

**STRATEGIES IN TEACHING ENGLISH FOR DEAF STUDENTS: A  
CASE STUDY AT SMPLB KARYA BAKTI DON BOSCO WONOSOBO**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic (revocation of graduation predicate and bachelor degree).

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

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# **STRATEGIES IN TEACHING ENGLISH FOR DEAF STUDENTS: A CASE STUDY AT SMPLB KARYA BAKTI DON BOSCO WONOSOBO**

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## **Abstract:**

Deafness is a condition when a person cannot hear, either partially or completely. Deaf students have different ways of communicating with other people, including the way they learn things. Teachers need to use special methods in teaching deaf students so that the objectives of the teaching and learning process can be achieved. This research aims to identify the strategies used by teachers in teaching English to deaf students and find out how these strategies are implemented. This research uses a qualitative descriptive method and is based on a case study at SMPLB Karya Bakti Don Bosco Wonosobo (Special School for the Deaf). To find answers to these problems, researchers interviewed an English teacher about the strategies he implemented during the learning process in class. To obtain more in-depth data, researchers also conducted classroom observations. This research shows that teachers use sign language strategies, read lips and use various media. As for the implementation of this strategy, the teacher focuses more on enriching students' vocabulary, the teacher speaks slowly and clearly when using sign language. teachers teach simple conversations; teachers use varied media. The findings in this study emphasize the fact that teaching deaf students requires excessive effort and great persistence, and the strategies presented in this study can be useful for other English teachers teaching deaf students.

**Keywords:** *deaf students, teaching strategies, implementation of the strategies*

## MOTTO

*“Tomorrow may be dark, painful, difficult and perhaps we will fail or fall.  
However, stars shine brightest on the darkest night, and if the stars are not visible  
let the light of the moon guide us and if even the moon is not visible let our face be  
the light that guides us to find our way.”*

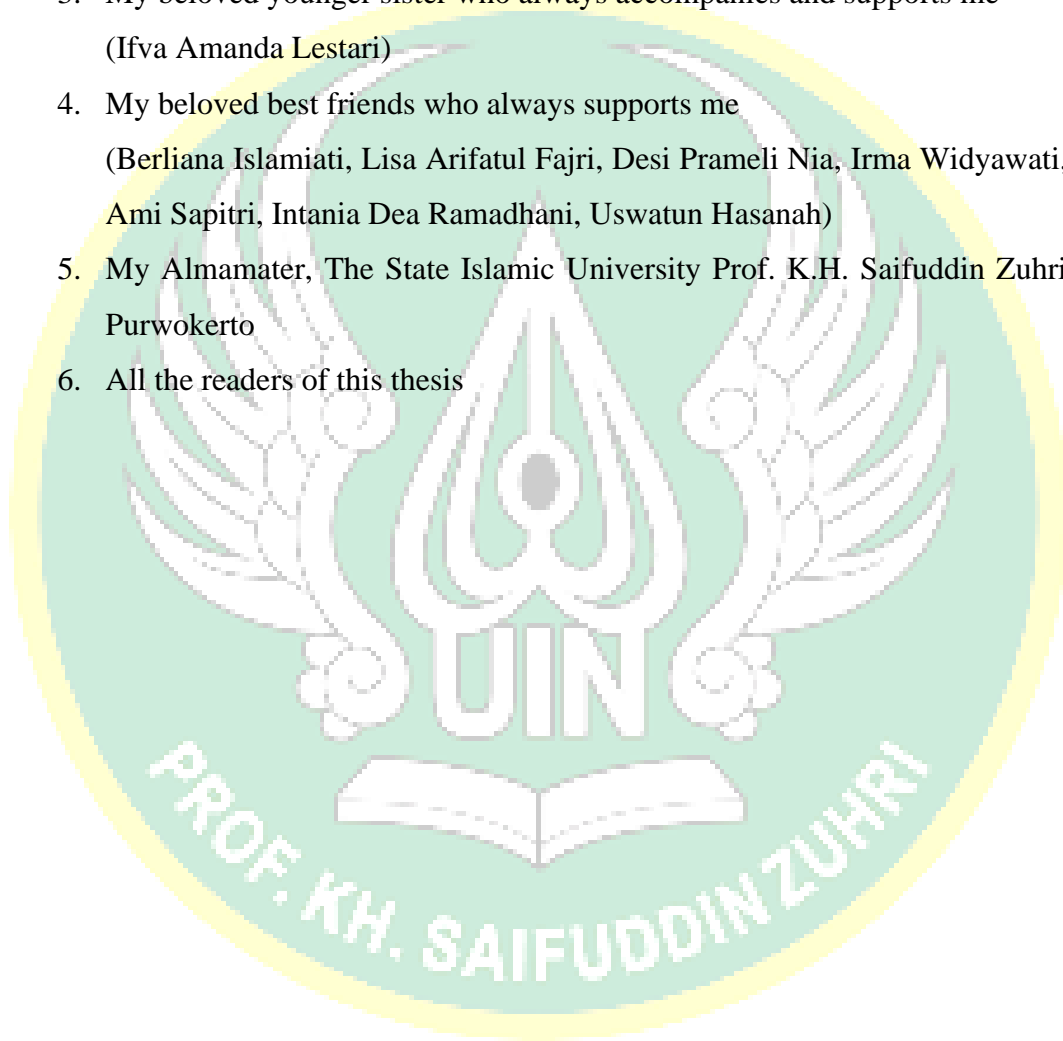
-Kim Namjoon-



## DEDICATION

I dedicated this thesis to:

1. Allah who always give his full of rohmah and blessing
2. My beloved parents who always give spirit and as my inspiration  
(Father: Mislar and Mother: Munisih)
3. My beloved younger sister who always accompanies and supports me  
(Ifva Amanda Lestari)
4. My beloved best friends who always supports me  
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Ami Sapitri, Intania Dea Ramadhani, Uswatun Hasanah)
5. My Almamater, The State Islamic University Prof. K.H. Saifuddin Zuhri  
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6. All the readers of this thesis



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Purwokerto, 2<sup>nd</sup> November 2023



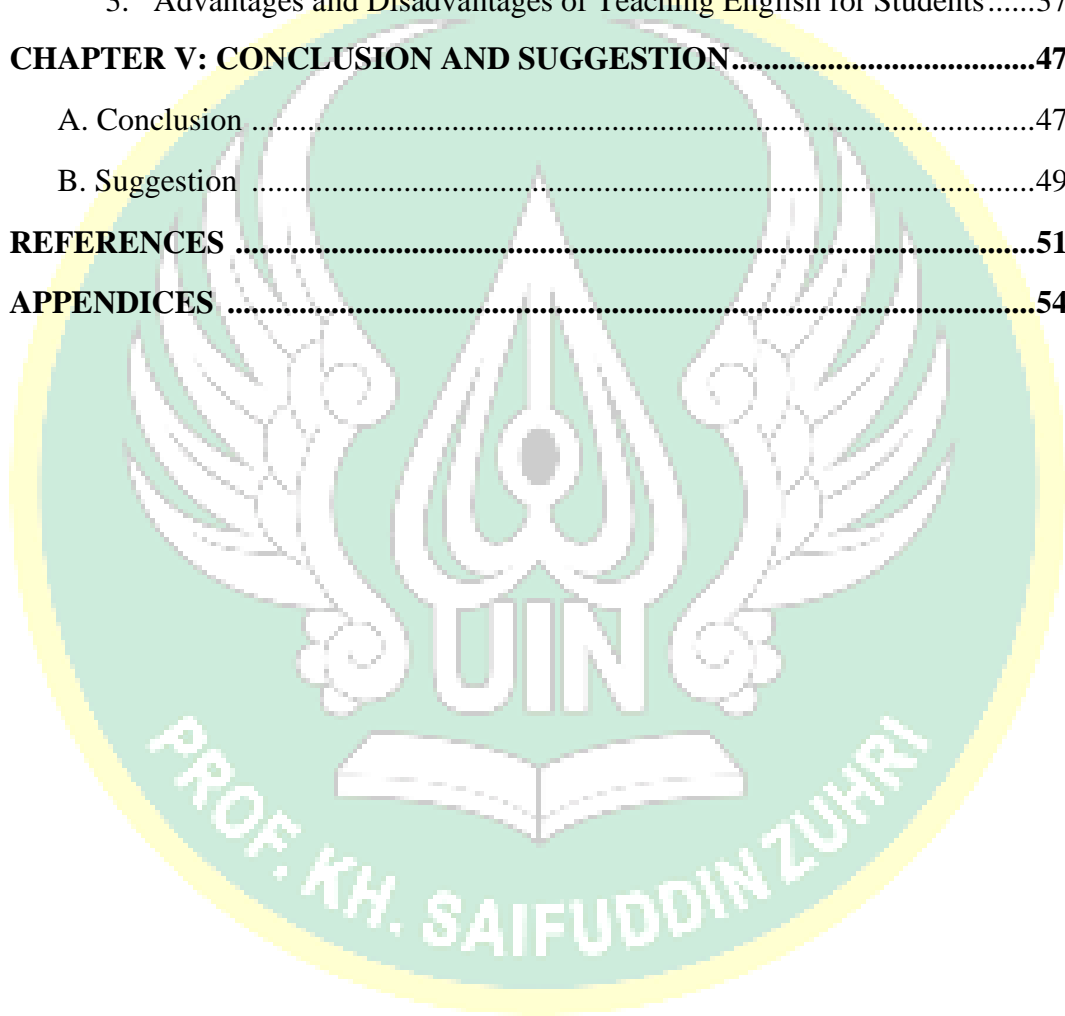
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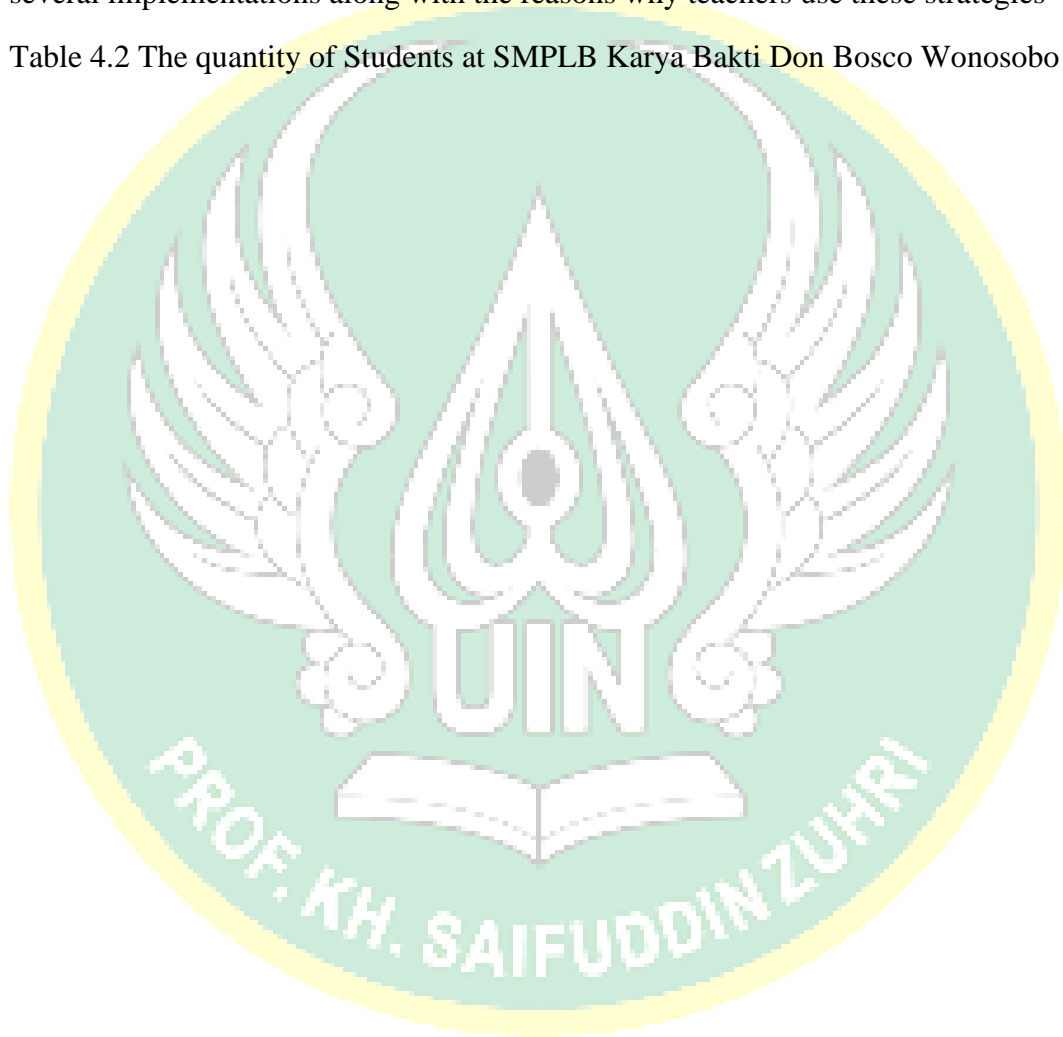
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Teaching English for the students of hearing disorder seems difficult to English teachers. It is because deafness is a condition when a person unable to hear, partly or even completely. Hearing is the one of the tools to communicate each other, moreover that is a crucial tool that human being has. Students with hearing impairment might not be able to get into public school because of their special needs. So, they have to go to an inclusive school or special school (SLB). Many people believe that being deaf is a disability. However, it seems that these arguments are irrational because deaf kids possess the same potential as other students; they only learn in a different way and can only be taught by specially trained teachers. It is supported by (Aditya Pratama, 2016) statement on his research that deaf students' ability in learning could be optimized by the teachers who have capability in using appropriate teaching methods, materials and media. The students can overcome their lack in hearing by using hearing aids (Marc Marschark, Harry G. Lang, John A, 2002). In order to communicate with one another, they may also lipread, use sign language, or utilize written or printed materials. Additionally, teachers typically employ sign language during the teaching and learning process to help students understand the material.

Deaf students must spend a long, arduous amount of time learning English. As a result, it is possible to draw the conclusion that the tactics employed had an effect on the students' success in accomplishing the goal of the English teaching and learning process. By conducting significant strategies for teachers, Marion Shields and Madelyn Lennox's research on "*Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing*" has identified the most effective educational approaches

for examining and oscillating issues related to the physical, academic, social, and emotional health of deaf and hard students for language acquisition. They also discovered that there is still a lack of flexibility in how different tactics may be used to determine how well a management strategy works for educators.

