

AN UNDERGRADUATE THESIS

**THE ENGLISH TEACHING
FOR CHILDREN WITH HEARING IMPAIRMENT:
A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL)
AT THE EIGHTH GRADERS OF SLB NEGERI METRO
IN THE ACADEMIC YEAR OF 2018 / 2019**



By:

**AYU AGUSTIANA DEWI
Student Number: 14127767**

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

AN UNDERGRADUATE THESIS

**THE ENGLISH TEACHING
FOR CHILDREN WITH HEARING IMPAIRMENT:
A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL)
AT THE EIGHTH GRADERS OF SLB NEGERI METRO
IN THE ACADEMIC YEAR OF 2018 / 2019**

**Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

By:

**AYU AGUSTIANA DEWI
Student Number: 14127767**

**Sponsor : Dr. Umi Yawisah, M.Hum
Co Sponsor : Syahreni Siregar, M.Hum**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Jirgulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah@metroiniv.ac.id

APPROVAL PAGE

Title : THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI METRO IN THE ACADEMIC YEAR OF 2018/2019
Name : Ayu Agustriana Dewi
NPM : 14127767
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, December 2018
Co-Sponsor

Svahreni Siregar, M.Hum
NIP. 19770814 200912 2 004

Head of English Education Departement



Ahmad Subhan Raza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.iainmetro.ac.id, e-mail: tarbiyah.iain@iainmetro.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Ayu Agustiana Dewi**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum. Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Ayu Agustiana Dewi
Student Number : 14127767
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE ENGLISH TEACHING FOR CHILDREN WITH
HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH
AS A FOREIGN LANGUAGE (EFL) CLASSROOM
ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI
METRO IN THE ACADEMIC YEAR OF 2018/2019

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, December 2018
Co-Sponsor

Svahreni Siregar, M.Hum
NIP. 19770814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan G. Hajar Dewantara Kampus 15 A Inongmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.metroiniv.ac.id, e-mail: tarbiyah.iaim@metroiniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Ayu Agustiana Dewi
NPM : 14127767
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT, A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI METRO IN THE ACADEMIC YEAR OF 2018/2019

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, December 2018
Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 19770814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. B-0136/In-28-1/D/PP-00-9/01/2019

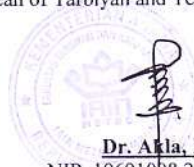
An Undergraduate thesis entitled: THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM ACTIVITIES AT THE EIGHTGH GRADERS OF SLB NEGERI METRO IN THE ACADEMIC YEAR OF 2018/2019, written by Ayu Agustiana Dewi, student number 14127767, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 21th 2018 at 10.00- 11.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner I	: Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Syahreni Siregar, M.Hum	(.....)
Secretary	: Eka Yuniasih, M.Pd	(.....)



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.
NIP. 19691008 200003 2 0054

**THE ENGLISH TEACHING
FOR CHILDREN WITH HEARING IMPAIRMENT:
A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL)
AT THE EIGHTH GRADERS OF SLB NEGERI METRO
IN THE ACADEMIC YEAR OF 2018 / 2019**

ABSTRACT

**By:
Ayu Agustiana Dewi**

The purposes of the research are to show the EFL classroom activities for children with hearing impairment used by the teacher, the teacher's consideration in designing and implementing the EFL classroom activities, and challenges faced by the teacher in developing EFL classroom activities. The data were organized and analyzed qualitatively.

This research is qualitative research. Then the data collected through *observation, interview* and *documentation*. Additionally, this research applied Miles and Huberman model, to analyze the research data through some step, namely, *data reduction, data display* and *drawing conclusion*. In this research the researcher observe the teaching process and interview the English teacher for children with hearing impairment at the eighth graders of SLB Negeri Metro.

The results indicated that the teacher applied, designed, and implemented the EFL classroom activities based on the students' characteristics, needs, and abilities such as selecting the activity which provides instruments especially visual supports, modifying classroom environment. Moreover, the teacher also faced the children's limitation as her challenges but she had her own way to overcome the challenges such as giving a simple and easy activity and maximum visual supports to the students in the activity.

Keywords: *children; hearing impairment, English; foreign language, classroom activities*

**PENGAJARAN BAHASA INGGRIS UNTUK ANAK-ANAK DENGAN
GANGGUAN PENDENGARAN: STUDI KASUS BAHASA INGGRIS
SEBAGAI BAHASA ASING (EFL) PADA KELAS DELAPAN
DI SLB NEGERI METRO TAHUN AKADEMIK 2018 / 2019**

ABSTRAK

**Oleh:
Ayu Agustiana Dewi**

Tujuan penelitian ini adalah untuk menunjukkan kegiatan kelas EFL untuk anak-anak tunarungu yang digunakan oleh guru, hal-hal yang diperhatikan oleh guru dan tantangan yang dihadapi oleh guru dalam merancang dan menerapkan kegiatan kelas. Data yang diperoleh diorganisasikan dan dianalisa secara kualitatif.

Penelitian ini adalah penelitian kualitatif. Lalu data dikumpulkan melalui observasi, interview dan dokumentasi. Model *Miles* dan *huberman* digunakan untuk menganalisis data penelitian melalui beberapa langkah, seperti: *data reduction, data display and drawing conclusion*. Di dalam penelitian ini peneliti mengobservasi proses mengajar dan menginterview guru bahasa Inggris bagi anak-anak tuna rungu di kelas delapan SLB Negeri Metro.

Hasil dari penelitian ini menunjukkan bahwa guru menerapkan, merancang, dan melaksanakan kegiatan kelas EFL berdasarkan karakteristik, kebutuhan, dan kemampuan siswa seperti memilih kegiatan yang memberikan dukungan visual, memodifikasi lingkungan kelas, dan meningkatkan keterampilan komunikasi siswa. Selain itu, guru juga menghadapi keterbatasan anak-anak sebagai tantangannya, tetapi beliau punya cara sendiri untuk mengatasi tantangan tersebut seperti memberikan kegiatan sederhana, mudah, dan visual yang maksimal untuk mendukung siswa dalam kegiatan kelas.

Kata kunci: *anak, gangguan pendengaran, bahasa Inggris, bahasa asing, kegiatan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : AYU AGUSTIANA DEWI

Student Number : 14127767

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original excepted certain parts of it quoted from the bibliography mentioned.

Metro, December 2018.



AYU AGUSTIANA DEWI
NPM. 14127767

PERNYATAAN ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : AYU AGUSTIANA DEWI

Nomor Pokok Mahasiswa : 14127767

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini seluruhnya merupakan karya orisinal kecuali di beberapa bagian yang merupakan kutipan dari sumber-sumber pada daftar pustaka.

Metro, Desember 2018.



AYU AGUSTIANA DEWI
NPM. 14127767

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ

**“And he is with you wherever you are”
(QS.Al-Hadid verse 4)**

**“The limits of my language means the limits of My World”
(Ludwig Wittgenstein)**

DEDICATION PAGE

This undergraduate thesis is dedicated for my parent that I love Dwi Sukamto and Nursobah, and for all my big family from my mom and my dad.

ACKNOWLEDGEMENT

All praises be to Allah SWT, the most Gracious, the Most Merciful, who has given mercies and blessing. By His will, this Undergraduate Thesis is accomplished. In this page, some gratitude will be acknowledged.

The deepest gratitude would be presented to the dean of the Tarbiyah dan Ilmu Keguruan Faculty, the Head of English Education Department Mr. Ahmad Subhan Roza, M.Pd. Besides that, thankful to Dr.Umi Yawisah, M.Hum as Sponsor and Mrs.Syahreni Siregar, M.Hum as Co-Sponsor which already spent time and worth for guiding me through all the process withal her biggest patience, all the lecturers, staffs and the members of *civitas academica* IAIN Metro.

The biggest gratitude also would be presented to my beloved parents, my father Dwi Sukarnto and my mother Nur Sobah who always encourages me within my study and never lost her fate upon this barren-self.

It is realized that this Undergraduate Thesis is still far from perfect, therefore criticism and suggestions is demanded for further development in the future

Metro, December 2018
The researcher



AYU AGUSTIANA DEWI
St. Number14127767

TABLE OF CONTENTS

	Page
COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS.....	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLE	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Problem Formulation	3
C. Objectives and benefits of the study	4
D. Prior Research	5
CHAPTER II THEORETICAL REVIEW.....	8
A. The Concept of Teaching English for Children	8
1. The Definition of English Teaching	8
2. The Definition of English Teaching for Children	10
a. The Understanding of Children.....	10
b. English Teaching for Children.....	12
B. The Concept of Hearing impairment.....	17
1. The Definition of Hearing Impairment	17

2. The Type and Degree of Hearing Impairment	18
3. The Impact of Hearing Impairment.....	24
C. The Concept of English as a Foreign language (EFL)	
Classroom Activities	26
1. The Understanding of English as a Foreign Language (EFL)	
Classroom Activities	26
a. Designing and Implementing EFL Classroom Activities	28
b. Kinds of EFL Classroom Activities	32
CHAPTER III RESEARCH METHODOLOGY	35
A. The Characteristic and Type of the Research	35
B. Data Source	36
C. Data Collection Technique.....	37
D. Data Analysis Technique	38
E. Approach	41
CHAPTER IV RESULT OF THE RESEARCH	42
A. Description of Research	42
B. Description of Data Analysis	48
1. Data Reduction.....	49
2. Data Display.....	54
3. Conclusion Drawing/ Verifying.....	56
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion.....	57
B. Suggestion	58
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table	Page
1. Categories of Hearing Loss.....	21
2. Categories the degrees of hearing loss.....	23
3. The facilities of SLB Negeri Metro	45
4. Teachers and Officers of SLB Negeri Metro	47
5. The Number of Students' of SLB Negeri Metro.....	48
6. The Result of Data Reduction.....	51

LIST OF FIGURES

Figure	Page
1. Components of Data Analysis: Interactive Modell.....	40
2. The organization structure of SLB Negeri Metro	44
3. The location sketch of SLB Negeri Metro	46
4. Data display	55

LIST OF APPENDICES

Appendices

1. Facilities in SLB Negeri Metro
2. The Location Sketch of SLB Negeri Metro
3. The Result of Data Reduction
4. Data Display
5. The Result of Interview with the Teacher
6. The Lesson and Classroom Activities Summary that Used by the Teacher
7. The Result of Observation
8. Categorizations and Checklists
9. The Material that used by Teacher
10. Sign Language
11. The Picture of Ear
12. Surat Tugas Penelitian
13. Surat Izin Research
14. Surat Balasan Research
15. Surat Bimbingan Skripsi
16. Surat Keterangan Jurusan Tadris Bahasa Inggris
17. Surat Keterangan Bebas Pustaka
18. Formulir Konsultasi Bimbingan Skripsi
19. Documentation

CHAPTER I

INTRODUCTION

A. Background of the Study

The growth of communication around the world brings the need of knowledge of foreign language especially English. English is one of the major languages and well to be used as the global communicational standard among people of the world. Its concern as an international language reaches every modern aspect and field, from professional, personal, until cultural, even for the scientific activity.

As we know that Indonesia is one of the countries that determines English as a foreign language, that necessary and has been a compulsory subject for Indonesian learners from children to adults. In addition, Jerry G. Gebhard explains that “English is a foreign language, that primary goal for children studying in the educational system are to pass English entrance exams to enter good high school and universities”.

According to Jerry G. Gebhard’s addition above, it is crucial for Indonesian learners to learn the English subject start from children. Not only normal children with normal hearing but also children with special needs, such as children with hearing impairment also need the knowledge of English as foreign language (EFL). By learning it, hoped that children with hearing impairment are able to open their mind, have a tool to communicate with others by using international language, and make it easier to get an access to different sources of information, for example; internet.

Nowadays, teaching English as foreign language (EFL) to children with hearing impairment is still a challenge for teachers. In terms of language, children with hearing impairment have limited language ability as compared to hearing children peers. Therefore, children with hearing impairment need different kinds of language learning treatment compared to hearing children.

Although children with hearing impairment have limitations, teachers still have to make them reach their goals in studying. Moores suggests that instead of thinking of children with hearing impairment limitation as a defect, teachers should perceive them as a unique pattern of characteristics of children with hearing impairment. Other professionals must also direct their energies to identify and build on the strengths of those children. In line with this statement, Andrews, Leigh, Weiner cited in Moores state that teachers of children and teenagers who have hearing impairment must be knowledgeable about their characteristics, needs, and abilities so that they can provide appropriate classroom activities.

Although there are many studies about teaching EFL for children with hearing impairment, the research which focuses on the particular classroom activities for them is still uncommon. For example, a study conducted by Royle shows that the curriculum modifications provide teachers with support when planning and organizing English lessons that can foster interest in another culture. Nevertheless, there will be hearing-impaired children who cannot benefit from the course, depending on the extent of their hearing loss.

Alternative ways of learning a foreign language for children with an auditory impairment must be explored.

In this case, the research tries to analyze how the teacher teach the children with hearing impairment, and find out the EFL classroom activities used by the teacher including the teacher's consideration in designing the EFL classroom activities and the challenges faced by the teacher. The researcher conducted a pre-survey on February 28, 2018 in SLB Negeri Metro asked the questions to English teacher about the problems and challenges that are faced by her in designing EFL classroom activities for children with hearing impairment. Based on the result of interview the English teacher of the eighth grader of SLB Negeri Metro, the teacher faced some challenges in teaching the children with hearing impairment. Therefore, this study investigates the teaching of English as a foreign language for children with hearing impairment especially in the classroom activities. The purpose of the study is to find out the EFL classroom activities used by the teacher including the teacher's considerations and the challenges faced by the teacher in designing and implementing the activities.

