

**ENGLISH LANGUAGE TEACHING LEARNING AT  
*ROEMAH DIFABEL* OF SEMARANG**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for Gaining  
The Degree of Bachelor of Education In English Education**



**By:**

**Mr. Adam Panoh**

**1503046127**

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY OF  
SEMARANG**

**2019**

## **A THESIS STATEMENT**

I am a student with the following identity:

Name : Mr. Adam Panoh

Student Number : 15030461247

Department : English Department

I certify that this thesis is my work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited by ethical standards.

Semarang, July 17th 2019

The Researcher,



**Mr. Adam Panoh**

**1503046127**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

### RATIFICATION

Thesis with the following identification:

Title : **ENGLISH LANGUAGE TEACHING LEARNING AT ROEMAH  
DIFABEL SEMARANG**

Name of Student : Mr. Adam Panoh

Student Number : 1503046127

Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of  
UIN Walisongo Semarang and can be received as one of requirements for gaining the  
Bachelor Degree in English Education Department.


Semarang, 29 July 2019

### THE BOARD OF EXAMINERS


Chair Person,

  
Dr. Hj. Siti Mariam, M.Pd.  
NIP. 19650727 199203 2002

Examiner I,

  
Dr. H. Ikhrom, M.Ag.  
NIP. 19650329 199403 1 002

Advisor I,

  
Dr. Hj. Siti Mariam, M.Pd.  
NIP. 19650727 199203 2002

Secretary,

  
Nadiyah Ma'mun, M.Pd.  
NIP. 19781103 200701 2016

Examiner II,

  
Sayyidatul Fadhillah, M.Pd.  
NIP. 19810908 200710 2 001

Advisor II,

  
Nadiyah Ma'mun, M.Pd.  
NIP. 19781103 200701 2016



## ADVISOR NOTE

Semarang, 17 July 2019

To

Honorable the Dean of Education  
and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamualaikum wr. wb*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **ENGLISH LANGUAGE TEACHING AT  
ROEMAH DIFABEL OF SEMARANG**

Name of Students : Mr. Adam Panoh

Student Number : 1503046127

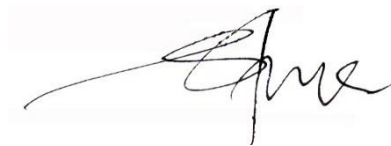
Department : English Department

Field of Study : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.

*Wassalamualaikum Wr. Wb*

Advisor I,



Dr. Hj. Siti Mariam, M. Pd.

NIP. 19650727 199203 2 002

## ADVISOR NOTE

Semarang, 17 July 2019

To

Honorable the Dean of Education  
and Teacher Training Faculty  
Walisongo State Islamic University

*Assalamualaikum wr. wb*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **ENGLISH LANGUAGE TEACHING AT  
ROEMAH DIFABEL OF SEMARANG**

Name of Students : Mr. Adam Panoh

Student Number : 1503046127

Department : English Department

Field of Study : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.

*Wassalamualaikum Wr. Wb*

Advisor II,



Nadiah Ma'mun, M.Pd  
NIP. 19781103 200701 2 016

# Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾  
﴿١﴾

[5] Surely, with difficulty is ease. [6] With pressure is surely ease.

(QS: Asy-Syarh 95)

“Stay focus and complete the journey.”

(Mr. Adam Panoh)

## **DEDICATION**

My thesis is honorably dedicated to:

1. My beloved Father and Mother (Mr. Dearaseh Panoh and Mrs. Kholiyoh Panoh) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
2. My beloved brother and Sister (Arafat Panoh, Kadafee Panoh, and Patma Panoh) who always guided me and support me for reaching my dreams.
3. For all my relative in Thailand.
4. For my beloved Drh.Sabila Ratu Patria. Thank you so much for everything, your support, your care, your motivation, and your love in my life.
5. All my friends from English Education 2015, especially class A. I will be missing you guys.
6. For My PPL team at SMK Ma'arif NU 01 Mijen Semarang.
7. For My KKN Team Post 37 at Nongkosawit, Randusari, Gunung Pati.
8. For all my friends from Patani, Thailand, Indonesia, especially from Scholarship MORA Students 2015. Thank you for your support and prayers guys.

9. My beloved Organization Persatuan Mahasiswa Islam Patani (Thailand Selatan) Di Indonesia (PMIPTI) Semarang. Thanks for the knowledge and high spirit.
10. All my Organizations HMPI, TSAS, PMIPTS, PMIL, TSC, KSR WS, WSC. Thank you for providing knowledge and experiences.
11. My beloved almamater Walisongo State Islamic University of Semarang.



## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim*

Alhamdulillah Rabbil ‘Alamin, the researcher, expresses his highest gratitude to Allah Subhanahu Wa ta’ala for blessing, love, opportunity, health, and mercies to complete this undergraduate thesis. This undergraduate thesis entitled “English Language Teaching Learning of *Roemah Difabel* Semarang” is submitted as the final requirement in accomplishing undergraduate degree at English Department of Education and the Teacher Training Faculty Walisongo State Islamic University of Semarang.

The researcher realizes that he could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honor of this, the researcher wants to say grateful on the honorable:

1. Dr. H. Raharjo, M.Ed.St as the dean of Education and Teacher Training Faculty Walisongo state Islamic University Semarang
2. Dr. H. Ikhrom, M.Pd as the Head of English Department.
3. Sayyidatul Fadhilah, M.Pd as the Secretary of English Department.

4. Dr. Siti Tarwiyah, S. S. M. Hum. As the guardian lecturer during study in UIN Walisongo Semarang.
5. Dr. Hj. Siti Mariam, M.Pd and Mrs. Nadiyah Ma'mun, M.Pd as my advisor for giving guidance and helpful corrections during the consultation of this thesis.
6. All of my lectures of English Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.
7. My life time teacher, My beloved Father (Mr. Dearaseh Panoh and Mrs. Kholiyoh Panoh) who always give me love, support and their praying in every situation.

Finally, I would like to thank everybody important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thought-full suggestion and critics are welcomed.

Semarang, 17 July 2019

Writer,

Mr. Adam Panoh

## **PREFACE**

In the name of Allah the Beneficent and the Merciful, Thanks and saying *Alhamdulillah* to Allah for all His Blessing and loves. He gave me the power to finish my thesis.

My thesis focuses on English Language Teaching in the class. This thesis is written to make readers understand the English Language Teaching with Disability students. Teaching is a preplanned, goal-directed Educational process to facilities learning also Teaching is the transfer of knowledge from someone (teacher) to others (students), so the teachers hope not only talented in understanding the material, but also in implementing the way how to deliver their knowledge to the students, particularly in English. In this case, the researcher conduct this research to find out the materials taught in English Language Teaching, to describe the methods used in English Language Teaching and to explain how the teacher assesses the student's competence.

## ABSTRACT

Mr. Adam Panoh, ENGLISH LANGUAGE TEACHING AT *ROEMAH DIFABEL* OF SEMARANG. *Thesis*. English Department Program, Teacher and Training Education Faculty, Walisongo State Islamic University of Semarang (UIN). Advisors : (1) Dr. Hj. Siti Mariam, M.Pd. (2) Nadiah Ma'mun, M.Pd.

This thesis discusses English Language Teaching a Roemah Difabel of Semarang. The aims of research because English is critical to study. In Indonesia, English is the most important subjects that have been taught in every school. This case, the researcher wants to know the teaching English language for Disability because disability should get the education and English language same like ordinary people. The research has some purposes namely to find out the materials taught in English Language Teaching, to describe the methods used in English Language Teaching and To explain how the teacher assesses the student's competence at *Roemah Difabel* of Semarang This thesis has collected the data from observed, interviewed, and documentation. This research is a Descriptive Qualitative approach through field research. This research shows the result of the study is the materials of English language teaching at The teacher at *Roemah Difabel* English class used primary material depend on Students in teaching for disabilities students. However, consists of two skills speaking and Listening. The methods used in teaching are the Direct method, Silent way method, Audio-Lingual method, Total Physical Response method, and Deductive teaching method. The teacher combines with another method like Deductive teaching method, total communication, cued speech, and body language. The assessment used at the Disabilities English class. The teacher assesses *Roemah Difabel* English Class. The teacher assesses student's competence based on the comprehensive and remembers of material from the teacher. In this case, the teacher doesn't have formal assessment students but use informal assessment. Based on the result the benefit for a teacher, students, and a reader.

**Keyword:** *English teaching material, methods, students' assessment, Roemah Dafable.*

## **TABLE OF CONTENT**

PAGE OF TITLE .....	i
THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR APPROVAL I .....	iv
ADVISOR APPROVAL II .....	v
MOTTO .....	vi
DEDICATION .....	vii
ACKNOWLEDGEMENT .....	ix
PREFACE .....	xi
ABSTRACT .....	xii
TABLE OF CONTENT .....	xiii
LIST OF APPENDICES.....	xvi

### **CHAPTER I INTRODUCTION**

A. Background of the Study .....	1
B. Reason choose the topic .....	8
C. Research Question. ....	8
D. Objective of the Research .....	9
E. Significance of the study.....	9

### **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Previous Research .....	13
B. Theoretical Review .....	20
1. English Language Teaching Learning .....	20
2. English Language for Special needs .....	28

3. English Language at <i>Roemah Difabel</i> .....	30
4.English Material .....	33
5.English Method .....	35
6. English Learning Assessment.....	43
7. Disable .....	44

### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	59
1. Reserch Method .....	59
2. Data Souces .....	61
B. The setting of Research .....	62
C. The Technique of Data Collection.....	62
1. Observation.....	62
2. Interview.....	63
3. Documentation.....	64
4. Data Analysis .....	64

### **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. Description of teachers, students, facilities, The building of Roemah Difabel Semarang .....	67
1. Teacher.....	67
2. Students .....	68
3. Facilities.....	70
4. Building .....	71
B. Data Description and Discussion .....	72

1. Analysis of the Materials Taught in the English Language...	72
2. Analysis of the Methods Used in the English Language Teaching at Roemah Difabel .....	74
3. Analysis of the Assessment Used in English Language Teaching at Roemah Difabel.....	83
C. Limitation of study .....	84

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	87
B. Suggestion .....	89

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CURRICULUM VITAE**

## **LIST OF APPENDICES**

- Appendix 1 Instrument Interview Principle *Roemah Difabel*
- Appendix 2 Instrument Interview Teacher English *Roemah Difabel*
- Appendix 3 Transcript I Interview principle
- Appendix 4 Transcript II Interview Teacher
- Appendix 5 Transcript III Interview Teacher
- Appendix 6 Result of reduction Interview of Principle
- Appendix 7 Result of reduction Interview of Teacher I
- Appendix 8 Result of reduction Interview of teacher II
- Appendix 9 Field Note 1 Observation
- Appendix 10 Field Note 2 Observation
- Appendix 11 Field Note 3 Observation
- Appendix 12 The Materials
- Appendix 13 Schedule of Class
- Appendix 14 Students' List
- Appendix 15 Organizational Structure of Roemah Difabel Semarang
- Appendix 16 Documentation
- Appendix 17 Surat Mohon Izin Research
- Appendix 18 Surat Keterangan Riset
- Appendix 19 Curriculum Vitae



### **Acronyms and abbreviations**

English language learning and teaching for information on language teaching acronyms and abbreviations which are specific to English.

CLIL: content and language integrated learning

CLL: community language learning

EFL: English as a foreign language

ELL: English language learning

ELT: English language teaching

FLL: foreign language learning

FLT: foreign language teaching

HLL: heritage language learning

L1: first language, native language, mother tongue

L2: second language (or any additional language)

LOTE: Languages Other Than English

SLA: second language acquisition

TELL: technology-enhanced language learning

TEFL: teaching English as a foreign language N.B. This article is about travel-teaching.

TEFLA: teaching English as a foreign language to adults

TESOL: teaching English to speakers of other languages

TPR: Total Physical Response

TPRS: Teaching Proficiency through Reading and Storytelling

## CHAPTER I

### INTRODUCTION

In this chapter discusses the background of the study, the reason for choosing the topic, Question of research, the objective of the study, significance of the research.

#### **A. Background of the Study**

Human is created by Allah SWT. perfectly and has various advantages over other creatures. At least there are five advantages possessed by humans. The first advantage is that humans are created with the most perfect form the second advantage is that human beings are given the gift of Allah SWT. With that reason, humans can have the knowledge, the advantages of the three humans are granted lust by Allah SWT. With that lust, humans can live and carry out their functions as they should, the fourth advantage is that humans are given the form of conscience (*Colby*). He functions as a mediator between reason and lust, the fifth advantage is being given the freedom to make choices, in any case, except God's destiny.<sup>1</sup> Humans have been created by Allah SWT. To know each other mutual respect as stated in the Koran, Al-Hujurat: 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

---

<sup>1</sup> Jauhari Muctar, *Fikih Pendidikan*, 1st ed. (Bandung: PT Remaja Rosdakarya, 2008).

