide, and observation sheet. The next was listing the solution from the teacher.

2. Data Display

The second flow of the analysis process is data display. Display is an organized, compressed assembly of information which permits conclusion drawing and action. Data display are in the form of matrice, graphs, charts, and network, etc. It helps us to understand what is happening and to analyze further or take action based on that understanding. For example, a text from a field note which consists of 3600 pages will be a 'boring' passage, through display, it is easier to understand because humans are not very powerful as processors of large amounts of information, our cognitive tendency is to reduce complex information into selective and easily understood configurations. Faust (1982) says, "Extended text can overload humans' information-processing capabilities" (Cited in Miles 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, also pictures from documentation. The data triangulation of the research is between the data from the interview and the data from observations.

3. Conclusion Drawing and Verification

The third flow of the analysis process is conclusion drawing and verification. The conclusion drawing depends on the size of the corpus of field notes, the coding, storage, and retrieval methods used. It is over when the data collection is over. The verification will be based on the researcher's second thought during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleges.

In this research, the researcher describe the data as collected as detail as possible in drawing the conclusion. In the process of drawing conclusion, the researcher confirmed the result of the analysis with the theory taken from El-Zraigat and Smadi about challenges in teaching deaf students, Bedoin about teacher of deaf students, Mpofu and Chimenga about challenges faced by hearing impaired pupils in learning.

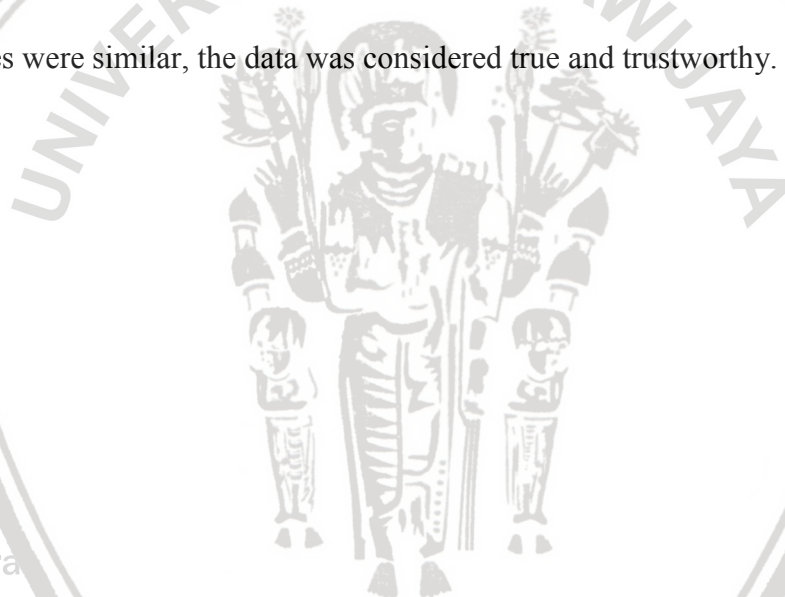
3.4.1 Data Triangulation

Triangulation is a method used by qualitative researcher to check and established validity in their studies. Data triangulation is one of the types of 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 by cross checking the two sources of data. They were the data from the interview with the teacher and the data from observations in the class. The process was described on the figure below.



Figure: 3.1 Data Triangulation Process

The data collected through the interview were cross-checked with the result of the observations, then the data from observations were also cross-checked with the result of the interview. Whenever the data collected from all sources were similar, the data was considered true and trustworthy.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explores findings and discussion of the research to answer the research problems. The following chapter, the research tries to describe in detail the result of the interview with the teacher and the observation which was conducted in English subject at class X of SMALB YPTB.

4.1 Findings

The interview with the teacher was conducted using the interview sheet (appendix 1, page 42) with seven questions, one of the questions has sub-points.

From the interview, the researcher obtained the data to answer the research problems. Yet, the researcher needed to conduct the observation to cross-check the data from the interview with the data from observation as a part of data triangulation.

The interview was conducted to find the answer related to the research problems. In the interview guide (appendix 1, page 42), the question number 1 was intended to know how many years has the teacher's experience in teaching deaf students. The question number 2 and 3 were intended to know the method used 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 challenges in teaching deaf students. Those questions were also intended to find

out what the teacher's efforts to face the challenges in teaching English for deaf 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 for deaf students. Yet, after the process of data triangulation, the process of cross-checking the data from both the interview and observations, there are only six 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 teaching 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 the teacher needed to adapt and deliver the materials in appropriate ways with exact 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 teacher taught the material about tenses. The teacher asked the students to 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 used by the students were specific books from the government, the books are specifically designed for the deaf students.

The second challenge was the teacher faced difficulties in finding the appropriate media for the students. Similar to the first challenge, the teacher needs

to consider the students' disability to receive any materials in form of audio.