B. Problem Formulation

This research aspired to answer the following research question:

1. What kinds of the EFL classroom activities are applied by the teacher of the eighth graders students at SLB Negeri Metro?
2. What are the teacher's considerations in designing and implementing the EFL classroom activities for children with hearing impairment?

3. What are the challenges faced by the teacher in designing EFL classroom activities for children with hearing impairment?

C. Objectives and Benefits of the Study

1. Objectives of the Study

Based on the research questions, this research is conducted to find out the portrait of teaching English for children with hearing impairment. The objectives of the study are:

- a. To identify and describe the EFL classroom activities applied by the teacher of the eighth grade students.
- b. To describe the teacher's consideration in designing and implementing the EFL classroom activities for children with hearing impairment.
- c. To describe the challenges faced by the teacher in developing EFL classroom activities for children with hearing impairment.

2. Benefits of the Study

Generally, the benefits of the research are expected to be useful to analyze what kind suitable design for classroom activities. Specification it is expected that the result of this research have the benefits as follows:

- a. Theoretically, the research findings can be used to enrich the theories and methods in teaching English to children with hearing impairment, especially in designing classroom activities. To improve the teaching EFL for children with hearing impairment, especially in designing the classroom activities.

- b. Practically, the research findings will be beneficially useful for the readers who are interested in teaching EFL to children with hearing impairment especially in designing classroom activities.
- c. For the professional benefits, the findings can be used as a consideration for the school or teacher of children with hearing impairment to improve the teaching EFL for children with hearing impairment, especially in designing the classroom activities.

D. Prior Research

There have been some previous researches. The first research was conducted by Ullman and Gopnik “A Diagnostic Challenge: Language Difficulties and Hearing Impairment in a Secondary- School Student from a New English Speaking Background”.¹ Cited in Murphy and Odd in 2010, were shows that there were some language errors identified from children with hearing impairment, particularly in their writing. This study was coded for regular and irregular *-ed* inflection, and phonological and lexical errors on the stem with and without inflection and other.

The second written by Nadezhda Varbanova Tsoneva, entitled “Teaching English to People with Hearing Impairment”. The present of her paper focus on their experience of teaching English as a foreign language to deaf and hard-of-hearing people. Teaching English to hearing-impaired people is an incredible challenge. The authors was point out the teaching methods and learning strategies which they find relevant in this specific

¹Murphy, J & Odd B, *A Diagnostic Challenge: Language Difficulties and Hearing Impairment in a Secondary- School Student from a New English Speaking Background*, (SAGE, 2010)

classroom situation and that can help these people become aware of the culture of English speaking countries and also focus on the development of their reading and writing skills in the foreign language.²

The third, Mr John Mpofo and Mr Sylod Chimhenga, “Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School”. The research article attempts to highlight the challenges faced by pupils with hearing loss and to suggest how best teachers can handle this challenge.³ The research use a descriptive case study method to extract information from students with HI and discuss through focus group discussions the challenges the teachers grapple with when teaching pupils with hearing loss. The researcher discuss ways and solutions on how to develop effective learning strategies that teachers at King George IX Memorial can use in order to empower these pupils.

Other study conducted by Anne Royle in 2008, “The early learning of English as a foreign language by hearing impaired children, with particular reference to curriculum modification in special needs schools”. The study shows that the curriculum modifications provide teachers with support when planning and organizing English lessons that can foster interest in another culture. Nevertheless, there will be hearing-impaired children who cannot benefit from the course, depending on the extent of their hearing loss.

²Nadezhda Varbanova Tsoneva, “*Teaching English to People with Hearing Impairment*”, 2012, available at <http://ebookbrowse.com/tsoneva-26-makrieve-teaching-hearing-impaired-doc-d409627460>

³John Mpofo & Sylod Chimhenga, “*Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School*” (IOSR Journal of Research) Volume 2, Issue 1 Jul. –Aug. 2013, PP 69-74

Alternative ways of learning a foreign language for children with an auditory impairment must be explored.⁴

Then other study conducted by Denara Husnan Afiati in 2017, “*Pelaksanaan Bina Wicara pada Anak Tunarungu di SLB Negeri Bantul*”. This research shows the process of *bina wicara*.

Based on fifth researches, the researcher can find the similarity and differences. The similarity: discussed about children, language difficulties toward children with hearing Impairment in learning English as a foreign language. Like a Nadezhda Varbanova Tsoneva’s research and John Mpofu and Mr Sylod Chimhenga that focus on group discussions the challenges the teachers grapple with when teaching pupils with hearing loss, same with this research that identify and describe the EFL classroom activities applied by the teacher. The differences: almost researches are analyzing diagnostic Challenge; Language Difficulties toward children with hearing impairment. They focus on children with hearing impairment.

As a result, the researcher conducted a research in term of English teaching for children with hearing impairment at the eighth graders of SLB Negeri Metro in the academic year of 2018/2019.

⁴Anne Royle, “*The early learning of English as a foreign language by hearing impaired children, with particular reference to curriculum modification in special needs schools*”, 2008

CHAPTER II

THEORETICAL REVIEW

A. The Concept of English Teaching for Children

1. The Definition of English Teaching

Understanding the definition of English Teaching means understanding each of the two words forming the phrase: “English” as a language and “Teaching”. In some of professional musing about teaching and learning, it interchanges the terms *second* and *foreign* language in referring to English language teaching.⁵ The words of “English” are explained by Harry Mashabela on David Criystal’s book. English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology, and access to knowledge is the business of education.⁶ So many nations have in recent years made English an official language or chosen it as their chief foreign language in schools, one of the most important reasons is always educational.

Zoltan Dornyei and Tim Murphey see the business of teaching as the exercise of group leadership.⁷ It is role as group development of practitioners that really counts, they suggest. One of principal responsibilities, in other words, is to foster good relationships with the

⁵Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, 2nd Ed.*, (New York: Addison Wesley Longman, Inc, 2001), p. 116

⁶David Crystal, *English as a global language Second edition*, (New York: Cambridge University Press, 2003), p. 110

⁷Jeremy Harmer, *The Practice of English Language Teaching. 4th Ed*, (UK: Pearson Education Ltd Harlow, 2007), p.107

groups in front of us so that they work together cooperatively in a spirit of friendliness and harmonious creativity.

According to Holmes that found on Dominic Wyse and Russell Jones's book, *Teaching English, Language and Literacy* "Teaching remained as mechanical and routine ridden as ever".⁸

A pedagogical norm Valdman, justified as simplifying teaching, might be an unwanted luxury.⁹ Surely it should be enough to restore knowledge and use of any variety of the language, without worrying about accuracy or appropriate pronunciation or selection of a standard. Valdman said that minimum requirements for teaching included, among other things, "some insight into the learning process" and "a working knowledge of the structure of both the native and the target languages".¹⁰

Teaching' is a complex phenomenon that can be operationalized in many different ways. This can be carried out descriptively in which case it simply documents what happens when the artifact or procedure is used or by investigating the link between what is taught and what is learned.¹¹

Teaching is not meant to be a practice in perfection. Rather it is an opportunity to continuously grow, learn, ask questions, be confused, and overcome challenges. Teaching is an especially collaborative effort. It is

⁸Dominic Wyse and Russell Jones, *Teaching English: Language and Literacy*, (London: RoutledgeFalmer Taylor & Francis Group, 2005), p.6

⁹Susan Gass and Kathleen Bardovi, *Language Learning and Language Teaching: Pedagogical Norms for Second and Foreign Language Learning and Teaching*, (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2002), p. 47

¹⁰*Ibid.*, p.17

¹¹Rod Ellis, *Language Teaching Research and Language Pedagogy*, (UK: Wiley Blackwell, 2012), p.1

the classroom teacher's responsibility to work with the student, the family and a variety of professionals as part of a group to make learning to read a positive experience for all.

From the explanation above, it can be concluded that English Teaching is a 'transmission' of knowledge about English as a 'Language' that as their chief foreign language in schools from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves, that remained as mechanical and routine ridden. Teaching is an art form. It demands not only knowledge and understanding of the core areas of learning, but also the ability to teach these creatively and effectively and foster learner creativity in the process in teaching language. Teaching is not meant to be a practice in perfection. Rather it is an opportunity to continuously grow, learn, ask questions, be confused, and overcome challenged, teaching is an especially collaborative effort.

2. The Definition of English Teaching for Children

a. The Understanding of Children

Children are effortless second language learners and far superior to adults in their eventual success.¹² Children learn faster and more effectively than any other age group.

The qualifications both children and adult, First, children's success in acquiring second language belies a tremendous subconscious *effort* devoted to the task. Children exercise a good deal of both cognitive

¹²Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, 2nd Ed.*, (NewYork: Addison Wesley Longman,Inc, 2001), p.87

and affective effort in order to internalize both native and second language. Second, adults are not necessarily less successful in their effort. In classroom learning, their superior intellect usually helps them to learn faster than a child. So, while children's fluency and naturalness are often the envy of adults struggling with second language.

The popular claim fails to differentiate very young children (four to six-year-old) from pre-pubescent children (twelve to thirteen) and the whole range of ages in between. There are actually many instances of six-to twelve-year-old children manifesting significant difficulty in acquiring a second language for a multitude of reasons.

Understanding about children, we should understand too about the characteristics of children.

According to Wendy, general characteristics of children are:

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask question all the time
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.¹³

¹³Wendy A Scott and Lisbeth H Ytreberg, *Teaching English to Children* (London: Longman, 2010), p.3-4

Other characteristics of children are explained by Jayne Moon:

- Children have a great capacity to enjoy themselves. When they enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning language.
- Children's desire to communicate is very powerful and this carries over into foreign language learning. If they are engaged in an interesting activity, they will talk their heads off happily. This is very useful for language learning because it means that pupils will get plenty of practice in using language.¹⁴

It is possible to point out certain characteristics of young children which us should be aware of and take into account in our teaching. As the teacher that the only one who can see how far up the ladder our individual pupils are. We can only draw the attention to the characteristics of the average child which are relevant for language teaching.

b. English Teaching for Children

Teaching foreign Language to young children has been happening for a long time; in many African and Asian countries, primary children have long been taught English as preparation for their use as a medium of instruction. To successfully teach children differ from

¹⁴Jayne Moon, *Children Learning English*, (Thailand: Mac Millan Publisher Limited, 2001), p.6-9

adult teaching. Five categories may help some practical approach to teaching children.¹⁵

1. Intellectual Development

Since children (up to the age of about eleven) are still in an intellectual stage of what Piage called “concrete operations”, we need to remember their limitation.

2. Attention Span

Span means put the children in front of a TV showing a favorite cartoon and they will stay riveted for duration. So you cannot make a sweeping claim that children have short attention spans. How the teachers do that? Teaching children needs a variety of activities to keep interest and attention alive. A teacher needs to be animated, lively, and enthusiastic about the subject matter.

3. Sensory Input

The activities should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom.

4. Affective Factors

Children are often innovative in language forms but still have a great many obstacles. They are extremely sensitive especially to peers. Children are in many ways much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers

¹⁵Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. 2nd Ed.*, (NewYork: Addison Wesley Longman,Inc, 2001), p.87

need to help them to overcome such potential barriers to learning. Help the children to laugh with each other at various mistakes that they all make.

5. Authentic, Meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate rewards for them. So the classes can ill afford to have an overload of language that is neither authentic nor meaningful.

In addition, Lynne Cameron suggests that teachers of young learners need to be especially alert and adaptive in their response to tasks and have to be able to adjust activities on the spot. It is not being suggested that young children cannot acquire second languages successfully.¹⁶ It is important, when discussing young learners, to take account of changes which take place within this varied and varying age span. Gul Keskil and Pasa Tevfik Cephe, for example, note that 'While pupils who are 10 and 11 years old like games, puzzles and songs most, those who are 12 and 13 years old like activities built around dialogues, question-and-answer activities and matching exercises most'.¹⁷

¹⁶Jeremy Harmer, *The Practice of English Language Teaching. 4th Ed*, (UK: Pearson Education Ltd Harlow, 2007), p.81

¹⁷*Ibid.*, p.82

Teachers of young learners need to spend time understanding how their students think and operate. They need to be able to pick up on their students' current interests so that they can use them to motivate the children. And they need good oral skills in English since speaking and listening are the skills which will be used most of all at this age. The teacher's pronunciation really matters here, too, precisely because, as we have said, children imitate it so well.

All of this reminds us that once a decision has been taken to teach English to younger learners, there is a need for highly skilled and dedicated teaching. This may well be the most difficult (but rewarding) age to teach, but when teachers do it well (and the conditions are right), there is no reason why students should not defy some of the research results we mentioned above and be highly successful learners - provided, of course, that this success is followed up as they move to a new school or grade.

Here procedure may help give some practical approach to teaching children:

- Don't explain *grammar* using terms like "present progressive" or "relative clause"
- Rules stated in abstract terms ("to make a statement into a question, add a *do* or *does*) should be avoided.
- Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.

