TEACHER'S CHALLENGES OF TEACHING ENGLISH FOR DEAF STUDENTS IN SLB-B YRTRW IN THE ACADEMIC YEAR OF 2019/2020

THESIS

Submitted as a Partial Requirements

For The Undergraduate Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION

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Assalamu'alaikum Wr.Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, I state the thesis of:

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Thank you for the attention

Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is to certify the Sarjana Degree thesis entitled "Teacher's Challenges of Teaching English for Deaf Students in SLB-B YRTRW in The Academic Year of 2019/2020" by Filaili Nur Azizah has been approved by the Board of Thesis Examiners as the requirements for the Sarjana Degree in IAIN Surakarta.

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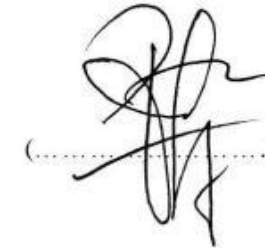
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DEDICATION

This thesis is dedicated to:

- *My beloved father, Sabar Santoso who always give his motivation and praying to me.*
- *My beloved mother, Dalmini who always give her great praying, suggestion and spirit to make and arrange this thesis.*
- *My beloved sister Meika Yuanita who always support me*
- *My beloved friends Suyadi Adi Putro, Ika Yasyinta Nindy, Yuli Anastasia and Richa Fauziyah*
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- *My beloved almamater IAIN Surakarta*

MOTTO

""Langit tak perlu menjelaskan dirinya tinggi, people know you're good

if you are good"

(author)

PRONOUNCEMENT

Name   : Filaili Nur Azizah

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I hereby sincerely state that the thesis titled "Teacher's Challenges of Teaching English for Deaf Students in SLB-B YRTRW in The Academic Year of 2019/2020" is my real masterpiece. The Things out of my masterpiece in this are signed by citation and referred in bibliography.

If later prove that my has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 29th November 2020

Stated by,

Filaili Nur Azizah

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "**TEACHER'S CHALLENGES OF TEACHING ENGLISH FOR DEAF STUDENTS IN SLB-B YRTRW IN THE ACADEMIC YEAR OF 2019/2020**". Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 29th November 2020
The Researcher

Filaili Nur Azizah

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ABSTRACT

Filaili Nur Azizah. 163221019. "Teacher Challenges of Teaching English for Deaf Students in SLB-B YRTRW in The Academic Year of 2019/2020". Thesis, Surakarta: English Education. Cultures and Languages of State Islamic Institute of Surakarta..

Advisor: Prof. Dr. H. Giyoto, M.Hum

Keywords: Challenges, Teaching English, Deaf Students

The purpose of this study was (1) to describe the teaching and learning process of English for the eleventh grade students of SLB-B YRTRW Surakarta for the 2019/2020 school year and (2) to find the challenges faced by teachers in teaching English in class XI SLB-B YRTRW Surakarta for the 2019/2020 school year.

This research uses descriptive qualitative research. The subject of this study was a class XI deaf student at SLB-B YRTRW Surakarta. Researcher collected data using observations and interviews. To prove the reliability of the data, the researcher used methodological triangulation.

The results of this study indicate that, first, the process of teaching and learning English to deaf students of class XI at SLB-B YRTRW Surakarta was carried out using WhatsApp group media. In addition, teacher usually use video calls to hold online classes. Before learning begins, the teacher prepares and explains the material to be used. To optimize learning, the teacher uses tentative time for having the students ready. Method that use teacher to teaching English was discussion in WhatssApp Group. Based on the results of the interview, it was known that the challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020 it is known that there are six challenges faced by teachers in teaching deaf students, including attract students' attention to take lessons, getting students to maintain their concentration in the learning process, the difficulty of access in delivering information to deaf students in the learning. The process, the difficulty of children learning new information suddenly during the learning process. Students' lack of speed in responding to questions or commands and the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words.
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CHAPTER I

INTRODUCTION

A. Background of Study

English is the global language (David Crystal 2003:1). English is a power of language and is more important in the world because it provides a means for upward social, economic and academic mobility. Furthermore, this is considered an international language. English is one of the compulsory subjects taught at all levels of education, namely elementary schools, junior high schools, senior high schools, and all university majors. As an international language, the English system is different from the Indonesia language. Therefore, English is considered difficult to learn. At present, the ability to communicate in English is an important skill for students. Julian Edge (1992: 25) says that English functions for many people as a bridge to the world of higher education, science, international trade, politics, tourism or just other businesses that interest them. Automatically, English becomes the basic tool for establishing relations with other countries. That is the factor why we must know and be able to use English well.

Learning English is very important, because English has become an international language, which is used by most communities in the world. Apart from difficulties in learning English, it is better to learn languages because they

play a very important role in almost all areas of life such as : economy, education, communication, commerce, politics, science, technology, etc.

In addition to kind special needs listed above, there also children with multiple disabilities have a combination of various disabilities that may include : speech, physical, mobility, learning, intellectual, visual, hearing, brain injury and possibly other. Teaching disabilities must have specific method to teaching. Because they have the same rights as other people to get a good education.

From the various disabilities there is one of them deaf. Hallahan & Kauffah (2014) states that A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid. so that they have a problem in communication. Deaf person needed of special education than the other normal students.

"The learning process for deaf students entirely is difficult to learn English because children with hearing impairments much show the significant delay in phoneme production, vocabulary, and syntax" (Schmier, 1985; Seewald. Ross, Giolas, & Yonovitz, 1985 : Skarakis & Prutting. 1977 in Cawthon, 2001). A deaf person is someone who has lost his/her ability to hear. This causes the loss of scrutinized ability wholly the events around him/her. It means that he/she shows difficulty of hearing from mild level until profound hard of voice. The dysfunction of ear caused by destruction in the ear area can be in the middle or the outer ear, because of accident, illness, or other reason.

Teaching English to deaf students is different from normal student. Because needed more emotional and motived to teach. Teachers must have special ways to teaching student in class. There will be more challenges for teachers in teaching children with hearing impairments. Teachers must be able to communicate with children so that the material presented is understood by children. Difficulty communicating with deaf children is sometimes a problem for teachers in teaching. Especially in the conditions of the Covid-19 pandemic in Indonesia and even throughout the world. The Covid 19 pandemic has had a negative impact on various aspects, one of which is education. The teaching and learning process should not be done face-to-face but online.

English as one of the compulsory subjects is concluded by the Indonesian government into the curriculum which is then taught by teacher at all levels of education, as stated in the 1994 curriculum that English has been established in ordinary schools from junior level (Ministry of Education and Culture, Article No.060 / U / 1993, cited in Suyono, p.3). English is also a subject for students with special needs in special school, called *Special School (Sekolah Luarbiasa or SLB)* in Indonesia.

Special school is a school which is specifically designed to provide and support the needs of special education with special needs. Special education which fulfills the needs of special students with adaptation to their needs. children with special needs will not feel isolated because in special schools there are people who

have the same limitations so as not to prevent them from getting the same education as other normal children.

SLB-B *Yayasan Rehabilitasi Tuna Rungu Wicara* (YRTRW) Surakarta is one of the special schools located in the Solo area, this school is located on Jl. Gumunggung No. Rt. 01/02, Gilingan, Banjarsari District. Surakarta City, Central Java 57139. Based on the interviews with English teachers, it is known that during the Covid-19 pandemic the learning process was carried out online through group wa, but there were several obstacles faced by the teacher where the teacher had more difficulty conveying explanations related to the material provided compared to with face-to-face learning. For this reason, researchers are interested in conducting research on what are the challenges faced by teachers in teaching English at SLB-B YRTRW Surakarta.

Based on the reason above, the researcher interests to conduct a research entitled "TEACHER CHALLENGES OF TEACHING ENGLISH FOR DEAF STUDENTS IN SLB- B YRTRW IN THE ACADEMIC YEAR OF 2019/2020"

B. **Identification Problem**

Based on the background study above, the researcher identifies the problems as follow :

1. Teaching English to deaf students by online class is not easy to students in SLB- B YRTRW Surakarta in academic year 2019/2020

2. Students in SLB- B YRTRW with deaf students need different way to understand English by online class

3. Challenges teacher to teaching deaf students.

C. Limitation of Study

The researcher limited the study on process teaching English for the eleventh grade students of SLB-B YRTRW Surakarta in the academic year 2019/2020. This research focused only on the one group of students, namely the eleventh B (11 B) students of SLB-B YTKRW Surakarta that consist of eight students. This research took the eleventh grade students of SLB-B YRTRW Surakarta based on the consideration about the challenges teachers in the process of teaching English but not until assessment process. Researchers will conduct research at SLB-B YRTRW in class XI with deaf students. Based on the interview with the English teacher, it was found that class XI students at SLB-B YRTRW were more communicative than other students so that the researcher chose class XI students as research subjects in order to help facilitate the data collection process.

D. Problem Statement

1. How is the process of teaching English for deaf student at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020?

2. What are the challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020?

E. The Objectiveness of Study

Based on the statement of the problem above, the objectiveness of studies are as follow :

1. To describe the process of teaching English for deaf students at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020.

2. To find out the challenges faced by English teachers in teaching English for deaf students at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020.

F. The Benefit of Study

The benefit of the study in this research are as follows :

1. Theoritically

   a. The finding of this research will give better information related to the teachers challenges in teaching English to deaf students.

   b. To make us aware that children with disabled are same with the other children.

   c. Children with disabled like deaf deserve a good education.

   d. Build our awareness to care, love, and affection for our students, not exception, including disabled student with deaf, blind, and speech disorder.

2. Practically

   a. For the student

The researchers hope that the students will motivated and want to study english. The student will not feel forced in learning English but they will feel happy to learn language so the student can get education.

b. For the teacher

The result of the study will be usefull for the teachers, especially those who teach English in school for deaf students and the reader. So, they will understand how to teach English for deaf students. Teachers are expected to be able to teach student with strong, patient and love.

G. Definition of Key Term

By knowing the key term, it makes avoid misunderstanding. There are many key terms that are related to this researcher such as :

1. Challenges

These challenges are caused by the existence of obstacles both from outside and from within which cause obstruction in achieving a goal (Nayazik and Sukestiyarno, 2012).

2. Teaching English

Teaching English for deaf hearing students will take extra efforts. Because they cannot to hear, so the teachers have to deliver the material using sign language, note, picture, etc. The deaf hearing students will understand what people say use lip reading, sign language hearing aids, etc

3. Deaf Student

   Abdul Salim & Munawir Yusuf (2009:11) states deaf and hard heaing student is a student with loss whole part or those parts of hearing, so that have a problem verbal communication

4. SLB / Special Education School

   SLB is the abbreviation of Sekolah Luar Biasa. SLB is education for students who have a difficulty level in following the learning process due to physical, emotional, social mental disorders but have the potential for intelligence and special talents (Suparno:2007). SLB-B YRTRW is one of the school from Solo to disable students specially to deaf, hearing impairment, and hard of hearing. It is located at Jl. Gumunggung No.RT. 01 / 02, Gilingan, Kec. Banjarsari, Kota Surakarta, Jawa Tengah 57139.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoritical Discussion

1. Teaching English

a. Definition Teaching

Brown (2000:8) states, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques."Teaching is a means of showing or helping someone to learn how to do something, giving instruction, causing to know or understanding (Hornby, 1985: 286).

Ayuningrum (2012:10) states teaching is a process to transfer the knowledge and the materials to the students by using some method that are suitable with the matter in the learning process. Besides that, in using of the method, the teacher should know what the material and about the condition of the student it self. The aim of teaching language is in order to make students are able to speak, listen, read and write.

Brown (2000: 253) stated teaching is a skill for it demands the ability attained from relevant theories and practice to assist the students expertly in learning so that they are able to gain the linguistic and communication competence in the language.

Based on definition above Teaching is process learner to facilities student to guide know about anything and things that were previously unknown so student can learn well. Teaching is process transfer knowledge, where the process is carried out continuously.

Bond (2000:9) identified "13 characteristics of effective teachers and qualities of master teachers of the deaf. The thirteen characteristics focus on four central themes : teaching, planning, attitude, and assessment. Those characteristics center on the following four areas :

1) *Teaching :* included using content knowlwdge, using content knowledge, using deep representative, making use of problem solving skills, and using improvisation.

2) *Planning :* included setting up optimal classroom environments, providing high expectations for students, and imparting sensitivity to context.

3) *Attitude :* included promoting inquiry and problem solving skills, having a passion for teaching and showing respect for students.

4) *Assessment :* included employing multidimensional perception, monitoring progress and supplying feedback and testing hypotheses".

Educator's competence greatly influences the success of educating children and attempted in educating them. Especially educating deaf students who have special needs.

b. The Conncept of Teaching English

Teacher who educating students with special needs even has not have the degree of special education, they must understand their students with special needs. In teaching English too deaf students, many teachers still use a repetition drill, because it is a technique for introducing new language vocabulary items. The success of educating children is extremely affected by the teacher's competence and attempt in educating them. Daniela (2004:2) states that teaching English to hearing-impairment students is a bigger problem because syntactic structure of majority spoken languages is different from the structure of sign language. Thompson (2012:103) there is instruction to the teacher to teach for students with hearing impairment, as follows:

1) Planning the materials and the methods that consider or depend on the need of students.

2) Optimizing the situation of the class and be firm that the students focus on teacher's explanation during in front the class.

3) Explaining the materials, the teacher must be spoken aloud and clearly.

4) Using instruction and repetition in every words or sentences with wrote down the keyword on the board.

5) During teaching learning process the teachers using sign language, note, pictures, to deliver the material.

6) Optimizing the students can communicate with the teacher although in communicating their idea or to ask about the materials.

7) Developing the communication used the facial expression and body language in explaining the material.

8) Using of visual media to make the students understand what teacher say.

2. Curriculum Structure of SLB-B *Yayasan Rehabilitasi Tuna Rungu Wicara (YRTRW) Surakarta*

The Curriculum unit at SLB-B YRTRW Surakarta, was prepared to implement and implement the 2013 curriculum at all levels, namely SDLB, SMPLB, SMALB and develop national character as a unit of education in SLB-B YRTRW Surakarta, the values in question are religious , tolerance, independent, honest, disciplined, creative, curiosity, democratic, social care, environmental care and responsibility. These values are integrated into learning, namely in Core Competencies 1 and Core Competencies 2 or KI 1 and KI 2 for each subject and self-development activities. The strategy of implementation is not informative but more of a process, namely: observing, implementing or trying, and communicating in the form of habituation or daily behavior.

The SLB-B YRTRW Surakarta curriculum, was compiled and developed by considering the characteristics and needs of children with special needs, in this case, are deaf, mentally retarded or mild and moderate, and children with autism. Educating students in special schools is not the same as educating students in public schools. SLB-B SLB-B YRTRW Surakarta level in 72 teaching and learning activities for children with hearing disabilities used sign

language, finger language, and more emphasis on exploring speaking skills or the application of total communication patterns.

When teaching the teacher uses facial directing techniques, as well as a special program for deaf students, namely building sound perception and rhythm communication. Education for mentally retarded children or mild and moderate mental retardation, teachers teach using individual approaches or techniques, and special programs for mental retardation, namely self-development or self-development. Education for children with autism, teachers teach using individual approaches / techniques and special programs for children with autism are: Development of communication, social interaction, and behavior, so that the learning process helps students a lot. Fulfilling the needs of each child according to their disabilities or needs where the information is obtained through assessment activities.

3. **The Challenges of Teachers in Teaching English for Deaf Students**

When the learning and learning process is taking place, there are times when an teacher face the challenges in the process of delivering the material presented. These challenges are caused by the existence of obstacles both from outside and from within which cause obstruction in achieving a goal (Nayazik and Sukestiyarno, 2012). Challenges have a very important meaning in carrying out a task or job. A task or job will not be carried out if there is an challenges that interferes with the work. Challenges is a condition that can cause implementation to be disrupted and not carried out properly. Every human

being always has obstacles in his daily life, either from himself or from outside

man. When teaching deaf students there are challenges faced by the teacher,

where one of these challenges relates to the difficulties of deaf students.

Students who are deaf may face some difficulties at students ability to

(Enrica:2012)

a. Attend (tune in to what is going on).

b. Concentrate and listen for long period of time without becoming tired.

c. Access all information presented in the classroom.

d. Make sense of new information.

e. Learn new information incidentally.

f. Respond quickly to question or command.

g. Remember things.

h. Improve their vocabulary and use new word appropriately.

Considering the problems above, teacher of English needs to prepare the

material well. The time allotment of English teaching learning should be

adapted to the student''s ability in receiving the material. The material also

should be clear, precise and written in plain English (NCDS: 2004).

Contextualizing the material with their real world is also   important

(Gibson:2000). It is because the material that students have known will interest

the students. Students also will get a clear description of the material. The

teacher of English should be more creative and work harder. The teacher of

English can take some materials from various sources then modifying them in

order to be more relevant to the students" basic knowledge. Internet can be a rich source if it is used properly.

