AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING

ENGLISH TO DEAF STUDENTS AT SLB N BOYOLALI OF ACADEMIC

YEAR 2022/2023

THESIS

Submitted as a Partial Requirements

For the Degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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ADVISOR'S SHEET

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Assalamu'alaikum wa rahmatullahi wa barakatuh

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

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has already fulfilled the requirements to be presented before the Board the Examiners (munaqasyah) to attain Bachelor Degree in Raden Mas Said State Islamic University of Surakarta.

Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakatuh

                                           Sukoharjo, June 15th 2023

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RATIFICATION

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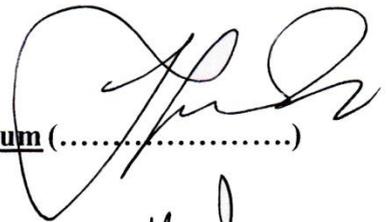
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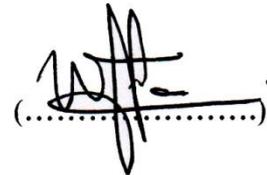
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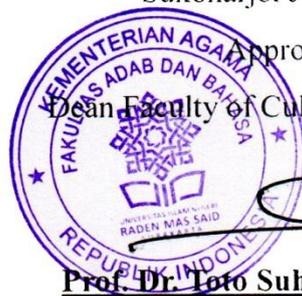
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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate to this thesis to people who have been loving yesterday, now, tomorrow and ever after:

1. My beloved parents (Mr. Eka Barlian and Mrs. Indah Mukti Wahyuni)

2. My beloved little brother (Muhammad Bisma Dary Adinata)

3. All my beloved families who always pray and support me.

4. All my beloved friends and partner who always help and strengthen me

5. My beloved alma mater, Raden Mas Said State Islamic University of Surakarta

MOTTO

<div dir="rtl">

جَدَ وَ جَدَّ مَنْ

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"Who is serious, he will succeed"

-Akbar Zainudin

"It does not matter if you go slow, as long as you never stop trying"

-Confucius

" The tongue of a wise person is behind his heart, while the heart of a fool is behind his tongue

- Ali bin Abi Talib

"You may hate something, even though it is good for you, and you may like something, even though it is bad for you. Allah knows, while you do not know"

-QS. Al-baqarah: 216

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Teachers' Challenges in Teaching English to Deaf Students at SLB N Boyolali of Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

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

Sukoharjo, June 15th 2023

Stated by,

Vitri Arlita Dinanti

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "An Analysis of Teachers' Challenges in Teaching English to Deaf Students at SLB N Boyolali of Academic Year 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not complete without the helps, supports, and suggestions 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:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd., as the Rector of the Raden Mas Said Islamic University of Surakarta

2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as Dean of The Faculty of Cultures and Languages

3. Wildan Mahir Muttaqin, M.A. TESL, as the head of English Language Education Study Program

4. Maria Wulandari, M.Pd as the advisor, for her guidance, precious advices, and motivation, correlation and help to revise the mistake during the entire process of writing the thesis, also for the motivation and encouragement to the researcher.

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

Sukoharjo, June 15th 2023

The researcher

Vitri Arlita Dinanti

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ABSTRACT

Vitri Arlita Dinanti. 2023. *AN Analysis of Teachers' Challenges in Teaching English to Deaf Students at SLB N Boyolali of Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : Maria Wulandari, M.Pd

This research describes about teachers' challenges in teaching English to deaf students at SLB N Boyolali of Academic Year 2022/2023, the objectives of this research were, to investigate the process of teaching English to deaf students at SLB N Boyolali and to find out the challenges in teaching English to deaf students at SLB N Boyolali. The researcher used Thomson to analyze the process of teaching English to deaf students (2012) and Katalin piniel (2016) to analyze the challenges in teaching English to deaf students.

In this research, the researcher used a qualitative method. The subject of the research was an English teacher who taught in grades eight and ninth of junior high school of SLB N Boyolali. To collecting the data used observations and interviews. The techniques of analyzing the data used data condensation, data display, and drawing conclusions. The researcher used the source of data triangulation method.

The results of this research indicate that there were several processes of teaching English to deaf students at SLB N Boyolali, these are preparing learning materials and methods, optimizing the classroom situation during learning, explaining the material by speaking loudly and clearly, using instruction and repetition in every words or sentences with wrote down the keyword on the board, delivering and teaching materials using sign language, note, and pictures, optimizing students to communicate with teacher regarding equating ideas about material, explain the material with facial expressions and body language, using visual media in learning. There are challenges in teaching English to deaf students at SLB N Boyolali, these are lack of materials available, lack of complex approaches to teaching English, unavailability of advanced technology to improve communication unavailability of methodological training on how to use this interactive whiteboard tool, lack of professional communities and forums to share English learning.

Key words: Challenges, Teaching English, Deaf, Special School

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most significant things for humans' life. By using language, communication needs among various human groups are met. According to Sirbu (2015), The main purpose of language and the effectiveness of language makes humans must be able to use language. English is the international language. English as a language of the world (David Crystal, 2003:1). International English is the concept of English as a global means of communication in various dialects, as well as a movement towards international standards for the language.

Learning English is very crucial in today's life. Because it has become a global language and is spoken as a second language by practically all societies, learning English is essential (Al-Sobhi & Preece, 2018). Various aspects of the socio-cultural political economy require English to facilitate communication in relationships. Therefore, English is a theme that needs to be studied in schools, campuses or non-formal places. One of the general subjects designated as an international standard subject at the elementary, junior high, and high school levels is English. Almost all educational schools in Indonesia learn English as part of English subjects that must be taught by students.

In Indonesia, children with special needs have the right to continue their education. Based on UUD 1945 article 31 paragraph 1 and UU Number

20 of 2003 concerning the National Education System, it can be concluded that the state provides full guarantees for children with special needs to obtain quality education services. This shows that children with special needs are also entitled to the same opportunities as other children (regular) in education.

In addition, in Indonesia there are SLB (Sekolah Luar Biasa) which are government facilities that are intended as places for learning for children with disabilities. Disability is a term for people who have special needs or disorders. Persons with disabilities are classified into 12 types including, blind, deaf, speech impaired, mentally retarded, physically disabled, mentally retarded, learning difficulties, slow learners, autistic, victims of drug abuse, have other disorders, and multiple visual impairments (Ari et al., 2018).

According to Direktorat Pembinaan Sekolah Luar Biasa (2013:26), schools providing inclusive education are required to make adjustments in terms of curriculum, educational facilities and infrastructure, as well as learning systems that are tailored to the needs of each student. In the curriculum there is English learning, which means that students with disabilities are required to learn English in the hope that they can recognize and even communicate using English.

There are many kinds of disabilities, one of them is hearing impairment or called deaf. A person who has hearing loss and cannot

successfully absorb linguistic information through audition, with or without the use of hearing aids, is said to be deaf (Hallahan & Kauffah,2014,p.348).

In teaching English in school education a teacher plays a very important role. In learning the teacher has a role as a facilitator for each student. Having this role, the teacher is responsible for guiding students to a good and correct learning process. A professional teacher is a teacher who has a good personality and pedagogic competence. Therefore, every teacher has a variety of methods or strategies used to deliver the material. Teachers of students with disabilities face particular challenges since they must integrate their instruction with appropriate adjustments and adaptations for these students, in this context deaf students. Teaching English to regular children is certainly not the same as deaf children. Different student conditions in the classroom make teachers have to be able to face and overcome several obstacles by providing several different learning steps for each student condition.

Without knowing the specific challenges of teaching, a teacher can not determine what strategies and methods can be used to achieve learning objectives. In teaching English to deaf children, teachers must think about what obstacles are faced by deaf students and teachers must know what challenges they face when teaching English for the deaf. English as a foreign language, for regular students mastering English is not easy, moreover for children who have hearing impairments. Teachers must be able to create ways for deaf students to be able to learn English effectively considering the

facts on the ground that deaf students have special problems with ears that have abnormal hearing so they have difficulty learning English.

Special Schools (SLB) in Indonesian junior high schools have started to implement government regulation of English as a compulsory subject, including in Boyolali. In this case the researcher chose Boyolali State SLB which is the only State SLB in Boyolali which has three levels of education from elementary to high school. Boyolali State Special School is located at Bangun Harjo Rt 04 Rw 02, Pulisen, Kec. Boyolali, Kab. Boyolali Prov. Central Java. The students at this school come from various regions in Boyolali, which means they have different family backgrounds, especially in learning English as a foreign language.

In addition, the reason the researcher chose this school as the research subject is that the Boyolali State Special School has a "B" accreditation (from the National Accredition Board for Schools/Madrasah). This means that this school is a good school which aims to optimize the potential of children with special needs. The researcher chose deaf students at the junior high school level because these were the first level students after elementary school where previously they came from backgrounds who were collected into one class and did not know English lessons at all when they were still at the elementary school level.

Based on research that has been done by researcher, some of the obstacles faced by teacher in teaching English at this school are that deaf students have hearing impairments, some of which are Moderately Severe

Hearing Loss and one student with Severe Hearing loss. Deaf students find it difficult to understand English because of limited vocabulary. According to Adi et al. (2017), Deaf students cannot fully receive information in the form of sound, whereas hearing students can, and this can impact their reading abilities because they cannot properly process the vocabulary from sound. Another problem related to vocabulary is that many students experience difficulty in pronouncing vocabulary. For example to read the word lion (ˈlīən) becomes (li:yɔn).

Many deaf students have difficulty distinguishing the pronunciation of words pronounced the same way. In addition, deaf students in SLB think that learning English is difficult so they become lazy to study. This happens because as a deaf student, English is the third language where the first mother language is Javanese and the second language is Indonesian.

Besides that the available learning time is only 90 minutes where for deaf children the English teacher at this SLB N must be able to divide the time to convey material clearly and repeat words and communicate material clearly different from regular students who are able to hear can quickly process them. Besides that the room for the deaf is not equipped with learning tools or technology such as LCD which makes the teacher only rely on the blackboard and lip reading and use visual images from the English teacher which are printed by themselves (if the teacher rushes to prepare visual images). Therefore, teacher need to know more about the challenges they face so that students can participate in learning English effectively.

The English teacher, Mrs. Anis SP, d, said about the challenges faced by teaching English for deaf children,

"Tentunya,untuk anak tuna rungu belajar bahasa inggris sangat sulit terlebih menurut mereka bahasa inggris itu merupakan Bahasa baru. Saat mengajar bahasa inggris tidak bisa leluasa karena untuk mengajar bahasa inggris dengan bahasa isyarat saya belum bisa, hanya sebagian anak tuna rungu yang memiliki alat bantu pendengaran. Sebagian anak tuna rungu juga tidak bisa berbicara sehingga saya lebih sering mengggunakan media menulis di papan dan menggunakan media visual seperti gambar untuk mengenalkan mereka kata kerja". (interview with the teacher on October 4th 2022)

Related to this topic, there are several previous studies. Research from Mohamad Ahmad Saleem Khasawneh (2021) "Problems Teaching English to Deaf Students". This study uses the A descriptive design and quantitative approach method. The finding is that one of the problems of the English curriculum subjects is not commensurate with the linguistic development of deaf students" has the highest average score among the English curriculum items for deaf students with (3.98) which means that teachers face many problems in teaching deaf students. and it is not easy for English teachers to teach them. Another study by Adi, Unsiah & Fadhilah (2017) "Teaching special students: English lessons for deaf students in Indonesian special junior high schools". This study was adopted interview and observation sheets to collect data. The findings of this study are to find

6 challenges in teaching English to deaf students at the Putra Tunas Bangsa Foundation. Among them First, the teacher needs to attract students' attention without mentioning their names. The second challenge is that the teacher finds that students make mistakes in understanding the word because the lip movements are similar to other words. The third challenge is that the teacher needs to provide definitions and examples of words before moving on to the next material, given the students' limited vocabulary. The fourth challenge is that the teacher finds students having difficulty distinguishing similar words in different contexts. The fifth challenge is that the teacher finds some difficulties in delivering the material, due to the lack of background knowledge of students. The last challenge is that the teacher needs to repeat some of the material before moving on to the next material. Considering that the research about teaching English for deaf student is should limited.

Based on the various problems above, the researcher is curious about the process of teaching English for the deaf at SLB N Boyolali. The Researcher see that English is an important language for everyone, including deaf children. To achieve the goals of learning English for deaf children, a teacher needs to have the ability to understand the problems that exist when teaching deaf children. From that idea, the researcher is interested in choosing the topic of the study under the title **"An Analysis of Teachers' Challenges Teaching English to Deaf Students at SLB N Boyolali of Academic Year 2022/2023"**.

B. Identification of the Problems

Before starting the research, identification of the problem is the main thing that needs to be done. In this study, the researcher find some of problems identification. There are;

a. Students have difficulty understanding English because of their vocabulary.

b. Deaf students have difficulty composing sentences because of limited vocabulary.

c. English teacher can not teach English with sign language.

d. Deaf students think English is difficult.

e. Many deaf students have difficulty pronouncing English vocabulary.

f. Deaf students have difficulty distinguishing the pronunciation of words.

g. Most deaf students have a low interest in learning English

h. Almost all of deaf students find it difficult to speak, so the teacher is only fixated on learning to write on the board.

C. Limitation of the Problem

In this research, the researcher limits this research to the process of teaching English without including the assessment process, beside the researcher only focus on challenges teacher face in teaching English at SLB N Boyolali for the 2022/2023 academic year. The researcher limits the observation with the teacher only and the observation is only limited in the class with the sit-in method. The researcher only carried out this research on

deaf students in grades VIII and IX of junior high school. The research teacher is an English teacher at SLB N Boyolali for the 2022-2023 school year. The researcher used theory from Thomson (2012) to discussed the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023 and the theory of Katalin Piniel (2016) the challenges in teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023.

D. Formulation Of the Problem

Based on the research background above, the problem statements are;

1. How is the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023?

2. What are the challenges in teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023?

E. Objectives of the Study

Regarding the problems statement above, the researcher focused on describing:

1. To describe the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023

2. To describe the challenges in teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023

F. Benefits of the Study

The benefits of this study are;

1. Theoretical benefits

    Increasing our knowledge of, and love for, our kids, especially those with disabilities like blindness, deafness, and speech impairment. Besides that, it is a reference for science regarding teaching English for deaf students

2. Practical benefits

    a. Readers

        Researcher are hopeful that this study will offer a significant amount of knowledge regarding how children are taught, particularly junior high school English instruction for deaf students.

    b. Researcher

        This research can be used as a provision when the researcher become English teacher for deaf children and are faced with the same situation.

    c. Teachers

        By understanding the challenges' teachers in teaching English to deaf students, teachers can choose the best curriculum for teaching English by providing feedback and guidance.

    d. Schools

The existence of this research can be used as an evaluation material so that it can improve the quality of the effective teaching process for deaf children at SLB N Boyolali.

e. Other researchers

This research can be used as a reference for conducting the future research.