Even though deaf students have different hearing abilities than normal students, they still require special attention in order to meet the learning objectives of the English lesson in the Special Junior High School. In her research, which focused on the comprehension of deaf students' literacy, (Yanti Suryanti, 2016) explains that students' literacy skills could improve with intensive instruction that helped them understand the purpose of sentences and how they were used in everyday situations. Then, (Endah Dwi Hastuti, 2010) used visual aids in her research to apply the "make a match" strategies in order to improve deaf students' proficiency in English. The strategies employed by Endah have the potential to improve students' English proficiency as well as encourage active student participation in the classroom. These strategies aligned with some of the strategies that (Aris Ristiani, 2018) revealed during her research. According to her, teachers used to teach English to deaf students by creating material that was appropriate for them, using media that was appropriate for them, such as writing words on whiteboards, setting numerous examples for them, and fostering innovative and effective learning.

Several studies have been conducted to investigate ways for teaching deaf students. Patricia Pritchard studied the use of British Sign Language (BSL) in the classroom when teaching English to deaf students in Norway. Despite the teachers' proficiency in Norwegian Sign Language, it was unclear whether they could teach English as a foreign language (Pritchard, 2010). Pritchard also investigated deaf students' attitudes toward sign-bilingualism in English education as a means of improving their English literacy. Participants learned a large vocabulary and were able to read simple English phonetic books utilizing various communication modalities,

according to the findings. This shows that deaf kids, like hearing students, can flourish in English (Pritchard, 2015).

Even though deaf students have different hearing abilities than normal students, they still require special attention in order to meet the learning objectives of the English lesson in the Special Junior High School. On the other hand, it can be difficult to teach English to deaf students. The difficulties that deaf students encounter when learning English were highlighted by William Omondi Kodiango and Anne Syomwene. For example, deaf students struggle with handwriting, spelling, and comprehension as well as reading comprehension and memory (William Omondi, 2016). Thus, rather than using the English language's structure, the students primarily sign language.

This research was conducted to find out the strategies used by teachers and also how teachers implemented these strategies in teaching English to deaf students at SMPLB Karya Bakti Don Bosco. The Don Bosco Foundation is a foundation established for the education of deaf students. This foundation covers several school levels such as kindergarten, elementary school, middle school and also high school. Furthermore, the reasons why this research was conducted at this school are; (1) A special school for deaf students, and (2) The school often invites several people to interact with students. In preliminary research, researchers found that teachers at SMPLB Karya Bakti Don Bosco still had difficulty finding the right strategies to teach deaf students effectively. The teacher explains that teaching deaf students requires a long time and lots of repetition so that students can understand the lesson well. Even students feel bored during the learning process. This is because teachers use more drilling mode to teach students. Then in the field of speaking, the problem that occurs is that students are less interested in speech therapy because students feel bored. So, students' ability to pronounce English words is lacking.



Therefore, the researcher took the title “*Strategies in Teaching English for Deaf Students: A Case Study at SMPLB Karya Bakti Don Bosco Wonosobo*” this study was conducted to determine the strategies used by teachers and how teachers implemented these strategies in teaching English to deaf students at SMPLB Karya Bakti Don Bosco. Which are students with special needs require special treatment by capable or professional teachers. There are still some challenges found in teaching English to deaf students. First, it takes a long time for extraordinary students to achieve the goals of a learning process because the right and effective method has not been found. Second, there is a huge shortage of teachers capable of teaching deaf students. There are many professional and expert teachers, but few qualified teachers have the knowledge of the needs of mute and deaf learners to provide the equipment needed to teach students. Further research is needed to find appropriate strategies to teach deaf students and minimize challenges during classroom practice to make education in the country equal across regions and for all types of students.

## **B. Conceptual Definition**

To give more understanding and to avoid misconception, the researcher explains the definition of the terms used in this research are:

### **1. Teaching Strategies**

According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes operation of operation for achieving a particular end, planned designed for controlling and manipulating certain information. According to Kemp (Ngalimun, 2016) defines that learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Meanwhile, Kozna (Hamzah B. Uno, 2016) explains that learning strategies can be interpreted as any selected activity, namely those that can provide facilities or assistance to students toward achieving certain learning objectives. Then, teaching strategies is how to make learning process to be easier, faster, enjoyable,

more self-reliant, more practical and more transferable to some specific situations.

## 2. Teaching English

English language teaching is teaching that involves the use of various strategies and resources to help students learn the English language effectively. It encompasses a wide range of practices, including lesson planning, classroom management, and the use of teaching materials tailored to the needs of English language learners. The strategies used by English teachers can vary depending on the specific context, such as teaching students with special needs like deaf or hard of hearing students. In other hand, teaching English is developing abilities speak English contextually and acceptable according to the context and conditions and daily situations of students. This is to produce a form of learning English that is more in touch with the language needs of students.

## 3. Deaf Students

Wasita (2012) stated that deafness is a general term that denotes difficulty hearing from mild to severe, classified into deaf and less hear. Deaf people are those who lose their ability to hear, thereby hindering the process language information through hearing, whether using or not using the Tool Hearing aids (ABD) that can help successfully process language information through hearing. Meanwhile, (Hornby, 1995) state deaf is unable to hear at all or to hear well. The students are groups of people who are in the classroom to gain the knowledge.

So, based on the understanding above, it can be concluded that the teacher's strategy in teaching English to deaf students includes the use of various learning approaches and strategies that are tailored to the students' needs.

### **C. Research Questions**

This research aims answer the following questions;

1. What are the English teacher's strategies to teach English for deaf students at SMPLB Karya Bakti Don Bosco Wonosobo?
2. How to the implementation of the strategies used by teachers in teaching English to deaf students at SMPLB Karya Bakti Don Bosco Wonosobo?

### **D. Research Objectives**

1. To describe what are the English teacher's strategies to teach English for deaf students at SMPLB Karya Bakti Don Bosco Wonosobo.
2. To find out how to the implementation of the strategies used by teachers in teaching English to deaf students at SMPLB Karya Bakti Don Bosco Wonosobo.

### **E. Significances of the Study**

1. For the teachers

In order to improve the efficacy of the English teaching and learning process, particularly for students with hearing impairments, this research will assist the teacher in determining which technique is appropriate for the student. In order to help the participating teachers, learn new things, it will also provide them with firsthand experience.

2. For the students

This research will assist students in identifying the learning strategies that were most successful for them and aid in their quick and efficient acquisition of the English language.

3. For further research

The results of this research could serve as references for future researchers who wish to pursue similar topics. It is also anticipated that this research will be pursued by other researchers with a different focus, such as media, which is utilized as a tool to help instructors deal with difficulties in the classroom.

## **F. Structure of the Research**

To make it easier and to find out what is contained in this research, the author arranges a systematic discussion of the main points of language, which is divided into five chapters as follows:

Chapter I is the introduction. It consists of a background of study, conceptual definitions, research questions, research objectives, and significances the research, and structure of the research.

Chapter II explain the theories of strategies in teaching English for deaf students.

Chapter III describe the research method and deals with the type of the research, research location, subject of the study, the study object, instruments for obtaining data, collecting data technique, and analyzing data technique.

Chapter IV discuss about the findings and discussion about the teacher strategies in teaching English for deaf students at SMPLB Karya Bakti Don Bosco Wonosobo.

Chapter V explain the conclusion and suggestion of the research. In this chapter, the researcher concludes and some advice related to the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English for students with disabilities

##### 1. Aspects of teaching English for students with disabilities

Bishaw (2012) suggest six things that must be considered in developing teaching English for students with disabilities. This idea from Bishaw can also used as a guide in aspects that need to be considered in teaching English for students with disabilities in both inclusive and integrated schools. Those six things are; teachers, training, curriculum, teaching resources and facilities, evaluation, and learning strategies.

##### a. Method of teaching English for students with disabilities

In learning English for students with disabilities can also apply several learning methods. Sunanto (2016) state several methods teaching English for students with disabilities, especially in inclusive classes. Some of the methods as follows; Direct Method, Total Physical Response, Lexical Approach.

##### 1) Direct Method

Learning activities are carried out using the drill method or repeated exercises. As is well known, the use of the direct method in teaching English initiates student learning awareness and involves students to know more deeply about the meaning of the words they are learning and how to use them. In direct methods, all situations of students with low or high abilities can be easily bridged. Psychologically using direct methods will move the learning process from the simple to the complex and from the real to the abstract.

##### 2) Total Physical Response

Learning activities that can be carried out not only by repetition, but also by utilizing body movements and body language.

In general, using TPR is a simple and easy way to implement it in language classes. Activities using physical activities also please students and teachers. Learning about vocabulary is the most appropriate material to be taught with TPR. A large number of classes can be helped by using this TPR.

### 3) Lexical Approach

Activities in this learning method are carried out by learning a word or sentence as a full context or vice versa through lexical pieces. The use of this lexical approach is carried out by using comic strips, which help students learn natural language without the need for too much effort and struggle.

## **B. Strategies in teaching English for Deaf Students**

### 1. Definition of teacher's strategies

Teaching strategies is how to make learning process to be easier, faster, enjoyable, more self-reliant, more practical and more transferable to some specific situations (Oxford, R.L, 1990). In this research refers to sign language, lip-reading and written matterial as deaf student's common strategies in learning process. English teacher might apply those strategies to make deaf students understand the lesson easier and more effective. Teacher could use various combinations of those strategies to find the appropriate strategies that suitable for the students.

### 2. Some strategies used to teach deaf students

Teaching methods for students with hearing difficulties include lipreading, sign language, and the use of media. The following are some teaching and learning methods for English:

- a. Sign language, In Indonesia, the sign language used is BISINDO (Bahasa Isyarat Indonesia) and SIBI (Sistem Isyarat Bahasa Indonesia). Sign language also has no grammar, no naturally prefix and suffix, and also the absence of part of speech. Sign language is a language that is used and

formed by deaf community as the way to communicate each other.

- b. Lip-reading, according to Marc Marschark, Patricia Elizabeth Spencer (2003) lip reading is how deaf students recognize the spoken language. The students “listen” to the teacher by watching the teachers’ lips to understand the, movements, expressions and speech patterns of the spoken language had shown. Lip-reading is also a method the students with hearing impairment used to communicate with both deaf people and people with normal hearing. They assume that that it makes them easier to communicate each other. Meanwhile, the deaf students cannot recognize some silent speech sounds such as “f”, “k”, “s”, “sh” and “t” so that the students do not include those sound in their speaking. So that, only few people with hearing impairments can read lips well to understand the words that are saying.
- c. Media, (Stinson, Meath-Lang, and MacLeod, 1981) were perhaps the first to look into how important printed materials are for interpreting sign language in the classroom. They discovered that university-level deaf students recall knowledge more readily when it is delivered in written form as opposed to sign language interpretation. Despite this, deaf pupils could also learn English by using printed media (visual or text).

### **C. Deaf Students**

#### **1. Definition of deaf students**

Deaf people have suffered from hearing loss, whether partial or whole. Hearing is an essential mode of communication, and its absence can be difficult. Deafness is classified into two types: congenital (from birth) and acquired (as a result of an accident). Children who are born deaf

struggle more to learn and use spoken language because they lack a language foundation, but those who become deaf as a result of an accident maintain their vocabulary from before their hearing loss. Furthermore, there are two types of deafness: conductive hearing loss, which is usually transitory and caused by fluid in the middle ear interfering with sound transmission, and sensory-neural hearing loss, which is permanent and caused by cochlear malfunction.

According to Marc Marschark and Patricia Elizabeth Spencer (2003), deaf pupils have various degrees of hearing loss and rely on visual clues such as lip-reading to compensate for their auditory information deficit. Deaf pupils in this study include those who have partial, total, or particular levels of hearing loss.

## 2. Characteristic of deaf students

Deaf students do not have any noticeable physical characteristics because their deafness does not emerge as bodily abnormalities. Permanarian Somad and Tati Hernawati (1995: 35-39) characterize them as having specific qualities connected to intelligence, language and speech, emotions, and social features.

### a. Intelligence

The intelligence of deaf students is not different from normal students, namely high, average and low. In general, deaf students have normal and average intelligence. The achievement of deaf students is often lower than the achievement of normal students because it is influenced by the ability of deaf students to understand verbal lessons. However, for lessons that are not verbalized, deaf students have the same fast development as normal students. The low achievement of deaf students is not due to low intelligence but because deaf children cannot maximize their intelligence. Aspects of intelligence that comes from verbal are often low, but aspects of intelligence that come from vision and motor skills will develop rapidly.



b. Language and speech

Deaf children have distinct language and speaking abilities when compared to their hearing peers since these skills are directly tied to listening, which they are unable to perform. Deaf pupils have communication issues due to their inability to hear language. Language is the fundamental means of communication, and their capacity to communicate is influenced by their language skills. With consistent effort, expert training, and direction, deaf pupils' speaking skills can improve. Many of them may not sound like ordinary youngsters, with monotonous voices and varying rhythms and vocal stresses from their hearing counterparts.

c. Emotion and social

Deafness can cause a sense of isolation from one's surroundings, which can lead to a variety of negative outcomes, such as increased egocentrism, fear of the larger environment, increased reliance on others, difficulty redirecting their attention, a generally innocent nature with fewer concerns, and a tendency to become easily angered and offended.

1) Egocentrism that exceeds normal children

This trait is caused by deaf children having a small world due to interactions with their narrow surroundings. Due to hearing loss, deaf children only see the world around them with their eyesight. Sight only sees what is in front of it, while hearing can hear the surroundings. Because deaf children study their surroundings using their sight, a great curiosity will arise, as if they are thirsty to see, and this will increase their egocentrism.

2) Having a feeling of fear of the wider environment

The feeling of fear that comes to deaf children is often caused by a lack of mastery of the environment related to their low language skills. The situation becomes unclear because deaf children are unable to unite and master the situation well.

3) Dependence on others people

The attitude of dependence on other people or on what they already know well is a picture that they are desperate and always looking for help and relying on others.

4) Deaf children's attention is more difficult to divert

The narrowness of language skills in deaf children causes the narrowness of their minds. His mind is forever fixated on concrete things. If you have concentrated on one thing, it will be difficult for a deaf child to divert his attention to other things that deaf children do not understand or has not experienced.

Based on the characteristics of deaf children from several aspects that have been discussed above, it can be concluded that as a result of the deaf children's deafness the thing that is of concern is the low ability of deaf children to communicate. The intelligence of deaf children is generally at an average or even high level, but the achievements of deaf children are sometimes lower due to the influence of their low language skills. So, in learning at school deaf children must get treatment using methods that are in accordance with their characteristics. Deaf children will concentrate and quickly understand the events they have experienced and are concrete, not just things that are verbalized. Deaf children need the right method to improve their language skills, namely a method that can show concreteness in accordance with what they have experienced. Learning methods for deaf children must be rich in concrete language and not allow children to fantasize about things they don't know.

3. Classification of Deaf Students

Classification is absolutely necessary for special education services. This is very decisive in the selection of hearing aids that are suitable for their residual hearing and support the pace of effective learning. In determining deafness and selecting hearing aids and special services will

result in optimal acceleration in perceiving the sounds of language and speech.