According to Hallahan & Kauffman (2014), the main difficulty that overcomes teachers is communication. Deaf children's teachers will face challenges in communicating with students and teaching them to communicate with others. According to Wahyu (2018) the challenges faced by teachers and students the deaf in the learning process includes:

a. Psychological

These types of constraints or psychological barriers come from emotions of a deaf child. Teacher-student communication deaf people in the learning process are often hampered by uncertain emotional state of deaf students or fickle often. emotional imbalance of a student deaf people are influenced by the low understanding of language at deaf students.

b. Semantics

Teachers who teach deaf students are severely constrained in the form of words. This obstacle occurs because of students the deaf doesn't understand the words / signals the teacher gives in the learning process. Limited ability This hearing affects language development and talk to deaf students.

c. Sociological

Hearing loss will have an impact on ability language understanding and communication of deaf students. This matter resulting in deaf students'

own social relationships. In Even interactions with teachers, deaf students often shut down. This becomes an obstacle or a hindrance for teachers in communicating with deaf students.

4. **Deafness**

   a. **Definition of Deaf Students**

   Deafness is a general term which shows hard of hearing from mild until profound hard of hearing (Wasita:2012). Mohammad Effendi defines the deafness as the dysfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of illness, accident or another reason.

   Different definition of deafness may come from psychological and educational point of view. Hallahan & Kauffman (2014) stated in *"Exceptional Children: Introduction to Special Education":*

   > Those maintaining a strictly psychological viewpoint is interested primarily the measurable degree of hearing loss. Children who cannot hear sounds at or above a certain intensity (loudness) level are classified as deaf; others with a hearing loss are considered hard of hearing. Hearing sensitivity is measured in decibels (units of relative loudness of sounds). Psychologist generally consider those with hearing losses of about 90 dB or greater to be deaf, those with less to be hard of hearing.
   > People with an educational viewpoint are concerned with how much the hearing loss is likely to affect the child"s ability to speak and develop language. Because of the close causal link between hearing loss and delay in language development, these professionals categorize primarily on the basis of spoken language ability.

   Deaf learners generally have great difficulty in obtaining spoken language in contrast to mastering natural sign language and without effort.

Without full access to the sounds and intonation of spoken language, the acquisition process for deaf students is often harder and unnatural and occurs at a much slower rate than to hear students. Berent (2001: 124) states that some deaf learners are somehow able to compensate for the lack of hearing access to spoken language and gain language knowledge that is similar to native languages. However, many deaf learners only gain a partial mastery of spoken language and experience constant difficulty in reading comprehension and written expression. Deaf learners generally have great difficulty in obtaining spoken language in contrast to mastering natural sign language and without effort. Without full access to the sounds and intonation of spoken language, the acquisition process for deaf students is often harder and unnatural and occurs at a much slower rate than to hear students. Berent (2001: 124) states some deaf learners are somehow able to compensate for the lack of auditory acces to spoken language and attain native-like knowledge of the languages. However, many deaf learners accomplish only partial acquisition of the spoken language and experience persistent difficulties in reading comprehension and written expression.

Many hearing impaired children have found social adjustment difficulty because they can not interact socially as hearing children do. In school, likewise, progress is likely to be uneven if they hear only part of the material presented. Thus a hearing loss may interfere with social adjustment

and educational progress especially in the areas of speech and language (Kirk, 1980).

b. Degree of deafness

Besides being classified based on the ear damage position, the deafness is also classified according to the degrees of deafness. There are different degrees of deafness and these are most often classified as mild (20- 40 dB hearing looses), moderate (41-70 dB hearing looses), severe (71-95 dB hearing looses) and profound deafness (>95 dB hearing looses). Few children are totally deaf. Most deaf children can hear some sound at certain pitches and volume. There are some children who have deafness in one ear and normal levels of hearing in the other. This is known as unilateral deafness (NDCS:2004).

Winarsih (2007: 26) divides Deaf classification is divided into three, namely based on when it occurs deafness, based on where the damage is to the organ hearing, and based on the level of language acquisition.

1) Based on the nature of the occurrence

− Congenital deafness, meaning when the child was born experiencing / bearing the deaf and the sense of hearing no longer works.

− Deafness after birth, meaning the deaf occurrence after a child born as a result of an accident or a disease.

2) Based on the place of damage

− Damage to the outer and middle ear, resulting in blocks the sounds that get into the ear is called Conductive Deafness.

− Damage to the inner ear so that it cannot hearing sounds, is called Sensory Deafness.

3) Based on the level of language acquisition

− Prelingually deaf are those who become deaf before mastering a language (age 1.6 years) means child equate certain signs (signals) such as observing, pointing, reach and so on but have not yet formed a symbol system.

− Post lingually deaf are those who become deaf after mastering the language, that is, have applied and understand the symbol system that applies in the environment.

Based on educational point of view, degrees of deafness classified as follows (Effendi:2008):

1) Slight losses (20-30 dB hearing looses).

Children with slight hearing looses generally have these following characteristics: (a) having a good hearing ability because their hearing looses are between normal hearing and mild hearing looses, (b) having no difficulty in understanding speech and having chance to join SLB, but their seats have to close to the teacher, (c) being able to learn speak

effectively through their hearing ability, (d) it is need to enrich their vocabularies in order not to block their speaking and language development, and (e) the slight hearing looses children are suggested to use hearing aid to increase their hearing ability. They need to exercise speech reading in understanding speech to support their education process.

2) Mild looses (30-40 dB hearing looses)

Mild hearing looses children have these following characteristics: (a) being able to understand general speech in a very close distance, (b) having no difficulty in expressing their feeling, (c) having difficulty in capturing main idea of a speech if their position are not in front of the speaker, (d) it is need to get a good and intensive guidance, (e) it is suggested to use hearing aid. In order to support their educational need, they are suggested to learn speech reading, exercise hearing, speaking, articulation, and enrich their vocabulary.

3) Moderate looses (40-60 dB hearing looses)

The characteristic of moderate hearing looses children are: (a) being able to understand loud speech in the close distance, it is about 1 meter because it is difficult for them to understand speech in a normal distance, (b) misunderstanding appears often, (c) having speaking disorder, especially in pronouncing consonant letters like "K" and "G",

(d) having difficulty to use language appropriately in speech, (e) having limited vocabulary. Educational service need for them are articulation and speech reading exercise, vocabulary enrichment, and using hearing aid.

4) Severe looses (60-75 dB hearing looses)

Children with severe hearing looses have characteristics as follows: (a) having difficulty in differentiating sound, and (b) having no consciousness that the objects around them have sound vibration. Their educational service need are need to get special treatment in learning speech and language, using hearing aid, hearing exercise intensively, speech reading and composing vocabulary exercise.

5) Profound looses (>75 dB hearing looses)

Profound hearing looses children are only able to hear a very loud sound in 1 inch distance or even are not able to hear totally.

The cause of hearing impairment relates to the degree of hearing loss. The most devastating looses occur because of meningitis, maternal rubella and hereditary factors. At least 50 percent of school-age children who have impairment due to one of these three causes have hearing looses in the profound range (exceeding 90 dB) (Hallahan & Kauffman:2014).

c. **Language development of deaf children**

Although it is not a certainty, deaf children usually tend to be mute also. This condition is difficult to be stayed away because both of them are a series of cause-result. A deaf individual, especially prelingual deaf, the next effect occurs is muteness. Individual with deafness and muteness is known as deaf-mute person. But, muteness doesn't affect deafness. Stuttering and cluttering are the examples of speech impairment that has little connectionmto hearing impairment (Effendi:2008).

There are two important things which are specific barrier features of deaf children in term of language aspect. *First,* consequence of hearing impairment is difficulty of receiving sound and events around them. *Second,* because of this difficulty, the deaf children will face difficulty in producing sounds around them. These two conditions directly affects to the speech and language development.

It is necessary to be exposed to linguistic models in order to learn a language. It's known this at a basic level because of recognizing that human only learn the languages they hear spoken around them, rather than any possible human language. At a deeper level, however we become aware that if certain conditions limit linguistic exposure, language development may be severely hindered. Such is the case with significant hearing impairment. Children who are born with deafness that limits their perception of sounds to those exceeding 60 dB, or about the intensity level

of a baby's cry, generally will not be able to develop spontaneous oral language that approximates that of normal children (Gleason:1989).

Children who born with losses exceeding 90 dB are considered deaf and will not develop speech and language skills spontaneously without educational and therapeutic intervention. Just as importantly such children will eventually demonstrate language comprehension difficulties, even when the mode of language presentation bypasses their problems of auditory reception.

Language development of the normal hearing children will go by these phases. *Reflexive vocalization phase* (0-6 weeks), *babbling phase* (6 weeks- 6 months), *lalling phase* (6-9 months), *yargon phase* (9-12 months), *true speech phase* (12-18 months). Children, who have deafness since born, will be difficult to face those phases (Effendi:2008).

Generally, children are given written language as the major task during the school years. They would find some difficulties if they did not already posses spoken language. Learning to read at high level poses a particular problem for deaf children. Without having any idea of what something sounded like, it's hard for them to read it. Researchers in developmental psycholinguistics involves study of the cognitive processes involved in reading and the development of adequate models that represent the acquisition of this skill (Gleason:1989).

The deaf children's problem in acquiring and using the syntactic and semantic aspect of the language and in using such skills to develop proficiency in reading and writing are much more significant factors in their ability to succeed educationally and vocationally than is their typical articulation disability (Gleason:1989). In general, deaf students have problems in comprehending many of the same structures that are troublesome for normally developing children; construction that violate typical subject-verb- object pattern in English, such as passive and embedded clauses. However modals, verb auxiliaries, infinities, and gerunds also be particular problems with for deaf children (Gleason:1989).

Children with hearing impairment will be handicapped in their daily life. Generally, the extent to which a child is handicapped by hearing loss depends upon the degree of losses. The table below will show them (Shames&Wiig:1986):

Table 2.1 Language Development of Deaf

Description	What can be heard without hearing aid	Handicapping effects (if not treated in 1st year of life)
Slight hearing loss	Vowel sound heard clearly; may miss unvoiced consonant sound	Mild auditory dysfunction in language learning

Mild hearing loss	Only some of speech sounds, the louder voiced sound	Auditory learning dysfunction, mild language retardation, mild speech problems, inattention
Moderate hearing loss	Almost no speech sounds at normal conversational level	Speech problem, language retardation, learning dysfunction, inattention
Severe hearing loss	No speech sounds of normal conversations	Severe speech problems, language retardation, learning dysfunction, inattention
Profound hearing loss	No speech or other sounds	Severe speech problems, language retardation, learning dysfunction, inattention

Obviously, large hearing losses are more detrimental to language development than lesser losses. Additionally, while hearing aids may provide the children with the ability to hear some otherwise inaudible sounds, it cannot restore normal hearing function, especially in cases of severe loss. So that, it"s important to understand how severe hearing impairment limits the children"s access to linguistic input. Not all conversational occur face to face, and the deaf children miss those that take place out of their line of sight.

The current view is that despite deafness is a great barrier to normal speech development, few deaf children cannot be taught some speech. One of the reasons for this change is growing body of evidence that almost no children are born with absolutely no hearing sensation (Hallahan &

Kauffman:2014). It means that although deafness affects to muteness, deaf person still has a hope to be able to speak.

d. Approaches to Deaf Students

Smith, J. David (2015: 278) state that are three basic alternative teaching approaches for students with hearing loss cannot develop and or wear a standard communication tool which are described below:

1) Manual Method

The manual method has two basic components. The first is sign language. Sign language is the first language for child with hearing impairment. Sign language is a language in its own right and many deaf people consider ASL (American Sign Language) as their first language. Signing varies between countries. ASL is an independent language and is as capable as a spoken language of conveying meanings and ideas. It has its own punctuation and grammar and can communicate complex theories and concepts.

The second manual method is finger spelling. Finger spelling is where each letter of the alphabet is indicated by using fingers and palm of the hand. It is used for signing names and places or for a word that doesn't have a sign.

2) Oral Method

Oral method is emphasis on speech reading. Speech reading or Lip reading is the ability to read lip patterns. Lip reading is difficult to

learning but many deaf children will naturally try to lip-read when they are communicating. However it would be very difficult for most deaf children to rely solely on lip-reading to communicate as they can only pick up a small percentage of what is being said. So lip- reading would usually be used alongside other communication approach.

3) Total communication method

Total communication method is philosophy that involves children using different methods of communication at any one time. The idea behind this approach is that sign language will not replace but support the use of the oral method of communication and the use of any residual hearing, to help the development of speech and language skills. The most common sign language system used in this approach is Sign English or Sign Supported English (SEE) which use signs taken from BSL.

From approaches above those are methods to teaching vocabulary to deaf students:

1) Sign Language

Sign language; use the standard sign language ASL (American Sign Language) to explain words and concepts. Often there is a literal relationship between the position of the hand and the word being explained. Sign language does not have a double meaning and most can be distinguished and do not follow the structure of English grammar. However, various attempts have been made to increase the amount of

vocabulary in sign language and to make the structure of sign grammar more consistent in the case of English (Bornstein, 1982).

2) Finger Spelling.

Fingerspelling is a way of spelling words using hand movements. The fingerspelling manual alphabet is used in sign language to spell out names of people and places for which there is not a sign. Fingerspelling can also be used to spell words for signs that the signer does not know the sign for, or to clarify a sign that is not known by the person reading the signer. In Indonesia, there are two sign languages used, namely Indonesian Sign Language (BISINDO) and Indonesian Sign Language System (SIBI). BISINDO is a sign language that appears naturally in Indonesian culture and is practical for use in everyday life so that BISINDO has several variations in each region. Meanwhile, SIBI is a signaling system that is recognized by the government and is used in teaching at the Special School for the Deaf (SLB / B). One of the significant differences between BISINDO and SIBI is that BISINDO moves two hands to indicate the alphabet, while SIBI only uses one hand.
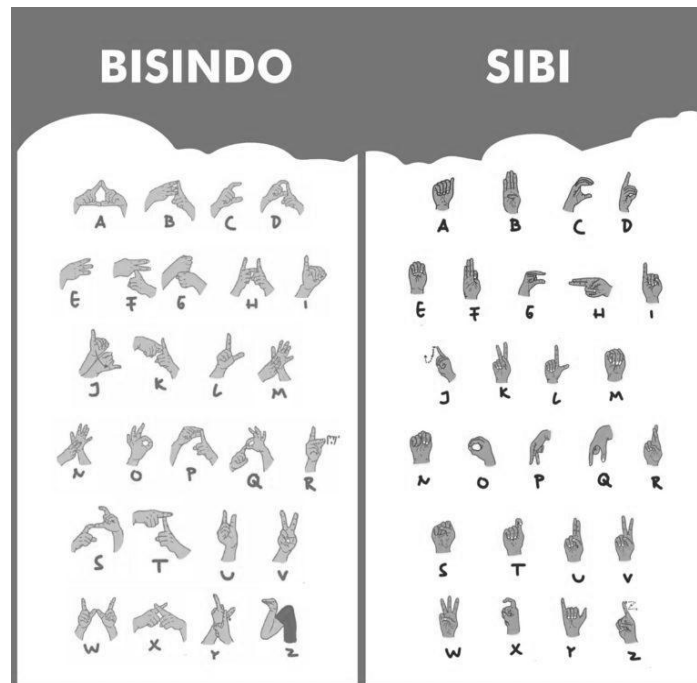
Picture 2.1

Finger Alphabet

3) Speech Reading

Speech reading (or lip reading) is a building block that helps a child with hearing loss understands speech. The child watches the movements of a speaker's mouth and face, and understands what the speaker is saying (CDC, 2020). This method emphasizes the ability of children who are required to be able to catch sounds or sounds even expressions from someone through their eyesight. In other words, the deaf child must be able to read the lips movements of the other person.

5. **English Teaching Learning for Deaf**

The existence of people with disabilities were seemed to be denied by families, communities, and society in general Until the middle of twentieth century (Allen & Cowdery :2012). Deaf children are usually discriminated by others.

Hearing has a close relationship with language comprehension. Children with profound hearing loos may not hear any sound so that they can"t imitate and produce it. Loosing hearing or sight ability usually drives more serious difficulties than loosing the other senses. In same cases, deafness affects more serious learning disability than blindness. Symbolic language use ability for deaf child is more difficult than for blind child (J.David :2012)

Those can be seen from the fact that the first learning of infants is often through sound response or hearing. Then, through early interpretation, and finally children can speak by imitating sound. Verbal symbols learned then they are translated to written symbols. This is reading and writing process (J.David:2012).

Children with deafness or hard of hearing will get problems in the process above and another development. Basically, deaf children may face big problems in personal social and academics field (J.David:2012). But it doesn"t mean that they can"t be taught anymore. Deaf children can learn as hearing children.