G. Definition of Key Terms

Some of these terms are important to describe research related to the title "An Analysis of Teachers' Challenges in Teaching English to the Deaf student at SLB N Boyolali of Academic Year 2022/2023.

a. Challenges

In dictionary, Challenge is (the situation at hand) something that requires great mental or physical effort in order to be done successfully and therefore tests one's abilities (Cambridge, 2007). The teacher challenge is a thing that appears faced by the teacher in the learning process that needs to be overcome.

b. Teaching English

Teaching English as a foreign language is a difficult challenge in developing nations generally and in our nation specifically (Akbari, 2015).

c. Deaf

Deafness, often known as hearing impairment, is a broad term for a handicap that ranges in severity from mild to profound (Krik, 1992).

d. Special School

Redbridge (2014) stated that the term "special education" describes a course of study for students with exceptional needs in a setting that can accommodate them. Special education is based on the examination of the assumed characteristics of certain groups of people, and on meeting the needs that are explained by these people's individual features. In other words, special education is about identifying categories of special.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Deaf

a. Definition of Deaf

Deaf is a category of children with special needs or commonly called difference abilities. A person who has hearing loss and cannot successfully absorb linguistic information through audition, with or without the use of hearing aids, is said to be deaf (Hallahan & kauffah,2014,p.348). According to Rahma (2018), A deaf person is a child who has lost some or all of their hearing, due to partial or total impairment of hearing function, with complex effects on their lives.

Meanwhile Blackhurst (1981:164) classifies deaf children into two, namely (1) the deaf, and (2) the hard of hearing, each of which has its own consequences in terms of language/speech ability. This is bearing in mind that the term deaf refers to impaired hearing function in the range from mild to severe impairment. Based on the opinions above, it can be concluded that the definition of deaf is a child who has hearing loss so that it is difficult to respond to external sound stimuli caused by the failure of some or all of his hearing senses.

Deaf children require specific direction or instruction due to their inadequacies. A deaf student is one who finds it challenging to retain information that is presented orally. Due to this, students become deaf. This makes it challenging for the students to comprehend the teacher's topic. Therefore, compared to hearing students, deaf students would typically encounter a number of difficulties during the teaching processes, particularly in understanding the subject matter as a whole. Therefore, they need a teacher who can convey topics effectively in order to convey their deafness. Teacher must be knowledgeable about the various hearing impairments and the educational implications for deaf pupils in order to convey information in an effective way. The teacher must have information about various hearing impairments and the educational implications for deaf students.

b. Deaf Classification

According to Amka (2020), deafness can be classified based on the degree of hearing loss.

a. Mild hearing loss

Students who are classified as mildly deaf feel confused Listen for 27-40 dB. The voice was hard to hear require strategically placed seating.

b. Moderate hearing loss

Experience classified as a deaf student Hearing loss between 41 and 55 dB. They can understand Face-to-face conversation from 3-5 meters away face), but unable to participate in class discussions. They need hearing aids and speech therapy.

c. Moderatly severe hearing loss

Students who are classified as deaf have quite difficult experiences Listen for 56-70 dB. They can only hear It sounded close up, so they had to use their hearing Please These children need hearing training and speech and language development exercises Lecture.

d. Severe hearing loss

Students who are classified as very deaf feel lost Listen for 71-90 dB. So, he can heard a loud noise in the distance. Student requires intensive special training, tools Headphones and exercises for development speaking and language skills.

e. Profound hearing loss

Students who are classified as deaf experience a very difficult time Hearing loss of more than 90 dB. Maybe they still are heard a loud noise, but they were more aware of the sound by its vibrations and not by sound patterns. they trust

their eyes more Listening in communication is through Use of sign language and reading language.

In the book Halahan Kauffman Pullen Twelfth Edition (2014) it is stated that deafness can be classified based on the time of onset as follows:

1) Prelingual deafness, namely hearing loss that occurs before speech and language skills develop.
2) Postlingual deafness, namely hearing loss that occurs several years after speech and language skills have developed.

Based on some of the opinions above, it can be concluded that there are many classifications of deafness, but in this study the researcher examined four deaf students at SLB N Boyolali. Among them there was three deaf student who had Moderately Severe Hearing Loss those with this disorder experience hearing problems in most situations when they are not wearing hearing aids and one student with Severe Hearing loss those with this disorder are very hard of hearing and usually must wear powerful hearing aids. Often, they also rely on lip reading even when they are wearing hearing aids.

c. Language Acquisition for Deaf

The language acquired for the first time is referred to as the mother tongue (native language). Thus, language acquisition is related to the first language. Language acquisition is a very long process, starting from the time the child does not know a language until he is fluent in the language (Novalina, 2021). Pandudinata et al (2018), explained that the acquisition of language in humans begins when children learn to speak.

Meanwhile, The cessation of interaction between mother and baby as a result of the mother's inability to understand the baby's communication or, conversely, the mother's expressions failing to elicit a positive response from the baby as a result of which communication fails is one of the factors contributing to the delay in language acquisition in deaf babies from hearing families. Those who have deaf parents will communicate using sign media; those who have hearing and/or deaf parents will communicate using sign and oral media; and those who have parents who can hear will communicate using oral media. These three categories can be used to classify how deaf people learn their first language or mother tongue.

According to Widia (2013), a deaf child cannot progress through the language acquisition process at the same rate as a

hearing child. Children who are deaf cannot connect events and linguistic symbols the way hearing children can. Their hearing is not working properly, which is why this is. The visual system helps deaf children's language become more focused. For deaf kids who are also hard of hearing, this does not preclude the possibility of maximizing their hearing function. According to Yosinta Desy (2009), reading speech helps deaf youngsters grasp speech. Gunawan (2016) claims that part of interpreting speech involves studying body language in addition to lip movements. Gunawan (2016) claims that reading speech is an activity that involves not just watching lip movements but also watching body language, facial expressions, and the general context in which this communication occurs.

According to Novilda (2021), although the study participants' physical development was normal, their ability to produce excellent speech sounds up until the age of six teen did not significantly improve due to therapy's practical constraints and the environment's lack of support. If parents can help their child's language challenges from a young age, acquisition and language abilities in children with hearing impairments can be improved. If supported by parental guidance and help from the environment, language learning in the form of vocabulary mastery and the capacity to replicate the sound of lessons can

be increased for children with hearing impairments and speech impairments. Self-assurance, a drive to learn, and a concern for their environment all have an impact on a person's capacity for communication.

Nur Haliza et al. (2020) also state that language comprehension for deaf children involves both entire communication and reading speech. If it satisfies criteria like specific language proficiency, familiarity with the subject matter, and other technical criteria like face-to-face communication at a close enough distance, adequate lighting, and so on, reading speech can be a useful tool in a communication training program for deaf children. So it follows that since their family environment is their first language, deaf children's ability to learn language is influenced by that environment.

And based on the explanation above, language acquisition of deaf children through total communication consisting of speaking, gestures, finger spelling, listening, reading speech, and reading signs.

d. Learning Methods for the Deaf

The learning method for deaf children is a method that used by a deaf teacher in the learning process. According to Tat et al.

(2021) states that there are several learning methods for deaf children that can develop their social interactions based on their level of deafness. These methods include the following:

1. Oral Method

   The oral method is a learning method for deaf children can develop verbal language. This method is suitable for applied to deaf children at the level of slight losses (20-30 dB), mild losses (30-40 dB) and moderate losses (40-60 dB).

2. Speech Reading Method

   Speech reading method is a child learning method deaf people who rely on their sight to develop the ability of deaf children to read the lips of the interlocutor. This method is suitable for all levels of deafness.

3. Manual Method

   The manual method is a learning method for deaf children that can develop sign language skills in deaf children. This method is suitable for deaf children at server losses (60-75 dB) and profound losses (75 dB and above).

4. Total Communication Method

   The total communication method is a learning method that teaches how to communicate to deaf children using various forms of communication. This method is suitable for all levels of deafness.

2. Teaching English

a. Definition of Teaching

Brown (2000: 253) states that teaching is a talent since it calls for the capacity to support pupils expertly in their learning so that they can develop their linguistic and communication competency in the language. Teaching is a form of expanding the knowledge possessed, expanding horizons, spreading useful knowledge regardless of the field of knowledge (Pratiwi, 2019).

According to Nasution (1995:4) provides a complete definition of teaching as follows: (1) Teaching is imparting knowledge to children; (2) Teaching is conveying culture to children; (3) Teaching is an activity of organizing or managing the environment as well as possible and connecting with children so that the learning process occurs. Whereas Wahyulestari (2018) states that Teaching is a complex process, not just conveying information from the teacher to students, there are many activities and actions that must be carried out, especially if better learning outcomes are desired for students.

Based on the opinion above, it can be concluded that teaching is something related to teachers who can make it easier for students to convey information and can better understand knowledge so that they can achieve maximum learning outcomes.

Meanwhile, in teaching children with special needs such as the disabled who have limited listening ability, a teacher has differences in teaching. 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 passion for teaching and showing respect for students

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

The success of educating children and trying to educate them is significantly influenced by educators' competence. Especially educating deaf students who have special needs.

b. Teaching English to Children with Special Needs

A teacher must be imaginative, adaptable, committed to the advancement of learning, and excited to learn from their students in order to effectively teach English. A teacher must be able to understand the objectives for English learning that will be delivered to students with special needs, especially an English teacher. The teacher will be able to create appropriate learning techniques, learning models, and learning strategies if they are aware of the learning aims. Learning design is a system of analysis, planning, development, implementation, and evaluation of assessment activities that encompasses the full learning process (Sunanto & Hidayat, 2016). The design of learning English for children with special needs is designed based on an analysis of their learning needs and barriers.

Bishaw (2012) identifies six factors that must be thought about when planning English instruction for students with special needs, particularly in inclusive schools, or classes that prioritize complete integration by doing away with child labeling. This concept from Bishaw can also be utilized as a guidance in areas where teaching English to students with special needs in inclusive and integrated schools has to be addressed. They are as follows:

1. Teacher

The teacher is the main thing that must be prepared because the success of teaching English is greatly influenced by the teacher's attitude. This is in line with the opinion of Machi (2007) which states that teachers' attitudes towards teaching are greatly influenced by several things including educational background, teaching experience, class size, number of face-to-face hours used to teach students with special needs, teaching load and funding.

2. Training

Teaching English to children with special needs is different from teaching children in general, so teachers need to be given training to improve English teacher competence in carrying out their duties.

3. Curriculum

Adaptations and modifications to the regular curriculum must be made based on the needs of children with various existing disabilities. Thus, what the learning needs of each child with special needs can be fulfilled properly.

4. Teaching resources and facilities

The presence of children with special needs in both integrated and inclusive classes requires the availability of good infrastructure which again must be adapted to the

learning needs of children with special needs. The availability of good infrastructure will support a smooth learning process.

5. Evaluation

    The evaluation and assessment process must be designed according to the needs of children with special needs where not all forms of assignments and bills can be applied to all children with special needs. The teacher must also consider the advantages and disadvantages of each assessment model used. In addition, the assessment is also not only in the cognitive domain but also the affective and psychomotor of students with special needs.

6. Learning Strategy

    Disha (2020) says that teaching strategies are used by teachers to organize teaching activities to make student behavior as desired, thus, students can achieve learning goals. Learning strategies that are varied and able to meet various learning styles of students with special needs will be able to increase student motivation. In addition, teachers need to consider the advantages and disadvantages of learning strategies used in the classroom.

3. Teaching English to the Deaf Student

Teaching language to deaf children requires several directions that are different from normal students. There are procedures for working or teaching with deaf students based on Yanoff (2007:116); teachers have to make sure that the hearing aid works, arrange the seats in either circle or semi- circle, write down the important notes on the board, and the last encourage the students to speak.

According to Thompson (2012:103) there is instruction to the teacher to teach language for Deaf student, as follows:

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

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

3. In explaining the materials, the teacher must speak 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. 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.

Teaching English to the deaf is different from normal children. Khasawneh (2021) It is difficult for English teachers to teach deaf students because of the various obstacles they face. Deaf children have limitations in listening ability. According to Tsoneva (2012), teaching English to students generally uses a lot of oral methods but deaf students cannot use this method or may need adjustments. Deaf people's level of disability and background training influence how they learn; thus, different methods and strategies can be applied in the teaching process. An integral part of immersion teaching can be at the heart of deaf communication: not words, but visualization; signs, images, ways of thinking and very particular understanding of the world (Machova, 2008). The visual method should be stressed while teaching foreign languages to deaf children because visual communication is the only way that the deaf can receive information.

For deaf and hard of hearing people, the acquisition of receptive and productive skills should focus on reading and writing not on listening and speaking (Tsoneva, 2020). Therefore, the linguistic competence they acquire is in the field of written language.

Tsoneva (2012) emphasizes the development of especially deaf reading and writing skills. Teaching pronunciation is carried out using graphic representations of sounds.

a. Effective way to teach english foreign language to deaf and hard of hearing

According to Gulati a in the book English as a Foreign language for deaf and Hard of Hearing Persons (2016) it is concluded that the most effective way to teach English foreign language to deaf and hard of hearing students is:

1. First, students must tell the teacher about what kind of classroom conditions are good for them and how a teacher can provide the best for them. In other words, what kind of classroom conditions must the teacher create so that the educational process is as comfortable as possible for students.

2. Help establish a definite communication code that will be very useful in transferring knowledge. Each student must explain to the teacher which method is best for communicating with them: sign language, speaking and reading speech, showing, showing, spelling fingers or using sign speech.

3. Both parties should make the most of the time spent together on the course. Classes are not very long, so

students should try and show utmost interest in the subject and gain as much knowledge from it as possible. It is very important to share information, news and jokes clearly in English.

4. Students should not hesitate to ask questions, clarify or speak in English, as well as write all their correspondence in English via SMS and email, because only practice makes humans perfect.

5. Teachers, on the other hand, should engage in activities that will acquaint them with the characteristics and learning needs of deaf and hard of hearing students, and record all the difficulties and successes their students achieve in various skills for future research. or exchange of ideas. They need to try and visualize everything that can be visualized using sign language, pictures, video clips, films, posters, mind maps, and so on and try to personalize the material for practice. Using students' names or their personal experiences to construct grammar exercises helps them concentrate on the activity.

6. Teachers should help students to relate to native speakers or at least people who use the language on a daily basis, which has a very positive influence on their functioning. In addition, they should continually work on increasing their

level of teaching skills by attending workshops, seminars, conferences, by reading journals and bulletins, and by exchanging ideas with other teachers around the world.

7. They should take advantage of the large amount of material available in the field of EFL, because teaching deaf and hearing students is similar in many ways. Experimenting with new ideas, methods and ways of teaching deaf students using creative methods can change the history of slow progress among these learners.

8. Both teachers and students need to remember and understand the powerful words of education from Nelson Mandela.

b. **English Material for Deaf Student**

   In teaching teaching materials is an important tool for teachers to achieve learning goals. According to Mulyasa (2006), forms of teaching materials or learning materials, include:

1. Forms of printed teaching materials, for example: handouts, books, modules, brochures, and leaflets.

   a. Hand out is a statement that has been prepared by the speaker.

   b. Books are written materials that present scientific ideas from the author.

c. Module is a book written with the aim that learners can learn independently without the guidance of a teacher.

d. Brochures are written information material on an issue that is arranged in a systematic way or in prints consisting of only a few pages and folded without binding or printed leaflets containing brief but complete description.

e. Leaflets are written printed materials in the form of sheets that are folded but not sewn.