Therefore, the teacher needs to find an appropriate media for the students. Yet, from the observation, the teacher did not seem to have difficulties in finding the appropriate media. At the first observation, the teacher used only the white board as a media, although there was a LCD in the class which can be used to display visual support such as pictures or video.

The third challenge was sometimes the students made mistakes in understanding words because of similar lips movement with other words, and it was also hard for them to guess after words the teacher said because they only saw the lips movement, they could not hear the teacher's voice. Therefore, the teacher sometimes needs to repeat the words or write them down. For example, the teacher needed to write down some words on the whiteboard when the students cannot grasp the words teacher said. At the first observation, the challenge occurred for several times, the students were confused with several words the teacher said looking only to the teachers' lip.

The fourth challenges was to get the students' attention without calling their names. Through the first observation, there were several times when the 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 students in the back.

The fifth challenges was students' limited vocabularies, therefore, the teacher needed to give definition and examples of a word first before continuing the next materials. There were several terms which were confused by the students'

even after being translated to Indonesian. For example, the words *bersih*, *dibersihkan*, *kebersihan*, *bersihkan* are quite different in certain context although they have similar meaning.

The sixth challenge was the lack of background knowledge of the students. The teacher explained how the lack of background knowledge influenced the students in learning the material. The lack of background knowledge resulted from the disability of deaf students to access any information 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 and learning process because the teacher needs to explain the material more than once. From the observation, the students were quite confused with the material, although they looked at the dictionary, it took times a little bit longer to understand the meaning and the context compared to the hearing students. Yet, it is important to be mentioned that deaf students aren't stupid or have low IQ.

The lack of background knowledge resulted from the disability of deaf students to access any information in form of audio.

The seventh challenge was students' difficulties in differentiating similar words. For example, the teacher gave the word 'done' and translated it into Indonesia as *sudah* or *telah* but several students were confused by the differences between the use of those words, those two words have similar meaning and function, however there is a different context related to them. Therefore, the teacher needed to explain the differences first and then gave them an explanation.

The last challenge was the need of repetition in delivering the material.

The process of delivering the material was harder because of several challenges explained before, therefore, it was quite harder for the teacher to explain the material for deaf students because they could not access any materials in form of audio and teacher needed to write down several words on the white board. The teacher needed to consider the background knowledge of the students, and deaf students took times a little longer compared to hearing students to absorb the material.

4.1.2 Teacher's Efforts to Face The Challenges

This part explained the teacher's effort to face the challenges explained above. The data is taken from the interview with the teacher and from the observations in the class.

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 students. The teacher read a lot of references and learn from his experiences. Yet, 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 tenses at the moment.

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 many references of good materials from books and the internet. The teacher

mostly used media in form of pictures, video, and prototype. Yet, from the first 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)

The next challenge was when the students make mistake in understanding words because of similar lips movement with other words. The teacher's effort was to write down the word on white board and used alphabetic sign language to help them understand the words he said. The data from the interview and the observations were both true.

The fourth challenges was how the teacher managed to get the attention of 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 students. The teacher also walked around to get their attention. From the observations, the teacher walked around the class or asked the students at the front seat 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 the 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 them with their limited vocabularies.

The teacher's effort to face the sixth challenges was similar with the previous effort. The teacher also faced the challenge by always giving the students homeworks to enrich their knowledge. From the observation, the teacher gave them a homework and lots of example relating with real life.

The seventh challenge was students difficulties in differentiating similar words. For example, the teacher gave the word 'done' and translated it into Indonesia as 'sudah' or 'telah' but several students were confused by the differences between the use of those words, those two words have similar meaning and function, however there is different context related to them. In this case, the teacher gave them examples for every word, and made a comparison to help the students understand the differences in any context. The data from the interview and the observations were both true.

The last challenge was the needs of repetition in delivering the material. The teacher explained that in this kind of situation, the matter was the ability of the teacher to stay patient with the students. From the observation, the teacher show lots of patience in the process teaching and learning in the class.

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 time, yet the teacher eventually learn through the process. The teacher learn from 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 eventually knew how to deal with any situation based on his own experience, he tried and figured it out through the moment.

The teacher understand that deaf students have limited access on audio materials. This is lead to deaf students have less background knowledge compared with the hearing students, considering this conditions.

Therefore, the teacher asked the students to always bring their dictionaries to help the the teacher in giving any definition of words, it is easier for the teacher because the students tried to understand the definition by themselves then the teacher just need to give them the examples.

The teacher write down several words on the white boards to avoid misunderstanding because there are some words whose similar lips movement.

The teacher also used alphabetic sign language to help the teacher said several words.

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 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 interview with the data from the observation and vice versa. In the final data, the are are only six challenges which are valid and proven through the observation in the class.