Some principles must be aware by teacher in teaching deaf children and other difable children. Mohammad Effendi (2008) has mentioned the principles as follows:

1) Love principle. This principle is basically receiving the deaf children with their condition and let them life as normal children.

2) Individual service principle. One difable child may be has different uniqueness from another one. So that, they need a different service based on their need.

3) Readiness principle. Difable children need readiness in receiving the lesson. Their weakness affect on their understanding ability.

4) Modeling principle. The using of appropriate model and media will make difable children easier to understand.

5) Motivation principle. This principle emphasize in the way teacher delivers and evaluates the lesson based on the children condition.

6) Study and work group. This principle teaches difable children how to socialize in their society.

7) Skill principle. Skill education has selective, educative, recreate and terapic function. It also as the preparation for the future life.

8) Behavioral growing and perfection principle. Physically and physically difable children behaviors are not good, so that it needs to be trained in order not to be the others attention.

Educating deaf children is not easy because the deafness blocks the children spoken language development. It drives a question whether spoken language contribute to the cognitive children development. The effects of deafness on cognitive development are therefore, quite diverse and complex due to the multitudinous ways in which families, societies and cultures react to and interact with deaf children and hence do not spontaneously learn to talk and comprehend speech (Mayberry:2002).

The problems faced by teacher of deaf children are difficult ones. Van Uden in Wasit (2012) explained that language acquirement of deaf children whom taught with Maternal Reflective Method since at the age of two will master the language when they are 12 years old, where hearing children have mastered it at the age of 4. This fact will affect to their education, of course.

Considering this fact, the teacher will have the primary difficulty that is communication. Teacher of deaf children will face the challenge in communicating with the pupils and teaching them to communicate with others (Hallahan & Kauffman:2014).

To help deaf children joining the learning process, hearing aids can be used. Hearing aids is a system to exceed sound volume so that it reaches to the ear. Cochlear implant is a hearing aid placed in the inner ear through surgery (Smith:2012). An internal electromagnetic coil, with an electrode that runs into the cochlea of the inner ear, is placed in the mastoid bone behind the ear. An external coil is fitted on the skin right over the internal coil. Sounds are

picked up by a microphone worn on the clothing and are sent on the cochlear nerve in the inner ear by way of external coil, internal coil, and electrode in the inner ear (Hallahan & Kauffman:2014).

Although this aid helps the deaf children to hear, it doesn"t mean this hearing aid makes normal hearing. Hearing aids actually makes the sound louder. The sound received differs from sound received by normal hearing.

b. English Material for Deaf Students

Teaching deaf students needs more preparation than teaching hearing students. Materials given to students have to be adjusted to the condition of students. For deaf students in Indonesia where English is not used in the daily life, learning English will be more difficult. It is because they have to learn at least three languages. First language they have to master is sign language, then bahasa Indonesia and English.

There are some criteria of English materials can be approximately given to deaf students. They are stated as follows:

1) Auditory materials

Audiotapes, videotapes, and other auditory materials can be translated into printed format to make them accessible to deaf students. When transcribing the video, be sure to mention any sound and action that may occur independently of the spoken text, and indicate settings or changes of scene as well. The teacher of English can uses assistive devices if available. These devices consist of a transmitter that sends

electronically enhanced sound to receiver worn by the students.

2) Writing

In teaching writing skill for deaf, it is necessary to break up long sentence into the simpler one. Minimize using compound sentence and embedded of subordinate clauses (Burman:2014). Difficult vocabulary also should be reduced. The meaning and application of the text is composed clearly. To connect the meaning of the text and the students" knowledge, use context as memory aid. If there is a new term, repeat the word numerous times in variety context.

3) Reading

The teacher of English should provide or adapt reading materials at appropriate reading level. Providing resource material at the same reading level is also needed. To ease the students" comprehension to the text, use highly visual material.

c. **Method in Teaching English for Deaf Students**

There are three basic alternative teaching approaches for children with hearing impairment who can"t develop their communication using hearing aid. They are manual method, oralism method and total communication method (Enrica:2012)

Total communication is now the method choice of most teachers of deaf children. Depending on particular child and condition the teacher uses the combination of oralism and manualism by combining techniques as

auditory training, speech reading, fingerspelling and sign language (Hallahan & Kauffman:2014).

In the English teaching learning, total communication is very important in order to make students easier understand the material. During teaching foreign language to deaf students, there should be emphasized the visual approach because visual communication carries 100% of communicative information for the deaf. All communication systems (sign language, finger spelling, lip-reading, written foreign language, written language of their country, pictures etc.) should be included in the teaching process. In the classroom of foreign language there are three languages present namely foreign language, sign language, spoken language of their country.
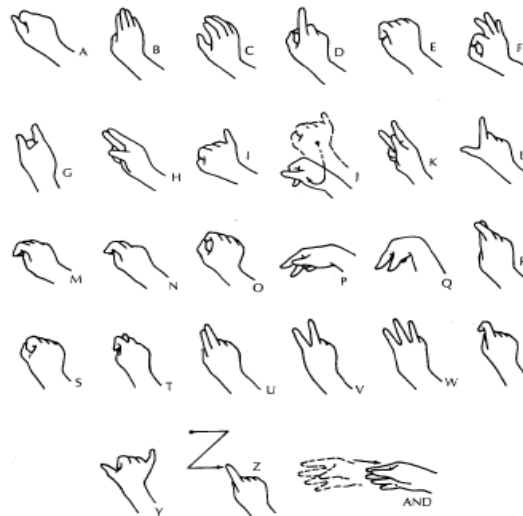
Picture 2.2. Finger spelling (Hallahan & Kauffman)

Total communication make students know English vocabularies and

also understand their meaning into their native language. It is not necessary to teach all for skills – reading, writing, speaking and listening. Teachers should do research in their classes and ask students whether they want to learn speaking and listening mainly represented by lip-reading. Teacher should be also aware of the difference between the degrees of hearing loss.

Visual media gives significant understanding for deaf children in English teaching learning process. Make a match teaching model that uses real visual aids, picture card or word card can increase the student conversation skill, also make students more active, more fun and improving students learning result (Hastuti:2014).

Maximizing students" visual skill can be implemented by the use of cartoon. In teaching English, besides know the word, students also need to know the meaning of the word itself. Cartoons come in a variety of forms and clearly demonstrate that a picture is often worth a thousand words. Cartoon can be used in teaching English expression and genre text. The use of cartoons allows students to acquire conversational skills and figurative language and to creatively examine interpersonal relationship, while presenting students with an amusing of life study (Smith:2000).

Using cartoons in the classroom can be rewarding and fun. Being creative in using cartoons to teach English to deaf students can be highly productive and successful. In teaching writing skill, cartoons can provide deaf students with an appropriate medium to become effective and

successful writer.

Another method used to teach English to deaf students was introduced by Goldberg and Boardman in 1944 at Gallaudet University. The method is Oral-Aural (Audio-Lingual). This method involving drill and practice (mimicry and memorization) exercise commonly used in English as Second Language (ESL) instructions were adapted to teach grammatical structure to deaf students. It is done through print, especially constructions which deaf students usually find particularly troublesome (Bochner & Walter : 20014).

d. English Assessment for Deaf Students

There are four main purposes of educational assessment for children who are difable. *First,* assessment is aimed to determine eligibility for special education and other service. *Second,* to develop an educational program that fits the child's strength, areas of need and learning style. *Third,* to design appropriate interventions to enhance the child's learning experience. *Fourth,* to evaluate the effectiveness of educational program in facilitating the child's progress. Deaf students usually have difficulty in reading passage. In order to meet the deaf students" condition, the teacher of English should make some considerations in assessing them. *First,* deaf students" need extra time to read the question. So that, the examination paper should be phrased in a way that does not confuse students for example by using clear English, short sentence and direct question (Mole & Peachock : 2005).

Second, the examination instruction should be given clearly. Without an adequate instruction of English students cannot meet the demands (Bochner&Walter : 20014). *Third,* matching English text captions to picture can be used in a reading assessment. The students are given pictures and captions that represent the passage. For the more able reader, it involved skimming and scanning for key content words and for the gist of each caption. For the less able reader, it entailed „reading aloud‟ with the teacher first and then going back and extracting the key points to complete the text matching activity (Swanwick:2014).

6. SLB/ Special Education School

One of the important thing for humans is education. The government has done various way to improve the education quality in Indonesia. Based on the existance of low on Education, it provides that education uniformly should be applied and without exception. Such as public school, private schools, even special schools (SLB). SLB is education for students who have a difficulty level in following the learning process due to physical, emotional, social mental disorders but have the potential for intelligence and special talents (Suparno:2007).

SLB is a special school built to give education for exceptionl children to give nine years education service in basic education level. For the implematation of special education, the directorate of exceptional coaching eductaion classified "five areas of SLB, namely : SLB A, SLB B, SLB C, SLB

D, and SLB E". In other hand, According to Supriadi (1982 : 10) "there are six kinds of school for student with special needs , they are :

1) SLB / A is school which especially designed for students with blindness.

2) SLB / B is school which especially designed for students with hearing impairments

3) SLB / C is school which especially designed for students with mental retardation,

4) SLB / D is school which especially designed for students with orthopedic

5) SLB / E is school which especially designed for students with unsociable

6) SLB / F is school which especially designed for students with supernormal ability (gifted, genius, and superior). But, in Indonesia still has not been able to apply"

B. Previous Study

As the comparison of this research here some researchers of teaching vocabulary strategies. The First research by IsnaYuliani (The State Islamic Institute of Palangkaraya, 2017) entitled : "Teaching English Vocabulary Strategy For Deaf Student in Outsinding School (SLBN) 1 Of Palangkaraya. The result of this research shows that are :

The teacher's strategies in teaching English Vocabulary applied at SLBN 1 Palangkaraya consisted personal delivery, presentation, lab and studio work, fieldwork and placements, time tabling, choice of room and method maternal reflection (MMR). Most teachers use strategies in teaching and learning activities

to aid students understanding. From those strategies which have been applies, student got high score and more easily to understanding material. The teacher gives motivation to the student, make the students enthusiasm and like in teaching learning process. They got motivation from the teacher so they like study English of the teacher is very kind and enthusiasm about teaching them.

The Second Research conducted by Daniah Muslim (University of Muhammaddiyah of Sumatra Utara Medan 2019), entitled : "Teaching Challenges Faced By English Teacher In Teaching Grammar For Deaf Students". The result of this research shows that are :

This research dealt with the analysis of Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students. The objectives of the research was to describe the challenges faced by English teacher in teaching grammar for deaf students. It was conducted by applying descriptive qualitative method . The data were taken from the English teacher's statements which taught English at the X up to XII grade at SMALB-B Negeri 1 Batu Bara, province of North Sumatera, based on the observation and interview from July 15 until August 22, 2019. It was found that there were challenges faced by the teacher as the communication between the teacher and the students by using English, the use of vocabulary and translation, pronounciation of the students, how to make the students understand. There are also other challenges as the lack of facility (computer), no hearing aids/group hearing aids, no learning media (LCD proyector,etc). Finally, this research findings could be useful for English teachers

to teach English for deaf students in a better way despite of the many challenges that probably appeared.

The third research conducted to International Journal of Education and Research Vol.5 No.12, December 2017 entitled : "Teaching Special Students: English Lessons for Deaf students in Indonesia special Junior High Schools". The result of this study shows that are :

The data shows there are six challenges faced by the teacher. The first is that the teacher needs to get the students' attention without calling their names. The second challenge is that the teacher finds the students make mistakes in understanding words because of similar lip movements to other words. The third challenge is that the teacher needs to give a definition and example of the word before going to the next material, considering the students' limited vocabularies. The fourth challenge is that the teacher finds the students have difficulties in differentiating similar words in different contexts. The fifth challenge is that the teacher finds some difficulties in delivering the material, in relation to the lack of background knowledge of the students. The last challenge is that the teacher needs to repeat some materials before going to the next material.

The teacher faced those challenges in several ways. One way is that the teacher asked the students to always bring a dictionary and look it up, and the teacher gave them many examples. He also used alphabetic sign language many times. The teacher also waved or patted on the students' shoulder to get their attention.

The teacher explains that the reason for the effort is based on the teacher's years of experience. The teacher understood that deaf students have limited access to audio materials. This leads to deaf students having less background knowledge compared to unimpaired students; considering this condition, the teacher remained patient with the students. Through many years of teaching deaf students, the teacher is still looking for better ways to teach deaf students.

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

Furthermore, it is expected that English teachers remain patient in teaching English to deaf students and keep looking for appropriate ways in teaching English to deaf students. Accordingly, the researcher also expects that the results of this research can be useful for English teachers to teach English for deaf students in a better way despite the many challenges that might appear.

Tabel 2.2 Previous Study

No	Name	Affilition	Title	Similarity	Difference
1	Isna Yuliani (2017)	The State Islamic Institute of	Teaching English Vocabulary	Teaching to deaf student.	The research focus in strategy to

		Palangkaraya : 2017	Strategy For Deaf Student in Out sinding School (SLBN) 1 Of Palangkaraya		teaching vocabulary to deaf student
2	Daniah Muslimah	University of Muhammaddiyah of Sumatra Utara Medan	Teaching Challenges Faced By English Teacher In Teaching Grammar For Deaf Students	Challenges Teacher to Teaching English For Deaf Students	Focus to cahllenges teacher in teching grammar
3	a. Sugeng Susilo Adi b. Frida Unsiah c. Darin Fadhilah	a. Brawijaya University, Indonesia b. Brawijaya University, Indonesia c. Indonesia University of	Journal International : *Teaching Special Students: English Lessons for Deaf students in*	Teaching English to deaf students	The subject of the research

		Education	*Indonesia*		
		Bandung	*special Junior*		
			High Schools		

Several previous studies have explained the various challenges faced by teachers in teaching deaf students during the direct or face-to-face teaching and learning process, but no research has yet investigated the challenges faced by teachers in teaching deaf students during the online teaching and learning process. Therefore, the researcher wants to know what are the challenges faced by teachers in teaching deaf students when learning teaching online

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used qualitative research. Hancock (2009:7) said that qualitative research is concerned with developing explanation of social phenomena. It is purposes to help us to understand the social world in which we live. Creswell (in Sugiyono, 2004:347) that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Bodgan and Taylor (in Meleong, 2010:4) define a qualitative method as a research procedure that produces descriptive data in the form of word written or spoken of people and behaviors that can be observed.

The researcher as the observer had no specific interaction with the subjects of the research than just finding the data from the observation and interview. So, all the data was naturally what the researcher found in the field. This research explains the phenomena of the object and describes the answer of all research questions. The research started this study with observation, writing the research proposal, developing research instrument, collecting data, dicussing the data analysis, and the last activity that was writing the research report.

B. Research Setting

1. Place of Research

The research will be conducted at SLB-B YRTWR Surakarta as the setting of place to do research. It is located at Jl. Gumunggung No.RT. 01 / 02, Gilingan, Kec. Banjarsari, Kota Surakarta, Jawa Tengah 57139. Researchers will conduct research at SLB-B YRTRW in class XI with deaf students. Based on the interview with the English teacher, it was found that class XI students at SLB-B YRTRW were more communicative than other students so that the researcher chose class XI students as research subjects in order to help facilitate the data collection process.

2. Time of Research

The researchers conducted research from August 2020 to October 2020, while the research schedule carried out by researchers was as follows:

Table 3.1 Research Schedule

Activities	Month / Week															
	September				October				November				Desember			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal writing and guidance							■	■	■	■						
Proposal Seminar											■					
Research data collection												■	■	■		
report writing and guidance															■	
thesis examination																■

C. Subject and Object of Research

Subject is a thing or person where the data for the variables attached and in question (Arikunto, 2002). The subjects of the research is The english teacher whom teach in eleventh grade SLB-BYRTRW Surakarta was the teacher of this class and the only English teacher in this school. The name of English teacher is Mrs. Andita Destiana Winahyu, M.Pd. The object of this study only focuses on the challenges teaching English to Deaf Students at eleventh grade of SLB-B YRTRW Surakarta.

D. Research Instrument

Bodgan and Biklen (in Meleong, 2010:27) says point out that the key instrument of the qualitative research is the researchers herself or himself. This researcher will involve the researcher herself as the main instrument. The researcher will involve in all process of the research starting from data design until data report. The secondary instrument will be used in this research there are : Observation and Interview .