- A lesson needs a variety of activities to keep interest and attention alive.
- A teacher needs to be animated, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor; your energy will be infectious.
- A sense of humor will go a long way to keep children laughing and learning
- Make sure you tap into that curiosity whenever possible
- Help your students to laugh with each other at various mistakes that they all make
- Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
- Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.¹⁸

¹⁸ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. 2nd Ed.*, (New York: Addison Wesley Longman, Inc, 2001), p.88-89

B. The Concept of Hearing Impairment

1. The Definition of Hearing Impairment

Hearing impairment is a general term used to describe all degrees and types of hearing loss and deafness.¹⁹ Impaired hearing does not mean that an individual cannot detect any sounds. He or she may simply hear some frequencies of sound much more clearly than others. Individuals are usually referred to as *deaf* if they are unable to detect speech sounds and if their own oral language development is disordered. In some countries, those who can hear some sounds and can make reasonable use of their residual hearing are either termed *hard of hearing* or *partially hearing*.

Another definition about hearing impairment is a generic term referring to all types, causes, and degrees of hearing loss.²⁰

According Daniel F. Hallahan and James H. Kauffman, Hearing impairment is a generic term indicating a Hearing Disability that may severing from mild to profound it includes the subsets of deaf and hard of hearing. Then Donald F Moores explain about the definition of hearing impairment, in his book *Education the deaf (Psychology principles and practices)* Houghton Mifflin Company, Boston:

“A deaf person is one whose hearing is disabled to extend (usually 70 dB ISO gather) that precludes the understanding of speech through the earl one without or with the use of hearing aid. A hard of hearing person is one whose hearing is disabled to an extent (usually 35 to 69 dB ISO) That

¹⁹ Peter Westwood, *Commonsense Methods for Children with Special Educational Needs sixth Ed.*, (New York: Taylor & Francis e-Library, 2011), p.45

²⁰ Peter P. Paul, & Whitelaw, G, *Hearing and Deafness: An Introduction for Health and Education Professionals*. (USA: Jones and Barlett Publisher, LLC, 2011), p.4

makes difficult but does not preclude the understanding of speech through the ear alone without our with a hearing aid.”

A hearing loss may be described in either words or numbers. When discussing hearing loss or hearing impairment, the term “hard of hearing” is used if a person’s degree of loss is in the mild to severe range and “deaf” if they are in the profound range and have little usable residual hearing.²¹ People who are born with a severe to profound hearing loss may have difficulty learning to speak clearly because they simply cannot hear other people’s voices that well and therefore cannot imitate them as is necessary in the process of developing speech. They are also unable to hear their own voices well when they try to speak.

To delineate the impact of a hearing loss on the development of English speech, language, and literacy, a number of descriptive variables have been identified, including degree of hearing impairment; age at onset; age at identification; etiology; presence of additional disabilities; and hearing status, level of involvement, communication mode, socioeconomic status of the parents or caregivers.

2. Types and The Degrees of Hearing Impairment

According to Peter Westwood, Most hearing loss can be classified as either *conductive* or *sensory-neural*. The key features of each type of are summarized below:

²¹Donna S. Wayner, Ph.D, *My child has a hearing loss: A guide for parents.* (www.hearagainpublishing.com), p.5

1) *Conductive hearing loss*

Conductive hearing loss occurs when sounds do not reach the middle ear or inner ear (cochlear) because of some physical malformation, blockage or damage. Common causes are excessive build-up of wax in the ear, abnormality of the ear canal, a ruptured eardrum, dislocation or damage to the tiny bones of the middle ear, or infection in the middle ear (*otitis media*). Hearing loss due to middle-ear infection is usually temporary and will improve when the infection is treated successfully. If infections are allowed to continue untreated, damage may be done to the middle ear resulting in permanent hearing loss. The use of a hearing aid may significantly help an individual with conductive hearing loss.

2) *Sensory-neural loss*

Sensory-neural hearing loss is related to the inner ear and the auditory nerve. The most serious hearing losses are often of this type. As well as being unable to hear many sounds, even those that are heard may be distorted. The problem of distortion means that the wearing of a hearing aid may not always help, because amplifying a distorted sound does not make it any clearer. Some individuals with sensory-neural loss are particularly sensitive to loud noises, perceiving them to be painfully loud.²²

²² Peter Westwood, *Commonsense Methods for Children with Special Educational Needs sixth Ed.*, (New York: Taylor & Francis e-Library, 2011), p.45

Many students with impaired hearing have no other disability; but hearing impairment is often present as a secondary problem in children with intellectual disability, cerebral palsy, or language disorders.

Acuity of hearing is measured in units called decibels (dB). Zero dB is the point from which people with normal hearing can begin to detect the faintest sounds. Normal conversation is usually carried out at an overall sound level of between 40 and 50dB. Loss of hearing is expressed in terms of the amplification required before the individual can hear each sound. The greater the degree of impairment, the less likely it is that the child will develop normal speech and language, and the more likely it is that they will need special education services. Individuals with a hearing loss above 95dB are usually categorized as 'deaf' or 'profoundly deaf'.

Other categories are:

- *slight loss*: 15–25dB*. Vowel sounds still heard clearly. Some consonants may be missed.
- *mild loss*: 25–40dB*. Can hear only loud speech. Usually requires hearing aid, may need speech therapy. Some difficulty with normal conversation.
- *moderate loss*: 40–65dB*. Misses almost all speech at normal conversational level. Requires hearing aid. Serious impact on language development. Speech therapy and special education often required.

- *severe loss*: 65–95dB*. Unable to hear normal speech. Major problems with language development. Hearing aid required (but may not help in some cases). Language training and other special services required.
- *profound loss*: above 95dB*. Cannot hear speech or other environmental sounds, Severe problems in language acquisition, normal conversation impossible. Alternative forms of communication usually required (e.g. sign language). Special class placement often indicated.²³

Much of the emphasis in describing hearing loss has been placed on the degree of hearing loss. Although all of the factors mentioned previously should be considered concomitantly, degree of impairment has assumed the most weight in determining the educational placement of children who are Deaf or hard of hearing, rehabilitation procedures, and even the selection of amplification systems. To simply matters, these group hearing loss into five categories:

Table 1
Categories of Hearing Loss

Categories of Hearing Loss		
Degree of Hearing Loss in dB	Description	Implication
Up to 26	Normal	No special class or treatment is necessary.
27-40	Slight	Typically, special class or treatment is not required. Some individuals might need instruction in speechreading and

²³ *Ibid.*, p.46

		speech. May need amplification and/or assistance in language and literacy development
41-54	Mild	A number of individuals need special class and/or school placement. Most of these individuals will require targeted instruction in speechreading and in certain aspects of speech. Typically, most individuals in this area need specialized assistance in language and/or literacy development
56-69	Moderate	Many individuals in this category require special class and/or school placement. A large number might need instruction in speechreading and in the development of speech. Almost invariably, these individuals will need specialized instruction in language and literacy
70-89	Severe	Most individuals in this category require a full-time special education program with specialized, targeted instruction in language and literacy. An array of support services should be provided, as well as training in speechreading, speech, and the use of residual (i.e., usable or remaining) hearing.
>90	Proud of extreme	Most individuals require a full-time special education program with specialized, targeted instruction in language and literacy development. Comprehensive support services are needed. Training in speechreading, speech, and the use of residual hearing is mandatory. A number of individuals might require the use of sign communication.

Another category the degrees of hearing loss explained by Donna S. Wayner, Ph.D. She classified as mild, moderate, severe and profound.²⁴

See the table bellows:

²⁴Donna S. Wayner, Ph.D, *My child has a hearing loss: A guide for parents.* (www.hearagainpublishing.com), p.8-9

Table 2

Category the degrees of hearing loss

Degree of hearing loss	dB level (dB)	Loudness example	Possible challenges and needs
Normal hearing	Up to 20 dB	Rustling leaves, clock ticking	Very few hearing related problems
Minimal/mild hearing loss	20–45 dB	Quiet/whispered speech, clicking fingers	May have difficulty hearing quiet voices. Depending on where children falls in this range, he/she may benefit from amplification or may require extra support in school
Moderate	45-60 dB	Quite/normal conversational speech	Should understand conversational speech when facing the speaker and up close. Will need to be use hearing instruments. May require extra support in school.
Moderately-severe hearing loss	60-70 dB	Normal/loud speech, doorbell	Conversation must be loud. With correctly programmed hearing instruments, will hear normal conversational voices.
Severe hearing loss	75-90 dB	Telephone ringing, thunder, baby crying	May hear loud voices up close. Will need to use hearing instruments in order to hear conversational speech
Profound hearing loss	90 dB or more	Truck, chainsaw	Will need to wear appropriate amplification technology (e.g hearing instruments, cochlear implant) in order to hear conversational speech.

An approximate relationship exists between the decibel hearing loss and the degree of functional difficulty. The table above opposite offers a guide to the different degrees of hearing loss, the decibel level and an example to demonstrate the loudness of these levels. Each level brings different challenges and the need for different treatment.

3. The Impact of Hearing Impairment

An inability to hear clearly places a young child at risk of delay in many areas, including the acquisition of spoken language, literacy skills and social development.²⁵ For example, the speech of children with significantly impaired hearing often has very poor rhythm and phrasing, together with a flat and monotonous tone of voice. Many factors, including time of onset, severity, type of hearing loss and different instructional approaches used, all interact to produce large variations in spoken language performance. A priority goal in the education of all children with impaired hearing is to advance their language skills as much as possible. Any improvement in language will allow each child to make better use of his or her intellectual potential, understand much more of the curriculum, and develop socially.

Helping a deaf child acquire intelligible speech can be a long and difficult process. Early intervention and active parental involvement are essential elements in language stimulation. In some cases, speech training and auditory training are also advocated for hearing-impaired students. Speech therapists or language teachers may, for example, use speech and articulation coaching based mainly on behavioral principles of modeling, imitation, reinforcement and shaping. In recent years, however, speech therapists and teachers have placed much more importance on trying to stimulate language development through the use of naturally occurring

²⁵Peter Westwood, *Commonsense Methods for Children with Special Educational Needs sixth Ed.*, (New York: Taylor & Francis e-Library, 2011), p.46

activities in the classroom. Such teaching is thought to result in better transfer and generalization of vocabulary and language patterns to the child's everyday life.

The inability to hear language from an early age not only creates a major problem in developing speech but can also have a negative impact on some aspects of intellectual development.²⁶ It is often said that deaf students' limited vocabulary slows down development of cognitive skills necessary for learning in school. In recent years there has been some criticism of this viewpoint and it is now suggested that although deaf children may lack depth in *spoken* language, they still encode and store information and experience in other ways. They often have some other more visual representations of language such as signing or gesture that enable them to express their ideas.

Over the past two decades many hearing-impaired children have been included in mainstream classes. It is argued that they experience maximum social interaction and communication by mixing with other students using normal spoken language. They are exposed to more accurate language models than might be the case in a special class containing only hearing-impaired students. It is also hoped that students with normal hearing will develop improved understanding and tolerance for individuals who are slightly different from others in the peer group. Where deaf children are

²⁶ *Ibid.*, p.47

included in regular classes, some schools ensure that the hearing students are also taught basic sign language in order to promote communication.

C. The Concept of English as a Foreign Language (EFL) Classroom Activities

1. The Understanding of English as a Foreign Language (EFL) Classroom Activities

For many years, scholars and teachers have made a distinction between *EFL* (English as a Foreign Language) and *ESL* (English as a Second Language). *EFL* described situations where students were learning English in order to use it with any other English speakers in the world - when the students might be tourists or business people.²⁷

The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago.

Michael West was able to state:

“The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.”²⁸

Teaching and learning of English as a foreign language (EFL) means where English is a subject taught at school and where the child generally does not use English outside of school.

²⁷Jeremy Harmer, *The Practice of English Language Teaching, 4th Ed.* (UK: Pearson Education Ltd Harlow, 2007), p.19

²⁸Geoffrey Broughton, and Christopher Brumfit, *Teaching English as a Foreign Language, Second Edition*, (NewYork: Taylor & Francis e-Library, 2003), p.8

Other perception about EFL; Foreign language context are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities.²⁹

Perhaps one of the most suitable images used to describe the task of teaching English as a foreign language (EFL) is that of Rebecca Oxford's, a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry how EFL instructors can interweave these strands to produce successful classes.

A very popular term in the literature, an activity may refer to virtually anything that learners do in the classroom. More specifically, when we refer to a classroom activity, we usually refer to reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective.³⁰

From the understanding about EFL above the EFL classroom activities means learning English as subject taught at school and where the child generally does not use English outside of school in the classroom.

As a teacher of EFL classroom activities need to consider in designing and implementing EFL classroom activities:

²⁹Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed., (New York: Addison Wesley Longman, Inc, 2001), p.116

³⁰*Ibid.*, p.129

a. Designing and Implementing EFL Classroom Activities

In the first two sections of Douglas's book explain about some important background for designing and implementing techniques in the classroom. The background can be classified in two major categories:

- 1) Principle teaching; is derived from, and gives feedback to, a set of principles that form the skeleton of an overall approach to language learning and teaching. At this stage teacher should have a reasonably stable and comprehensive approach - a broad understanding of how learners learn and how teacher can best facilitate that process.
- 2) Context of the learning; part of teacher's approach to learning and teaching involves an understanding of who the learners are. How old are they? How proficient are they? What are their goals in language learning? Etc.³¹

We cannot even begin to design techniques in the classroom without considering those two important backdrops are set the stage for classroom activity. The choices that teacher make about what do the classroom are enlightened by several other factors: the overall curricular plan, objectives of a particular lesson, and classroom management variables.