2. The form of non-printed teaching materials

a. Audio Visual, Example: video/film, Video Compact Disc (VCD)

b. Audio, Example: radio, cassette, Compact Disc (CD) audio, gramophone record

c. Visual, Example: photos, drawings, models/models.

d. Multi Media, Example: interactive CD, Computer Based, Internet

e. The form of teaching materials in the form of facilities, for example: libraries, study rooms, studios, sports fields.

3. The form of teaching materials is in the form of activities, for example: interviews, group work,

observations, simulations, games.

4. The form of teaching materials is in the form of a community environment, for example: friends, market terminals, shops, factories, museums.

Based on the forms of the teaching materials above which are roughly commonly used by deaf students in the form of printed teaching materials.

c. **English teaching methods for deaf students**

Basically, for hearing impaired students, it is a little bit difficult for them to learn English because hearing impaired students often show significant delays in phoneme production, vocabulary, and syntax (Cawton, 2001). Considering the difficulties experienced by deaf students, a number of language learning strategies need to be used to assist and enhance their learning process. To help their deaf students accurately understand and speak English, teacher must decide which method or tactic is ideal.

According to Yanoff (2007:116), there are specific procedures for working with or teaching deaf students. Teachers must first check that the hearing aid is functioning, then arrange the seats in a circle or semicircle, write the most important information on the board, and lastly, encourage the students to speak.

According to Patricia in the book English as a Foreign language for deaf and Hard of Hearing Persons (2016) states that the recommended teaching method in teaching English for the deaf takes the following to practical steps:

1. The student should be positioned so that he or she can see the teacher and other students in the group to allow for easy perception of sign language and speech reading

2. Small groups and good lighting are necessary to allow sign language perception and speech reading

3. Background noise should be limited and good acoustics provided to aid listening

4. Use teaching materials that visualize information. Always consider whether videotapes or CDs, smartboard programs, computer programs, films or animations allow speech reading, have subtitles or signatures. Also remember that it is only possible to see about a third of the sound of speech on the lips and one needs a good understanding of language, one of which is reading speech to understand what is being said.

5. Check if the technical assistance actually works

6. Hearing staff and students in groups must know how to communicate with deaf students

7. Do not ask students to look at their books while you are

explaining something.

8. Students with hearing loss can not look in both directions at once, so present text using PowerPoint or a smartboard

9. Be aware that students with hearing loss tire more quickly than you would normally expect, so vary activities during class to give students opportunities to change focus and rest their eyes

10. Give students time to think and time to practice

d. **Approach to Deaf Student**

Language development systems in addition to using various communication systems with deaf children, teacher have also used various systems or approaches to develop language. Most approaches to language development can be classified into two categories, namely the Natural Approach and the Structural Approach (Quiqle Paul, 1990, p.86). They are as follows:

1. The Natural Approach

The natural approach treats language holistically and seeks to parallelize the ways in which hearing children acquire language. Deaf children are encouraged to acquire language inductively through continuous exposure to appropriate language patterns in situations that are structured based on the child's needs and

interests.

2. Structural approach

The structural approach treats language atomistically and analytically and emphasizes knowledge of the structure of its parts and how they are related. Attention is focused on the parts of speech and syntactic rules and on students learning them through practice, formal instruction, and a strictly sequenced curriculum.

Meanwhile, there are method for teaching vocabulary to deaf student:

1) Sign Language

Sign language; terms and concepts are explained using standard ASL (American Sign Language) sign language. Frequently, the hand position and the term being conveyed have a literal link. The meanings of signs are usually distinct, do not have many interpretations, and do not adhere to English grammar. However, programs and initiatives have been made to increase the total of sign language vocabularies and, in the case of English, to make the grammatical structure of sign language more uniform (Bornstein, 1982).

2) Finger Spell

Fingerspelling is a technique for spelling words with hand motions. To sign unsigned names of people and places, sign language users utilize a finger spelling manual alphabet. Finger spelling can be used to spell words on signs that the signer does not understand or to explain signs to someone who is reading them. There are two sign languages used in Indonesia: the Indonesian Sign Language System and the Indonesian Sign Language (BISINDO) (SIBI). Because BISINDO is a sign language that is entrenched in Indonesian culture and is useful in daily life, it has many regional variations. Meanwhile, the government-recognized signaling system known as SIBI is utilized in instruction at Special Schools student.

Figure 1 **Finger Spelling**

3) Speech Reading

The fundamentals of helping a child with hearing loss understand speech are speech reading and lip reading. The child pays attention to the speaker's mouth and face movements and comprehends what they are saying (CDC, 2020). This approach highlights how important it is for kids to be able to record sounds, sounds, and even facial expressions from others. In other words, a child who is deaf has to be able to read lips.

e. **English Assessment for Deaf Students**

In English Assessment for Deaf Students English teachers must make several considerations in assessing their work. There are four main objectives of educational assessment for children disabled people. First, the assessment aims to determine eligibility for special education and other services. Second, develop education programs that match the child's strengths, areas of need and learning style. Third, designing appropriate interventions to enhance children's learning experiences. Fourth, evaluate the effectiveness of educational programs that facilitate children's progress.

4. **The Challenges of Teacher in Teaching English for Deaf Students**

In general, an English teacher has its own challenges in the process of teaching English. the definition of a challenge is a situation that requires great effort in order to be able to do something or act successfully and seek one's strength, skill or ability to deal with it (Toynbee 1987:125). Regarding the challenges, especially in the teaching process for deaf students, an English teacher needs to know some of the challenges that will be faced. These challenges are caused by internal and external obstacles that prevent a person from achieving goals (Nayazik and Sukestiyarno, 2012). Therefore, without knowing the challenges that exist in teaching English to deaf children, the learning objectives will not be achieved.

In relation to language, deaf students have worse language skills than deaf students. According to Easterbrook (2013), deaf children need access to language, literacy activities, curriculum and materials. Teachers have challenges in each of these areas. Communication can be difficult for those who are deaf or hard of hearing every day. For speakers of a second language who do not have a good foundation in their first language, learning a second language is more challenging, especially when studying in a foreign country. Learning English for deaf students is not the same as learning English for deaf students. Because deaf students often show

severe delays in the development of phonemes, vocabulary, and syntax (Adi, Unsiah & Fadhilah, 2017). Deaf students are not able to fully interpret information in the form of sound; this can affect their reading ability due to lack of vocabulary arising from sounds they cannot process (Musyoka, Gentry & Bartlett, 2016). Ntinda, Thwala & Tfusi (2019) stated that deaf students prefer to be visual learners, which is challenging in an environment where the most important knowledge is simply passed on by word of mouth.

Monika Malec (2016) Stated in "*English as a Foreign language for deaf and Hard of Hearing Persons* ":

> Teaching English to deaf and hard-of-hearing (D/HH) persons requires a multidimensional approach which takes into account various individual needs of students. In terms of their age, hearing loss, methods of communication and previous experience with language education, as well as other social-psychological factors together with language aptitude, personality, cognitive style, learning strategies, and so on, such learners do not constitute a consistent group. The discrepancies between students create a great challenge for a teacher to prepare materials that meet the special needs of a particular learner.

It can be concluded that from the shortage of deaf students the teacher must face challenges in the form of preparing material related to the needs of deaf students

According to Katalin Piniel in English as a Foreign language for deaf and Hard of Hearing Persons (2016) it is concluded that there are several challenges in teaching English as a foreign language, especially in Hungary:

1) Lack of materials available adap to language teachers of D/HH students. To meet the needs of learners, all teachers spend a lot of time and invest a lot of energy into adapting language learning materials originally created for listening to learners or even creating their own materials from scratch.

2) Lack of a well-established approach to teaching foreign languages to special student groups. Lack of complex approaches to teaching foreign languages to D/HH students.

3) Burdened with communication difficulties and the unavailability of sophisticated technology in specialized institutions to improve communication. Since most language teachers cannot use HSL fluently, teaching foreign languages is mainly through spoken and written Hungarian, which

unfortunately not all students can follow.

4) In most institutions teachers are not provided with methodological training on how to use these interactive whiteboard devices, which again poses challenges in everyday teaching.

5) Lack of community and professional forums which are unfortunately voiced by most teachers (language teachers have to do their job without opportunities for cooperation or sharing ideas with regard to teaching foreign languages to D/HH learners).

5. Sekolah luar biasa (SLB)/ Special Education School

Education is a basic need for every human being to ensure the survival of his life so that he is more dignified. as stated in the 1945 Constitution article 31 (1)

"*Setiap warga negara berhak mendapat*

pendidikan"

Therefore, the state has an obligation to provide quality education services to every citizen without exception, including those with special needs. Special Schools (SLB) are education for students who have a level of difficulty in participating in the learning process because they have special physical, emotional, mental and social needs, but have the potential for intelligence and special talents (Awaliah et al., 2021). In SLB, children with special needs

do not receive special treatment or special privileges, but have the same rights and obligations as other students. In the implementation of education such as SLB schools in which there are specializations for children with special needs according to their obstacles such as: SLB-A for schools for blind children, SLB-B for schools for deaf children, SLB-C for schools for mentally retarded children, SLB-D for schools for children with disabilities. 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"

Based on the opinions above, it can be concluded that Special schools are educational facilities in the form of schools made by the government which are intended for children with special needs with clear classifications so that learning goes according to what they need, and so that they have the same rights and obligations as people in general.

B. Previous Related Studies

The previous study is previous research that has the same topic with the research conducted. The researcher explained five previous studies related to the topic of this research "Teacher Challenges for Teaching Deaf Student".

The first research is from Sugeng Susilo Adi, Frida Unsiah, and Darin Fadhilah (2017). The title is "Teaching special students: English lessons for deaf students in Indonesian special junior high schools." In this research, researcher describes teachers' challenges to teach English for deaf students as well as describing the strategies to cope with those challenges.

Descriptive qualitative research was applied in this study. Subjects of this research is the English teacher as the main subject of the research. Researcher uses observation, interview and documentation to collect data. Researcher uses three ways to analyze data from miles and

Huberman. There are reducing data, presenting data, and then drawing conclusion.

From Sugeng Susilo Adi, Frida Unsiah, and Darin Fadhilah's thesis, the result shows that 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 second thesis is from Isna Yuliani (2017) from IAIN Palangkaraya. The title of this research is "Teaching English Vocabulary Strategy for Deaf Students in SLBN 1 of Palangkaraya". The purposes

of this research are to know the strategy used by English teachers in teaching students with special needs (deaf students) at SBLN 1 Palangkaraya and how to implement the strategy. This study uses qualitative design. Researcher used observations, interviews, field notes and documentation to collect data. Researcher use several ways to analyze data such as collecting data, selecting data, displaying the data, and making the conclusion. The subjects of this research are English teacher who teach deaf students in SLBN 1 Palangkaraya.

In Isna Yuliani's thesis, the result shows that the strategies used by English teachers in teaching vocabulary at SLBN 1 Palangkaraya are personal delivery, presentation, studio work and lab, placement and fieldwork, choice of room, time tabling, and maternal reflective. When applying these strategies, students get high marks and support from the media used when learning. In addition, students also get motivation from the teacher. Giving motivation is very important because students' motivation in learning English will increase so that students will like to learn English.

The third thesis is Dzakiah Kinanthi Eka Putri Kadir (2019) from IAIN Surakarta. The title is "Teaching Vocabulary for The Seventh Grade Students of SLB Dharma Anak Bangsa in Academic Year 2018/2019". The purpose of this research is to describe how teaching vocabulary at SLB Dharma Anak Bangsa. In this research, researcher wants to know the strategy of teaching vocabulary, the way in implementing strategy,

and how are students' reaction related to teaching and learning vocabulary in class. This research uses descriptive qualitative research and conducted at SLB Dharma Anak Bangsa Klaten. Researcher uses observation, interview and documentation to collect data. The participant of this research are English teacher and student at SLB Dharma Anak Bangsa Klaten. To analyze the data, researcher uses the steps from Miles and Huberman (1984).

The result of this thesis is teacher use some ways to teach vocabulary such as TPR, written language or write vocabularies for student, and written text. In implementing TPR, teacher use in the form of written words or oral speech as in general. In implementing written text, firstly, teacher teach basic vocabulary. From those simple word, they just developed into simple sentence. Related to the reaction of student in learning vocabulary, most of student like realia or picture as media that teacher used in teaching vocabulary.

The fifth thesis is Filaili Nur Azizah from IAIN Surakarta the titile of this research is "Teacher Challenges of Teaching English for Deaf Student in SLB-BYRTRW in Thee Academic Year 2019/2020. The purpose of this research is to describe the process of teaching English for deaf student and the challenges faced by teachers in teaching English at the eleventh grade of SLB-B YRTRW Surakarta in the academic year 2019/2020. This research uses descriptive qualitative research and conducted at SLB-B YRTRW Surakarta. Researcher uses observation,

interview to collect data. The participant of this research is English teacher at SLB-B YRTRW.

The result of this thesis is learning takes place in an online classroom which is very different from learning in the classroom, this causes the teacher to be unable to use methods or materials as already in the manual. So, the teacher tries to simplify the material and methods used according to the needs of students. In addition, in this study the media used by teachers in teaching English in class eleven SLB-B YRTRW Surakarta for the 2019/2020 academic year is the WhatsApp group. In addition, teachers usually use video calls to conduct online classes. There are six challenges faced by teachers in teaching deaf students, including attracting students' attention to take part in lessons, keeping students focused in the learning process, difficulty accessing in conveying information to deaf students in learning. The process, the child's difficulty learning new information suddenly during the learning process. The lack of speed of students in responding to questions or orders and the limitations of deaf students in communicating so that it affects students to increase vocabulary and use new words.

The thesis is from Mohamad Ahmad Saleem Khasawneh (2021) from King Khalid University. The title of this research is "Problem English Teaching to Deaf Student". The purposes of this research are to know the problems teaching English to deaf students from the teachers' perspective in the Kingdom of Saudi Arabia. This A descriptive design

and quantitative approach. The subjects of this research are all English language teachers in special education schools in the Asir region.

In Ahmad Saleem Khasawneh's thesis, the result shows that teachers are facing many problems in teaching deaf students and it is not easy for English teachers to teaching them. Table 4 showed that the mean score of problems teaching English to deaf students from the teachers' perspective in special education schools in the Asir region was (3.61) with a standard deviation of (0.53). This means that the problems teaching English to deaf students from the teachers' perspective in special education schools in the Asir region are moderately significant.

