PROCEDURES OF TEACHING ENGLISH TO SPECIAL NEEDS STUDENTS

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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INTRODUCTION

Teaching English to students with special needs requires teachers to use a special procedure. Longman describes special need students as those who have mental or physical problems. A teacher has a crucial role in teaching students with Special Educational Needs (SEN). Westwood (2003) defines SEN students as those who have difficulties in learning, speech or language disorders, intellectual disability, autism, emotional disturbance, hearing impairment, visual impairment, deaf, blind, traumatic brain injury, chronic health condition, attention-deficit hyperactivity disorder (ADHD), and severe multiple disabilities. However special educational needs students in this research are only related to those who have a hearing impairment. Hearing impairment is a condition of one who is deaf and suffers from hearing loss (Westwood, 2002).

Similar to the general classroom, there are many aspects of the English language which should be taught by the teacher: speaking, listening, writing, and reading. In order to teach SEN students, there are many ways of teaching that can be applied in the classroom. Based on Merriam Webster's dictionary, a procedure is a way of accomplishing something. Thus, a teaching procedure is a way of teaching and delivering a lesson to reach the learning goal. Teaching procedure which can be used to teach SEN students includes giving direct instruction and providing a chance for them to work collaboratively (Tzivinikoua, 2015).

The role of a teacher in special education is to make the lesson understandable to SEN students. The teacher has to be able to provide interactive and engaging activities
In order to achieve an effective teaching, a teacher should apply an appropriate method. Thus the teaching and learning done in a SEN classroom should allow students to participate as much as possible.

Some prospective teachers might think that teaching SEN students requires extra work and preparation, which is undeniable. However, SEN students still need more helping hands which might come from teacher's method of teaching them. In fact, the number of students with SEN might be increasing while the amount of teacher might be decreasing. This condition creates an education gap between students with SEN and without SEN which might lead into a stereotype where those who are categorized as SEN students are not easy to be taught.

This study aims to explore the English teaching procedures used by a teacher in dealing with the students who have special needs. Therefore the research questions for this study are:

1. What procedures are used by the teacher in a school of special need students?
2. How does the teacher overcome problems that appear in the classroom caused by the student’s hearing impairment?

There were many studies that spot on the SEN education. One of the studies are Padurean (2014) study on ‘Teaching English Language to Children with Special Needs’ which is in line with this study since it brings the ideas about the method used in teaching SEN students, the material which should be applied in the classroom to support the students in learning, the role of the teacher and the curriculum. The study by Padurean is
focused on inclusive education only. However, this study focused on the Special Educational Need School.

This study could help teachers and students to reach more meaningful teaching and learning process and progress. Through this descriptive study, a teacher of SEN could get deeper knowledge of SEN teaching procedures and further reflections on their teaching. Moreover, SEN students should have the same right to learn English. This study, through observation and interview, will provide description and information about teaching procedures which are used by the teachers in SEN classrooms.
LITERATURE REVIEW

1. Characteristics of SEN Students

Padurean (2014) defines special need students are those who have some disorders. It might be an attention deficit which makes one unable to focus on the lesson. Movement deficit is a condition of one who is unable to manage their movement. Visual and hearing impairment is a condition of one who is unable to recognize language sound or letter. A communication disorder is a condition of one who has an underdeveloped vocabulary. Reading difficulty is a condition of one who has difficulty in recognizing or reading words. A Writing difficulty is a condition of one who unable to complete tasks related to writing. A Mathematical difficulty is a condition of one who has poor counting skill.

Hearing impairment

Hearing loss and deafness is a condition to describe hearing impairment. Hearing impairment is classified into three categories; conductive, sensory-neural, or central deafness. Conductive hearing loss caused in the middle ear as a result of an infection which is usually temporary. Sensory-neural loss happens in the inner ear and auditory nerve which makes one feels pain when hearing loud noises. Central deafness happens and affects the brain which makes one unable to receive a language (Westwood, 2003).
On one hand, hearing impairment students might find difficulties in learning English since they might not be able to hear how to pronounce English words as a result of their lessened ability or inability to hear. On the other hand, being a visual learner is one of the characteristics of a student with the hearing impairment (Moores, 2010). This idea brings a new insight that students with hearing loss might need some visual aids to support their English learning. Hearing impairment students learn mostly from what they see.

The hearing impairment might affect students’ learning progress and process especially pupils’ ability to acquire language (Westwood, 2003). The condition of hearing impairment could result in the way students learn a language. The delay of language acquisition is one of many risks that the students get from the impairment (Westwood, 2007).

2. Teacher Roles in Teaching SEN Students

A teacher has an important role in dealing with students with special educational needs. When teaching students with special educational needs, a teacher might take the role of a guide, parent or help giver (Asamani et. al, 2016). Teacher as a guide means the teacher is the one who has to guide his or her SEN students to know certain aspects of the English lesson. If the student has a hearing impairment then the teacher as the guide might be the student’s ears. The teacher might guide SEN students through activities and instruction.
Oxford (1998) argues that the guidance which the teacher gives to the student in the form of feedback increases the student’s passion for achieving their learning goal. A teacher as parents means he or she is the one who takes care of what the students need while learning the lesson. A teacher as help giver means he or she is the one who helps the student while the SEN student has a problem during the learning activity.

Being a teacher is a heart calling. Once a teacher responds to the call of being a SEN student’s teacher he or she has to maintain their patience. Problems will appear in any classroom. Thus, a teacher of SEN students also takes on the role as a problem solver since he or she is required to handle the communication problem when dealing with students who have the hearing impairment (Asamani et al., 2016).

A teacher who has a calling for SEN students must have enough background knowledge of each student’s difference. Student’s difference might come from the individual characteristics or background which might lead to differentiation in their learning progress or achievement. By knowing the students deeper and better, the teacher is able to use the students’ difference as a starting point to look for each student’s strength (Van den Berg, Sleegers and Geijsel 2001:246). Realizing the student’s difference helps the teacher to prepare the student’s need through the lesson.

As a teacher, one should be able to make the lesson easier to be understood by the students (Padurean, 2014). The material provided by the government through the books or curriculum, might not always be suitable to what the student’s needs. Thus, in order to overcome this problem, a teacher has to think of the strategy to simplify the material until
it is appropriate for SEN students. A Teacher is the one who plans, arranges, prepares and makes the lesson more understandable to SEN students.

The student with special needs may rely only on how an English teacher teaches them in the classroom. Thus, as the sole source of English learning, a teacher should also be ready to spend more time in preparing the lessons, including materials and audio-visual aids. The teacher who takes part in teaching SEN students usually has an ability to prepare and plan the learning objectives for the student. (Tsakiridou & Polyzopoulou, 2014). Torres (1974) agrees with the idea that a teacher must be able to master the learning competencies which are balanced by the ability to understand student’s difference.

Creativity is also one of the requirements which a teacher should have. Most importantly, Davidson (2001) states that to achieve success with SEN students is like an art. Teaching SEN students requires more than just standard teaching. It is an art because the teacher might explore more on how to deal with a certain student and also consider their impairment. This idea gives a further insight into how to teach SEN students. In fact, it makes sense since SEN student needs a teacher who does not only rely on one method without further reflection on their teaching. Davidson (2001) claims standard methods of teaching will not work.

Difficulties will appear in every classroom. Padurean (2014) states that oral communication, writing, and readings are the most common challenges in SEN
classrooms. Edwards and Green (2014) add the obstacle which might appear is that the teacher finds difficulties in identifying the SEN student’s needs.

3. Teaching Procedures for SEN Students

Procedures in teaching are related to the techniques, activities, and resources applied in the classroom (Richards, 1985). The English lesson stated by Padurean (2014) should vary in activities such as listening, playing, speaking, singing, dancing and acting. She mentioned that the English lesson for SEN should be interactive which involves movement activities. This is to keep students interested in learning. By providing English lesson which has a lot of variety, it might attract the student’s attention to learn more.

Westwood (2011) stated that the communication between teachers and students could be built by using gesture, sign language, cued speech, and finger spelling. Elewake (2014) stated that in teaching hearing impairment students, sign language might support the teaching and learning process. Signing the language is very helpful when the teacher wants to give instructions or explain the lessons.

In order to provide information about the lessons, Westwood (2010) mentioned that teacher has to prepare visual input, such as teaching aids, or writing the vocabulary on the board. When explaining the lesson, simple language is needed. The teacher also might have to keep repeating instructions so that the students know what to do. A teacher has to check students’ comprehension toward the lesson and involve the students in the lesson as much as possible. To vary the flow of learning, a teacher should be able to group the students so that they can discuss the lesson. One thing to be highlighted is that
in every activity, the students must be able to see the teacher’s facial expression and mouth, thus the students can get information and understand what the teacher is saying.