*"O Mankind, We have created you from a male and a female and made you into nations and tribes so that you may know one another. Verity, the most honorable of you is that (believer) who has At-taqwa Allah is All-Knowing, All-Aware."*<sup>2</sup>

Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individuals. Education is as a process of cultural transformation which is defined as a part or cultural inheritance from one generation to another such as a baby born already in a certain cultural environment.

Language is one of the most beautiful gifts given by God to humanity. It is with the help of communication that a human can be able to communicate, solve a number of his/her problems, and make a lot of achievements in life. If there had been no language, it would have been trying for humankind to communicate his/her views to fellow human beings, there would have come no educational activity into existence, there would have been no lawmaking, no lecturing and nothing like talking, singing, writing, and there would have been no books. This is why it is essential for every human to learn and use a language.<sup>3</sup>

---

<sup>2</sup> English translation of the Holy Quran, *Surat Al-Hujuyat*, vol. 13, n.d.

<sup>3</sup>Enamul Hoque, *"English Language Teaching and Learning at the Alim Level in the Madrasahs in Bangladesh: Problem Are Possible Solutions,"* (Bangladesh: University Savar Dhaka), 2008, 21.

Language enables people to express their feelings, ideas, wishes, and so on. It is a tool through which the worldly knowledge is acquired and preserved. A particular language is one of the indicators of the cultural identity of a linguistic community as well as individual personality. However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote several years to learn a language. Some learners can learn more than one language if they make efforts.

Learning is a process of change in the human personality, and the difference is displayed in the form of an increase in the quality and quantity of behavior such as an increase in skill, knowledge, attitudes, habits, understanding, skills, power of thought, and another capability.

Brown said that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.<sup>4</sup> It means that the behavior that occurred after particular knowledge probably settled. Someone's capabilities will not be disappearing to but will keep continuing to keep practicing, as studying the language. The disability rights movement is working towards the community in Indonesia where physical and mental differences among people are accepted as usual and expected, not abnormal or unusual. The growth of technology in our lives gives us the ability to detect more human differences than before, and the ability to

---

<sup>4</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (New york: San Fransisco State University, 2000), Fourth Edition, P.7

make that difference less meaningful in practical terms. How we react to human differences are social choices and policies. Their communities with disabilities prefer to advocate for social structures that focus on including everyone in the social order, rather than drawing an artificial line that separates "disabled people" from others.<sup>5</sup>

Disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. The impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Disability is, thus, not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers. People with disabilities have the same health needs as non-disabled people – for immunization, cancer screening, etc. They also may experience a narrower margin of health, both because of poverty and social exclusion, and also because they may be vulnerable to secondary conditions, such as pressure sores or urinary tract

---

<sup>5</sup> Deborah Kaplan, "The Definition of Disability: Perspective of the Disability Community," *E Disability Law Commons, Health Law Commons, and the Labor and Employment Law Commons* 3, no. 2 (n.d.): 364.

infections. Evidence suggests that people with disabilities face barriers in accessing the health and rehabilitation services they need in many settings.<sup>6</sup>

*Roemah Difabel*, the "difa" terms they usually use to refer to themselves, can pour their work, create there, and share stories about their daily lives. *Roemah Difabel* (Different ability) became a showroom, where the results of Semarang's difabel (Different ability) creativity were displayed and marketed. Paper and newspaper waste recycling works, various dried snacks to embroidery, or wasted handicrafts from the first mobile phone card, all look beautiful, lively when on display.

*Roemah Difabel* (Different ability) is the place to encourage, to provide a broad insight to children with disabilities because disabled children cannot get their rights from the full society so that disabled people hold education, training, to be able to be independent towards the future village. *Roemah Difabel* (Different ability) is a base camp from the *Sahabat Difabel* Community for inspiration, creativity, solutions and sharing about disability.

Nowadays, English has become the famous language which people over the world use to communicate with each other and globalization era. Thus, English is essential to study. In Indonesia, English is the most important subjects that have been taught in every school.

---

<sup>6</sup> "Disabilities," *World Health Organization*, n.d., [www.who.int/topics/disabilities/en](http://www.who.int/topics/disabilities/en). 11.50, 25/03/2019

Teaching English as a foreign language for beginners is a challenging task for every teacher. No matter what the teachers' background, or experience level, the teacher will encounter constant new challenges when teaching English as a second language. Like teaching other subjects, the teacher will find that every student learns differently. At the same time, depending on the original style of each student, the teacher will face new challenges unique to that language. However, with some work and knowledge, the teacher will be able to gain the skills needed to teach English as a second language to beginners. Therefore, the teacher of ELT classes has to have a good strategy to make the learning activity effectively.

Teaching strategies refer to the structure, system, methods, techniques, procedures, and process that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.<sup>7</sup>

Teaching is the transfer of knowledge from someone (teacher) to others (students), so the teachers hope not only talented in understanding the material, but also in implementing the way how to deliver their knowledge to the students, particularly in English.

In English Language Teaching (ELT) classes are frequently criticized for too much teacher talking time and insufficient student talking time. Recent research shows that in the ELT classroom,

---

<sup>7</sup> “[Http://Www.Nwmissouri.Edu](http://Www.Nwmissouri.Edu),” n.d. 20:30 WIB, 24/03/2019.

teachers spend 70 percent to 80 percent class time talking. Unfortunately, most English teachers in Indonesia have not realized the importance of Teacher Talk (TT).<sup>8</sup> It should be better if the learning activity has a balanced time talking or speaking.

In teaching, the teacher needs to prepare all components of teaching such as purpose, material, teaching and learning process, method, media, source, and evaluation. That component essential things in teaching because it determines whether the teaching process is successful or not.<sup>9</sup> To develop students in knowledge, especially in language There are many English language programs that are non-formal educational institutions to support students in learning and learning English. This course can help those who for students who want to study science or other fields at the university, they must learn English so that it is easy to learn. After that, they intend to study and learn more English in the course and learn more English. Besides, they feel that this course can help them, master English, and for a job in the future. That is how many people want to study English courses.

Based on the problems above, the researcher is interested in finding out the methods, materials, and assessment used in *Roemah Difabel Semarang*.

---

<sup>8</sup>Yuliat, "Interpersonal Meaning Negotiation in the Teacher-Student Verbal Interaction," *Semarang: Semarang State University*, 2013, 53, *Thesis*.

<sup>9</sup> John. B Biggs, "Teaching for Quality Learning at University: What the Student Does. 2nd Ed," *Buckingham: Society for Research into Higher Education*, 2003.



## **B. Reason for Choosing the Topic**

The researcher has some goals to accomplish this research. Language is an essential thing one of the skills needed in learning a word it is always used by human to interact with other people well. English has become the famous language which people over the world use to communicate with each other and globalization era. Thus, English is essential to study. In Indonesia, English is the most important subjects that have been taught in every school. This case, the researcher explained the teaching English language for Disability because disability should get the education and English language same like ordinary people.

The researcher used one of the Class for observation, interview, and collection data to accomplishing this research.

The researcher chooses the topic concerning **‘English Language Teaching disability’** and determines a descriptive qualitative method to find out the data.

## **C. Research Question**

Based on the problems on the background on study, the researcher is interested in finding out the materials, methods, and assessment used in *Roemah Difabel* Semarang.

1. What are the materials taught in English Language Teaching at *Roemah Difabel* (Different Ability) Semarang?
2. What are the methods used in English Language Teaching at *Roemah Difabel* (Different Ability) Semarang?

3. How does the teacher assess the student's competence at Roemah Difabel (Different Ability) Semarang?

#### **D. The objective of the Study**

In line with the question of the study, this study has purposed to find out:

1. To find out the materials taught in English Language Teaching at *Roemah Difabel* Semarang.
2. To describe the methods used in English Language Teaching at *Roemah Difabel* Semarang.
3. To explain how the teacher assesses the student's competence at *Roemah Difabel* Semarang.

#### **E. Significance of the Study**

##### **1. Practically**

- a. For the researcher

By doing this study, the researcher gets new experiences and knowledge about the research, and hopefully, it will be useful in the future.

- b. For the students

This study may give a piece of new knowledge about how to create the language center for students who will improve the English language for the future, and we can learn the purpose of the

teacher and the method in the English language Teaching.

c. For the teacher

It can be part of evaluation and reference for every English teacher in teaching English, especially in English course institution in developing or creating new more interesting English methods, so that they can master English, especially in productive skill. If so, they will feel happy, active, satisfied, getting attention, and also reaching a good result.

d. For Government

This research, the government can know and cooperate in choosing *Roemah Difabel* (Different Ability) to handle and teach English, especially for students disability candidates of workers in using international language or for other needs related to English. At least, the government can cooperate with *Roemah Difabel* Semarang in some things. There are: a) teaching English to student disability, b) developing potential of English skill, c) supplying young generation disability with English capability to reach a job wider.

e. For the other researcher

By doing this research, the researcher gets new experiences and new knowledge about the study, and hopefully, it can be a reference for the other researcher to do the new research in the future.

2. **Theoretically**

The result of this study could give more extensive knowledge, and positive contribution of English Language Teaching of Disability Students Class

3. **Pedagogically**

The result of this study would provide the method of teaching for the disabilities Education in conducting an assessment process to follow the times progress.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents previous research and Theoretical Review.

#### **A. Previous Research**

Considering the topic discussed in this thesis, there are some studies that have been done related to this topic. They are:

- 1. Strategies in Teaching English for Autistic students of Seventh Grade of SMPLBN Jepara in Academic Year 2015/2016.** By Elsy Sadewa (2016) Muria Kudus University.<sup>10</sup> The result of this study showed the teacher's strategies used by the teacher in the teaching and learning process at seventh-grade students of SMPLB 1 Jepara in academic year 2015/2016. The purpose of this study is to know the strategies used by the teacher in the step of teaching English for autistic students of seventh grade of SMPLB 1 Jepara in academic year 2015/2016. This study used a qualitative case study because the data was collected with an observation sheet in describing form, this research focused on strategies used by teacher in teaching English for autistic students The result of this

---

<sup>10</sup> Sadewa Elsy, 201232071, English Education Department, Strategies in Teaching English for Autistic students of Seventh Grade of SMPLBN Jepara in Academic Year 2015/2016, (Muria Kudus University: 2016), *Thesis*.

study showed the teacher's strategies used by teacher in teaching and learning process at seventh grade students of SMPLB 1 Jepara in academic year 2015/2016. From the finding of the research, it was found that strategies to teach autistic students are: First is priming is the activity from the teacher to allow the students to become familiar with the materials, second is academic modification is the teacher modifies the curriculum, syllabus and also material to makes students easier, Third is visual support is the teacher using visual media in teaching-learning processes such as cartoon, picture, puppet, and real things. The last is reinforcement is teacher activity to give the same reward (star and candy) at the end of teaching and learning activity when the students get a high score or good behavior.

The similarity of the thesis is the research discuss teaching strategies in English teaching and learning process. The difference between this thesis with the researcher is on the subject of the study. The subject of this study is English Language teaching Students *Roemah Difabel* (Different ability) of Semarang.

2. There are some researches that almost have some topic or idea with this research. Endah Miyosi P. Ari with her study entitled **Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of**

**SMPLB Batang In Academic year 2009/2010.** She observed the effectiveness of strategies in English Language Teaching of Down syndrome students, and the result from this research is that the Down syndrome students have disability in absorbing some information, the teacher does not only one method but also combined some appropriate techniques, the researcher has some problem in English teaching, and some possible solutions in order to solve the teacher's problem. It is different from this research that the subject there is between deaf student and students that have down syndrome. Not only the subject but also the focus is not the same. There focuses on strategies of teaching English, and the other exclusively focuses on teaching vocabulary.<sup>11</sup>

One of the researchers has been explained by Siti Mutiatun in her thesis *Techniques of Teaching English as A Second Language for Students "With Different Ability"* at SMPLB Siswa Budhi, Surabaya. This thesis explained several techniques that are used for teaching English. The first technique is an explanation, which is used in every meeting in English class. The second technique used is discussion, even though it is different from the typical

---

<sup>11</sup> Endah Miyosi P. Ari, 0431140, English Education Department, *Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010*, (Semarang: IKIP PGRI, 2009), *Thesis*.



type. The third technique is a picture, which is favored by the students. The fourth technique is drilling — this technique used along with photos. And the last is a reward, which can motivate the students in learning English more. The teacher already used several methods, but she has not a specific skill in English. This subject consists of some disability not specific to one disable.

All the previous studies are entirely different from the research that the researcher is going to conduct. Some researchers only focus on the subject there student has down syndrome but and the focuses all about English that was my a teacher there. They do not focus on one of skill in English like reading or writing. The subject not specified in one of disability because in one school of disabling usually any more than disability. So, the researcher tends to do this study by combining the use of specific material in English. There is vocabulary, and the subject is more accurate. There are deaf students, which is never held before.

