

**ENGLISH TEACHING METHODS FOR STUDENTS WITH  
HEARING LOSS IN SMPLB ABCD KUNCUP MAS BANYUMAS**



**THESIS**

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# **ENGLISH TEACHING METHODS FOR STUDENTS WITH HEARING LOSS IN SMPLB ABCD KUNCUP MAS BANYUMAS**

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## **ABSTRACT**

This research is aim to describe English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas. English teaching methods are ways by the teacher to explain English materials for students. The appropriate methods in teaching will help the teacher in explaining the materials especially English materials easily. Although they do not help the students in English teaching fully, at least they can overcome and diminish students' obstacles in teaching, especially in English teaching.

This is descriptive qualitative research using observation, interview, and documentation as data collecting methods. The observation was done four times and was aim to know the practice of English teaching methods for students with hearing loss. Interviews were done to the subjects of this study *i.e.* Mr. Tjatur Budi Pranowo as the headmaster of SMPLB ABCD Kuncup Mas Banyumas, Mrs. Giska Rose as the English teacher of students with hearing loss, Mr. Nurochman as the Deputy Head of Curriculum in SMPLB ABCD Kuncup Mas Banyumas and the students with hearing loss in 9<sup>th</sup> grade, they are Salam Sudarkim, Siti Nur Sa'adah, Syahrani Abilia, and William Wibi Laksono. Meanwhile, the object in this study was the English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas. Besides, documentation was done to know English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas then to find out the implementation of methods in English teaching and the impacts of English teaching methods for students with hearing loss.

This research found that there were five English teaching methods for the students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas. In reading skills, the teacher used five of English teaching methods they are manual, oral, the total communication, questioning-answering, and assignment methods. In the implementation, the teacher more often used total communication method and questioning-answering method. In writing skill, the teacher used four of English teaching methods they are manual, total communication, questioning-answering, and assignment methods. In the implementation, the teacher more often used the total communication method and the assignment method.

**Keywords:** Students with hearing loss, English teaching methods for students with hearing loss.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Rights and opportunities of education for everyone are the same included for students with special needs. Indonesian law no. 8 year 2016, part six in article of 10 about persons with disabilities, states that education rights for persons with disabilities includes: the rights to get quality education at educational units in all types of pathways and levels of education inclusively and specifically; to have the same opportunities to become educator or education staff in educational units in all types of pathways and levels of education; to have the same opportunities as providers of quality education at educational units in all types of education pathways and levels; and get proper accommodation as students.

According to Bayat (2012: 405), children's development depends on the way they process information through their senses and perceptions. The sensation is picking up information through their receptors in the ears, eyes, skin, tongue, and nose, such as touching a rough surface or looking at a bright light. Perception is the interpretation of what has been sensed, such as perceiving something as hot, cold, bright, loud, or sweet. A sensory deprivation, such as in a child with hearing loss or blindness, alters the way that the senses and perceives things and therefore influences the way the child learns. In this research, the researcher focuses on the students with hearing loss.

The lessons learned by students with hearing loss are almost the same as students in general. One of the lessons is English learning. Based on Sugeng Susilo Adi et al., (2017), English is established as a subject for students in Indonesian Special Junior High Schools. English has already been established as one of the subjects in a regular school in Indonesia from the junior high school level (Ministry of Education and Culture, Article No. 060/U/1993, cited in Suyanto, p. 3). It is also a subject for students with special needs in special schools.

Based on Farrel (2009:1), special education refers to distinctive provision, including education, for students with disability/disorder. It is informed by a range of foundational disciplines and encourages academic progress and personal and social development. Special education has identifiable aims and methods. Based on Sugeng Adi Susilo et al., (2017), in Indonesia, the government established special schools for students with special needs, based on Law No. 72 of 1991 where it is stated that every child with a disability has the right to go for an education. The special school will help to provide all the facilities for the students with disabilities and help them to learn in school. Based on the policy, the special school accepts students with disabilities, such as students with hearing loss, blind students, and so on. Based on Article 16 of Law No. 72 of 1991, the curriculum of special schools is similar to regular schools in Indonesia with adaptation which follows the needs of the students with special needs. Therefore, as one of the subjects, it includes English.