E. Research Data Collection

Creswell (2013) state that there were variation on qualitative data collection such as observation, interview, documents and audiovisual materials .In this study, for answering the research question the researcher used observation for knowing the real situation and interaction both student and teacher. Interview was needed for knowing what the challenges faced by English teacher to teaching English for Deaf Students

1. . Observation

In this research, the researchers use observation to find out the data on teacher challenges to teaching English for deaf students at eleventh grade of SLB-B YRTRW. In this case, teacher is person who help researcher to find out data in needed. The researcher observation the process of teaching enlish and teacher challenges to teaching English for deaf students at eleventh grade students of SLB-B YRTRW Surakart. The researcher conduct observation in the eleventh class August, 27th until 24th September 2020 by Online. The researcher collected the data on teacher challenges in teaching English for deaf students by saw in the group whatsapp.

2. Interview

Interview is the process of obtain information for research purposes by means of question and answer, while face to face between the interviewers and informant or interviewer, with or without using interview guidelines, where the interviewer and informant are involved in social life for relatily long time (Bungin, 2007). Interview is very important for the researcher to get information abaout teaching processe and what the challenges faced by teacher.

In this research, the researcher interview to the teacher at SLB-B YRTRW Surakarta the name is Mrs. Andita Destiana Wiahyu, M.Pd. The interview is concerning with challenges to teaching English by teacher. Interview conduct online via whatsApp at October,5th 2020.

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F. Research Data Analysis

Moleong (2004:103) states analysis is process of organizing data to get meaning of them. Miles and Huberman (1984) stated the activities in analyzing data are data reduction, data display and conclusion drawing. To determine the validity of the data, it is needed a checking technique of the data.

1. Data Reduction

   This case is a process of selecting; choose the data that relevant of the study and focus on the data that direct to solving of problems or to answer the research. Moreover, all of the data arrange question should relate to the problems of the study. Step to data reduction :

   a. The first step is research doing observation online via whatsapp group in the class at eleventh Grade of SLB-B YRTRW Surakarta

   b. Researcher saw process teaching learning in the class at eleventh Grade of SLB-B YRTRW Surakarta.

   c. After observation the researchers conducting the interview with teacher, Researchers ask some questions to teacher.

   d. Then the researcher get a data result of observation and interview the researcher find out challenges teachers in teaching English to deaf students at eleventh Grade of SLB-B YRTRW Surakarta.

2. Data Display

   The writer explanation in data display because it was the result of the data reduction made in report systematically which could be understood and

reasonable of the data those were got in the field. Furthermore, data display could be done by simple explaining, draft, relation categories and flowchart. In this step, all of the select data is presenting in the form of description or narration. The researcher display the data then describe it. After describing data, the researcher will be analysis the data. The researcher describes the data about teacher challenges in teaching English to deaf students in SLB-B YRTRW Surakarta. This technique is use arranging the information, description or narration to draw the conclusion.

3. Conclusion Drawing Verifying

All the data had been processed by the writer were concluded. After wards, the conclusion was verified by looking back of the data reduction and data display after collecting the data. The researcher chose the relevant data toward the problems of study. In addition, the researcher made the data in simple explanation. The last, making conclusion by seeing back of the data reduction, and data display after collecting the data.

G. The Trustworthiness of The Data

Triangulation is a technique of examining the trustworthiness of the data by using something excluding the data to check or to compare the data (Moleong, 2000). Denzin in Lexy (2000:178) divide triangulation into four kinds, they are triangulation by using methods, triangulation by using resources, triangulation by

using investigator, and triangulation by using theories. The explanation will present below:

1. Triangulation by using resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.

2. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.

3. Triangulation by using investigator is that the researcher will recheck the credibility of her data by her own research or other researcher.

4. The last technique is triangulation by using theories. It is the data technique of examining data by finding the standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

The researcher will be used the triangulation by using resources to this research. Triangulation by using resources is that the researcher compare and check the credibility of information found in the observation with data interview and compare it with the related documents.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

In this chapter, the research explains the researcher finding and discussion. The first section is research findings of the result from analyzing of the data to answer the problem statement mentioned in chapter I, namely: (1) The process of teaching English for deaf student at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020 (2) The challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020. The second section of this chapter is discussion. It deals with the discussion of the data analysis.

1. The teaching process English for deaf student at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020

Teaching is a means of showing or helping someone to learn how to do something, giving instruction, causing to know or understand. Daniela (2004:2) states that teaching English to hearing-impaired students are a bigger problem because the syntactic structure of majority spoken languages is different from the structure of sign language. The stages of the process of teaching English for deaf students of class XI SLB-B YRTRW Surakarta for the 2019/2020 academic year are:

a) Preliminary activities

At this stage, teachers and students make preparations to find background topics to be discussed in learning activities. At this stage, the perception given by the teacher is to provide opportunities for students to restate the material that has been learned at the previous meeting.

b) Initial knowledge stage

At this stage, the teacher tries to dig up the students' initial knowledge of things related to the topic to be studied. This can be done by presenting the problems to be discussed, then asking students for their opinions on these problems.

c) Main activity

At this stage, the teacher tries to arouse students' curiosity. Furthermore, students are encouraged to ask questions related to the topic in question. This can be done through questions, displaying phenomena through videos or pictures.

d) Stage of student questions.

After carrying out exploration activities through the activity stage, students are encouraged to ask questions, which are then selected by the teacher and students to be completed together.

e) The investigation stage.

At this stage, there will be interactions between teachers and students, students and students or students with tools. At this stage, students are given

the opportunity to find concepts through collecting, organizing and analyzing data in an activity that has been designed by the teacher, to then make observations and observations. Meanwhile, the teacher becomes a facilitator for students.

f) The final knowledge stage.

At this stage, students read out the results they get, and the teacher directs students to conduct class discussions. At this stage, the teacher asks students to compare their initial knowledge with their final knowledge.

g) The reflection stage.

At this stage, students are given time to digest, weigh, compare, appreciate and have discussions with themselves. The purpose of this activity is to think about what has just been learned, and then put it forward into a new knowledge structure.

Based on the results of the interview, it was known that the process of teaching English to deaf students at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020. Are as follows:

a. Planning the materials and the methods

Based on the results of interviews with the eleventh grade English teacher of SLAB-BY RTRW Surakarta for the 2019/2020 school year, Andita Destiana Winahyu, M.Pd explained that before starting learning, the teacher first prepares the material to be taught according to the student's needs. As in the interview results as follows:

"Berbeda dengan mengajar di kelas dalam pembelajaran daring sehingga untuk menentukan perencanaan dilakukan kemudian metode yang akan digunakan sesuai dengan buku kemudian materi juga sesuai tingkat kemampuan siswa terkadang buku tersebut terlalu susah kemudian juga materinya terlalu banyak sehingga disederhanakan sesuai dengan kemampuan siswa. Biasanya pas dikelas dulu saya juga menggunakan komunikasi total, drilling oral dan wicara, bahasa isyarat djadikan satu" "(Andita, 5 October 2020)

Ya. Karena kemampuan mereka berbeda sehingga butuh kesabaran dalam memberikan tugas. Cara mengatasi dengan memberikan pertanyaan sesuai kemampuan atau dengan bahasa yang sangat sederhana sehingga anak bisa memahami maksud dari pertanyaan guru." "(Andita, 5 October 2020)

"It is different from teaching in class in online learning, so that to determine the planning is carried out, then the method to be used is in accordance with the book then the material is also according to the level of the student's ability. Sometimes the book is too difficult then the material is too much so that it is simplified according to the students' abilities. Usually when I was in class, I also used total communication, oral and speech drilling, using sign language as one "(Andita, 5 October 2020)

"Yes. Because their abilities are different, they need patience in giving assignments. How to solve it by asking questions according to ability or in very simple language so that children can understand the meaning of the teacher's questions. "(Andita, 5 October 2020)

Based on the results of the interview above, it is known that learning in online classes is very different from learning in class, this causes teachers to not be able to use methods or materials such as those in the manual. So to overcome this, the teacher tries to simplify the material and methods used discussion by asking questions according to ability or in very simple language so that children can understand the meaning of the teacher's questions. Based on the results of the interview, it was also known that the

media used by teachers in conducting online classes usually used WhatsApp

media groups and video calls. As in the following interview:

> *Media yang digunakan yaitu whattsap grup dan selain itu juga sesekali bisa video call dengan siswa-siswa* (Andita, October 5, 2020)

> The media used is WhatsApp group and apart from that, occasionally video calls can be made by students. (Andita, October 5, 2020)

Based on the results of the interview, it is known that the media used

by the eleventh grade English teacher of SLAB-BY RTRW Surakarta for the

2019/2020 school year is WhatsApp group. In addition, teachers usually use

video calls to conduct online classes. As in the following example:
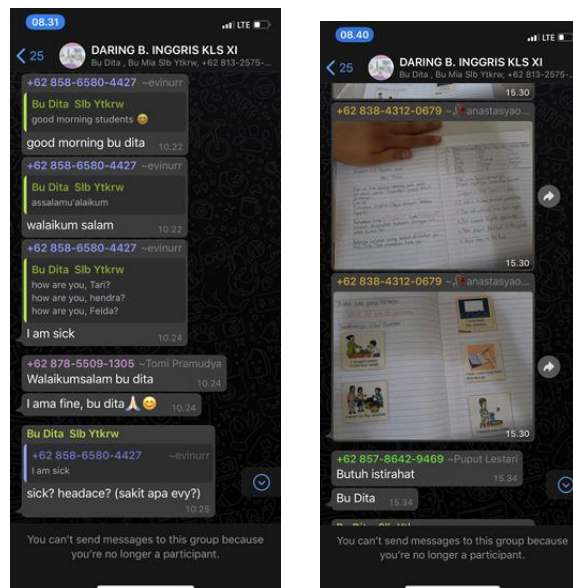
Picture 4.1 the Using WhatsApp group as a teaching media

b. Optimize the situation of the class

Based on the results of the interview, it is known that to optimize

online classroom learning, teachers usually adjust to the conditions of

students. Where online learning will be carried out at certain hours when students are ready to learn. As in the following interview results:

> *Untuk siswa lebih aktifnya sebenarnya menyesuikan dengan kondisi siswa juga karena untuk pembelajaran daring sekarang itu tidak bisa 100% aktif pada jam-jam tertentu karena terkadang siswa juga menggunakan handphone milik orang tuanya atau ketika pembelajaran bahasa inggris siswa ada kegiatan lain misal siswa membantu orang tua jadinya siswa lebih aktif di kelas kita mention satu per satu. Siswa ada berapa dimention disebutkan satu persatu kemudian ketika mereka sudah aktif dengan HP mereka masing masing, mereka bisa langsung menjawab sapaan guru kemudian belajar juga dengan daring dengan baik, selain itu juga aktif menjawab soal* (Andita, October 5, 2020)

> For students to be more active, it is actually adjusting to the condition of students as well because of online learning now it cannot be 100% active at certain hours because sometimes students also use their parents' cell phones or when learning English students have other activities, for example students help their parents. Students are more active in the class, we mention them one by one. Students have the number of dimensions mentioned one by one, then when they are active with their respective cellphones, they can immediately answer the teacher's greeting and then study well online, besides that they are also actively answering questions. (Andita, October 5, 2020)

Based on the results of the interview above, it is known that the teacher uses tentative hours to conduct online class learning in English in order to optimize the classroom situation. This is because sometimes students are not always active or do not always hold a cell phone, sometimes there are students using their parents cell phones or when learning English students have other activities, for example students helping their parents. So that to optimize learning, the teacher uses certain hours where students are ready to learn. The first step taken by the teacher before starting online learning is by

being greeted by the children first, asking how they are then being ready to

learn or not. As shown below:
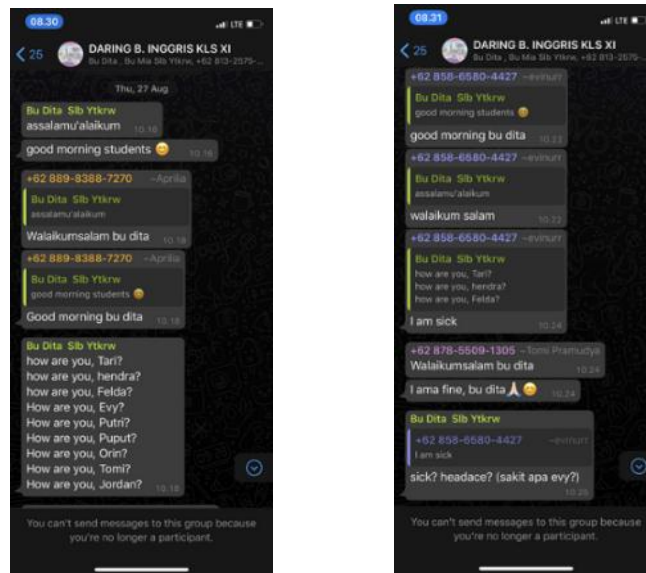
Picture 4.2 The Optimize the situation of the class

c. Explaining The Materials

Based on the results of the interview, it is known that before starting

lessons, teachers usually first provide an explanation of the material to be

used. As in the following interview results:

> *Tentu saja dijelaskan materinya apa saja, biasanya memang guru*
> *sudah menyiapkan materi yang akan dipelajari, misalnya meteri*
> *tentang Past Tense jadinya sudah ada materi yang sudah di send*
> *melalui grup wa kemudian juga materi itu akan dipelajari oleh siswa*
> *biasanya ada materi kemudian diikuti oleh soal.* (Andita, October 5,
> 2020)

> Of course, the material is explained, usually the teacher has prepared
> the material to be studied, for example, materials about Past Tense, so
> there is already material that has been sent through the group wa then

also the material will be studied by students, usually there is material then followed by questions. (Andita, October 5, 2020)

Based on the results of the interview, it is known that before learning begins, the teacher prepares and explains the material to be used. For example, when the teacher uses material about past tense, the teacher first sends the material into the WhatsApp group then students will first study the material to be used. After that the teacher explains the subject matter that will be used later.

d. Using instruction and repetition

Based on the results of the interview, it is known that in conducting online classes. Sometimes there are some students who don't understand the instructions or material that is conveyed through the WhatsApp group. For this reason, the teacher explains and repeats the material presented to students through personal messages. As in the following interview results:

> *Untuk pembelajaran daring memang proses guru menyampaikan pembelajaran bahasa inggris ini melalui grup wa melalui materi kemudian dikerjakan oleh siswa terkadang ada siswa juga yang tidak paham mengenai petunjuknya tapi mereka juga agak malu-malu ketika menanyakan di grup, sehingga ada siswa yang japri ke gurunya. Untuk prosesnya ya kita awalnya disapa dulu anak-anaknya, menanyakan kabar kemudian sudah siap belajar apa belum, disampaikan materi soal dan menjawab pertanyaan, nah untuk pengumpulan tidak bisa tepat waktu karena memang daring dan juga dikerjakan dirumah jadi semaksimal mungkin dikerjakan pada hari itu dan ketika ada siswa yang belum mengumpulkan itu bisa ditunggu dan ditanyakan kapan bisa mengumpulkan.* Andita, October 5, 2020*)*

> For online learning, it is true that the teacher's process of delivering English learning through the WA group through the material is then done by the students. Sometimes there are students who do not

understand the instructions, but they are also a bit shy when asking in groups, so there are students who private message to the teacher. For the process, we initially greeted the children, asked how they were, then were they ready to learn or not, delivered question material and answered questions, now for the collection it could not be on time because it was online and also done at home so it was done as much as possible on that day and when if there are students who have not collected it, they can wait and ask when they can collect. (Andita, October 5, 2020*)*

Based on the results of the interview above, it is known that sometimes there are students who do not understand the material or instructions given. For this reason, the teacher re-explains through personal messages to students who do not understand the material. In addition, teachers usually use extra time to collect assignments so that students can maximize the results of the assignments given.

e. **Use of visual media to make the students understand**

Based on the results of the interview, it is known that in conducting online classes. The teacher uses written language and video calls so that students understand the material presented. As in the following interview results:

> *Karena saat ini pembelajaran dilakukan secara online, maka mereka menggunakan bahasa tulis karena tuli, sehingga menggunakan bahasa tulis yang bisa dilakukan atau juga dengan video call, bisa juga menggunakan bahasa isyarat, untuk interaksi menggunakan kelompok yang digunakan khusus untuk pembelajaran bahasa Inggris online untuk kelas 11.* (Andita, October 5, 2020)

> Because currently learning is carried out online, then they use written language because they are deaf, so they use written language that can be done or also with video calls, they can also use sign language, for

interactions using groups that are used specifically for learning online English for grade 11. (Andita, October 5, 2020)