### **3. English Teaching-learning Process at the Eighth Grade of SMP N 1 Cepogo Boyolali in 2014/2015 Academic Year.**

This study is aimed to describe the teaching objective, curriculum, syllabus, the roles of teacher, the purposes of students, material, the procedure of English teaching-

learning process, the assessment and the problems faced by the teacher and the students in English teaching-learning.<sup>12</sup> This is descriptive qualitative research. The subject of this study is the eighth-grade students of SMP N 1 Cepogo Boyolali. The techniques of collecting data are observation, interview, and documents analysis. The data is analyzed using an interactive model, namely the data reduction, the data display, and conclusion. There are points of similarity between my current study and the previous ones in having a research focus and research subject. The scores are that both of them used English language teaching as a research focus and teacher and students as our research subject. The teacher used some teaching methods and combined the teaching methods to make the teaching-learning process fun and easy to understand.

---

<sup>12</sup> Agus Febrian, Dwika, A320100090, English Department, English Teaching-Learning Process At The Eighth Grade Of SMP N 1 Cepogo Boyolali In 2014/2015 Academic Year, (Universitas Muhamadiyah Surakart, 2015), *Thesis*.

**4. Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies, Approach Abdel Salam A. El-Koumy, Professor of Teaching English as a Foreign Language Suez University, Egypt, Dar An-Nashr for Universities, 2016**

This study discussed teaching English as a foreign language to students with learning disability at the intermediate and advanced levels: A multiple-strategies.<sup>13</sup>

This study aims to inform the teachers because many people still tricky in learning English, and the teachers can use the method to be applied at school. This study used a qualitative approach. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed. This study describes the methods of English Language Teaching implemented at *Roemah Difabel* Semarang as clearly as possible. In this thesis collection to participant observation, in-depth interview, documentation, and combination among them or triangulation.

---

<sup>13</sup> Abdel Salam A. El-Koumy, *Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies*, Professor of Teaching English as a Foreign Language Suez University, Egypt, Dar An-Nashr for Universities, 2016, Book

The idea of this book arose out of an awareness that students with language learning disabilities are entirely ignored in the Egyptian school system, and there are no special programs that cater to these students. They are placed in regular schools that are not prepared to deal with their unique difficulties. This book, therefore, is an attempt to provide teachers with multiple strategies models for teaching English language skills to these students at the intermediate level and beyond.

5. **Nadhiroh, Siti., A Study on Teaching and Learning Vocabulary For Disable Students at SLB B Negeri Tulungagung Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung, 2017.** This study the researcher finds strategies used by English teachers in the learning and teaching process of vocabulary class for the deaf children: Total Physical Response (TPR), Gesture, Sign Language, and Written Language. While the vocabulary material taught in the class is: simple vocabulary (Pronoun, adverb noun, conjunction, adjective) and simple sentence (Simple, Complex, Compound). And the media used by

teachers in teaching vocabulary are defended: Realia, audiovisual /video, and picture.<sup>14</sup>

The similarity of the thesis is the research discussed teaching-learning with students disable. The researcher can know how to teach disable students in English Teaching. This research, researcher used descriptive qualitative method to collect and analyze data. The subjects of this study were English teachers at SLB B Tulungagung and 7th graders at SMPLB. Instruments used in this study include interview guides, checklist observations, and documentation — data analysis using qualitative analysis, data reduction, data presentation, coding, conclusion, and conclusion.

## **B. Theoretical Review**

### **1. English Language Teaching and Learning**

Teaching-learning of a language is a matter of practice. The language teacher can teach the word any way he likes, but the knowledge and application of a specific principle help him to show the same language effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn, and

---

<sup>14</sup> Nadhiroh, Siti., 2813133108, English Department, A Study on Teaching and Learning Vocabulary For Disable Students at SLB B Negeri Tulungagung, (State Islamic Institute (IAIN) of Tulungagung, 2017), *Thesis*.

above all, his environment of learning.<sup>15</sup> Some teachers knowingly use difficult words of English while teaching. They forget the mental ability and the grasping capacity of the learners. That type of teaching is not suitable. Effective teaching of a language is based on certain principles. The principle can help teachers in the teaching process. Therefore the principle also plays an essential role in teaching. Some of the basic principles for teaching the language adequately are explained below:

a. Imitation

Language learning is based on the principle of imitation. Imitation is natural for humans. From childhood, we have been accustomed to imitating something, for example, small children, whatever they see all of them, they mutate those things in the same way.

b. Practice and Drill

Language learning is a process of forming habits. Habits can be formed through repetition. Students must practice and practice in their daily lives. All aspects of language learning, namely listening, speaking, reading, and writing can be obtained after a lot of practice.

---

<sup>15</sup> E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching*, (New Delhi: Discovery Publishing House, 2004), p.15

c. Oral approach

Language is more connected with ears and tongue than with eyes. So in the teaching of English, oral work should be given topmost priority.

d. Selection and graduation

In the teaching of a language, selection and graduation items are very important. Range may be made by the teacher, in respect of grammatical issues, vocabulary, and structures. Selection and graduation should involve frequency, leachability, a variety of applicability, usefulness, etc.

e. Motivation or interest

Motivation or interest is of great importance in the teaching-learning process. English becomes the dominant international language printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand knowledge, technology, and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign

language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia.<sup>16</sup> The features are as follow:

1. As a means of international communication.
2. As an aid to develop the Indonesia language into the modern one.
3. As an instrument in utilizing modern science and technology for development.

The meaning of foreign language is different from the second language. The different is on the usage. If the language mentioned communicative function in a specific society or used in daily activities, for instances *Bahasa* Indonesia, in the Javanese community, the language is called the second language. But if the word has no specific function in everyday communication in the society, for instance, English and Mandarin in Indonesia, the language is considering as the foreign language. Language learning means acquiring the ability to ask and answer questions, to make a statement, and to

---

<sup>16</sup> Muzakki Aufa Muhammad, *English Language and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang*, (UIN Walisongo Semarang, 2018),P.14, *Thesis*.



produce the normal authentic, from used by native English speakers.<sup>17</sup>

Based on the explanation above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write.

The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have minimal experience of the language outside the classroom and encounter with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the style and to provide opportunities for learning through classroom activities. There are three backgrounds to learning English as follow:

a. Learning English as a First Language

One of the implications for teachers of foreign language learning is in the earliest stages they bring different ways to develop skill and learning abilities in their language. By the direction age of five, individual differences in language domains

---

<sup>17</sup> Wolfgang klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990)., P.4-6

will be established. For example, some children will find it easier to learn vocabulary than others or children with more developed conversational skill may transfer these to the new language more quickly than others. From some language lessons, it is likely that different children will learn different things, depending partly on what they find more natural to learn. Teacher interchanges the terms second and foreign in referring to English language teaching. Some of them warranted, particularly about a curriculum or a lesson because the difference between the two is significant and this dichotomy has been over generalized in recent years.<sup>18</sup>

Second language learning Context are those in which the classroom target language is readily available out there. Teaching English in United States or Australia clearly falls in to the English second language category.<sup>19</sup>

Foreign Language Contexts are those in which students do not have ready-made contexts for communication beyond their classroom. They

---

<sup>18</sup> Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990), P.4-6

<sup>19</sup> Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990), P.15

may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but effort must be made to create such opportunities. Teaching English in Japan, Morocco, Thailand or Indonesia is almost always a context of English as a foreign language.

b. Learning English as a Second Language

Children learn second language better than adults and this is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. The older learners will learn differently after these stages language. They may need to be helped to notice and pay attention to the silent cues of the new language.<sup>20</sup>

English Language learning held for example In English Department in many universities in Indonesia. All of the materials study about English. They have responsibility to

---

<sup>20</sup> Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: Bumi Aksara, 2007)., P.16.

Speak English well because it is their program. So, English becomes second language for them.

c. Learning English as a Foreign Language

Every student carries out different language, it can be an important conclusion that children become sensitive to the cues in their first language from early infancy at babies. They learn to pay attention to particular cues which carry out information for meaning. Later, when they try to understand a second language, they will transfer the first language strategies to understand second language.<sup>21</sup> The combination of the children's capabilities both first and second language can influence student's achievement in foreign language. Teaching learning English foreign language had been done in common place. Because, teaching learning English in English Department is not the example of teaching learning English as a foreign language but it is called teaching learning English as second language.

---

<sup>21</sup> Aufa Muhammad Muzakki, *English Language Teaching and Learning for young Learners at SD IT Cahaya Bangsa Mijen-Semarang*, (UIN Walisongo Semarang: 2018), P.18, Thesis.

## **2. Teaching English for Special Needs**

The goal of these games and activities is to create an early foundation for students' English learning, and/or to facilitate an English learning environment for students who might have general learning difficulties. By introducing fundamental components of language learning, such as phonics, vocabulary, pronunciation, and so on to students, they will be engaged through a full range of senses (sight, touch, sound, etc.). Using our senses in learning can be expressed through Howard Gardner's Multiple Intelligences Theory (Visual, Musical, Kinesthetic, etc.). The aim is to create a universally designed and inclusive classroom where students can learn, despite their learning styles or challenges.<sup>22</sup>

### **a) What is Universal Design?**

Universal Design is not only used for the purpose of increasing comprehension for students with special needs, but is ultimately the underlying approach to increasing comprehension for all students in the class, such that teachers can develop classes with all students. According to the Universal Design Guidelines, there are three primary principles: to provide multiple means of representation (Principle I ); to provide multiple means

---

<sup>22</sup> Juli Boucree & Sophia Chow, *Teaching English for Special Needs*, Kanagawa Prefectural Education Center.

of action and expression (Principle II); to provide multiple means of engagement (Principle III). With these principles in mind, we have compiled teaching materials based on Howard Gardner's Theory of Multiple Intelligences. However, in order to support students with special difficulties, teachers should have various teaching styles and understand that students have individual learning styles while considering the cognitive perspective of the students. We must also think carefully about the concept of a class in which everyone can participate in order to develop the social skills of the students. Therefore, it is necessary to have teaching materials to foster relationships between special needs students and others, and special guidance plans.

**b) Adaptations for Disabilities (Mental, Physical, Learning, Combination)**

Teaching English to special needs students can be a daunting task, especially if the students have verbal difficulties or are non-verbal. However, all students deserve a chance to learn more about the world, and this can be achieved through a foreign language. Students may be surprised to learn that there are different words and phrases for the same objects that they see in their everyday lives. By becoming interested in different

cultures and languages, students can develop a broader view of the world. The games and activities here can be easily adapted to suit each student's needs. As a teacher, you know your own students the best.

**c) Lesson Plans**

The lesson plans can either be used as is or changed to suit the topic and the class in mind. Even if the teacher is not an English expert, the teacher is still a professional educator. The lessons are designed to integrate technology in the classroom as a “teacher’s assistant” and all the lessons use an interactive classroom approach. In this way, the teacher and students will work towards a common goal by using English as much as possible from day one during class. Please do not feel discouraged if you feel like you lack English skills – it’s a working process!<sup>23</sup>

**3. Teaching English in *Roemah Difabel***

Teaching disability students of *Roemah Difabel* Semarang must be patient and full of variation. They are still in process of teenagers to adults. Disability, if they engaged have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Therefore, the teacher should give relevant and interesting

---

<sup>23</sup> Juli Boucree & Sophia Chow, *Teaching English for Special Needs*, Kanagawa Prefectural Education Center.

way during the teaching and learning process. From the explanation above, the writer wants to use multiple Intelligence approach in teaching reading with the expectation that they will interest and enjoy in learning English. Therefore, their reading skill will improve than before.

Teaching is the essential thing for influencing someone's attitude, value, knowledge, and skill. According to Brown, teaching English in showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand about English or helping someone to learn how to do something, giving instruction guiding in the study of something, providing with knowledge, causing to know or understand about English. English is general course that must be taken by all students Disabilities *Roemah Difabel* Semarang. They have two Class English General Class I, II. English class taught in the 1 day for a week. They use time for study English 1 hour 30 minute Per-time. The teacher is Volunteer from several university sometime native speaker come for volunteer teaching English for Disabilities class.<sup>24</sup>

The classroom teacher's evaluation can have immediate and long-term implications. For a general education

---

<sup>24</sup> Interview Principle of *Roemah Difabel*, 25/03/2019, 16.20 WIB



classroom teacher, the difficulty of distinguishing the characteristics that separate an ELL who has a possible LD from an ELL who does not make the task exceedingly challenging. Collaboration between teachers become very important when making proper diagnoses because a great deal of information is needed to make a correct assessment.<sup>25</sup>

A team of teachers, in contrast to an individual teacher, can provide and consider a more comprehensive set of information. The information could include a student's background experiences, home life, personal interests, and strengths and weaknesses across the different subject areas and how these factors relate to academic performance. A team of teachers, because of the broader view of the students who are accessible to them through their combined knowledge of the students, can more likely prevent the premature referral of students, whose primary challenge is due to limited exposure to schooling and instruction in English. Although categorically denying an ELL for referral should not be accepted practice, the referral should be considered as a last option if the student's difficulties are pronounced. The referral should also be considered if a student's difficulty cannot be attributed to other contextual

---

<sup>25</sup> Michael W. Dunn and Trenia Walker, *Assessment of English Language Learners With Disabilities*, northwestern : United States, (2004). P.107

factors such as those that could emerge if two principal questions are asked: Can the student read and write in his or her L1? Can the stress of a new culture, language, and learning environment be provoking the difficulty with academics and cause the difficulties to appear worse than they really are?

