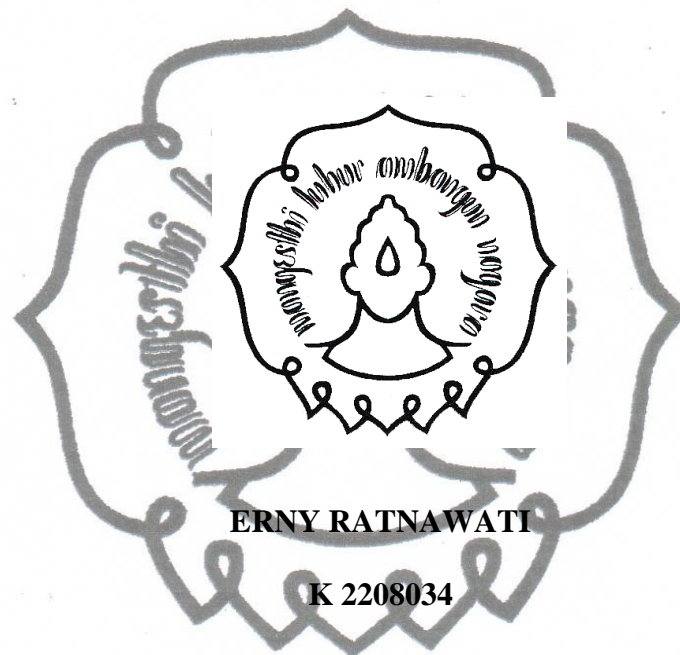


**TEACHING STRATEGIES FOR EFFECTIVE ENGLISH
TEACHING AND LEARNING OF STUDENTS WITH
HEARING IMPAIRMENT**

**(A Qualitative Study in the Second Grade of Junior High School at
SLB B YRTRW Panti Tuna Rungwicara Surakarta in 2012/2013 Academic
Year)**



Submitted to Teacher Training and Education Faculty of Sebelas Maret
University as Partial Fulfillment of the Requirement
for getting the Undergraduate Degree of Education

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2013
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This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of the requirements for getting the Undergraduate Degree of Education in English.

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ABSTRACT

Erny Ratnawati. K2208034. **TEACHING STRATEGIES FOR EFFECTIVE ENGLISH TEACHING AND LEARNING OF STUDENTS WITH HEARING IMPAIRMENT (A Qualitative Study in the Second Grade of Junior High School at SLB B YRTRW Panti Tuna Rungwicara Surakarta in 2012/2013 Academic Year)**. Thesis. Surakarta. Teacher Training and Education Faculty. Sebelas Maret University, September 2013.

The aims of this research are (1) to describe teaching strategies implemented by teacher to students with hearing impairment for effective English teaching and learning in the second grade of Junior High School at SLB YRTRW in 2012/2013 academic year in terms of teaching method and technique, teaching media, source of teaching materials, class management, and the evaluation (2) to investigate to what extent the implementation of teacher's strategies gives positive effects to the quality of English teaching and learning process for students with hearing impairment.

The research method used in research is qualitative study in the form of naturalistic inquiry. The research was conducted from April until June 2013 at SLB YRTRW Surakarta. The sources of data are events, informants and documents. The data were collected through observation, interview and document analysis and checked of the trustworthiness in the form of triangulation. The data were analyzed through interactive model analysis including collecting the data, reducing the data, displaying the data, and drawing conclusion.

The research findings show that teacher implements communicative language teaching method. Teacher and question and answer also demonstration technique. Teacher uses visual teaching media in the class, uses variation source of teaching materials considered students special need ability, applies strategies in class management by providing comfortable classroom condition and effective strategies and solving students' problems in the class. Evaluation is through assesment, test and non test in form of observation on students' language skill practice and students' participation in the class. The positive effects of teaching strategies cover improvement of students' comprehension, development of students communicative competence and stimulation for good students' enthusiasm, participation, motivation, happiness and pleasure and self confidence.

Based on the findings of research, it is suggested that teaching strategies especially for utilization of teaching media should be improved by providing the availability supporting tools for teaching media in the class like LCD, laptop and language laboratory. Then, English teacher should develop her competences in creating appropriate and interesting teaching activities for students to reach objectives of learning. Teacher should have willingness to learn ICT and be familiar with development of technology. It will help teacher to maximize her competency to conduct effective teaching media and material for students with hearing impairment in the class.