Table 2.1 Previous Study

No	Name	Title	Similarities	Difference
1	Adi *et al*.(2017)	"Teaching special students: English lessons for deaf students in Indonesian special junior high schools."	-use qualitative design, using observation, interview -Both studies examine Teacher Challenges in teaching English to Deaf	-The subject of the research: is an informant from one of the teachers from the Putra Tunas Bangsa Foundation. Another source of data in this study were eight deaf students who were assisted by the teacher, who came from the tenth grade. -location:Yayasan Putra Tunas Bangsa
2	Isna Yuliani (2017)	"Teaching English Vocabulary Strategy for Deaf Students in SLBN 1 of Palangkaraya	use qualitative design. using observation, interview	-The object of the study is the teacher's strategies in teaching English Vocabulary and teaching vocabulary to deaf students -location: SLBN 1 of Palangkaraya

No	Name	Title	Similarities	Difference
				-the subject of the research
3	Dzakiah Kinanthi Eka Putri Kadir (2019).	"Teaching Vocabulary for The Seventh Grade Students of SLB Dharma Anak Bangsa in Academic Year 2018/2019".	Use qualitative design, and using observation, interview to collect data	-location: SLB Dharma Anak Bangsa Klaten teaching vocabulary for students with special needs -The object of the study -the subject of the research
4	Filaili Nur Azizah (2019)	" Teacher Challenges of Teaching English for Deaf Student in SLB-BYRTRW in The Academic Year 2019/2020.	Use qualitative design, and using observation, interview to collect data.	-the subject of the research -location: SLB-BYRTRW
5	Mohamad Ahmad Saleem Khasawneh (2021)	"Problem English Teaching to Deaf Student"	Both studies examine deaf student	the subject of the research -The object of the study -location: Saudi Arabia descriptive design and quantitative approach

Based on the several previous study have explained the various challenges faced by teacher in process teaching deaf students still limited, but there is no research that investigates the challenges faced by teacher in teaching deaf students at SLB N Boyolali. Therefore, the researcher want to know what challenges teacher face in teaching deaf students when teaching offline at special schools.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a qualitative research in this study. According to Levin, et al., (2018), The term "qualitative research" refers to a group of methodologies that examine data expressed verbally and as expressions of experience, such as social interaction. Creswell (2012) stated that, qualitative research begins from assumption and interpretation influence the study about problem of research deal with meaning of individual and meaning for community that concern on social or human problem. The qualitative research method also explains something based on the real situation that happened during research.

Based on Levin, et al., (2018), qualitative research produces the type of qualitative data set are from fewer sources than quantitative researchbut rich and more detail on each source. Based on the several experts' opinions above, it can be concluded that qualitative research is that uses analysis that focuses on in-depth observation. In this study, the researcher described about how are the process of teacher in teaching English to the deaf student at SLB N Boyolali of Academic Year 2022/2023 and the teacher' Challenges in Teaching English to the deaf student at SLB N Boyolali of Academic Year 2022/2023.

B. Research setting

1. Place of the research

This research was conducted in SLB Boyolali for students at eighth and ninth grade student. This school is one of the schools under the Ministry of Education and Culture. Located at Bangun Harjo Rt 04 Rw 02, Pulisen, Kec. Boyolali, Kab. Boyolali Province, Central Java. This school is the only state categorized SLB in Boyolali which has three levels of education from elementary to high school. Boyolali State SLB has "B" accreditation (from the School/Madrasah National Accreditation Board). This means that this school is a good school that aims to optimize the potential of children with special needs. In addition, this school is located in a semi-urban area. Therefore, students studying at this school come from various regions in Boyolali and some are even outside the district. So that each student has a different background. Even though it is an extraordinary school, this school also applies foreign language learning like schools in general, namely English with the 2013 curriculum which is adapted to the needs of students.

2. Time of the research

This research conducted during English teaching process in the academic year 2022/2023. This research was carried out from September 2022 to July 2023 at SLB N Boyolali. The schedule of the research is made in the form of time table.

Table 3.1 Time of Research

Activity	Year										
	2022				2023						
	Month										
	September	October	November	December	January	February	March	April	May	June	July
Title Submission	■										
Pre-Research		■									
Writing Proposal		■	■	■	■						
Consultation and guidance		■	■	■	■	■					
Proposal Seminar							■				
Conduct the research on the field								■	■		
Collecting and analyzing data								■	■		
Finish writing chapter IV-V									■		
Consultation and guidance									■		
Munaqasah										■	

C. Research subject

The subjects in this study were people that become a participant in this research. The subject of this research was an English teacher who taught at SLB N Boyolali. In this school there was one teacher who taught grades VIII and XII with a total of 4 students. In this study, the researcher only focused on the challenges of teacher teaching English to deaf students in grades VIII and XI for the 2022/2023 academic year at SLB N Boyolali.

D. Data and Source of the Data

1. Data

The data in this study were in the form of words or sentences from the English teacher as an informant and events in the English teaching process for deaf children in grades VIII and XI at SLB N Boyolali obtained from interviews and observations.

2. Source of Data

According to Lofland (in Moleong, 2013: 157), the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. Sources of data in this study are informants and events or activities. Informant is someone who provides information or data related to the topic. The informant in this study was an English teacher who taught class VIII and IX SLB N Boyolali in the 2022/2023 academic year. English teacher are informants who provided information regarding the challenges faced by English teacher in teaching English to deaf students. Data or information can also be obtained through observing events or activities related to research problems. From the events or incidents of teaching the English language process in deaf children, the researcher would know the process of how something happens with greater certainty because they witnessed it first hand. By observing an event or activity, the researcher can cross-check the verbal information provided by the subject under study.

E. Research instrument

The key instrument of this research is the researcher herself. Researcher was assisted by some tools. According to Ravitch & Carl (2019), a research instrument is a connected tool used by researchers to gather data for their studies. This research has become part of every stage of research activity, from data design to data reporting. In this study, observation and interviews were used as secondary instruments. The researcher used interview instrument or interview guide as a reference when researcher asked to participants in interview and observation guide to observe. The following us the explanation.

1. Observation Guideline

Researcher creates an observation guideline based on theory teaching English from Thompson (2012) about the teacher' procedure to teach language for students with Deaf.

Table 3.2 Observation' Guideline

Procedure to teach language for Deaf students Thompson (2012)	Indicators	Meeting		
		I	II	III
a. Planning the materials and the methods that consider or depend on the need of students.	Planning the materials and the methods			
b. Optimize the situation of the class and be firm that the students focus	Optimize the situation of the class			

Procedure to teach language for Deaf students Thompson (2012)	Indicators	Meeting		
		I	II	III
on teacher's explanation during in front the class.				
c. In explaining the materials, the teacher must speak aloud and clearly.	explaining the materials			
d. Using instruction and repetition in every words or sentences with wrote down the keyword on the board.	Using instruction and repetition			
e. During teaching learning process the teachers using sign language, note, pictures, to deliver the material.	Using sign language, note. pictures, to deliver the material.			
f. Optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials.	Optimize the students can communicate with the teacher			
g. Develop the communication used the facial expression and body language in explaining the material.	Used the facial expression and body language			
h. The used of visual media to make the students understand what teacher say.	used of visual media to make the students understand			

2. Interview Guide

Researcher makes interview guide based on the theory teaching english from Thompson (2012) about the teacher' procedure to teach language for Deaf and Katalin Piniel (2016) about challenges in teaching English as a foreign language.

Table 3.3 Interview's Guideline

Procedure to teach language for Deaf Thompson (2012)	Indicators
1. Planning the materials and the methods that consider or depend on the need of students.	Planning the materials and the methods
2. Optimize the situation of the class and be firm that the students focus on teacher's explanation during in front the class.	Optimize the situation of the class
3. In explaining the materials, the teacher must be spoken aloud and clearly.	Explaining the materials
4. Using instruction and repetition in every words or sentences with wrote down the keyword on the board.	Using instruction and repetition
5. During teaching learning process the teachers using sign language, note, pictures, to deliver the material.	Using 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.	Optimize the students can communicate with the teacher
7. Develop the communication used the facial expression and body language in explaining the material.	Used the facial expression and body language
8. The used of visual media to make the students understand what teacher say.	Used of visual media to make the students understand
The challenges in teaching English as a foreign language Katalin Piniel (2016)	**Indicators**
1. Lack of materials available to language teachers of D/HH students. To meet the needs of learners, all teachers spend a lot of time and invest a lot of energy into adapting language learning materials originally created for listening to learners or even creating their own materials from scratch.	Lack of materials
2. Lack of a well-established approach to teaching foreign languages to special student groups. Lack of complex approaches to	Lack of complex approaches to teaching foreign languages

teaching foreign languages to D/HH students	
3. Burdened with communication difficulties and the unavailability of sophisticated technology in specialized institutions to improve communication. Since most language teachers cannot use sign language fluently, teaching foreign languages is mainly through spoken and written native languages, which unfortunately not all students can follow.	Burdened with communication difficulties languange fluently
4. In most institutions teachers are not provided with methodological training on how to use these interactive whiteboard devices, which again poses challenges in everyday teaching	Teachers are not provided with methodological training on
5. Lack of community and professional forums which are unfortunately voiced by most teachers (language teachers have to do their job without opportunities for cooperation or sharing ideas with regard to teaching Foreign languages to D/HH learners.	Lack of community and professional forums to sharing ideas with regard to teaching foreign languages to D/HH learners.

F. Techniques of Collecting Data

The technique of collecting data is the way to collect data used by the researcher. Collecting data is identifying and selecting individuals to study, obtaining their permission to study them, and gathering information by asking people questions observing them (Cresswel 2012:9). There are various techniques in the methodology for gathering data, including observation, interview, questionnaire, documentation, and testing. For this study, the researcher used observation and interview to get data.

a. Observation

Observation is one of data collection methods that

observe and record research object, then the necessary records are carried out to obtain data in accordance with the research. The data collection method was carried out by observing the process of teaching English by teacher of deaf children. Observations were made on the deaf class VIII and XI. In this research used three times observations. Meanwhile, field notes are used to record things deemed necessary and to support research.

b. Interview

Interview is a process of interaction, dialogue, question and answer which is carried out orally by two or more people directly to produce the required information. As stated by Busetto, Wick, & Gumbinger (2020), interview is a way that researchers use to gev1t the views based on person's subjective experience, their opinions. In interviews, interviews just take guidelines outlining the things that are requested. There are three types of interviews, namely structured interviews, semi-structured interviews, unstructured interviews. In this study, researcher used semi-structured interview. Researcher used Indonesian languages in

interviewing the participants The target of the researcher from the interviewer was the SLB N Boyolali teacher. Teacher gives all the information about the challenge faced by teacher in teaching deaf students English.

G. Trustworthiness of the Data

In qualitative research, researcher must check the validity of data that researcher gets before or it can be called as Trustworthiness of data. Research validation checkers are crucial because they allow us to determine whether the data acquired can be trusted and whether it agrees with the facts or not. Triangulation is used by the researcher to examine the reliability of the data. Triangulation, according to Cresswell (2012), is the act of bolstering the data from each various source (person), the type of data (such as field records), or the data collection method (such as interviews, observations) in qualitative research descriptions or themes. According to Hair Jr, Page, & Brunsveld (2019), there are four different types of triangulations: researcher triangulation, data triangulation, method triangulation, and theory triangulation.

In this research, the researcher used method triangulation to check the validity of data. Researcher chose it because in this study, the researcher used several data collection technique and analyzed it with the same way and then comparing the data from observation and interview. In this study, the researcher observed an English teacher related to the teaching learning process and the teacher's challenge to teach English to

deaf students in grades VIII and IX at SLB N Boyolali then researcher crosschecked them by comparing with interview data.

H. Technniques of Analyzing the Data

Data analysis technique is how the researcher analyzes the data that has been found. According to Bodgan, cited by Sugiyono (2012:332), a qualitative data analysis is the process of methodically searching and organizing the interview transcripts, field notes, and other materials that you accumulate in order to improve your understanding of them and make it possible for you to share what you have learned with others. Data reduction, data display, and conclusion are only a few of the procedures that go into data analysis. The researcher in this study employs the Miles, Huberman, and Saldana data analysis model (2014). Three stages make up the Miles, Huberman, and Saldana (2014) data analysis process: data condensation, data display, and drawing and verifying conclusions.

1. Condensation of Data

   According to Miles, Huberman, and Saldana (2014), data condensation is the process of picking out, concentrating, simplifying, abstracting, or transforming the data that has been gathered from field notes, papers, interview transcripts, and other empirical materials. The results of qualitative research can be changed by selection, paraphrasing, summarizing, and other techniques. After the researcher collected the data, researcher summarizes the data that related to the main question in blueprint

regarding to the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023 and the Challenges in Teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023.

2. Data Display

The second step is data display. The data is presented or we can say it with displaying data or data display. After the data is selection and summarized, the researcher must present the data obtained. Most forms of qualitative data display are in the form of text. In this step the researcher displayed the summarized data from data condensation related to the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023 and the Challenges in Teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023.

3. Drawing and Verifying Conclusion

In this step, researcher made a conclusion based on the data display related to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023 and the Challenges in Teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023.

So, it can be concluded that the steps to analyze data based on Miles, Huberman and Saldana (2014) are data condensation, data display, drawing and verifying conclusion.

CHAPTER IV

FINDING AND DISCUSSION

This chapter, presents the result of the research. This chapter is divided into two main sections which consist of findings and discussion. The first part is the research findings from the results of data analysis to answer the problem formulation mentioned in chapter I, namely: (1) The process of teaching English to deaf students at SLB N Boyolali in the 2022/2023 Academic Year (2) The challenges in teaching English to deaf students at SLB N Boyolali Academic Year 2022/2023. The second part of this chapter is discussion. This is dealing with a discussion of data analysis. The findings present the results of data analysis obtained through observation and interviews. In this study, the researcher took Mrs. Annisa Ghina as an English teacher (TA) as a research subject where this teacher teaches deaf students at the junior high school level in SLB N Boyolali.

A. FINDINGS

The findings in this study present the results of data analysis obtained through observations and interviews. The observations were made three times in class with this sit where the researcher only observed the teacher in the process of teaching English for the deaf in all classes at the junior high school level at SLB N Boyolali and the interviews were conducted in a semi-structured manner based on guidelines compiled in the form of a blueprint where the researcher only interviewed teacher regarding the challenges of teaching English to deaf students at SLB N Boyolali.

1. **The process of teaching English to deaf students at SLB N Boyolali in the 2022/2023 Academic Year**

   To answer the first formulation of the problem, the researcher made observations three times from April 5th to May 3rd, 2023. Data was collected using a checklist observation related to theory from Thomson (2012) and field notes in the teaching process in junior high school classes at SLB. There were the results of the observation in the class of deaf students at SLB Boyolali.