To gather the appropriate background information, collaboration must exist between teachers. The team of teachers must also be able to centrally record questions and problems, such as students' current levels of performance and other extenuating factors that remain after educational interventions. Doing so would enable teachers to make informed and unified decisions about ELLs so that their misclassification as students with LDs can be avoided, as it is unethical for the students, the family, the school, and the education system to incorrectly identify students as having a disability when it is not warranted. To facilitate a fair and judicious process, multidisciplinary school teams need to work together.

#### **4. Teaching Materials**

The form of teaching material is anything which presents or informs about the language to be learned.<sup>26</sup>

---

<sup>26</sup> Brian Tomlinson, *Material Development in Language Teaching*, (UK: Cambridge university Press, 2013), P.1

Teaching material is a key component in language teaching. It is important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learners on grammar, vocabulary, pronunciation etc. source of stimulation the ideas for classroom activities, syllabus, and also learning support.<sup>27</sup>

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English teaching and make the syllabus. A language curriculum can be viewed as a document that provides guideline for textbook. In an attempt to give workable definition to the terms curriculum and syllabus the definition are:

A curriculum is a document of an official nature published by a leading or central education authority in order to serve as a framework or a set of guidelines for the teaching of a subject area. A syllabus is contrast to the curriculum, is a more particularized document that address a specific audience of learners and teachers, a particular

According to the distinction made here between curriculum and syllabus, it follows that the curriculum should state the following the goals, the rationale, and the

---

<sup>27</sup> Jack, C. Richard, *Curriculum Development in Language Teaching*, (USA: Cambridge University Press, 2001), P.251

guiding principles for language teaching. A syllabus on other hand should translate these guiding principles into specific goals, content, activities to be carried out in particular, and well defined context.

## **5. Teaching Method**

The definition of teaching method is the way of teaching. Teaching methods means the ways that usually used to do something, related to the content, is the way to transfer knowledge or to teach.

Edward Anthony said that there are three hierarchical elements namely approach, method, and technique. An approach is a set of assumption dealing with the nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore is in harmony with an approach as well.<sup>28</sup>

Harmer has defined method as the practical realization of an approach. The methods arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of

---

<sup>28</sup> Douglas Brown, *Teaching by Principles an Intractive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001), P.14.

syllabus organization. According to Brown, the teaching method defined as follows:

“Methods are a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always through of as being broadly applicable to a variety of audiences in a variety of contexts. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques”.

In every school, teacher should have certain method in teaching materials by looking at students characteristics. Teaching for disabilities has different method with teaching for young or teaching for adult learners. In international community village have two different learners, young and adult. So, the teacher should have certain method in teaching learning. Actually, not all of the methods are suitable for them. There are the methods of teaching English Learning process ;

a. Direct Method

The Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the

mother tongue.<sup>29</sup> The aims of this method are to build a direct relationship between experience and language, word and idea, thought and expression.

b. Grammar-translation method

The grammar-translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.<sup>30</sup> The aims of this method consist of two goals the first the student able to read and translate literature written in a target of language and the second is to support student general intellectual development.

c. Deductive Teaching Method

The Deductive approach in this study is defined as one where, regardless of the timing relative to the practice part of the lesson, students are given an explanation.<sup>31</sup> This method is more Teacher centered

---

<sup>29</sup> Naik, Hemavathi .S, *Content Cum Methodlogy of Teaching English*. (Sapna Book House : 2013), P.68

<sup>30</sup> Waheed, Muhamad. *Teaching Englaish Methods and Approaches*. (British Council India), P.22

<sup>31</sup> Shaffer C., A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. *The Modern Language Journal*, 73(4), (1989), P.396

and this method that the only teacher speaking and students are listening but the teacher explanation is seldom as memorable as other forms of presentation

b. Inductive Teaching Method.

The inductive approach is defined as one in which one are the students' attention is focused on the structure being learned and the students are required to formulate for themselves and then verbalize the underlying pattern. The student is more actively involve in the learning process but the time and energy spent working out rules may mislead students into believing that rules are the objective of languages learning.

c. Silent Way Method

According to Mustafa in the 1970s, Caleb Gattegno was able to gain some ground against this prejudice when he formulated a unique language teaching system, which came to be known as the "Silent Way." His use of silence as a language teaching system first appeared in his book Teaching Foreign Languages in Schools: The Silent Way. It was offered as a response to traditional language teaching methods in which teachers do the majority of the talking and are very active in dominating classroom activities. In contrast, the silence in this approach is used to focus students' attention, elicit their responses and encourage them to correct

their own errors.<sup>32</sup>This teaching language based on the idea that teachers should be as silent as possible during a class but learners should be driving to speak as much as possible. There are three basic principles: The learner needs to discover or create, Learning is made easier by the use of physical objects such as Cuisenaire rods, Learning is made easier by problem-solving using the target language.

d. Suggestopedia Teaching Method

Suggestopedia was firstly invented by a doctor and psychotherapist named Georgi Lozanov. Within the framework of this approach, human beings can be led to do things by giving suggestion. The mind of the subject must be set free of any pressure, relax and open to anything so as to effectively receive knowledge for the long term.<sup>33</sup>Suggestopedia requires the suggestive learning settings such as sufficient room lighting, enchanting background music, fun room decoration, spacey sitting position and so forth. The purpose is making a student can cultivate students' motivation in learning.

---

<sup>32</sup> Yuksel I. and Caner M, *Approaches and Principles in English as a Foreign Language (EFL) Education*, (Egiten Kitap:Ankara,Turky, 2014), P.41

<sup>33</sup>Cahyono BEH, *Pendekatan Pengajaran Bahasa Kedua yang Bersifat Humanistik*, (FPBS IKIP PGRI Madiun), 2011, P.7-8



e. Communicative Learning Teaching

According by Richards and Rodgers (1986: 83) Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit.<sup>34</sup> To facilities learning this learning group ideal Brown describes the practices to be used in the classroom such as: 1) A significant amount of pair work and group work is conducted. 2) Authentic language input in real life context is provided. 3) Students are encouraged to produce language for genuine, meaningful communication.

f. Total Physical Response (TPR) Method

Total Physical Response (TPR) is a teaching method which requires learners to respond physically to imperatives given by the teacher, who has contrived these imperatives in such a way as to cover the linguistic items that he or she wishes to teach.<sup>35</sup>

---

<sup>34</sup> Hiep, P. H., Communicative Language Teaching: Unity within Diversity. (*ELT Journal*, 61(3): Veitnam, 2017), P.195.

<sup>35</sup> Sano, M., How to Incorporate Total Physical Response into the English Programme, (*ELT Journal*, 40(4), Oxford University Press:1986), P.270

The teacher, especially in the teaching for students deaf and hard hearing that have method incorporate sign language or use sign language as a primary means for teaching language :

a. Total communication

This is a holistic view of communication, often using a range of modalities, or even thinking “outside the box” to create a system of communication that works for an individual. Other definitions of Total Communication include: Using any means and every means to communicate and/or receive a message, Creating a system that best fits an individual to communicate, optimizing his skills and reducing his impairment, A “catch-all” that ensures that an individual has access to some means of communication, Facilitating and assisting each person by providing supports and opportunities, to become involved and to actualize their potential.<sup>36</sup>

Total communication helps to motivate the person and offers a commonsense strategy for dealing with communication failure. It does not interfere with the recovery of other language skills such as English speaking.

---

<sup>36</sup>Speech, Language & Communication Therapy Resource  
www.icommunicatetherapy.com 20/07/2019 12.30 WIB

Total communication use with of method of teaching because the total communication can help the teacher teach Disabilities students influetly in the lesson plan. The sign language system most often used in total communication programs is one that is referred to as the use of sign and fingerspelling that represents spoken English manually.

b. Cued Speech

Cued speech, developed by Orin Cornett in 1966, and adapted to more than 40 languages and major dialects (Cornett, 1994), is neither a sign language nor a manually coded system that uses signs from a sign language in spoken-language word order. Instead, CS is a mode of communication for visually conveying traditionally spoken languages at the phonemic level (i.e., the same linguistic level conveyed via speech to hearing individuals).<sup>37</sup>

That method cued speech explained the deaf and hearing students, can communicate with the teacher easily in the learning speaking English and communicate with the person in daily life.

---

<sup>37</sup> Marschark Marc & Elizabeth Spencer Patricia, The Role of Cued Speech in Language Development of Deaf Children, *The Oxford Handbook of Deaf Studies, Language, and Education*, Volume 1, Second Edition (2 ed.), P.3

## 6. Teaching Learning Assessment

Assessment is described as an attempt to analyze the learning process, measure student's achievement over a period of time as a result of teaching-learning.<sup>38</sup>

There are some purposes of assessment. First, assessment is to increase in the continuous learning process (formative), second is to give feedback for students on their progress or achievement (summative), and inform it to teacher and parents (informative). Third is to identify student's need to be supported (diagnostic), and forth, it is also to check the effectiveness of teaching method and learning material (evaluate). According to Brown, there are two kinds of assessment, formal and informal assessment.

Criteria for measuring a test, type of test, and a synthesis of issue in testing will be centered on formal. The meaning of formal is measurement of language those designated moment during which the administrator prepared instrument to students for the purpose of measuring their competence.<sup>39</sup> Informal assessment is involved in all incidental unplanned, evaluative coaching and feedback on

---

<sup>38</sup> Reid Wilson, *A Summary of Stephen Krashens Principle and Practice in Second Language Acquisition* (San Francisco: Longman, 1997), P.7

<sup>39</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001), P.384

take designed to elicit performance but not for the purpose of recording of recording result and making fixed judgments about a student's competence. Informal assessment includes formative and process and formal assessment include summative and product. Teacher should consider that assessment must practically (it is within the means of financial limitation, time constrain, ease administration, scoring and interpretation), reliability (consistent and dependable), and validity.<sup>40</sup>

## **7. Disable**

### **a) Definition of Disable**

All children must have some differences either physically (some are shorter, some are higher, some are stronger and some are weaker) or intelligently (some learn quickly and are able to remember and use what they have learned in a new situation, while others need repeated practice and have difficulty maintaining new knowledge). Hence, children who showed these differences either physically or intelligently are called exceptional children. This term refers to children with learning or behavior problems, children with physical disabilities or sensory impairments, and children who are

intellectually gifted or have a special talent.<sup>41</sup> This term includes children who have difficulties in learning as well as those who have excellent performance that modifications in curriculum and instruction are necessary to help them fulfill their potential. The term students with disabilities are more restrictive than exceptional children because it does not include gifted and talented children.

From other opinion disable is conceptualized as being a multi dimension experience for the person involved. There may be effects on organs or body part and there may be effect on person's participation in areas of life. According to the World health Organization, a disable is any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a being human being.

The term Disabilities is a short from special education needs and is a way to refer to students with disable. The term disable in the education setting comes into play whenever a child's education program is officially altered from what would normally be provided to students thought an individual facilities for disable students. Students with disable who receive special

---

<sup>41</sup> Wardani IG.A.K., *Pengantar Pendidikan Luar Biasa*, (Jakarta: Universitas Terbuka, 2009), P.13

education instruction and related services vary greatly in their needs and background.

b) Disable Students

Students may have disabilities that are more or less apparent. For instance, you may not know that a student has epilepsy or a chronic pain disorder unless she chooses to disclose or an incident arises. These “hidden” disorders can be hard for students to disclose because many people assume they are healthy because “they look fine.” In some cases, the student may make a seemingly strange request or action that is disability-related. For example, if you ask the students to rearrange the desks, a student may not help because he has a torn ligament or a relapsing and remitting condition like Multiple Sclerosis. Or, a student may ask to record lectures because she has dyslexia and it takes longer to transcribe the lectures.<sup>42</sup>

When students with disable even those with severe disable receive appropriate instruction, they grow academically and socially. Jabberwocky (1990) explains as follow:

Students with disabilities are those who demonstrate a significant discrepancy, which is not the result of some other handicap, between academic achievement and intellectual abilities in one or more of areas of

---

<sup>42</sup> Picard Danielle, *Teaching Students with Disabilities*, (USA:Vanderbilt University), 2015, P.1

oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, mathematics reasoning, or spelling.

Following is a list of some of common indicators of learning disabled students. The traits are usually not isolated ones: rather, they appear in varying degrees and amounts in most learning disabled students. A learning disabled student has poor auditory memory both short term and long term, has a low tolerance level and a high frustration level, has a weak or poor self-esteem, is easily distractible, finds it difficult, impossible, so stay in task for extended periods of time, is spontaneous in expression: often cannot control emotion, is easily confused, is verbally demanding, has some difficulties in working with other group settings, has difficulty in following complicated direction or remembering direction for extended period of time, has coordination problem with both large and small muscle group, has inflexibility of thought: is difficult to persuade otherwise, has poor handwriting skills and has a poor concept of time.