Westwood (2012) claimed that a teacher has to provide chances for the students to learn as much as possible. By providing enough opportunities for students to get involved in the learning process, the teaching and learning can be considered effective. Involving students in the process of learning might boost their confidence and desire to learn English.

4. Teaching Materials for SEN Students

Teaching materials are related to resources which a teacher uses to teach in the classroom. Materials for teaching special need students must be selected appropriately thus the lesson useful to the students. Games, internet, books, or printed materials are resources that can be used by the teacher in order to achieve the teaching objective (Westwood, 2007). However, the teaching material should be simplified by the teacher. Padurean (2014) stated that teaching materials for SEN students should be catchy and attractive. A catchy and attractive teaching material is very helpful as an attention grabber. The students will be impressed and interested in learning the lesson. She also mentioned that a stressful atmosphere will make the students feel bored. A teacher also should adjust the teaching material into the lesson to fit the student’s learning need and style.

In order to reach the teaching goal, a teacher should know the characteristics of SEN students they teach, their role as a teacher in teaching the students, procedures, and
materials applied in their classroom. By knowing those aspects, teachers will be able to apply the appropriate procedures in teaching. Moreover, a teacher should solve problems which appear in the classroom to help the students learn English in a better way.
THE STUDY

Method of the study

This study used a descriptive method. A descriptive method is used to describe a situation, phenomenon, subject and behavior (Zacharias, 2013). This study aimed to describe the teaching procedures which were applied in a school of special need students and how the teacher solved the problems that appeared in SEN classrooms.

Context

This study was done in SMALB Negeri Salatiga. This school has three grades which are divided into five categories based on the students’ impairments. The categories are A for the visual impaired, B for the hearing impairment, C for the intellectually disabled, D for the orthopedically handicapped, and a class for the autism. Since this study focused on hearing impairment students, category B was chosen.

This school was chosen since it has a class with 5 types of hearing impairment students and an experienced English teacher. The English class was a combination of grades 10 and 12, three students were from grade 10 and two students were from grade 12. The English lesson in this school was held once a week for 45 minutes. The lesson was mostly about vocabulary and topics to prepare the students for the national examination.
Participants

In this study, the participant was an English teacher who taught SEN students in SMALB Negeri Salatiga. This study only focused on the senior high school level. The teacher was chosen as the respondent since she is the one who knew and applied the procedures of teaching hearing impairment students. The teacher has taught the English lesson since 2010.

Research instruments

This study was descriptive which used real-time observation inspired by Zacharias (2013) and interviews as techniques to gather the data from the participant. The observation was done as a way to know the teaching and learning flow. Below is the protocol used in the observation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Code of teaching procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The questions for the interviews were determined after the observation. The interview was done to get more information related to problem-solving activities done by the teacher.
**Data Collection**

The data of this study was collected by conducting four observations and two interviews in SMALB Negeri Salatiga. In order to reach a sufficient data, observations were used to gather data on the teaching and learning activities. Since the type of observation was non-participant observation, the researcher only observed the teaching and learning without taking part in it. A real-time observation was used along with an observation protocol adapted from Zacharias (2013).

The interviews were done to get more data which was not captured during the observation. A semi-structured interview was used in this study to make the interview more flexible. The interview questions were used as the follow up after the observation was done.

**Data Analysis**

The observations which were done in the classroom were audio-recorded. The data were transcribed and coded based on the theme. The coding was categorized based on the procedures which were used by the teacher in teaching the students and the problems which appeared in the classroom.

In order to gather more data and information, the observation was followed up by an audio-recorded interview. There were two interviews in this study. The first interview focused on observations one and two. The second interview focused on observations three and four. The interview result was transcribed. The transcription of the interview
was analyzed through coding categorized into two; teaching procedures applied by the teacher and the problems which occurred in the classroom.
FINDING AND DISCUSSION

This section presents the finding and discussion of the English teaching methods applied by the teacher of in teaching the SEN students.

1. Procedures of Teaching English to SEN Students

Procedures applied in the classroom are related to the techniques and tactics, exercises and activities, and resources used by the teacher in the classroom (Richards, 1985).

Teaching Techniques

Elicitation

One way the teacher used to get information from the students was elicitation. There are many reasons for doing an elicitation in the classroom. Some might think that to elicit means to trigger the student’s knowledge, ask any questions related to the topic, or provide the big idea of the certain topic. Elicitation happened in the classroom in this study. The teacher often asked the students to answer her questions or to encourage guessing. Excerpt 1 of the observation below shows the teacher’s questions that encouraged the students to guess the answers.

(Excerpt 1)

T: “big apa? kecil, betul?”
S: “salah”
T: “apa?”
S: “besar”
T: “betul”
T: “tall apa tall?”
S: “tinggi”
T: “siapa tinggi? bu Ema?”
S: “tidak”
T: “oh, siapa?”
S: “Villa”
T: “oh iya, mbak Villa tinggi.”

(observation 3, April 5th, 2018)

The activity was guessing true or false. It required the students to guess the meaning of adjective words in Indonesian. The Excerpt shows that the teacher tried to elicit the student’s knowledge by using the keyword salah means false and betul means true. The teacher asks whether the meaning of big is kecil (small) in Indonesian or besar (big)? While the second way of doing the elicitation was by providing hints and let the students guess as shows below:

(Excerpt 2)

Mm, kadang kalau kita tanya saja, kalau cuma ngasih pertanyaan, tidak ngasih pancingan itu anak-anak nggak jawab mbak, jadi dipancing. Red → hijau, betul, itu nanti anak-anak bukaaan! (melambaikan tangan) gitu, jadi kalau nggak di pancing mereka cuma diam aja. Jadi kita kasih pancinganlah jawaban yang salah mana yang benar mana, coba mereka connect apa ndak? Ternyata mereka lumayan, lumayan efektif. (Interview 1, April 2nd 2018)

mm, sometimes if we ask, if we only give the question, not giving a bait, the students will not answer mbak, so we provide the clue. Red → green, right, like that, later the students answer No! (Waving hands) like that, so if not given the clue they are only quiet. Thus we give them bait which one is false which one is true, let us see whether they understand or not? In fact, they are adequate, adequately effective. (Interview 1, April 2nd 2018- my own translation)

This technique is in line with Asamani et. al (2016) idea related to the teacher’s role as the help-giver for the students. To help the students learn about the lesson, the teacher helped the students by doing an elicitation by providing questions. Elicitation technique is a common teaching strategy used by the teacher.
Modeling

Similar to the class without special needs students, a teacher should model a certain aspect of language skill as an input. In this study, the teacher modeled how to do the certain worksheet, pronounced the certain word, and wrote a word correctly. Orally or written were the techniques used by the teacher to model the language. The teacher model the language by asking the students to do the lip-reading. However, if the language model given was written, the teacher wrote on the whiteboard or directly on the student’s worksheet.

(Excerpt 3)

(name of student A)
-Tinggi
-Kurus

(name of student B)
-Pendek

(Observation 1, February 22\textsuperscript{nd} 2018)

The teacher showed the written modeling technique of how to do the homework on the whiteboard. Modeling in teaching was to give an example of how to do a certain activity. Modeling also can be considered the way the teacher makes the lesson easy to be understood by the students. This technique applied in the classroom of SEN students considering the need of the students who rely mostly on the visual input which is one of many characteristics of hearing impairment students.
The Use of Audio-Visual Aids (AVA)

Hearing impairment students are mostly visual learners. The students rely on their eyes which made the teacher provides audio-visual aids which contain pictures, numbers, texts, or words. Based on the observation, she brought a calendar to explain the concept of days, weeks, months and years to the students. The teacher mentioned that she uses the calendar as a way to visualize a word as stated:

(Excerpt 4)

Yes, if any, if any, hehe, for example, yesterday we use a calendar, if there is no, I use Google, using it for pictures for example, what is it, the procedural, the cooking recipe, students did not know what is an “egg” look like? This one, oh, an egg is common, celery, it is uncommon for the students, this is the picture, like this, then the students understand.