Table 4.1 Result object of observation

No	Object of Observation	Practice Checklist					
		Meeting I		Meeting II		Meeting III	
		Yes	No	Yes	No	Yes	No
1	Preparing materials and methods before teaching	√		√		√	
2	Optimizing the classroom situation during learning	√		√		√	
3	Deliver and explain material using a loud and loud tone of voice	√		√		√	
4	Teach and deliver material using instructions and repetition in each word and writing key words on the board	√		√		√	
5	Delivering and teaching materials using sign language, pictures	√		√		√	
6	Optimizing students to communicate with teachers regarding equating ideas about material	√		√		√	
7	Explain the material with facial expressions and body language	√		√		√	
8	Using visual media in learning	√		√		√	

a. Preparing learning materials and methods

1. First observation

At this meeting, the teacher prepared learning activities from opening to closing. Before teaching, the teacher chose learning material entitled Days and O'clock. In this first meeting at the opening part the teacher informed the material to be studied which in this meeting discussed material about Days and O'clock *"hari ini kita belajar materi hari dan jam yaa"*. In the main activity section, the teacher started the material by distributing several sheets of material in the form of pictures and questions that had been prepared beforehand. Questions that had been prepared in the form of questions, the question sheets looked interesting and there were questions in the form of matching words and short answers. The method preparation carried out by the teacher in the first session showed that the teacher always prepared one method, namely the utterance method (saying repeated words with emphasis) as in the opening the teacher gave appreception by asking questions "okey, do you know *apa kalian sudah tahu tentang hari dan jam*" by repeated the question several times and used a mixed language of Indonesian as well. Also, in closing the teacher asked repeatedly by used gestures to students regarding the material regarding the difficulties in the material.

2. Second observation

In this learning session, the teacher prepared learning activities from opening to closing. Before teaching the teacher has chosen learning

material with the material title Things in the classroom. In this second meeting in the opening part the teacher informed the material to be studied which at this meeting discussed material about Things in the classroom *"Sekarang kita belajar benda benda di kelas".* In the main activity section, the teacher started learning by providing material sheets accompanied by pictures and question sheets. The method preparation carried out by the teacher in the second session showed that the teacher used the utterance method (saying repeated words with emphasis) as the method that had been prepared. In presentation teacher always repeated and the teacher presented the material repeatedly by wrote a few keyword verbs while *saying "yuk sebutkan barang barang yang ada dikelas"* about the material objects in the class on the blackboard until students understand.

3. Third observation

In this meeting, the teacher prepared learning activities from opening to closing. Before teaching the teacher has chosen learning material with the material title Things in the classroom. At this meeting in the opening part the teacher informed the material to be studied which at this meeting discussed material about Asking and Giving Opinion *"jadi hari ini kita mau belajar mengenai meminta dan memberi pendapat".* In the main activity section, the teacher starts learning by providing material sheets related to the material of asking and giving opinion. The method preparation carried out by the teacher in the second

session showed that the teacher used the utterance method (saying the word repeatedly with emphasis) and writing on the board as the prepared method. As in the main activity, the teacher started writing number material on the blackboard and explaining the material, the teacher asked *"Ada berapa hari dalam seminggu?"* by repeating several times until the deaf students understood and the students listened carefully.

b. Optimizing the classroom situation during learning

1. First Observation

In this meeting during the lesson the teacher always tried to focus on deaf students by creating a more conducive and effective atmosphere. The teacher often asked several questions so that students were more active. In the main activity the teacher gave a question "*Ada berapa hari dalam seminggu?"* and the teacher asked questions and advanced to answer to write down the answers as in the question "*diantara ini satu sampai tujuh mana yang kalian tahu bahasa inggrisnya*?. Besides that, the teacher also slipped in a little humorous story so that the class felt more lively and interesting "*minggu itu sunday kok nggak tahu kan kamu tahukan sunmori tahu? sunmori naik motor itu namanya sunday morning jadi hari minggu naik motor gitu biasanya dipanggil sunmori*".

2. Second Observation

In this session during the learning process when the deaf students did not focus on just talking to their friends and did not listen to what the teacher was saying. Besides that, what the teacher does is to

optimize the class so that students stay focused on the material by asking questions "*yuk sebutkan barang barang yang ada dikelas* " about the material objects in the class on the blackboard until students understand. Other than the teacher asked the students to take turns reading material. The teacher also provides guessed questions for students regarding the pictures on the sheet or those in the classroom. After that teacher asked students to record the presentation of the material on the blackboard.

3. Third Observation

In the teaching process at this meeting when deaf students tended not to pay attention, the teacher made various optimizations. Meanwhile, to make deaf students always focus, the teacher at the beginning of the opening used apperception, such as the teacher asks preliminary questions "*apa yang kalian ketahui pendapat? Wah aulia cantik itu memberi pendapat*". Besides that, teacher also gives guessing questions to students about the material in class such as "how do you feel about *matematika? matematika sulit atau mudah berarti? kalian jawabnya* I feel *susah*". Meanwhile to maximize learning when working on questions the teacher accompanies such as teacher examines the difficulties faced by students.

c. Explaining the material by speaking loudly and clearly

1. First Observation

In the process of teaching English at this meeting from the opening to closing activities the teacher always explained the material in a loud and clear voice. The teacher taught a deaf child to use the remaining hearing he still has. the teacher explains the material "*kalau jam satu tepat itu namanya* one o'clock *kalo ada tulisan* o'clock *berarti jamnya tepat seperti jam satu tepat*" when saying this sentences the teacher used a loud and clear voice. In this meeting for verbs that had never been heard or were unfamiliar to the teacher used, he always slowed down every word that was spoken but in a loud voice

2. Second Observation

In the process of teaching English at this meeting from the opening to closing activities the teacher always explained the material in a loud and clear voice. The teacher taught a deaf child to use the remaining hearing he still has. In the opening activities, the teacher informed the material to be studied which at this meeting discussed material about Things in the classroom "*Sekarang kita belajar benda benda di kelas things in the classroom*" in conveying this material the teacher used a clear voice at a loud volume with the aim that students understood. In this meeting for verbs that the teacher had never heard of or used that were foreign, the teacher always slowed down every word that was spoken but in a loud voice.

3. Third Observation

In the process of teaching English at this meeting from the opening to closing activities the teacher always explained the material in a loud and clear voice. In the opening activities, the teacher informed the material to be studied which at this meeting discussed material about Asking and Giving Opinion "*jadi hari ini kita mau belajar mengenai meminta dan memberi pendapat* Asking and Giving Opinion" in conveying this material the teacher used a clear voice at a loud volume with the aim that students would know what the teacher had said. In this meeting for verbs that the teacher had never heard of or used that were foreign, the teacher always slowed down every word that was spoken but in a loud voice.

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

1. First Observation

In this meeting, in teaching the teacher used repetition of each word or sentence. During the presentation of the material the teacher always writes important words or keywords that can support the understanding of deaf students. the teacher asked "*Ada berapa hari dalam seminggu? How many days are there in a week?*" by repeating several times until the deaf students understood and the students listened carefully. The teacher wrote down several key words related to the day's material that needed to be understood and memorized. Meanwhile, the teacher's written keywords are the names of the seven days using Indonesian.

after finishing writing the teacher keywords give students the opportunity to answer the translation of the verb of the day. "*diantara ini satu sampai tujuh mana yang kalian tahu bahasa inggrisnya*?" on the blackboard and asked some students to write their answers on the blackboard. teacher gave instructions to students so they read together and repeated words related to the material on the blackboard.

2. Second Observation

In this meeting, in teaching the teacher to use repetition in each word or sentence. During the presentation of the material the teacher always wrote important words or keywords that could support the understanding of deaf students. Meanwhile, for every presentation the teacher always repeated sentences by conveying and blending Indonesian to make it more understandable. Next, the teacher presented the material repeatedly by writing a few keyword verbs while saying "*yuk sebutkan barang barang yang ada dikelas* " about the material objects in the class on the blackboard until students understand. Then the teacher gave instructions to read the material on the board and asked the students to take turns reading. Besides that, the teacher gave directions to students to work on the question sheets that have been distributed.

3. Third Observation

In this meeting, in teaching the teacher used repetition of each word or sentence. During the presentation of the material the teacher always

writes important words or keywords that can support the understanding of deaf students. Meanwhile, for every presentation the teacher always repeated sentences by conveying and blending Indonesian to make it more understandable. Furthermore, teacher presents the material repeatedly by writing down a few key words, verbs and simple sentences related to the material, such as "what do you think and I think". Accompanied by an Indonesian translation. Then teacher reads the material on the blackboard and asks students to take turns reading. Students are guided to write material written on the blackboard. After the students wrote the material, teacher gave directions to students to work on the question sheets that had been distributed and gave examples of one answer to work on.

e. Delivering and teaching materials using sign language, note, and pictures,

1. First Observation

In this meeting the teacher delivered material using pictures related to Days and O'clock material. The material image is in the form of a color table containing the English vocabulary of the day. In addition, there is O'clock material in the form of a picture of a clock along with how to read it in English.

2. Second Observation

In this meeting the teacher delivered material using pictures related to the material things in the classroom. The images used are class objects such as dictionary images, tables. Scissor chairs and others.

Each image has an object name in English. The teacher uses pictures with the aim of making it easier for them to remember verbs in English.

3. Third Observation

In this meeting the teacher delivered material using related pictures on the Asking and Giving Opinion material. The image used is a list of the expressions of Asking and Giving Opinion. In addition, there are children's cartoons accompanied by dialogue containing expressions of asking for opinions and giving opinions. The teacher uses pictures with the aim of making it easier for them to remember verbs in English.

f. Optimizing students to communicate with teacher regarding equating ideas about material

1. First Observation

In this meeting the teacher gave students the opportunity to express some ideas related to the Days and O'clock material. In the main activity when working on questions the teacher checks student work and communicates things related to difficult problem ideas. The teacher listens to what the deaf students say until they understand what they mean. After that the teacher responds to what has been conveyed by students.

2. Second Observation

In this meeting the teacher gave students the opportunity to express some ideas related to the material Things in the classroom. In the main activity when working on questions the teacher checks student work

and discusses things related to difficult questions. The teacher listens to what the deaf students say until they understand what they mean. After that the teacher responds to what has been conveyed by students. When students have completed all the questions, the teacher started correcting student answers by giving all students the opportunity to answer questions by moving forward to write answers on the blackboard.

3. Third Obsrvation

In this meeting the teacher gave students the opportunity to express some ideas regarding the Asking and Giving Opinion material. In the main activity. The teacher built communication with deaf students by asking questions related to the material *"bagaimana penampilan ibu?bagaimana baju ibu?. terus kamu bilang bagus"* these questions make deaf students more active. When working on the questions the teacher checked the student's work and discussed matters related to difficult questions. The teacher listened to what the deaf student said until he understood what he meant. After that the teacher responded what students have said

g. Explain the material with facial expressions and body language

1. First Observation

In this meeting while teaching English to deaf children the teacher used facial expressions according to the conditions and situation. In the opening section of learning from Greetings can be seen that when pronouncing "*Assalamualaikum Wr. Wb, Selamat pagi*" the teacher's

expression looks happy and enthusiastic. The teacher asked repeatedly by used gestures to students regarding the material regarding the difficulties in the material "is the material *difficult apa susah? Apakah sudah paham?paham insyaallah".* In addition, the teacher showed interest and enthusiasm through applause as a form of appreciation to students.

2. Second Observation

In this meeting while teaching English to deaf children the teacher used facial expressions according to the conditions and situation. In the opening part of the lesson from greetings it can be seen that when saying "Assalamualaikum Wr. Wb, selamat pagi" the teacher's expression looks happy and enthusiastic. Besides that, in teaching the teacher answered several arguments by using body language the teacher gave a nod response as a response of approval and a response of shaking as a rejection accompanied by a supportive facial expression.

3. Third Obsrvation

In this meeting while teaching English to deaf children the teacher used facial expressions according to the conditions and situation. In the opening part of the lesson from greetings it can be seen that when saying "Assalamualaikum Wr. Wb, selamat pagi" the teacher's expression looks happy and enthusiastic. Besides that, when controlling busy students (talking with friends) the teacher put his finger to his lips as a

sign of instruction for deaf students to calm down and was accompanied by a supportive expression.

h. Using visual media in learning

1. First Observation

In this meeting the teacher used visual media. The visual media used during the learning of Day's and O'clock material is pictures. Images are printed in the form of sheets of paper containing day and hour images. Besides that, the picture contains vocabulary that is translated into English.

2. Second Observation

In this meeting the teacher used visual media. The visual media used during the learning of Day's and Things in the classroom material is pictures. Images are printed in the form of sheets of paper containing day and hour images. Besides that, on drawing objects such as tables, chairs, blackboards, there is an object meaning in English translation.

3. Third Obsrvation

In this meeting the teacher used visual media. The visual media used during the teaching of Asking and Giving Opinion material in the classroom is pictures. Images are printed in the form of sheets of paper containing images. In the main activity the teacher started learning by providing material sheets related to the material of asking and giving opinion.*"contohnya apa memberikan pendapat ohh kamu gendut"* (by

giving a fat gesture). Besides that, on image objects such as tables, chairs, blackboards there is an object meaning in English translation.

2. **The challenges in teaching English to deaf students at SLB N Boyolali Academic Year 2022/2023.**

To answer the second problem formulation, the researcher conducted an interview with teacher on April 12 [th],2023. the researcher gave 24 questions during the interview. The question relates to the challenges faced by teacher in teaching English to deaf students, especially in junior high school at SLB N Boyolali which is related to the theory of Katalin Piniel (2016). There were the results of the interview.

a. **Lack of materials available**

Based on the results of the interviews, it is known that the challenge faced by teacher in the learning process of deaf students at SLB N Boyolali is the lack of available teaching materials. This is because the available teaching materials are very limited. The teacher did not use the available teaching materials, because the English language textbooks available at SLB N Boyolali were inadequate and the material in them ware incomplete. The material that teacher often use is material that is searched for on the internet or even teacher create their own material from scratch. As in the following interview results:

"Tentu, karena buku paket yang terbatas, saya lebih banyak mencari materi diinternet sesuai KI KD yang berlaku" (on Appendix 2)

It can be concluded that the one of the challenges faced by teacher in teaching English is Lack of available materials for teaching foreign languages to deaf student.

b. Lack of complex approaches to teaching English

Based on the results of the interviews, it is known that the challenge faced by the teacher in the process of teaching deaf students at SLB N Boyolali is the lack of a complex approach in teaching English. This is because in teaching English to deaf students the approaches and methods used are different from ordinary children, therefore a more appropriate approach or method is needed. the teacher at SLB N Boyolali takes a natural approach by presenting material in stages. Based on the results of the interviews, it is known that the challenge faced by the teacher in the process of teaching deaf students at SLB N Boyolali is the lack of a complex approach in teaching English. This is because in teaching English to deaf students the approaches and methods used are different from ordinary children, therefore a more appropriate approach or method is needed. the teacher at SLB N Boyolali takes a natural approach by presenting material in stages. As in the following interview results:

"Tentu, karena Ketika kuliah saya tidak diajarkan cara menajar untuk siswa slb hal ini menjadi tantangan bagi saya .saya hanya sering menggunakan pendekatan melalui pemaparan materi

secara terus menerus bertahap saja. Karena siswa kurang familiar dengan Bahasa inggris, jadi dalam mengajar lebih banyak menggunakan Bahasa Indonesia dan saat pemaparan banyak menulis di papan" (on Appendix 2)

It can be interpreted that one of the challenges faced by teacher in teaching English is the lack of complex approaches to teaching foreign languages.