According to Murni Winarsih (2007:26), Uden divides deafness into three groups based on the onset, location of hearing organ impairment, and level of language proficiency. Classification in the world of education is needed to determine how the intervention will be carried out by the relevant institutions. This classification is a type of classification that divides the deaf into several groups according to their hearing loss and place damage occurs. Classification makes it easy to define and focus on the subject in this study. Subjects in this study included in the classification of congenital deafness, when the child is born suffer from deafness so that slow intervention affects language skills of deaf children.

1) Based on the nature of the occurrence

Congenital deafness, meaning that when a child is born he/she is deaf and his sense of hearing is no longer functioning. Then, deafness after birth, meaning that the occurrence of deafness after the child is born is caused by an accident or an illness.

2) Based on the place of damage

Damage to the outer and middle ear, thus preventing sounds from entering the ear is called Conductive Deafness. Damage to the inner ear so that you cannot hear sounds/sounds, is called Sensory Deafness.

3) Based on the level of mastery of the language

Individuals who are prelingually deaf become deaf before understanding language (around the age of 1.6), still using nonverbal cues but lacking a symbolic framework. Full language deaf people, on the other hand, become deaf after mastering a language and understanding the symbolic system in their surroundings.

Classification in the world of education is needed to determine how interventions will be carried out by related institutions. There are many types of classification including those described above. The above classification is a type of classification that divides the hearing impaired into several groups according to their hearing loss and where the damage occurs. Classification makes it easy to determine and focus on subjects in this study. The subjects in this study were included in the classification of congenital deafness, when the child was born, they were already deaf so that slow intervention affected the language skills of deaf children.

#### **D. The Implementation of Teaching English Strategies for Deaf Students**

One strategy for teaching students with hearing impairments how to produce spoken language is lip-reading. The primary goal is to increase the student's vocabulary. To help the students mimic teachers' precise and flawless pronunciation of words, the teacher would say a word slowly and clearly. Furthermore, according to (Endah Dwi Hastuti, 2010) she used visual aids in her research to apply the "make a match" method in order to improve the English proficiency of deaf students. The methods employed by Endah have the potential to improve students' English proficiency as well as encourage active student participation in the classroom. In order to help students recognize the spelling of each word as revealed by (Aris Ristiani, 2018) in her research, the teacher could also write a transcript of the words spoken. She stated that teacher used to teach English for deaf students by developing material that was suitable for deaf students, using media which was appropriate for the deaf students such as writing the words on the whiteboard, giving students a lot of examples, and making creative and also effective learning. The other way used is using sign language which is most common way to teach students with hearing impairment. The students who studied vocabulary with relation to signing are able to recognize written words faster than those who are aimed to relate written words to pictures. The combination of those strategies would lead to create more effective strategies used in teaching English. One way to get around the limitations

of sign language is to use a different sign that forms words letter by letter. Therefore, lipreading would emphasize the word stress. Additionally, the printed materials can be distributed by the teacher to the students during the learning process.

#### **E. Advantages and disadvantages of teaching English to deaf students**

Teaching English to deaf students has its own challenges and requires special considerations. Here are some potential advantages and disadvantages of teaching English to deaf students based on the search results:

##### **a. Advantages**

- 1) Improving communication skills: Learning English can help deaf students communicate more effectively with hearing individuals, which can lead to greater social and professional opportunities (Nujuluddin:2022).
- 2) Increased vocabulary: Implementing reward and punishment methods can help increase deaf students' English vocabulary (Zaenol:2021).
- 3) Improve visualization skills: By using simple image media, deaf students can improve their visualization skills in understanding English vocabulary and grammar. This can help them in understanding and remembering English vocabulary and grammar better (Afore & Roi, 2022)

##### **b. Disadvantages**

- 1) Limited access to sound: Deaf students may have difficulty hearing and pronouncing certain English sounds, which can make it more challenging to learn the language (Nujuluddin:2022).
- 2) Limited access to spoken language: Deaf students may have limited exposure to spoken language, which can make it more difficult to learn English grammar and syntax (Zaenol:2021)

- 3) Limitations in understanding English language structures: By not focusing too much on grammar, deaf students may have difficulty understanding more complex English structures. This can affect their ability to read and write in English.
- 4) Limitations in understanding context: In English, context is very important in understanding the meaning of a sentence or conversation. By not focusing too much on context, deaf students may have difficulty understanding the context used in English.
- 5) Limitations in the development of English language skills: By not focusing too much on grammar, deaf students may experience limitations in the development of their English language skills. This can affect their ability to master English as a whole.

It is important to note that these advantages and disadvantages are not exhaustive and may vary depending on the specific context and teaching methods used. Teachers should be aware of these potential challenges and work to create an inclusive and supportive learning environment for deaf students.

#### **F. Review of Relevant Studies**

To prevent repeating the same research topic, it is necessary to include reviews of similar prior studies in the study. Studies have been done to learn the strategies teachers use when instructing deaf children in English and the challenges those teachers confront in the classroom.

The first study, Marion Shields and Madelyn Lennox from Avondale College of Higher Education in Cooranbong, New South Wales, did a study titled "*Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing*" in 2017. This research found that the best educational methods to examine teaching for deaf students were providing training for teachers on how to teach deaf students. This research did not cover how to

create openness and flexibility as the combination of the methods to address students' personal needs.

The next research is a conducted by Fatimah Nur Hadi, et al (2019) "*Teacher's Strategies in Teaching English for the Hearing-Impaired Students*" English Education Journal, Surakarta. This research aims to find out teachers' strategies in teaching English for deaf students in special education schools in Surakarta, to find out teachers' problems in teaching English, and to find out about them how teaching strategies help deaf students to learn English. That the method used in this research is a case study. Qualitative data is used in this case research was collected from observations, interviews and documentation. From the results of this research indicate that the strategies used by teachers in teaching English for deaf students is drilling and visual scaffolding. That the results of this research also show that the strategies used by teachers can help students in memorizing new vocabulary and helping students in understanding better.

The third, in a research under title "*Teaching and Learning of Deaf Student in Ordinary Vocational Education Setting The Georgia Case*" conducted by Maia Tsuladze (2015), Faculty of Educational Science, University of Oslo, Norway. This descriptive case study focused on the teaching and learning goals of deaf students and their vocational education teacher. It discovered that demonstration, modeling, and practice were the best ways. However, not all of the vocational setting's available resources were fully exploited. The study found that deaf pupils have difficulty with vocabulary and metacognition when learning English. The use of instructive visual media technologies has been found to benefit deaf students' English learning.

Another study entittled "*The Implementation of Teaching And Learning English of Students with Hearing Impairment*" Aditya Pratama (2016) of Sebelas Maret University Surakarta employed a qualitative naturalistic technique in his research. The study found that deaf students had difficulties owing to hearing and speech impairments, resulting in poor

pronunciation and a restricted vocabulary in both English and Bahasa Indonesia. However, the teacher was the key to their learning success, since the utilization of appropriate teaching methods, resources, and media improved their learning capacities.

From the previous study above, there are similarities and differences from one to another research. The similarities of some previous studies above and this research are exposing about teachers' strategies in teaching English for deaf students. Meanwhile, there are also differences from those researches. Marion Shields and Madelyn Lennox on their research showed that they the best educational methods to examine teaching for deaf students were providing training for teacher on how to teach deaf students. Furthermore, Fatimah Nur Hadi, et al. This research indicate that the strategies used by teachers in teaching English for deaf students is drilling and visual scaffolding. That the results of this research also show that the strategies used by teachers can help students in memorizing new vocabulary and helping students in understanding better. Then, Maia Tsuladze on her research exposed that demonstration, modeling and practicing were the most appropriate strategies to apply. Furthermore, a research conducted by Aditya Pratama found that the "master-key" of the learning process was the teacher. As long as the teacher uses various teaching methods, materials and media which were suitable with student's condition, then their ability in learning could be optimized. However, this research will describe teacher strategies and how teachers implement these strategies in teaching English to deaf students. This research was conducted at the junior high school student level.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type of Research**

This research a case study used to explore deep and detailed information by gathering data from a number of sources. Case studies, in accordance with Donald Ary et al. (2010), can respond to descriptive queries about the reasons why something occurs by examining the study process. A case study is descriptive (providing a meaningful explanation), heuristic (focusing on a particular event, circumstance, or phenomena), and particularistic (focused on defining new result from a certain situation). Additionally, according to Creswell (2009), a case study is an approach in which the researcher thoroughly examines an occasion, a circumstance, or a procedure that arises from one or more research subjects. Therefore, the researcher believes that something new can be found in this certain case.

A case study is a useful research technique that allows for in-depth analysis of a problem in an actual setting. Furthermore, because case studies are directly observed in real-time and in the actual conditions of the field, they offer approaches to learning, comprehending, or interpreting a problem without any influences from the other side. Compared to other methods, this one is unique. Despite having fewer subjects than other methods, this approach has the capacity to analyze a given issue in greater depth and detail. Additionally, this approach necessitates interaction between the researcher and the field's social conditions. It might raise unexpected questions about the subjects' past and behavior.

#### **B. Research Location**

This study the researcher takes the location of the research at SMPLB Karya Bakti Don Bosco located at Jl. Sambek 33 West Wonosobo.

The reason researcher chose a place at SMPLB Don Bosco because the teaching method at SMPLB Don Bosco that has been developed and maintained until now is the oral method. The oral method trains deaf children to speak verbally and speak purely without signs. This method prioritizes the way, the activity and the child's ability to express thoughts, feelings and desires with language. Through this oral method, deaf children who during their toddler years had no language at all, gradually mastered their mother tongue, until they finally mastered the language of science.

### **C. Subject and Object of the Research**

#### **1. The subject of the research**

The subject is an object or person to which the data for the variable is attached and attached questions (Arikunto, 2002). The subject of this research is the English teacher who teaches in SMPLB Karya Bakti Don Bosco Wonosobo is the class teacher and the only English teacher in this school.

#### **2. The object of the research**

The object of this research only focuses on the teacher's strategy in teaching English to deaf students and what are the advantages and disadvantages of this strategy in class IX, VIII and VII SMPLB Karya Bakti Don Bosco Wonosobo.

### **D. Techniques of Data Collection**

According to Creswell (2013), there are different methods for gathering qualitative data, including observing, interviewing, documenting, and using audiovisual resources. The researcher in this study used observation to learn about the actual circumstances and interactions between the student and teacher in order to respond to the research question. An interview was required to learn about the difficulties English teachers have while trying to teach English to deaf students. In addition, documents are

used for research materials as sources data because documents are a stable and compelling source of data as evidence for a test.

#### 1. Observation

This study researcher used observation to find out data on teacher strategies in teaching English to deaf students in class IX, VIII, and VII SMPLB Karya Baki Don Bosco. In this case, the teacher is the person who helps the researcher to find the data needed. The researcher observed the process of teaching English and the teacher strategy in teaching English to deaf students in class XI, VIII and VII of SMPLB Karya Bakti Don Bosco Wonosobo. The researcher collected data about the teacher strategy in teaching English to deaf students by looking directly at the class.

Table 3.1 Observations Activity

| No | Date         | Activity      |
|----|--------------|---------------|
| 1. | 25 July 2023 | Observation 1 |
| 2. | 26 July 2023 | Observation 2 |
| 3. | 28 July 2023 | Observation 3 |

#### 2. Interview

According to Bungin (2007) Interview is the process of obtain information for research purposes by means of question and answer, while face to face between the interviewers and informant or interviewer, with or without using interview guidelines, where the interviewer and informant are involved in social life for reality long time. Interview is very important for the researcher to get information about teaching processes and what the strategies faced by teacher. In this research, the researcher interview to the teacher at SMPLB Karya Bakti Don Bosco. Interviews were conducted on 25 and 26 July 2023. The interview is concerning with strategies to teaching English by teacher. In this research, the interviews used were semi-structured. So, this interview process uses an interview guide that comes from developing

topics and asking questions, its use is more flexible than structured interviews. The aim of this type of interview is to find problems more openly, where the party being interviewed is asked for their opinions and ideas. The information regarding the data can be found in the table provided below:

Table 3.2 Interview Activity

| No | Date         | Activity    |
|----|--------------|-------------|
| 1. | 25 July 2023 | Interview 1 |
| 2. | 26 July 2023 | Interview 2 |

### 3. Documentation

Documents are study material in the form of writing, photographs, films or things that can be used as a source of study other than through interviews and observations in qualitative research. According to Guba and Lincoln (1981) documents are used for research materials as data sources because documents are stable, rich, and encouraging data sources. As evidence for a test. Documents are natural, according to context, born and in context. Documents are not difficult to obtain, but documents must be searched for and found. The results of the document review can be used to expand on the study being studied (Moleong, 2007).

This study the research documents that the researchers chose were documents related to the implementation of the Curriculum at SMPLB, syllabus, Lesson Plan (RPP), programs implemented, descriptions of learning, and other documents that can be used as sources of reference and studies in SMPLB Karya Bakti Don Bosco Wonosobo.

## **E. Techniques of Data Analysis**

According to Sugiyono (2007) data analysis is the process of searching and systematically compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others. Data analysis is done by organizing the data, breaking it down into units, synthesizing it, compiling it into patterns, choosing which ones are important and which ones will be studied, and making conclusions that can be told to others.

According to Miles and Huberman (1984), qualitative data analysis should be a continuing, participatory process until data saturation is reached. According to Sugiyono (2007), the primary actions in data analysis include data reduction, data display, and drawing/verifying findings.

In this research, the researcher employed three data collection techniques as follows:

### **a. Data Reduction**

Miles and Huberman stated that “Data reduction is defined as the process of selecting, attention focusing, in simplifying, abstracting and transforming data which is gained from notes written in the field”. Data reduction can be applied by summarizing, coding, selecting, classifying and writing memos. These activities were held until the final report is completed. The data that gained from observations and interview are selected that are appropriate with topic, in other word reduce parts of the data that not deal with topic. Select and reducing the data to organizes the appropriate data that has been get from teachers in order to know how the teacher strategies in teaching English for deaf students at SMPLB Karya Bakti Don Bosco Wonosobo.

### **b. Data Display**

After reducing the data, then the data were displayed. Miles and Huberman in qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between

categories, flowcharts and the like. They said "the most frequently used to present data in qualitative research is with narrative text" (Sugiyono, 2007).