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ABSTRAK

Erny Ratnawati. K2208034. **TEACHING STRATEGIES FOR EFFECTIVE ENGLISH TEACHING AND LEARNING OF STUDENTS WITH HEARING IMPAIRMENT (A Qualitative Study in the Second Grade of Junior High School at SLB B YRTRW Panti Tuna Runguwicara Surakarta in 2012/2013 Academic Year)**. Skripsi. Surakarta. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret Surakarta, September 2013.

Tujuan dari penelitian ini adalah (1) mendeskripsikan strategi pengajaran yang diterapkan guru bagi siswa tuna runguwicara untuk proses belajar mengajar bahasa Inggris yang efektif di kelas dua SMP SLB YRTRW tahun ajaran 2012/2013 dalam hal metode dan teknik pembelajaran, media pembelajaran, sumber materi belajar, manajemen kelas, dan evaluasi (2) untuk mengetahui sejauh mana penerapan strategi pengajaran yang diterapkan guru dalam memberikan efek positif terhadap kualitas proses belajar mengajar bahasa Inggris.

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan naturalistik. Penelitian dilaksanakan dari April hingga Juni 2013 di SLB YRTRW Surakarta. Sumber data yang digunakan adalah kegiatan, informan dan dokumen. Data dikumpulkan dengan cara observasi, wawancara dan analisis dokumen dan dicek dengan triangulasi. Data dianalisis dengan analisis model interaktif yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru menerapkan metode pengajaran komunikatif. Guru menerapkan teknik tanya jawab dan demonstrasi. Guru menggunakan media pengajaran visual, variasi materi pembelajaran dengan mempertimbangkan kemampuan siswa berkebutuhan khusus, menerapkan strategi dalam manajemen kelas dengan menciptakan suasana kelas yang nyaman dan efektif serta pemecahan masalah siswa dikelas. Evaluasi dilakukan melalui asesment, tes dan non test dalam bentuk pelaksanaan observasi kemampuan bahasa siswa dan partisipasi siswa dikelas. Efek positif dari strategi pengajaran terhadap kualitas belajar mengajar bahasa Inggris dikelas mencakup efek positif dalam hal aspek peningkatan pemahaman siswa, peningkatan kompetensi komunikasi siswa dan stimulus untuk meningkatkan antusiasme siswa, tingkat partisipasi, motivasi, kegembiraan dan percaya diri siswa dikelas.

Berdasarkan hasil penelitian, disarankan dalam strategi pengajaran terkhusus dalam hal penggunaan media belajar sebaiknya lebih ditingkatkan dengan adanya ketersediaan sarana pendukung media pembelajaran dikelas seperti LCD, laptop serta fasilitas laboratorium bahasa. Guru bahasa Inggris juga sebaiknya meningkatkan kompetensinya dalam hal membuat aktivitas pengajaran yang sesuai dan menarik bagi siswa untuk dapat mencapai tujuan pembelajaran. Guru juga sebaiknya familiar dengan perkembangan teknologi mempelajari media ICT. Hal ini akan membantu guru dalam memaksimalkan kompetensinya dalam menyajikan media dan materi pembelajaran yang efektif bagi siswa tuna runguwicara.

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MOTTO

Sesungguhnya Allah akan mengangkat derajat orang-orang yang berilmu dan beriman diantara kamu beberapa derajat (Al- Mujadilah :11)

Sebaik-baik manusia adalah yang paling banyak kemanafaatannya untuk manusia lainnya (Al- Hadist)

*Man Jadda Wajada, Man Shobaro Dhafaro
(Barang siapa bersungguh-sungguh akan mendapatkannya, Barang siapa bersabar akan mendapat keberuntungan)*

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DEDICATION



This thesis is dedicated to:

- **Allah Azza Wa Jalla**
- **The writer's parents**
- **The writer's beloved family**
- **Educationists who sincerely dedicate themselves to education**
- **The writer's friends and relatives that have supported her**

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The writer realizes that this thesis is still far from being perfect. Therefore, she accepts every suggestion, criticism, and comment from those who concern to this thesis. Hopefully, this thesis will be useful for readers especially for those who are interested in the similar study.

