

**THE IMPLEMENTATION OF TEACHING ENGLISH FOR STUDENTS  
WITH HEARING IMPAIRMENT  
(A Descriptive Qualitative Research in the Second Grade of Senior High  
School Students of SLBB YRTRW Surakarta in the Academic Year of  
2012/2013)**



**Submitted to the Teacher Training and Education Faculty of Sebelas Maret  
University to Fulfil One of the Requirements for Obtaining the  
Undergraduate Degree in English Education**

**ENGLISH DEPARTMENT  
TEACHERS TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2013**

## PRONOUNCEMENT

I would like to certify that the thesis entitled “THE IMPLEMENTATION OF TEACHING ENGLISH FOR STUDENTS WITH HEARING IMPAIRMENT (A Descriptive Qualitative Research in the Second Grade of Senior High School Students of SLBB YRTRW Surakarta in the Academic Year of 2012/2013)” is really my own work. It is not plagiarism or made by others. Everything related to others’ works are written in quotation, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Sukoharjo, March 2013

Aulia Nur Ridwan

## ABSTRACT

Aulia Nur Ridwan, K2208016. **THE IMPLEMENTATION OF TEACHING ENGLISH FOR STUDENTS WITH HEARING IMPAIRMENT (A Descriptive Qualitative Research in the Second Grade of Senior High School Students of SLBB YRTRW Surakarta in the Academic Year of 2012/2013)**. Thesis. Surakarta. English Education Department. Teacher Training and Education Faculty of Sebelas Maret University, 2013.

The research is aimed at (1) describing the process of teaching and learning English for students with hearing impairment in the second grade of senior high school of SLBB YRTRW Surakarta in the academic year of 2012/2013, (2) identifying the problems faced in the teaching and learning process and (3) identifying the teacher's solutions for the problems.

The method used in this research was descriptive qualitative method. The research was conducted from October 2012 to January 2013 at SLBB YRTRW Surakarta. The sources of the data were events, informants, and documents. The data were collected through the use of interview, questionnaire, observation, and document analysis. The data were analyzed through interactive model analysis that includes collecting the data, reducing the data, presenting the data, and drawing conclusion.

Based on the result of this research, it can be concluded that: (1) there was a good interaction between the English teacher and the students although there were some insufficiencies in the teaching learning process; (2) there were 9 problems that can be identified from the teaching learning process and the students' hearing impairment problem was one among those problems; (3) the English teacher's solutions to solve the students' hearing impairment problem were by suggesting the students' parents to provide hearing aid for their children, managing students sitting position based on the degree of hearing loss, and by increasing voice and clarifying the articulation when teaching; teacher's solution for students' language poverty problem was by asking students to find new words from any sources and discussed it later in the classroom lesson; teacher's solution for pronunciation problem was by correcting it loudly and writing the way to pronounce it at the whiteboard by Indonesian pronunciation system; teacher's solution to solve the students' limited comprehension was by using translation method; teacher's solutions to solve the limited teacher quantity were by expecting the school to add more teachers and taking advantage of her knowledge and experience in teaching especially in planning stage; teacher's solution to solve her limited ICT mastery problem was by buying netbook and modem, and then learning to use them everyday; teacher's solution to solve the facility insufficiency problem was by asking for *BOS* for the possible requests, optimizing the available facility and using traditional way as a substitution for language laboratory; the teacher used personal psychological approach to solve the ineffectiveness of teaching learning activities in the afternoon; teacher's solution for the limited time problem was by teaching the material concisely and efficiently and also by optimizing task-based method.

THE APPROVAL OF THESIS EXAMINERS  
**APPROVAL**

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University.

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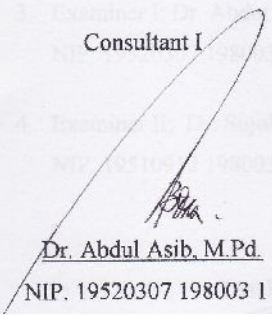
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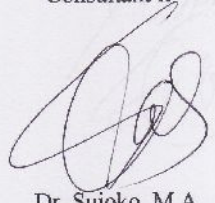
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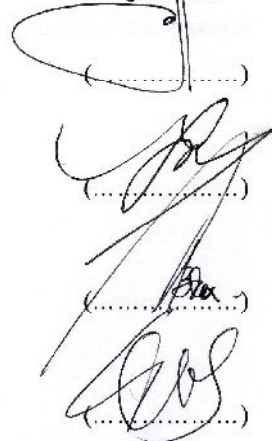
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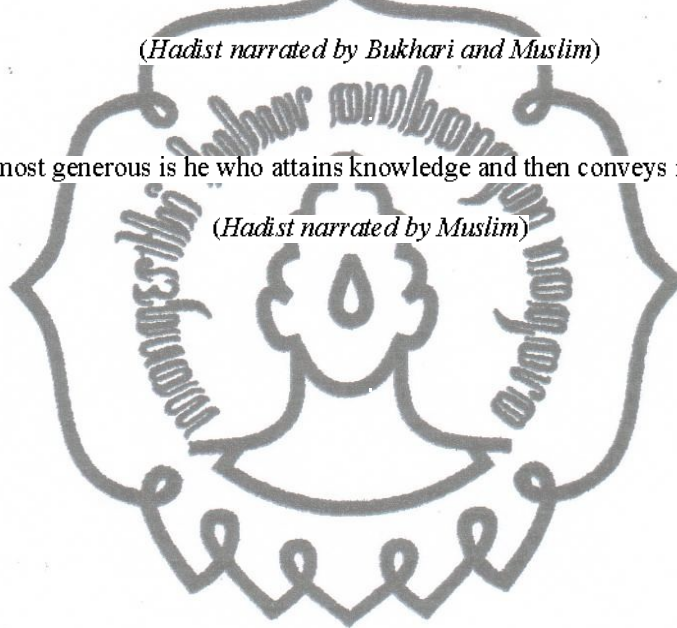
## MOTTO