c. **Unavailability of advanced technology to improve communication**

Based on the results of the interviews, it is known that the challenge faced by teacher in the learning process of deaf students at SLB N Boyolali is the unavailability of sophisticated technology to improve communication. This is because teaching English to deaf students requires sophisticated technology such as LCD projectors that are able to support communication and learning in the material. At SLB N Boyolali the teacher did not use technology such as LCD projectors because of the lack of availability of this technology in class. Meanwhile, at SLB there are no facilities such as a computer room. Besides that, some deaf children did not have hearing aids. As in the following interview results:

"*Betul menjadi tantangan , saya harap sekolah menyediakan fasilitas lab computer, proyektor, LCD, agar anak dapat melihat video animasi yang berhubungan dengan materi pembelajaran, alat pendengar pun tidak semua murid punya dan ada yang punya tapi tidak dipakai"* (on Appendix 2)

It can be interpreted that one of the challenges faced by teacher in teaching English is the unavailability of advanced technology to improve communication.

d. Unavailability of methodological training on how to use this interactive whiteboard tool

Based on the results of the interviews, it is known that the challenge faced by teacher in the learning process of deaf students at SLB N Boyolali is the unavailability of methodological training on how to use this interactive whiteboard tool. This is because in teaching English teacher need tools that can support learning English for deaf students such as interactive boards to teach deaf children and also need special training related to interactive tools. Meanwhile, at SLB N Boyolali there were no interactive learning facilities available and there was no counseling on the use of interactive writing tools for English teacher at SLB. Teacher at SLB Boyolali only use makeshift tools and materials. As in the following interview results:

" *Ya menurut saya itu juga menjadi tantangan, sebenarnya tidak adanya penyuluhan atau seperti rapat untuk pelatihan seperti itu mbak, terlebih lagi untuk dikelas belum ada papan tulis digital atau media seperti proyektor.mungkin akan lebih baik jika terdapat pelatihan seperti itu* " (on Appendix 2)

It can be interpreted that one of the challenges faced by teacher at SLB N Boyolali in teaching English is unavailability of

methodological training on how to use this interactive whiteboard tool.

e. **Lack of professional communities and forums to share English learning.**

Based on the results of the interviews, it is known that the challenges faced by teacher in the process of teaching deaf students at SLB N Boyolali is the lack of community and professional forums for sharing English learning. This is because in teaching English the teacher must be creative in creating teaching ideas for deaf children. Meanwhile, at Boyolali N SLB there was only one English teacher. Therefore, the English teacher at this SLB could not discuss with other teachers about foreign language taught by deaf children. As in the following interview results:

"Untuk komunitas forom sendiri belum ada diwilayah sini yang saya tahu hanya komunitas atau penyuluhan untuk orang tua dan anak saja, menurut saya pribadi ini juga menjadi tantangan bagi saya sendiri bahwa tidak adanya komunitas untuk berbagi ide mengajar bahasa asing membuat saya lebih ekstra berfikir bagaimana siswa terutama tuna rungu dapat menerima materi dengan baik" (on Appendix 2)

It can be interpreted that one of the challenges faced by teacher in teaching English is the lack of a professional community and forum for sharing English learning ideas related to teaching English to deaf students.

B. DISCUSSIONS

After the research findings were displayed, the researcher discussed in more detail about it. The formulation of the problems in this research were "How is the process of teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023" and "What are Challenges in Teaching English to Deaf students at SLB N Boyolali in the Academic Year of 2022/2023?". Researcher used the theory from Thomson (2012) about Procedure to teach language for Deaf students and theory from Katalin Piniel (2016) about the challenges in teaching English as a foreign language.

1. The process of teaching English to deaf students at SLB N Boyolali in the 2022/2023 Academic Year

This question is answered based on research results obtained through observing events or activities related to the process of teaching English to deaf students at SLB N Boyolali. Teaching is something related to teachers who can make it easier for students to convey information and can better understand knowledge so that they can achieve maximum learning outcomes. Khasawneh (2021) states that teaching English to deaf student is difficult for English teachers to teach deaf students because of the various obstacles they face. Besides that, the teacher who taught English for the deaf had to know several kinds of methods or techniques that could be applied when teaching to make the learning goals of deaf students achieved.

Based on research results from observations, It is known that teaching English to the deaf is different from normal children. Based on these data, the researcher found eight procedures in the English teaching process for deaf junior high school students at SLB N Boyolali. The results show that the observation for three times applies the same teaching procedure based on theory by Thomson (2012) the procedure to teach language for students with deaf consist of planning the materials and the methods, optimize the situation of the class, explaining the materials with speak aloud, using instruction and repetition, using sign language note pictures to deliver the material, optimize the students can communicate with the teacher, used the facial expression and body language, and used of visual media to make the students understand.

From the findings of the data from the first to third observations, the researcher found that the procedure used by teacher was preparing learning materials and methods ,optimizing the classroom situation during learning, explaining the material by speaking loudly and clearly, using instruction and repetition in every words or sentences with wrote down the keyword on the board, delivering and teaching materials using sign language, note, and pictures, optimizing students to communicate with teacher regarding equating ideas about material, explain the material with facial expressions and body language, using visual media in learning. The explanation have been shown below;

a. **Preparing learning materials and methods**

In the learning process by the teacher in the learning procedure for teaching deaf students is Preparing materials and methods before teaching. In fact, the process of teaching English, especially for deaf students, teachers must maximize the preparation of materials and methods carefully. According to Thomson (2012), the teacher plans materials and methods before delivering the material by considering the needs of deaf students. Preparation of materials and methods including formulating learning objectives, making lesson plans, preparing tools and learning support materials, determining teaching and learning activities and so on. From the results of observations from the first meeting to the third meeting, teacher applied this procedure in teaching English. teacher prepares material by providing sheets containing material and questions combined with pictures which can be called leaflets. As stated by Mulyasa (2006), teaching materials for the deaf students in the form of printed teaching materials in the form of hand outs, books, modules, brochures and leaflets. In teaching deaf students there are various methods such as oral method, speech reading method, manual method, total communication method. From the observation it can be seen that teacher in conveying material focuses on deaf students to see and teach by saying word for word through emphasis on words through speech. lips and

gestures. This method is suitable for all levels of deafness. According to Tat et al. (2021) Speech reading method is a child learning method of deaf people who rely on their sight to develop the ability of deaf children to read the lips of the interlocutor. from using procedures to prepare materials and methods to facilitate teacher in teaching the deaf

b. Optimizing the classroom situation during learning

In the learning process by the teacher in the learning procedure for deaf students is optimizing the classroom situation during learning. In the process of teaching English, especially for deaf students, the teacher must maximize the conduciveness and improve the classroom environment. According to Thomson (2012), the focus of deaf students on the teacher's explanation in front of the class needs emphasis on optimizing the class situation. From the results of observations from the first meeting to the third meeting, teacher applied this procedure in teaching English. To optimize the teacher class, always call on deaf students by ordering them to repeat words or material in front of them as well as giving praise to deaf students if the answers answered are correct. teacher also maximizes existing objects/tools such as in the learning material "things in the classroom" showing object and giving an explanation of object in English, this makes them remember what it means from the

object. Besides that, teacher always provides attention interaction caring for every deaf student in working on and in listening to material. The teacher also provides inserts of a little humor in learning and students who are deaf also laugh a little. from here it can be seen that from the observation of optimizing a conducive atmosphere it is very useful to facilitate teacher in conveying subject matter and students to understand the material.

c. Explaining the material by speaking loudly and clearly

The procedure used in the learning process is to explain the material by speaking loudly and clearly. According to Thomson (2012), The teacher must speak loudly and clearly while describing the materials. the process of teaching English to deaf children and normal children generally has a different hearing which causes the teacher to be more extra in using loud/high volume sounds. From the results of observations from the first meeting to the third meeting, teacher applied this procedure in teaching English. To convey material in teacher class learning, always maximize speaking clearly accompanied by high volume. With that every sentence or word related to the material spoken by teacher can at least be heard by deaf students. Teacher taught deaf children to use the remaining hearing they still have

with this students can also develop the acquisition of spoken language.

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

The procedures used in the learning process are using instructions and repeating each word and sentence and writing key words on the board. According to Thomson (2012), the teacher must repeat each word or sentence while instructing the deaf students by writing essential terms on the board. Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. in teacher class learning always uses repetition of each word example in the word meeting "O'clock" repeated several times because the Deaf are still unfamiliar with that verb. According to Yanoff (2007: 116), writing down the most important information on the board is one specific method for dealing with or educating deaf students. For this reason, in learning English for the deaf, it is necessary to repeat words and write key words on the board so that deaf students understand better.

e. Delivering and teaching materials using sign language, note, and pictures

The procedures used in the learning process are Delivering and teaching materials using sign language, notes and pictures.

According to Thomson (2012), the teachers convey the lessons while instructing using sign language, notes, and pictures to teach the deaf. Visual media play an important role in learning English for the deaf. Visualizing and creating other sensory images is another strategy that further supports text comprehension and maintains concentration (Gardner, 1983). Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. in learning in the Picture class teacher is used to focus more on understanding verbs and their meanings so that it makes it easier for deaf students to understand and memorize what is meant. teacher provides pictures related to the material " Days and O'clock, Things in the classroom, and Asking and Giving Opinion". According to Gulati (2016) Picture is a tool that can be used by deaf students to visualize everything and can be used to modify material. So, teacher uses pictures to support the process of learning English for deaf students.

f. **Optimizing students to communicate with teacher regarding equating ideas about material**

The procedure used in the learning process is optimize the students can communicate with the teacher although in communicating their ideas or to ask about the materials. According to Thomson (2012) Improving the way students can

communicate with teachers by asking questions or sharing ideas is one of the procedures in teaching deaf students. Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. Optimizing the communication that is carried out when teacher delivers teacher material always gives students the opportunity to ask questions to make sure about material that is difficult to understand. In addition, when teacher directs students to work on question sheets, as long as students work on teacher, they always control one by one student so that students can communicate ideas and questions that may be difficult to answer.

g. **Explain the material with facial expressions and body language**

One of the procedures used in the learning process is to explain the material with facial expressions and body language. Facial expressions are an important part of non-verbal communication because they can provide a lot of information to the other person through expressions. According to Thomson (2012) the teacher develops communication using facial expressions and body language in explaining material to deaf students. Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. In delivering teacher material, we often use body

language, such as moving our hands while talking, showing numbers through our fingers. The facial expression of teacher is always in accordance with what is conveyed in the material as seen from the observations at the opening of the meeting to say Good morning in (Bahasa Indonesia) teacher used a happy expression. Apart from that, teacher also gave a happy expression which meant feeling amazed at the deaf students because in the core activities the deaf students could work on the questions and were able to answer when directly appointed. besides that, the teacher showed interest and enthusiasm through applause as a form of appreciation to students. By doing this, students also feel happy and do not hesitate to interact during learning. The expression shown by teacher in teaching makes children more interested in and understands what is being explained. In acquiring language, deaf students must see it on the lips or hands (or both) as a communication partner besides that a very important role is played by facial expressions, body language, and gestures (Gulati, 2016). By using this procedure, deaf students can more easily know and gain exposure to English.

h. Using visual media in learning

The procedure used in the learning process is Using visual media in learning. According to Thomson (2012) Deaf students

can understand what the teacher is saying because of the teacher's use of visual tools. Visual media is an important part of teaching deaf students. As stated by Mulyasa (2006), teaching materials for deaf students are in the form of non-printed teaching materials in the form of photos, drawings, models/models. Based on the results of observations from the first to the third meeting, teacher applied this procedure in teaching English. In conveying teacher material using visual media in the form of images. The images used by teacher are in the form of pictures accompanied by translations in English related to the material, so that communication between teacher and students can run more easily. An integral part of immersion teaching can be at the heart of deaf communication: not words, but visualization; signs, images, ways of thinking and very particular understanding of the world (Machova, 2008). By using this procedure, deaf students can more easily understand what the teacher is saying during the presentation of the material

2. **The challenges in teaching English to deaf students at SLB N Boyolali Academic Year 2022/2023.**

This question was answered based on research results obtained through interviews with teacher regarding the challenges in teaching English to deaf students at SLB N Boyolali. Deaf are children who have hearing loss so that it is difficult to respond to external sound

stimuli caused by the failure of some or all of their hearing senses. Challenges, especially in the teaching process for deaf students, an English teacher needs to know some of the challenges that will be faced. These challenges are caused by internal and external obstacles that prevent a person from achieving goals (Nayazik and Sukestiyarno, 2012). Therefore, without knowing the challenges that exist in teaching English to deaf children, the learning objectives will not be achieved. The results show that the interview with teacher the same theory by Katalin Piniel (2016) the challenges in teaching English for deaf consist of lack of materials available to language teachers of D/HH students, lack of complex approaches to teaching foreign languages to D/HH students, burdened with communication difficulties and the unavailability of sophisticated technology in specialized institutions to improve communication. In most institutions teachers are not provided with methodological training on how to use these interactive whiteboard devices, which again poses challenges in everyday teaching, lack of community and professional forums which are unfortunately voiced by most teachers (language teachers have to do their job without opportunities for cooperation or sharing ideas with regard to teaching foreign languages to D/HH learners.