The data triangulation was done to make sure about the data validation, the process of cross-checking the result of the interview with the result of the 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 English for deaf students.

Table 4.1 on the the next page presents the general conclusion of the result of challenges faced by the teacher, and the teacher's effort to face those challenges taken from the researcher instruments, those instruments were the interview guide and the observations sheet.



Table 4.1 Result of challenges faced by the teacher and the teacher's effort taken from the research instruments

The Result of Interview	The Result of Observation	
	The Challenges	The Efforts
The teacher needs to adapt the material and media.	There is no sign of the teacher face difficulty such as the need to adapt the material and media. The teacher follows the books designed by the government.	There is no sign of effort from the teacher in adapting the material and media, the teacher follows the book designed by the government.
The teacher find difficulties in finding media for certain material.	There is no sign of the teacher face such as difficulty, the class is facilitate with an LCD yet the teacher only use white board.	The teacher only use white board, although there is an LCD in the class and from the interview, the teacher say he will look at many references as books, etc. to find certain media.
The teacher need to get the students attention without calling their names.	There are several times the teacher needs to get the students attention while the students are focus on writing the material.	The teacher walks around the class to get the students' attention, the teacher asks the students in the front seat to wave to the other students or pat on their shoulder.
The teacher find the students make mistakes to understand a word because of similar lips movement with other words	The students make mistakes in understanding the words the teacher said.	The teacher write down the words and use alphabetic sign language to clear the miscommucation.

<p>The teacher needs to give definition and example of the word before going to the next material considering the students limited vocabularies.</p>	<p>The students confuses with the definition of several words.</p>	<p>The teacher face this challenge by explaining the words first, and give examples. The teacher asks the students to always brings their dictionary both in English and Indonesian.</p>
<p>The teacher find the students have difficulties in differentiate similar words with different context.</p>	<p>The challenge appears in the process of learning and teaching. In example, the word <i>plant</i> and <i>planting</i>.</p>	<p>Similar to the previous effort, the teacher face this challenge by explaining the words first, and give examples for each context.</p>
<p>The teacher find difficulties in delivering the material relating with the little background knowledge of the students (sometimes).</p>	<p>There are several students that take more times to understand the material because their different background knowledge.</p>	<p>The teacher give them more examples and he asks the students to look at the dictionary first.</p>
<p>The teacher needs to repeat some materials before going to the next material (sometimes).</p>	<p>There are times when the teacher needs to repeat the material because of the previous challenges stated.</p>	<p>The teacher repeats the explanation for twice or even more.</p>

4.2 Discussion

In this part, the results and findings of the research are being discussed to lead deep comprehension with theories of the related concern.

After the data triangulation process, there are six challenges which are valid after the process of cross-checking the data from the interview with the data from the observation and vice versa.

The first challenge is the teacher finds the students make mistakes to 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 clear the miscommunication.

Relating with this concern, Brelje in 1999 stated that one of approach in teaching methods is learning to lip reading (cited in Bedoin, 2010). Yet, sometimes mistaken words because of similar lips movement with other words may arise. Therefore, the teacher needs to speak clearly and naturally without 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 the difficulties of lip reading for the students (Mpofu, *et al.*, 2013).

The researcher believes if only the school gives permission to use sign language in delivering the material, it will be easier for the deaf students to understand. Based on the researcher's experiences as a volunteer in a deaf community, there are several deaf students share that it is easier for them to understand the material if it is delivered in sign language, yet the school principal does not use sign language in school because the deaf students are expected to

understand lip reading in case they live in a community where people do not use sign language.

The second challenge is the teacher needs to get the students attention without calling their names. The teacher effort is to walks around the class to get the students' attention, the teacher asks the students in the front seat to wave to the other students or pat on their shoulder.

Mpofu and Chimenga (2013) stated there are several ways to get the attention of deaf students considering their deafness. One of them is to pat on the shoulder of the deaf learners or wave to them, the teacher also needs to walk around.

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 similar to the theories of the experts.

The third challenge is the teacher needs to give definition and example of the word before going to the next material considering the student limited vocabularies. 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 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 from computer's dictionary which has pictures for examples of the words, in example, the dictionary of Cambridge Advanced Learner's Dictionary 3rd Edition

The fourth challenge is the teacher finds the students have difficulties in differentiating similar words with different context. Similar to the previous effort,

the teacher faces this challenge by explaining the words first, and giving examples for each context.

For both the third challenge and the fourth challenge, these concern are related with the experts theories. Cawthon (2001) stated that the process of learning English of regular students and deaf students are not the same.

It is quite difficult for the deaf students to learn English because children with hearing impairment often show significant delays in phoneme production, vocabulary, and syntax (Schirmer, 1985; Seewald, Ross, Giolas, & Yonovitz, 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 form of audio. It is completely acceptable if the students have difficulties in differentiate similar words with different context considering their limited vocabularies compare to the hearing students.