³¹ *Ibid.*, p.128

In selecting the EFL classroom activities should be suitable with the condition of the children, the age of children and characteristics of the children. Gul Keskil and Pasa Tevfik Cephe, for example, note that 'While pupils who are 10 and 11 years old like games, puzzles and songs most, those who are 12 and 13 years old like activities built around dialogues, question-and-answer activities and matching exercises most'.

A classroom for young children should look like and what might be going on in it. First of all, we will want the classroom to be bright and colorful, with windows the children can see out of, and with enough room for different activities to be taking place. We might expect the students to be working in groups in different parts of the classroom, changing their activity every ten minutes or so. 'We are obviously,' Susan Halliwell writes, 'not talking about classrooms where children spend all their time sitting still in rows or talking only to the teacher'. Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony.

When we talk about designing and implementing EFL classroom activities for children hearing impairment, it is same point but have

different approach that teacher used for the normal learners. The teacher used some tool to help the teacher deliver the topic on his/her subject. As we know that children with hearing impairment has inability to hear clearly places a young child at risk of delay in many areas, including the acquisition of spoken language, literacy skills. So the teacher can used visual tool such as: picture cards to make it easier delivered the subject. The picture cards can be drawings or cut-outs from magazines, or perhaps photos. It is easiest to sort the picture card according to size – really big ones for class work, and smaller ones for individual/pair/group work.³²

Other tool that teacher used in implementing EFL classroom is sign language. As we know that children with hearing impairment used the sign language in their communication.

Other addition about the important ways in selecting EFL classroom activities, consideration in designing and implementing EFL classroom activities especially for children with hearing impairment are:

- 1) Selecting Classroom Activities for Young Learner
 - a) Providing a clear and meaningful purpose using language
 - b) Challenging learners and make them think
 - c) Providing activities which are enjoyable and interesting

³² Wendy A Scott and Lisbeth H Ytreberg, *Teaching English to Children* (London: Longman, 2010), p.109

- d) Providing activities which create a need or pressure for children to use English
 - e) Providing activities which allow the children to be creative with language, experiment and notice language
- 2) Modifying Classroom Environment
- a) Providing ample lighting, particularly on instructional visual aids
 - b) Allowing the students access to see teacher's and classmates' faces
 - c) Body language; way to get attention, way to maintain attention, turn taking, question patterns
 - d) Demonstration or pictures

All those consideration in designing and implementing EFL classroom activities are to improving skill of children with hearing impairment and some point:

- a) Helping the students to get in a habit of paying attention to the speaker
- b) Teaching the students to not interrupt the speaker until she finishes the instruction
- c) Instructing them to be aware of something that they don't understand or not
- d) Helping them seem didn't understand to what speaker say, try to rephrase to be more simple and easier to understand

- e) Giving the understanding that they need work harder to get information and maybe they will be tired so they will be ready for this
- f) Speaker's articulation must be clearly

b. Kinds of EFL Classroom Activities

According to explanation above about EFL classroom activities and consideration designing and implementing EFL classroom activities, the EFL classroom activities have a wide field, as describe by Rebecca Oxford's, the task of teaching English as a foreign language (EFL) is that of, a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry how EFL instructors can interweave these strands to produce successful classes.

Not only approach, the technique, method are able to apply in the classroom activities. In Douglas' book the activities in classroom can include role plays, drills, games, peer-editing, small group information-gap exercises, and much more, because activities implied some sort of active performance on the part of learners. It can indeed be referred to as technique.³³

³³ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Ed., (NewYork: addison Wesley Longman,Inc, 2001), p.129

Other kinds EFL classroom are explained by Wendy with another word. Variety is a must – variety of activity, variety of pace, variety of organization, variety of voice.³⁴

One of the EFL classroom activities:

- Contextual teaching and learning (CTL)

CTL which is still being designed and implemented, is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers.³⁵ Educational theories and themes that relate to CTL include knowledge-based constructivism, effort-based learning and incremental theory of intelligence, socialization, situated learning, and distributed learning. Approaches for implementing CTL include problem-based learning, cooperative learning, project-based learning, service learning, and work-based learning. CTL requires that teachers plan lessons that are developmentally appropriate for students; include interdependent learning groups; provide for an environment that supports self-regulated learning; consider the diversity of students; addresses the multiple intelligences of students (including questioning techniques that enhance student learning and problem-solving skills); and

³⁴ Wendy A Scott and Lisbeth H Ytreberg, *Teaching English to Children* (London: Longman, 2010), p.5-6

³⁵ Bern Robert G. Erickson, *Contextual Teaching and Learning*, (Washington, DC: Office of Vocational and Adult Education ED, 2001), p.3

include authentic assessment. In implementing CTL, teachers serve as facilitators, organizers, role models, learning mentors, content specialists, and knowledge dispensers. CTL increasingly is becoming a part of reforms of both career and technical education and academic education.

CHAPTER III

RESEARCH METHODOLOGY

The section discusses the description of research method that will be implemented in this research. It includes the characteristic and type research, data research, data collection technique, data analysis technique, and approach.

A. The Characteristic and Type of the Research

This research will analyze the classroom activities used by the teacher in SLB Negeri Metro in teaching English as a Foreign Language (EFL) to children with hearing impairment. Considering this, the research method used in this research is qualitative. It is a kind of method that involves the collection of data for the purpose of describing existing condition.

According to Denzin and Lincoln state that qualitative research is one of researches type which involving an interpretive naturalistic approach for the subject matter. It means that the qualitative research needs to be done in its genuine settings without any artificial influences. The researcher needs to interpret all the findings along with its description and elaboration regarding the research object. Qualitative research is an interpretative research that includes statements about past experiences that provide familiarity with the topic, the setting, or the informants. In line with that definition, this study was conducted to find out the classroom activities used by the teacher, the challenges faced by the teacher in designing classroom activities, and the strategy used by the teacher in designing classroom activities for teaching English as a Foreign Language (EFL) to children with hearing impairment.

This study is also called as a case study because it is conducted particular context. In line with what suggested by Merriam, case study is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution or a social group.

B. Data Source

The data can be classified based on its source. There are two classifications of the data sources: primary and secondary.

1. Primary Data Sources

Primary data sources are information which gathered directly from the people, situations, genuine environments and behaviors.³⁶ Primary data sources of this research form observation of teaching process and interview with a teacher.

2. Secondary Data Sources

Instead, secondary data sources are information which tend to be “secondhand” materials of some people, situations, genuine environments and behaviors which came or written by another person, people or institutions. The secondary data sources of this research are taken from books/literatures, articles, journals, and websites which correlated with the research and documentation, where the documents are used to collect the data about the context of the research.

In addition, purposive sampling is guided in this research. According to Albert J. Mills, *Purposive sampling* is guided by the desire to have a case

³⁶Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: SAGE Publications, 2003), p. 190.

illustrate phenomena of interest. This requires careful thought on the part of the researcher to determine the people from whom and places where useful data can be obtained. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are 'information rich'. Researchers intentionally select the eighth graders consisted nine persons with hearing impairment.

C. Data Collection Technique

In order to collect the data, this research will use some specific instrument which generally used in qualitative research. Observation and interview are most common methods of qualitative research.³⁷ In line, the instruments are:

1. Observation

Since the participants have difficulty on verbalizing their ideas, observation is the best choice to do. Observation is one of research instruments by which the researcher does some intense social interaction with the object in its latest environment and time-period which are low-profiled and systematically collected in the form of field notes.

Observation particularly relating the story or the assertions forthcoming that is, to the research question. Therefore, this classroom observation aimed to investigate the English as a Foreign Language (EFL) classroom activities used by the teacher and to address the first and second

³⁷Robert E. Stake, *Qualitative Research: Studying How Things Work*, (New York: The Guilford Press, 2010), p.20

research question. In this observation, a camera to record the teaching learning process was used.

2. Interview

The interview aimed to find out about “a thing” that the researchers were unable to observe themselves. In-depth interview was research used to interview the teacher. The teacher was interviewed deeply to obtain information about their perception to English subject, the challenges faced by the teacher and the outcomes in designing EFL classroom activities for children with hearing impairment. It aimed to answer the third research question. The writer used handycam to record the interview. Open ended questions used so that the participants can best voice their experience.

3. Documentation

Documentation is another type of research instruments which let the researchers to obtain some data in a retrievable form and keep it well ordered. The documentation involves the raw data which are collected in the observations or interviews, records of the researcher about its decisions regarding the data resources, the documentation of some files in the term of working the hypothesis and analyzing it, analyzing the data, etc. The data can be in the form of computer images, photographs, virtual world settings and so on.

D. Data Analysis Technique

Data analysis is a process of searching and systematically compiling data obtained from interviews, field notes, and documentation. This step is done

by organizing data into categories, describing it into units, arranging it into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by themselves and others.

Data analysis in qualitative research is focused during the process in the field along with the data collection process. Miles and Huberman stated that activities in qualitative data analysis are carried out interactively and are continuous until complete, so the data is saturated. Activities in data analysis in this study are data reduction, data display, and conclusion drawing / verification. The analysis of the data that used in this research as follows:

1. Data Reduction

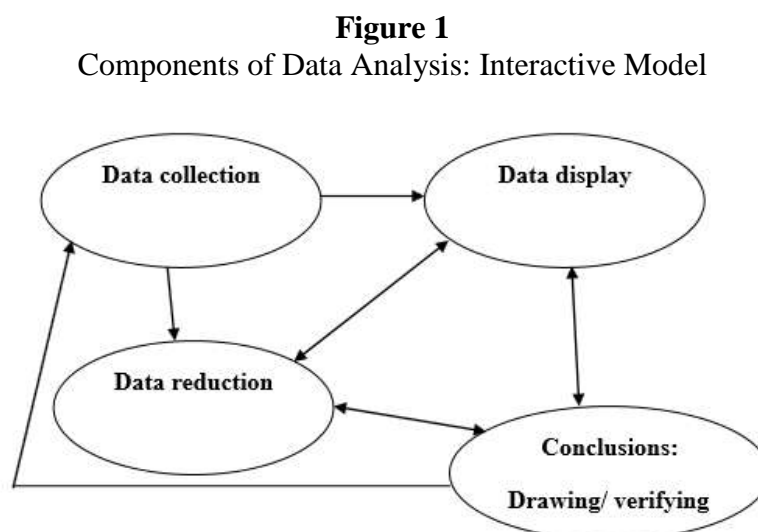
Data obtained from the field needs to be reduced, summarized, the main things selected, focused on the important things, and looking for themes or patterns. So field reports as "raw" material are abbreviated, reduced, arranged more systematically, highlighted by important points, given a more systematic arrangement, making them easier to control. Reduced data gives a sharper picture of the results of observations, also makes it easier for researchers to look for data that is obtained if needed. The process of data reduction in this study was carried out after researchers conducted data collection through observation, interviews, and documentation. After the data was collected, the researchers selected data relating to research at SLB Negeri Metro. The reduction data of this research can be seen in Appendices.

2. Data Display

Data piled up from thick fields is difficult to handle, it is also difficult to see the relationship between many details, so that the overall descriptions is difficult to see and difficult to make the right decision. Therefore, it is necessary to present the data. Presentation of data in qualitative research is usually presented in the short form descriptions, charts, relationships between categories, flowcharts and so on. Miles and Huberman state that the presentation of data most often used in qualitative research is narrative text. Presentation of this data in this research was carried out after the researcher did data reduction.

3. Conclusion Drawing / Conclusion

Conclusions in qualitative research are new findings that have never existed before. With draw all of conclusions in this research is carried out after the data presented are discussed with appropriate theories. The steps in data analysis are shown in the following figure:



E. Approach

To conduct this research, the researcher focused on analyzing the data and finally making conclusion about the data. In qualitative inquiry, there have been some procedures in conducting this research, as follows:

1. Determining research focus and research questions formulation. This research will concentrate in the data which are taken from the observation.
2. Determining data collection and description. The data descriptions will be attached directly after the data which are needed is completely collected.
3. Reduced, summarized, the main things selected, focused on the important things, and looking for themes or patterns.
4. Supplying collecting data instrument. The purpose of the researcher on planning to determine several instruments to collect the data format and document the data.
5. Drawing conclusion by describing the result into writer's interpretation that is compared to other existing theories.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research

1. The Historical of SLB Negeri Metro

SLB Negeri Metro located on Jl. Gatot Kaca, Summersari Bantul Sub-District, south Metro, Lampung province. It is the first extraordinary school for students who are blind, deaf, mentally disabled in Metro. SLB Negeri Metro began operating on June 20th, 2004, with 25 students, while those active were 7 students. The obstacles faced at the beginning of the Teaching and Learning Activities were that there were no buildings, furniture, and educators only 1 person (Drs. Sutrisno, MM). The teaching and learning process is carried out by riding in the dormitory of Vocational High School (SMK) Negeri 2 Metro with a minimum condition with the help of parents of students with the slogan "no root cane is made".

Then in September 2004 Metro State SLB received a new School Unit (USB) assistance from the Director General of PSLB worth 1.3 M by building 1 teacher room, 1 TU room, 4 classrooms, 1 dormitory unit and 1 mushroom. In the development process, the Metro City SLB PLH appointed by the Metro City Education Office was Drs. Yatino until 2006, because the SLB headmaster must have a minimum S1 PLB background, Drs. Yatino could not be appointed as the definitive

headmaster. Then Drs. Sutrisno, MM was appointed as the principal of the Metro State SLB from October 2006 to 2012.