Surakarta, September 2013

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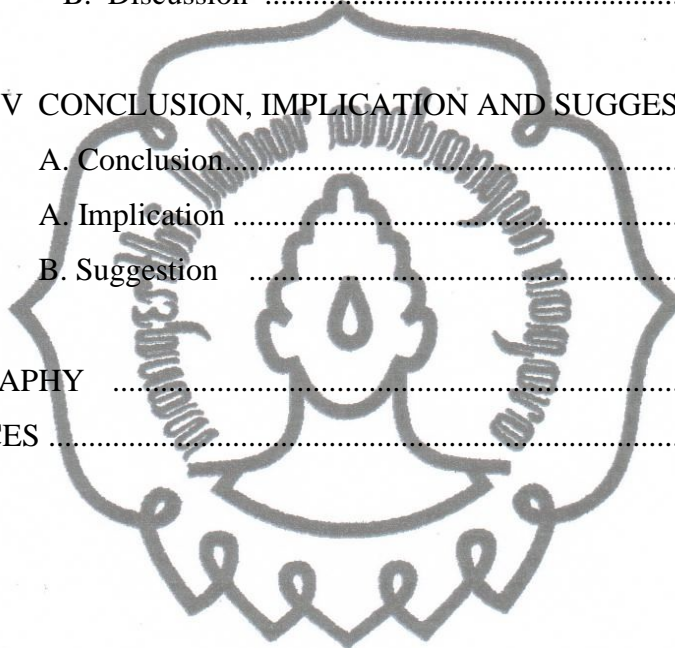
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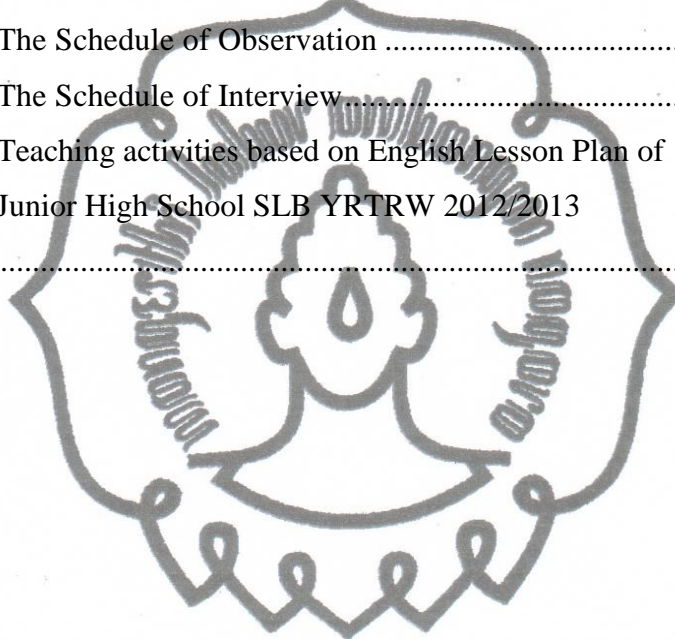
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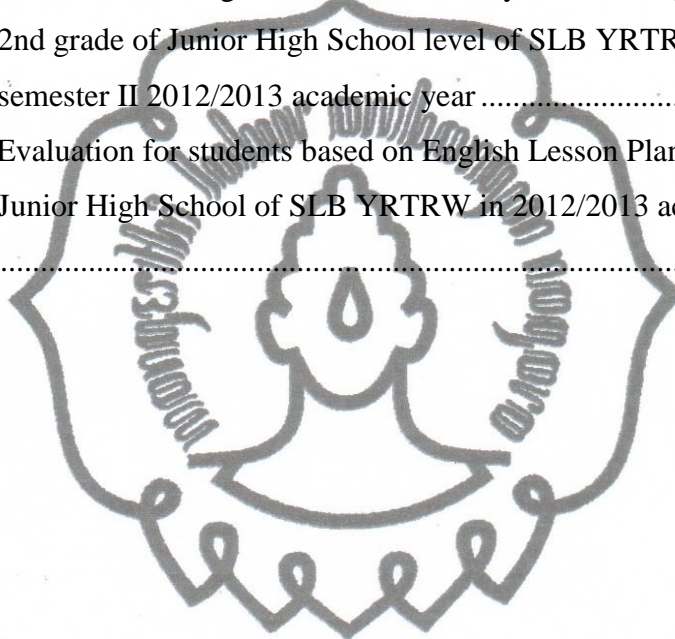
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