In this step data was displaying by describe clearly in order to easy to understand. The data from the subject related with theory before drawing conclusion.

c. Conclusion drawing/verification

After displaying the data, the next part is the process to draw a conclusion or data verification. The first part of conclusion are general and then become specific data. While verification is a review of field notes, discussion with others in order to make data validated. Therefore, data reduction, data display, and conclusion are connected before, during and after data collection. The steps in analyzing the data that were used in this research were:

- 1) Observe the class in English learning carried out by the teacher.
- 2) Ensure that all data from classroom observations and teacher interviews have been collected.
- 3) Select and identify data related to the research problem.
- 4) Analyze and correlate it with related theories.
- 5) Verification or drawing conclusions. After reducing and displaying the data, a conclusion is made which is the final step in analyzing the data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter the researcher presents the research findings and research discussion. The findings are about how English teacher teach English to deaf students and how to implement teacher strategies encountered during the teaching and learning process. The sections in this chapter are organized around research questions. There are two research questions namely; (1) The strategies used by the teacher in teaching English to deaf students (2) How to implement teacher strategies encountered during the teaching and learning process. Detailed information about the problem is as follows:

#### A. Research Findings

##### 1. Teacher strategies in teaching English for deaf students

This section contains the research findings that the researcher found through observation and interviews. Other than that, researcher follow investigation of teacher strategies for teaching English. Then, some relevant information was obtained as follows:

*Table 4.1 An overview of teacher strategies in teaching English to deaf students and several implementations along with the reasons why teachers use these strategies*

| Strategies    | The Implementation   | Reason   |
|---------------|--|--|
| Sign Language | Teacher doesn't require deaf students to acquire grammar skills.       | Teacher focus more on vocabulary mastery.      |
|               | Speaks slowly and clearly to the students, and also use sign language. | To provide clear instructions to the students. |

| Strategies  | The Implementation                 | Reason   |
|-------------|------------------------------------|--|
| Lip-reading | Teaching very simple conversation. | Limited ability of students to carry out oral conversations. |
| Media       | Using a variety of media.          | To make students interested in learning English.             |

First, the teacher did not force the students to master grammar. In the other hand, the teacher kept adding and enriching students' vocabularies on each meeting. It was proven by three times class observation which the researcher had taken.

*Table 4.2 The Quantity of Students at SMPLB Karya Bakti Don Bosco*

| Grade | Date observations | The number of students |
|-------|-------------------|------------------------|
| IX    | 25 July 2023      | 7                      |
| VIII  | 26 July 2023      | 10                     |
| VII   | 28 July 2023      | 11                     |

The observations in grade IX, the teacher did not really increase the vocabulary. This happens because many students in class IX have mastered English vocabulary. Then, the different when the teacher teaches in grades VIII and VII, the teacher writes down the vocabulary that will be created translated into Indonesian by students. This aims to increase the students vocabulary.

In an interview, the teacher stated that vocabulary acquisition was the most important aspect of language learning. Furthermore, if students had a limited vocabulary to learn, how could they comprehend the material being taught? The teacher believed that what mattered most was that the students grasped vocabulary that was relevant to their everyday lives and



that this helped them understand how to use English in everyday situations. Because the material would become more difficult to understand if the students did not understand the meaning of the text, the teacher frequently instructed the students to translate the entire text item and all of the materials during the teaching and learning process.

*“When learning English, a question that we think is easy and simple will turn into a difficult question if we don't know the meaning of the question. If we can't master the vocabulary, how can we answer this question? Apart from that, if we don't master and don't understand vocabulary, how can we organize grammar well? And how can we have a conversation without knowing the vocabulary beforehand? Therefore, I focus more on students mastering vocabulary.”* (Teacher)

Additionally, the teacher claimed that if the students did not comprehend the vocabulary used in the text item, they would find it difficult to respond to questions in English. For this reason, the teacher frequently requested that the students translate.

Second, the teacher speaks slowly and clearly to the students so that the students could lip-read what the teacher were saying to teachers' instruction and materials delivered by the teacher. At the same time, the teacher used sign language to give instruction and to deliver material to the students. The sign language that teacher used to give instruction to the students was SIBI (Sistem Isyarat Bahasa Indonesia). SIBI was one of sign languages that was used in Indonesia. SIBI created by adopting sign languages from British Sign Language (BSL), American Sign language (ASL) and traditional sign language. There were different way to sign using SIBI, BSL, and ASL but only few differences on how the language was signing.

*“Of course, to teach deaf students, I usually explain the material with speaks slowly, so that students can read lip movements and I use sign language, in this case I use SIBI. Sometimes there are differences in how to convey sign language. However, this is not a problem as long as there are no*

*misunderstandings in communication, and also as long as both communicators capture the same meaning and create meaningful communication.”* (Teacher)

Meanwhile, the teacher explained on the interview the reason why she still spoke when she taught the students even though the students could not hear to any sounds. The reason why the teacher spoke to the students who were deaf is to make students got used to do lip-reading to communicate with hearing-people because not all the people could be able to use or even understand the sign language.

Third, the teacher also taught the students for having short and simple conversation.

*“When learning English, students can have oral conversations but are limited to very simple conversations such as introducing themselves or saying hello. I think that's all our students can do, they can't do more complex oral conversations and even students have limitations in their pronunciation.”* (Teacher)

In an interview, the teacher claimed that the aforementioned strategies were the most difficult to implement since it required all of the students' skills, including speaking, listening, and visual perception. Furthermore, since the majority of the deaf students were born deaf, they likely had trouble pronouncing words because they had never heard the sounds associated with any words. This is a result of the students' poor pronunciation skills and deaf learning style. The teacher claimed that because of the students' word pronunciation skills, they were unable to engage in more complex conversations.

Then, because each student has their own ability to understand the teacher's explanation during teaching and the learning process, the teacher also prepares several ranges of students' abilities and abilities in learning English. Each student has a different level of hearing in each ear, namely the hearing level of the left ear can be very different from the right ear and vice versa. The researchers made observations in classes IX, VIII and VII.

There were results that in class VIII, out of ten students, there was one student who had several complex problems, such as having low vision and also being included in the slow learner category. Meanwhile, in classes IX and VII each there is one student who has an IQ below the normal value. This means that teachers really pay attention to students' abilities and provide appropriate treatment based on students' abilities.

In addition, the teacher used many kinds of media to teach English for deaf students. The teacher mostly used visual media as deaf students could only rely on visual information to understand something.

*“I usually use various kinds of media, namely modules, projectors, laptop, for example I use animation media, drawings, simulators, board games and handmade flashcards. There are also student textbooks that I create there will always be an increase in the level of material based on student learning outcomes”* (Teacher)

The teacher said during an interview that she always creates media that is as varied and harmonious as possible with the actual object. This is because students like to question whether the media does not match reality. The teacher said that one time when teaching, the teacher wanted to make the media more attractive to students based on the teacher's thoughts, so in the material describing people, the teacher gave gray to the pictures of human body parts. Then, some students kept asking the teacher why the limbs were gray because they knew that human limbs were brown or white.

From the observation taken, the teacher always used different media on each meeting. The teacher used textbook which the teacher made based on curriculum merdeka for special school and based on his students' ability. In fact, there was English textbook published by government. Meanwhile, the teacher also used a textbook which was created and published by the teacher based on students' needs. For instance, the teacher used multiple textbook to teach English and combined the textbook to meet the students' need. Then, the teacher used short video about describing people. The teacher told that the students needed a concrete example, so that the students

could apply the material into students' real-life situation. Furthermore, the teacher allowed students to read storybooks and also use computer which was connected to the internet as media.

## **2. The Implementation of Teaching English Strategies for Deaf Students**

Based on observations and interviews, the implementation carried out by the teacher is (1) the teacher used sign language strategies, the implementation implemented by the teacher is that the teacher does not encourage students to master grammar. Apart from that, when teaching the teacher speaks slowly and uses sign language. This is done so that students better understand what the teacher is saying. However, the reason why teachers do not encourage students to master grammar is that the teacher focuses on enriching students' vocabulary. Then strategy (2) the teacher used lip-reading, the implementation that the teacher applies is that the teacher pronounces a word carefully and clearly so that students can imitate the way the teacher pronounces the word correctly and as perfectly as possible. Apart from that, in the learning process the teacher also teaches simple conversations. This is due to students' limited ability to carry out oral conversations. (3) teachers used various media. The implementation that the teacher applies is that the teacher focuses on how to improve the English language skills of deaf students, she implements with used video and make a match using visual aids. The strategy used by this teacher can not only improve students' ability to speak English but can also make students participate actively during the learning process. Teachers can also write transcripts of spoken words so students recognize the spelling of each word as it is expressed. The teacher stated that teachers usually teach English to deaf students by developing materials that are suitable for deaf students, using media that are suitable for deaf students such as writing words on the blackboard, giving lots of examples to students, and creating creative and interactive learning. effective. Another method used is to use sign

language which is the most common way to teach deaf students. Students who learn vocabulary related to signs are able to recognize written words more quickly than students who are directed to connect written words with pictures. The combination of these strategies will produce more effective strategies used in teaching English. Sign language deficiencies can be overcome by using other signs, namely spelling words letter by letter. Thus, the word stress will be emphasized by lip reading. Apart from that, teachers can also use printed materials to distribute to students during the learning process.

### **3. Advantages and disadvantages of teaching English for deaf students**

After conducting an interview with the teacher and taking classroom observations during the teaching and learning process, the teacher explains some of the advantages and disadvantages of this strategy.

First, the teacher did not force the students to master grammar.

*“The advantages of this strategy are increase student confidence, improve communication skills. Apart from that, the disadvantages of this strategy are students have limitations in understanding the context, limitations in understanding English language structure and limitations in the development of English language skills”* (Teacher)

Second, the teacher also taught the students for having short and simple conversation.

*“The advantages of this strategy are active communication, speaking skill development, increased self confident, real world context. Then, the disadvantages are vocabulary limitations, lack of depth of content and extra time required”* (Teacher)

Third, the teacher used many kinds of media to teach English for deaf students.

*“The advantages of this strategy are sensory simulation, engaging learning experience and accuracy in communication, improve visualization skills. Then, in the strategy of using various media, I don't think there are any drawbacks, because by using various media,*

*teaching and learning activities are easier for students to understand and are also more interesting”.* (Teacher)

In addition, the teacher spoke slowly and clearly to the students.

*“The advantages of this strategy are improve understanding, improve communication skills, increase confidence and improve sign language skills. Then, the disadvantages of this strategy are limitation in understanding English language structures, limitation in understanding context and limitation in the development of English language skills”* (Teacher)

## **B. Research Discussion**

From the explanation in the findings, teaching English for Deaf students are not as easy as we imagine. It's hard and challenging for teachers to teach English to deaf students. There are many strategies that teachers use and there are several challenges teachers face in teaching English to deaf students. In this section, the researcher will reflect on the findings found several theories and several previous studies related to this problem.

### **1. Teacher strategies in teaching English for deaf students**

There are several strategies used by teachers in teaching deaf students, namely: (1) the teacher used sign language, where in this strategy the teacher does not encourage students to master grammar. apart from that, during the learning process the teacher speaks slowly and clearly and uses sign language (2) the teacher used lip-reading in this strategy the teacher teaches with simple conversations, (3) the teacher used a variety of teaching media. Explanation and discussion of each strategy in teaching English to deaf students as follows:

#### **a. The teacher used sign language**

The first strategy is sign language where the teacher does not encourage students to master grammar. Since the teacher preferred to concentrate on vocabulary mastery, she did not push

the students to become proficient in grammar. According to (Aditya Pratama, 2016), mastering vocabulary is the most important aspect of language learning. Due to their deafness, the students were likely to have difficulties with word processing. They actually struggled to learn vocabulary in both English and Bahasa Indonesia.

According to Aditya Pratama's research, hearing impairments were the reason deaf students had a limited vocabulary in both English and Bahasa Indonesia.

Furthermore, in teaching the students to master vocabulary, the teacher needed to link the vocabularies taught into students' real life. The teacher mostly taught and added more vocabulary that would probably be applied in students' daily life. (Adi, et al, 2017) stated that the teacher first needs to give definitions and examples of words before continuing the next materials. On observation which researcher had taken on three days of English teaching and learning process, when teacher gave a new vocabulary for the students, she wrote the vocabulary on blackboard then gave a real example of the vocabulary taught. In addition, the teacher would always increasing students' vocabulary mastery by kept adding new vocabularies related to students' real life which the students had not understood. It was standing on a same opinion as (Yanti Suryanti. 2016) explained in her research that students' ability in literacy skill (including mastering vocabulary) could increase from intense teaching in understanding the function of a sentence and how the sentence were used in students' real life. It was also the way to give students a meaningful learning process by teaching material which they probably applied in their real life.

Then, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. The teacher spoke

slowly and clearly so that the students could read-lip what the teacher was saying both in giving instruction or delivering the material. Certain research findings and theories corroborated the statement (Patricia Elizabeth and Marc Marschark, 2003) According to Spencer, those who have partial or complete hearing loss must rely on their ability to see spoken words in order to replace their auditory sense. Furthermore, there was a study conducted by Aditya Pratama. According to the study, oral speaking is the main form of communication used by teachers and students during the English teaching and learning process, with sign language serving as a supportive medium. The National Association of the Deaf reports that, in the meantime, very few deaf persons are able to read lips well enough to understand what is being said. Adi et al. also supported this claim in their study. He claimed that occasionally the students misinterpreted words because their lip movements resembled those of other words, and that it was challenging for them to guess the teacher's words because they were only lip-reading the explanations. Throughout the teaching and learning process, the students were able to understand the teacher's explanations with ease.

**b. The teacher used lip-reading**

Since teaching conversation required students to use all of their skills speaking, listening, and visual perception the teacher said that this was one of his hardest lessons. The teacher restricted her instruction to very basic conversation because the students were unable to participate in more complex spoken conversation due to issues with hearing and pronunciation. (Aditya Pratama, 2016) found comfort in his research statement. He claimed that the speech and hearing impairments of deaf students are the reason behind their poor pronunciation. On the



other hand, students can still have very simple conversations using very simple spoken English. The teacher said in an interview that he once taught students to introduce themselves in very simple sentence structures such as “I am.... (their name), I am from (their origin), my nick name (their nickname)”. Apart from that, in the second observation on the topic of describing people, the teacher explained the material and wrote it on the blackboard then the teacher asked the students to read the words. As a result, students were able to read the words well even though some of the words they read used sign language. This finding is in line with Patricia Pritchard's research. Based on his research, deaf students are able to read simple English and some use spoken English with signs.

**c. The teacher used various media**

Based on his research, (Adi et al, 2017) claimed that teachers needed to modify the material and media, taking into account the right kind of media and material that is suitable for students who are deaf. In the course of teaching and learning, the English teacher at SMPLB Karya Bakti Don Bosco employed a variety of media, including animation, images, board games, simulators, handcrafted flashcards, and a textbook that she organized according to the skills of his students. The teacher affirmed that the textbook she wrote would constantly be updated in accordance with the students' study outcomes regarding the material's degree of difficulty. The teacher then focused mostly on visual media since, in his opinion, deaf students could only comprehend information by looking at it. Researchers who support the use of visual aids in education for deaf students also concur.