Now, the Principal is Dra. Yuly Hartaty, MM. Development of educators and education staff from the start with 1 teacher, 2 cleaning staff, and 2 security personnel. In 2005 the number of educators became 8 teaching staff, in 2007 it became 20 educators, in 2010 there were 30 people and 8 education staff. Until now there are 20 classrooms, 5 skill rooms, a UKS room, and a boys' dormitory. SLB Negeri Metro also have 'A' accredits.

2. Profile of SLB Negeri Metro

a. Vision

"Creating conducive atmosphere that supports increased an achievements and independence of students based on faith and piety".

b. Mission:

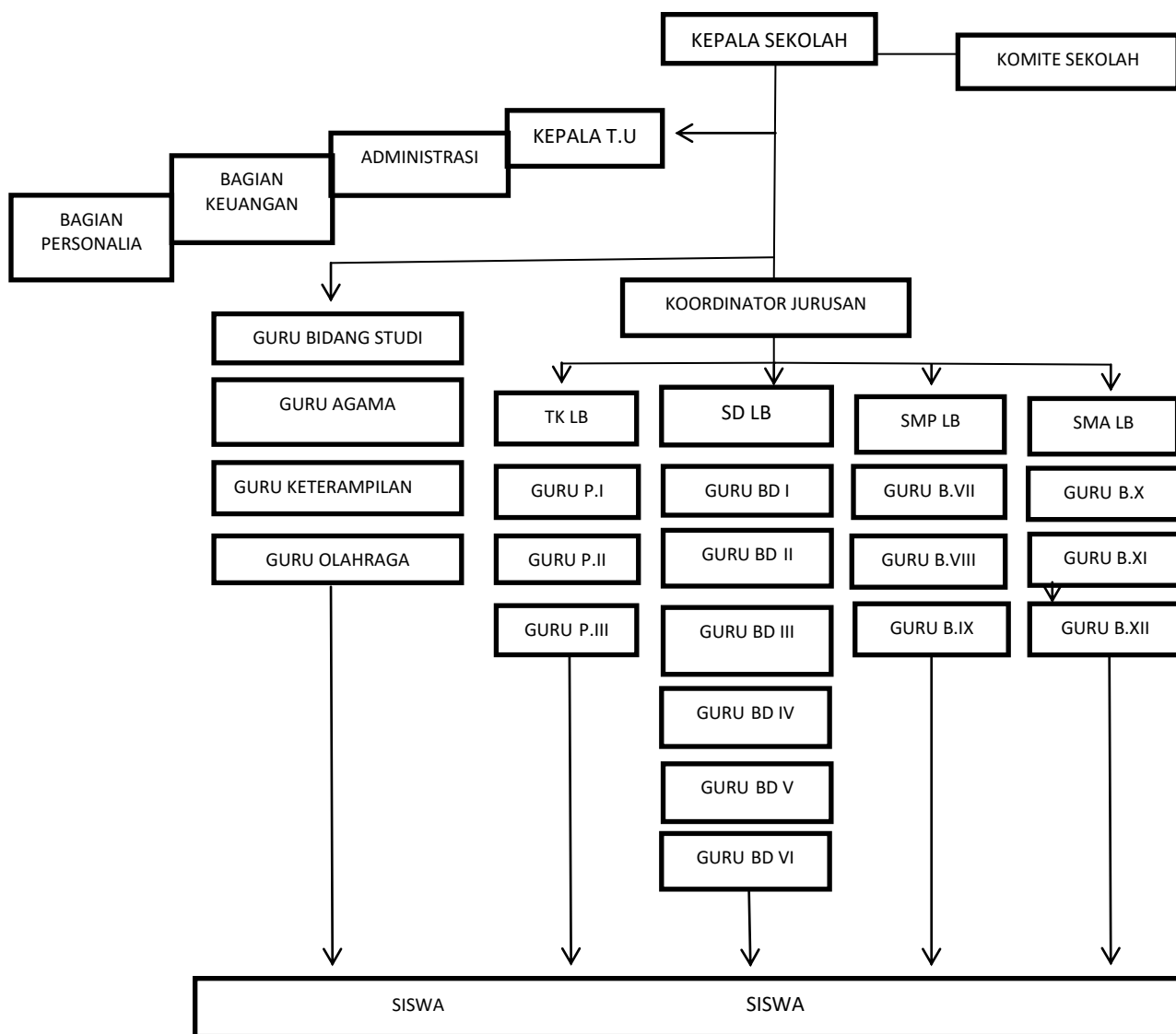
- 1) Creating a conducive and comfortable atmosphere during learning.
- 2) Coaching in the academic field.
- 3) Coaching in the non-academic field.
- 4) Coaching in the religious field.
- 5) Implement PBM and guidance effectively so that each student develops optimally, according to his potential.
- 6) Implement management by involving all school members and the community.

- 7) Increasing the professionalism and competence of educators and education staff.
- 8) Complete facilities and infrastructure that support PBM.
- 9) Instill independence in school life with all school members

c. The Structural Organization of SLB Negeri Metro

The structural organization of SLB Negeri Metro in academic year 2017/2018 as follows:

Figure 2



d. The Facilities of SLB Negeri Metro

In order to support teachers and students, there are some facilities in SLB Negeri metro, namely; teacher's room, officer's room, headmaster room, computer laboratory unit, library and digital library unit, language laboratory unit, classroom, mosque, skill rooms, badminton field, auditorium. For getting the details of facilities, it can be shown in the table bellows:

Table 3
Facilities in SLB Negeri Metro

No	Facilities	Total of unit
1	Teacher's room	1
2	Computer laboratory and digital library unit	1
3	Library	1
4	Officer's room	1
5	Headmaster room	1
6	Communication construction	1
7	Classroom	23
8	Dormitory	1
9	Skill rooms	5
10	Field	1
11	UKS room	1
12	Badminton field	1
13	Mosque	1
14	Auditorium	1
15	Students activities unit	1
16	Canteen	1

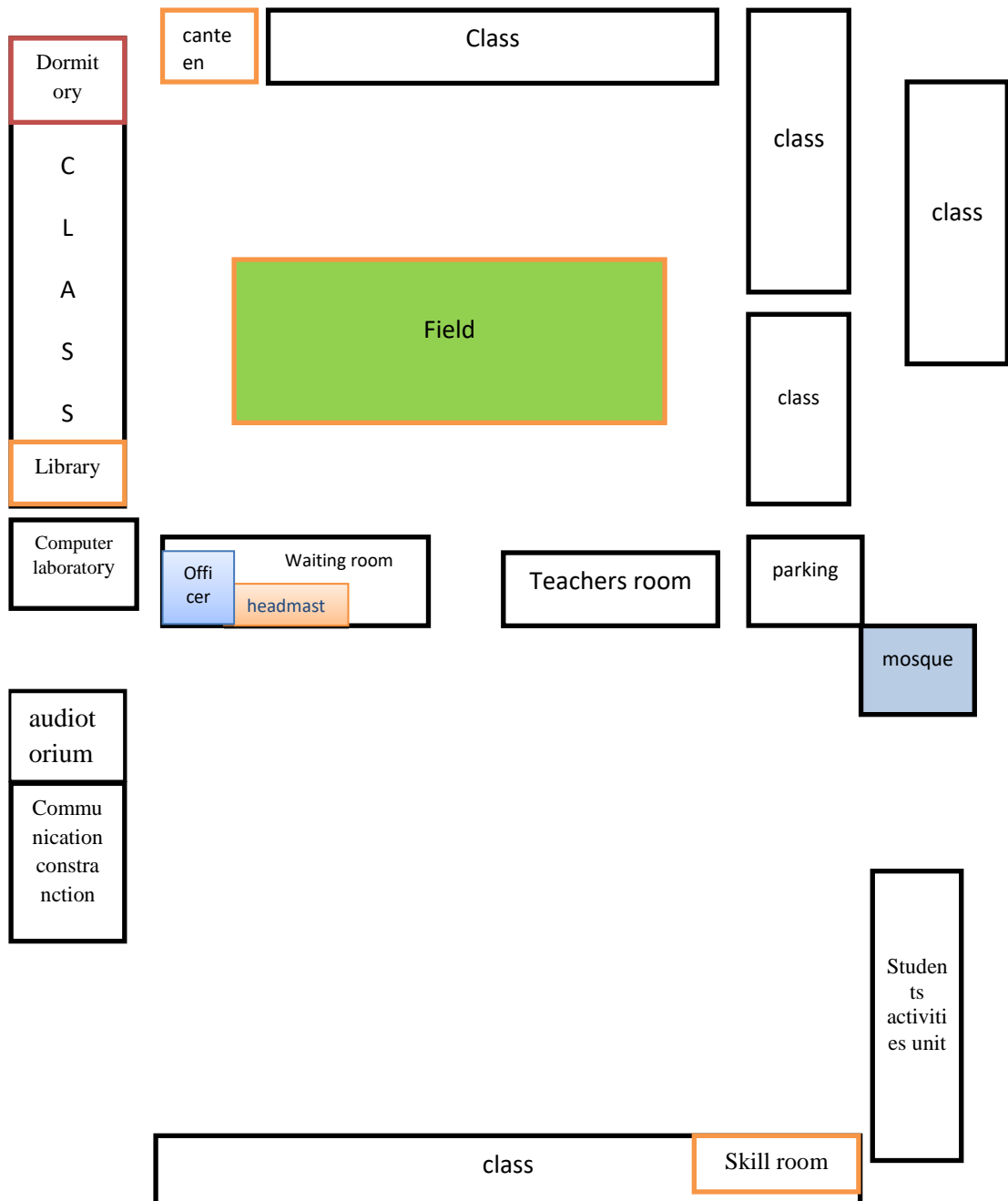
Source: Documentation of SLB Negeri Metro

Based on the data above, it can be seen that the facilities of SLB Negeri Metro are complete enough. All of its facilities are important to develop the students' achievement.

e. The sketch of location of SLB Negeri Metro

Figure 3

The location of SLB Negeri Metro



f. Human Source

Table 4

Teachers and Officers of SLB Negeri Metro

No.	Name	No.	Name
1	Dra. Yuly Hartanty, MM	19	Sulistiyowati, S.Pd
2	Bekti Susilowati, S.Ag	20	Dwi Asmawati, S.Pd
3	Ela Wati, S.Pd	21	Gatot Purwanto, S.Pd
4	Hamim Huda, S.Pd.I, M.A	22	Munawar
5	M. Ali Amiruddin, S.Ag	23	Ema Mawaddah Ulfa, S.Pd.
6	Umi Sarimanah, S.Pd.I	24	Emi Sugiyanti, S.Pd
7	Kalimah, S.Pd	25	Nanda Pratiwi, S.Pd
8	Zacky Muhammadiyah, S.Pd	26	Andi Kurniawan
9	Siti Nurwiyah, M.Pd	27	Dwi Apriyanti, S. Pd
10	Rusnaili, M.Pd	28	Muslimah P. Widiastuti, S.E
11	Iskandar Muda, M.Pd	29	Putri Handayani
12	Dieviel Tirais, S.Pd	30	Boyamin
13	Asri Suryanti, S.Pd	31	Rojikin
14	Dwi Yanto, S.Pd	32	Sugio
15	Ruby Sastaviona, S.Pd	33	Boyadi Muslim
16	Arie Laili Nopprima, M.Pd	34	Sugiyanto
17	Siti Rahayu, M.Pd	35	Eko Rudianto
18	Ernawati, S.Pd		

Source: *the school officer's data of SLB Negeri Metro academic year 2017/2018*

SLB Negeri Metro has professional teachers and officers from various universities and also from various level of education. This is due to a better quality of the graduates of SLB Negeri Metro. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officer were 35 persons and divide into 17 civil servant teachers and 10 honorary teachers. In addition, it also consists of 10 persons who graduated from S1 and S2 Pendidikan Luar Biasa, and 17 persons who not graduated from Pendidikan Luar Biasa.

g. The number of students at SLB Negeri Metro

The numbers of the students at SLB Negeri Metro that can be identified as follows:

Table 5

The Number of Students' of SLB Negeri Metro

No	Class	Male	Female	Amount
1	SMP LB – A	-	1	1
2	SMPLB – B	3	6	9
3	SMPLB – C	15	14	29
4	SMPLB – Autism	3	1	4
Total		21	22	43

B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. Qualitative research is an approach that called investigation

approach because the research collects data by facing and interacting with the object directly. It can be concluded that the data is conducting directly.

This research is conducted on Thursday 25th October – Thursday 8th November 2018 at SLB Negeri Metro. The researcher has mention previously on the chapter three that the instrument used for collecting data for this research are observation, interview, and documentation. Regarding to the object of this research, the research specified her main object to the teacher that teach the children with hearing impairment. In this part the researcher describes the data that used as primary source. The data was taken from observation on learning process and interview with teacher of English subject. Next, the result will be analyzed through Miles and Huberman model.

This model consist some steps in analyzing the data findings qualitatively. They are:

1. Data Reduction

Data obtained from the field needs to be reduced, summarized, the main things selected, focused on the important things, and looking for themes or patterns. So field reports or the result of observation as ‘raw’ material are abbreviated, reduced, arranged more systematically, highlighted by important points, given a more systematic arrangement, making them easier to control. The data that have been reduced gave a sharper illustration of the results of observations, also makes easier for researcher to look for the data that obtained if needed. The process of data

reduction in this research was carried out after researchers conducted data collection through observation, interviews, and documentation.

The first data taken from observation and interview which conducted on Thursday 25th October – Thursday 8th November 2018 at SLB Negeri Metro. In SLB Negeri Metro English has been as a compulsory subject. The English subject always implemented on Thursday 10.55-12.30 in English class that consist nine students.