### 3. Type of Disabled

The term students with disabilities are more restrictive than exceptional children because it does not



include gifted and talented children. The categories of exceptionality according Heward (2006:56) are:<sup>43</sup>

a. Blind And Low Vision

Definition: Blindness is often thought to be complete loss of vision with no remaining perception of light. However, this ultimate form of blindness is rare. Far more students have a permanent loss of some, but not all, of their eyesight. Blindness can be either congenital (occurring before or at birth) or is acquired as a result of trauma or a medical disorder. The severity of vision loss varies widely. The most prevalent eye diseases are age-related macular degeneration, cataracts, diabetic retinopathy, retinitis pigmentosa, and glaucoma. Other vision impairments may be the result of night or color blindness, myopia (nearsightedness), astigmatism (irregular curvature of the cornea), hyperopia (farsightedness), and presbyopia where the eye lens becomes elastic.

Educational limitations: students who are blind or low vision will have limitations in reading, viewing classroom materials, boards,

---

<sup>43</sup> Heward, W. L., *Exceptional Children: An Introduction to Special Education* (8th ed.). Upper Saddle River, (NJ: Merrill/Prentice Hall: 2006)

overheads, videos and other visual presentations. Getting around the campus will be a limitation as well as locating places or materials in labs and classrooms. In addition, visual perceptual problems such as discriminating figure or ground, sequencing, or reading similarly shaped letters or words may preclude comprehension of printed test materials. Students with low vision vary greatly in their ability to use vision. They may be limited in sharpness of vision or ability to see distances, or the student may have reduced central or peripheral vision. If the condition fluctuates, a student may have varying degrees of visual ability from day to day.

b. Autism Spectrum

Definition: Autism Spectrum disorders are defined as neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been presented in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning. Educational Limitations: Autism spectrum disorders are characterized by significant limitations and may

include<sup>44</sup>, but not be limited to any of the following:

- 1) Limitations in social-emotional reciprocity.
- 2) Limitations in nonverbal communicative behaviors used for social interactions.
- 3) Limitations in developing, maintaining, and understanding relationships.
- 4) Stereotyped or repetitive motor movements, use of objects, or speech.
- 5) Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal-nonverbal behavior.
- 6) Highly restricted, fixated interests that are abnormal in intensity or focus.
- 7) Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment.

c. Intellectual Disability (Id)

Definition: Title V of the California Education Code defines the developmentally delayed learner as a student who exhibits below average intellectual functioning and potential for measurable achievement in instructional and

---

<sup>44</sup>Heward, W. L., *Exceptional Children: An Introduction to Special Education* (8th ed.). Upper Saddle River, (NJ: Merrill/Prentice Hall: 2006), P.222

employment settings. Educational Limitations: Students may have limitations with critical thinking, inferential reading, analysis or synthesis, and abstract reasoning.

d. Acquired Brain Injury (ABI)

Definition: Traumatic brain injuries result from either external events such as a blow to the head, or internal events, such as a tumor or stroke.<sup>45</sup>

Educational Limitations: Limitations vary depending upon the type, location, and severity of the injury. The student is usually limited in cognitive functioning in the area of memory, concentration, speeds of response, spatial reasoning, conceptualization, problem-solving, motor functioning or communication through reading, writing, speaking, or listening.

e. Learning Disability (LD)

Definition: Learning disability (LD) is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by a lack of educational opportunity, lack of proficiency in the language of instruction, or other

---

<sup>45</sup> *California Community Colleges Student Services Division Disabled Student Programs and Services* Chancellor's Office, Title 5 Rewrite Version 1.0, 2015, P. 54

non-neurological factors, and this dysfunction limits the student's ability to access the educational process. To be categorized as a student with a learning disability.<sup>46</sup> This dysfunction continues despite instruction in standard classroom situations. Students with learning disabilities exhibit average to above average intelligence ability, severe processing deficits, severe aptitude-achievement discrepancies, and measured achievement in an instructional or employment setting.

Educational Limitations: Learning disabilities may result in limitations in the rate, accuracy, or efficiency of reading, writing, or math. A student with a learning disability does not lack aptitude or ability but is inhibited from demonstrating his or her true intelligence in at least one area of achievement (reading, writing, or math) due to the severe processing deficit. Time management, project organization or initiation, sustained attention, and social skills may be limited. Taking in information, retaining it, or expressing knowledge and understanding to others may be a

---

<sup>46</sup> *California Community Colleges Student Services Division Disabled Student Programs and Services* Chancellor's Office, Title 5 Rewrite Version 1.0, 2015, P.52

challenge. The student will have uneven abilities and persistent deficits in auditory, visual, or memory functions.

f. Physical Disability

Definition: There are a wide range of neuromuscular and orthopedic impairments that are congenital, the result of illness, or accident related. Mobility impairments range from slight difficulties with movement to paralysis. Such impairments may be caused by disorders such as arthritis or multiple sclerosis, or they can have congenital causes such as cerebral palsy or muscular dystrophy. They can also be the result of illness, accidents, strokes, or injury to the spinal cord. Some students have impairments in arm or hand movement that are the result of repetitive strain injury. These strain injuries can fluctuate in severity and are susceptible to aggravation from oversuse.<sup>47</sup>

Educational Limitations: Impairments can be painful and can limit mobility, strength, speed, endurance, or coordination. Mobility in some

---

<sup>47</sup> Heward, W. L., *Exceptional Children: An Introduction to Special Education* (8th ed.). Upper Saddle River, (NJ: Merrill/Prentice Hall: 2006), P.340

conditions, limitations are constant; in others, flare-ups increase limitations intermittently. Some students have difficulty walking; others can stand but cannot walk. Fatigue may be a factor in limiting mobility; many students are able to walk but need to conserve energy by using a wheelchair occasionally. Limitations may include physical access to classrooms, offices, and rest rooms. Limitations may include use of standard height desks or tablet chairs. Some students are limited in their use of steps and may have limited choice in theater seating or may not be able to reach classrooms on the second floor if the elevator is not working. Sometimes upper extremity limitations, which involve the use of hands or arms, can impact the student's ability to reach and manipulate. Limitations may include fine motor tasks such as writing class notes, taking essays and tests, doing homework, completing tasks in science labs, or using computers.

g. Mental Health

Definition: Psychological disabilities cover a wide range of conditions varying in symptoms and severity. In College the most commonly observed

diagnoses are disorders of mood such as bipolar disorder and major depression. Other conditions are anxiety and panic disorders, obsessive-compulsive disorder, and schizophrenia. These disabilities are recognized to have a biological basis and many can be treated with appropriate psychotherapy and psychiatric medications<sup>48</sup>

Educational Limitations: Most students with these psychological disabilities are limited with communication because they react to the increased stress of college by withdrawing. Psychological disabilities limit times of class choice because the student's functioning fluctuates throughout the day. Student's attendance may be limited because of relapses or hospitalizations.

h. Deaf And Hard Of Hearing (Dhh)

Definition: Deafness refers to a profound hearing loss of 90 decibels or greater. Hard of hearing refers to those students who have some residual hearing. Hearing loss may be conductive when there is a disruption of the transmission of sound through the outer and/or middle ear or

---

<sup>48</sup> Types of Disabilities, *Mental Health*, (California State Park), P.15, 09/05/2019, 23.40 WIB



sensorineural, which is due to sensory or nerve damage in the inner ear, auditory nerve, or auditory cortex of the brain. When the deafness is congenital (occurring before or at birth) or prelingual (before the age of about three when spoken language is normally acquired) the student will have significant communication impairments resulting from having a restricted exposure to language and social frame of reference when learning to speak, write, or lipread.<sup>49</sup>

Educational Limitations: The most significant limitation is that hearing loss cuts students off from the usual means of acquiring and transmitting spoken language. Deaf students cannot engage in spoken conversation, listen to information or enjoy the radio, television, movies, music, or video games. Limitations also include appreciating social nuance, jokes, and gossip exchanged by hearing people. Deafness limits hearing in various ways. Many deaf students are unable to perceive sounds, including speech, in a way for it to have meaning for ordinary purposes. Many other students are hearing impaired by

---

<sup>49</sup> Nadhiroh Siti, A Study on Teaching and Learning Vocabulary For Disable Students at SLB B Negeri Tulungagung, (State Islamic Institute (IAIN) of Tulungagung, 2017), P.37, *Thesis*.

background noise, cross talk and certain sound frequencies that limits accurate transmission of information. Deaf and Hard of Hearing students often are limited in mastering English grammatical structure despite intelligence and effort. Lip reading, while helpful, is only 30% to 40% effective and is very tiring.

Various forms of amplification may be used to compensate for some hearing loss; however, for profound deafness, amplification is not helpful. Less than 5% of individuals with hearing impairments use a hearing aid. The majority of visitors with hearing impairments can benefit from provided assistive listening devices, which may or may not be used in conjunction with a hearing aid.<sup>50</sup>

People who are hard-of-hearing or who are educated in the “oral” method may request an oral interpreter. Oral interpretation is an art that involves inaudibly mouthing the words as they are presented by a speaker. Oral interpreters are able to communicate the visibly indistinguishable sounds previously mentioned.

---

<sup>50</sup> Types of Disabilities: *Hearing Impairments*, (California state parks), P.15, 10/05/2019, 23.35 WIB



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method applied in this research. There are research design, Research Setting, and Technique of Data Collection.

#### **A. Research Method**

This part discusses the method applied in conducting this research, which consists of research design, data sources, the techniques of data collection, data analysis.

The research method is a scientific way to get data with a unique purpose and use.<sup>51</sup> Thus, the role of a method is essential and significant to determine appropriate arrangements in deciding research will be success or failure.

#### **1. Research Design**

Qualitative research (nonhipotesis) is the research done by scientists of anthropology and sociology. The scientist efforted to understanding how people give understanding about the definition of in-universe or environment.<sup>52</sup> Qualitative researching is exciting and essential. It is a highly rewarding activity because it engages us with things that matter, in ways that matter. Through qualitative research, we can explore a wide array of

---

<sup>51</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

<sup>52</sup> Neolaka Amos, *Methodes Penelitian dan Statistik*, (Bandung: PT Remaja Rosdakarya), 2016, P.199.

dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences, and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. We can do all of this qualitatively by using methodologies that celebrate richness, depth, nuance, context, multi-dimensionality, and complexity rather than being embarrassed or inconvenienced by them. Instead of editing these elements out in search of the general picture or the average, qualitative research factors them directly into its analyses and explanations. This means that it has an unrivaled capacity to constitute compelling arguments about how things work in particular contexts. More than that though, while not all qualitative researchers are on a mission to produce ‘the general picture’ of how things work, the qualitative habit of intimately connecting context with explanation means that qualitative research is capable of producing very well-founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions.<sup>53</sup>

Type of this study is qualitative field method. It is a method of research conducted on the premises or location

---

<sup>53</sup> Mason Jennifer, *Qualitative Researching*, (California: The Cromwell press), 2002, P.01

field.<sup>54</sup> The researcher conducted researchs the place *Romoeh Difabel* (Different Ability) Semarang.

This study used a qualitative approach. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed.<sup>55</sup> This study described the methods of English Language Teaching implemented at *Romoeh Difabel* (Different Ability) Semarang as clearly as possible.

## **2. Data sources**

Prastowo states that consideration of data source is based on the kind of the data determined. This study used primary source and secondary source, particularly in normative research based on document source or reading material.<sup>56</sup> While according to Pohan in Prastowo too, for the research to look for education data.

The primary sources of this research are from:

- 1) The principle of *Roemah Difabel*, 2) Some *Roemah Difabel* teachers, 3) The course files and documents

---

<sup>54</sup> Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

<sup>55</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PTRemaja Rosda Karya, 2005), p.4.

<sup>56</sup> Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014, p.207

## **B. Research Setting**

*Sahabat Difabel Community - Roemah Difabel Semarang*  
Jl. MT. Haryono No.266, Jagalan, Kec. Semarang Tengah,  
Kota Semarang, Jawa Tengah 50613

## **C. The technique of Data Collection**

The data collection methods can be applied by participant observation, in-depth interview, documentation, and combination among them or triangulation.

Data is information which is got by a specific measurement. It is used as the underlayment in arrange logic argumentation to be fact.<sup>57</sup> In the methodology, there are several techniques in collecting data, such as observation, interview, questionnaire, documentation, and test. In this research, the step is conducted to gain the data from beginning until the end of the teaching and learning process. Therefore, in this research, the researcher carried out the observation, interview, and questionnaire to receive data of this research.

In this research, the researcher used data collection methods as follows:

### **1. Observation**

The observation is one of the data collection methods that observes and records of the research object, then

---

<sup>57</sup>Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT. Rineka Cipta, 2006) p.104

recording conducted necessary to obtain the corresponding data to the research. Methods of data collection had been done to see first hand how the methods to teach English is implemented at Disabilities English Class of *Roemaoh Difabel* Semarang and to observe directly form about the teaching process.

The researcher conducts classroom observation, visit the classroom, observe the teacher teaching methods. The researcher used a checklist table to observed the instruction of the teacher. The researcher found the condition of the classroom in term planning, learning process, assessment in Disabilities English Class.

## 2. Interview

The interview is a process of interaction, dialogue, question, and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that were requested.<sup>58</sup> The researcher targets of the interviewer are:

### a. *Roemah Difabel* principle.

The principle gave all of the information at least about how the history, vision, mission, the English methods, the development of students in *Roemah Difabel* in learning English is until they can master English in passive and active.



b. *Roemah Difabel* English teachers.