The fifth challenges is the teacher finds difficulties in delivering the material relating with the little background knowledge of the students. The teacher gives them more examples and the students to look at the dictionary first.

Relating with the previous experts theories, the students' significant delays in phoneme production, vocabulary, and syntax which occur as limited vocabularies comparing with the hearing students, it is understandable if the deaf students have little background knowledge comparing with the hearing students.

The researcher believes that the use of computer's dictionary will be useful for the deaf students. The researcher has experiences the advantages of

pictures as examples for the words in the computer dictionary such as the dictionary of Cambridge Advanced Learner's Dictionary 3rd Edition.

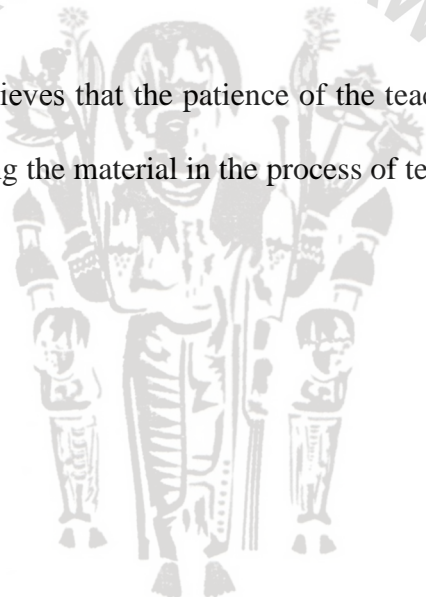
The last challenge is the teacher needs to repeat some materials before going to the next material, the teacher repeats the explanation for twice or even more.

This concern relates with all of the previous challenges explained above.

It is acceptable and eventually important for the teacher to repeat several things and make sure the students understand before going to the next material.

This challenge is a concern relating with the teacher's patients and effort to face the challenges.

The researcher believes that the patience of the teacher is really important in the process of delivering the material in the process of teaching and learning in the class.



CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions from the researcher related to the research. Other things such as suggestions for further research that have the similar concern are also discussed in this chapter as the improvement for all the lacks in this research to be improved for better.

5.1 Conclusion

The data shows there are six challenges face by the teacher. The six challenges are first, the teacher needs to get the students' attention without calling their names. The second challenge is the teacher finds the students making mistakes in understanding a word because of similar lips movement with other words. The third challenge 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 challenge is the teacher finds the students have difficulties in differentiating similar words in different contexts. The fifth challenge is the teacher finds some difficulties in delivering the material relates to the little background knowledge of the students. The last challenge is the teacher needs to repeat some materials before going to the next material.

The teacher face those challenges with several ways, the teacher asks the 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 wave either pat on the students' shoulder to geit their attention.

The teacher explains his reasons for choosing the solutions is based on the teacher's experiences for years. The teacher understand that deaf students have limited access on audio materials. This leads to deaf students have less background knowledge compared to the hearing students, considering this conditions, the teacher stay patient with the students. Through the years of teaching deaf students, the teacher is still looking for better way to teach deaf students.

Although this research provides information about challenges on teaching English for deaf students, however, the findings of this research cannot be used as a generalization for all English teachers in special school. The results and findings of this research might show some differences in comparison to other special school.

Furthermore, it is expected for English teachers to stay patient in teaching English for deaf students and keeps looking on the appropriate way in teaching English for deaf students. In accordance with it, the researcher also expects for the results of this research can be useful for the English teachers to be better in teaching English for deaf students despite several challenges that might appeared.

5.2 Suggestion

The researcher suggestion is first, the teacher should consider the used of dictionary in computer which can show pictures of words. The school should considers the use of sign language in delivering the material.

The second suggestion is the consideration to use sign language to deliver the material. Based on the researcher's experiences as a volunteer in accompanying deaf students and a deaf community, it is better to explain something with the combination of both lip reading and sign language.

For the next researchers who determine to conduct the same kind of research with similar focus, it is expected to improve the weakness of this research and make a better research. It is recommended for the next researchers to continue this research by focusing on more effective ways on dealing with those challenges explained before. Also, it is interesting to see whether the use of sign language in delivering the material is better than lip reading method.

Last, for the readers, it is important to be mentioned that deaf students are not stupid nor incapable. They just need to deal with the situation where it is not easy for them to access any information if it is in form of audio, and it is also a teacher's homework to help them studying despite their situation.