(Interview 1, April 2\textsuperscript{nd} 2018 - my own translation)

The teacher used the technology in the classroom as the source of the teaching material to be shared in the classroom. Technology is very useful for the teacher in order to describe things to the students. The teacher mentioned celery as the example of a thing that students did not understand. By using the internet, the teacher was able to show the picture of celery to the students. Moreover, she also came up with a video of adjective and let the students see the picture appeared on the video and look carefully at the word spell.
Hearing impairment students were struggling with the lexical comprehension (Westwood, 2011) since they only rely on what they see. Excerpt 3 shows that the teacher admitted that the students were interested in learning from videos provided as the material in teaching English. However, the teacher also mentioned that she has to be able to vary the learning material and AVA to avoid boredom. This idea was related to the creativity that a teacher should have (Davidson, 2001). The creativity of the teacher in teaching SEN students was very necessary to keep the students interested in learning.

**Group Work**

Activity which was provided by the teacher was also in form of group work. The hearing impairment students in this class were very supportive; they helped each other. By doing the collaborative learning, they encouraged each other by interpreting the English word to sign language, helped each other with their background knowledge, and discussed the task given by the teacher. The excerpt below shows the group work done by the students in the classroom.

(Excerpt 6)

A student misspelling the word deep\(\rightarrow\) deed
The other students help him to correct the answer.

(Observation 2, March 27th, 2018)

The excerpt shows that a student made a mistake in spelling a word *deep*. The student wrote *deep* as *deed*. The classmate realized the mistake and then they gave feedback on how to write the word correctly. As Padurean (2014) mentioned that by grouping the students, they might get feedback from their peer. They gave feedback one to another, by doing the discussion of what letters constructs a certain word. The teacher believes that the students got many advantages by doing group work as she stated:

(Excerpt 7)

“Ya senang sekali mbak, mereka kan ada kepedulian ya sama temannya ya, yang bisa membantu yang tidak bisa, itu kan termasuk penanaman karakter yang bagus ya, karakter yang baik itu, membantu. Ya asal tidak kerjasamanya waktu tes itu tadi.”

(Interview 1, April 2nd 2018-my own translation)

“Well, yes I am very happy mbak, they care one to another. The one who is able to do a certain thing can help the less one. That’s a good character building, the good character is really helpful. The collaborative learning is good except on the examination time.”

(Interview 1, April 2nd 2018-my own translation)

Another advantage of group work is the students are able to learn how to help each other. The teacher was very glad knowing that her students care one to another. Group work allows the students to learn from each other and share their ideas. Group work makes the student even more confident in giving their ideas and feedback to others.
Giving Opportunity for student to take part in the learning

Learning is a two-way process. Westwood (2012) argues that a teacher has to provide the learning chance as much as possible. It should not only the teacher who dominates the whole classroom talk. However, it is crucial to let the students take part in the learning flow. The teacher provided activity in which the students were able to speak up their mind or write on their ideas as below:

(Excerpt 8)

The teacher discusses the second question and lets each student take a turn to answer the question by writing it on the whiteboard.

(Observation 1, February 22\textsuperscript{nd}, 2018)

The excerpt shows that teacher gave questions to the students and let the students answer. In order to get the answer, the teacher asked them one by one. This technique made the students spoke up their mind. Answering the teacher’s questions by taking the turn was one of the classroom routines which the teacher applied in the classroom.

Giving Written Input

Hearing impairment students learns mostly by seeing. They are mostly visual learners who need visual input. One of the ways to provide a visual input is by writing the input on the board, as Westwood (2010) stated. The input in language learning might be in the forms of vocabulary, pictures, and etc.

In this study, the teacher often wrote a text on the whiteboard and then she underlined the word that the students did not understand, and she wrote the meaning in
Indonesian. The teacher provided a worksheet in which the students were able to see the text, read it and know how to spell the certain word by writing it.

(Excerpt 9)

The teacher does the “play and pause” video while asking the students to guess the meaning of word shows on the video. The teacher asks students to come forward and write

T: “big, apa?”
S: “besar”
T: “ok, tulis di depan”

The students guess the meaning of word and write it on the whiteboard. They sometimes look at the computer screen to make sure that their spelling is correct.

(observation 2, March 27th, 2018)

The activity was “write the word and guess the meaning race”. The teacher asked the students to guess the meaning of the adjective words shown in the video. The students had to write the word they saw on the whiteboard and guess the meaning of the word in Indonesian. This activity challenges the students’ knowledge in remembering words. By writing the meaning of the word, the students were able to learn from each other and get the vocabulary input. Written input which the teacher used was also done on the whiteboard.

Grabbing student’s attention

One of the characteristics that the hearing impairment students might have is attention deficit which leads them to be unfocused in learning (Padurean, 2014). Every teacher has the responsibility to grab students’ attention every time the students start to feel bored, lost their focus or do the chit chat with their classmate. Grabbing the attention
of hearing impairment students requires a different strategy. There are techniques used by the teacher to grab the student’s attention as shown in the excerpts below:

(Excerpt 11)

The teacher asks students to look at the whiteboard
"lihat! (followed by sign language)"
(observation 1, February 22nd 2018)

Besides signing the word, the teacher grabbed students’ attention by using gesture; touching them.

(Excerpt 12)

The teacher grabs student’s attention by saying
“Lihat”(and then touch them)
(observation 2, March 27th, 2018)

The technique that the teacher used to grab the student’s attention was by using the keyword lihat! which means look! followed by sign language for the word look! or also touched the students’ shoulder to grab the attention. The teacher has to be ready in doing repetition when giving instruction to the students. If the oral instruction did not work, then the teacher is able to use gesture by touching the students so that they were able to be focused.

**Praising**

Hearing impairment students might feel unconfident. One of the roles of the SEN teacher is as the students’ parents who should consider that motivating students is needed (Asamani et. al, 2106). One of the strategies which can be used by the teacher of SEN is by praising the students’ effort. There were many ways that teacher used to praise the student hardwork.
The teacher praises students by showing her thumbs up

(Excerpt 13)

Besides showing the thumbs up, the teacher said the word “good job” to the student.

(Excerpt 14)

The teacher checks students’ answer on the worksheet, and then shows thumbs up and say good job.

(Excerpt 15)

The teacher in this study stated that to praise the student means to appreciate their hard work. She did the thumbs up to show that she proud of their student. She also said good to the students thus they know that what they did on the worksheet is well done.

The teacher mentioned the reason of praising the students:

(Excerpt 15)

“Oh ya itu perannya penting sekali, itu kan untuk semangat mereka ya, kalau mereka sudah mau melakukan kerja keras, kita puji itu kan mereka senang ya mbak ya.”

(Interview 1, April 2nd, 2018)

“Oh, that’s really important, it is to boost their motivation if they already did a hard work, then we praise them, they will be very happy right mbak”

(Interview 1, April 2nd, 2018 - my own translation)

The teacher believes that praising the student work is a way to motivate the students in learning. She believes that happiness, when the students are learning, is important. This is undeniable since creating a fun and lively classroom is also important in a special needs classroom.
Repetition

As the role model of the language learning, the teacher did repetition to emphasize meaning, remind the students about the instruction, or help the students to remember vocabulary. The repeated instruction helps the students to understand clearly. The repetition that the teacher did when greeting the student shown as below:

(Excerpt 16)

The teacher greets all students using English

T: “Good afternoon everyone”
T: “How are you today?”
S: “I am fine thank you”
T: (repeat slowly) “I am fine, thank you”
S: (repeating and following the teacher)
T: kemarin ujian bisa?
S: sulit
(observation 2, March 27th, 2018)

When giving the instruction to the students, the teacher used repetition.

(Excerpt 17)

The teacher repeats the instruction related to how the students should do the task and figure out the meaning of a certain word in Indonesian by underlining the word “dek, ini di garis bawah.” (model how to do it)
“tulis, kata Indonesianya.”
(model how to do it)
“tulis, accept apa? tulis biar besok kalau ada lagi, tidak lupa arti”
(observation 3, April 5th, 2018)

The teacher used a simple language when gave instruction to the students. As Westwood (2011) believes that the simple language is needed when the teacher is explaining the lesson.
The teacher stated the reason of doing the repetition:

(Excerpt 18)

(interview 1, April 2\textsuperscript{nd}, 2018)

“Well, it (repetition) is to remind the students mbak, because we only met once a week and English is rarely used by the teacher, even they did not use it to communicate, indeed the lesson are easily forgotten. hehehe. I guarantee that they forget easily, so it should be repeated many times”
(interview 1, April 2\textsuperscript{nd}, 2018- my own translation)

The teacher mentioned that the students have the tendency to forget the lesson easily since they did not use the language in their daily activities. The teacher did the repetition as a way to remind the student. It shows that repetition is needed especially for the students.