The teachers gave all the information about how the process of English Language Teaching, the point is the methods that the teachers used in classes.

### 3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures and electronic.<sup>58</sup> In this research, the researcher uses all of those tools. By doing this technique, my data would be comprehensive and valid.

### 4. Data Analysis

This study used descriptive qualitative research based on data collection. The researcher collects, arrange, and present the data because the qualitative method is a kind of research without using any calculation or statistic procedure. The researcher carried out some steps as follow:

#### 1. Reduction

Reducing the data means resuming, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the data reduced gives a

---

<sup>58</sup> Nana Syauid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004) , p.221.

clear explanation, and it will be easier for the researcher to collect the following data, and look for it, if it is needed.<sup>59</sup>

## 2. Data Display

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in short explanation, diagram, a relationship among category, flowchart, and others. Miles and Huberman (1984) in Sugiyono, explains that the most common form of display data for qualitative research data in the past has been narrative text. It purposes to make it easy for the researcher in understanding what would happen, planning the next task based on what is understood of it.

## 3. Conclusion/ Verification

Interpretation is the final step in the data analysis technique.<sup>60</sup> At this stage, the data that had been previously coded will be interpreted by enriching information through comparative analysis does not eliminate all original context. The result is a picture presentation about the situation and symptoms in the form of narrative exposure.

---

<sup>59</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta CV), 2014 p. 274

<sup>60</sup> Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014, P. 239



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher describes the English language teaching leaning *Roemah Difabel* at Semarang, and the result of the research and Limitation of the Study.

#### **A. Description of Teachers, Students, Facilities, Building of *Roemah Difabel* Semarang**

##### **1. Teacher**

The teacher is one element in the institution of Education. The teacher is essential in the educate students. The teacher is the second mother or father for students. The teacher was teaching English at Roemah Difabel Semarang very familiar with students the students love them. Teacher at *Roemah Difabel* has two persons.

The first is Mrs. Vania Widiyana. She's from Semarang, and She's studied at the Diponegoro University of Semarang. She's studying Physiology Faculty level Bachelor's degree. She's 23 years old. Why she likes teaching English for Disabilities Students because She likes the English language from a younger time, she was teaching English morning class. She's become a Volunteer because She loves to help people. She wants to show the English language for Disabilities students and the children fewer opportunities to study or the family has broken home.

The second teacher is Mrs. Eniyati Sulitijo. She's from Cilacap, but she's studying at the Diponegoro University of Semarang. She has graduate Bachelor's degree from Linguistic English Language major and continues the study Master degree to Linguistic major too at the Diponegoro University of Semarang. She likes the English Language. She's teaching in the morning class. She loves teaching the English Language for Disability Students because She will transfer the knowledge from another person because the experience is from God there is entrusted from her to another people who can get the opportunities on the study in life. The goal for Disabilities students is they can be comfortable high believe. They have good ability and be able to speak English in the social and in the Future by English Class *Roemah Difabel* Semarang.

## 2. Student

The members or Students at Roemah Difabel Semarang. They from Semarang and out of town Semarang like Demak, Bayumanik, Tembalang, etc. The background of students someone from the low-income family someone from a wealthy family but there is no reason for stayed together with all of them because the Roemah Difabel Semarang teach them to love and like a family.

The students *Roemah Difabel* Semarang they are from a different education background. Some students from SLB.

Some students from Home Schooling, Some students have a job. Some students did not study in formal school, that all of the Study and Training at *Roemah Difabel* Semarang.

However, the students are interested with English class.

Because they feel their English skills as English are still weak. Someone won't get a job, but they can't speak English. All of them have the idol of them he name is Mr. Riza. He is condition Disability students. He speaks English fluently. He studies English from his family. He likes English Language. Now he has graduated from Cambra University Australia the major is an advertisement, and now he got Scholarship Master Degree in Australia too. Mr. Riza, he is Idol of his friends in the *Roemah Difabel*. So, they want to develop their English skills more.

The input students at *Roemah difabel* they are disabilities class. Besides mentally disability students, Autism and Down syndrome they are not good for developing the Skill English but the condition disability student, IQ Disability student, Learning Disability Student, they are progressive than more. The last lesson the teacher has the previous test for students the deaf hearing disability students the teacher gives instructed to write on the paper. and another student has to remember the vocabulary test. Some students the teacher gives instructions to write poetry.

Some groups they have to perform the lesson from the teacher provides. The output of students Disabilities at *Roemah Difabel* is they can get more confidence in speaking English in themselves. The students can get the motivation from the teacher or the native speaker for the power of life because they are little power of being more than ordinary people.<sup>61</sup>

In general program class, students are divided into two types. They are a Basic English Class I and Basic English Class II, the class I is high level than class II. The course used time 3-6 month in the teaching. The course I has students, 3-5 Students, the class II has around 10-16 students. The purposes students can follow well in learning English process with the teachers

### 3. Facilities

An effective facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically places. The facility consists of not only the physical structure but mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as

---

<sup>61</sup> The interviewer with the Teacher 24/06/2019

various aspects of the building grounds and vehicular access and parking.

The facilities for a student in the teaching English are LCD, Table, chair, paper, pen, and another if the teacher gives for them.<sup>62</sup>

#### 4. Building

The building is one place important in the daily life of the human because the house is a place to avoid rain, heat, cold because of house people can sleep, can relax, can eat. The area of study is not just about learning concepts. It is also a place where a foundation can be built for becoming upstanding adults. The building of *Roemah Difabel* is the design like China town because that house ever from old Chinese family house. Around 2014 the *Sahabat* Disability Community made this place for Training Disability Students.

However, The place a simple place there is not a high level. The building has two levels. There have two living rooms, 2 Big room for study and official *Roemah Difabel*, one toilet room and one kitchen.

So, that place of *Roemah Difabel* is not prominent eminent like another institution, but this place can make students happy in study and training for them.

---

<sup>62</sup> Interviewed with the teacher 01 /07/2019



## **B. Data Description**

### **1. The materials used in *Roemah Difabel* English Class**

The material *Roemah Difabel* English class is from Team of Teaching of Sahabat disabilities Community. In this class, the teacher refers to the material from the curriculum from the team of teaching. They created the curriculum depends on students because in *Roemah Difabel* English class Disability students learner. The Teams of Teaching (TOT) always meet up with teachers at *Roemah difabel* every week for evaluating and preparing the program English class for the next lesson.

The teacher at *Roemah Difabel* English class used primary material in teaching for disabilities students. However, the curriculum informal and formal education is different in reference. The material taught in *Roemah Difabel* consists of two skills speaking and Listening The teacher started for lesson Good morning, How are you?, Who are you?, What is your name?, This is my book, this is your book, Where are you from - what is your address - Number 1-100, Family tree - Who is she?, Daily Activities. There are materials in *Roemah Difabel* English Basic class<sup>63</sup> and the material for the morning class are Anatomy of body,

---

<sup>63</sup> The interviewed with the teacher 24/07/2019

Occupation, The day of the week, Speech there are the materials for high than afternoon class.

**a. Analysis of the Material used in *Roemah Difabel* English Class**

According to the data found from the Teacher English *Roemah Difabel*. The skill in the materials be formed of two skills there are Speaking and listening. The material in every meeting has prepared and evaluated good enough because the teacher has a lesson plan. We can divide the material four parts the first are Greeting and introduction, the second is own thing and Number, the third is Relation in Family, and the fourth is Daily Activities. The learners are Disabilities Students, so materials tend to remember material because Disabilities Students will not write they use memory to keep the material. The material taught for Disabilities students are very easy for teacher but very difficult for students because they have some differences either physically (some are shorter, some are higher, some are stronger, and some are weaker) or intelligently (some learn quickly and are some able to remember and use what they have learned in a new situation while others need repeated practice

and have difficulty maintaining new knowledge) with all of them. If we compare with regular students that material very easy to understand because they are perfect people, but Disabilities students require a long time and high concentrate to learn those materials.

The teacher always prepared before teaching English class because the teacher has to transfer knowledge to disabilities students require the good emotional, keep patience, Happy, Honest, and ready for teaching make the English class fluent in teaching.

## **2. The methods used in English Language Teaching at *Roemah Difabel* (Different Ability) Semarang**

### **a. Discussion**

According to the observation done by me, the teacher teaches in the Basic English Class *Roemah Difabel* of Semarang. The teaching English class is exciting in the learner. The learner are disabilities students. The teacher presented material for students well. The teaching will be interested in teaching not to forget with a method. In this class, the teacher not used one method on the teaching, but the teacher has various methods used for this class. There is the

result of a researcher from the observation and interview result. It can be described as the methods used in the Basic English Class *Roemah Difabel* Semarang :

1) Direct method

The teacher used a direct method for the class. When the teacher opens in the afternoon. The student will be focused on teaching. The teacher used the material “daily activities” the teacher also used the Direct method to students. The teachers' conversation with students loudly to made student understands the vocabulary or conversation.

The material combined with the direct method is suitable because the basic class requires with this method. The learning disability students need direct teaching with the teacher more than ordinary students.

2) Silent way

The teacher used a silent way method on the teaching of teacher for Students Disabilities. The teacher implements this method because students will be focused on the context from the teacher showed something or order to read. However, this method always used when the teacher assess

the understood of students in the central of material because the disabilities students they have to see what teacher order them to do it and to read it or to write it.

### 3) Audio-Lingual Method (ALM)

In the English class *Roemah Difabel* Semarang has used the Audio-Lingual Method (ALM) in the teaching Listening and Speaking for Disabilities students. On the morning class, the teacher used the Audio-Lingual method for students. The teacher uses a handphone for students watching and listening to the conversation. This method the teacher used smoothly because the students 3-4 students it easy to control the student to focus on the lesson.

The afternoon class the teacher used sometimes there is not easy to use with disabilities students because they can see the visual but they less focus on the audio sound of the video, so the teacher used it when the really-really good condition of the class. Because the students have around 14-16 persons in the course the teacher have to care with the total communication method for them.

In this case, the teachers teach always drilling more than learning from video. Teachers give drilling every word and material on the teaching. So the students are forced to practice English. In drilling, the teachers give instructions that students must repeat and follow. The teachers make and arrange some sentences and become a paragraph. Then the students repeat and follow the teacher's instructions.

#### 4) Total Physical Response (TPR) Method

The teacher used the Total Physical Response (TPR) method for the Basic English class. This is the Total Physical Response (TPR) method also technique of teaching vocabulary and exposed the natural use of language. The teacher made a style for the students to follow the teacher.

Example: The teacher makes style "I have dinner" the students follow the teacher and say what the teacher said, do what teacher do.

In this case, the students can be followed imitate style from the teacher, but some of them can not followed well because the different ability of them make a barrier for them. The

teacher used this method mix with the another method.

**b. Analysis of the methods used in English Language Teaching at *Roemah Difabel* (Different Ability) Semarang**

The teaching English language is the teacher will encounter constant new challenges when teaching English as a second language. Like teaching other subjects, the teacher will find that every student learns differently. At the same time, depending on the primary style of each student, the teacher will face new challenges unique to that language. However, with some work and knowledge, the teacher will be able to gain the skills needed to teach English as a second language to beginners. Therefore, the teacher of ELT classes has to have a good strategy and method to make the learning activity effectively.

The basic in teaching the teacher has to know the method of teaching for a student not just teach and teach. English language teaching-learning methods used at Basic English class *Roemah Difabel* of Semarang are appropriate for students the methods are various in teaching. The method of

teachers depends on the students because the students are different abilities. So from the researcher observed the method used in Basic English class Roemah Difabel was Direct Method, Silent Way, Total Physical Response, Deductive teaching method,

Direct Method of the teaching language learning process aims the students learn how to communicate using the target language. Therefore, the students should learn to think in the target language. On this teaching method the students in the class very interested in the time learning the students following what the teacher asks, what the teacher teaches, what the teacher gave they understand what they accepted from a teacher. For teaching students, the teacher used a method total communicative method for made students more understand with the material.

The weakness of this method is with some students confused with the material because they are disabilities students, the disabilities are differences kind of limitations. Students of the sort disabilities suitable with this method are Autism Spectrum student, Intellectual Disability student (IQ), learning Disability student, physical disability student, and



Deaf and hard of hearing the special for deaf and hard hearing students the teacher mixes the method in teaching, the teacher used cued speech.

The silent way method is a methodology of teaching language based on the idea where the teacher should be as silent as possible during a class, but learners should be an advocate to speak as much as possible in other words the students are in charge whereas the teacher there guides students.

In the process of teaching and learning using the Silent way method, there are some students interested in this method because the students' Disabilities have a difference about feeling and exciting with this method. The teacher has to control the class makes students focus on the lesson. Example: When teacher silent the word "I get up" some students can answer it some students need a long time for think or create the Idea for an answer it the habits of children when they learn feeling difficult they will not focus on the question.

With the aim of teacher used this method because the silent way is the best method there is for learning become being in a silent environment, students can concentrate on the task given and can finish it and ace it to its full potential.