Make best efforts for success and then leave the result to Allah

*(Hadist narrated by Bukhari and Muslim)*

The most generous is he who attains knowledge and then conveys it to people

*(Hadist narrated by Muslim)*



## DEDICATION



This thesis is dedicated for:

1. Alloh SWT
2. My father and mother
3. My brothers
4. My best friends
5. The big family of English  
Education Department

## ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. All praises are due to Allah SWT, the Lord of the Worlds, for His blessing and guidance so that the researcher can finish his thesis as a partial requirement for achieving undergraduate degree of education in English. Obviously, this thesis would not have been finished without important help, guidance, support, and encouragement from some honorable persons. Therefore, the researcher wishes to honorably express his deep gratitude to:

1. Prof. Dr. H. M. Furqon Hidayatullah, M.Pd, the Dean of Teacher Training and Education Faculty, for his permission and his approval to this thesis.
2. Dr. Muh. Rohmadi, S.S, M.Hum, the Head of the Language and Art Department of Teacher Training and Education Faculty, for giving permission to write this thesis.
3. The Head of English Education Department, Endang Setyaningsih, S.Pd, M.Hum, for her inspiration, advices and permission to write this thesis.
4. Dr. Abdul Asib, M.Pd. as the first consultant for his time, patience, help, correction, guidance, constructive comments and suggestions in writing this thesis.
5. Dr. Sujoko, M.A. as the second consultant for his guidance, patience, time, suggestions, kindness, and encouragement in writing this thesis.
6. Drs. Muh. Asrori, M. Pd. as the academic consultant for his sincere guidance, inspiration, advice, and friendly smile.
7. Priyono, S.Pd, M.Si, the secretary of Special Education Program of Teacher Training and Education faculty for his help, support, advices, inspiration and encouragement in writing this thesis.
8. All lecturers in English Education Program for the inspiring and precious knowledge in order to make the writer a good and quality English teacher.
9. Mr. Misdi, S.Pd, The Headmaster of SLBB YRTRW Surakarta for his permission and approval to the research.



10. Dra. Sri Sumarsih, the English teacher of SLBB YRTRW Surakarta for her helpful information, support, encouragement, kindness, and patience in the research.
11. The students of the second grade of senior high school of SLBB YRTRW Surakarta for their good cooperation and help in the research.
12. All teachers and students of SLBB YRTRW Surakarta for their warm welcome and information during the research.
13. His beloved parents, brothers, for the pray, support, and strengthening encouragement.
14. Dhimas Arif Dewantoro, a student of Special Education Program of Teacher Training and Education Faculty of Sebelas Maret University who was also a PPL practitioner in SLBB YRTRW Surakarta for his sincere help, support, and information in the research and writing this thesis.
15. All his precious friends in English Education Department for every moment, story, help, support, warm friendship, happiness, suggestion and encouragement.

Nothing is perfect except Alloh SWT. The writer realizes that this thesis is still far from being perfect. He gratefully accepts every constructive criticism and suggestion. Finally, he hopes that this thesis will be useful for the readers and the improvement of English teaching.

Sukoharjo, March 2013

Aulia Nur Ridwan

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## LIST OF ABBREVIATIONS

ABM	: Alat Bantu Mendengar
AN	: Aulia Nur Ridwan
AS	: Dra. Sri Sumarsih (Asih)
ASL	: American Sign Language
BOS	: Bantuan Operasional Sekolah
BSNP	: Badan Standar Nasional Pendidikan
CLT	: Communicative Language Teaching
CMV	: Cytomegalovirus
dB	: Decibels
DM	: Dhimas
DN	: Nur Risydiana Fitri (Dian)
ICT	: Information and Communication Technology
KKG	: Kelompok Kerja Guru
KKM	: Kriteria Ketuntasan Minimal
Komtal	: Komunikasi Total
KTSP	: Kurikulum Tingkat Satuan Pendidikan
LKS	: Lembar Kerja Siswa
MD	: Misdi, S. Pd.
MT	: Marta Retna
P	: Peneliti
Permendiknas	: Peraturan Menteri Pendidikan Nasional
RM	: Rohmawati
RPP	: Rencana Pelaksanaan Pembelajaran
SLB-B	: Sekolah Luar Biasa B (Bidang tuna rungu wicara)
SMA	: Sekolah Menengah Atas
SMALB	: Sekolah Menengah Atas Luar Biasa
SMP	: Sekolah Menengah Pertama
SMPLB	: Sekolah Menengah Pertama Luar Biasa
VT	: Yan Vita (Vita)
YRTRW	: Yayasan Tuna Rungu Wicara



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