(Endah Dwi Hastuti, 2010) was applying “make a match” by using visual aids to increase deaf students ability in English and

to make students participate actively during the learning process. Furthermore, Stinson, MeathLang, and MacLeod deaf college students recalled more information when the material was presented in print rather than interpreted.

Nevertheless, as per Weber (2018), educational institutions often neglect to furnish deaf learners with the essential technology, which has the potential to significantly enhance their educational and developmental experiences. SMPLB Karya Bakti Don Bosco gave the students the necessary technology in the interim and continued to provide assistance. The school provided a library with full internet access in addition to a vast collection of books as learning resources. They had an interactive a few internet-connected PCs, and a ton of colorful, instructional books that could be used to practice English.

## **2. Advantages and disadvantages of teaching English for deaf students**

There are several advantages and disadvantages of this strategy, as follows:

### **a. The teacher used sign language**

The teacher did not push the students to master grammar. The advantages of this strategy are:

- 1) Increase student confidence: The strategy of speaking slowly and not paying attention to grammar can help deaf students feel more confident in speaking English. This is because they don't have to worry about grammar mistakes or incorrect pronunciation, so they can focus more on the message they want to convey. Therefore, this is the main key in communicating. By speaking slowly and not worrying too much about grammatical errors, students can more easily communicate their ideas and messages. Then, it can reduce tension because deaf students may feel tense or afraid of

making mistakes when speaking in English. By reducing stress about perfect grammar, they can feel more relaxed and less anxious when speaking. Additionally, by giving students the opportunity to speak slowly and without paying too much attention to grammar, they can improve their speaking skills naturally. They can build their confidence over time.

However, it is important to remember that while these strategies can increase students' self-confidence, grammar remains important in the development of good language skills. Teachers should plan appropriate time to provide adequate grammar lessons so that students can understand the basic rules. Apart from that, in the long term, they also need to be given the opportunity to understand and correct their grammar mistakes so they can speak English well and correctly.

- 2) Improve communication skills: By focusing on the message to be conveyed, deaf students can improve their communication skills in English (Heidy Wulandari, 2020). This strategy can help deaf students to communicate more easily with other people who also use English. Focusing attention on the message to be conveyed is a very effective strategy in improving deaf students' communication skills in English. Focusing on effective communication can provide a number of benefits, namely the ability to communicate well in English will help deaf students interact more effectively with classmates and the surrounding environment. This can improve their social integration and quality of life. Then, there is an increase in daily conversations because focusing on the message will help deaf students to speak more fluently in everyday situations, such as talking about hobbies, daily activities, or topics about daily life.

3) Increase learning motivation: By not focusing too much on grammar, deaf students can find it easier and more relaxed in learning English (Heidy Wulandari, 2020). This can increase their learning motivation and make them more interested in learning English. Therefore, students feel more relaxed and confident and tend to be more active in the learning process. They may be more motivated to participate in class activities, speak, and interact with English. Students also feel that learning English is more enjoyable. Students may enjoy learning more and feel more motivated to practice English in a variety of situations.

The disadvantages of the strategy are:

1) Limitations in understanding English language structure: By not focusing too much on grammar, deaf students may have difficulty understanding English language structure. This can affect their ability to read and write English. This can have a negative impact on their reading and writing abilities. Therefore, there are several things that need to be considered, namely when students do not pay attention to grammar in detail, they may tend to make grammatical errors in their writing. This can affect the clarity of the message they want to convey in their writing. Additionally, understanding grammatical structures and rules of the English language is important in reading with comprehension. Students who focus less on grammar may have difficulty understanding more complex texts and identifying relationships between words in the text. Then, difficulty in formal communication. Although the focus on communication is important, students also need to master grammar to communicate in more formal situations, such as public speaking and so on.

It is important to strike a balance in teaching, namely allowing students to practice speaking and communicating naturally while still providing a basic understanding of grammar. In this case, teachers can plan special sessions that explore certain aspects of grammar and provide constructive feedback to students. With a balanced approach, students will be able to develop more comprehensive language skills.

- 2) **Limitations in understanding context:** In English, context is very important in understanding the meaning of a sentence or conversation. By not focusing too much on grammar, deaf students may have difficulty understanding the context in which English is used. In addition, students have difficulty interpreting messages. Understanding the context helps students to interpret the message correctly. When students lack understanding of the context in which English is used, they may misunderstand or be unable to identify the true meaning of a sentence or conversation. Then, difficulty in capturing nuance; English often has nuances and meanings that are closely related to the context. Students who do not understand the context may miss these nuances and understand only the basic meaning.

Therefore, considering the importance of understanding context in English, teachers should look for ways to integrate understanding context into students' learning. This can be done through conversation, reading texts in real context, and understanding how language is used in various situations. A balance between a focus on effective communication and understanding context is key to the development of holistic language skills.

- 3) **Limitations in the development of English language skills:** By not focusing too much on grammar, deaf students may

experience limitations in the development of their English language skills. This can affect their ability to master English as a whole. Without a basic understanding of grammar, students may make repeated mistakes in English pronunciation and sentence structure. This can affect their ability to speak English correctly. Examples of students having difficulty writing English well; good writing skills require a strong understanding of grammar. Students may have difficulty constructing good sentences and understanding the structure of writing in English.

In addition, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. Advantages of this strategy are:

- 1) Improve understanding: By speaking slowly and clearly and using sign language, deaf students can more easily understand English vocabulary and grammar. This can help them in understanding and remembering English vocabulary and grammar better.
- 2) Improve communication skills: By focusing on developing communication skills, deaf students can improve their ability to speak and understand English. This can help deaf students to communicate more easily with other people who also use English
- 3) Increase confidence: By practicing speaking English with a teacher who speaks slowly and clearly and uses sign language, deaf students can feel more confident in speaking English. This is because they don't have to worry about grammar mistakes or incorrect pronunciation, so they can focus more on the message they want to convey.

- 4) Improve sign language skills: In this strategy, deaf students can learn sign language as an aid in communication. This can help them understand and express meaning without relying on grammar. This is because sign language is a powerful communication tool for deaf students. This allows them to communicate with others without relying on spoken or written grammar in English.

The disadvantages of this strategy are:

- 1) Limitations in understanding English language structures: (Muktiaji, 2013) said that by not focusing too much on grammar, deaf students may have difficulty understanding more complex English structures. This can affect their ability to read and write in English.
- 2) Limitations in understanding context: In English, context is very important in understanding the meaning of a sentence or conversation. By not focusing too much on context, deaf students may have difficulty understanding the context used in English (Muktiaji, 2013).
- 3) Limitations in the development of English language skills: By not focusing too much on grammar, deaf students may experience limitations in the development of their English language skills. This can affect their ability to master English as a whole (Muktiaji 2013).

**b. The teacher used lip-reading**

Teaching English to deaf students with simple conversations has a number of advantages and disadvantages that need to be considered.

The advantages of this strategy are:

- 1) Active Communication: This strategy encourages students to engage in active communication in English, which can

improve speaking skills and language comprehension. Therefore, by encouraging students to engage in active communication, they have more opportunities to speak and practice speaking in English. This can help increase fluency and confidence in speaking. Apart from that, students can understand the language more deeply. This is because by participating in conversations that focus on active communication, students can develop a deeper understanding of the English language, including the vocabulary, common phrases and social conventions associated with the language.

2) **Speaking Skill Development:** With a focus on conversation, deaf students can develop speaking skills in English, which is essential for daily communication. In addition, it can develop vocabulary; through conversation, students can expand their understanding and learn how words are used in different contexts.

3) **Increased Self-Confidence:** Through simple conversations, students can feel more confident in using English in everyday situations. In addition, through simple conversations, students gain practical experience in using English in everyday situations. This can help them feel better prepared to communicate in real life. Then, an opportunity to practice; by participating in conversations, students have the opportunity to practice their speaking skills. The more practice they get, the more confident they will be in speaking English. By having simple conversations students can feel that they can communicate successfully, which can give students positive results that can strengthen their self-confidence.

4) **Real World Context:** Learning English through simple conversations can provide a more relevant real-world context



for students, helping them relate the lessons to their daily lives. Students can see that what they learn has direct relevance in their daily lives. This can increase their learning motivation because they know that the language skills they develop will be used in real situations.

- 5) Student Engagement: Deaf students can feel more motivated to learn English when they feel engaged in meaningful conversations. Therefore, by actively participating in conversations, students have the opportunity to practice and improve their speaking skills. They can experience growth and development in their English-speaking skills.

The disadvantages of this strategy are:

- 1) Vocabulary Limitations: This strategy may have limitations in the introduction of broader vocabulary or more complex phrases.
- 2) Lack of Depth of Content: The focus on simple conversations may not allow students to go deeper into grammar or vocabulary.
- 3) Extra Time Required: It may take more time to engage deaf students in conversation, especially if sign language or assistive communication technology needs to be used.

To overcome this limitation, the approach to learning English should be balanced between learning vocabulary, grammar, and speaking practice in real contexts. This allows students to develop broader and more flexible speaking skills. In addition, the use of reading materials, meaningful conversations, and communicative situations in learning can help students understand and use English better in various everyday life situations.

**c. The teacher used various media**

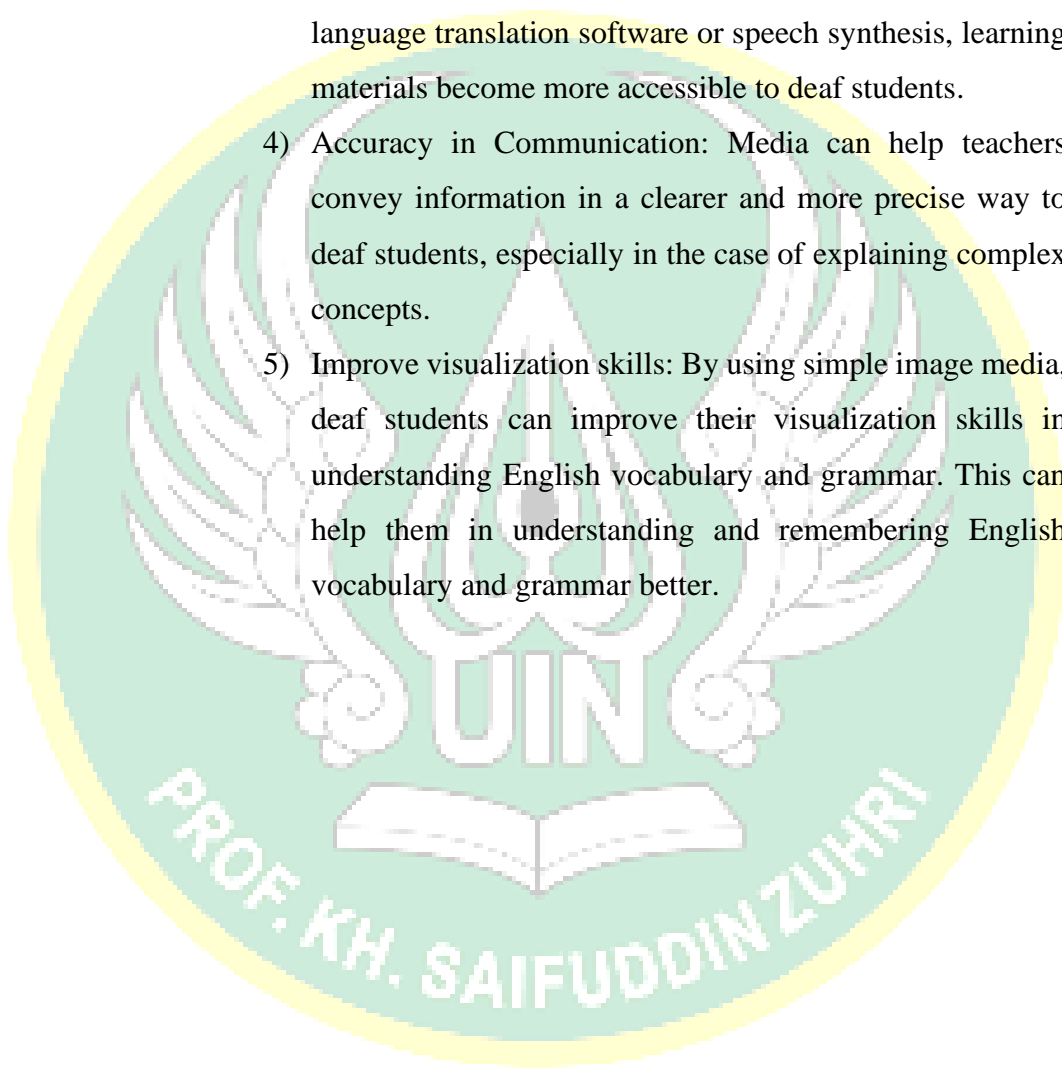
Teaching English to deaf students using a various of learning media has a number of advantages and disadvantages that need to be considered. Here are some of them:

The advantages of this strategy are:

- 1) **Sensory Stimulation:** A variety of learning media, such as text, images, audio, video, and interactive software, provide richer sensory stimulation for deaf students, helping them understand and respond better to the material. Well-formatted images, graphics, and text can provide rich visual stimulation, helping deaf students to better understand concepts and information. Not only that, interactive software can provide a customized learning experience and actively involve students in learning. This allows students to participate in learning in a more interactive way. Apart from that, media that stimulates the sensory can also increase student motivation because the learning material becomes more interesting and relevant for them.
- 2) **Engaging Learning Experience:** The use of a variety of media can make learning more interesting and engaging for deaf students, increasing their motivation to learn English. Media provides access to a variety of learning resources, including textbooks, video, online texts, and more. This allows students to choose resources that suit their learning style. Apart from that, the use of interesting media can increase student involvement, which can increase their motivation to learn English. Therefore, it is important for teachers and curriculum designers to plan the use of media that is appropriate to the learning objectives and needs of deaf students. This may include selecting the most relevant media, arranging for translation or sign language if

necessary, and ensuring that media is used effectively to support learning objectives. With the right approach, interesting learning experiences through media can motivate deaf students to learn English more enthusiastically.

- 3) Accessibility: By utilizing technology such as text to sign language translation software or speech synthesis, learning materials become more accessible to deaf students.
- 4) Accuracy in Communication: Media can help teachers convey information in a clearer and more precise way to deaf students, especially in the case of explaining complex concepts.
- 5) Improve visualization skills: By using simple image media, deaf students can improve their visualization skills in understanding English vocabulary and grammar. This can help them in understanding and remembering English vocabulary and grammar better.



## CHAPTER V

### CONCLUSION AND SUGGESTION

There are two parts to this chapter. There are conclusion and suggestion. The research's conclusion is presented in the conclusion section by summarizing the findings and discussion from the previous chapter. Then, in the section under suggestions, some proposals related to this study will be offered.