Based on Sugeng Adi Susilo et al., (2017), however, the process of English teaching for students with hearing loss is not the same as for students in general. For students with hearing loss, it is quite difficult for them to learn English because students with hearing loss often show significant delays in phoneme production, vocabulary, and syntax. Therefore, the language characteristic is usually different; the structure of sentences of students with hearing loss is usually different from hearing students, and it will be a challenge for the teacher to teach the students with hearing loss the structure of both Indonesian sentences and English sentences at the same time.

One of the schools that offer education for students with hearing loss is SLB ABCD Kuncup Mas Banyumas. This school was born as an embodiment of affection for others who need special treatments and a form of civic responsibility for future generations with special needs so that they can grow well through education so that they are expected to become Indonesian human beings who are intelligent, cultured, virtuous and useful for themselves and their environment in accordance with the type and level of specificity. This school established on 1<sup>st</sup> June 1993 by Mr. Agoes Soebekti as the leader of children

and family safety Kuncup Mas Banyumas foundation and Mr. Marcarius Marno Siswasumarno, BA as the ex-headmaster in SLB Yakut Purwokerto.

Based on the preliminary research by observing and interviewing with Mr. Meindra Dwi Riono as an administrative officer on September 20<sup>th</sup>, 2018, he explained that there are three education grades in SLB ABCD, they are elementary school grade, junior high school grade, and senior high school grade. All of the students in each of the grades are the students with special needs who include in ABCD codes. The meaning of ABCD codes are: code of A is the code for the students with blindness, code of B is the code for students with hearing loss and mute, code of C is the code for students with mentally handicapped and code of D is the code for the students with orthopedically handicapped.

Then the researcher met and interviewed Mrs. Giska Rose on October 5<sup>th</sup>, 2018. She was a teacher in SMPLB ABCD Kuncup Mas Banyumas for students with hearing loss and she also taught English there. The English teaching for students with hearing loss needs special skills and methods that different with the English teaching for the common students. In English teaching the teacher must know about the ways to communicate with the students with hearing loss. According to Ohio Coalition for the Education of Children with Disabilities(2015:19-22), there are some ways to communicate with the students with hearing loss namely: American Sign Language, Auditory-Verbal, Cued Speech, Oral Auditory, Total Communication, Lips Reading and Visual Phonics.

Besides the mastering the skills to communication of the students with hearing loss, the teacher also have to know about some methods that used in English teaching. According to Marschark, there are three methods in reading skill teaching namely materials driven, the whole language, and balanced literacy methods. In writing skill there was interactive writing method(Jordan:2017). In Listening skill there were auditory verbal, oral auditory and total communication methods(Ohio Coalition for the Education of Children with Disabilities(2015:19). Then in speaking there were oral auditory and total communication methods(Ohio Coalition for the Education of Children with Disabilities(2015:19).

In SLB ABCD Kuncup Mas Banyumas, the teacher used the total communication to communicate with the students with hearing loss. As we know that the problems of the students with hearing loss were in their speaking and listening, so in English teaching for the students with hearing loss the teacher only taught reading and writing skills. In reading skill, the teacher used manual, oral, total communication, questioning-answering, and assignment methods. While, in Writing skill, the teacher used manual, total communication, questioning-answering, and assignment methods.

Based on the background above, the researcher was interested in carrying out the research that emphasizes English teaching methods for students with hearing loss. As we know that students with hearing loss have little difficulties in their hearing ability, so the teacher must prepare and make appropriate methods in learning especially in English. Therefore, it will help the students feel easy to learn.

## **B. Operational Definitions**

To avoid misunderstanding about the meaning of the terms used in this thesis, below are the operational definitions of the terms used in this thesis:

### **1. English Teaching Method**

English teaching method in this thesis refers to the appropriate ways used by the teacher to transfer knowledge about English and explain English materials for the students to achieve the teaching-learning goals.

### **2. Students with hearing loss**

The students with hearing loss in this thesis refer to the students who have difficulties in their hearing and speaking ability.

### **3. English Teaching Method for Students with Hearing Loss**

English teaching methods for students with hearing loss in this thesis refers to the appropriate ways used by the teacher in English teaching for students who have difficulties in their hearing and speaking ability in SMPLB ABCD Kuncup Mas Banyumas.

### **C. Research Questions**

Based on the background of the problem that has been explained above, so the research problem can be formulated with research form questions as the following:

1. What are English teaching methods implemented for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas?
2. How are the methods implemented for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas?
3. What are the impacts of English teaching methods implementation for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas?