Based on the results of the interview above, it is known that in interacting with students, teachers usually use written language or video calls so that students understand the material presented when doing online learning. As shown below:
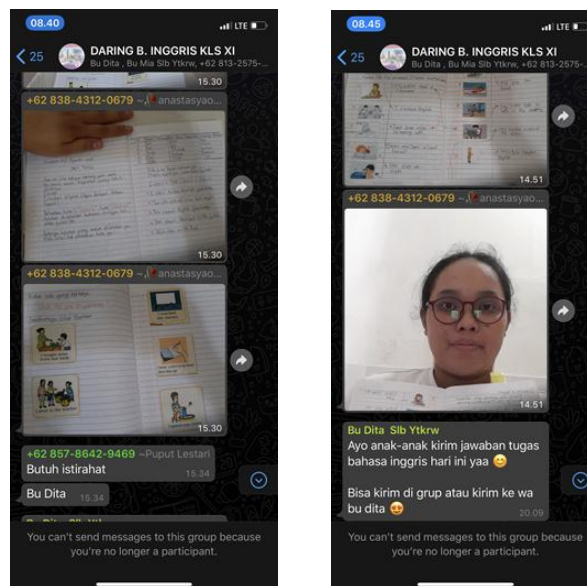
Picture 4.3 The used of written language

2. **The challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020.**

Teaching students who are deaf requires more preparation for teaching students who are hearing. The material given to students must be invincible with the student's condition. Based on the results of the interview, it was known

that the challenges of the teacher in learning English in class XI SLB-B YRTRW Surakarta in the 2019/2020 school year. As follows:

a. Attend

Based on the results of the interview, it is known that the first challenge faced by teachers in learning English in class XI SLB-B YRTRW Surakarta in the 2019/2020 school year is to attract students' attention to take lessons as in the following interview results:

> *iya. Ketika anak tertarik dalam suatu pembelajaran maka dia akan fokus belajar sehingga bisa memahami pelajaran dengan baik. Di masa pandemic ini kan proses pembelajaranya melalui online menggunakan media Whatsapp untuk menarik pehatian siswa kadang sulit karna kadang waktunya pemebelajaran bahasa inggris dimulai masih ada anak yang belum ikut gabung di dalam grup class yang ada di Whatapps. Untuk itu maka sebelum proses pembelajaran dimulai saya memanggil nama anak satu persatu memastikan bahwa anak sudah ikut dalam proses pemebelajaran kemudian menanyakan kabar karna dengan itu anak anak akan merasa diperhatikan dengan itu di harapkan anak anak senang dan mau mengikuti pemebelajaran bahasa inggris.".* (Andita, October 5, 2020)

> Yes. When children are interested in learning, they will focus on learning so they can understand the lesson well. During this pandemic, the online learning process using Whatsapp media to attract students' attention is sometimes difficult because sometimes it's time for English learning to start there are still children who have not joined the class groups on Whatapps. For this reason, before the learning process starts, I call the names of the children one by one to make sure that the children have participated in the learning process then ask the news because with that the children will feel cared for with it. Hopefully the children will be happy and want to take part in learning English. (Andita, October 5, 2020)

Based on the results of the interview above, it is known that the first challenge faced by teachers in learning English in class XI SLB-B YRTRW

Surakarta in the 2019/2020 school year is to attract difficulties in paying attention to students to follow the lessons. This is because during online learning, sometimes there are children who are not ready and have not joined online classes through the Whatsaap group, therefore before starting lessons the teacher usually asks the news one by one so that children feel alert and cared for so they feel happy and want to take part in English learning.

b. Concentrate and listen for long period of time without becoming tired.

Based on the results of the interview, it was known that the second challenge faced by the teacher was getting students to maintain their concentration in the learning process. As in the following interview results:

> *Iya. Ketika siswa berkonsentrasi maka siswa dapat menyerap materi pelajaran dengan mudah. Sehingga menjaga konsentrasi anak sangat diperlukan. Sebenarnya agak terlalu sulit untuk mengetahui konsentrasi siswa dalam proses pembelajaran secara online karena guru tidak tahu apa yang dilakukan siswa secara lansung maka ketika anak dirasa tidak muncul ketika sudah dimuali pembelajaran di grup whatsapp guru menyakan apa yang sedang dilakukan siswa.* (Andita, October 5, 2020)

> Yes. When students concentrate, students can absorb the subject matter easily. So that maintaining children's concentration is very necessary. Actually, it is a bit too difficult to know the concentration of students in the online learning process because the teacher does not know what the students are doing directly, so when the child doesn't appear when learning starts in the WhatsApp group, the teacher tells what the students are doing. (Andita, October 5, 2020)

Based on the results of the interview, it is known that the second challenge faced by teachers in teaching English online is the difficulty of maintaining student concentration in the learning process. This is because

the teacher does not know what the students are doing directly. Therefore, when the child does not appear when learning has started in the WhatsApp group, the teacher asks what the students are doing.

c. **Access all information presented in the classroom**

Based on the results of the interview, it was known that the third challenge faced by the teacher was the difficulty of access in delivering information to deaf students in the learning process. As in the following interview results:

> *Iya. Karena siswa adalah berkebutuhan khusus dalam pendengaran atau audivisual. Maka saya tekankan pada visual dengan cara mengatasinya dengan memberikan informasi dengan bantuan gambar atau video*. (Andita, October 5, 2020)

> Because students have special needs in hearing or audivisual. So I emphasize the visuals by dealing with them by providing information with the help of pictures or videos. (Andita, October 5, 2020)

Based on the results of the interview, it is known that the next challenge faced by the teacher is the difficulty in providing information to students, this is because deaf students have special needs in hearing or audivisual, therefore teachers usually provide information through pictures and videos.

d. **Learn new information incidentally**

The next challenge faced by teachers in teaching deaf students is the difficulty of children learning new information suddenly during the learning process. As in the following interview results:

> *Iya. Karena kemampuan memahami informasi pada anak tunarungu terbatas. Cara mengatasi dengan mengulang-ulang informasi baru yang telah di sampaikan, memberikan tugas, dan pekerjaan rumah.* (Andita, October 5, 2020)

> Yes. Because the ability to understand information in children with hearing impairment is limited. How to deal with it by repeating new information that has been conveyed, giving assignments, and homework. (Andita, October 5, 2020)

Based on the results of the interview, it is known that one of the challenges faced by teachers in teaching deaf students is the difficulty of children learning new information suddenly in the learning process. This is due to the limited ability of deaf students to understand information so that one way to overcome this is by repeating new information, giving assignments and homework.

e. **Respond quickly to question or command**

Based on the results of the interview, it was known that the next challenge faced by teachers in teaching deaf students was the students' lack of speed in responding to questions or commands. As in the following interview results:

> *Ya. Karena kemampuan mereka berbeda sehingga butuh kesabaran dalam memberikan tugas. Cara mengatasi dengan memberikan pertanyaan sesuai kemampuan atau dengan bahasa yang sangat sederhana sehingga anak bisa memahami maksud dari pertanyaan guru.* (Andita, October 5, 2020)

> Yes. Because their abilities are different, they need patience in giving assignments. How to solve it by asking questions according to ability or in very simple language so that children can understand the meaning of the teacher's questions. (Andita, October 5, 2020)

Based on the results of the interview, it is known that one of the challenges faced by teachers in teaching deaf students is the slow response of students to questions or commands. This is because deaf students have different abilities from students in general in responding. So that the teacher must have patience in giving questions or orders.

f. Improve their vocabulary and use new word appropriately

Based on the results of the interview, it was known that other challenges faced by the teacher were the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words. As the following interview results:

> Iya. Dengan memperlihatkan wujud asli benda dengan kosakata yang dipelajari. Sehingga anak bisa mengingat dan menambah kosakata yang ada. Kemudian ketika proses pembelajaran berlangsung saya menggunakan dua bahasa yaitu bahasa Indonesia dan bahasa inggris agar anak paham karena kadang anak masih kesulitan juga memahami bahasa Indonesia bisa dilihat di dalam grup whatsapp. (Andita, October 5, 2020)

> Yes. By showing the original form of objects with the vocabulary learned. So that children can remember and add to existing vocabulary. Then when the learning process took place I used two languages, namely Indonesian and English so that the children understood because sometimes children still had difficulty understanding Indonesian, you can see in the whatsapp group. (Andita, October 5, 2020)

Based on the results of the interview, it is known that one of the challenges faced by teachers in teaching deaf students is the limitations of deaf students in communicating so that it affects students in adding vocabulary and using new words. To overcome this problem, usually the

teacher uses two languages, namely Indonesian and English so that the children understand because sometimes children still have difficulty understanding Indonesian, you can see in the whatsapp group

Based on the results of the interview, it is known that there are six challenges faced by teachers in teaching deaf students, including attract students' attention to take lessons, getting students to maintain their concentration in the learning process, the difficulty of access in delivering information to deaf students in the learning. The process, the difficulty of children learning new information suddenly during the learning process. Students' lack of speed in responding to questions or commands and the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words.

B. Discussion

In this research finding, the researcher explained about the description of the main point of research findings concerning with the teacher challenges of teaching English for deaf students IN SLB-B YRTRW in the academic year of 2019/2020. The main points are: (1) The process of teaching English for deaf students in the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020 (2) The challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020. In this discussion session, the researcher tried to justify the description of the research findings based on following explanation.

1. The process of teaching English for deaf student at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020

Brown (2000: 253) stated teaching is a skill for it demands the ability attained from relevant theories and practice to assist the students expertly in learning so that they are able to gain the linguistic and communication competence in the language. Ayuningrum (2012:10) states teaching is a process to transfer the knowledge and the materials to the students by using some method that is suitable to the matter in the learning process. Besides that, in using of the method, the teacher should know what the material and about the condition of the student itself. The aim of teaching language is in order to make students are able to speak, listen, read and write.

Daniela (2004:2) states that teaching English to hearing-impaired students are a bigger problem because the syntactic structure of majority spoken languages is different from the structure of sign language. The Teacher who educating students with special needs, even has not had the degree of special education, they must understand their students with special needs.

Based on the results of the interview, it is known that online classroom learning is very different from classroom learning, this causes teachers to not be able to use methods or materials like what is already in the manual. So to overcome this, the teacher tries to simplify the material and methods used according to student needs. According to Thompson (2012: 103), the first step to teaching language for deaf students is planning materials and methods that

consider or depend on student needs. In addition, based on the results of the interview, it was also known that the media used by the eleventh grade English teacher of SLAB-BY RTRW Surakarta for the 2019/2020 school year was WhatsApp group. In addition, teachers usually use video calls to conduct online classes.

Before learning begins, the teacher prepares and explains the material to be used. For example, when the teacher uses material about past tense, the teacher first sends the material into the WhatsApp group then students will first study the material to be used. After that, the teacher explains the subject matter that will be used later. To optimize the classroom situation, the teacher usually uses tentative hours to conduct online classroom learning. This is because sometimes students are not always active or do not always hold a cell phone, sometimes there are students using their parents' cell phones or when learning English students have other activities, for example students helping their parents. So that to optimize learning, the teacher uses tentative time for having the students ready to learn. Then, the teacher also uses written language or video calls so that students understand the material presented when learning online. Method that use teacher to teaching English was discussion in WhatssApp Group

Through video calls, children are able to read the speech (or read lips). Through this method the child observes the speaker's mouth and facial movements, and understands what the speaker is saying (CDC, 2020). This

method emphasizes the ability of children who are required to be able to perceive sounds or voices and even someone's expression through their eyesight. In other words, children who are deaf must be able to read the lips of the other person.

2. **The challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020.**

Based on the results of the interview, it was known that the challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020 it is known that there are six challenges faced by teachers in teaching deaf students, including attract students' attention to take lessons, getting students to maintain their concentration in the learning process, the difficulty of access in delivering information to deaf students in the learning. The process, the difficulty of children learning new information suddenly during the learning process. Students' lack of speed in responding to questions or commands and the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words.

To overcome these challenges, before starting lessons the teacher usually asks the news one by one so that the child feels alert and cared for so that they feel happy and want to take part in learning English. In addition, when the child does not appear when learning has started in the WhatsApp group, the teacher asks what the student is doing. in explaining information, the teacher usually

uses pictures and videos and repeats the information and gives assignments and homework so that students understand the information provided.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the researcher can draw conclusions. Based on the results of the interview, it is known that online classroom learning is very different from classroom learning, this causes teachers to not be able to use methods or materials like what is already in the manual. So to overcome this, the teacher tries to simplify the material and methods used according to student needs. In addition, based on the results of the interview, it was also known that the media used by the teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020 was WhatsApp group. In addition, teachers usually use video calls to conduct online classes.

Before learning begins, the teacher prepares and explains the material to be used. For example, when the teacher uses material about past tense, the teacher first sends the material into the WhatsApp group then students will first study the material to be used. After that the teacher explains the subject matter that will be used later. To optimize the classroom situation, the teacher usually uses tentative hours to conduct online classroom learning. This is because sometimes students are not always active or do not always hold a cell phone, sometimes there are students using their parent's cell phone or when learning English students have

other activities, for example students helping their parents. So that to optimize learning, the teacher uses tentative time for having the students ready to learn. Then, the teacher also uses written language or video calls so that students understand the material presented when learning online. Method that use teacher to teaching English was discussion in WhatssApp Group.

Based on the results of the interview, it is known that there are six challenges faced by teachers in teaching deaf students, including attract students' attention to take lessons, getting students to maintain their concentration in the learning process, the difficulty of access in delivering information to deaf students in the learning. The process, the difficulty of children learning new information suddenly during the learning process. Students' lack of speed in responding to questions or commands and the limitations of deaf students in communicating so that it influenced students to add vocabulary and use new words. To overcome these challenges, before starting lessons the teacher usually asks the news one by one so that the child feels alert and cared for so that they feel happy and want to take part in learning English. In addition, when the child does not appear when learning has started in the WhatsApp group, the teacher asks what the student is doing. In explaining information, the teacher usually uses pictures and videos and repeats the information and gives assignments and homework so that students understand the information provided.

B. Suggestion

After obtaining the result of the research, the researcher would like to give some suggestion. The following are the suggestions that may be useful for the students, English teachers, and the researcher.

1. **For the students**

It is hoped that students will be confident and not ashamed to ask the teacher for material that has not been understood.

2. **For English teachers**

The teachers should pay attention to the students' who has slow response in receiving the material and make the students more active and excited in learning process by using a more interesting teaching model or technique.

3. **For English researcher**

The researcher realizes that this research is far from being perfect, thus the research hopes the readers would give any critics and suggestions. The researcher wishes that this research can give contributions for the readers and it will be useful to improve information about teaching English for deaf students.

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LIST OF APPENDICES

Appendices 1 Rubric of Interview

Rubric of Interview

Concept	Indicator
Theory by Thompson (2012:103) there is instruction to the teacher to teach language for students with hearing impairment, as follows: 1. Planning the materials and the methods that consider or depend on the need of students. 2. Optimize the situation of the classs and be firm that the students focus on teacher's explanation during in front the class. 3. In explaining the materials, the teacher must be spoken aloud and clearly. 4. Using instruction and repetition in every words or sentences with wrote down the keyword on the board. 5. During teaching learning process the teachers using	1. Planning the materials and the methods 2. Optimize the situation of the class 3. explaining the materials 4. Using instruction and repetition 5. using sign language, note, pictures, to deliver the material. 6. Optimize the students

sign language, note, pictures, to deliver the material. 6. Optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials. 7. Develop the communication used the facial expression and body language in explaining the material. 8. The used of visual media to make the students understand what teacher say.	can communicate with the teacher 7. used the facial expression and body language 8. used of visual media to make the students understand

Appendix 2 Instrument of Interview

Instrument of Interview

No	Questions	Yes	No
1	Apakah ada persiapan sebelum pembelajaran ?	✓	
2	Apakah Anda menyusun persiapan materinya dan buku pedoman anda dalam mengajar?	✓	
3	Apakah Anda melakukan perencanaan untuk menentukan metode yang akan digunakan dalam mengajar dikelas?	✓	
4	Apakah Anda menggunakan media untuk belajar?	✓	
5	Apakah siswa juga aktif dalam kegiatan pembelajaran bahasa inggris bu?	✓	
6	Apakah Anda melakukan interaksi khusus dengan siswa atau bahasa apa saja yang ibu gunakan saat mengajar?	✓	
7	Apakah Andaa menjelaskan tentang materi apa yang akan dipelajari?	✓	
8	apakah Anda menyampaikan pembelajaran bahasa inggris untuk murid murid?	✓	
10	Apakah cara pembelajaran untuk mereka sama antara murid normal dengan siswa berkebutuhan khusus?		✓

12	Apakah Anda menggunakan metode saat mengajar ?	✓	
13	Dalam mengajar bahasa inggris, apakah sudah mencakup 4 aspek. Yaitu Listening, speaking, Reading dan Writing?		✓
15	Apakah dari ketiga siswa berkebutuhan khusus memiliki tingkatan level pendengaran yang berbeda beda bu?	✓	
16	Apakah kelas mereka disendirikan sesuai dengan tingkatan disebelnyab? jika iya, apakah ketiga siswa mendapatkan tambahan materi diluar jam pelajaran yang dibutuhkan ?		✓
17	Apakah Anda menemui masalah/hambatan saat mengajar siswa tunarungu?	✓	
18	Apakah Anda memiliki solusi untuk mengatasi masalah yang anda alami saat mengajar?	✓	

Appendix 3 Interview Question

a. Interview Question

1. Apakah persiapan anda lakukan sebelum pembelajaran ?
2. Apakah anda menyusun persiapan materinya dan buku pedoman anda dalam mengajar?
3. Bagaimana perencanaan untuk menentukan metode yang akan digunakan dalam mengajar dikelas?
4. untuk medianya yang digunakan apa saja ya bu?
5. Apakah siswa juga aktif dalam kegiatan pembelajaran bahasa inggris ?
6. Bagaimana cara guru agar siswa lebih aktif didalam kelas?
7. Bagaimana interaksi guru dengan siswa atau bahasa apa saja yang guru gunakan saat mengajar?
8. Apakah guru menjelaskan tentang materi apa yang akan dipelajari?
9. Bagaimana proses guru menyampaikan pembelajaran bahasa inggris untuk murid murid?
10. Apa saja yang menjadi inti evaluasi pembelajaran?
11. Dalam satu kelas ada berapa jumlah muridnya bu?
12. Apakah cara pembelajaran untuk mereka sama dengan murid regular atau tidak? Atau mungkin ada cara yang khusus untuk mereka?
13. Bagaimana minat siswa dalam pelajaran bahasa inggris ?
14. Metode guru yang digunakan saat mengajar bahasa inggris ?
15. Dalam mengajar bahasa inggris, apakah sudah mencakup 4 aspek. Yaitu reading, writing, listening dan speaking?
16. Biasanya satu materi membutuhkan berapa pertemuan ?
17. Kalau dari sekolah sini menggunakan kurikulum apa ya bu?
18. bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah mereka capai?