#### A. Conclusion

1. In order to teach deaf students, the teacher employed some strategies: (1) the teacher used sign language namely not pushing them to master grammar because she preferred to concentrate on helping them learn vocabulary; speaking slowly and clearly while simultaneously using sign language. (as the encouraging mode of communication) to give the pupils clear instructions. (2) the teacher used lip-reading namely teaching with simple conversation because the students are unable to engage in spoken conversation. (3) the teacher used a variety of teaching materials, such as textbooks, animation media, pictures, board games, simulators, and hand-made flashcards, to draw students in and pique their interest in learning English.
2. The implementation carried out by the teacher are; (1) the teacher uses a sign language strategy the aim is to enrich students' vocabulary. The teacher will pronounce a word carefully and clearly so that students can imitate the way the teacher pronounces the word correctly and as perfectly as possible. (2) the teacher used lip-reading, which is one of the strategies used to teach deaf students how to produce spoken language. (3) the teacher used various media, the teacher focuses on how to improve the English language skills of deaf students, she applies "make a match" by using visual aids. Teachers can also write transcripts of spoken words so students recognize the spelling of each word as it is expressed. (3) the teacher

stated that teachers usually teach English to deaf students by developing materials that are suitable for deaf students, using media that are suitable for deaf students such as writing words on the blackboard, giving lots of examples to students, and making learning creative and effective. Another method used is to use sign language which is the most common way to teach deaf students.

3. There are advantages and disadvantages of strategies for teaching English to deaf students, namely: (1) Do not push students to master grammar because the teacher tended to focus on teaching the deaf students to master vocabulary. The advantages of this strategy are; increase student confidence, improve communication skills, increase learning motivation. Then, the disadvantages of the strategy are; limitations in understanding English language structure, limitations in understanding context and limitations in the development of English language skills. Then, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. The advantages of this strategy are; Improve understanding, improve communication skills, increase confidence, improve sign language skills. Then, the disadvantages of this strategy are; limitations in understanding English language structures, limitations in understanding context, limitations in the development of English language skills. (2) Teaching very simple conversation. The advantages of this strategy are; active communication, speaking skill development, increased self-confidence, real world context, student engagement. Then, the disadvantages of this strategy are; vocabulary limitations, lack of depth of content, extra time required. (3) The teacher used various media. The advantages of this strategy are; sensory stimulation, engaging learning experience, accessibility, accuracy in communication and improve visualization skills.

## **B. Suggestions**

Based on the conclusion above, the researcher would like to mention some suggestions which are presented as follows:

### **1. For the teacher**

It's challenging to teach English to deaf pupils. Even though the majority of the students are deaf by birth, they must still struggle to comprehend and speak Bahasa Indonesia. Throughout the process of teaching and learning, teachers encountered a number of difficulties. The teacher is capable of handling the difficulty. However, in order to overcome the time constraint and improve the effectiveness and efficiency of the English teaching and learning process, the teacher must still take into account the combination of the strategies that have been described in the findings.

### **2. For further researcher**

Hopefully, more research will be done on this topic in the future. It is anticipated that additional researchers will carry out this research with a different focus that has not been addressed. Additionally, more study is required to determine the best combination of the aforementioned tactics to improve learning outcomes and give the teaching and learning of English a deeper sense of purpose.

### **3. For the society**

From this research, the researcher gives high hope to society to increase the awareness of special education, especially deaf students. Hopefully, the society stops underestimating people with different ability. People with different ability (diffable) might have 'limitation' but it does not mean that a small imperfection make them underestimated by the society. The society should accept those special people without any discrimination. Furthermore, the researcher would feel grateful if people with different ability could be treated better than ever especially on this country.

4. For the school

In order to maximize the teaching and learning English to deaf students, it is suggested that SMPLB Karya Bakti Don Bosco needs to provide teaching assistance to help the teacher who teaches deaf students' class. Even though the number of the students in the class only some students and they have high trust to their teacher, each student has different needs and ability which make this category of students too difficult to be handled only by one teacher during English teaching and learning process.



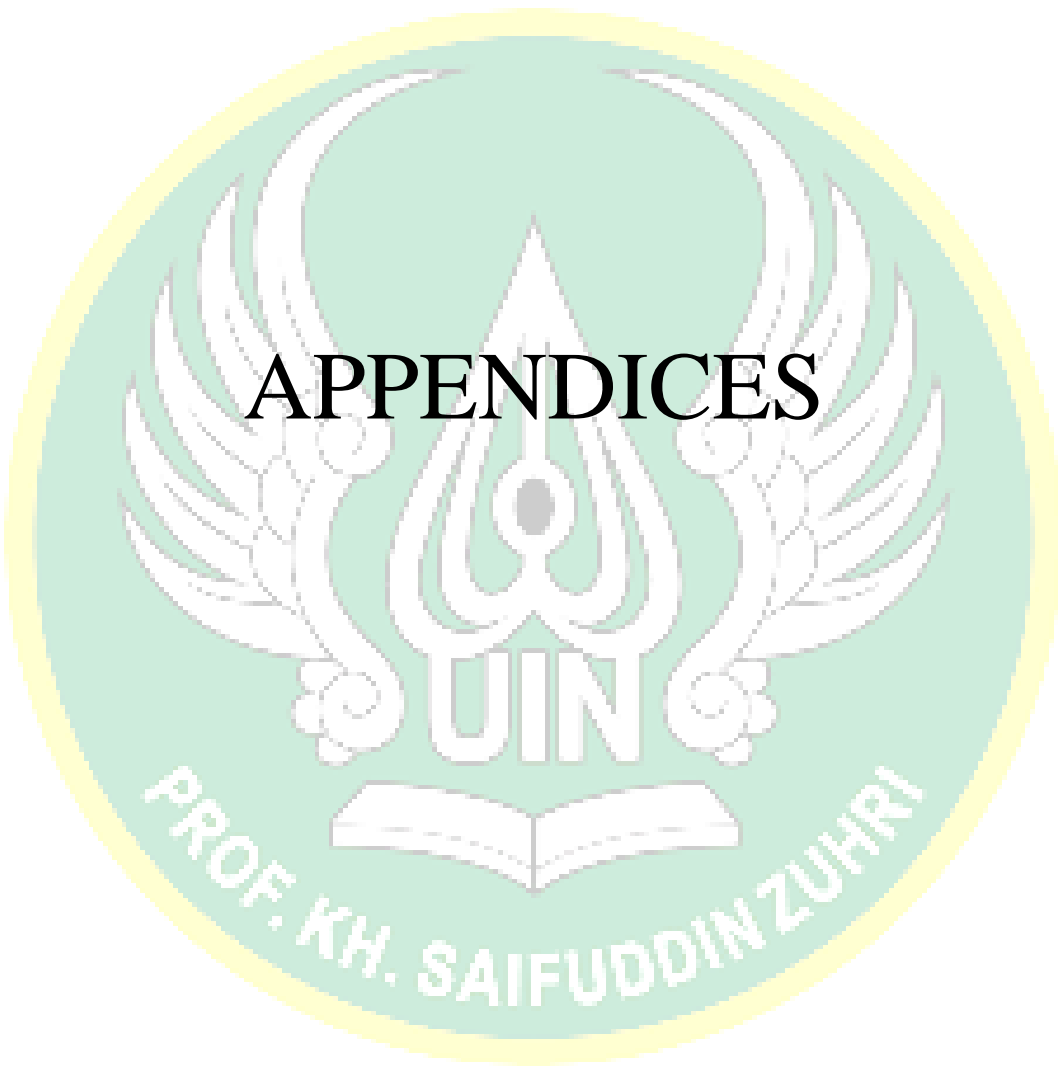
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**Appendix 1**  
**(Research Instrument)**

**A. Observations Checklist**

| No. | Komponen                            | Aspek                | Observasi  | Jawaban |       |
|-----|-------------------------------------|----------------------|--|---------|-------|
|     |                                     |                      |  | Ya      | Tidak |
| 1.  | Persiapan Kegiatan Belajar Mengajar | a. Persiapan sasaran | - Guru membuat persiapan sebelum mengajar                            |         |       |
|     |                                     |                      | - Guru memilih dan mengorganisir materi ajar untuk pembelajaran      |         |       |
|     |                                     |                      | - Guru memilih sumber pembelajaran yang disesuaikan dengan kurikulum |         |       |
|     |                                     |                      | - Guru memiliki rincian skenario pembelajaran atau RPP               |         |       |
|     |                                     | b. Persiapan materi  | - Sebelum pengajaran guru menyiapkan materi yang akan diajarkan      |         |       |
|     |                                     |                      | - Guru menyiapkan buku/modul sebagai bahan pengajaran                |         |       |
|     |                                     | c. Persiapan metode  | - Guru mempersiapkan metode pengajaran                               |         |       |
|     |                                     |                      | - Guru menggunakan satu metode                                       |         |       |

|    |  |   |  |  |  |
|----|--|---|--|--|--|
|    |  |   | - Guru menggunakan berbagai metode   |  |  |
|    |  | d. Persiapan media                      | - Guru mempersiapkan media yang digunakan di dalam kelas                         |  |  |
|    |  |   | - Guru memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa |  |  |
|    |  |   | - Guru menggunakan buku teks/modul   |  |  |
|    |  |   | - Guru menggunakan kamus   |  |  |
|    |  |   | - Guru menggunakan gambar  |  |  |
|    |  |   | - Guru menggunakan laptop/komputer   |  |  |
|    |  |   | - Guru menggunakan video   |  |  |
| 2. | Pengaplikasian Dalam Mengajar Bahasa Inggris | a. Interaksi di dalam kelas (pembukaan) | - Guru mengucapkan salam kepada siswa  |  |  |
|    |  |   | - Guru mengecek kesiapan siswa   |  |  |
|    |  |   | - Guru mengecek kehadiran siswa  |  |  |
|    |  |   | - Guru membuat ice breaking sebelum  |  |  |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  |   | pembelajaran dimulai.   |  |  |
|  |  |   | - Guru memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi                             |  |  |
|  |  |   | - Guru menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran                                   |  |  |
|  |  |   | - Guru menggunakan modul bahasa inggris sebagai bahan pengajaran  |  |  |
|  |  | b. Pengaplikasian proses pengajaran (isi) | - Guru menyajikan materi berbasis pada silabus selama kegiatan belajar mengajar berlangsung                 |  |  |
|  |  |   | - Guru menggunakan metode mengajar yang monoton.  |  |  |
|  |  |   | - Guru menggunakan bahasa isyarat untuk membantu siswa memahami konsep bahasa Inggris/materi yang diajarkan |  |  |
|  |  |   | - Guru mendorong siswa untuk berperan serta   |  |  |

|  |  |                       |   |  |  |
|--|--|-----------------------|---|--|--|
|  |  |                       | dalam kegiatan kelas dan diskusi  |  |  |
|  |  |                       | - Guru tidak memanfaatkan lingkungan sekitar sebagai media pembelajaran                   |  |  |
|  |  |                       | - Guru menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.                   |  |  |
|  |  |                       | - Guru memberikan latihan kepada siswa  |  |  |
|  |  |                       | - Latihan yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal pembelajaran |  |  |
|  |  |                       | - Guru membahas latihan dengan siswa  |  |  |
|  |  | c. Evaluasi (penutup) | - Guru bertanya kepada siswa apakah ada kesulitan dalam belajar                           |  |  |
|  |  |                       | - Tidak ada remedial jika siswa mendapat nilai yang kurang                                |  |  |
|  |  |                       | - Guru memberikan solusi terhadap masalah kesulitan belajar yang dialami siswa            |  |  |

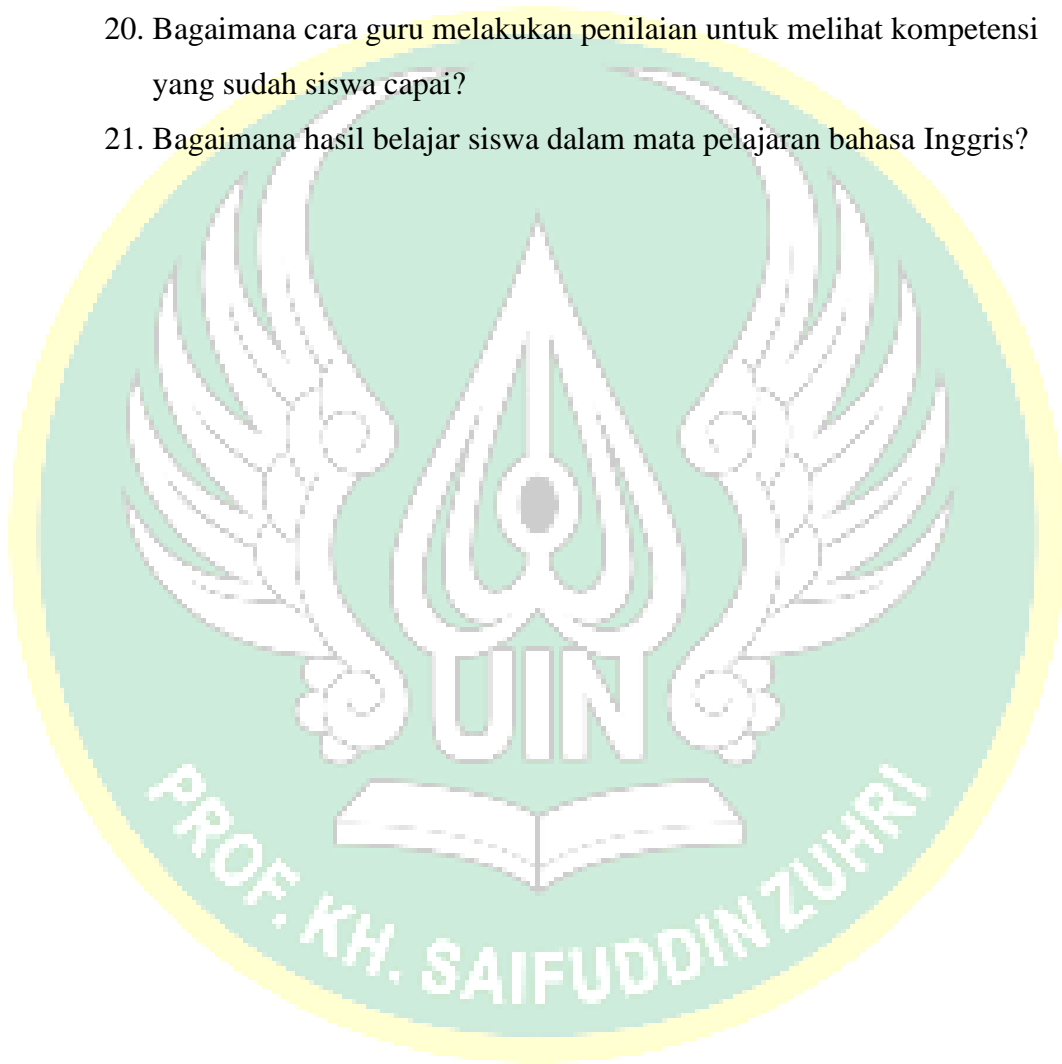
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|  |  |  | - Guru memberikan pekerjaan rumah kepada siswa   |  |  |
|  |  |  | - Guru menutup pembelajaran tanpa memberikan kesimpulan/ ringkasan materi yang telah dibahas sebelumnya. |  |  |

### B. Interview Guideline

1. Persiapan apa saja yang guru lakukan sebelum pembelajaran?
2. Bagaimana interaksi antara guru dan siswa?
3. Bahasa apa saja yang digunakan saat guru mengajar?
4. Apa yang akan guru lakukan jika siswa tidak memahami komunikasi dari guru?
5. Dalam satu kelas ada berapa jumlah siswanya?
6. Apa saja media yang digunakan dalam pembelajaran bahasa Inggris?
7. Apakah media pembelajaran yang digunakan sudah sesuai dengan karakteristik siswa?
8. Kesulitan apa yang dialami guru ketika mengajar mata pelajaran bahasa Inggris kepada siswa?
9. Dalam membelajarkan bahasa Inggris materi apa yang sulit dipahami siswa?
10. Apakah ada peralatan khusus yang dibutuhkan siswa di dalam kelas?
11. Apakah siswa aktif dalam mengikuti pembelajaran bahasa Inggris?
12. Bagaimana cara guru agar siswa dapat lebih aktif di dalam kelas?
13. Bagaimana minat siswa dalam mengikuti pembelajaran bahasa Inggris?
14. Bagaimana strategi guru dalam mengajar bahasa Inggris di dalam kelas?
15. Apa kelebihan serta kekurangan dalam menggunakan strategi tersebut?