Based on the results of the interview, it was known that the challenges faced by teacher in teaching English to deaf students at

SLB N Boyolali Academic Year 2022/2023. It is known that there are fifth challenges faced by teacher in teaching deaf students, Planning the materials and the methods, optimize the situation of the class, lack of materials available, control time to adapting learning materials, lack of complex approaches to teaching English, unavailability of advanced technology to improve communication, unavailability of methodological training on how to use this interactive whiteboard tool, lack of professional communities and forums to share English learning. The explanation have been shown below;

a. **Lack of materials available**

Based on the results, the challenge faced by teacher in teaching deaf children is the lack of available materials. According to Katalin Piniel (2016), lack of material is a challenge for teacher in teaching English. So, completeness of material in teaching is one of the important things when teaching English to deaf students. Based on interviews, there are only limited textbooks available in class B. In the teacher learning process, they often print questions and search for material on the internet according to the applicable KI KD. It can be concluded that the one of the challenges faced by the teacher in teaching English is Lack of available materials for teaching foreign languages to deaf children.

b. Lack of complex approaches to teaching English

The one of challenges faced by teacher in teaching deaf children, namely the lack of complex approaches to teaching English. According to Katalin Piniel (2016), Lack of complex approaches to teaching foreign languages to D/HH is part of the challenges faced by teachers in teaching English students. Based on the interview results, in the past, in the lecture process, teacher was not taught how to teach SLB students, this was a challenge for teacher. Teacher only often uses an approach through continuous presentation of material in stages. Because students are not familiar with English, in teaching they use Indonesian more and write a lot on the board during presentations. It can be concluded that the approach used by teacher is only an approach through continuous exposure of material in stages which is actually called a natural approach, therefore the lack of an approach makes it a challenge for teacher in teaching English to deaf students. Deaf children are encouraged to acquire language inductively through continuous exposure to appropriate language patterns in situations that are structured based on the child's needs and interests (Quiqle Paul, 1990, p.86)

c. Unavailability of advanced technology to improve communication

The one of challenges faced by teacher in teaching deaf children, namely the unavailability of advanced technology to improve communication. Current technology can be an important factor in improving communication, especially for deaf students. According to Katalin Piniel (2016), Teachers are burdened with communication difficulties and unavailability of advanced technologies in specialized institutions to improve communication. there are various kinds of technology such as internet, LCD, interactive CD, Computer Based, Internet which can improve English learning for the deaf (so that children can see animated videos related to learning materials). As stated by Mulyasa (2006), teaching materials for deaf students are in the form of non-printed teaching materials in the form of multimedia (interactive CD, Computer Based, Internet) and audio visual (video/film, VCD) Based on the results of the interviews, teacher did not use LCD projector facilities so that the learning process did not run optimally, teacher only used blackboards and material sheets that were searched for on the internet. It can be interpreted that one of the challenges faced by teacher in teaching English is the unavailability of methodological training on how to use this interactive whiteboard tool.

d. **Unavailability of methodological training on how to use this interactive whiteboard tool**

The one of the challenges faced by teacher in teaching deaf children, namely the unavailability of methodological training on how to use this interactive whiteboard tool. According to Katalin Piniel (2016), teachers are not provided with methodological training on how to use these interactive whiteboards, which again creates difficulties in everyday classroom instruction. Based on the results of the interviews, teacher has never participated in any methodical training. However, counseling or meetings are also not available for such training, moreover for classes there are no digital whiteboards or media such as projectors. Maybe it would be better if there was such training. It can be interpreted that one of the challenges faced by teacher at SLB N Boyolali in teaching English is unavailability of methodological training on how to use this interactive whiteboard tool.

e. **Lack of professional communities and forums to share English learning**

The one of the challenges faced by teacher in teaching deaf children is the Lack of professional communities and forums to share English learning. According to Katalin Piniel (2016), lack of teacher and community forums to share English learning in working with deaf students. Based on the interview results, the forum community itself does not yet exist in the Boyolali region,

there is only a community or counseling for parents and children. for teacher the absence of a community to share ideas for teaching foreign languages is a challenge in itself and makes teacher think more extra about how students, especially deaf students, can receive material well. It can be interpreted that one of the challenges faced by teacher in teaching English is the lack of a professional community and a forum for sharing English learning ideas related to teaching English to deaf student.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

In this chapter, the researcher presented the conclusions about the process of teaching English to deaf students at SLB N Boyolali based on Thomson (2012) and the challenges in teaching English to deaf students at SLB N Boyolali based on Katalin Piniel (2016). First, the results of this research were the process of teaching English to deaf students at SLB N Boyolali in the 2022/2023 Academic Year. In the process of teaching deaf students the teacher uses several procedures. The first preparing learning materials and methods. Second, optimizing the classroom situation during learning. Third, explaining the material by speaking loudly and clearly. Fourth, using instruction and repetition in every words or sentences with wrote down the keyword on the board. Fifth, delivering and teaching materials using sign language, note, and pictures. Sixth, optimizing students to communicate with teacher regarding equating ideas about material. Seventh, explain the material with facial expressions and body language. Last, Using visual media in learning.

Second, the results of this research were the challenges in teaching English to deaf students at SLB N Boyolali Academic Year 2022/2023. They were the first, lack of materials available. Second, control time to adapting learning materials. Third, lack of complex approaches to teaching English. Fourth, unavailability of advanced technology to

improve communication. Fifth, unavailability of methodological training on how to use this interactive whiteboard tool. Last, lack of professional communities and forums to share English learning.

B. Suggestions

After conducting the research and taking the conclusions form this research, the researcher gave some suggestions as follows:

1. For English teachers

Teachers must maximize the preparation of materials and methods that will be used in learning. Teachers should use a more varied teaching method so that students are more motivated to learn and their communication and understanding skills will develop. Teachers also have to optimize the classroom situation by creating a more active and creative conducive atmosphere for students. Teachers must be more creative in choosing materials in the process of teaching and learning English for deaf children

2. For other researchers

The researcher hopes that this research can provide an overview to other researchers in similar research on teaching English to deaf students. In this study there are still many aspects that researchers have not been able to examine thoroughly. Hopefully, other researchers can investigate and dig deeper into strategies for teaching English and can investigate ways to overcome the challenges faced by teachers in the process of teaching English to students with hearing impairments.

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APPENDIX 1
OBSERVATION CHECKLIST & FIELD NOTE

Observation Checklist

No	Object of Observation	Practice Checklist					
		Meeting I		Meeting II		Meeting III	
		Yes	No	Yes	No	Yes	No
1	Preparing materials and methods before teaching	√		√		√	
2	Optimizing the classroom situation during learning	√		√		√	
3	Deliver and explain material using a loud and loud tone of voice	√		√		√	
4	Teach and deliver material using instructions and repetition in each word and writing key words on the board	√		√		√	
5	Delivering and teaching materials using sign language, pictures	√		√		√	
6	Optimizing students to communicate with teachers regarding equating ideas about material	√		√		√	
7	Explain the material with facial expressions and body language	√		√		√	
8	Using visual media in learning	√		√		√	

Observation I of TE

Day/Date: Wednesday, April 5th 2023

Time: 08.30 -10.00 WIB

Place: class B

In this meeting there were 4 students who took part in the lesson. In the opening session. In the opening session teacher used to open the lesson by greeting the students "Assalamualaikum Wr. Wb, Selamat pagi". Before started the activity, TE first led the prayer together. After that TE checked the presence of deaf students "siapa yang hari ini tidak masuk?. Teacher gave appreception by asking questions "okey, do you know apa kalian sudah tahu tentang hari dan jam" by repeated the question several times and used a mixed language of Indonesian as well. Then teacher informed the material to be studied which in this meeting discussed material about Days and O'clock. "hari ini kita belajar materi hari dan jam yaa". In the main activity the teacher started the material by distributing several sheets of material in the form of pictures and questions that had been prepared beforehand. Then before the teacher started writing number material on the blackboard and explaining the material, the teacher asked " Ada berapa hari dalam seminggu? How many days are there in a week?" by repeating several times until the deaf students understood and the students listened carefully. The teacher wrote down several key words related to the day's material that needed to be understood and memorized. for keywords written teacher are the names of the seven days using Indonesian. after finishing writing the teacher keywords give students the opportunity to answer the translation of the verb of the day. "diantara ini satu sampai tujuh mana yang kalian tahu bahasa inggrisnya?" on the blackboard and asked some students to write their answers on the blackboard. teacher gave instructions to students so they read together and repeated words related to the material on the blackboard. Teacher related the material to stories like "minggu itu sunday kok nggak tahu kan kamu tahukan sun mori tahu?sunmori naik motor itu namanya sunday morning jadi hari minggu naik motor gitu biasanya dipanggil sunmori" Then teacher instructs students to write material or material keywords on the blackboard so that they can be read again and understood again. then after the students finished writing, the teacher distributed the question sheets related to the day's material and the teacher explained how to answer them then helped to give meaning in the Indonesian language. The question sheets looked interesting and there were questions in the form of matching words and short answers. after giving time to answer the teacher questions, matching the answers from the question sheet together, then teacher asked the students to justify the wrong answers. Then the teacher rewrote the material points related to hours in a simple way and explained them to the deaf students repeatedly until the students understood " kalau jam satu tepat itu namanya one o'clock kalo ada tulisan o'clock berarti jamnya tepat seperti jam satu tepat". The teacher distributed question sheets related to o'clock material and teacher explained how to answer them. The question sheets looked interesting and there were questions in the form of matching words in the form of clock pictures. after giving time to answer the teacher questions match the answers from the question sheet together. Teacher also gave appreciation to the

students for answering the questions correctly " wah betul betul semua okey tepuk tangan". In the closing the teacher asked repeatedly by used gestures to students regarding the material regarding the difficulties in the material "is the material difficult apa susah? Apakah sudah paham?paham insyaallah". Then the teacher conveyed further activities to be carried out at the next meeting. Then teacher ended the meeting by said closing greetings "Hari ini cukup sekian setelah ini istirahat Wassalamualaikum Wr. Wb".

Observation II of TE

Day/Date: Wednesday, April 12th 2023

Time: 08.30 -10.00 WIB

Place: class B

In this meeting there were 4 students who joined the lesson. The teacher begins the lesson by saying greetings and greeting students "Assalamualaikum Wr. Wb, Selamat pagi". Then teacher invites students to pray first before starting the material. Then the teacher asked preliminary questions "kalian apakah sudah tahu benda benda yang ada dikelas?". Then teacher informed the material to be studied which at this meeting discussed material about Things in the classroom "Sekarang kita belajar bemda benda di kelas things in the classroom". In the main activity the teacher started learning by provided material sheets accompanied by pictures and question sheets. For each presentation teacher always repeated the sentence that will be delivered and mixes Indonesian so that they understand better. Next, the teacher presented the material repeatedly by wrote a few keyword verbs while saying "yuk sebutkan barang barang yang ada dikelas " about the material objects in the class on the blackboard until students understand. Then teacher read the material on the board and asked the students to take turns reading. The teacher also provides guessed questions for students regarding the pictures on the sheet or those in the classroom. After that teacher asked students to record the presentation of the material on the blackboard. Then teacher gave directions to students to work on the question sheets that have been distributed. As long as students work on teacher, they check the difficulties faced by students. When students have completed all the questions, teacher started corrected student answers by gave all students the opportunity to answer questions by moved forward to write answers on the blackboard. Then teacher asked the students about the results obtained from the correct answers "Did any of you answer with all the correct answers?". In the closing, teacher repeatedly asked students about the material regarding the difficulties in the material "are there any questions before I end this meeting apa ada pertanyaan sebelum saya akhiri pertemuan ini?" Is the material difficult?". Furthermore, the teacher conveyed further activities that would be carried out at the next meeting. Then teacher ended the meeting by saying closing greetings "Wassalamualaikum Wr. Wb".

Observation III of TE

Day/Date: Wednesday, May 3rd 2023

Time: 08.30 -10.00 WIB

Place: class B

In this meeting there were 4 students who joined the lesson. a. Opening

The teacher opened by said greetings students "Assalamualaikum Wr. Wb, Selamat pagi" and prayed to started learning. Teacher checks student attendance. Teacher asks preliminary questions "apa yang kalian ketahui pendapat? Wah aulia cantik itu memberi pendapat". Then teacher informed the material to be studied which at this meeting discusses material about Asking and Giving Opinion "jadi hari ini kita mau belajar mengenai meminta dan memberi pendapat Asking and Giving Opinion". Teacher uses a loud voice and always repeats foreign words and the Indonesian translation so they understand better. In the main activity the teacher starts learning by providing material sheets related to the material of asking and giving opinion. " "contohnya apa memberikan pendapat ohh kamu gendut" (by giving a fat gesture). teacher wrote a presentation of the material on the blackboard and explained that asking opinion is used to ask when you want to know the opinion or thoughts of other people, for example "bagaimana penampilan ibu?bagaimana baju ibu?. terus kamu bilang bagus" For every presentation teacher always repeats the sentence that will be delivered and mixes Indonesian to make it more understandable. Furthermore, teacher presents the material repeatedly by writing down a few key words, verbs and simple sentences related to the material, such as "what do you think and I think". Accompanied by an Indonesian translation. Then teacher reads the material on the blackboard and asks students to take turns reading. Teacher also gives guessing questions to students about the material in class such as "how do you feel about matematika? matematika sulit atau mudah berarti kalian jawabnya I feel susah"? teacher gave an explanation that those related to questions like that were adjectives, teacher wrote a number of adjectives such as good, funny, boring, bad etc along with the Indonesian language. Then students are guided to write material written on the blackboard. After the students wrote the material, teacher gave directions to students to work on the question sheets that had been distributed and gave examples of one answer to work on. While students are working on teacher, teacher provided assistance by writing Indonesian from the question sheet. teacher examines the difficulties faced by students. After the students completed all the questions, teacher began to correct student answers by giving all students the opportunity to answer the questions by moving forward to write answers on the blackboard by discussing the answers together. Then teacher asked students about the results obtained from the wrong answers "apakah banyak soal yang dijawab salah?". Then the teacher gives homework to describe your favorite animal by giving an opinion on the animal. teacher explains how to answer homework "nanti gini saya suka kucing karena dia gendut" and instructs students to write homework so they do not forget. In the closing the teacher gave a final

conclusion regarding the material of asking and giving opinion and asking repeatedly to students regarding the material regarding the difficulties that exist in the material "is the material difficult?". Furthermore, the teacher conveyed further activities that would be carried out at the next meeting. Then teacher ended the meeting by saying closing greetings "sekian ya hari ini sampe sini, jangan lupa dikerjakan PRnya Wassalamualaikum Wr. Wb."

APPENDIX 2
INTERVIEW SHEET &
TRANSCRIPT
INTERVIEW

INTERVIEW GUIDE

Procedure to teach language to Deaf students Thompson (2012)	Question
1. Planning the materials and the methods that consider or depend on the need of students.	1. Apakah anda menggunakan rpp dalam pembelajaran? 2. Apakah anda menghadapi tantangan dalam mempersiapkan materi sebelum pembelajaran?jelaskan 3. Apakah metode yang anda gunakan dalam pembelajaran anak tunarungu dan apakah berbeda dengan anak regular? jelaskan 4. Apakah anda dalam mengajar materi bahasa inggris sudah mengandung 4 apsek (speaking .listening,reading,writing)? jelaskan 5. Apakah keenam siswa tunurungu tersebut memiliki level tuna rungu yang berbeda (contoh : Moderate Hearing Loss, Moderately Severe Hearing Loss, o Severe Hearing Loss and with Profound Hearing Loss? Dan apakah tingkat level tuna rungu dan kebutuhan yang berbeda menjadi tantangan bagi anda? Jelaskan
2. Optimize the situation of the classs and be firm that the students focus on teacher's explanation during in front the class.	1. Apakah anda mempunyai cara untuk membuat siswa tunu rungu focus? 2. Apa saja tantangan dalam mengoptimalisasi situasi didalam kelas? 3. Apakah saat menerangkan materi anda perlu menerapkan sikap tegas jika anak tidak

		memperhatikan?jelaskan apa yang anda lakukan jika murid tidak memperhatikan
3.	In explaining the materials, the teacher must speak aloud and clearly.	1. Apakah dalam menjelaskan materi kepada siswa anda perlu berbicara jelas dan keras?jelaskan
4.	Using instruction and repetition in every words or sentences with wrote down the keyword on the board.	1. Apakah dalam menjelaskan materi anda sering mengulang kata dan menulis di papan ? jelaskan
5.	During teaching learning process the teachers using sign language, note, pictures, to deliver the material.	1. Apakah ketika mengajar anda menggunakan benda visual dan bahasa isyarat?jelaskan
6.	Optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials.	1. Apakah anda berusaha berkomunikasi dan berdiskusi dengan siswa tuna rungu mengenai materi ? jelaskan
7.	Develop the communication used the facial expression and body language in explaining the material.	1. Apakah anda menjelaskan materi menggunakan ekspresi muka dan bahasa tubuh? Jelaskan
8.	The used of visual media to make the students understand what teacher say.	1. Apakah anda menggunakan visual media untuk membuat anak tuna rungu mengerti apa yang anda katakan? Jelaskan
The challenges in teaching English as a foreign language to Deaf student Katalin Piniel (2016)		**Questions**
1.	Lack of materials available to language teachers of D/HH students. To meet the needs of learners, all teachers spend a lot of time and invest a lot of energy into adapting language learning materials originally created for listening to learners or even creating their own materials from scratch.	1. Apakah kurangnya atau ketidaklengkapan materi untuk mengajar anak tuna rungu menjadi tantangan bagi anda? jelaskan 2. Apakah sulit bagi anda untuk berkomunikasi atau mengomunikasikan perihal materi kepada siswa tunarungu ? jelaskan 3. Apakah penyesuaian (dari segi metode dan mengemunikasikan bahasa agar saling mengerti