\textit{The Student Buddy}

In this study, there is a student who is familiar enough with a lip-reading method and she helped the teacher to deliver meaning to the other students who sometimes did not understand what the teacher said, told or explained. This one student which took the role as the student buddy in the classroom helped the teacher to interpret the English or Indonesian to sign language so that her friends understand what they have to do. The role of the student buddy is very crucial since she is able to be the language bridge for other students.
The teacher finds out that a student still confuse about the vocabulary, the teacher re-explain the meaning and let one of the students interpret to sign language

(Observation 1, February 22\textsuperscript{nd}, 2018)

This shows that as a classmate, the student buddy is very helpful in the classroom of SEN in order to interpret the language into sign language. This technique is related to cooperative learning in which the students able to help one another.

\textit{The use of Sign Language}

Sign language is one of the techniques to communicate with hearing impairment students (Westwood, 2011). The use of sign language is very beneficial since it is used as the bridge among the languages around the hearing impairment students. In this study, if the students did not understand a certain word, the teacher explained the word using gesture or sign language. Below shows the sign language technique used by the teacher when discussing the synonym of the word \textit{contact}:

(Excerpt 20)

The teacher asks the students

\textit{T: “Contact sama dengan apa dek?”}

\textit{T: “telepon” (sign language)}

(observation 3, April 5th, 2018)

The students in the classroom were limited in English and Indonesian vocabulary, but they understand the words better in sign language. It shows that signing the language is also a technique in teaching English vocabulary to the hearing impairment students.
Connect material to daily activity

Padurean (2014) stated that teachers of SEN should be able to make the lesson easier to be understood by the students. In line with Padurean’s idea, the teacher of hearing impairment students in this study mostly used things around the students to be the learning source as a strategy to make the lesson easy to be understood. The teacher tended to connect a topic of the lesson with the students’ daily life in order to help the student recognized, visualized it on their mind, and remembered the lesson. The teacher related the lesson to the things around the students real life as shown below:

(Excerpt 21)

The teacher explains about the adjective using a comparison
“HP? mahal, murah?”
S: Mahal
T: expensive
T: Kerupuk? mahal, murah?
S: murah
T: Cheap
(remark 2, March 27th, 2018)

The teacher used a comparison method to explain the concept of mahal (expensive) and murah (cheap). The teacher compared kerupuk (chips) and hand phone as things to be compared. It shows that the teacher used things which were nearby the student’s environment and common in their daily life. By connecting the lesson to daily activities, the students were able to understand the lesson. The teacher’s technique to connect the lesson to student’s daily life stated as below:
“Kalau teksnya itu kan saya ambil yang sederhana sekali, dan anak-anak yang sudah tahu, semua kan sudah tahu tentang cat begitu. Pokoknya kalau materi itu sebisa mungkin saya ambil dari yang terdekat dengan lingkungan anak-anak.”
(Interview 1, April 2nd, 2018)

“If the text, I take the simplest one and the students already know, all students know about a cat. Basically, the material that I choose is taken from the things near the student’s environment”
(Interview 1, April 2nd, 2018-my own translation)

A text was also used by the teacher in the SEN classroom. The simpler the text, the easier the lesson was comprehended by the students. In choosing and selecting the material, the teacher considered the vocabulary words on the text whether it is simple or not to be understood by the students.

*The use of technology in the classroom*

Nowadays a classroom is connected to technology development. Westwood (2011) stated that the internet could be used in the classroom to achieve the teaching objectives. The internet is an evidence of the technology development which is useful in nowadays classroom. Technology is also used as one of the ways to teach hearing impairment students. The activities related to the use of technology in the classroom are displayed as below:

(Excerpt 23)

The teacher reviews the words that they have learned.
The teacher asks the students to take a picture of the word they wrote on the whiteboard
(observation 2, March 27th, 2018)
The students do a cooperative learning by helping each other, using sign language to asks one to another, use phone to look at the meaning in Indonesian

(observation 3, April 5th, 2018)

In the classroom, the handphone was used to help the students to find the meaning of word on the dictionary. The handphone helped the students to translate from English to Indonesian, which further interpreted to sign language by the students themselves. The handphone was used as the substitute of book and pen when the class was run out of time, the teacher asked the students to take a picture using the phone to help them remember what has written on the whiteboard.

Games

A game is used as a way to build s fun learning in the classroom. Moreover, Westwood (2007) argues that game in learning is beneficial to be used to achieve the teaching goal. The teacher in this study realized that hearing impairment students have many things to be considered, related to their way of learning, their problems in learning and many more. The teacher provided games as learning technique as below:

(Excerpt 25)

The teacher does the play and pause video while asking the students to guess the meaning of word shows on the video
The teacher asks students to come forward and write
T: “big, apa?”
S: “besar”
T: “ok, tulis di depan”
The students guess the meaning of the word and write it
on the whiteboard. They sometimes look at the computer screen to make sure that their spelling is correct. (observation 3, April 5th, 2018)

Games were used to build a fun learning atmosphere in the classroom. By providing the teacher is able to trigger the student’s knowledge in a fun way.

2. How Teacher Overcomes Students’ Problems

The basic of problems mentioned in this section is mostly caused by the impairments that students have. The hearing impairment gives an impact to their willingness to learn, ability to understand the lesson, and their performance in the classroom. A teacher also needs to understand some possibility that might appear in his or her classroom which usually unpredictable. A teacher should also be able to overcome these problems:

*Lack of vocabulary knowledge*

The delay of language acquisition was considered as the impact of the hearing impairment (Westwood, 2010). The condition of hearing impairments results in the way the students understand vocabulary. The teacher explanation related to this condition is displayed below:

(Excerpt 26)

“Oya, itu ya mbak, anak-anak itu kalau dengan pelajaran bahasa Inggris itu kadang sudah ketakutan sendiri, karena bahasa Indonesia yang harusnya itu apa, bahasa ibu mereka, dijadikan bahasa ibu mereka itu, mereka sendiri kurang paham. Apalagi bahasa Inggris, apalagi mereka sudah merasa bahasa Inggris susah, tidak bisa, gitu. Kalau saya ikut-ikutan bikin suasana tegang kan nanti anak-anak tambah takut, ya untuk mencairkan suasana.” (Interview 1, April 2nd, 2018)
“Oh yes, that one mbak, sometimes the students are afraid to English subject, because even the Indonesian language which is their mother tongue, they do not understand. Moreover English, they feel that English is difficult, they cannot, like that. If I make a straining atmosphere, later the students will be more afraid, to break the atmosphere.”
(Interview 1, April 2nd, 2018- my own translation)

It shows that the students were still struggling with understanding vocabularies. The main problem was because of their Indonesian language (which is their first language) still limited. The students in this study did not get enough language input from their parents. The parents communicated with them using sign language only. Then, it affected the way the students comprehend a language. Even they did not get the first language vocabulary and or grammatical structure which beneficial to be the foundation of their English comprehension.

Misspelling

Misspelling is a common problem in every classroom. Since the students were limited to vocabulary and language acquisition, misspelling words occurred. Misspelling often occurred in the classroom of SEN since the students only able to read the teacher’s lip. Below is the Excerpt 20 of the observation:

A student misspelling the word deep → deed
The other student helps him to correct the answer
(Observation 2, March 27th, 2018)

There are techniques to correct the misspelling done by the students. The correction was done in a form of group work which made the students did not feel hesitate to learn from each other. Peer feedback resulted in a greater learning in the
classroom. Westwood (2007) suggests that teacher might apply a visual approach to teach spelling since it helps the students to look and then memorize the words and the letter sequence. Words in flash cards might be useful to help the teaching and learning.

AVA Misinterpretation

Audio Visual Aids is beneficial to fulfill the student’s need based on their learning style which is a visual learner. However, the AVA which was used to help the teacher providing input for the students might cause a problem in the classroom.

(Excerpt 27)

One of the students misinterprets the word and the image appears. Image: Mouse Word: Little

(Observation 2, March 27th, 2018)

This shows that AVA is able to be a problem in the classroom because it might lead to ambiguity in the way the students interpret the picture on the screen. Teacher as a help-giver has to solve this problem. In this study, the teacher explained the image and used sign language to help the students understand.