16. Dalam mengajar bahasa Inggris, apakah sudah mencakup 4 aspek yaitu reading, writing, listening dan speaking?
17. Dalam pembelajaran bahasa Inggris kurikulum apa yang digunakan?
18. Dalam pembelajaran bahasa Inggris bahan ajar apa yang digunakan?
19. Dalam pembelajaran bahasa Inggris biasanya 1 materi membutuhkan berapa pertemuan?
20. Bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah siswa capai?
21. Bagaimana hasil belajar siswa dalam mata pelajaran bahasa Inggris?



**Appendix 2**  
**(Transcription)**

**A. Observation Result**

1. First Observation

Date : Tuesday, 25 July 2023

Observer : Ayu Puspita Ningsih

Class : IX

| No. | Komponen                            | Aspek                | Observasi  | Jawaban |       |
|-----|-------------------------------------|----------------------|--|---------|-------|
|     |                                     |                      |  | Ya      | Tidak |
| 1.  | Persiapan Kegiatan Belajar Mengajar | a. Persiapan sasaran | - Guru membuat persiapan sebelum mengajar                            | √       |       |
|     |                                     |                      | - Guru memilih dan mengorganisir materi ajar untuk pembelajaran      | √       |       |
|     |                                     |                      | - Guru memilih sumber pembelajaran yang disesuaikan dengan kurikulum | √       |       |
|     |                                     |                      | - Guru memiliki rincian skenario pembelajaran atau RPP               | √       |       |
|     |                                     | b. Persiapan materi  | - Sebelum pengajaran guru menyiapkan materi yang akan diajarkan      | √       |       |
|     |                                     |                      | - Guru menyiapkan buku/modul sebagai bahan pengajaran                | √       |       |
|     |                                     | c. Persiapan metode  | - Guru mempersiapkan metode pengajaran                               | √       |       |

|    |  |   |  |   |   |
|----|--|---|--|---|---|
|    |  |   | - Guru menggunakan satu metode   |   | √ |
|    |  |   | - Guru menggunakan berbagai metode   | √ |   |
|    |  | d. Persiapan media                      | - Guru mempersiapkan media yang digunakan di dalam kelas                         | √ |   |
|    |  |   | - Guru memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa | √ |   |
|    |  |   | - Guru menggunakan buku teks/modul   | √ |   |
|    |  |   | - Guru menggunakan kamus   | √ |   |
|    |  |   | - Guru menggunakan gambar  | √ |   |
|    |  |   | - Guru menggunakan laptop/komputer   | √ |   |
|    |  |   | - Guru menggunakan video   | √ |   |
| 2. | Pengaplikasian Dalam Mengajar Bahasa Inggris | a. Interaksi di dalam kelas (pembukaan) | - Guru mengucapkan salam kepada siswa  | √ |   |
|    |  |   | - Guru mengecek kesiapan siswa   | √ |   |
|    |  |   | - Guru mengecek kehadiran siswa  | √ |   |
|    |  |   | - Guru membuat ice breaking sebelum pembelajaran dimulai.                        | √ |   |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  |   | - Guru memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi                             | √ |   |
|  |  |   | - Guru menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran                                   | √ |   |
|  |  |   | - Guru menggunakan modul bahasa Inggris sebagai bahan pengajaran  | √ |   |
|  |  | b. Pengaplikasian proses pengajaran (isi) | - Guru menyajikan materi berbasis pada silabus selama kegiatan belajar mengajar berlangsung                 | √ |   |
|  |  |   | - Guru menggunakan metode mengajar yang monoton.  |   | √ |
|  |  |   | - Guru menggunakan bahasa isyarat untuk membantu siswa memahami konsep bahasa Inggris/materi yang diajarkan | √ |   |
|  |  |   | - Guru mendorong siswa untuk berperan serta dalam kegiatan kelas dan diskusi                                | √ |   |
|  |  |   | - Guru tidak memanfaatkan lingkungan sekitar sebagai  |   | √ |

|  |  |                       |  |   |   |
|--|--|-----------------------|--|---|---|
|  |  |                       | media pembelajaran   |   |   |
|  |  |                       | - Guru menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.                                  | √ |   |
|  |  |                       | - Guru memberikan latihan kepada siswa   | √ |   |
|  |  |                       | - Latihan yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal pembelajaran                |   | √ |
|  |  |                       | - Guru membahas latihan dengan siswa   | √ |   |
|  |  | c. Evaluasi (penutup) | - Guru bertanya kepada siswa apakah ada kesulitan dalam belajar  | √ |   |
|  |  |                       | - Tidak ada remedial jika siswa mendapat nilai yang kurang   |   | √ |
|  |  |                       | - Guru memberikan solusi terhadap masalah kesulitan belajar yang dialami siswa                           | √ |   |
|  |  |                       | - Guru memberikan pekerjaan rumah kepada siswa   | √ |   |
|  |  |                       | - Guru menutup pembelajaran tanpa memberikan kesimpulan/ ringkasan materi yang telah dibahas sebelumnya. |   | √ |

2. Second Observation

Date : Wednesday, 26 July 2023

Observer : Ayu Puspita Ningsih

Class : VIII

| No. | Komponen                            | Aspek                | Observasi  | Jawaban |       |
|-----|-------------------------------------|----------------------|--|---------|-------|
|     |                                     |                      |  | Ya      | Tidak |
| 1.  | Persiapan Kegiatan Belajar Mengajar | a. Persiapan sasaran | - Guru membuat persiapan sebelum mengajar                            | √       |       |
|     |                                     |                      | - Guru memilih dan mengorganisir materi ajar untuk pembelajaran      | √       |       |
|     |                                     |                      | - Guru memilih sumber pembelajaran yang disesuaikan dengan kurikulum | √       |       |
|     |                                     |                      | - Guru memiliki rincian skenario pembelajaran atau RPP               | √       |       |
|     |                                     | b. Persiapan materi  | - Sebelum pengajaran guru menyiapkan materi yang akan diajarkan      | √       |       |
|     |                                     |                      | - Guru menyiapkan buku/modul sebagai bahan pengajaran                | √       |       |
|     |                                     | c. Persiapan metode  | - Guru mempersiapkan metode pengajaran                               | √       |       |
|     |                                     |                      | - Guru menggunakan satu metode                                       |         | √     |
|     |                                     |                      | - Guru menggunakan berbagai metode                                   | √       |       |

|    |  |   |  |   |  |
|----|--|---|--|---|--|
|    |  | d. Persiapan media                      | - Guru mempersiapkan media yang digunakan di dalam kelas                         | √ |  |
|    |  |   | - Guru memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa | √ |  |
|    |  |   | - Guru menggunakan buku teks/modul   | √ |  |
|    |  |   | - Guru menggunakan kamus   | √ |  |
|    |  |   | - Guru menggunakan gambar  | √ |  |
|    |  |   | - Guru menggunakan laptop/komputer   | √ |  |
|    |  |   | - Guru menggunakan video   | √ |  |
| 2. | Pengaplikasian Dalam Mengajar Bahasa Inggris | a. Interaksi di dalam kelas (pembukaan) | - Guru mengucapkan salam kepada siswa  | √ |  |
|    |  |   | - Guru mengecek kesiapan siswa   | √ |  |
|    |  |   | - Guru mengecek kehadiran siswa  | √ |  |
|    |  |   | - Guru membuat ice breaking sebelum pembelajaran dimulai.                        | √ |  |
|    |  |   | - Guru memberikan penjelasan   | √ |  |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  |   | tentang tujuan pembelajaran sebelum memulai materi  |   |   |
|  |  |   | - Guru menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran                                   | √ |   |
|  |  |   | - Guru menggunakan modul bahasa inggris sebagai bahan pengajaran  | √ |   |
|  |  | b. Pengaplikasian proses pengajaran (isi) | - Guru menyajikan materi berbasis pada silabus selama kegiatan belajar mengajar berlangsung                 | √ |   |
|  |  |   | - Guru menggunakan metode mengajar yang monoton.  |   | √ |
|  |  |   | - Guru menggunakan bahasa isyarat untuk membantu siswa memahami konsep bahasa Inggris/materi yang diajarkan | √ |   |
|  |  |   | - Guru mendorong siswa untuk berperan serta dalam kegiatan kelas dan diskusi                                | √ |   |
|  |  |   | - Guru tidak memanfaatkan lingkungan  |   | √ |



|  |  |                       |   |   |   |
|--|--|-----------------------|---|---|---|
|  |  |                       | sekitar sebagai media pembelajaran  |   |   |
|  |  |                       | - Guru menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.                   | √ |   |
|  |  |                       | - Guru memberikan latihan kepada siswa  | √ |   |
|  |  |                       | - Latihan yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal pembelajaran |   | √ |
|  |  |                       | - Guru membahas latihan dengan siswa  | √ |   |
|  |  | c. Evaluasi (penutup) | - Guru bertanya kepada siswa apakah ada kesulitan dalam belajar                           | √ |   |
|  |  |                       | - Tidak ada remedial jika siswa mendapat nilai yang kurang                                |   | √ |
|  |  |                       | - Guru memberikan solusi terhadap masalah kesulitan belajar yang dialami siswa            | √ |   |
|  |  |                       | - Guru memberikan pekerjaan rumah kepada siswa  | √ |   |
|  |  |                       | - Guru menutup pembelajaran tanpa memberikan  |   | √ |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | kesimpulan/<br>ringkasan materi<br>yang telah<br>dibahas<br>sebelumnya. |  |  |
|--|--|--|---|--|--|

b. Third Observation

Date : Friday, 28 July 2023

Observer : Ayu Puspita Ningsih

Class : VII

| No.                 | Komponen                            | Aspek                | Observasi  | Jawaban |       |
|---------------------|-------------------------------------|----------------------|--|---------|-------|
|                     |                                     |                      |  | Ya      | Tidak |
| 1.                  | Persiapan Kegiatan Belajar Mengajar | a. Persiapan sasaran | - Guru membuat persiapan sebelum mengajar                            | √       |       |
|                     |                                     |                      | - Guru memilih dan mengorganisir materi ajar untuk pembelajaran      | √       |       |
|                     |                                     |                      | - Guru memilih sumber pembelajaran yang disesuaikan dengan kurikulum | √       |       |
|                     |                                     |                      | - Guru memiliki rincian skenario pembelajaran atau RPP               | √       |       |
|                     |                                     | b. Persiapan materi  | - Sebelum pengajaran guru menyiapkan materi yang akan diajarkan      | √       |       |
|                     |                                     |                      | - Guru menyiapkan buku/modul sebagai bahan pengajaran                | √       |       |
| c. Persiapan metode | - Guru mempersiapkan                | √                    |  |         |       |

|    |  |   |  |   |   |
|----|--|---|--|---|---|
|    |  |   | metode pengajaran  |   |   |
|    |  |   | - Guru menggunakan satu metode   |   | √ |
|    |  |   | - Guru menggunakan berbagai metode   | √ |   |
|    |  | d. Persiapan media                      | - Guru mempersiapkan media yang digunakan di dalam kelas                         | √ |   |
|    |  |   | - Guru memilih sumber atau media pembelajaran yang sesuai dengan kebutuhan siswa | √ |   |
|    |  |   | - Guru menggunakan buku teks/modul   | √ |   |
|    |  |   | - Guru menggunakan kamus   | √ |   |
|    |  |   | - Guru menggunakan gambar  | √ |   |
|    |  |   | - Guru menggunakan laptop/komputer   | √ |   |
|    |  |   | - Guru menggunakan video   | √ |   |
| 2. | Pengaplikasian Dalam Mengajar Bahasa Inggris | a. Interaksi di dalam kelas (pembukaan) | - Guru mengucapkan salam kepada siswa  | √ |   |
|    |  |   | - Guru mengecek kesiapan siswa   | √ |   |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  |   | - Guru mengecek kehadiran siswa   | √ |   |
|  |  |   | - Guru membuat ice breaking sebelum pembelajaran dimulai.                                   | √ |   |
|  |  |   | - Guru memberikan penjelasan tentang tujuan pembelajaran sebelum memulai materi             | √ |   |
|  |  |   | - Guru menyampaikan materi pembelajaran sesuai dengan tujuan pembelajaran                   | √ |   |
|  |  |   | - Guru menggunakan modul bahasa inggris sebagai bahan pengajaran                            | √ |   |
|  |  | b. Pengaplikasian proses pengajaran (isi) | - Guru menyajikan materi berbasis pada silabus selama kegiatan belajar mengajar berlangsung | √ |   |
|  |  |   | - Guru menggunakan metode mengajar yang monoton.  |   | √ |
|  |  |   | - Guru menggunakan bahasa isyarat untuk membantu siswa memahami konsep bahasa               | √ |   |

|  |  |                       |   |   |   |
|--|--|-----------------------|---|---|---|
|  |  |                       | Inggris/materi yang diajarkan   |   |   |
|  |  |                       | - Guru mendorong siswa untuk berperan serta dalam kegiatan kelas dan diskusi              | √ |   |
|  |  |                       | - Guru tidak memanfaatkan lingkungan sekitar sebagai media pembelajaran                   |   | √ |
|  |  |                       | - Guru menutup kesempatan siswa untuk bertanya dan menjawab pertanyaan.                   | √ |   |
|  |  |                       | - Guru memberikan latihan kepada siswa  | √ |   |
|  |  |                       | - Latihan yang diberikan tidak sesuai dengan tujuan yang diberikan pada awal pembelajaran |   | √ |
|  |  |                       | - Guru membahas latihan dengan siswa  | √ |   |
|  |  | c. Evaluasi (penutup) | - Guru bertanya kepada siswa apakah ada kesulitan dalam belajar                           | √ |   |
|  |  |                       | - Tidak ada remedial jika siswa mendapat nilai yang kurang                                |   | √ |
|  |  |                       | - Guru memberikan solusi terhadap   | √ |   |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  |  |  | masalah kesulitan belajar yang dialami siswa   |   |   |
|  |  |  | - Guru memberikan pekerjaan rumah kepada siswa   | √ |   |
|  |  |  | - Guru menutup pembelajaran tanpa memberikan kesimpulan/ ringkasan materi yang telah dibahas sebelumnya. |   | √ |

## B. Interview Result

Date : Monday, 25 July 2023

Interviewer : Ayu Puspita Ningsih

The object : English teacher at SMPLB Karya Bakti Don Bosco

### 1. Persiapan apa saja yang guru lakukan sebelum pembelajaran?

“Biasanya saya mempersiapkan modul, mengecek kehadiran siswa, mengecek alat tulis siswa, dan peralatan yang lainnya. Selain itu saya juga menyiapkan metode pengajaran, dan aktivitas yang akan dilakukan dalam kelas. Persiapan ini membantu saya memiliki panduan yang jelas selama pengajaran”.