The weakness of this method with the Basic Class English *Roemah Difabel* Semarang is suitable with the kind of students on this method like are Autism spectrum Student, mentally Students, Learning Disability, Condition Disability student but this method not really good for deaf and hard hearing student because they don't know about the context of silent way from teacher.

The Audio-Lingual Method (ALM) used in English class by a teacher the purpose for the students to know how to use the language to communicate. The teacher can help students to develop correct habits teacher can say "very good" when the students answer correctly in this method, the teacher used in the time open video conversation lesson. The students must get more drilling from the teacher. Teacher says students need to repeat and repeat.

However, Disabilities students learn speaking by using audio-Lingual method some of them does not focus on the sound from Audio, they focus on the visual of video because the Children disability are more interested in visual than sound. They need to learn English pronunciation better than before, and the teacher has to manage the time in the drilling them for English speaking practice.

The weakness of this method on Deaf hearing students in the class, They don't know the conversation because they are deaf and hard in listening to the teacher. And sometimes they can read the subtitles from the video and write on the paper.

Thus, It's not easy to teach Disabilities Students. We must use physiology approach well. We know as a good teacher, we must be wise and not easily to judge the students Each student has own capability. We know that the method of English Teaching is variative. Based on observation and interview the researcher found that the researcher used mix methods in teaching English, like Direct Method, Silent Way Method, Audio-Lingual Method, Total Physical Response. Those methods are used by Ordinary students, and for Disabilities, Students as well. Even though, those methods/techniques can not be practiced perfectly in the English class *Roemah Difabel* of Semarang. It must be adapted to the condition of the students. In this case the teacher is dominant in the classroom as teacher centered.

The teacher, especially in the English class *Roemah Difabel* of Semarang the method teaching with deaf and Hard hearing have the method help

students mostly use different method namely total communication and cued speech that make students engaging in learning English. The teacher takes care of them and gives knowledge to them. The teacher guides and supports them very much in a class room and out of classroom.

### **3. The teacher assessment the student's competence at *Roemah Difabel Semarang***

#### **a. Assessment system**

The teacher assesses student's competence based on the students' memorable and their understanding of the material from the teacher. It is not used formal assessment for students. The most important communicate well and memories the English such as ten-words or 10 new phrases. And after memorizing all of those material, the teacher continue to teach another new English words. The system of assessment for the deaf and hard hearing students is by writing on paper. The students also used cued speech.

The class of English *Roemah Difabel Semarang* is about 3-6 month. The students will get the certificate from a principle of *Roemah Difabel* of Semarang, but the students who are often absent In English class, they won't

get the certificate. Sometimes they are asked to perform such as Drama, poetry.

#### **b. Discussion**

The Disabilities students have different of the capacity of IQ for learning something. The teacher teaches or inputs the material to them if teacher or family didn't input or teach something like the material they do not learn anything.

The teacher has some vocabulary and word or statement they need to remember it. They have to test it from the teacher when they can do it around 80% of all of them. We can go next chapter. And oral assessment also trained students to communicate in social life. At the end of the class English *Roemah Difabel* Semarang in the time 3-6 month the students joined this class will get the certificate from the principle of *Roemah Difabel* of Semarang.

#### **C. Limitation of the Study**

1. The focus of this Research in English Language Teaching Methods at *Roemah Difabel* Semarang in terms of the material, the methods of teaching, the assessment. The object of this research is the Basic English Class.
2. The researcher is limited by time. Qualitative research studies require a long time to get more complete data.

When the same research was conducted for a longer time, it was possible for researchers to get different results.

- 3.** Considering all those limitations of this research, I hope there will be more optimal for the result



## CHAPTER V

### CONCLUSION AND SUGGESTION

This last chapter presents the conclusion drawn from the research. It also offers suggestions for teachers, students, and future researchers as well. This chapter is divided into two parts: conclusion and suggestions.

#### **A. Conclusions**

In this chapter, the researcher concluded based on the research problems.

1. The materials of English language teaching at the teacher at *Roemah Difabel* English class used basic material depend on Students in teaching for disabilities students. However, the curriculum informal and formal education is different in reference. The material taught in *Roemah Difabel* consists of two skills speaking and Listening.
2. The method used in English Language Teaching of English for General Class at teaching English class is very interesting to the learners. The learners are disabilities students. The teacher presented material for students well. The teaching is interested In this class, the teacher did not just use one method on the teaching, but the teacher has various methods used for this class. There is the result of a researcher from the observation and interview result. It can be described as the methods used in the Basic English



Class *Roemah Difabel* Semarang: Direct method, Silent way method, Audio-Lingual method, Total Physical Response method, and Deductive teaching method. The Teacher combined with another method like Deductive teaching method, total communication, cued speech, and body language.

3. The assessment used at the Disabilities English class. The teacher assesses *Roemah Difabel* English Class. The teacher assesses student's competence based on the comprehensive and remembers of material from teacher. In this case, the teacher doesn't have formal assessment students. The point is they can communicate well, so if they remember vocabulary in the chapter. We have the purpose in the chapter. We have some vocabulary and word or statement they need to remember it. If all them remember all of them at least 80% of all of them, the teacher means it is good then we can go to the next chapter. And for the deaf and hard hearing loss students, the students use paper, and they are writing on the paper and use body language with the teacher.

## **B. Suggestions**

Based on those conclusions, the researcher wants to give suggestions. They are:

1. For the teacher

The teacher must up-grade the teaching. The teacher have to learn about how to teach disabilities students. And how many the method use in English teaching learning process. And keep spirits in the job.

2. For the students

The students must focus on learning. Make themselves will improve English Skills. And more diligent.

3. For principle

The principles have to give facilities more than now for teacher and students. It makes the teacher and students can be motivating in the learning. Hopefully, the principle can provide evaluation.

4. For the Government

The government can help students and institution in the facilities of the process of teaching or another course.

5. For the readers

After reading this research, hopefully, the readers can get the motivation to develop their capability in the English lesson.



## BIBLIOGRAPHY

- A. El-Koumy, Abdel Salam. 2016. *Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies*. Professor of Teaching English as a Foreign Language Suez University, Egypt, Dar An-Nashr for Universities.
- Ari, Endah Miyosi P. 2010. Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010. Thesis.
- Aufa, Muzakki Muhammad, 2018. English Language and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang. UIN Walisongo Semarang. Thesis.
- Arif, Maftuhin, 2016. Mengikat Makna Diskriminasi : Penyandang Cacat , Di fabel , dan Penyandang Disability, Journal of Disability Studies, Vol. 3, No. 2.
- Biggs, John. B. 2003. Teaching for Quality Learning at University: What the Student Does. 2nd Ed. Buckingham: Society for Research into Higher Education.
- Brown, H.Douglas. 2000. Principle of Language Learning and Teaching. New York: San Fransisco State University. Fourth Edition.
- Cahyono, BEH. 2011. Pendekatan Pengajaran Bahasa Kedua yang Bersifat Humanistik. FPBS IKIP PGRI Madiun.
- California Community Colleges Student Services Division Disabled Student Programs and Services Chancellor's Office, Title 5 Rewrite Version 1.0, 2015.
- Deborah, Kaplan. "The Definition of Disability: Perspective of the Disability Community," E Disability Law Commons, Health

Law Commons, and the Labor and Employment Law Commons 3, no. 2 (n.d.)

Disabilities, World Health Organization, n.d.,  
[www.who.int/topics/disabilities/en](http://www.who.int/topics/disabilities/en). 11.50. 25/03/2019

Elizabeth, E.S and Digumarti Bhaskara Rao. 2015. Methods of Teaching. New Delhi: Discovery Publishing House.

English translation of the Holy Quran, Surat Al-Hujuyat, vol. 13, n.d.

Fathoni, Abdurrohman. 2006. Metodologi Penelitian dan Teknik Penyusunan Skripsi. Jakarta: PT. Rineka Cipta.

Hiep, P. H. 2017. Communicative Language Teaching: Unity within Diversity. (ELT Journal, 61(3): Veitnam)

Heward, W. L. 2006. Exceptional Children: An Introduction to Special Education (8th ed.). Upper Saddle River. NJ: Merrill/Prentice Hall.

Hoque, Enamul. 2008. English Language Teaching and Learning at the Alim Level in the Madrashes in Bangladesh: Problem Are Possible Solutions. Bangladesh: University Savar Dhaka.

“[Http://Www.Nwmissouri.Edu](http://Www.Nwmissouri.Edu),” n.d. 20.30. 24/03/2019

Juli, Boucree & Sophia, Chow. Teaching English for Special Needs. Kanagawa Prefectural Education Center.

Kasihani, K. E. Suyanto. 2007. English For Young Learners. Jakarta: Bumi Aksara.

Mason, Jennifer. 2002. Qualitative Researching. California: The Cromwell press.

- Makmun, Nadiah. 2012. Teaching Reading Using Multiple intelligence Approach, vision: Journal for Language and Foreign Language Learning, Vol.1, No.1.
- Marschark, Marc & Elizabeth Spencer Patricia. 2011. The Role of Cued Speech in Language Development of Deaf Children. The Oxford Handbook of Deaf Studies, Language, and Education. Volume 1. Second Edition (2 ed.).
- Michael, W. Dunn and Trenia Walker. 2004. English Language Learners With Disabilities. Northwestern : United States.
- Moleong, Lexy J. 2005. Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosda Karya.
- Muctar, Jauhari. 2008. Fikih Pendidikan. 1st ed. Bandung: PT Remaja Rosdakarya.
- Nadhiroh, Siti. 2017. A Study on Teaching and Learning Vocabulary For Disable Students at SLB B Negeri Tulungagung. State Islamic Institute (IAIN) of Tulungagung. Thesis.
- Nafi Annury, Muhammad. 2017. Promoting Multilingualism in the Classroom: A Case Study of ELT Program, Vision: Journal for language and foreign language learning, vol.6, no.1.
- Naik, Hemavathi S. 2013. Content Cum Methodology of Teaching English. Sapna book house.
- Nana Syauid, Sukma Dinata. 2004. Metodologi Penelitian Pendidikan. Bandung: PT Remaja Rosda Karya.
- Neolaka, Amos. 2016. Methode Penelitian dan Statistik. Bandung: PT Remaja Rosdakarya.
- Prastowo, Andi. 2014. Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian. Jogjakarta: Ar-Ruzz Media.

- Reid, Wilson. 1997. A Summary of Stephen Krashens principle and Practice in Second Language Acquisition. San Francisco: Longman.
- Richard Jack, C. 2001. Curriculum Development in Language Teaching. USA: Cambridge University Press.
- Sadewa, Eylya. 2016. Strategies in Teaching English for Autistic students of Seventh Grade of SMPLBN Jepara in Academic Year 2015/2016. Muria Kudus University. Thesis.
- Sano, M. 1986. How to incorporate Total Physical Response into the English programme. ELT Journal. Volume40(4). Oxford University Press.
- Sugiyono, 2014. Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung: Alfabeta CV.
- Shaffer, C. 1986. A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages. The Modern Language Journal, 73(4).
- Speech, Language & Communication Therapy Resource  
www.icommunicatetherapy.com 20/07/2019 12.30 WIB
- Tomlinson, Brian. 2013. Material Development in Language Teaching. UK: Cambridge University Press.
- Waheed, Muhamad. Teaching English Methods and approaches. British Council: India.
- Wardani, IG.A.K. 2009. Pengantar Pendidikan Luar Biasa. Jakarta: Universitas
- Terbuk.
- Wolfgang, Klein. 1990. Second Language Acquisition. Melbourne: Cambridge University Press.

- World Health Organization, 1980. International Classification of Impairment, Disabilities and Handicaps. A Manual of Classification Relating to The Consequence of Disease. Geneva.
- Yuliat. 2013. Interpersonal Meaning Negotiation in the Teacher-Student Verbal Interaction. Semarang: Semarang State University. Thesis.
- Yuksel, I. and Caner M. 2014. Approaches and Principles in English as a Foreign Language (EFL) Education. Egiten Kitap: Turkey.



## Appendix 1

### Instrument

Principle of *Roemah Difabel* (Different Ability) of Semarang  
Interview :

1. What are the vision, mission and purpose of *Roemah Difabel* Semarang?
2. What are the facilities provided by the principle for students of English for Disabilities English Class?
3. How are the input and output of students of English for Disabilities English Class?
4. What do you do to make students feel comfortable in studying English at *Roemah Difabel*?
5. What are the differences of material between in *Roemah Difabel* and other English courses?

## **Appendix 2**

### **Instrument**

Teacher of *Roemah Difabel* Semarang

Interview:

1. What are the methods used in English Language Teaching at *Roemah Difabel* Semarang?
2. How do the teachers implement the methods used in English Language Teaching at *Roemah Difabel* Semarang?
3. How do you teach speaking, writing, reading, and listening at Disabilities English Class?
4. What are the materials taught by teacher at Disabilities English Class?
5. How do you assess the student competence at Disabilities English Class?
6. How do you motivate the students to speak actively?
7. What motivation do you give to students?
8. What media are useful to support your teaching?