### **D. Objectives and Significances of the Research**

#### **1. Objectives of the research**

The objectives of the research are :

- a. To identify the methods used by the teacher in English teaching for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas,
- b. To elaborate on the methods implemented by the teacher in English teaching for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas,
- c. To analyze the impacts of English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas.

#### **2. Significances of the research**

The significances of the research are :

- a. Theoretical significances:

The results of this research are expected to be able to add and develop insight especially for the researcher and for readers commonly about English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas.

b. Practical significances

1) For English teachers

The results of this research are expected to be able to help and give English teachers many ideas to create new methods in teaching students with special needs especially for students with hearing loss. By appropriate methods in learning, teachers are also expected to be able more easily to deliver English materials for the students.

2) For students

The results of this research are expected to be able to improve students' motivation in English learning, especially for students with hearing loss. Besides, the results are also expected to be able to make students with hearing loss more easy to learn English.

3) For researcher

From this research, the researcher can understand English teaching methods for students with special needs especially for students with hearing loss. Besides, the researcher can understand how those methods implemented in English learning so it can help the students to understand the materials easily.

4) For school

The results of this research can give information to the school about the English teaching method, and be a source to make new special treatments for students. Besides, the results are also hoped to be able to improve the school service for the students especially students with special needs.

## E. Literature review

Based on Faizi (2013:12), etymologically, a word of the method comes from Greek that is *methodos*. This word consists of two words those are *metha* that has meaning pass through and *hodos* that has meaning way. So the word of the method has the meaning the way that must be through to achieve the aim. While Based on Anthony (1963, cited in Patel & Jain (2008:71) defines the term



'Method' as: "It is a particular trick, strategy or contrivance that used by the teacher to accomplish the aim.

Based on the experts' opinions above, it can be concluded that the method is a way or a trick that the teacher must do to achieve and get the aim of education.

According to the Cambridge International Dictionary of English (cited in Harmer(1989:56), teaching means the activities that the teacher does to give someone knowledge or to instruct or train someone. Whereas based on Willis Sofyan S. (2012:99), the teaching method is a certain way that is carried out by the teacher to convey the subject matter, so that it can be able to change the behavior of students in a direction that is better in by following the aims of education.

Based on the experts' opinion above, it can be concluded that teaching methods are the certain ways or the activities that are carried by the teacher to convey the subject matter and they also can be able to change the behavior of the students by following the aims of education.

Based on Harmer (1989: 16), although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca.

Based on Smart (2012: 34), hearing loss is a term used for students who experience a problem in their hearing. While based on Julka et al., (2014:57), hearing loss refers to the condition arising due to significant loss of the sense of hearing. According to Hogri (2008: 15), students with hearing loss are typically limited in their ability to acquire language aurally, even when using a hearing aid.

Based on some experts' opinions about the method, teaching, English and the students with hearing loss above, so the meaning of English teaching methods for students with hearing loss can be concluded that they are the appropriate ways that used by the teacher to transfer English knowledge and to

explain English materials for the students who experience the problem in their hearing and speaking to achieve the English teaching goals.

Based on a thesis entitled “Teacher’s Obstacles: Teaching English for Deaf Learners at Seventh Grade of SLB Negeri Surakarta”, that written by Desy Ambar Sari in 2017, she has researched to know teacher’s obstacles in teaching English for deaf learners at seventh grade of SLB Negeri Surakarta. The type of this thesis was descriptive qualitative research. The data was collected using observation, interview, and documentation. The techniques of analyzing the data are reducing data, display, and verification. The researcher used the triangulation by using resources to show the trustworthiness of the data.

The results of this research showed that the first, the process of teaching English was an educative interaction of some instructional components which was interoperated to one another in achieving the goal the process of teaching English consist of three steps, there were the preparation, the application, and the evaluation. The second, the problems faced by the teacher in the process of teaching English were the difficulties in verbal communication and need sign language to help the students in communication, the teacher had difficulties when she taught new topic that should use new vocabulary for the students because the vocabulary’s students is limit and the different capability in receiving materials.

Based on a thesis entitled “Annie Sullivan’s Strategy on Teaching Vocabulary to Deaf-Blind in “The Miracle Worker” Movie”, that written by Dwinda Kusuma Wardani in 2017, she has done the research to know about the problem faced by Annie Sullivan and the solution applied by Annie Sullivan in teaching vocabulary for deaf-blind in The Miracle Worker Movie directed by Nadia Tass in 2000. The type of this research is descriptive qualitative research. The data in the research are words and sentences. The data source of this research is The Miracle Worker Movie by Nadia Tass in 2000. The main instrument on this research is the researcher herself.