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APPENDICES

APPENDIX 1

The Interview Guide for Teacher

1. Sudah berapa lamakah Bapak mengajar murid tunarungu?
2. Ketika mengajar, metode apakah yang Bapak gunakan? Apakah menggunakan metode Oral (membaca gerak bibir) disertai isyarat sederhana (bahasa tubuh) atau bahasa isyarat Tunarungu?
3. Selama proses belajar dan mengajar, apakah bahasa yang digunakan adalah hanya bahasa Inggris atau berserta bahasa Indonesia?
4. Selama prosesnya, apakah Bapak mengalami beberapa hambatan dalam mengajar murid Tunarungu?
5. Hambatan-hambatan seperti apakah yang Bapak alami di kelas saat proses belajar mengajar? Serta bagaimanakah Bapak mengatasi hambatan-hambatan tersebut?
6. Apakah Bapak mengalami beberapa hambatan seperti berikut:

No.	Hambatan	Ya/Tidak	Solusi
1	Diperlukannya adaptasi materi serta media.		
2	Susah untuk mendapatkan media materi tertentu.		
3	Kesalahan penangkapan suatu kata yang disebabkan oleh pergerakan bibir yang mirip dengan suatu kata lain.		
4	Mendapatkan perhatian murid tanpa suara panggilan.		

5	Keterbatan Tunarungu seringkali definisi dahulu.	kosakata sehingga harus serta	murid Bapak memberikan contoh terlebih		
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7. Apakah pengaturan posisi duduk serta cermin di kelas penting?

Adapted from theories by El-Zraigat (*et al.*) and Mpofu (*et al.*)



APPENDIX 2

The Interview Result

The Researcher : Sudah berapa lamakah Bapak mengajar murid tunarungu?

The Teacher : Saya mengajar sejak tahun 1982 hingga sekarang

The Researcher : Ketika mengajar, metode apakah yang Bapak gunakan? Apakah menggunakan metode Oral (membaca gerak bibir) disertai isyarat sederhana (bahasa tubuh) atau bahasa isyarat Tunarungu?

The Teacher : Campuran mbak

The Researcher : Selama proses belajar dan mengajar, apakah bahasa yang digunakan adalah hanya bahasa Inggris atau berserta bahasa Indonesia?

The Teacher : Bahasa Jawa tidak ada. Bahasa Indonesia dan Inggris. Bagi anak Tunarungu difokuskan untuk mengenal istilah-istilah bahasa Inggris computer untuk pengaplikasiannya. Saya sering menerapkan pada murid latihan menerjemahkan dari Inggris ke Indonesia dan Indonesia ke Inggris. Agar tahu kalau terjemahannya dari bahasa Inggris ke Indonesia ternyata begini dan sebaliknya.

The Researcher : Selama prosesnya, apakah Bapak mengalami beberapa hambatan dalam mengajar murid Tunarungu?

The Teacher : Tentu saja ada beberapa hambatan karena keterbatasan pendengarannya.

The Researcher : Hambatan-hambatan seperti apakah yang Bapak alami di kelas saat proses belajar mengajar? Serta bagaimanakah Bapak mengatasi hambatan-hambatan tersebut?

The Teacher : Hambatannya biasanya karena latar belakang pengetahuan anak. Dikarenakan keterbatasan pendengaran, murid susah menerima informasi berupa audio sehingga latar belakang pengetahuannya kurang. Biasanya kami berikan PR untuk menghafal dua kata setiap hari untuk menambah kekayaan kosa kata. Sehingga satu minggu ada empatbelas kata. Hambatannya kami tidak bisa mengontrol berapa kata yang mampu dikuasai tiap siswa. Kadang antara kata *telah* dan *sudah* mereka kadang bingung. Ya memang begitulah, anak-anak tunarungu variatif.

The Researcher : Apakah bapak harus mengadaptasi materi dan media?

The Teacher : Itu memang perlu karena mereka mengalami keterbatasan pendengaran sehingga kami harus mempunyai kiat-kiat dalam penggunaan metode, media, materi yang variatif jika tidak cocok. Yang sering adalah kami memberikan metode pemberian tugas agar anak-anak bisa aktif jika melalui tugas.

The Researcher : Apakah Bapak terkadang susah untuk mendapatkan media materi tertentu?

The Teacher : Kadang-kadang mbak.

The Researcher : Pernahkah anak-anak pernah salah tangkap karena kata-kata yang mirip bentuk pengucapannya?

The Teacher : Sering, karena mereka tidak bisa mendengar hingga tidak bisa mengontrol ucapannya. Jangankan bahasa inggris, 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 murid karena tanpa suara panggilan?

The Teacher : Iya, kadang-kadang temannya saya suruh njawil kalau saya jauh atau saya ketok meja kalau yang masih mendengar masih bisa.

The Researcher : Kalau ada keterbatasan kosa kata, apa yang Bapak lakukan?

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; *Ibu membersihkan dapur, Dapur dibersihkan oleh ibu, Jagalah kebersihan*. Itu kita buat sebanyak-banyak mereka supaya tahu dan paham tentang kata-kata sulit yang tidak bisa diratakan.