Before starting the learning process in English teaching for children with hearing impairment, the teacher should identify the student's characteristic, understanding the children's limitation, level of degrees of hearing impairment, and intellectual development of children. Then, English teaching are started with planning activity. The planning activity are preparing all the tool used in the teaching learning process,

On the observation the researcher found some tool for helping the teaching process, such as: marker, pictures, scissors, and glue. All of tool adjusted the material. The material that teacher gave are about "Things in the House". The material similar with topic material for the normal children in common school, but have a different level. The topic that used for children with hearing impairment at the eighth graders is the topic that use for normal children at the seventh graders. The material was given base on the indicators, KI, and basic competencies, and developed by the abilities of student's characteristics. Then the material that would be deliver, are spelled out by word and assisted by sign language.

The English teaching implemented like in general teaching learning process. The teacher open the meeting by greeting, review the last material, then explaining the material for recall the last topic that have given. Then the teacher gave the challenge for the student to come forward to their classmates to write the vocabulary that last meet they learn then translate to the English. And then the teacher gave the instruction to match the picture with the vocabulary and put the picture that they have cut to their book. The EFL classroom activities used by the teacher were contextual, focused on giving new English vocabularies, and appropriate for children with hearing impairment characteristics, abilities, and needs. The result lessons and classroom activity summary that used by the teacher with a procedure are available on appendices. Then the result of the observation and interview answered the problem formulation in chapter I. The result of data reduction describe on the table bellows:

Table 6

The Result of Data Reduction

Information	Sources			The result of data reduction
	Observation	Interview	Documentation	
There are some kind EFL classroom activity that usually used by the	The kind of EFL classroom activity that used by the teacher are two variation.	“Yes, there some variations kind of EFL classroom activity. CTL, picture and	There are some picture on appendices	There are kind EFL classroom activity, Picture and picture and CTL that

teacher	Observation held on 25th October and 1st November	picture are usually i used, then sometimes remedial needs to do when I teach”		focused on vocabulary
There are some instruments to helping the teaching process	There are some instruments and facilities to helping the teaching process	“Picture, laptop, and other. that’s all for supporting the visual support”	There are some picture on appendices	Some instruments “providing the visual support” to helping the teaching process are complete and, some of them to
The consideration in designing and implementing the EFL classroom activity	consider regarding the important ways in selecting EFL classroom activities modifying classroom environment, providing visual	“because they have limitation they lack of the vocabulary i need to Selected EFL classroom, modifying classroom environment, providing visual		The children’s limitation and student’s characteristic are as the reason in consideration in designing and implementin

	supports, and improving the students' communication skill	supports”		g the EFL classroom activity
The challenges faced by the teacher		<p>“student's limitation, communication to their, there are some sign language that i can't because i don't have basic in sign language, then time, English subject only two hour, sometimes i felt it less. Because the process of delivered the material need one hour, the application to the students need more time.</p>		There are some challenges faced by the teacher but the teacher can solve it.

The table above is the result of data reduction was taken from observation and interview with a teacher. The column of information is the point of this research. Sources on the table are the data collection that researcher used by observation of teaching process, interview with the teacher and documentation. From the observation the researcher found some kind of English as a foreign language (EFL) classroom activities used by the teacher, it appropriate with the result of interview.

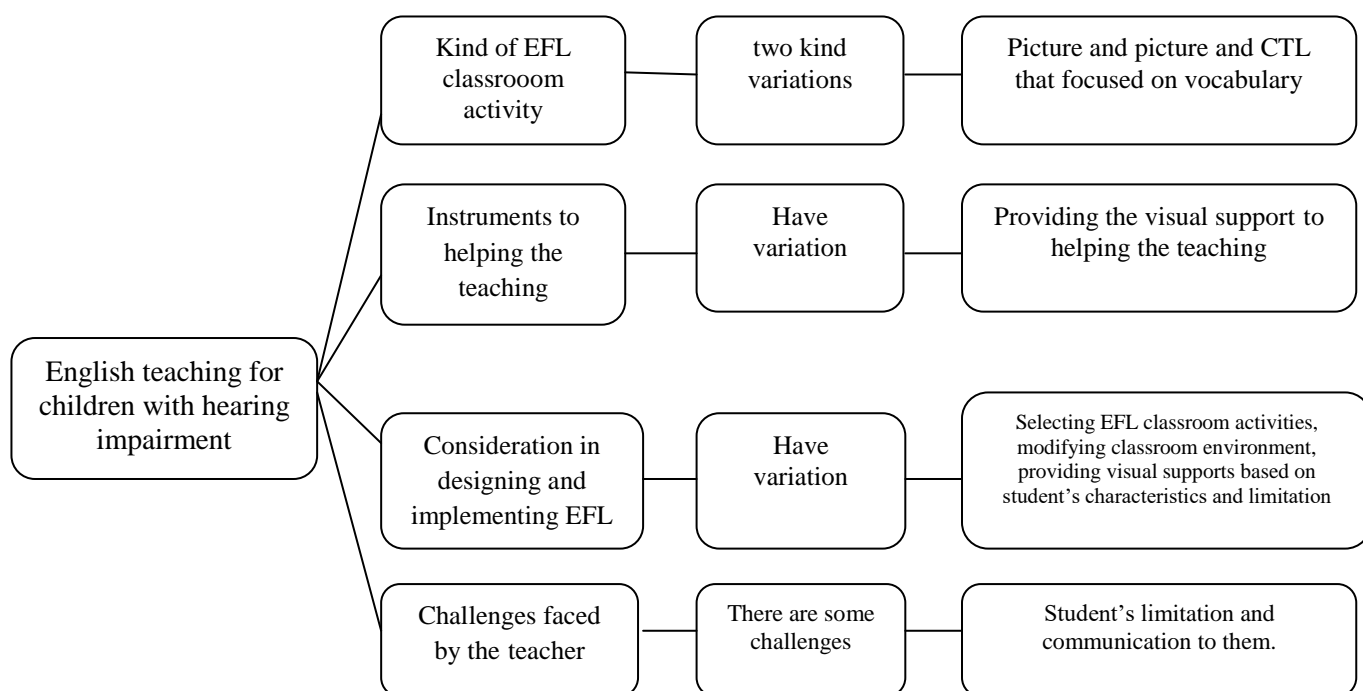
This reduction indicated that the EFL classroom activities used by the teacher were contextual, used some picture as the instrument to help the students understand. In designing and implementing the activity, the teacher must understand student's characteristic, considering the student's limitation. In teaching English the teacher also found some challenges related student's limitation, communication, and time to teach the English subject, but the teacher can solve it.

2. Data Display

Data which piled up from fields is difficult to handle, it is also difficult to see the relationship between many details, so that the overall descriptions is difficult to see and difficult to make the right decision. Therefore, it is necessary to present the data. The presentation of data in qualitative research is usually presented in the short form descriptions, charts, relationships between categories, flowcharts and so on. Miles and Huberman stated that the presentation of data most often used in qualitative research is narrative text. Presentation of this data in this

research carried out after the researcher did data reduction. The data about the process of teaching process, the kind of English as a foreign language (EFL) classroom activities, then the challenges that faced by the teacher during teaching English for children with hearing impairment. This matter related the problem formulation on chapter I. The data display

Figure 4
Data Display



This data display indicated the overall descriptions of English teaching for children with hearing impairment. In English teaching there two kind of EFL classroom activities that researcher found on the observation and interview. The teacher also used some picture as the instrument to help the students understand. In designing and implementing

the activity, the teacher must understand student's characteristic, considering the student's limitation. In teaching English the teacher also found some challenges related student's limitation, communication, and time to teach the English subject, but the teacher can solve it.

C. Conclusion Drawing

The result of this research indicated that the EFL classroom activities used by the teacher were contextual, focused on giving new English vocabularies, and appropriate for children with hearing impairment limitation, characteristics, abilities, and needs. Therefore, the classroom activities used by the teacher help the students to reach the target language.

In terms of designing and implementing the activities, the teacher also consider regarding the important ways in selecting EFL classroom activities, modifying classroom environment, providing visual supports, and improving the students' communication skill. Use some picture and other to helping the children understanding the material.

In terms of designing and implementing the activities, the teacher also faced some challenges, the biggest challenge that the teacher faced is the students' limitations which bring to the students language skill and difficult to communication. The teacher not have basic on teaching with sign language, but the teacher has some ways to overcome the challenges by giving a simple and easy activity and maximum visual supports to the students in the activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was concerned with the teaching of English as foreign language for children with hearing impairment especially in the classroom activities. The purpose of the study was to find out the EFL classroom activities for children with hearing impairment used by the teacher, the teacher's considerations, and the challenges faced by the teacher in designing the activity.

Based on the result of the research in the previous chapter, there are some points which taken as the conclusion of the research:

1. The result of this research indicated that the EFL classroom activities used by the teacher were contextual, used some picture to help the students understand, focused on giving new English vocabularies, and appropriate for children with hearing impairment limitation, characteristics, abilities, and needs. Therefore, the classroom activities used by the teacher help the students to reach the target language.
2. In terms of designing and implementing the activities, the teacher also consider regarding the important ways in selecting EFL classroom activities, providing visual supports, and improving the students' communication skill. There are many ways that in line with the existing theories that have been presented in Chapter II. Therefore, the teacher's considerations in designing and implementing those activities made

activities appropriate, helpful, effective, and were able to be followed by the students. However, this research also found something that must be developed in designing and implementing the activities. Moreover, the arrangement of the students also must be developed which can make all of students can see each other faces.

3. In terms of designing and implementing the activities, the teacher also faced some challenges, the biggest challenge that the teacher faced is the students' limitations which bring to the students language skill and difficult to learn foreign language, but the teacher has some ways to overcome the challenges by giving a simple and easy activity and maximum visual supports to the students in the activity.

B. Suggestions

Some suggestions will be embedded considering the research and conclusion of the research. The suggestions will be signified, as follows:

1. The variety of the EFL classroom activities for children with hearing impairment should be not only two variations. It will help the teacher to be able to explore the material wider. Providing the games to make the classroom activities not monotone, remember that children with hearing impairment have different characteristic.
2. The curriculum of English for children with hearing impairment is still need to be developed according to the children characteristics, needs, and abilities.

3. The visual supports from technology such as video or EFL interactive games on computer for children with hearing impairment are also needed, not only picture.
4. For other researcher and educational institution to give more attention to children with special needs. Hoped this research can increase our knowledge about teaching English for children with hearing impairment.

BIBLIOGRAPHY

- Albert J. Mills,, Garielle Durepos, *Encyclopedia of Case Study Research vol.1*, (California: SAGE Publications, Inc., 2010)
- Anne Royle, “*The early learning of English as a foreign language by hearingimpaired children, with particular reference to curriculum modification in special needs schools*”, 2008
- Ary, Donald, Jacobs, Lucy C., & Sorensen, Christine K., *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning, 2010
- Bern Robert G. Erickson, *Constextual Teaching and Learning*, (Washington, DC: Office of Vacational and Adult Education ED, 2001)
- Creswell. J. *Educational Research: Planning, Conducting, and EvaluatingQuantitative and Qualitative Reasearch*. New Jersey: Pearson Education, Inc, 2008
- David Crystal. *English as a global language Second edition*, New York: Cambridge University Press, 2003
- Denzin, Norman K., & Lincoln, Yvonna S., *The Landscape of Qualitative Research: Theories and Issues*, (California: SAGE Publications, Inc., 1998)
- Dominic Wyse and Russell Jones. *Teaching English: Language and Literacy*. London: RoutledgeFalmer Taylor & Francis Group, 2005
- Donna S. Wayner, Ph.D. *My child has a hearing loss: A guide for parents*. www.hearagainpublishing.com
- Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy. 2nd Ed.*, (NewYork: Addison Wesley Longman,Inc, 2001
- Dotter, F.. *English for Deaf Sign Language Users: Still a Challenge*. English In International Communication, 2008
- Jayne Moon. *Children Learning English*. Thailand: Mac Millan Publisher Limited, 2001
- John Mporfu & Sylod Chimhenga, “Challenges faced by Hearing Impaired pupils in learning: A case study of King George VI Memorial School” IOSR Journal of Research Volume 2, Issue 1 Jul. –Aug. 2013

- Murphy, J & Odd B, *A Diagnostic Challenge: Language Difficulties and Hearing Impairment in a Secondary- School Student from a New English Speaking Background*, SAGE, 2010
- Nadezhda Varbanova Tsoneva, “Teaching English to People with Hearing Impairment”, 2012, available at <http://ebookbrowse.com/tsoneva-26-makriev-teaching-hearing-impaired-doc-d409627460>
- Peter P. Paul, & Whitelaw, G. *Hearing and Deafness: An Introduction for Health and Education Professionals*. USA: Jones and Barlett Publisher, LLC, 2011
- Peter Westwood. *Commonsense Methods for Children with Special Educational Needs sixth Ed*. New York: Taylor & Francis e-Library, 2011
- Jeremy Harmer, *The Practice of English Language Teaching. 4th Ed*, UK: Pearson Education Ltd Harlow, 2007
- Rice, M. *Teaching Children Who Are Hearing-impaired*. New York Teacher issue, 2012. Available at: <http://www.uft.org/teacher-teacher/teaching-children-who-are-hearing-impaired>
- Rod Ellis. *Language Teaching Research and Language Pedagogy*. UK: Wiley Blackwell, 2012
- Scott, W & Ytreberg, L. *Teaching English to Children*. London: Longman. Stake R. *Qualitative Research: Studying How Things Work*. The Gulford Press. New York, 2010
- Stake R. *Qualitative Research: Studying How Work*. New York: The Gulford Press, 2010
- Susan Gass and Kathleen Bardovi, *Language Learning and Language Teaching: Pedagogical Norms for Second and Foreign Language Learning and Teaching*, Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2002
- Yin. R.K. *Case Study Research design and Methods*. Sage Publications, 2003