Active vs Passive Students

The problem of active and passive students must occur in every class. The active one is actually not really a problem. It becomes a problem if the active students become too dominating the classroom. In this study, the passive students are those who tended to be shy and silent in the classroom. The comparison of active and passive students in the classroom shows as below:
(Excerpt 28)

The teacher greets the students
T: “Good afternoon Ega, how are you?”
S1: “Good afternoon bu Ema. I am fine, thank you”
T: “Good afternoon Lutmi, how are you?
S2: “Good afternoon bu Ema.”
T: “How are you?”
S2: (silence)
T: (model) “I am fine.”
S2: (repeat) “I am fine.”
T: (model) “Thank you”
S2: (repeat) “Thank you”

(Observation 4, April 6th, 2018)

The dialogue happened between the teacher and student 2 above shows the tendency of the passive student’s performance in the classroom. The active student directly answered the greeting. However, the passive student tended to be silent. To help the passive student, the teacher modeled and repeated the expected response as the solution to motivate the student 2.

The student who has double impairments tended to be passive in the classroom as explained by the teacher as below:

(Excerpt 29)

“Oh, Lutmi itu memang ganda mbak, dia memang tunagrahita, jadi agak kurang paham kalau dia mbak begitu, jadi itu agak sulit, kalau b, b saja tidak masalah, kalau mn kesulitan didepannya ya, waktu assessment, itu kan kadang anak-anak ganda ketunaannya, tapi diambil yang paling dominannya apa.”

(Interview 2, April 5th, 2018)

“Oh, Lutmi has double impairments mbak, he has mental retardation, so he is lack of understanding, so it is a bit difficult, if B, B only will not be a matter, it will be a matter on the future, when the assessment is held, sometimes the students have double impairments, but depends and grouped by the impairment which is more dominant.”

(Interview 2, April 5th, 2018 – my own translation)
The student who has double impairments has the difficulty in understanding the lesson. The student condition made the teacher concerned since the hearing impairment is more dominant than the mental impairment. However, the teacher always motivated this one student. Motivating the students is a way to help the student becomes one who wants to take part in the learning process.

**Lack of confidence**

Being the one who is gifted with hearing impairment might make someone lose their confidence. Westwood (2007) stated that some SEN students might lack of confidence because they have the impairments and it affects the way the students perform in the classroom. The students in this study tended to hesitate to answer a question uttered by the teacher and some of them did not confident to answer the teacher’s greeting. This lack of confidence issue shows as below:

(Excerpt 30)

Teacher finds out that the students lack of confident to answer the question because the student shows the gesture that they do not understand the meaning and then they ask the teacher

*S:* (point to the word) “apa?”

*T:* “cupboard, lemari, untuk simpan baju”

(Observation 4, April 6th, 2018)

To handle this problem, when the students started to be shy, usually the teacher motivated the students. When it was related to speaking, the teacher let the student repeat after her together with their classmate thus the students felt motivated. Westwood (2007) emphasized that extrinsic motivation is needed to boost the students’ confidence in the language learning.
The Tendency to be unfocused

One of the characteristics that the hearing impairment students might have is attention deficit which leads them to be unfocused in learning (Padurean, 2014). In fact, the impairments made the students have a shorter time to be focused on the lesson. The student was not paying attention to the lesson as below:

(Excerpt 31)

The teacher asks a student (the passive one) whether he can answer the question or not since he often daydreaming

(Observation 4, April 6th, 2018)

The teacher’s role as a guide in teaching and learning the hearing impairment students in this study is related to the teacher’s strategy to grab student’s attention to be focused on the lesson.

Fear

National Examination is an examination which is made by the government. In fact, hearing impairment students also do the national examination as one of the requirements to be graduated from the school. National examination became a burden for all students in this study. The fear of the national examination was felt by the students and the teacher. The students worried if they could do it well. They were afraid because they know that the supervisor of the examination was not their own teacher but from another school. The students toled the teacher about their fear as below:
The class dismissed, a student tells that she worries about the national examination. She also becomes very afraid because she knows that the supervisor of the examination will come from another school.  
(observation 4, April 6th, 2018)

The fear of national examination became the problem in learning English since the students realized that the questions in the national examination might be more difficult. The teacher was concerned about the questions on the national examination which usually irrelevant to what she has taught in the school. The teacher explained the reason of the fear felt by the students as below:

(Excerpt 33)

“karena itu tadi biasanya teksnya biasanya yang levelnya tinggi, jadi sudah yang kompleks kata-katanya apalagi biasanya sinonimnya apa? padanan katanya apa? itu biasanya anak-anak bingung”

(interview 2, April 5th, 2018)

“Because usually, the text (which is displayed on the national examination) has a higher level (of difficulty), what is the synonym? What a word refers to? That what makes the students confuse.”

(Interview 2, April 5th 2018-my own translation)

National examination held by the government is beneficial as the stakeholder of the education. However, it becomes a burden for the teacher and students since there was a tendency that the questions provided were more difficult than what has been taught by the teacher.
CONCLUSION

This study was conducted to find out the English teaching method applied by the teacher of hearing impairment students in SMALB Negeri Salatiga. As the result of the observations, the teaching procedures applied by the teacher as the language role model were eliciting, modeling the language, giving written input, using AVA, doing the repetition, and connecting the material to daily activity. To build a fun learning atmosphere, the teacher provided learning chances for students to get involved in games, used technology in the classroom, and did the collaborative learning. Praising was the way that the teacher chose to motivate students. Giving feedback to students was the way to correct students’ mistake.

The teacher tended to make a fun learning through activities such as games, guessing words, and group work. The input provided by showing visual aids to the students, or writing the vocabulary on the whiteboard. To give a compliment to the students, the teacher praised the students’ work or progress.

The problems appeared in the classroom caused by the students’ impairment were lack of vocabulary, misspelling the word, AVA misinterpretation, tendency to be passive, lack of confidence and not focus. The burden of National Examination became the reason of students’ fear in learning English.

The teacher in this research came from the English Education and did not have the special education background. However, the teacher is still struggling with the procedures used to help the hearing impairment students learn effectively. Despite the
impairments that the students have, teachers of SEN should be ready to give their time to know and teach full heartedly.

This research is still limited since there were only four observations done by the researcher in the same context. Further research may involve more teachers thus the teaching method and which were collected is greater.

The researcher suggests the government should pay more attention to the facility provided especially for the special educational needs students. It might be better if there is a teacher training for the SEN teachers so that many wants to be a teacher and know how to teach special needs students properly. There are more teachers needed to help, teach and care to the special needs students.
ACKNOWLEDGMENTS

I thank Jesus Christ for the strength and health He pours over me every day thus I am able to finish this research.

I am grateful since this research is able to complete under the supervision of Prof. Dr. Gusti Astika who is patiently supervise this thesis and always motivates me. To my second reader Joseph Ernest Mambu, Ph.D., who ensures me to make this topic real.

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I thank Bu Yustina Emartati, the teacher of 5 students in SMALB Negeri Salatiga, who always gives meaningful sources for this research. I thank my hearing impairment friends who spread happiness in a lovely classroom atmosphere, Wanda, Ega, Lutmi, Aqshal, and Deva. I dedicate this research for my childhood hearing impairment best friend Yunanda Ayu Agesti. I hope this research might be a starter to those who have the heart to serve pupils with the special need.
References