### 2. Bagaimana interaksi antara guru dan siswa?

“Interaksi antara guru dan siswa biasanya menggunakan bahasa isyarat”.

### 3. Bahasa apa saja yang digunakan saat guru mengajar?

“Untuk pengantar pembelajaran biasanya saya menggunakan Bahasa Indonesia, tetapi ketika memasuki materi biasanya saya campuran antara Bahasa Indonesia dan Bahasa Inggris. Kemudian, hanya ada sedikit perbedaan dalam cara mengisyaratkan bahasa isyarat SIBI dan

bahasa isyarat asing (BSL dan ASL). Perbedaan dalam hal cara mengisyaratkan bahasa isyarat tidak menjadi masalah jika tidak ada kesalahpahaman dalam berkomunikasi. Dan juga, selama kedua komunikator menangkap makna yang sama dan menciptakan komunikasi yang bermakna.”

4. Apa yang akan guru lakukan jika siswa tidak memahami komunikasi dari guru?

“Jika siswa tidak paham ketika berkomunikasi biasanya saya tulis di papan tulis atau di kertas”.

5. Dalam satu kelas ada berapa jumlah siswanya?

“Untuk kelas IX ada 7 siswa, kelas VIII ada 10 siswa, kelas VII ada 11 siswa”

6. Apa saja media yang digunakan dalam pembelajaran bahasa Inggris?

“Media yang digunakan bermacam-macam pertama modul, proyektor, laptop, contoh saya menggunakan media animasi, gambar, simulator, permainan papan, dan flashcard buatan tangan. Ada juga buku pelajaran siswa yang saya buat dan terbitkan sendiri dan akan selalu ada peningkatan level materi berdasarkan hasil belajar siswa.”

7. Apakah media pembelajaran yang digunakan sudah sesuai dengan karakteristik siswa?

“Ya sesuai, dalam pembelajaran saya biasanya banyak menggunakan visual”

8. Kesulitan apa yang dialami guru ketika mengajar mata pelajaran bahasa Inggris kepada siswa?

“Kesulitannya ketika di dalam kelas karakteristik siswa berbeda-beda, artinya ada siswa yang pandai sekali dan ada siswa yang sangat dibawahnya. Jadi, untuk mengajarkan satu materi tidak bisa mengejar kemampuan yang sama. Selain itu, kesulitan yang saya alami siswa terkadang tidak memahami perbendaharaan kata yang baru”.

9. Dalam membelajarkan bahasa Inggris materi apa yang sulit dipahami siswa?

“Materi yang sulit itu cara untuk mengungkapkan sesuatu yang harus diungkapkan. Contohnya meminta izin, meminta teman untuk melakukan sesuatu”.

10. Apakah ada peralatan khusus yang dibutuhkan siswa di dalam kelas?  
“untuk peralatan khusus tidak ada, kita sama seperti sekolah umum, ketika di dalam kelas dan proses pembelajaran berlangsung kita menggunakan papan tulis, kapur, kamus dan lain sebagainya”.
11. Apakah siswa aktif dalam mengikuti pembelajaran bahasa Inggris?  
“Untuk kelas IX, VIII dan VII rata-rata anaknya aktif”.
12. Bagaimana cara guru agar siswa dapat lebih aktif di dalam kelas?  
“Agar siswa lebih aktif saya biasanya memberikan pertanyaan pemantik”.
13. Bagaimana minat siswa dalam mengikuti pembelajaran bahasa Inggris?  
“Minat siswa dalam mengikuti pembelajaran Bahasa Inggris itu berbeda-beda. Siswa aktif, tapi terkadang ketika mengerjakan soal ada yang males-malesan ada yang semangat seperti siswa umum”.
14. Bagaimana strategi guru dalam mengajar bahasa Inggris di dalam kelas?  
“Strategi yang saya terapkan yaitu seperti menggunakan Bahasa isyarat, membaca gerak bibir dan menggunakan berbagai media. biasanya saya tidak menekankan anak bisa berbahasa Inggris dengan baik dan benar, yang penting siswa dapat menguasai kosa kata, menulis kata dengan benar kemudian bisa memahami minimal percakapan sederhana dan memahami bacaan. Saya juga biasanya memperhatikan media yang digunakan yang mana sesuai dengan kebutuhan siswa selama pembelajaran dan ketika saya menjelaskan cara berbicara saya harus perlahan dan jelas.”.
15. Apa kelebihan serta kekurangan dalam menggunakan strategi tersebut?  
“Kelebihan dari strategi yang saya terapkan yaitu mereka bisa meningkatkan kosakata, meningkatkan kemampuan komunikasi, meningkatkan rasa percaya diri karena ketika siswa berlatih percakapan sederhana mereka tidak memikirkan tata bahasa. Kemudian kelemahan



dari strategi ini yaitu mereka keterbatasan pemahaman struktur bahasa Inggris, keterbatasan pemahaman konteks Bahasa Inggris dan keterbatasan pengembangan kemampuan berbahasa Inggris. Kemudian, untuk strategi pengajaran menggunakan media, saya pikir tidak ada kekurangannya, karena dengan menggunakan media siswa menjadi lebih paham dengan materi yang diajarkan”

16. Dalam mengajar bahasa Inggris, apakah sudah mencakup 4 aspek yaitu reading, writing, listening dan speaking?

“Untuk anak tunarungu hanya mencakup soal grammar, writing dan reading”.

17. Dalam pembelajaran bahasa Inggris kurikulum apa yang digunakan?

“Kurikulum yang digunakan yaitu kurikulum merdeka. Tetapi, dibantu dengan modul K13”.

18. Dalam pembelajaran bahasa Inggris bahan ajar apa yang digunakan?

“Biasanya saya lihat dari internet, modul, buku cetak dan LKS. Untuk cari latihan soal biasanya dari LKS tetapi untuk cari materi dari buku ajar dan internet”.

19. Dalam pembelajaran bahasa Inggris biasanya 1 materi membutuhkan berapa pertemuan?

“Tergantung materi, jika materinya ringan 2 kali pertemuan sudah cukup, tetapi untuk materi yang berat bisa mencapai 2-3 bulan”

20. Bagaimana cara guru melakukan penilaian untuk melihat kompetensi yang sudah siswa capai?

“Penilaian ada 2 yaitu akademis dan sikap”.

21. Bagaimana hasil belajar siswa dalam mata pelajaran bahasa Inggris?

“Rata-rata anak lumayan bagus, tetapi tidak homogen, ada siswa yang kemampuannya baik ada anak yang kemampuannya harus dibantu lagi”.

**Appendix 3**  
**(Documentation of Teaching and Learning Process)**

**A. Meeting 1 (Class IX)**



The teacher explains the material



The teacher explains using sign language

## B. Meeting 2 (Class VIII)



The teacher explains the material



The teacher corrects the practice questions



The teacher use media



The teacher discusses practice questions

### C. Meeting 3 (Class VII)



The teacher explains the material



**Appendix 4**  
**(Research Activities)**

**A. First Observation**



**B. Second Observation**



### C. Third Observation



### D. Interview



## Appendix 5 (Munaqosyah Recommendation)



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No.40A Purwokerto 53126  
Telepon (0281) 635624 Faksimil (0281) 636553  
www.uinsaizu.ac.id

### REKOMENDASI MUNAQOSYAH

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Ayu Puspita Ningsih

NIM : 1917404017

Semester : 9 (Sembilan)

Jurusan/Prodi : FTIK/TBI

Angkatan Tahun: 2019

Judul Skripsi : Strategies in Teaching English for Deaf Students: A Case Study at  
SMPLB Karya Bakti Don Bosco Wonosobo

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

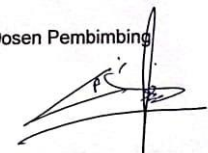
*Wassalamu'alaikum Wr. Wb.*

Dibuat di: Purwokerto  
Tanggal : 2 November 2023

Mengetahui,  
Koordinator Prodi TBI

  
Desi Wijayanti Ma'rufah, M.Pd  
NIP. 199212152018012003

Dosen Pembimbing

  
Yulian Purnama, S.Pd., M.Hum  
NIP. 19760710200811030



## Appendix 6

### (Thesis Supervision Form)



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 www.uinsaizu.ac.id

#### BLANGKO BIMBINGAN SKRIPSI

Nama : Ayu Puspita Ningsih  
 No. Induk : 1917404017  
 Fakultas/Jurusan : FTIK/TBI  
 Pembimbing : Yulian Purnama, S.Pd., M.Hum  
 Nama Judul : Strategies in Teaching English for Deaf Students: A Case Study at SMPLB Karya Bakti Don Bosco Wonosobo

| No | Hari / Tanggal      | Materi Bimbingan  | Tanda Tangan |           |
|----|---------------------|---|--------------|-----------|
|    |                     |   | Pembimbing   | Mahasiswa |
| 1. | Selasa / 04-04-2023 | Merevisi hasil seminar proposal, sistematika penulisan judul diperhatikan lagi, mencari teori yang related  |              |           |
| 2. | Rabu / 05-04-2023   | Merevisi chapter 1 tentang background, penulisan sitasi dan referensi diperhatikan lagi   |              |           |
| 3. | Selasa / 30-05-2023 | Merevisi chapter 2 tentang literature review  |              |           |
| 4. | Rabu / 07-06-2023   | Merevisi kalimat-kalimat yang kurang tepat, membahas penelitian seperti apa, membahas instrument penelitian, mengurangi kata dalam judul, perhatikan grammar                      |              |           |
| 5. | Selasa / 20-06-2023 | Tambah teori tentang advantages dan disadvantages, membahas instrument penelitian, untuk chapter 3 menggunakan past tense, dirapihkan lagi format penulisannya, lanjut penelitian |              |           |



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|    |                     |  |  |  |
|----|---------------------|--|--|--|
| 6. | Selasa / 24-10-2023 | Merevisi bab 3 tentang research methodology, teknik pengumpulan data menggunakan apa, untuk validity dijelaskan menggunakan apa, perhatikan grammar, chapter 4 dilengkapi lagi, bagian discussion diperbanyak lagi |  |  |
| 7. | Rabu / 1-11-2023    | Merevisi kata yang kurang tepat, sistematika penulisan dirapihkan lagi   |  |  |
| 8. | Kamis / 2-11-2023   | ACC <i>ujian sbt rpi</i>   |  |  |

Dibuat di : Purwokerto  
 Pada tanggal: 2 November 2023  
 Dosen Pembimbing :

Yulian Purnama, S.Pd., M.Hum.  
 NIP. 19760710200811030

## Appendix 7

### (Research Permission Letter)

#### SEKOLAH LUAR BIASA / B KARYA BAKTI LPATR DON BOSCO

Jln.Sambek No. 33, ☎ (0286) 323915; Fax. (0286) 321966

WONOSOBO, ✉ 56311 JAWA TENGAH

E.mail : [slbb\\_karyabakti@yahoo.co.id](mailto:slbb_karyabakti@yahoo.co.id) / [donbosco26@gmail.com](mailto:donbosco26@gmail.com)

---

#### SURAT KETERANGAN

Nomor: 95/K/SLB.B/VIII/ 2023

Yang bertanda tangan di bawah ini :

Nama : AGUSTINUS AGUS SURYAWAN, S. Kom  
Jabatan : Kepala Sekolah  
Nama Sekolah : SLB/B Karya Bakti (LPATR Don Bosco), Kabupaten Wonosobo,  
Provinsi Jawa Tengah  
Alamat : Jln. Sambek 33 Telp. (0286) 321073, 323915 Fax (0286)321966  
Wonosobo 56311 Jawa Tengah Indonesia

Dengan ini menerangkan bahwa mahasiswa di bawah ini :

Nama : AYU PUSPITA NINGSIH  
NIM : 1917404017  
Prodi : Tadris Bahasa Inggris  
Jenjang : S1

Benar-benar telah selesai melakukan penelitian skripsi di SMPLB Karya Bakti Wonosobo, pada tanggal 25 Juli 2023 s/d 07 Agustus 2023 guna melengkapi data pada penyusunan skripsi yang berjudul "STRATEGIES IN TEACHING ENGLISH FOR DEAF STUDENTS: A CASE STUDY AT SMPLB KARYA BAKTI DON BOSCO WONOSOBO".

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagaimana mestinya.

Wonosobo, 09 Agustus 2023

Kepala Sekolah



Agustinus Agus Suryawan, S.Kom.

## Appendix 8

### CURRICULUM VITEA

#### A. Profil

Name : Ayu Puspita Ningsih  
Student Number : 1917404017  
Place/Date of Birth : Wonosobo, 23 March 2001  
Address : Wonokerto RT 01 RW 02, Leksono Wonosobo  
Father's Name : Mislal  
Mother's Name : Munisih

#### B. Formal Education

1. SD Negeri Wonokerto 2013
2. SMP Negeri 1 Leksono 2016
3. SMK Muhammadiyah 1 Wonosobo 2019
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto 2023

#### C. Organization Experience

1. KSR PMI Unit UIN Saizu Purwokerto

Purwokerto, 2<sup>nd</sup> November 2023



**Ayu Puspita Ningsih**

S.N. 1917404017