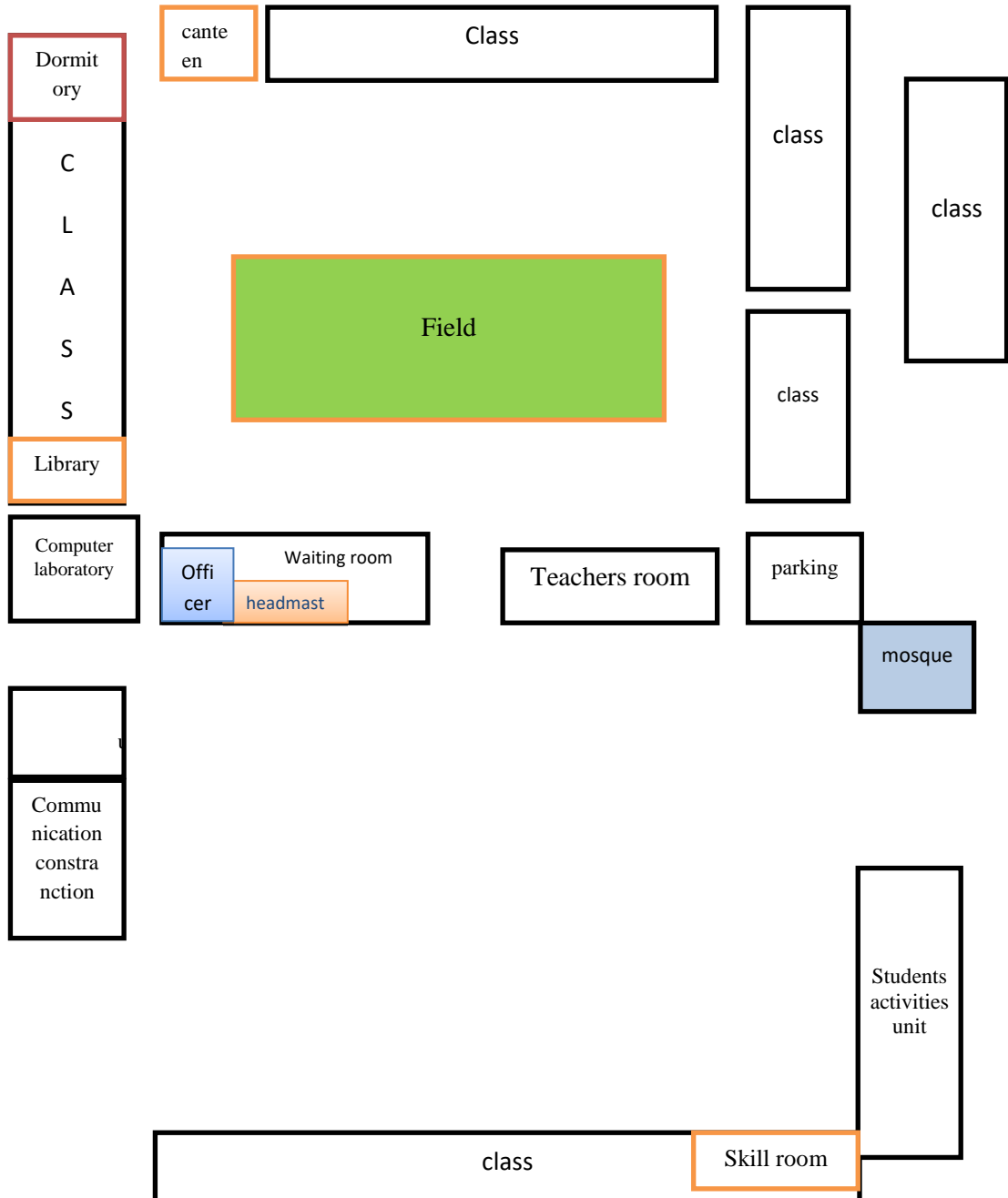
APPENDIX 1

Facilities in SLB Negeri Metro

No	Facilities	Total of unit
1	Teacher's room	1
2	Computer laboratory and digital library unit	1
3	Library	1
4	Officer's room	1
5	Headmaster room	1
6	Communication construction	1
7	Classroom	23
8	Dormitory	1
9	Skill rooms	5
10	Field	1
11	UKS room	1
12	Badminton field	1
13	Mosque	1
14	Auditorium	1
15	Students activities unit	1
16	Canteen	1

APPENDIX 2

The location of SLB Negeri Metro



APPENDIX 3

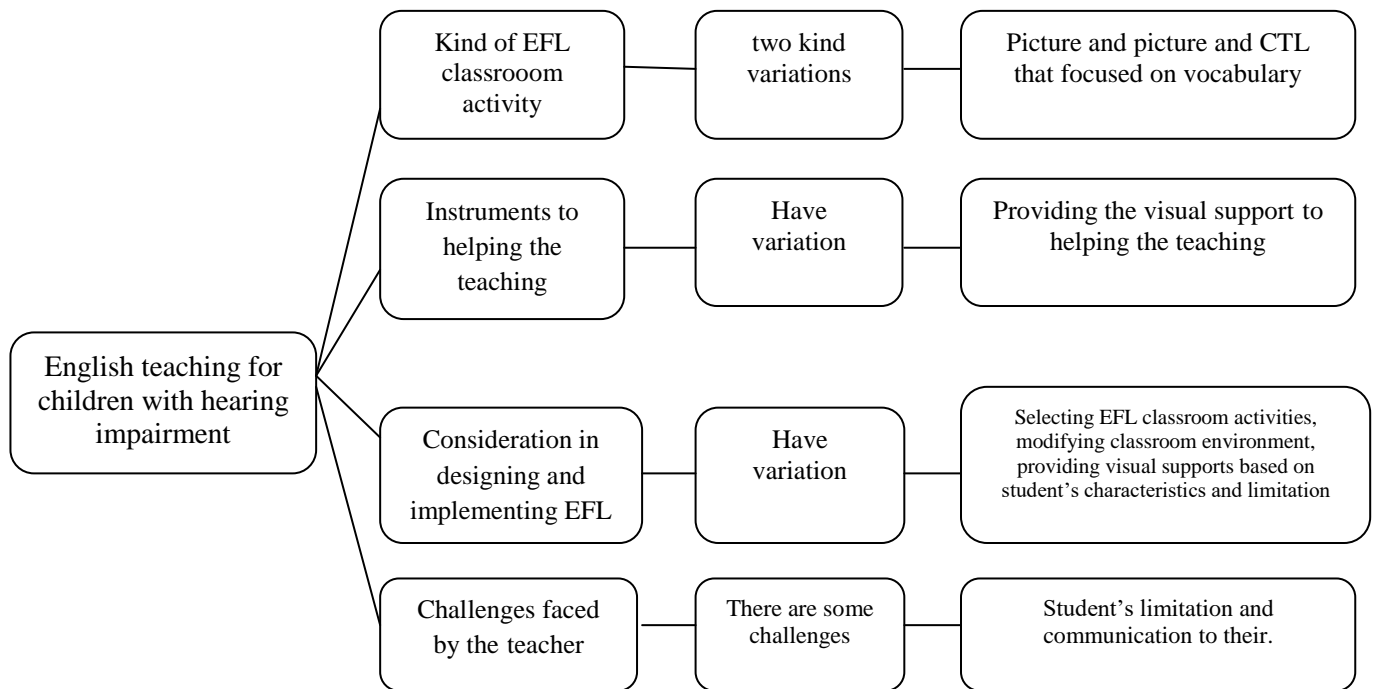
The Result of Data Reduction

Information	Sources			The result of data reduction
	Observation	Interview	Documentation	
There are some kind EFL classroom activity that usually used by the teacher	The kind of EFL classroom activity that used by the teacher are two variation. Observation held on 25th October and 1st November	“Yes, there some variations kind of EFL classroom activity. CTL, picture and picture are usually i used, then sometimes remedial needs to do when I teach”	There are some picture on appendices	There are kind EFL classroom activity, Picture and picture and CTL that focused on vocabulary
There are some instruments to helping the teaching process	There are some instruments and facilities to helping the teaching process	“Picture, laptop, and other. that’s all for supporting the visual support”	There are some picture on appendices	Some instruments “providing the visual support” to helping the teaching process are complete and, some of them to
The consideration in designing and implementing the EFL	consider regarding the important ways in selecting EFL classroom	“because they have limitation they lack of the vocabulary i need to Selected EFL		The children’s limitation and

classroom activity	activities modifying classroom environment, providing visual supports, and improving the students' communication skill	classroom, modifying classroom environment, providing visual supports”		student's characteristic are as the reason in consideration in designing and implementing the EFL classroom activity
The challenges faced by the teacher		“student's limitation, communication to their, there are some sign language that i can't because i don't have basic in sign language, then time, English subject only two hour, sometimes i felt it less. Because the process of delivered the material need one hour, the application to the students need more time.		There are some challenges faced by the teacher but the teacher can solve it.

APPENDIX 4

Data Display



APPENDIX 5

The Result of Interview

No.	Question	Answer
1.	What do you think about being an English teacher especially a teacher for deaf children?	“First think it is different with teacher in common school and teacher in SLB. Being an English teacher in SLB should have a mental, need approaching them, knower their characteristics. As the English teacher especially a teacher for deaf children are challenge.”
2.	What kind of classroom activities do you usually use to teach?	“Yes, there some variations kind of EFL classroom activity. The kind of EFL classroom adjusted by the children characteristics and limitation. The CTL, Picture and picture are usually used when I teach”
3.	What are the considerations in designing and implementing the types of classroom activities in teaching English (as a foreign language) for children with hearing impairment?	“the children’s limitation, student’s characteristic be taken into consideration in designing and implementing the EFL classroom activity”
4.	Are there any tools that used to support teaching process?	“Yes there, picture, laptop, and other instrument to helping the learning process; marker, glue, scissors”
5.	Are there challenges and difficulties when teach children with hearing impairment?	“Yes, there”
6.	What challenges and difficulties did you face in the teaching English for children with hearing impairment?	“student’s limitation, communication to their, there are some sign language that i can’t because i don’t have basic in sign language, then time, English subject only two hour, sometimes i felt it less. Because the process of delivered the material need one hour, the application to the students need more time.
7.	What are the most difficult challenges that you face in teaching children with hearing impairment?	“The most challenges are communication, because my basic are not PLB. I learned it autodidact, learn by saw the children and other teacher.”

8.	According to you, the efforts to faces the challenges and difficulties?	“Write the word on the white board that i can’t and used body language and some pictures, for the time that not enough, i make the material be simple just take the point”
----	---	--

APPENDIX 6

The Lessons and Classroom Activities Summary That Used by the Teacher

Topic	Lesson Objective	Target Language	Classroom Activities	Procedures
Thing in The House	Giving and asking the information related the name of thing in the house	Identify and mention the thing in the house	Contextual activity, used some pictures to help the students understand the name of thing in the house	<ul style="list-style-type: none"> • The teacher enter the class and greet with sign language • The teacher asked the last material and review the last material with sign language and continued the material • The teacher showed the picture and give the picture to students • The teacher write the topic on white board then gave the instruction the students to come forward and write the vocabulary • The teacher gave the clue and allowing

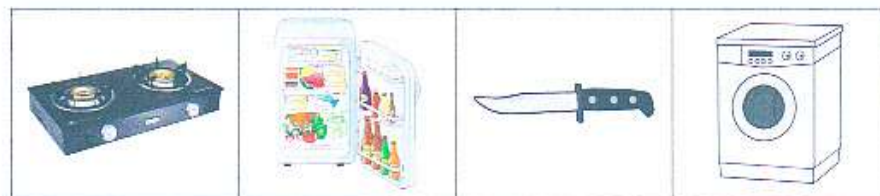
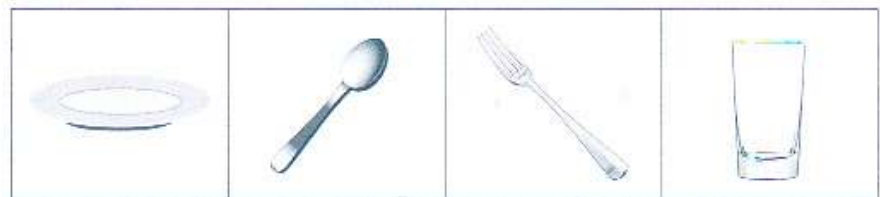
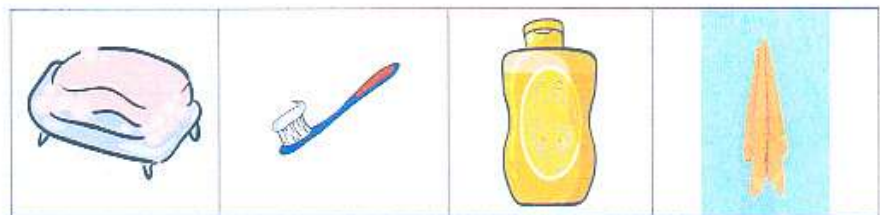
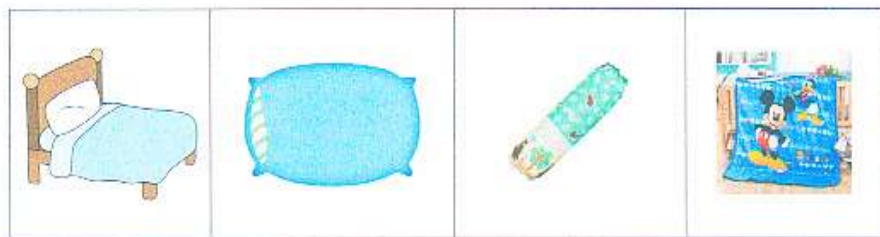
				<p>the students access to see the teacher's and classmates' faces help the students that can't answer.</p> <ul style="list-style-type: none">• The teacher give the exercise• The teacher help the students did their work• The teacher close the meeting and continued the material next meeting
--	--	--	--	---