19. Apakah siswa kelas 11 memiliki tingkatan level pendengaran yang berbeda beda bu?

20. apakah kelas mereka disendirikan ya sesuai dengan tingkatan disebelnya, atau semuanya dijadikan satu dalam satu kelas?

21. Masalah apa saja yang guru temui saat mengajar?

22. bagaimana menangani masalah yang guru alami saat mengajar

b. List Interview

1. Apakah menarik perhatian siswa dalam proses pembelajaran bahasa inggris itu termasuk tantangan bagi seorang guru dalam mengajar? Apa alasannya?

2. Apakah membuat siswa menjaga konsentrasinya dalam proses pembelajaran menjadi tantangan bagi seorang guru? Apa alasannya?

3. Kesulitan akses dalam menyampaian informasi siswa tuna rungu dalam memperoleh informasi dalam proses pembelajaran apakah menjadi tantangan bagi guru? Kenpa itu menjadi tantangan bagi seorang guru dan bagaimana mrngatasinya?

4. Karena keterbatasan akses tadi anak tuna rungu mengalami kesulitan dalam memahami informasi baru atau materi baru, bagaimana guru mengatasi kesulitan itu? Apakah itu juga menjadi tantangan bagi guru dalam proses pembelajaran?

5. Kesulitan anak dalam mempelajari informasi baru atau makna makna baru secara tiba tiba dalam proses pemeblajaran apakah menjadi tantangan guru? Kenpa itu menjadi tantangan guru dan bagaimana ibu mengatasinya?

6. Apakah mendapatkan respon siswa secara cepat ketika bertanya atau menyuruh siswa dalam proses pembelajaran menjadi tantangan guru dalam mengajar siswa tuna rungu? Jika iya apa alesannya dan jika tidakapa alasannya dan bagaimana ibu mengatasinya mengingat mengajar anak tuna rungu berbeda dengan anak normal lainnya?

7. Bagaimana cara guru untuk membantu siswa selalu mengingat materi atau informasi yang sudah disampaikan?

8. Keterbatasan siswa tunarungu dalam berkomunikasi mempengaruhi siswa dalam menambah kosa kata dan menggunakan kata baru untuk berkomunikasi, apakah itu menjadi tantangan seorang guru dalam mengajarkan siswa kosa kata? Bagaimana cara guru untuk menambahkan kosa kata pada siswa?

Appendix 4 Interview Sheet

a. Interview Sheet 1

The Result Data of Interview

Hari / Tanggal　　　　: Senin, 5 Oktober 2020

Mata Pelajaran　　　: Bahasa Inggris

Nama Guru　　　　　: Andita Destiana Winahyu, M.Pd

Tempat Wawancara　: Dilakukan secara online via Whatsapp

1. Apakah persiapan anda lakukan sebelum pembelajaran ?
   Jawaban : "Menyiapkan materi, menyiapkan kondisi siswa apakah sudah siap menerima pelajaran apa belum".
2. Apakah anda menyusun persiapan materinya dan buku pedoman anda dalam mengajar?
   Jawaban : "Untuk kelas 11 sebenarnya sudah ada buku pedoman dari pemerintah dari K13 selain itu juga materinya diambil dari KI KD".
3. Bagaimana perencanaan untuk menentukan metode yang akan digunakan dalam mengajar dikelas?
   Jawaban : "Berbeda dengan mengajar di kelas dalam pembelajaran daring sehingga untuk menentukan perencanaan dilakukan kemudian metode yang akan digunakan sesuai dengan buku kemudian materi juga sesuai tingkat kemampuan siswa terkadang buku tersebut terlalu susah kemudian juga materinya terlalu banyak sehingga disederhanakan sesuai dengan kemampuan

siswa. Biasanya pas dikelas dulu saya juga menggunakan komunikasi total, drilling oral dan wicara, bahasa isyarat djadikan satu"

4. Medianya yang digunakan apa saja dalam mengajar bahasa inggris ?

   Jawaban : "Media yang digunakan yaitu whattsap grup dan selain itu juga sesekali bisa video call dengan siswa-siswa".

5. Apakah siswa juga aktif dalam kegiatan pembelajaran bahasa inggris ?

   Jawaban : "Untuk kelas 11 ini Alhamdulillah siswanya aktif kemudian disapa digrup juga menjawab, seperti "Good morning" "How are you ?" mereka satu persatu menjawab sapaan guru, walaupun dalam penulisannnya terkadang ada kesalahan dan itu juga bisa diperbaiki dalam pembelajaran dibenarkan penulisannya, misalnya "I am fain" seharusnya "I am fine". "

6. Bagaimanacara guru agar siswa lebih aktif didalam kelas?

   Jawaban : "Untuk siswa lebih aktifnya sebenarnya menyesuikan dengan kondisi siswa juga karena untuk pembelajaran daring sekarang itu tidak bisa 100% aktif pada jam-jam tertentu karena terkadang siswa juga menggunakan handphone milik orang tuanya atau ketika pembelajaran bahasa inggris siswa ada kegiatan lain misal siswa membantu orang tua jadinya siswa lebih aktif di kelas kita mention satu per satu. Siswa ada berapa dimention disebutkan satu persatu kemudian ketika mereka sudah aktif dengan HP mereka masing masing, mereka bisa langsung menjawab sapaan guru kemudian belajar juga dengan daring dengan baik, selain itu juga aktif menjawab soal."

7. Bagaimana interaksi guru dengan siswa atau bahasa apa saja yang guru gunakan saat mengajar?

   Jawaban : "Karena saat ini penelitian dilakukan saat daring kemudian memang menggunakan bahasa tulis karena mereka tunga rungu jadinya menggunakan bahasa tulis yang bisa dilakukan ataupun juga dengan video call mereka juga bisa menggunakan bahasa isyarat, untuk interaksinya menggunakan grup yang digunakan khusus untuk pembelajaran daring bahasa inggris kelas 11."

8. Apakah guru menjelaskan tentang materi apa yang akan dipelajari?

   Jawaban : ” Tentu saja dijelaskan materinya apa saja, biasanya memang guru sudah menyiapkan materi yang akan dipelajari, misalnya meteri tentang Past Tense jadinya sudah ada materi yang sudah di send melalui grup wa kemudian juga materi itu akan dipelajari oleh siswa biasanya ada materi kemudian diikuti oleh soal.”

9. Bagaimana proses guru menyampaikan pembelajaran bahasa inggris untuk siswa?

   Jawaban : “Untuk pembelajaran daring memang proses guru menyampaikan pembelajaran bahasa inggris ini melalui grup wa melalui materi kemudian dikerjakan oleh siswa terkadang ada siswa juga yang tidak paham mengenai petunjuknya tapi mereka juga agak malu-malu ketika menanyakan di grup, sehingga ada siswa yang japri ke gurunya. Untuk prosesnya ya kita awalnya disapa dulu anak-anaknya, menanyakan kabar kemudian sudah siap belajar apa belum, disampaikan materi soal dan menjawab pertanyaan, nah untuk pengumpulan tidak bisa tepat waktu karena memang daring dan juga dikerjakan dirumah jadi semaksimal mungkin dikerjakan pada hari itu dan ketika ada siswa yang belum mengumpulkan itu bisa ditunggu dan ditanyakan kapan bisa mengumpulkan.”

10. Apa saja yang menjadi inti evaluasi pembelajaran?

    Jawaban : “Evaluasi pembelajaran biasanya dari jawaban yang mereka lakukan kemudian keaktifan siswa dalam pembelajaran daring, nah untuk kelas 11 ini insyaallah mereka juga sudah bisa mengerjakan secara mandiri jadinya untuk orangtuanya juga menemani saja, jadi mereka bisa menjawab secara mandiri kemudian juga bisa difoto kemudian dinilai oleh gurunya.”

11. Dalam satu kelas ada berapa jumlah muridnya bu?

    Jawaban : “Untuk kelas yang sedang diteliti satu kelas ada 8 siswa yaitu kelas 11B, ada 8 siswa 4 putra dan juga ada 4 siswa putri,”

12. Apakah cara pembelajaran untuk mereka sama dengan murid regular atau tidak? Atau mungkin ada cara yang khusus untuk mereka?

Jawaban : "Cara pembelajaran tentu saja tidak bisa disamakan dengan murid regular karena memang mereka ada keistimewaan yaitu tunga rungu sehingga untuk pembelajaran pada siswa tunga rungu ini lebih menekankan pada mereka bisa menjawab pertanyaan dengan bener, bisa menangkap pelajaran dengan benar dan paham dalam bentuk tulisan, untuk khususnya daring ini mereka bisa videocall dan caranya juga bisa mengirmkan soal sesuai dengan kemampuan mereka."

13. Bagaimana minat siswa dalam pelajaran bahasa inggris ?

Jawaban : "Alhamdullilah untuk kelas 11B dalam pembelajaran bahasa inggris ini sangat minat, terutama ketika mereka pembelajaran sebelum terjadi pandemi ini karena mereka bisa aktif menyapa, kemudian aktif dalam berkomunikasi dalam berbahasa inggris. Untuk pembelajaran daring memang mereka juga minat sekali ditunjukkan ketika guru menyapa mereka melalui grup whattsap, mereka satu persatu menjawab pertanyaan tersebut kemudian ada soalnya dan mereka jawab dengan baik hal itu menunjukkan minat siswa dengan bahasa inggris sangat minat."

14. Metode guru yang digunakan saat mengajar bahasa inggris ?

Jawaban : "Metode yang digunakan metode ceramah karena mereka bisa menangkap dengan baik otomatis dengan metode ceramah itu dengan pelan-pelan sesuaikan dengan kemampuan siswa , kemudian metode itu diterapkan dalam bentuk tulisan, mereka bisa menjawab soal dengan baik, materinya juga disampaikan dalam bentuk tulisan melalui media grup."

15. Dalam mengajar bahasa inggris, apakah sudah mencakup 4 aspek. Yaitu reading, writing, listening dan speaking?

Jawaban : "Tentu saja untuk aspeknya kan kita tahu mereka tunga rungu otomatis untuk speaking , listening mereka kurang, karena memang mereka memiliki keistimewaan dalam pendengaran, untuk itu kita maksimalkan

dalam bentuk reading dan writing dan sesekali juga speaking ketika mereka bisa berkomunikasi bahasa inggris dengan baik nah intinya aspeknya yang tidak bisa yaitu listening."

16. Biasanya satu materi membutuhkan berapa pertemuan ?

Jawaban : "Satu materi itu bisa membutuhkan 2-3x pertemuan sesuai dengan kemampuan siswa juga."

17. Kalau dari sekolah sini menggunakan kurikulum apa ya bu?

Jawaban : " Untuk sekolah ini menggunakan kurikulum K13 dan juga kurikulum dari pemerintah dan juga buku-bukunya disediakan oleh pemerintah selain itu juga kita kembangkan sendiri sesuai kemampuan siswa."

18. Bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah mereka capai?

Jawaban : "Untuk melakukan penilaian sesuai dengan kemampuan mereka tentunya kemudian hasil dari tugas yang sudah mereka kumpulkan kemudian hasil dari ujian yang sudah dikerjakan dinilai sesuai dengan standart penilaian yang ada."

19. Apakah siswa kelas 11 memiliki tingkatan level pendengaran yang berbeda beda bu?

Jawaban : "Untuk kelas 11 sendiri ada 2 yaitu kelas 11A dan 11B, untuk kelas A sendiri selain tunga rungu dan mereka juga tunga ganda dimana selain mereka memiliki keistimewaan dalam pendengaran mereka juga ada keterlambatan pembelajaran sehingga tingkat pendengaran juga berbeda dan untuk kelas 11B yaitu siswa yang anda teliti ini memiliki level pendengaran yang kurang lebih sama sehingga bisa dilakukan penelitian dan mengikuti pembelajaran dengan baik."

20. Apakah kelas mereka disendirikan ya sesuai dengan tingkatan disebelnya, atau semuanya dijadikan satu dalam satu kelas?

Jawaban : " Tentu saja berbeda dengan siswanya, ada siswa yang hanya tunga rungu atau siswa yang dengan tuna ganda jadi disesuaikan dengan tingkat

disabelnya agar untuk menerima pembelajaran juga mudah tidak kesulitan karena ini juga menyesuaikan dengan kemampuan siswa."

21. Masalah apa saja yang guru temui saat mengajar?

    Jawaban : "Selain pembelajaran saat ini dilakukan dengan daring, kesulitannya waktu mereka siap dalam belajar jam berapa, kondisi mereka dan juga waktu pengumpulan , kadang ketika tidak bisa hari ini mereka bisa mengumpulkan besok ataupun pada saat sebelum pembelajaran minggu depan itu juga jadi masalah tersendiri karena kita juga tidak bisa memaksa mereka langsung mengerjakan bahasa inggris pada saat itu karena memang kondisi siswa berbeda-beda, "

22. Bagaimana menangani masalah yang guru alami saat mengajar ?

    Jawaban : "Untuk menanganinya biasanya kita kasih deadline missal dikumpulkan maksimalkan hari ini walaupun misalnya ada yang belum mengumpulkan kemudian kita mention lagi digrup siapa saja yang belum mengerjakan atau kita beri waktu batsanya sampai kapan sehingga mereka bisa mempunyai tanggung jawab untuk mengerjakan bahasa inggris tersebut, kemudian siswa bisa aktif dalam kelas dalam grup kemudian mengerjakan dengan baik, selain itu bisa paham tentang materi yang disampaikan tentu saja kemudian masalahnya itu bisa mereka tangani dengan bantuan orang tua juga, selain itu kita komunikasi dengan siswa kita juga komunikasi dengan wali murid sehingga wali murid bisa membantu agar siswa itu bisa mengerjakan tugas dengan baik dan juga tepat waktu.

b. Interview Sheet

The Result Data of Interview

Mata Pelajaran   : Bahasa Inggris

Nama Guru   : Andita Destiana Winahyu, M.Pd

Tempat Wawancara   : Dilakukan secara online via Whatsapp

1. Apakah menarik perhatian siswa dalam proses pembelajaran bahasa inggris itu termasuk tantangan bagi seorang guru dalam mengajar? Apa alasannya?

   Jawaban : "iya. Ketika anak tertarik dalam suatu pembelajaran maka dia akan fokus belajar sehingga bisa memahami pelajaran dengan baik. Di masa pandemic ini kan proses pembelajaranya melalui online menggunakan media Whatsapp untuk menarik pehatian siswa kadang sulit karna kadang waktunya pemebelajaran bahasa inggris dimulai masih ada anak yang belum ikut gabung di dalam grup class yang ada di Whatapps. Untuk itu maka sebelum proses pembelajaran dimulai saya memanggil nama anak satu persatu memastikan bahwa anak sudah ikut dalam proses pemebelajaran kemudian menanyakan kabar karna dengan itu anak anak akan merasa diperhatikan dengan itu di harapkan anak anak senang dan mau mengikuti pemebelajaran bahasa inggris."

2. Apakah membuat siswa menjaga konsentrasinya dalam proses pembelajaran menjadi tantangan bagi seorang guru? Apa alasannya?