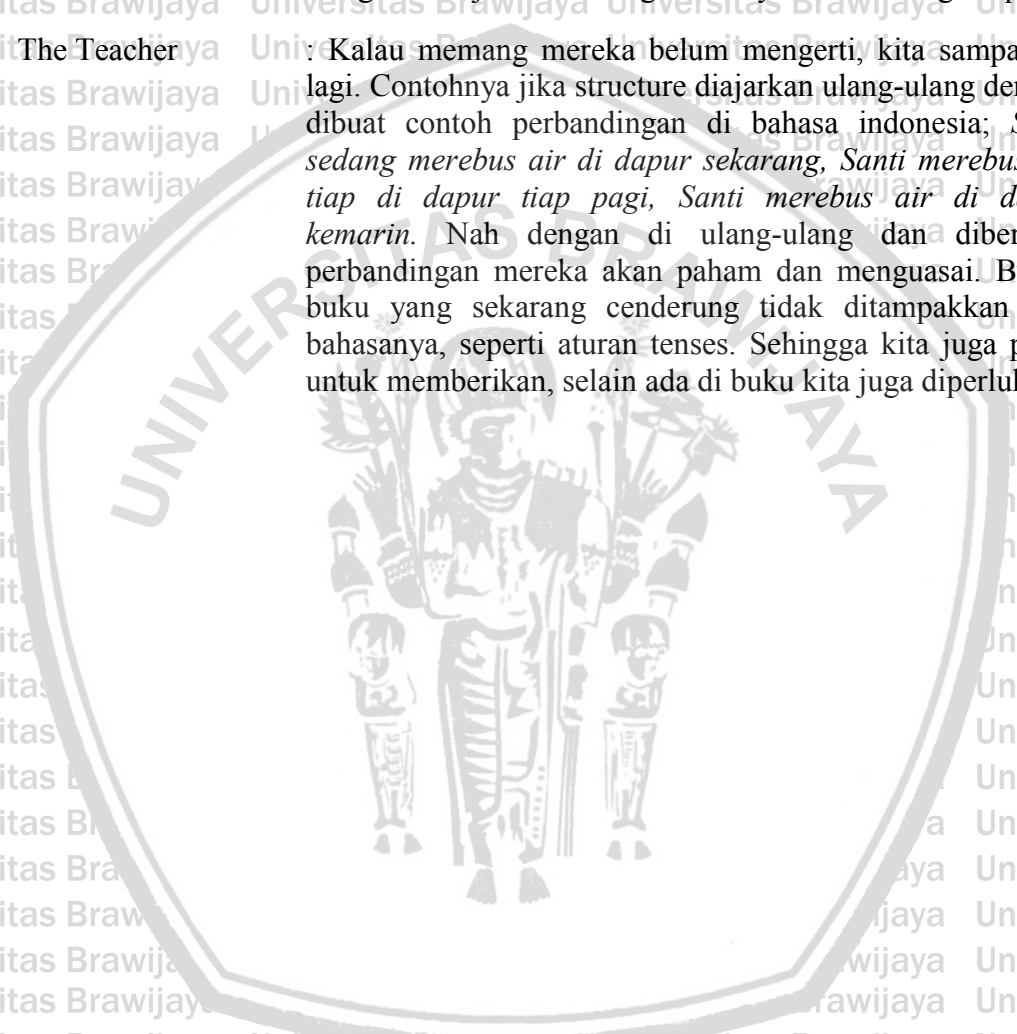
The Researcher : Apakah bapak sering memberikan contoh dalam bentuk gambar?

The Teacher : Sekarang jarang mbak, sekarang kami memanfaatkan komputer, laptop, kadang-kadang saya berikan beberapa gambar dan kata, cari gambarnya disini. Sering kami berikan tugas, dan latihan supaya aktif anak-anak. Selain

juga menguasai bahasa Inggris, anak-anak harus menguasai IT. Tapi kembali lagi ke perihal IQ anak-anak, dengan IQ agak kurang itu prosesnya agak lama, itu ya prosesnya agak lama, yang satu sudah menyelesaikan 1 sampai 40, yang satu baru 5 sampai 10. Variatif. Disini, ini ada ujian, ini ada yang hasil ujiannya 7.8, 6.8.

The Researcher : Bagaimana jika terkadang muridnya belum mengerti pak?

The Teacher : Kalau memang mereka belum mengerti, kita sampaikan lagi. Contohnya jika structure diajarkan ulang-ulang dengan dibuat contoh perbandingan di bahasa Indonesia; *Santi sedang merebus air di dapur sekarang, Santi merebus air tiap di dapur tiap pagi, Santi merebus air di dapur kemarin.* Nah dengan di ulang-ulang dan diberikan perbandingan mereka akan paham dan menguasai. Buku-buku yang sekarang cenderung tidak ditampakan tata bahasanya, seperti aturan tenses. Sehingga kita juga perlu untuk memberikan, selain ada di buku kita juga diperlukan.