The results of this thesis showed that the problems faced by the teacher in teaching vocabulary are the teacher has difficulties to communicate; there are



interventions from Helen's family, and the teacher has difficulties to discipline her student (Helen Keller) because Helen Keller is feral and unruly. The solution by the teacher is teaching vocabulary to Helen from basic using fingerspelling and asking her to touch the things; isolating herself and Helen from Helen's family to make Helen completely relies on her for everything, so that she doesn't have Helen's parents and family to hide behind.

Based on a thesis entitled "A Descriptive Study of the English Vocabulary Teaching Process of Deaf Children in SLB B-C YPPS Donohudan Boyolali in Academic Year 2015/2016", that written by Ana Ainun Nikmatin in 2016, she has done the research to know about the process of teaching and teaching English vocabulary to deaf children at SLB B-C YPPS Donohudan and the problems that appear in teaching and learning English vocabulary process at SLB B-C YPPS Donohudan. The type of this research is descriptive qualitative research. The techniques of collecting data were observation, interview, and document analysis. To get the validity of the data, the researcher used data triangulation.

The result of this thesis showed that teaching-learning processes in English class were an educative interaction of some instructional component which interoperated to one another in achieving the goal and the problem that was faced by the teacher were difficult to make students interested and pleased with the lesson and make the students understand because the students have difficulties on three things: in writing, pronunciation, and meaning of the word. While problems of the students as the student who are learned as English, the students sometimes get problems dealing used language.

The studies above have a similar topic with this thesis, they discuss English teaching for students with hearing loss. Meanwhile, they also have different topics. The first thesis discussed about teacher's obstacles in English teaching for students with hearing loss, the second thesis discussed English teaching strategy for children with hearing loss and blindness according to Miracle Worker Movie, the third thesis discussed a descriptive study of the English vocabulary teaching-learning process for students with hearing loss,

whereas this thesis discussed English teaching methods for students with hearing loss.

#### **F. Structures of the Study**

To ease the readers in following understanding the flow of the ideas, this thesis is arranged in the following structures:

Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives and significances of the research, review of the relevant studies, and structures of the research.

Chapter II contains about the theories of English teaching methods for students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas which is of three sub-chapters: the first is English teaching methods, the second students with hearing loss, and the last English teaching methods for students with hearing loss.

Chapter III contains about the research method which is consisting of four sub-chapters: type of research, sources the data, techniques of collecting the data and techniques of analyzing the data.

Chapter IV contains about research finding which is consisting of three sub-chapters: the first is the general descriptions of SLB ABCD Kuncup Mas Banyumas such as geographical location; the history of the school; visions and missions, purposes; organization structures; building of the school and condition of teachers, staff and students, the second is presenting data such as English teaching methods for students with hearing loss, implementation of English teaching methods for students with hearing loss and the impact of English teaching methods for students with hearing loss, and the last analyzing data.

Chapter V contains a conclusion, suggestions and closing words.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on collected data that researcher obtained from research field by interview, observation and documentation, the final result of this research that done on July 29th, 2019 until September 4th, 2019, written below:

1. This research found that there were five English teaching methods for the students with hearing loss in SMPLB ABCD Kuncup Mas Banyumas. In reading skill, the teacher used five of English teaching methods they are manual, oral, total communication, questioning-answering, and assignment methods. In the implementation, the teacher more often used total communication method and questioning-answering method. In writing skill, the teacher used four of English teaching methods they are manual, total communication, questioning-answering, and the assignment methods. In the implementation, the teacher more often used the total communication method and assignment method.
2. The teacher used all five of the English teaching methods in reading skill, but in the implementation, the teacher more often used total communication and questioning-answering method.
  - a. The total communication method in reading skill  
 In the total communication method in reading skill there are eight activities they are: The teacher asked the students to pray before starting English teaching-learning; the teacher checked the students' attendance; the teacher-reviewed the material in the previous meeting; the teacher wrote the of the material on the whiteboard that still in Indonesian form; the teacher guided and helped the students to look for the words meaning in English; the teacher asked the student to read and pronounce the words; the teacher asked about the students' understanding and the teacher asked the students to read the words that have written on the whiteboard.

b. Questioning-answering method

To perfect the total communication method above, before closing the English teaching, the teacher gives the students some words and the teacher asked them to read these words one by one.