   Jawaban : " Iya. Ketika siswa berkonsentrasi maka siswa dapat menyerap materi pelajaran dengan mudah. Sehingga menjaga konsentrasi anak sangat diperlukan. Sebenarnya agak terlalu sulit untuk mengetahui konsentrasi siswa dalam proses pembelajaran secara online karena guru tidak tahu apa yang dilakukan siswa secara lansung maka ketika anak dirasa tidak muncul ketika

sudah dimuali pembelajaran di grup whatsapp guru menyakan apa yang sedang dilakukan siswa."

3. Kesulitan akses dalam menyampaian informasi siswa tuna rungu dalam memperoleh informasi dalam proses pembelajaran apakah menjadi tantangan bagi guru? Kenpa itu menjadi tantangan bagi seorang guru dan bagaimana mrngatasinya?

   Jawaban : "Iya. Karena siswa adalah berkebutuhan khusus dalam pendengaran atau audivisual. Maka saya tekankan pada visual dengan cara mengatasinya dengan memberikan informasi dengan bantuan gambar atau video."

4. Karena keterbatasan akses tadi anak tuna rungu mengalami kesulitan dalam memahami informasi baru atau materi baru, bagaimana guru mengatasi kesulitan itu? Apakah itu juga menjadi tantangan bagi guru dalam proses pembelajaran?

   Jawaban : "Iya. Menjelaskan dengan media gambar atau video sehingga lebih mudah memahami materi baru. Kemudian menyederhanakan materi agar mudah di pahami siswa."

5. Kesulitan anak dalam mempelajari informasi baru atau makna makna baru secara tiba tiba dalam proses pemeblajaran apakah menjadi tantangan guru? Kenpa itu menjadi tantangan guru dan bagaimana ibu mengatasinya?

   Jawaban : "Iya. Karena kemampuan memahami informasi pada anak tunarungu terbatas.

   Cara mengatasi dengan mengulang-ulang informasi baru yang telah di sampaikan, memberikan tugas, dan pekerjaan rumah."

6. Apakah mendapatkan respon siswa secara cepat ketika bertanya atau menyuruh siswa dalam proses pembelajaran menjadi tantangan guru dalam mengajar siswa tuna rungu? Jika iya apa alesannya dan jika tidakapa alasannya dan bagaimana ibu mengatasinya mengingat mengajar anak tuna rungu berbeda dengan anak normal lainnya?

Jawaban : "Ya. Karena kemampuan mereka berbeda sehingga butuh kesabaran dalam memberikan tugas. Cara mengatasi dengan memberikan pertanyaan sesuai kemampuan atau dengan bahasa yang sangat sederhana sehingga anak bisa memahami maksud dari pertanyaan guru."

7. Bagaimana cara guru untuk membantu siswa selalu mengingat materi atau informasi yang sudah disampaikan?

   Jawaban : "Dengan memberikan latihan soal, PR, atau mengulang materi lalu sebelum masuk ke materi baru karena anak anak sering lupa jadi guru harus sering mengingatkan."

8. Keterbatasan siswa tunarungu dalam berkomunikasi mempengaruhi siswa dalam menambah kosa kata dan menggunakan kata baru untuk berkomunikasi, apakah itu menjadi tantangan seorang guru dalam mengajarkan siswa kosa kata? Bagaimana cara guru untuk menambahkan kosa kata pada siswa?

   Jawaban : "Iya. Dengan memperlihatkan wujud asli benda dengan kosakata yang dipelajari. Sehingga anak bisa mengingat dan menambah kosakata yang ada. Kemudian ketika proses pemebelajaran berlangsung saya menggunakan dua bahasa yaitu bahasa Indonesia dan bahasa inggris agar anak paham karena kadang anak masih kesulitan juga memahami bahasa Indonesia bisa dilihat di dalam grup whatsapp. "

Appendix 7 The Result Observation online by WhatsApp Group

The Result Observation online by WhatsApp Group

[14/08/20 07.10.54] DARING B. INGGRIS KLS XI : Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them.

[14/08/20 07.10.54] Bu Mia Slb Ytkrw created this group

[14/08/20 07.27.07] Bu Mia Slb Ytkrw added you

[14/08/20 13.06.23] Bu Mia Slb Ytkrw: This message was deleted.

[14/08/20 13.07.14] Bu Mia Slb Ytkrw added +62 813-2900-0322

[14/08/20 13.07.27] Bu Mia Slb Ytkrw removed +62 813-2900-0322

[27/08/20 10.16.32] Bu Dita Slb Ytkrw: assalamu'alaikum

[27/08/20 10.16.50] Bu Dita Slb Ytkrw: good morning students

[27/08/20 10.18.03] +62 889-8388-7270: Walaikumsalam bu dita

[27/08/20 10.18.32] +62 889-8388-7270: Good morning bu dita

[27/08/20 10.18.38] Bu Dita Slb Ytkrw: how are you, Tari?

how are you, hendra?

how are you, Felda?

How are you, Evy?

How are you, Putri?

How are you, Puput?

How are you, Orin?

How are you, Tomi?

How are you, Jordan?

[27/08/20 10.19.22] +62 858-6580-4427 : This message was deleted.

[27/08/20 10.22.25] +62 889-8388-7270 :This message was deleted.

[27/08/20 10.22.29] +62 858-6580-4427: good morning bu dita

[27/08/20 10.22.47] +62 858-6580-4427: walaikum salam

[27/08/20 10.24.07] +62 858-6580-4427: I am sick

[27/08/20 10.24.21] +62 878-5509-1305: Walaikumsalam bu dita

[27/08/20 10.24.43] +62 878-5509-1305 :I ama fine, bu dita

[27/08/20 10.25.18] Bu Dita Slb Ytkrw: sick? headace? (sakit apa evy?)

[27/08/20 10.25.40] +62 838-4338-7085: Walakiumsalam bu dita

I am fine,bu dita

[27/08/20 10.25.58] +62 858-6580-4427: aku batuk,flu,terongkoran

[27/08/20 10.26.36] +62 838-4312-0679: Good morning miss Dita

[27/08/20 10.26.51] +62 838-4312-0679: I am fine

[27/08/20 10.27.27] Bu Dita Slb Ytkrw: get well soon evy (cepat sembuh yaa evy)

[27/08/20 10.27.55] +62 858-6580-4427: thank you

[27/08/20 10.31.08] Bu Dita Slb Ytkrw: Alhamdulillah.. yang lain sehat yaa

[27/08/20 10.31.25] Bu Dita Slb Ytkrw: sekarang kita balajar bahasa inggris

[27/08/20 10.31.49] Bu Dita Slb Ytkrw: materinya tentang PAST TENSE

[27/08/20 10.33.50] Bu Dita Slb Ytkrw: past tense adalah kalimat yang sudah dilakukan

[27/08/20 10.34.32] +62 838-4338-7085: Siapp buu

[27/08/20 10.35.47] Bu Dita Slb Ytkrw: nah, contoh yaa..

I ate fried rice this morning

(saya makan nasi goreng pagi ini)

Jadi, saya sudah makan nasi goreng.

[27/08/20 10.38.48] Bu Dita Slb Ytkrw: contoh lagi yaa..

I slept last night at 09.00 p.m

(saya tidur tadi malam jam 9 malam)

artinya, saya tidurnya tadi malam.

Kegiatan yang sudah dilakukan

[27/08/20 10.39.24] Bu Dita Slb Ytkrw: Ada materi catatan yang harus kalian tulis yaa.. biar lebih paham 🖊

[27/08/20 10.40.16] +62 838‑4312‑0679: okee buuu

[27/08/20 10.44.27] +62 838‑4338‑7085: Siap bu

 [27/08/20 10.45.29] Bu Dita Slb Ytkrw: Bahasa Inggris.docx   document omitted

[27/08/20 10.45.57] +62 878‑5509‑1305 :sticker omitted

[27/08/20 10.46.05] +62 878‑5509‑1305: Siap bu

[27/08/20 10.50.50] +62 882‑2019‑9314: Walaikumsalam.. Bu Dita

[27/08/20 10.50.59] Bu Dita Slb Ytkrw: tomi, tugas minggu lalu belum mengumpulkan ya?🖊

[27/08/20 10.52.10] Bu Dita Slb Ytkrw: felda juga yaa.. Dimas juga belom

[27/08/20 10.52.36] +62 882‑2019‑9314 :Aku baru bangun ya Bu🖊🖊

[27/08/20 10.52.57] +62 878‑5509‑1305 :🖊🖊🖊

[27/08/20 10.54.20] Bu Dita Slb Ytkrw: ckckckkkk... sudah jam 11 loh 🖊🖊

[27/08/20 10.54.37] Bu Dita Slb Ytkrw: tomi bangun jam brp tadi?

[27/08/20 10.57.06] +62 878‑5509‑1305: Jam 8 lebih pagi.

[27/08/20 10.58.19] +62 882‑2019‑9314: Bentar.. aku Sanaa Belajar tugas B.Inggris

[27/08/20 11.02.40] +62 889‑8388‑7270: Siap bu

[27/08/20 11.08.28] +62 813‑2575‑1465: I am fine , Bu Dita

[27/08/20 11.09.17] Bu Dita Slb Ytkrw: halo hendra, long time no see ▯ (sudah lama tidak bertemu)

[27/08/20 11.45.29] +62 857‑8642‑9469: I am fine, Bu Ditab

[27/08/20 11.45.29] +62 857‑8642‑9469: *Dita

[27/08/20 11.48.31] +62 859‑0046‑2916: I am fine , Bu ditaa

[27/08/20 13.43.59] +62 838‑4338‑7085 :image omitted

[27/08/20 13.44.10] +62 838‑4338‑7085 :image omitted

 [27/08/20 13.44.10] +62 838‑4338‑7085 :image omitted

[27/08/20 14.05.16] +62 859‑0046‑2916: Aku lgi belajar b.indonesia,ips,b. Inggris

[27/08/20 14.58.47] +62 878‑5509‑1305 :image omitted

[27/08/20 14.58.49] +62 878‑5509‑1305 : image omitted

[27/08/20 15.11.20] +62 813‑2768‑8112 :image omitted

[27/08/20 15.30.42] +62 838‑4312‑0679 :image omitted

[27/08/20 15.30.42] +62 838‑4312‑0679 :image omitted

[27/08/20 15.30.42] +62 838‑4312‑0679 : image omitted

[27/08/20 15.34.35] +62 857‑8642‑9469: Butuh istirahat

[27/08/20 15.34.42] +62 857‑8642‑9469: Bu Dita

[27/08/20 16.33.44] Bu Dita Slb Ytkrw: Alhamdulillah..

Tetap semangat anak2 semua ▯

You are Great! (kalian semua hebat! ▯▯▯)

[27/08/20 16.34.03] Bu Dita Slb Ytkrw: Iya puput, istirahat dulu yaa ▯

[27/08/20 16.34.32] Bu Dita Slb Ytkrw: Well done putri! ▯▯

[27/08/20 16.35.10] Bu Dita Slb Ytkrw: Wow! Great job, Tommy! ▯▯

[27/08/20 16.35.42] Bu Dita Slb Ytkrw: Oriinn! Nice work! ▯▯

[27/08/20 16.36.25] +62 878‑5509‑1305 :sticker omitted

[27/08/20 16.37.37] Bu Dita Slb Ytkrw: Ini siapa ya? Maaf bu dita belum simpan nomornya ▯ ▯

[27/08/20 16.38.24] +62 878‑5509‑1305: Ini jordan ya.

[27/08/20 16.39.12] Bu Dita Slb Ytkrw: Thank you, Tommy ▯

[27/08/20 16.39.26] +62 878‑5509‑1305 :▯▯▯

[27/08/20 16.39.32] +62 878‑5509‑1305 :sticker omitted

[27/08/20 16.44.22] Bu Dita Slb Ytkrw: Jordan! So glad to see you again ▯

Good work! You've done it well. I'm proud of you ▯

[27/08/20 19.18.57] +62 889‑8388‑7270 :image omitted

[27/08/20 19.18.58] +62 889‑8388‑7270 :image omitted

[27/08/20 19.18.58] +62 889‑8388‑7270 :image omitted

[27/08/20 19.48.36] Bu Dita Slb Ytkrw: Alhamdulillah.. Great Tari! You did it well ▯

[27/08/20 19.48.56] Bu Dita Slb Ytkrw: Yang lain menyusul mengerjakan catatan yaa ▯

[27/08/20 20.50.42] +62 813‑2575‑1465 :This message was deleted.

 [27/08/20 20.53.27] +62 813‑2575‑1465 :image omitted

[02/09/20 15.27.22] +62 857‑8642‑9469 :image omitted

[02/09/20 15.27.22] +62 857‑8642‑9469 :image omitted

[03/09/20 10.15.47] Bu Dita Slb Ytkrw: Assalamu'alaikum..

[03/09/20 10.15.59] Bu Dita Slb Ytkrw: Good morning students 🙏🙏

[03/09/20 10.16.19] +62 859-0046-2916: Walaikumsalam

[03/09/20 10.16.27] +62 859-0046-2916: Good morning Bu dita

[03/09/20 10.17.16] +62 889-8388-7270: Walaikumsalam bu

[03/09/20 10.17.33] +62 889-8388-7270: Jg good morning bu dita

[03/09/20 10.18.19] +62 838-4312-0679: Good Morning Miss Dita

[03/09/20 10.18.35] Bu Dita Slb Ytkrw: How are you, @6285786429469?

How are you, @6285900462916?

How are you, @6288220199314?

How are you,@6285865804427?

How are you, @6281325751465?

How are you, @6281327688112?

How are you, @6283843120679?

How are you, @6283843387085?

How are you, @6287855091305?

How are you, @6288983887270?

[03/09/20 10.18.48] Bu Dita Slb Ytkrw: 🙏🙏

[03/09/20 10.19.15] +62 859-0046-2916: I Ama fine, Bu dita

[03/09/20 10.19.31] Bu Dita Slb Ytkrw: Alhamdulillah 🙏🙏

[03/09/20 10.20.16] +62 838-4312-0679: I'm not feeling well

[03/09/20 10.20.27] +62 838-4312-0679 :Karena sakit pilek..

[03/09/20 10.20.55] +62 889-8388-7270: I am fine, bu dita

[03/09/20 10.21.36] Bu Dita Slb Ytkrw: Getting well soon, Orin.

(cepat sembuh yaa Orin)

Big hug (peluk erat) 🤗🤗

[03/09/20 10.22.35] Bu Dita Slb Ytkrw: Makan buah yang banyak ya. Terutama yang mengandung vitamin C untuk daya tahan tubuh 🍊🍊🍊🍊

Seperti jeruk, jambu. Bisa dibikin jus 🧃

[03/09/20 10.22.48] Bu Dita Slb Ytkrw: Great 👍👍👍👍

[03/09/20 10.22.55] +62 838-4312-0679: aminn bu..

[03/09/20 10.23.47] +62 838-4312-0679: udah minum jeruk..

Ibu'ku selalu bikin jus jeruk buat aku untuk sehatt

[03/09/20 10.27.05] Bu Dita Slb Ytkrw: Semoga yang lain sehat yaa

Remember!

Wear your mask, wash your hand using soap regularly, and keep distancing

(Ingat!

Tetap pakai masker, cuci tangan pakai sabun, dan jaga jarak yaa)

Semoga kita selalu sehat 🙏

[03/09/20 10.27.25] Bu Dita Slb Ytkrw: Nah, untuk hari ini pelajaran bahasa inggris yaa

[03/09/20 10.27.47] Bu Dita Slb Ytkrw: Siapa yang sudah mengumpulkan tugas?