Appendix 1

Below is a sample the observation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td>Greeting</td>
<td>The teacher greets all students using English “Good afternoon”</td>
</tr>
<tr>
<td>12:46</td>
<td></td>
<td>The teacher greets each student (mention student’s name)</td>
</tr>
<tr>
<td>12:49</td>
<td></td>
<td>The teacher makes a joke while checking the students’ knowledge about the proper greeting</td>
</tr>
<tr>
<td>12:54</td>
<td></td>
<td>The teacher uses sign language to give a choice to the student whether the greeting is correct or not</td>
</tr>
<tr>
<td>12:56</td>
<td>Material review</td>
<td>The teacher reviews the last meeting material about descriptive text</td>
</tr>
<tr>
<td>12:58</td>
<td></td>
<td>The teacher writes a text titled “My Cat” on the white board, followed by 7 questions related to the text</td>
</tr>
<tr>
<td>13:03</td>
<td>Vocabulary explanation and discussion based on the</td>
<td>The teacher asks students to look at the white board “lihat! (followed by sign language)</td>
</tr>
<tr>
<td>13:04</td>
<td></td>
<td>The teacher underlines the word and phrase which describe the cat (e.g: soft Grab students’</td>
</tr>
<tr>
<td>Time</td>
<td>Action Description</td>
<td>Method</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>13:05</td>
<td>The teacher uses different marker (red) to write the meaning of the new vocabularies in student’s L1</td>
<td>Translation</td>
</tr>
<tr>
<td>13:06</td>
<td>The teacher sometimes uses sign language to emphasize the meaning of certain vocabulary</td>
<td>Interpretation to sign language</td>
</tr>
<tr>
<td>13:07</td>
<td>The teacher asks the students to guess whether the meaning of certain word is correct or not</td>
<td>Elicitation</td>
</tr>
<tr>
<td>13:10</td>
<td>The teacher praises students by showing her thumbs up</td>
<td>Praising</td>
</tr>
<tr>
<td>13:11</td>
<td>The teacher connects the text with student’s daily activity</td>
<td>Translation L2→L1</td>
</tr>
<tr>
<td></td>
<td>“Kucing makan dua kali, kamu makan berapa kali”</td>
<td></td>
</tr>
<tr>
<td>13:13</td>
<td>The teacher asks the student to guess the meaning of some word and let them connect to their sign language</td>
<td>Elicitation</td>
</tr>
<tr>
<td></td>
<td>“ekor, apa nama?” → tail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“mata, apa nama?” → eyes</td>
<td></td>
</tr>
<tr>
<td>13:15</td>
<td>Classroom discussion based on the</td>
<td>Elicitation</td>
</tr>
<tr>
<td></td>
<td>The teacher discusses the first question with the students and then writes the answer on the white board</td>
<td>Modeling</td>
</tr>
<tr>
<td>Time</td>
<td>Text’s Questions</td>
<td>Action</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13:17</td>
<td>“What is the title of the text?” → My Cat</td>
<td>The teacher discusses the second question and let each student take turn to answer the question by writing it on the white board</td>
</tr>
<tr>
<td>13:19</td>
<td></td>
<td>The teacher underlines word which is new for the student appeared on the question</td>
</tr>
<tr>
<td></td>
<td>“How many times?” → Berapa kali</td>
<td>“How many times?” → Berapa kali</td>
</tr>
<tr>
<td>13:21</td>
<td></td>
<td>The teacher finds out that a student still confuse about the vocabulary, the teacher re-explain the meaning and let one of the student interpret to sign language</td>
</tr>
<tr>
<td>13:22</td>
<td></td>
<td>The teacher asks student about the meaning of “twice a day”, written on the white board some options made by the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2x sehari</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2x seminggu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2x sebulan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2x setahun</td>
</tr>
<tr>
<td>13:23</td>
<td></td>
<td>The teacher takes a calendar and shows it to the student. She explains the concept of sehari, seminggu, sebulan, setahun.</td>
</tr>
<tr>
<td>13:26</td>
<td>Post teaching</td>
<td>The teacher review the text by asking the student questions related to the cat’s characteristics</td>
</tr>
<tr>
<td>13:27</td>
<td></td>
<td>The teacher asks student to look at their</td>
</tr>
</tbody>
</table>
friend who is sitting next to them and analyze their friend’s appearance.

“Lihat teman, (mention a student’s name) tinggi? pendek? apa? tulis?”

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Language Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:28</td>
<td>The teacher writes the example of how to do the homework, on the whiteboard (name of student A) - Tinggi - Kurus (name of student B) - Pendek</td>
<td>L2 → L1</td>
</tr>
<tr>
<td>13:30</td>
<td>The teacher asks a student to interpret the instruction to the sign language L1 → Sign language</td>
<td>L1 → Sign language</td>
</tr>
<tr>
<td></td>
<td>The teacher leads in a prayer as a routine that the lesson has done</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Below is a sample of the interview transcription.

**Interview Transcription**

Day: Monday  
Date: April 2nd, 2018  
Interviewee: Ibu Yustina Emartati (E)  
Interviewer: Villadelfi Deovia Wityananda (V)

Selamat pagi ibu, nama saya Villadelfi dari Universitas Kristen Satya Wacana Fakultas Bahasa dan Seni. Saya sedang mencari data untuk penelitian saya English Teaching Procedure for Special Needs Students dan mm.. Terimakasih atas waktu yang ibu berikan pada pagi hari ini sehingga saya boleh melakukan wawancara. Mm.. Boleh ibu memperkenalkan diri?

Ya, nama saya Yustina Emartati biasa dipanggil Ema, mm sudah cukup, nama ya?

Iya, mm, sudah berapa lama ibu mengajar disini?

Saya mengajar dari 2010

Oh, iya. Mm.. Ibu fokus ke kelas berapa?

Mm, untuk bahasa Inggris, saya mengajar untuk anak SMA yang tunarungu dan tunadaksa

Mm, karena saya fokus ke anak-anak tunarungu jadi ada beberapa pertanyaan berkaitan dengan observasi yang sudah saya lakukan dikelas ibu. Yang pertama, bagaimanakah pendapat bu ema mengenai topik-topik yang disediakan oleh pemerintah? Yang mana harus diterapkan ke anak-anak berkebutuhan khusus?

Ya topik-topiknya itu ya sudah cukup sesuai, tapi bukunya itu mbak yang diterbitkan pemerintah itu mm.. Ada beberapa yang sudah sesuai dengan kondisi siswa tapi ada juga yang tidak, jadi kadang saya harus mencari sendiri

Oh, biasanya dalam mencari materi sendiri juga apakah bu Ema mengalami kesulitan seperti itu?

Ya, iya kadang.
Mm, oh iya background dari bu Ema sendiri, tentang background pendidikan bu Ema misalnya, apakah bu Ema juga fokus ke anak-anak berkebutuhan khusus?

Saya dari umum mbak, dari pendidikan bahasa Inggris jadi tidak punya background tentang pendidikan luar biasa, tidak ada. Jadi bener bener belajar dari anak-anak.

Ini menjadi menarik karena kan memang di Indonesia sendiri jarang begitu ya bu universitas yang punya jurusan untuk pengajar anak-anak berkebutuhan khusus. Dan kalau boleh tahu, apa alasan ibu untuk mau punya hati melayani dan mengajar anak-anak berkebutuhan khusus?

Ya gimana ya mbak, mm, kalau bukan kita siapa lagi? Hehehe,

mm, kepingin bantu mereka supaya mereka bisa survive didunia ini hehehe, waduh,

Nah mengenai teaching procedure yang ibu terapkan berdasarkan observasi. Jadi waktu pertama saya datang ke sini kan bu Ema sempat menyapa anak-anak dulu dengan bahasa Indonesia lalu bahasa Inggris, menyapa anak-anak secara keseluruhan lalu secara individu. Apakah ada alasannya bu?

Ya kalau mm, secara individual itu saya ingin memastikan bahwa anak-anak itu tahu betul, soalnya anak-anak itu sudah dari, karena SMA ya, dari SMP mereka sudah dibiasakan greeting itu belum “nyantel” belum apa ya, belum tahu betul begitu, mereka yang harus diucapkan apa, pronunciationnya, itu kan ya memastikan mereka paham betul

Lalu dalam menyapa mereka nih bu, apakah ada kesulitan, ada kendala dakam menyapa mereka?

Kendalanya ya itu, mm, sudah bertahun tahun ya mereka pelajaran bahasa Inggris tapi belum pas juga harus mengucapkan apa. Misalnya saya bilang Good morning, dia jawab apa gitu, jadi diulang-ulang terus

Oh iya, saya juga melihat bu Ema kadang membuat jokes mm bercanda dengan anak-anak, apakah hal ini juga membantu untuk menghidupkan kelas ibu?
Oya, itu ya mbak, anak-anak itu kalau dengan pelajaran bahasa Inggris itu kadang sudah ketakutan sendiri, karena bahasa Indonesia yang harusnya itu apa, bahasa ibu mereka, dijadikan bahasa ibu mereka itu, mereka sendiri kurang paham. Apalagi bahasa Inggris, apalagi mereka sudah merasa bahasa Inggris susah, tidak bisa, gitu. Kalau saya ikut-ikutan bikin suasana tegang kan nanti anak-anak tambah takut, ya untuk mencairkan suasana.

Problem(S) → fear
L1 issue
L2 issue

Procedure → fun learning

V Oh jadi mereka masih punya keterbatasan dalam bahasa Indonesia ya bu
E Iya, kebetulan ini yang agak lancar si Wanda itu ya kalau yang lainnya itu kosa kata bahasa Indonesia mereka masih minim.