3. The teacher used four of the English teaching methods in reading skill, but in the implementation, the teacher more often used total communication and assignment method.

a. The total communication method in writing skill

In the total communication method in reading skill there are eight activities they are: The teacher asked the students to pray before starting English teaching-learning; the teacher checked the students' attendance; the teacher-reviewed the material in the previous meeting; the teacher wrote the of the material on the whiteboard that still in Indonesian form; the teacher guided and helped the students to look for the words meaning in English; the teacher asked the student to write the words on the whiteboard and the teacher asked about the students' understanding

b. Assignment method

To perfect the total communication method in writing skill above, the teacher used the assignment method. In this method, the teacher asked the students to make a list of their daily activities and translate the simple sentences about daily activities.

4. The impacts of the implementation of English teaching methods in SMPLB ABCD Kuncup Mas Banyumas are by the method that the teacher used, although the methods did not help the students' obstacles fully, at least the methods can diminish the students' obstacles. Second, by the methods the students' helped in achieving the mark that passed by *KKM*.

## B. Suggestions

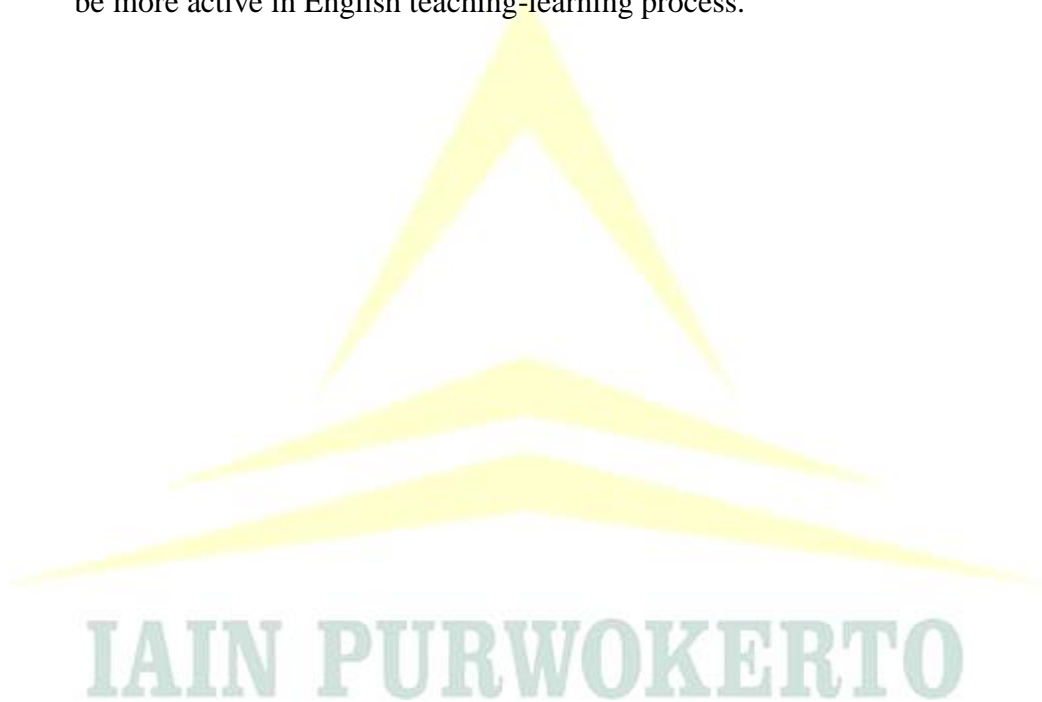
From the conclusion of this research, humility and without reducing respect for related parties. So the researcher gave some suggestions that could be used as the materials for consideration for all parties involved, namely:

1. For the school

Teaching-learning activities in SMPLB ABCD Kuncup Mas Banyumas, especially in English teaching-learning have carried out well, but to increase the services education for the students with hearing loss, the school needs to add some types of equipment of education activities, such as media in teaching-learning activities and the sources of the materials.

2. For the teacher

The teacher must be more creative in teaching, especially in English teaching, that included in methods, media, and the ways to make the students be more active in English teaching-learning process.



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