[03/09/20 10.29.13] +62 878-5509-1305: Walaikumsalam

[03/09/20 10.29.43] +62 878-5509-1305: Good morning bu dita

[03/09/20 10.30.00] +62 878-5509-1305: I am fine bu dita

[03/09/20 10.31.26] +62 813-2768-8112 :Walaikumsalam

[03/09/20 10.31.45] +62 838-4338-7085: Walakiumssalam

[03/09/20 10.31.50] +62 813-2768-8112: I am fain bu

[03/09/20 10.32.05] +62 838-4338-7085: I am fine bu dita

[03/09/20 10.36.49] +62 858-6580-4427 :I am fine bu dita

 [03/09/20 10.57.14] Bu Dita Slb Ytkrw: BAHASA INGGRIS XI.doc document omitted

[03/09/20 10.57.41] Bu Dita Slb Ytkrw: coba anak-anak di download dulu yaa

[03/09/20 10.58.07] Bu Dita Slb Ytkrw: kalau ada yang belum paham, tanya bu dita ya

[03/09/20 11.39.31] +62 882-2019-9314: Walaikumsalam.. I am fain Bu Dita

[03/09/20 11.44.22] Bu Dita Slb Ytkrw: Dimas bangun tidur jam berapa? 🙂

[03/09/20 11.45.03] +62 882-2019-9314 :Ya benaar🙂

[03/09/20 11.45.15] +62 882-2019-9314 :🙂🙂

[03/09/20 12.57.31] +62 813-2575-1465: l am fine, Bu dita

[03/09/20 13.38.41] +62 838-4338-7085 :image omitted

[03/09/20 13.38.41] +62 838-4338-7085 :image omitted

[03/09/20 14.15.36] +62 889-8388-7270 :image omitted

[03/09/20 14.51.12] +62 838-4312-0679 :image omitted

[03/09/20 14.51.34] +62 838-4312-0679 :image omitted

[03/09/20 20.09.22] Bu Dita Slb Ytkrw: Ayo anak-anak kirim jawaban tugas bahasa inggris hari ini yaa 🙂

Bisa kirim di grup atau kirim ke wa bu dita 🙂

[03/09/20 20.31.37] +62 859-0046-2916 :image omitted

[03/09/20 20.33.16] Bu Dita Slb Ytkrw: Tugas 2 difoto juga yaa 🙂

[03/09/20 20.33.31] +62 859-0046-2916 :Belum fotocopy🙂

[03/09/20 20.36.45] +62 857-8642-9469: Sama juga

[03/09/20 20.37.03] +62 813-2768-8112: 2

[03/09/20 21.02.41] +62 882 2019 9314: 3

[03/09/20 21.07.12] +62 857 8642 9469 :image omitted

[03/09/20 21.07.32] +62 857 8642 9469 :image omitted

[03/09/20 21.07.47] +62 857 8642 9469 :image omitted

[03/09/20 21.17.38] +62 878 5509 1305 :image omitted

[03/09/20 21.17.41] +62 878 5509 1305 :image omitted

[03/09/20 21.17.42] +62 878 5509 1305 :image omitted

[10/09/20 09.43.29] Bu Dita Slb Ytkrw: Assalamu'alaikum..

Good morning 🙏🏻

[10/09/20 09.44.03] +62 838 4312 0679: Good morning miss dita

[10/09/20 09.44.08] Bu Dita Slb Ytkrw: Bu Dita minta maaf, pelajaran bahasa inggris terlambat karena guru ada rapat di sekolah

[10/09/20 09.44.20] +62 838 4312 0679 :Selamat Pagi Ibu² ...

Mohon maaf sya izin online karena aku mau pergi ke semarang sama keluarga'ku🙏🏻...

Besok tugas yg catatan lagi ya...

[10/09/20 09.44.34] +62 838 4312 0679 :ya tak apa² bu..

[10/09/20 09.44.50] Bu Dita Slb Ytkrw: Iya Orin. Nanti menyusul yaa untuk tugasnya 👍

[10/09/20 09.45.58] +62 859 0046 2916: Walaikumsalam

Good morning

[10/09/20 09.48.32] +62 878 5509 1305: Walaikumsalam

Good morning bu Dita

[10/09/20 09.48.46] +62 838 4338 7085: Walakiumsalam

Good morning

Ya tak apa2 bu

[10/09/20 09.48.53] Bu Dita Slb Ytkrw: This message was deleted.

[10/09/20 09.49.22] +62 878 5509 1305 :Ya ngak apaapa

[10/09/20 09.49.37] +62 813 2575 1465: Good morning Bu Dita

[10/09/20 09.51.29] +62 838 4312 0679 :okee siap Bu🙏🙏

[10/09/20 10.01.10] +62 889 8388 7270: Walaikumsalam bu

Good morning🙏

[10/09/20 11.24.44] Bu Dita Slb Ytkrw: Good afternoon

[10/09/20 11.25.58] +62 882 2019 9314: Walaikumsalam

Good afternoon

[10/09/20 11.27.04] Bu Dita Slb Ytkrw: How are you, @6288220199314?

How are you, @6285865804427?

How are you, @6285900462916?

How are you, @6281325751465?

How are you, @6281327688112?

How are you, @6283843120679?

How are you, @6285786429469?

How are you, @6283843387085?

How are you, @6288983887270?

How are you, @6287855091305?

[10/09/20 11.27.11] Bu Dita Slb Ytkrw: 🙏🙏

[10/09/20 11.27.40] +62 859 0046 2916: I am fine, bu dita

[10/09/20 11.27.46] Bu Dita Slb Ytkrw: Are you ready to study English today?

(sudah siap untuk belajar bahasa inggris hari ini?)

[10/09/20 11.28.04] Bu Dita Slb Ytkrw: Great, Felda 👍👍

[10/09/20 11.28.08] +62 882-2019-9314: I am fine, Bu dita

[10/09/20 11.28.20] +62 882-2019-9314: Ooh Okee

[10/09/20 11.28.23] Bu Dita Slb Ytkrw: Nice Dimas 👍👍

[10/09/20 11.28.43] +62 838-4338-7085: I am fine bu dita

[10/09/20 11.28.53] +62 838-4338-7085: Oke siap bu dita

[10/09/20 11.29.04] Bu Dita Slb Ytkrw: Jawabnya :

Yes, I am ready

[10/09/20 11.29.12] Bu Dita Slb Ytkrw: Alhamdulillah

[10/09/20 11.30.15] Bu Dita Slb Ytkrw: Kalau bu dita tanya *Are you ready to study English?*

Putri jawab:

Yes, I am ready

[10/09/20 11.30.31] Bu Dita Slb Ytkrw: Ok? 👍

[10/09/20 11.30.46] Bu Dita Slb Ytkrw: Yuukk, yang lain mana nih?

[10/09/20 11.31.00] +62 838-4338-7085: Oalah paham bu

[10/09/20 11.31.25] Bu Dita Slb Ytkrw: Good, Putri 👍

[10/09/20 11.31.40] Bu Dita Slb Ytkrw: Sambil nunggu yang lain yaa

[10/09/20 11.32.06] Bu Dita Slb Ytkrw: @6288220199314 bangun jam berapa? 👍

[10/09/20 11.32.33] +62 882-2019-9314 :Sekarang ya👍

[10/09/20 11.32.53] Bu Dita Slb Ytkrw: Waduh 😅😅

Sudah mandi? 👍

[10/09/20 11.33.06] +62 882 2019 9314: Monday

[10/09/20 11.33.10] +62 878 5509 1305: Good afternoon bu dita

[10/09/20 11.33.11] +62 878 5509 1305: I am fine

[10/09/20 11.33.29] +62 882 2019 9314 :Belum mandi⍰

[10/09/20 11.34.25] Bu Dita Slb Ytkrw: Ayo mandi dulu, sudah siang ⍰⍰

[10/09/20 11.34.39] Bu Dita Slb Ytkrw: Good Tomi ⍰

[10/09/20 11.35.25] +62 882 2019 9314: Okee

[10/09/20 11.35.37] Bu Dita Slb Ytkrw: @6285786429469, @6285865804427, @6288983887270, @6281327688112, @6281325751465?

Halo, where are you?

[10/09/20 11.35.44] +62 882 2019 9314 :Aku otw mandi⍰

[10/09/20 11.37.10] Bu Dita Slb Ytkrw: Siippp ⍰⍰

[10/09/20 11.37.18] Bu Dita Slb Ytkrw: Sambil nunggu @6288220199314 mandi dan teman-teman yang lain. Bu dita mau kasih pelajaran untuk hari ini ☺⍰

[10/09/20 11.45.36] +62 882 2019 9314 :Sudah mandi.. aku mau Sholat Dzuhur di masjid⍰⍰

 [10/09/20 11.50.09] Bu Dita Slb Ytkrw: 100920.docx   document omitted

[10/09/20 12.02.04] +62 889 8388 7270: *I am fine, bu dita*

[10/09/20 12.04.24] +62 889 8388 7270: Ok bu dita

[10/09/20 12.27.54] +62 857 8642 9469: Alhamdulillah I 'am fine

[10/09/20 12.28.13] +62 857 8642 9469: Good afteroon

[10/09/20 12.34.20] Bu Dita Slb Ytkrw: Jawabnya yang benar

Alhamdulillah, I am fine

Tidak memakai tanda petik *"'*

[10/09/20 12.34.42] Bu Dita Slb Ytkrw: Atau tidak memakai tanda *'*

[10/09/20 12.34.53] Bu Dita Slb Ytkrw: Ok Puput? ▢

[10/09/20 12.35.48] +62 857‑8642‑9469: Ya buu

[10/09/20 12.40.13] +62 838‑4312‑0679: Puji Tuhan... I am fine

[10/09/20 13.35.04] Bu Dita Slb Ytkrw: Good Orin ▢

[10/09/20 13.35.05] Bu Dita Slb Ytkrw: Yes ▢▢

[10/09/20 14.58.53] +62 858‑6580‑4427: I an fine, bu dita

[10/09/20 16.09.41] +62 813‑2575‑1465: I am fine, Bu Dita

[10/09/20 16.37.23] Bu Dita Slb Ytkrw: Tulisannya yang benar *I am fine, bu dita*

Kurang huruf *m*

Teliti yaa Evy ▢

[10/09/20 16.38.42] Bu Dita Slb Ytkrw: Alhamdulillah Evi sudah sehat ▢

[10/09/20 16.39.15] Bu Dita Slb Ytkrw: Good Hendra ▢▢

[10/09/20 16.45.04] +62 858‑6580‑4427: oke

[10/09/20 16.45.37] +62 858‑6580‑4427: sorry aku bingung

[10/09/20 17.03.57] Bu Dita Slb Ytkrw: Evy tadi salah tulis ▢

Evy nulis *I an*

Yang benar *I am*

Coba dilihat lagi ya

[10/09/20 17.05.10] Bu Dita Slb Ytkrw: Yang ini Evy

Salah tulis sedikit ya

[10/09/20 17.05.28] +62 858‑6580‑4427: oke

[10/09/20 17.06.24] Bu Dita Slb Ytkrw: Good Evy ▢

[10/09/20 17.07.31] Bu Dita Slb Ytkrw: @6281327688112 mana nih? ▢

[10/09/20 17.28.54] +62 838‑4338‑7085 :image omitted

[10/09/20 17.41.26] +62 859‑0046‑2916 :image omitted

 [10/09/20 20.12.04] +62 889‑8388‑7270 :image omitted

[10/09/20 20.12.05] +62 889‑8388‑7270 :image omitted

[10/09/20 20.43.53] Bu Dita Slb Ytkrw: Maaf Felda, fotonya kurang jelas.

Tolong foto lagi ya tugas bahasa inggris

[10/09/20 20.44.11] +62 859‑0046‑2916: Ya. Aku telat

 [16/09/20 08.13.44] Bu Mia Slb Ytkrw: 3. PTS BHS INGGRIS RABU 16 SEPT (1).doc document omitted

[16/09/20 16.29.13] Bu Dita Slb Ytkrw: Yang belum segera kumpukan PTS ya

[16/09/20 16.36.11] +62 857‑8642‑9469: Udah

[16/09/20 16.51.17] +62 858‑6580‑4427: udah

[16/09/20 18.57.00] Bu Dita Slb Ytkrw: @6285786429469 belum kirim jawaban PTS ke Bu Dita

[16/09/20 18.58.20] +62 857‑8642‑9469: Udah kirim ke Bu Mia

[16/09/20 18.58.28] +62 857‑8642‑9469: Tadi siang

[16/09/20 18.58.57] Bu Dita Slb Ytkrw: Kirim Ke Bu Dita juga yaa @6285786429469

Thank you

[16/09/20 18.59.29] Bu Dita Slb Ytkrw: @6287855091305 dan Jordan belum kirim jawaban PTS ke Bu Dit

[16/09/20 18.59.33] Bu Dita Slb Ytkrw: Ditunggu yaa

[16/09/20 19.00.08] +62 857‑8642‑9469: Ya bu..

[16/09/20 19.02.23] +62 813‑2768‑8112 :image omitted

[16/09/20 19.03.03] +62 857‑8642‑9469: Japri ke bu dita

[24/09/20 09.30.40] Bu Dita Slb Ytkrw: Assalamualaikum

[24/09/20 09.30.50] Bu Dita Slb Ytkrw: Good morning students

[24/09/20 09.31.32] +62 889‑8388‑7270: Walaikumsalam bu

[24/09/20 09.31.49] +62 889‑8388‑7270: Jg good morning bu dita

[24/09/20 09.32.29] Bu Dita Slb Ytkrw: How are you, @6288220199314 ?

How are you, @6285865804427 ?

How are you, @6285900462916 ?

How are you, @6281325751465 ?

How are you, @6281327688112 ?

How are you, @6283843120679 ?

How are you, @6285786429469 ?

How are you, @6283843387085 ?

How are you, @6287855091305 ?

[24/09/20 09.33.39] Bu Dita Slb Ytkrw: Jawabnya *"Good morning, Bu Dita"*⬚

Oke?

[24/09/20 09.33.50] Bu Dita Slb Ytkrw: Yang lain mana ya?

[24/09/20 09.35.24] +62 838‑4338‑7085: Walakiumssalam bu dita

[24/09/20 09.35.34] +62 838‑4338‑7085 :Jg good morning bu dita

[24/09/20 09.35.57] +62 838‑4338‑7085 :I'am fine miss dita⬚⬚⬚

[24/09/20 09.36.00] +62 889‑8388‑7270: I am fine, bu dita

[24/09/20 09.37.06] Bu Dita Slb Ytkrw: Alhamdulillah⬚

[24/09/20 09.37.11] Bu Dita Slb Ytkrw: Good Putri ⬚

[24/09/20 09.39.09] Bu Dita Slb Ytkrw: Jawabnya *Good morning, Bu Dita*

Oke putri? ▯

[24/09/20 09.44.21] +62 878‑5509‑1305: Walaikumsalam

[24/09/20 09.44.33] +62 878‑5509‑1305: Good morning bu Dita

[24/09/20 09.44.56] +62 878‑5509‑1305: I am fine

[24/09/20 09.53.09] Bu Dita Slb Ytkrw: Alhamdulillah ☺▯

[24/09/20 09.53.21] Bu Dita Slb Ytkrw: Hari ini pelajaran bahasa Inggris yaa

[24/09/20 09.54.48] Bu Dita Slb Ytkrw: Alhamdulillah, hasil nilai PTS bagus bagus ▯▯▯▯

Tapi, maaf belum Bu Dita berikan hasilnya sekarang

 [24/09/20 09.55.08] Bu Dita Slb Ytkrw: 24 SEPTEMBER 2020.docx   document omitted

[24/09/20 09.55.19] Bu Dita Slb Ytkrw: Sebelumnya sudah pernah dijelaskan sedikit

[24/09/20 09.55.31] Bu Dita Slb Ytkrw: Sekarang diberi materi supaya lebih paham

[24/09/20 09.55.39] Bu Dita Slb Ytkrw: Ada latihan soal juga

[24/09/20 09.55.47] Bu Dita Slb Ytkrw: Semangat semua ▯

[24/09/20 09.57.34] +62 889‑8388‑7270 :Okey bu dita ▯

[24/09/20 12.26.18] +62 838‑4338‑7085: Bu dita

[24/09/20 12.26.38] +62 838‑4338‑7085: Alhamdulillah udh bhs inggris selesai bu

 [01/10/20 13.56.53] Bu Dita Slb Ytkrw: 1 OKTOBER 2020.docx   document omitted

[01/10/20 14.00.11] +62 889‑8388‑7270: Good afternoon bu dita

[01/10/20 14.00.22] +62 889‑8388‑7270: Okey bu dita

[01/10/20 14.26.18] Bu Dita Slb Ytkrw: Good afternoon..

[01/10/20 14.26.24] Bu Dita Slb Ytkrw: How are you today?

[01/10/20 14.26.46] Bu Dita Slb Ytkrw: I am sorry for coming late (maaf terlambat)

[01/10/20 14.27.11] Bu Dita Slb Ytkrw: Latihan soal yaa

[01/10/20 14.27.27] Bu Dita Slb Ytkrw: Semangat yaa mengerjakan yaa

[01/10/20 14.27.42] Bu Dita Slb Ytkrw: Good afternoon Tari

[01/10/20 14.27.55] Bu Dita Slb Ytkrw: Keep on fire! Semangat ya

[01/10/20 14.28.36] +62 838-4338-7085: Keep on fire! Semangat ya

Oke bu dita￼￼￼

[01/10/20 14.29.10] +62 889-8388-7270: Okey

[01/10/20 14.31.14] +62 857-8642-9469: Oke

[01/10/20 15.08.51] +62 838-4312-0679: maaf bu..nti malam aku tugas yg latihan soal ya karena ini masih dibantu fase shield atau sabun cuci tangan dll yg byk untuk sekolah solo...

[01/10/20 15.18.03] Bu Dita Slb Ytkrw: Okee Orin.

Jaga kesehatan yaa

[01/10/20 15.25.17] +62 838-4312-0679: siapp bu...

oke..

[08/10/20 09.21.19]   Bu Mia Slb Ytkrw removed you