			)untuk mengajar anak tuna rungu membuat anda lebih ekstra kontrol waktu ?Apakah hal ini menjadi tantangan untuk anda? Jelaskan
2.	Lack of a well-established approach to teaching foreign languages to special student groups. Lack of complex approaches to teaching foreign languages to D/HH students	1.	Apakah kurangnya metode atau pendekatan dalam mengajar bahasa asing untuk anak khusus (tuna rungu) menjadi sebuah tantangan bagi anda? jelaskan
3.	Burdened with communication difficulties and the unavailability of sophisticated technology in specialized institutions to improve communication.	1. 2.	Apakah anda sebagai guru bahasa inggris anak tuna rungu tidak dapat menggunakan bahasa isyarat? Apakah komunikasi menjadi sulit karena tidak tersedianya teknologi di SLB menjadi tantangan bagi anda dalam meningkatkan komunikasi dalam pembelajaran bahasa inggris ? Jelaskan
4.	In most institutions teachers are not provided with methodological training on how to use these interactive whiteboard devices, which again poses challenges in everyday teaching	1. 2.	Apakah anda mengkuti pelatihan menggunakan interaktif whiteboard (papan tulis digital) untuk menghadapi tantangan saat mengajar anak tuna rungu? Apakah tidak andanya pelatihan alat seperti komputer ,papan tulis digital merupakan tantangan bagi anda dalam mengajar bagi anda? Jelaskan
5.	Lack of community and professional forums which are unfortunately voiced by most teachers (language teachers have to do their job without opportunities for cooperation or sharing ideas with regard to teaching Foreign languages to D/HH learners.	1. 2.	Apakah ada forum atau komunitas guru untuk berbagi ide terkait mengajar tuna rungu? Apakah tidak adanya forum atau komunitas guru untuk berbagi ide terkait mengajar menjadi tantangan mengajar bahasa inggris? Jelaskan

Interview with Teacher

Teacher : **Mrs. Annisa Ghina (TA)**

Date / Time : **April 12th, 2023**

R : *"Sebelumnya terimakasih njih bu sudah meluangkan waktunya dalam interview kali ini. Saya akan menanyakan beberapa hal terkait tamtamgam yang dihadapi ibu dalam mengajar bahasa inggris untuk siswa tuna rungu di kelas tdelapan dan Sembilan"*

TA : *"Iya mbak saya akan menjawab sebisa dan sebaik mungkin"*

R : *"*Baik bu. Untuk pertanyaan yang pertama Apakah ibu menggunakan rpp dalam pembelajaran? *"*

TA : *"Tentu saja, dalam setiap pembelajaran saya memakai rpp kalupun ada momen saya tidak memaki rpp, saya tetap mempersiapkan materi yang akan diajarkan dan mempersiapkan kegiatan yang akan dilakukan "*

R : *"Baik bu jadi tetap saja ya pasti harus ada persiapan. Kemudian apakah ibu menghadapi tantangan dalam mempersiapkan materi sebelum pembelajaran?"*

TA : *"Iya mbak begitu,tantangannya adalah saya harus menyesuaikan materi yang akan diajarkan dengan kemampuan anak, karna dalam satu kelas kemampuan anak berbeda-beda dalam mendengaran tetapi kurang lebih level pendengaran mereka hampir sama semua jadi saya cari materi yang tingkat kesulitannya ditengah-tengah"*

R : *"Baik bu lalu menurut ibu, apakah metode yang anda gunakan dalam pembelajaran anak tunarungu dan apakah berbeda dengan anak regular?"*

TA : *"Tentu berbeda mbak, karena dalam penyampaian materi tidak bisa melalui suara saja, tetapi harus diimbangi dengan Gerakan gesture kecil serta mimik ekspresi yang tepat tergantung situasi kelas. Jadi setiap saya mengajar saya mengucapkan kalimat disertai gerakannya. selain itu untuk metode saya juga selalu menerapkan pada siswa untuk menggunakan metode ujaran melakukan penekanan melalui mimik dan membaca gerak bibir lawan bicaranya. Metode yang saya pakai hanya itu saja mbak mungkin tantangannya metode yang bias digunakan masih terbatas /kurang pengetahuan tentang berbagai macam metode pengajaran untuk tuna rungu"*

R : *"Ohh begitu nggih bu, lalu apa ibu dalam mengajar materi bahasa inggris sudah mengandung 4 apsek (speaking .listening,reading,writing)?"*

TA : *"Yaa walaupun untuk memasukan ke 4 aspek itu tidak cukup mudah namun untuk siswa tunarungu saya pribadi tetap memaksimalkan agar aspek aspek tersebut masuk ke dalam materi tetapi hanya menggunakan aspek listening (hanya beberapa yang dapat didengar /terbatas), reading, writing saja. Karena untuk speaking hampir semua siswa tidak jelas dalam pelafalannya.*

R : *"baik bu, lalu apakah keenam siswa tunurungu tersebut memiliki level tuna rungu yang berbeda (contoh :* Moderate Hearing Loss, Moderately Severe Hearing Loss, o Severe Hearing Loss and with Profound Hearing Loss? *Dan apakah tingkat level tuna rungu dan kebutuhan yang berbeda menjadi tantangan bagi ibu*?"

TA : *"Tentu siswa memiliki level tunarungu yang berbeda tetapi hampir siswa tuna rungu disini ganguan pendengarannya sedang , level yang berbeda juga menjadi tantangan bagi saya kendala yang sering dihadapi adalah salah satu murid yang pendengarannya parah materi harus dijelaskan berulang kali contoh untuk murid yang memiliki ganguan sedang hanya perlu di ulang 2-3 kali tapi untuk 1 orang yang ganguanyaa parah kadang perlu berurang kali, kadang jika siswa tidak paham saya minta tolong temannya untuk menjelaskan dan berdiskusi"*

R : *"Kemudian pertanyaan selanjutya apakah ibu mempunyai cara untuk membuat siswa tunu rungu focus?"*

TA : *"Kebetulan siswa tunarungu disini cukup fokus terlebih lagi siswanya cuma sedikit, jadi cukup diberi aba-aba mereka akan Kembali focus. Selain itu kadang siswa saya suruh maju kedepan menulis dipapan tulis."*

R : *"lalu bu apa saja tantangan dalam mengoptimalisasi situasi didalam kelas?"*

TA : *"tantangan yang sering saya hadapi dalam mengoptimalkan kelas yaitu perlunya variasi dalam mengoptimalkan kelas saya hanya memberi menyelipkan humor/cerita saat pembelajaran berlangsung dan tak lupa memberikan apresiasi ketika maju menulis. Hanya itu saja tidak ada variasi lain"*

R : *"jadi apakah saat menerangkan materi ibu juga perlu menerapkan sikap tegas jika anak tidak memperhatikan?"*

TA : *"Perlu dong adanya sikap tegas agar mereka mengerti juga akan batasan, jika tidak memperhatikan siswa saya suruh menjelaskan materi, misal materi tentang benda didalam kelas, siswa saya suruh menyebutkan 5 benda didalam kelas"*

R : *"kemudiaan selanjutnya,apakah dalam menjelaskan materi kepada siswa anda perlu berbicara jelas dan keras?"*

TA : *"Tentu mbak agar mempermudah siswa untuk membaca gerak bibir saya ketika menyampaikan materi, selain itu ada siswa yang sudah memakai alat bantu dengar dimana dengan berbicara keras dan jelas dia juga mudah menangkap ucapan saya."*

R : *"Baik bu, lalu apakah dalam menjelaskan materi anda sering mengulang kata dan menulis di papan? "*

TA : *"Hal tersebut wajib dilakukan karena siswa tunarungu tidak langsung menangkap apa yang diucapkan, mengulang kata dan menulis membantu meraka untuk memahami materi"*

R : *"jadi setiap kata yang terdengar sulit atau mereka tidak paham ibu mengulangi terus ya buu, lalu pertanyaan selanjutnya apakah ketika mengajar anda menggunakan benda visual dan bahasa isyarat?"*

TA : *"iya mbak, Untuk benda visual biasanya disediakan gambar berwarna, namun untuk Bahasa isyarat sendiri saya tidak menguasainya jadi tidak saya praktekkan.*

R : *"lalu,apakah ibu berusaha berkomunikasi dan berdiskusi dengan siswa tuna rungu mengenai materi ?"*

TA : *"Tentu, mereka suka diajak diskusi karena rata-rata siswa kelas 8 &9 ini pintar dan cepat menangkap materi kalo paham dengan penjelasan dari saya."*

R : *"Selanjutntya, apakah ibu menjelaskan materi menggunakan ekspresi muka dan bahasa tubuh?"*

TA : *"Iya tentu mbak, dalam mengajar siswa tunarungu diperlukan penggunaan Bahasa tubuh dan ekspresi muka biar mereka mengerti dan tidak salah paham"*

R : *"Kemudian bu, apakah ibu menggunakan visual media untuk membuat anak tuna rungu mengerti apa yang anda katakan? "*

TA : *"Iya tentu mbak, saya menggunakan gambar berwarna atau benda sekitar"*

R : *"Apakah kurangnya atau ketidaklengkapan materi untuk mengajar anak tuna rungu menjadi tantangan bagi anda?"*

TA : *"Tentu, karena buku paket yang terbatas, saya lebih banyak mencari materi diinternet sesuai KI KD yang berlaku"*

R : *"Kemudian apakah sulit bagi anda untuk berkomunikasi atau mengomunikasikan perihal materi kepada siswa tunarungu ?"*

TA : *"Tidak terlalu sulit, karena saya sesuaikan tingkat materi dengan kemampuan mereka"*

R : *"Pertanyaan selanjutnya bu, apakah penyesuaian (dari segi metode dan mengemunikasikan bahasa agar saling mengerti) untuk mengajar anak tuna rungu membuat anda lebih ekstra kontrol waktu? dan Apakah hal ini menjadi tantangan untuk anda?"*

TA : *"Tentu menjadi tantangan, terkadang ada kata/kalimat yang mereka belum familiar sehingga saya harus memncari cara untuk menjelaskan kepada mereka tentunya jika terjadi hal seperti ini akan cukup menghabiskan waktu yang lama untuk menjelaskan materi itu. Jadi control waktu dari segi mempersiapkan materi sampai mengajar anak tuna rungu lebih banyak membutuhkan waktu"*

R : *"lalu, Apakah kurangnya metode atau pendekatan dalam mengajar bahasa asing untuk anak khusus (tuna rungu) menjadi sebuah tantangan bagi anda bu?"*

TA : *"Tentu mbak, karena ketika kuliah saya tidak diajarkan cara menajar untuk siswa slb hal ini menjadi tantangan bagi saya. saya hanya sering menggunakan pendekatan melalui pemaparan materi secara terus menerus bertahap saja. Karena siswa kurang familiar dengan Bahasa inggris, jadi dalam mengajar lebih banyak menggunakan Bahasa Indonesia dan saat pemaparan banyak menulis di papan."*

R : *"Baik bu lalu, apakah anda sebagai guru bahasa inggris anak tuna rungu tidak dapat menggunakan bahasa isyarat?"*

TA : *"Hanya bisa beberapa Bahasa isyarat, namun tidak terlalu membantu dalam pengajaran"*

R : *"Selanjutnya apakah komunikasi menjadi sulit karena tidak tersedianya teknologi di SLB menjadi tantangan bagi anda dalam meningkatkan komunikasi dalam pembelajaran bahasa inggris? "*

TA : *"Betul menjadi tantangan mbak, saya harap sekolah menyediakan fasilitas lab computer, proyektor, LCD, agar anak dapat melihat video animasi yang berhubungan dengan materi pembelajaran, alat pendengar pun tidak semua murid punya dan ada yang punya tapi tidak dipakai."*

R : *"Pertanyaan selanjutnya,apakah komunikasi menjadi sulit karena tidak tersedianya teknologi di SLB menjadi tantangan bagi anda dalam meningkatkan komunikasi dalam pembelajaran bahasa inggris ?"*

TA : *"Betul menjadi tantangan , saya harap sekolah menyediakan fasilitas lab computer, proyektor, LCD, agar anak dapat melihat video animasi yang berhubungan dengan materi pembelajaran, alat pendengar pun tidak semua murid punya dan ada yang punya tapi tidak dipakai."*

R : *"Apakah anda mengkuti pelatihan menggunakan interaktif whiteboard (papan tulis digital) untuk menghadapi tantangan saat mengajar anak tuna rungu? "*

TA : *"Tidak mbak"*

R : *"Lalu apakah tidak andanya pelatihan alat seperti komputer,papan tulis digital merupakan tantangan bagi ibu dalam mengajar bagi anda? "*

TA : *"Ya menurut saya itu juga menjadi tantangan, sebenarnya tidak adanya penyuluhan atau seperti rapat untuk pelatihan seperti itu mbak, terlebih lagi untuk dikelas belum ada papan tulis digital atau media, seperti proyektor.mungkin akan lebih nbaik jika terdapat pelatihan seperti itu"*

R : *"Baik bu, lalu apakah ada forum atau komunitas guru untuk berbagi ide terkait mengajar tuna rungu?"*

TA : *"Saat ini tidak ada mbak, paling jika perlu saya berdiskusi dengan walikelasnya"*

R : *"Kemudiaan untuk pertanyaan terakhir, apakah tidak adanya forum atau komunitas guru untuk berbagi ide terkait mengajar menjadi tantangan mengajar bahasa inggris?"*

TA : *"Untuk komunitas forum sendiri belum ada diwilayah sini yang saya tahu hanya komunitas atau penyuluhan untuk orang tua dan anak saja, menurut saya pribadi ini juga menjadi tantangan bagi saya sendiri bahwa tidak adanya komunitas untuk berbgi ide mengajar bah`asa asing membuat saya lebih ekstra berfikir bagaimana siswa terutama tuna rungu dapat menerima materi dengan baik"*

R : *"Baik bu saya kira cukup sampai disini interviewnya. Terima kasih bu atas waktunya"*

TA : *"Ya sama sama mbak semoga jawaban saya cukup menjawab pertanyaan dari mbaknya"*

APPENDIX 3

DOCUMENTATION

Figure 2 Preobservation on October 4th 2022

Figure 3 Observation in Class B on April 5 2023

Figure 4 Picture 3 Interview with TA on April 12th 2023