Problem(S) → lack of vocabulary

V Jadi itu karena penggunaan bahasa isyaratkah atau?
E Ya salah satunya itu terus sebenarnya peran keluarga sangat besar sekali mbak, sebenarnya kalau dibiasakan bercakap, terkadang orang tua kan milih enaknya ya, milih gampangnya, asal anak nggak rewel, nggak apa, kan mm mereka cari mudahnya karena merasa berisyarat itu lebih mudah maka mereka terbiasa berisyarat, sedangkan keluarga yang biasa ngajak anaknya bercakap juga anaknya terbiasa melihat gerak bibir, melihat itu kan terbiasa, kosa katanya mereka langsung masuk sendiri. Sebenarnya kalau anak sudah purna bahasa, jadi sudah mm, bahasa indonesianya sudah lancar, masuk bahasa inggris sudah seperti anak-anak umum itu sebenarnya. Kayak ya itu contohnya Wanda itu sudah lumayanlah
V Berarti mungkin metodenya adalah membaca gerak bibir ya bu?
E Itu apakah bu Ema juga mempelajarinya atau justru anak-anak bu?
Oya, kebetulan gini, mm, metode membaca gerak bibir itu kan masuknya metode maternal reflektif, kebetulan saya juga ngajar di SD untuk anak tunarungu menggunakan metode itu dan itu metode yang baru beberapa tahun ini diterapkan di sekolah ini, jadi sebelumnya pakainya Komtal, komunikasi total jadi pakainya sign, berisyarat, membaca gerak bibir begitu, nah anak-anak yang sudah SMA ini kan pakai metode yang dulu, mereka merasa lebih nyaman itu to, jadi ya mereka belum terbiasa untuk membaca gerak bibir, jadi saya juga kadang berisyarat, belajar dari anak-anak karena saya sendiri tidak bisa berisyarat dan kita sama-sama, saya bilang sama anak-anak, kita sama-sama. Bu Ema belajar bahasa isyarat, kamu belajar membaca gerak bibir.

Mm, kemarin saya juga melihat bahwa bu Ema mereview materi-materi yang sebelumnya, itu apakah ada tujuannya bu?


Lalu, bu Ema juga waktu itu menulis teks “my cat” itu dipapan tulis, apakah itu ada hubungannya dengan kebutuhan khusus mereka?

Teksnya atau materinya ini mbak? Materinya kita kemarin kan tentang deskriptif.

Iya

Kalau teksnya itu kan saya ambil yang sederhana sekali, dan anak-anak yang sudah tahu, semua kan sudah tahu tentang cat begitu. Pokoknya kalau materi itu sebisa mungkin saya ambil dari yang terdekat dengan lingkungan anak-anak.

Ya, saya juga menyadari kalau bu Ema sempat menghubungkan materi dengan kehidupan sehari-hari anak-anak dan itu, kalau bu Ema melihat dari anak-anak, apakah itu membantu mereka?
Ya jelas mempermudah itu, karena kalau kita ambil yang jauh-jauh tentang mm apa ya? Pelestarian lingkungan, anak-anak bisa saja itu belum paham kan? Misalnya kita ambil badak misalnya, bukan cat, belum tentu mereka tahu konsep itu, badak itu yang seperti apa, kalau anak-anak yang sering lihat tv, browsing di internet mungkin tahu ya. Kalau seperti lukmi itu kan anaknya pendiem dan tidak pernah gimana-gimana, jadi ya ambil yang paling deket dengan anak-anak tadi aja supaya lebih dipahami

Mm, ya kembali ke alasan bu Ema waktu menuliskan teks dipapan tulis kan bu Ema sempat juga menggaris bawahi kata-kata yang baru untuk anak-anak dan menggunakan spidol warna yang berbeda, apakah ada alasannya bu?

Ya, satu karena kebiasaan, saya suka warna-warni, dua ya biar lebih jelas aja. Biar lebih jelas terlihat sama anak-anak

Dalam menginterpretasikan bahasa Indonesia ke bahasa isyarat itu apakah ada kendala bu?

Masalah sekali itu mbak, hehehe karena saya awam ya dipendidikan khusus, termasuk awam, jadi saya tahu cuma yang dasar-dasar saja, yang biasa digunakan kalau yang tidak pernah digunakan ya tidak tahu. Jadi hehehe kadang saya yang bertanya ke anak-anak, saya yang belajar dari anak-anak. Ini disini sama-sama belajar, anak-anak belajar, saya juga belajar

Mm, untuk bentuk pertanyaan yang diberikan bu Ema kepada anak-anak itu kan rata-rata red→merah, betul tidak? Begitu ya bu ya?

Menggunakan pola itu ya? Nah apakah itu efektif bu menurut bu ema?

Mm, kadang kalau kita tanya saja, kalau cuma ngasih pertanyaan, tidak ngasih pancingan itu anak-anak nggak jawab mbak, jadi dipancing. Red→hijau, betul, gitu nanti anak-anak bukaaan! (melambaikan tangan) gitu, jadi kalau nggak di pancing mereka cuma diam aja. Jadi kita kasih pancinganlah jawaban yang salah mana yang benar mana, coba mereka connect apa ndak? Ternyata mereka lumayan, lumayan efektif

Problem→sign language

Procedure→connect to daily life

Procedure→elicitation, guessing true or false
Ya oke bu, mm menurut bu Ema seberapa pentingkah kita, sebagai guru, memuji kerja keras anak-anak? Maksudnya memberikan feedback yang positif begitu bu. Oh ya itu perannya penting sekali, itu kan untuk semangat mereka ya, kalau mereka sudah mau melakukan kerja keras, kita puji itu kan mereka senang ya mbak ya.

V Dan biasanya pakai gesture ya bu ya?

E Betul, good (mengacungkan ibu jari)

V Mm, oh ya, saya juga sempat melihat, waktu anak-anak, mungkin ini bagian dari rutinitas kelas ini ya bu ya, jadi waktu mereka ambil yang waktu mereka gantian menjawab soal dipapan itu, apakah itu bagian dari rutinitas kelas ini atau memang mereka sudah terbiasa begitu bu, menjawab bergiliran?

E Ini yang jawab text itu ya mbak?

V Iya bu

E Itu ho.o biasanya saya persilakan siapa yang mau, siapa yang bisa

V Dan mereka nggak malu-malu ya bu ya, saya lihat itu mereka punya kepercayaan diri yang bagus

Ya kecuali yang pasif, itu ajag kan supaya mendorong anak-anak supaya aktif ya, kalau yang pasif ya tetep pasif, kalau diminta maju ya mungkin nggak PD atau gimana, ternyata kan mendorong memperbesar kepercayaan diri anak-anak begitu. Lalu seberapa pentingkah bu, waktu bu Ema mengambil kalender waktu itu lalu menjelaskan tentang mm, dua kali sehari, dua kali setahun, ini bulan ini tahun, itu apakah bu Ema juga sering menggunakan media-media lain yang ada dikelas seperti itu?

Ya, kalau ada, kalau ada, hehe contohnya waktu kemarin itu ada kalender ya pakai kalender, kalau tidak ada, saya pakai Google, pakai bantuan untuk gambar misalnya, apa ya, yang procedural, resep masakan itu, anak-anak tidak tahu egg itu seperti apa? Ini lho, oh kalau telur mereka biasa ya, seledri, kan jarang anak-anak, ini lho gambarnya seperti ini kan anak-anak tahu. Baik bu, kita ke observasi selanjutnya yang mengenai adjective, nah, apakah teman-teman disini juga sudah tahu beberapa kata-kata mengenai adjective bu?
Sudah pernah diajarkan itu mbak, jadi materi disini itu dari SMP sama mbak, procedure, descriptive, dari SMP kayak itu, SMA Cuma mengulang-mengulang-mengulang, kayak itu.

Tapi kayanya masih pada lupa mbak, Cuma masih inget kemarin saya tanya, yang masih ada hubungannya dengan deskriptif teks itu, my cat itu, contohnya kemarin bulunya bagaimana? Oh soft, begitu. Ya ada yang nyantel dikit. Hehehe

Dan kemarin media yang digunakan video ya bu ya, itu anak-anak kalau boleh tahu, mereka lebih tertarik yang mana bu?

Video begitu atau membahas teks?

Kenyanya lebih menarik video ya mbak ya, tapi kan tergantung itunya ya, kan kita nggak bisa pakai videooo terus gitu, tapi sih lebih tertarik video karena anak-anak kan senang Kemarin juga ada, metode yang diterapkan ibu, semacam lomba, lomba untuk menulis kata dipapan tulis itu kan mereka juga fun gitu ya bu, belajar dengan cara yang menyenangkan begitu, dan menurut bu Ema fun learning sendiri itu apa ya bu ya?