APPENDIX 3

OBSERVATION SHEET – MEETING 1

17th of March, 2016.

No.	Aspect of Observation	Result
1.	Material/Topic	Simple Present Tense Simple Continues Tense
2.	Media	White Board
3.	Language Used	English, Bahasa Indonesia and Alphabet Sign Language
4.	Challenges:	
	The teacher needs to adapt the material and media.	There is no sign of effort from the teacher in adapting the material and media, the teacher follows the book designed by the government.
	The teacher find difficulties in finding media for certain material.	The teacher only use white board, although there is an LCD in the class and from the interview, the teacher say he will look at many references as books, etc. to find certain media.
	The teacher need to get the students attention without calling their names.	The teacher walks around the class to get the students' attention, the teacher asks the students in the front seat to wave to the other students or pat on their shoulder.
	The teacher find the students make mistakes to understand a word because of similar lips movement with other words	The teacher write down the words and use alphabetic sign language to clear the miscommucation.
	The teacher needs to give definition and example of the word before going to the next material considering the students limited vocabularies.	The teacher face this challenge by explaining the words first, and give examples. The teacher asks the students to always brings their dictionary both in English and Indonesian.

6.	The teacher find the students have difficulties in differentiate similar words with different context.	Similar to the previous effort, the teacher face this challenge by explaining the words first, and give examples for each context.
	The teacher find difficulties in delivering the material relating with the little background knowledge of the students (sometimes).	The teacher give them more examples and he asks the students to look at the dictionary first.
	The teacher needs to repeat some materials before going to the next material (sometimes).	The teacher repeats the explanation for twice or even more.

Adapted from theories by El-Zraigat (*et al.*) and Mpofo (*et al.*)



APPENDIX 4

OBSERVATION SHEET – MEETING 2

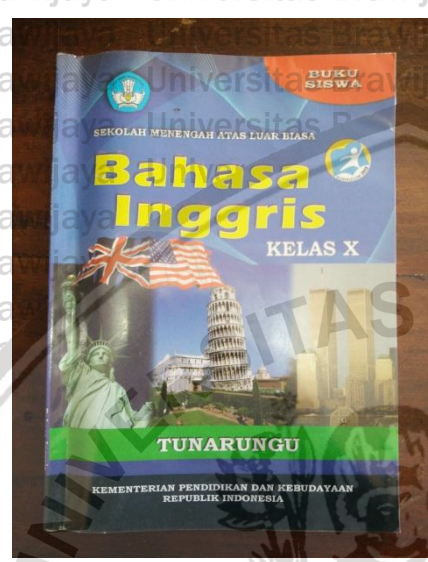
31th of March, 2016.

No.	Aspect of Observation	Result
1.	Material/Topic	Simple Present Tense Introduction
2.	Media	White Board
3.	Language Used	English, Bahasa Indonesia and Alphabet Sign Language
4.	Note: <ul style="list-style-type: none"> • The first and the second challenges from the interview still did not appear. • The other challenges appeared. • The researcher found the book which specifically designed for the deaf students • The teacher used the book. • The teacher asked the student to practice with the exercise in the book. 	

Adapted from theories by El-Zraigat (*et al.*) and Mpfu (*et al.*)

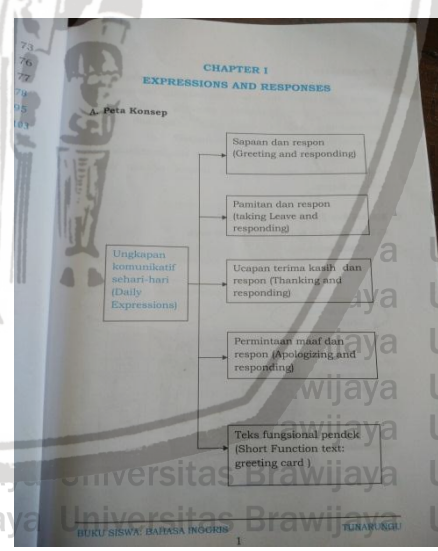
APPENDIX 5

Specifically Designed Book for Deaf Students



A specifically designed English book for deaf students of senior high special school

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KATA PENGANTAR	iv
DAFTAR ISI	v
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B. Pendahuluan	2
C. Materi dan Proses Pembelajaran	2
D. Rangkuman	11
E. Evaluasi	13
F. Pengayaan	17
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CHAPTER II. HANGEK AND HANGA	18
A. Peta Konsep	18
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C. Materi dan Proses Pembelajaran	19
D. Rangkuman	25
E. Evaluasi	26
F. Pengayaan	29
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C. Materi dan Proses Pembelajaran	32
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C. Materi dan Proses Pembelajaran	74
D. Rangkuman	76
E. Evaluasi	76
F. Pengayaan	76
G. Kata-kata Penting	76



The table of contents of the book

Appendix 6

Pictures of Observation Meeting 1 - 17th of March, 2016.



