

**ENGLISH LANGUAGE TEACHING LEARNING FOR DEAF STUDENT
(A Descriptive Study at SMALB-B YASPENLUB Demak)**

THESIS

**Submitted in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education
in English Language Education**



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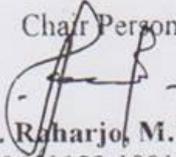
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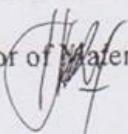
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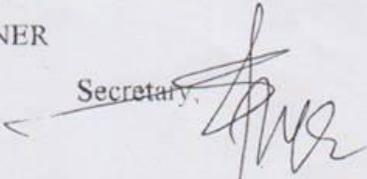
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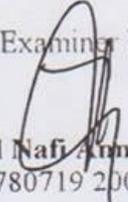
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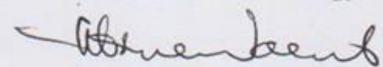
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ABSTRACT

Title : **English Language Teaching Learning Process for Deaf Student (A Descriptive Study SMLB-B YASPENLUB Demak)**

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This thesis discussed about teaching learning process for deaf students. This thesis was based on the Indonesian government regulation that all citizen have the same right to get education, included who was disable. Students who had hearing impairment would face some difficulties in teaching learning process. It was because English skills taught included listening and speaking while deaf students had problems with hearing and usually with speaking. In addition, teacher of English had to prepare the appropriate teaching learning process which eased the students in understanding the materials. This thesis was aimed to answer these problems: (1) What materials are taught for deaf students at SMALB-B YASPENLUB Demak? (2) What methods are used in teaching English for deaf student at SMALB-B YASPENLUB Demak? (3) How does the teacher of English assess deaf student SMALB-B YASPENLUB Demak? Those problems were discussed through qualitative descriptive study at SMALB-B YASPENLUB Demak. The data were collected through observation, documentation and interview. All of data were analyzed using descriptive qualitative analysis. It meant that the research describes the social phenomena that being a focus of research.

Based on the data collected by the researcher showed: (1) materials given to the students with hearing impairment were based on the KTSP which was specially composed for SLB-B. The materials given for eleventh grade students were expressions of asking and giving certainty, doubt, asking for repetition, paying attention, admiring, short message, advertisement, and announcement. Genre texts given at this class were procedure and report. The materials given for twelfth grade students were expressions of notice, politeness expression, giving interesting news, private letter, advertisement, brochure, announcement, oral message invitation, narrative and report. (2) there were three methods used by teacher. They were Grammar Translation Method (GTM), Silent Way and Question Answer. GTM was used by translating the materials into students' native language. Silent way demanded the students to produce written language as much as possible. Question answer method was used in order to keep students' concentration on the materials delivered by teacher. (3) Teacher used both formal and informal assessment to assess the students. Informal assessment usually used oral question. Besides checking students' understanding, the teacher also could

train students to communicate with others. Formal assessment was usually held in written test. It was adjusted the students' condition.

Keyword: English Language Teaching Learning, Deaf.

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Finally, the researcher realizes that this thesis is less perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes this thesis would be beneficial to everyone. Amin.

Semarang, 16th December 2014

The writer,

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