APPENDIX 7

The Result of Observation

No.	Aspects of Observation	Sub Aspects of observation	Statement		Note
			Yes	No	
1	There are some kind EFL classroom activity	The kind of EFL classroom activity that used by the teacher are two variation.	√		The EFL classroom activities used by the teacher were contextual, used some picture to help the students understand, focused on giving new English vocabularies
2	There are some instruments to helping the teaching process	There are some instruments and facilities to helping the teaching process	√		Some instruments “providing the visual support” to helping the teaching process are complete.
3	The consideration in designing and implementing the EFL classroom activity	consider regarding the important ways in selecting EFL classroom activities modifying classroom environment, providing visual supports, and improving the students’ communication skill	√		The teacher also consider regarding the important ways in selecting EFL classroom activities, modifying classroom environment, providing visual supports, and improving the students’ communication skill

APPENDIX 8



Things in the House

APPENDIX 9

Sofa	Television	Clock	Lamp
Bed	Pillow	Bolster	Blanket
Soap	Toothbrush	Shampoo	Towel
Glass	Spoon	Fork	Gas Stove
Fan	Refrigerator	Plate	Washing Machine

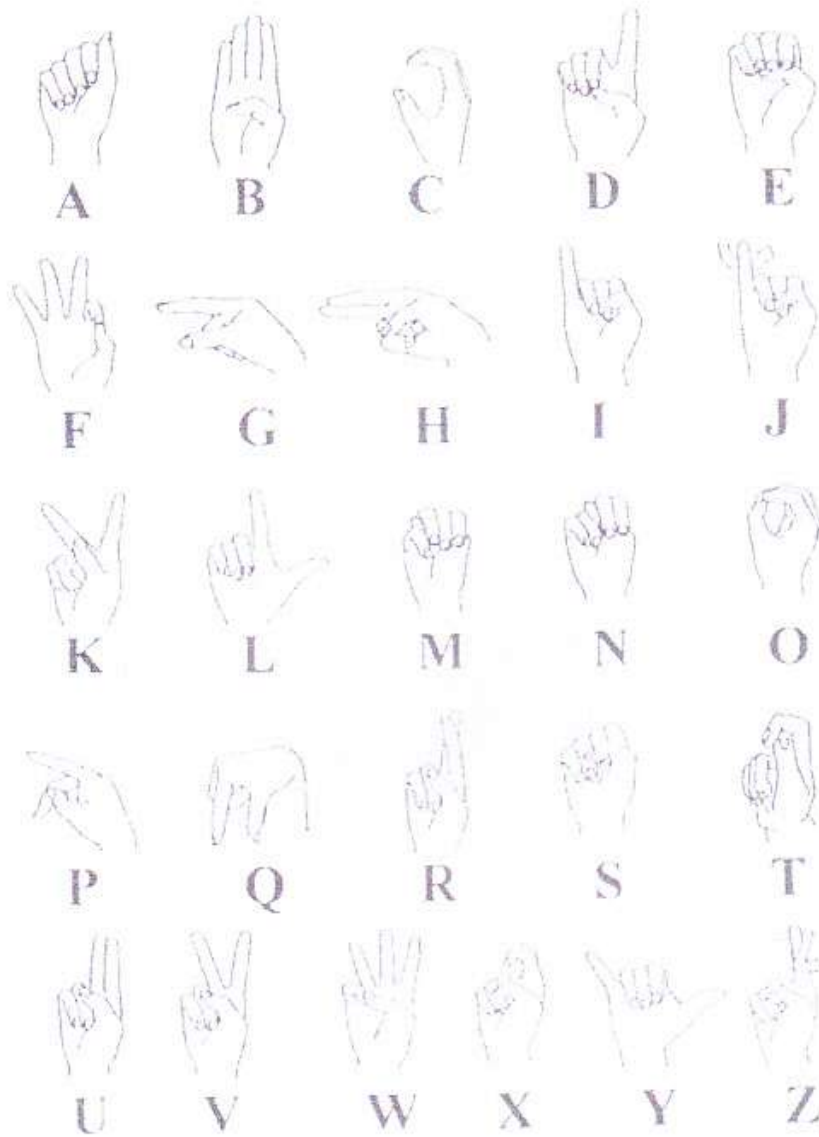
Sofa	Television	Clock	Lamp
Bed	Pillow	Bolster	Blanket
Soap	Toothbrush	Shampoo	Towel
Glass	Spoon	Fork	Gas Stove
Fan	Refrigerator	Plate	Washing Machine

Sofa	Television	Clock	Lamp
Bed	Pillow	Bolster	Blanket
Soap	Toothbrush	Shampoo	Towel
Glass	Spoon	Fork	Gas Stove
Fan	Refrigerator	Plate	Washing Machine

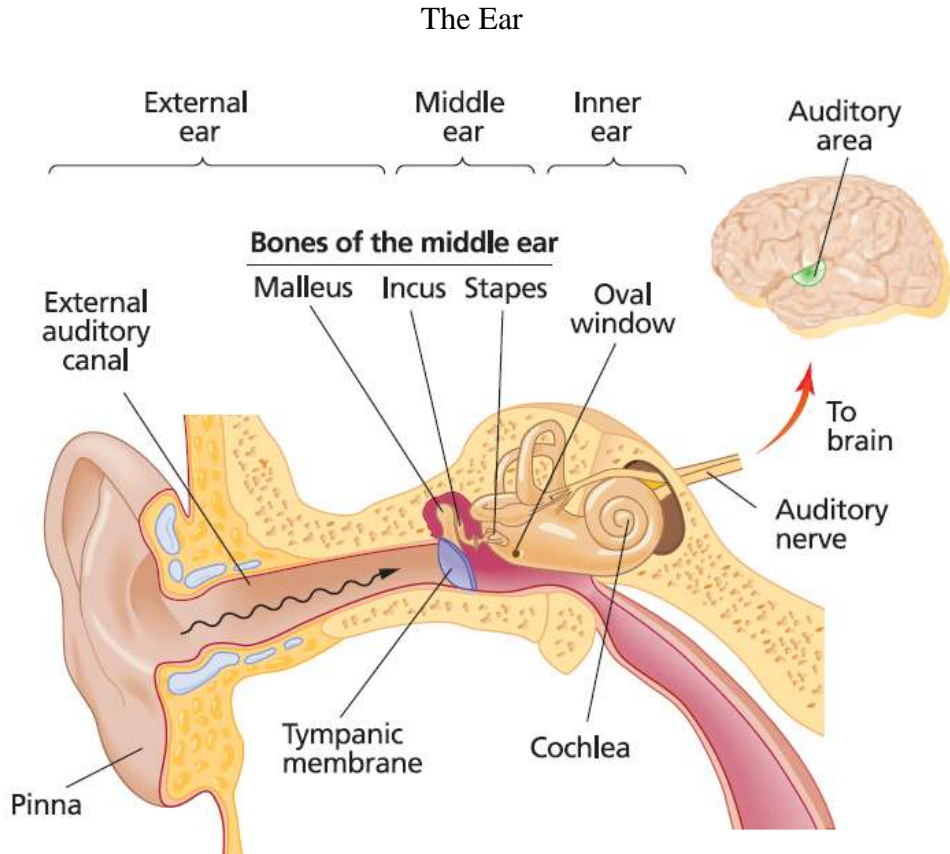
Sofa	Television	Clock	Lamp
Bed	Pillow	Bolster	Blanket
Soap	Toothbrush	Shampoo	Towel
Glass	Spoon	Fork	Gas Stove
Fan	Refrigerator	Plate	Washing Machine

APPENDIX 10

Sign Language



APPENDIX 11



Source: Carl Y. Saab, *Seeing, Hearing, and Smelling the World*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3263/In.28/D.1/TL.01/10/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara,

Nama : **AYU AGUSTIANA DEWI**
NPM : 14127767
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SLB NEGERI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI METRO IN ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Oktober 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah_iaim@metrouniv.ac.id

Nomor : B-3264/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SLB NEGERI METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3263/In.28/D.1/TL.01/10/2018, tanggal 19 Oktober 2018 atas nama saudara:

Nama : **AYU AGUSTIANA DEWI**
NPM : 14127767
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SLB NEGERI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI METRO IN ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Oktober 2018
Wakil Dekan I,



[Handwritten Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 16 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp: (0725) 41507 Fax: (0725) 47295 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : 3150 /In 28.1/J/PP.00.9/10/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

09 Oktober 2018

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Ayu Agustina Dewi
NPM : 14127767
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The English Teaching For Children With Hearing Impairment: A Case Study Of English As Foreign Language (EFL) Classroom Activities At The Eighth Graders Of SLB Negeri Metro In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roga, M.Pd
NIP. 19750610 2008011014





**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SLB NEGERI METRO**



Jl. Gatot Kaca, Sumbersari, Metro Selatan, Kota Metro, Lampung. Telp. 081541582113

**SURAT PERNYATAAN
420 / 325 / SLB N / 2018**

Yang bertanda tangan di bawah ini :

Nama : Dra. Yuly Hartaty
NIP : 196307071991032002
Pangkat/ Gol : Pembina Tk.I/ IV b
Jabatan : Kepala SLB Negeri Metro
Nama dan Alamat Sekolah : SLB Negeri Metro, Jl. Gatot Kaca Sumbersari Bantul Kecamatan Metro Selatan

Dengan ini menyatakan bahwa :

Nama : Ayu Agustiana Dewi
NPM : 14127767
Jurusan/ Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Tugas Akhir/Skripsi : THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (ELF) CLASSROOM ACTIVITIES AT THE EIGHTH GRADERS OF SLB NEGERI METRO IN THE ACADEMIC YEAR OF 2017/2018

Benar-benar telah melaksanakan riset di SLB Negeri Metro pada tanggal 25 Oktober 2018 s.d 08 November 2018 dalam rangka pengumpulan data untuk menyelesaikan Tugas Akhir/Skripsi.

Demikian surat pernyataan ini saya buat dengan keadaan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 10 November 2018
Kepala SLB Negeri Metro

Dra. Yuly Hartaty
NIP. 19630707 199103 2 002



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ayu Agustiana Dewi

NPM : 14127767

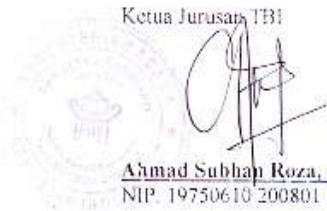
Fakultas : FTIK / TBI

Angkatan : 2004

Telah menyerahkan buku berjudul : *Using Technology in Teaching*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ayu Agustiana Dewi

NPM : 14127767

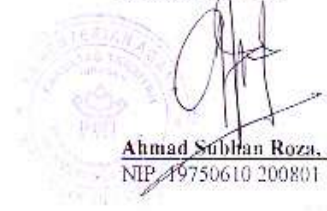
Fakultas : FTIK / TBI

Angkatan : 2004

Telah menyerahkan buku berjudul : *Using technology in teaching*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0888/In.28/S/OT.01/11/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Ayu Agustiana Dewi
NPM : 14127767
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Agama Islam

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14127767.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 Nopember 2018
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195806311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon: (0725) 41507; Faksimili: (0725) 47298; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat 7/ 2018 /12	✓		Revise : - Abstract - Cover - Statement of Research - Table of Contents - Grammar Cap. I - Data Source list clear - Conclusion & Appendix	
2.	Selasa, 18/ 118 /12	✓		- Revision is ok - acc for minor correction	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metroain.ac.id; e-mail: tarbiyah.ain@metroain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 29/11/18		✓	Reuse chapter IV-V - the data - suggestion - Appendix	
2	Thursday 06/12/18		✓	Acc and continue to the first sponsor	

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon: (0725) 41507, Faksimili: (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19/10-18	✓		acc for research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47206, Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah@metro.univ.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 18 Oct 2018		✓	Acc Research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507, Faksimili (0726) 47295, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 12/07 2016	✓		Revisi Bab I, II, III	
2.	Senin 16/7 18	✓		acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Agustiana Dewi
NPM : 14127767

Jurusan : TBI
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 09/05/2018		✓	Course Chapter 1-10	
2	Wednesday 30/05/2018		✓	Show Reference (paper)	
3	Tuesday 03/07/18		✓	Acc and Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

DOCUMENTATION



Teacher gave instruction used sign language



Teacher demonstrate by using the picture to support the material that she gave



Teacher write down some vocabulary on the white board



Teacher help the students about her instruction



Teacher allowed the students access to see the teacher's and classmates' faces



The classroom provided ample lightening