The students were happy with the teacher's jokes



The teacher asked one of the students to translate a sentence from Indonesia to English

Appendix 6

Pictures of Observations Observation Meeting 2 - 31th of March, 2016.



Both pictures showed the students were paying attention on the material

Appendix 7

The Research Official Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia, Telp. +62341-575875, Fax. +62341-575822
E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Malang, 15 FEB 2016

Nomor : 443/UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Sekolah Menengah Atas Luar Biasa Tunarungu (SMALB-B)
Jalan Brigjend Slamet Riadi
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu
Budaya Universitas Brawijaya, kami mohon hormat agar Saudara:

Nama : Darin Fadhilah
NIM : 125110500111062
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung
berkaitan dengan usulan skripsi berjudul:

"THE CHALLENGES IN TEACHING ENGLISH FOR DEAF STUDENTS AT SMALB-B
YAYASAN PUTRA TUNAS BANGSA (YPTB) KOTA MALANG"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan
hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Tembusan: Yth.
1. Ketua Yayasan Pendidikan Tunas Bangsa



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Darin Fadhilah
NIM : 125110500111062
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"THE CHALLENGES IN TEACHING ENGLISH FOR DEAF STUDENTS AT SMALB-B YAYASAN PUTRA TUNAS BANGSA (YPTB) KOTA MALANG"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 15 FEB 2016

Yang membuat pernyataan;



Darin Fadhilah
125110500111062

Mengetahui:



Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris

Dr. Esti Junining
NIP. 19720604 200212 200

APPENDIX 8

The Brief List of Thesis Writing Process

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Darin Fadhilah
- 2. NIM : 125110500111062
- 3. Program studi : Pendidikan Bahasa Inggris
- 4. Topik Skripsi : Tantangan dalam mengajar Bahasa Inggris pada Tunarungu
- 5. Judul Skripsi : The Challenges in Teaching English for Deaf Students at SMALB-B Yayasan Putra Tunas Bangsa (YPTB) Kota Malang.
- 6. Tanggal Mengajukan : 12 November 2015
- 7. Tanggal Selesai Revisi : 9 Juni 2016
- 8. Nama Pembimbing : Frida Unsiah, M.Pd

No	Tanggal	Materi	Pembimbing	Paraf
1	12 November 2015	Pengajuan judul	Frida Unsiah, M.Pd	
2	19 November 2015	Penggantian judul	Frida Unsiah, M.Pd	
3	27 November 2015	Persetujuan judul	Frida Unsiah, M.Pd	

4	11 Desember 2016	Proposal konsultasi 2	Frida Unsiyah, M.Pd
5	16 Desember 2016	Konsultasi Bab 1	Frida Unsiyah, M.Pd
6	15 Januari 2016	Konsultasi bab 1	Frida Unsiyah, M.Pd
7	21 Januari 2016	Konsultasi bab 2	Frida Unsiyah, M.Pd
8	25 Januari 2016	Konsultasi bab 2	Frida Unsiyah, M.Pd
9	29 Januari 2016	Konsultasi bab 2	Frida Unsiyah, M.Pd
10	02 Februari 2016	ACC bab 1 dan 2.	Frida Unsiyah, M.Pd
11	12 Februari 2016	Konsultasi bab 3	Frida Unsiyah, M.Pd
12	17 Febuari 2016	Konsultasi bab 3	Frida Unsiyah, M.Pd
13	1 Maret 2016	Seminar Proposal	Frida Unsiyah, M.Pd
14	1 April 2016	Konsultasi bab 4 dan 5	Frida Unsiyah, M.Pd
15	11 April 2016	Revisi bab 4 dan 5	Frida Unsiyah, M.Pd
16	14 April 2016	Revisi bab 4 dan 5	Frida Unsiyah, M.Pd

17	28 April	Revisi bab 4 dan 5	Frida Unsiyah, M.Pd
18	11 Mei 2016	Acc bab 4 dan 5	Frida Unsiyah, M.Pd
19	18 Mei 2016	Seminar hasil	Frida Unsiyah, M.Pd
20	25 Mei 2016	Revisi bab 1-5	Frida Unsiyah, M.Pd
21	1 Juni 2016	Ujian skripsi	Frida Unsiyah, M.Pd
22	9 Juni 2016	Acc Penjilidan skripsi	Frida Unsiyah, M.Pd

Telah dievaluasi dan diuji dengan nilai:



Malang, Juni 2016

Mengetahui,

Pembantu Dekan 1

Dosen Pembimbing

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