Belajar yang menyenangkan, kalau menurut saya sih nggak cuma bersenang-senang ya, anak-anak dapat intinya, dapat materinya, tapi tidak merasa terpaksa, kan kayanya materi lebih mudah terserap ya dalam suasana bahagia gitu ya

Mengenai masalah yang dihadapi anak-anak, saya sempat mengamati anak-anak kesulitan dalam spellingnya, dalam menulis kata itu, jadi bu Ema melakukan apa bu kalau mereka kesulitan dalam spelling?

Ya membantu, maksudnya saya bantu nulisnya seperti ini Lalu masalah apa sih bu yang biasanya timbul mm, dari anak-anak mengenai pelajaran bahasa Inggris, mengenai minat mereka?

Kalo dari awal kan karena masalah minat ya, bahasa Inggris itu momok tadi, ya sudah itu, masalahnya lagi, itu bahasa yang jarang sekali digunakan anak dalam kehidupan sehari-hari, jadi pasti lupa, harus mengingatkan lagi mengingatkan lagi, itu tadi masalah terbesarnya itu tadi
Dan lalu terkecoh juga ya bu, waktu diberikan *guessing* itu mereka jadi bingung karena mungkin lupa itu ya? Mm, jadi masalahnya adalah bahasa indonesia, bahasa inggris dan bahasa isyarat begitu ya bu ya? Ini sesuatu yang baru juga untuk saya bu, karena ternyata sulit juga ya untuk mengajar anak-anak berkebutuhan khusus ini. Mm, oh waktu saya observasi itu, kan bu ema sempat keluar dan anak-anak belajar sendiri, mereka kan ada *independent learning* itu, saya juga melihat mereka saling membantu. Jadi wanda yang pengetahuannya lebih tinggi dari yang lain itu kan dia juga membantu teman-teman yang lain. Mm, melihat kelas yang seperti ini, bagaimanakah tanggapan ibu

Ya, kalau mereka kerjasamanya begitu mbak, tapi mereka kalau tes mereka tahu, tidak bekerjasama hehehehe

Wah, hehehe

Ya senang sekali mbak, mereka kan ada kepedulian ya sama temannya ya, yang bisa membantu yang tidak bisa, itu kan termasuk penanaman karakter yang bagus ya, karakter yang baik itu, membantu. Ya asal tidak kerjasamanya waktu tes itu tadi

Hehehe, ya mm, kemarin melalui media yang disediakan kan ada gambar yang tidak sesuai dengan katanya bu, mengenai hal ini, bu Ema bagaimana? Padahal itu kan juga sebagai input mereka

Nah biasanya saya, harusnya ini. Misalnya apa ya mbak kemarin? Bottom itu ya?

Iya iya

Kemarin mau saya bahas, *karena kekurangan waktu* ya, rencananya saya bahas pertemuan berikutnya, itu kan harus dibahas buat pegangan anak-anak. Kalau ada yang salah ya dibetulkan

Mmm, apakah bu Ema juga mulai menerapkan teknologi dikelas ibu? Maksudnya kemarin juga saya lihat anak-anak sudah pakai handphone untuk memfotografi, karena tidak ada waktu untuk menulis itu, karena tidak semua kelas dan sekolah memperbolehkan anak-anaknya menggunakan teknologi. Nah, kenapa sih bu, Bu Ema memperbolehkan mereka menggunakan teknologi untuk belajar?
Mm, HP disini diperbolehkan mbak, karena sebagian besar anak-anak disini dijemput orang tuanya, jadi harus berkomunikasi dengan orang tuanya, kalau tidak kan tidak bisa, terus apa ya? Karena lebih praktis mbak, karena waktunya terbatas sekali saya itu ketemu anak-anak Cuma 1 jam, bener-bener 1 jam, itu seminggu sekali, kalau anak-anak harus mencatat, ya kalau waktunya memang cukup, mencatat, kalau saya ada waktu membuat handout ya handout. Kalau tidak sempat ya tinggal foto saja kan lebih praktis, kalau menurut saya. Hehehe

Hehehe baik bu, mengenai apakah ide bu Ema untuk pendidikan untuk anak-anak berkebutuhan khusus? Yang ada kaitannya dengan bagaimana anak-anak meraih masa depan yang lebih baik, seperti itu bu?

Duh gimana ya mbak, saya butuh suntikan ide juga hehhe,

Tenaga pengajarnya mungkin bu? Kan masih minim, seperti itu.

Apakah pemerintah perlu mengadakan training mungkin untuk guru-guru yang lain? Supaya mereka juga punya hati untuk mengajar anak-anak seperti ini?

Ya kalau ada itu. Saya mendukung sekali mbak, kalau pemerintah ada program seperti itu saya mau daftar hehehe

Dan guru bahasa Inggris itu kan punya tanggung jawab membimbing anak-anak ke ujian nasional, nah itu gimana bu perasannya, tanggapannya?

Itu beban berat sekali mbak, karena apa ya, mungkin yang membuat soal UN itu tidak tahu lapangan apa gimana ya, soalnya itu levelnya tinggi sekali, jadi anak-anak dengan bacaan sederhana aja kadang sudah kesulitan ya mbak, jadi ya kalau sudah kelas akhir biasanya saya drill soal-soal UN yang dulu, jadi belajarnya sudah seputar soal-soal UN, itu aja kadang sudah, kan mereka masih belum bisa, kalau kosa kata okelah, tapi kalau sudah masuk grammar dan lainnya ya saya sendiri juga kesulitan,

Ya memang kalau saya amati juga dari soal-soal unnya kan sama dengan anak-anak yang tidak berkebutuhan khusus

Iya mbak
Oya, mengenai buku tadi bu, masalahnya dimana bu? Apa yang kurang seperti itu?

Kadang beda mbak sama materi UN itu, ada buku yang disinikan sama seperti SMK, biasanya itu kosa kata vokasional itu ada, kadang tidak membantu sama sekali. Jadi yang vokasional itu ada tentang computer, tata busana, perbengkelan itu ada tapi dibuku tidak ada. Dan biasanya di UN kan bacaan dikaitkan dengan itu.

Nah, apakah bu Ema pernah mengembangkan, yang disebutkan bu Ema tadi, handout itu mm apakah itu juga didasari dengan keprihatinan bu Ema juga mengenai buku-buku yang tidak sesuai bu?

Ya jadi yang tidak ada dibuku saya cari, ya nggak bikin sendiri tapi saya cari, tapi ambil di internet, saya sesuaikan dengan tingkat kesulitannya, anak-anak kira-kira bisa apa ndak?

Rata-rata topiknya tentang apa bu?

Ya jadi yang tidak ada dibuku saya cari, ya nggak bikin sendiri tapi saya cari, tapi ambil di internet, saya sesuaikan dengan tingkat kesulitannya, anak-anak kira-kira bisa apa ndak?

Iya bu

Macem-macem sih mbak, jadi buku itu kan cuma sedikit, jadi saya cari misalnya kalau kepengen disesuaikan dengan kelas ya bikin sendiri biar anak-anak paham. **Kadang nama-nama diteks saya ganti, sesuai dengan nama anaknya.**

Mm, kalau kembali ke anak-anaknya lagi bu, itu mereka kan kesulitan dalam pendengaran, apakah mereka itu termasuk ke kategori yang gangguan dalam pendengarannya atau tuli?

Gangguan pendengaran maksudnya gimana? Gangguan pendengaran sama tuli, konsepnya mbak villa gimana ini?

Hehehe

Hehehe kan ada beberapa yang tuli tidak terlalu parah

Oya, masih ada sisa pendengaran itu ya,

Iya bu
Kebanyakan disini sisa pendengarannya tinggal sedikit. Anak-anak itu pakai alat bantu dengar kan nggak langsung bisa mendengar seperti kita ini ya, jadi karena mereka tidak bisa mendengar, akhirnya kan kosa kata tidak bisa masuk ke mereka begitu masalahnya. Jadi gimana ya, oh dulu pernah ada, sisa pendengarannya masih ada tapi sama saja itu, kalau mungkin tidak dibiasakan bercakap dengan lingkungannya ya, jadi akan kesulitan

Saya kan pernah membaca ada perbedaan tentang tuli dan tunarungu bu

Oh gitu, tuli itu yang total ya?

Iya bu, yang deaf dan hearing impairment. Jadi lebih baik saya pakai kata yang apa ya bu untuk mendeskripsikan anak-anak?


Oh begitu ya bu, itu saja bu sejauh ini, terimakasih untuk waktu yang disediakan bu Ema, sangat membantu sekali untuk skripsi saya, dan ya saya berterimakasih karena diperbolehkan untuk masuk ke kelas bu Ema untuk observasi juga. Terimakasih bu.