### **Appendix 3**

#### **ROEMAH DIFABEL PRINCIPEL INTERVIEW TRANSCRIPT I**

Principle of *Roemah Difabel* (Different Ability) of Semarang

Interview : Bu Noviana Dibyantari

#### **Interviewer**

1. What are the vision, mission and purpose of *Roemah Difabel* Semarang?

**Bu Noviana :** Look at the vision and mission (**Appendix**)

#### **Interviewer**

2. What are the facilities provided by the principle for students of English for Disabilities English Class?

**Bu Noviana :** Fasilitas kami ada guru kemudian Music kemudian kita juga pake LCD terus game. Kita juga ada foreigner dari Canada. Kami kerjasama dengan namanya Aqwiphubs dari Canada.

#### **Interviewer**

3. How are the input and output of students of English for Disabilities English Class?

**Bu Noviana :** Inputnya untuk disabilitas yang tidak grahita yang daksa yang netra perkembangannya bagus tapi karena grahita itu bawah rata-rata, IQ nya masih kurang. Jadi mereka setiap akhir sesinya kami kan system paket di setiap sesi atau level. Kita perform nah di perform itu ada yang membuat sendiri Bahasa English writing kemudian benaran menulis atau perform dalam bentuk drama dalam bentuk komunikasi.

#### **Interviewer**

4. What do you do to make students feel comfortable in studying English at *Roemah Difabel*?

**Bu Noviana :** Jadi di tempat kami atau di Roemah difabel ada sebanyak kegiatan berbagai pelatihan tetapi yang anak-anak paling suka yaitu kelas bahasa English, jadi kalau Bahasa English libur itu mereka kok bahasa English libur ditanya terus kenapa belajar bahasa English jadi kelas bahasa English membuat mereka paling menyenangkan karena anak itu guru familiar kemudian ada teknik2 nya berbeda kemudian sekarang kita ada native juga jadi anak-anak semakin berani berbicara dalam bahasa English.

**Interviewer**

5. What are the differences of material between in *Roemah Difabel* and other English course?

**Bu Noviana :** Perbedaan kalau di tempat lain ada regular class, siswanya non-disabiliti kalau ditempat kami itu semuanya terdiri berbagai ragam disabilitas tidak hanya 1. itu membuat tingkatan kesulitan yang berbeda dalam hal pembelajaran jika kalau misalnya kalau regular itu bisa selesai 3 bulan ditempat kami bisa lebih dari 3 bulan sampai 6 bulan jadi itu yang ada seperti itu. Kemudian kesulitan masing-masing anak bisa memiliki pronunciation yang baik. Susah banget kalau diajarin kalau ngajarin anak-anak grahita “good morning” kalau yang Non-disabilitas kan 5 minite sudah bisa, kalau anak –anak grahita, autism, anak anak tuna rungu itu butuh didriling jadi harus berulang-ulang sekali ajarin. Hambatan nya seperti itu tapi seru sih.

## Appendix 4

### INTERVIEW TRANSCRIPT II

Teacher of *Roemah Difabel* Semarang

Interview: Mrs. Vania Widiyama

#### Interviewer

1. What are the methods used in English Language Teaching at *Roemah Difabel* Semarang?

**Mrs. Vania :** Metode dalam saya mengajar menggunakan silent Teaching. Kita membanyakan murid yang bicara, Direct method juga kita guna biasa kita menunjukan gambar dengan method ini juga anak-anak turut keluar suara. Audio lingual juga dalam pengajaran.

#### Interviewer

2. How do the teachers implement the methods used in English Language Teaching at *Roemah Difabel* Semarang?

**Mrs. Vania :** Biasanya kita pake LCD kita tunjukkan gambar. Yang benar dalam pronunciation jika yang salah kita langsung membenarkan.

#### Interviewer

3. How do you teach speaking, writing, reading, and listening at Disabilities English Class?

**Mrs. Vania :** kita selalu *Speaking, Reading(Spell), Listening*

#### Interviewer

4. What are the materials taught by teacher at Disabilities English Class?

**Mrs. Vania** : Materi disepakati oleh guru-guru body past, jobs, days of the week, dan cara menjadi MC (Speech)

**Interviewer**

5. How do you assess the student competence at Disabilities English Class?

**Mrs. Vania** : Biasanya kita tanya muridnya jawab suruh bikin kalimat terus sama teman nya.

**Interviewer**

6. How do you motivate the students to speak actively?

**Mrs. Vania** : Memberi Reward/Pujian karena mereka juga bersemangat dalam mau belajar Bahasa Inggris

**Interviewer**

7. What motivation do you give to students?

**Mrs. Vania** : Guru mengajar murid bicara Bahasa yang gak bisa ngomong tidak apa apa

**Interviewer**

8. What media are useful to support your teaching?

**Mrs. Vania** : Media yang dipakai ada gambar LCD, Card, Audio, labtop

## Appendix 5

### INTERVIEW TRANSCRIPT III

Teacher of *Roemah Difabel* Semarang

Interview: Eniyati Sulitijo

#### Interviewer

1. What are the methods used in English Language Teaching at *Roemah Difabel* Semarang?

**Bu Inez :** Because I'm not exactly Education department. I don't have specialist method of teaching at first we have a great to use some method we do the classical word, My point ask them to repeat and reinforce because the weakness is about to remember our material so we just limit our source and our material and sometimes. We make like all the material we have like curriculum. We don't really use it just use whatever think.

#### Interviewer

2. How do the teachers implement the methods used in English Language Teaching at *Roemah Difabel* Semarang?

**Bu Inez :** At first, we have like some kind of flashman test at the beginning of English class also they can join the higher class in the morning and they joined lower class in the afternoon.

#### Interviewer

3. How do you teach speaking, writing, reading, and listening at Disabilities English Class?

**Bu Inez :** Actually our purpose here is just teach because the purpose if they were foreign like you or another who don't

speaking *bahasa* then they can't communicate with them so we don't really do writing or listening it speak realize from listening. If they join the class writing they don't join again anymore because they don't understand So we use speaking the first time.

**Interviewer**

4. What are the materials taught by teacher at Disabilities English Class?

**Bu Inez :** We don't use the curriculum deductive or from some where. We created by us. We have team teaching actually is started not , we have this kind of TLT teaching and training so we will talk about what the difficult about project like that, every week to how we can go with the curriculum or evaluation in the teaching.

**Interviewer**

5. How do you assess the student competence at Disabilities English Class?

**Bu Inez :** we don't have like any assess students. The point is they can communicate well so if they remember vocabulary in the chapter. We have some vocabulary and words or statement they need to remember so maybe it's was around 10 words or 10 new phrase, so if they remember all of them at least 80 % of all them I mean is good then we can go the next chapter.

**Interviewer**

6. How do you motivate the students to speak actively?

**Bu Inez :** I'm just inforce them, I do if from the group or the one by one. I try to make class familiar with them because they scare with me. Most of them join the English class they get certificate class, maybe half of them join the morning class and half of them they getting better.

**Interviewer**

7. What motivation do you give to students?



**Bu Inez :** They are really excited learning I'm excited too. So that make me will teaching. I have my business but they are so excited to receive something new. Sometime I didn't fine it. you can feeling. They are so welcome with new person. They are so welcome with the new thing. They keep doing that so make me will teach and happy.

**Interviewer**

8. What media are useful to support your teaching?

**Bu Inez :** I used the multiple-media with them power point sometime we make some games like bingo and I used like force to motivate them so someone will teach they can get lesson plan from us.

## Appendix 6

### Result of reduction Interview

*Roemah Difabel* Principel Interview

**Interviewee:** Bu Noviana Dibyantari

No.	Interviewer	Interviewee	Reduction
1.	What are the vision, mission and purpose of <i>Roemah Difabel</i> Semarang?	Look at the vision and mission	Dalam pelaksanaan dalam organisasi harus ada visi misi dan tujuan yang jelas.
2.	What are the facilities provided by the principle for students of English for Disabilities English Class?	Fasilitas kami ada guru kemudian Music kemudian kita juga pake LCD terus game. Kita juga ada foreigner dar canada. Kami kerjasama dengan namanya Aqwiphubs dari	Principle memfasilitasi untuk murid murid nya cukup baik.

		canada.	
3.	How are the input and output of students of English for Disabilities English Class?	Inputnya untuk disabilitas yang tidak grahita yang daksa yang netra perkembangannya bagus tapi kerana grahita itu bawah rata-rata, IQ nya masih kurang. Jadi mereka setiap akhir sesinya kami kan system paket di setiap sesi atau level. Kita perform nah di perform itu ada yang membuat sendiri Bahasa English writing kemudian benarani menulis atau perform dalam bentuk drama	Dalam meguinput untuk disabilitas yaitu lihat perkembangan mereka yang cukup berkembang baik yaitu daksa, kalau grahita tidak cukup berkembang.

		dalam bentuk komunikasi.	
4.	What do you do to make students feel comfortable in studying English at <i>Roemah Difabel</i> ?	Jadi di tempat kami atau di Roemah difabel ada berbanyak kegiatan berbagai pelatihan tetapi yang anak-anak paling suka yaitu kelas bahasa English, jadi kalau Bahasa English libur itu mereka kok bahasa English libur ditanya terus kenapa belajar bahasa English jadi kelas bahasa English membuat mereka paling menyenangkan karena anak itu guru familiar kemudian	Mareka senang belajar kelas bahasa Inggris karena guru sangat familiar dengan mereka.

		ada teknik2 nya berbeda kemudian sekarang kita ada native juga jadi anak-anak semakin berani berbicara dalam bahasa English.	
5.	What are the differences of material between in <i>Roemah</i> <i>Difabel</i> and other English course?	Perbedaan kalau di tempat lain ada regular class, siswanya non- disabiliti kalau ditempat kami itu semuanya terdiri berbagai ragam disabilitas tidak hanya 1. itu membuat tingkatan kesulitan yang berbeda dalam hal pembelajaran jika kalau misalnya	Dalam perbedaan kelas regular denan kelas disabilitas yaitu cara mgajar dengan menggunakan waktu dengan tepat.

		<p>kalau regular itu bisa selesai 3 bulan ditempat kami bisa lebih dari 3 bulan sampai 6 bulan jadi itu yang ada seperti itu.</p> <p>dan kesulitan masing-masing anak bisa memiliki pronunciation yang baik. Susah banget kalau diajarin kalau ngajarin anak-anak grahita “good morning” kalau yang Non-disabilitas kan 5 minutes sudah bisa, kalau anak – anak grahita, autism, anak anak</p>	
--	--	--	--

		tuna rungu itu butuh didriling jadi harus berulang- ulang sekali ajarin. Hambatan nya seperti itu tapi seru sih.	
--	--	--	--

## Appendix 7

### Result of Reduction Interview

#### **Teacher Roemah Difabel Interview**

**Interviewee :** Mrs. Vania Widiarama

No.	Interviewer	Interviewee	Reduction
-----	-------------	-------------	-----------

1.	What are the methods used in English Language Teaching at <i>Roemah Difabel</i> Semarang?	Metode dalam saya mengajar menggunakan silent Teaching. Kita membanyakkan murid yang bicara, Direct method juga kita guna biasa kita menunjukan gambar dengan method ini juga anak-anak turut keluar suara. Audio lingual juga dalam pengajaran.	Guru mengejar siswa dalam menggunakan method beberapa method dalam kegiatan mengajar tetapi guru juga mengikuti kondisi siswa.
2.	How do the teachers implement the methods used in English Language Teaching at <i>Roemah Difabel</i> Semarang?	Biasanya kita pake LCD kita tunjukkan gambar. Yang benar dalam pronunciation jika yang salah kita langsung membenarkan.	Kebanyakan guru menunjuk gambar dalam memberi peringatan kosa kata.
3.	How do you teach	Kita selalu menggunakan Speaking, Reading(Spell),	Dalam materi mengajar siswa



	speaking, writing, reading, and listening to Disabilities English Class?	Listening	disabilitas yaitu skill speaking, listening dan reading sedikit.
4.	What are the materials taught by teacher at Disabilities English Class?	Materi disepakati oleh guru-guru body part, jobs, days of the week, dan cara menjadi MC (Speech)	Bayak materi yang diajar oleh guru
5.	How do you assess the student competence at Disabilities English Class?	Biasanya kita tanya muridnya jawab dan suruh bikin kalimat terus sama teman nya.	Guru mengukur pemahaman siswa dengan bertanya.
6.	How do you motivate the students to speak actively?	Memberi Reward/Pujian karena mereka juga bersemangat dalam mau belajar Bahasa Inggris	Selalu Memberi pujian kepada murid .

7.	What motivation do you give to students?	Guru mengajar murid bicara Bahasa Inggris yang gak bisa ngomong tidak apa apa	Guru tidak paksa murid bicara bahasa Inggris karena disabilitas sulit berbicara.
8.	What media are useful to support your teaching?	Media yang dipakai ada gambar LCD, Card, Audio, labtop	Guru menggunakan media LCD dll yang sesuai dengan pelajaran.

## Appendix 8

### Result of Reduction Interview

Teacher *Roemah Difabel* interview

**Interviewee:** Mrs. Eniyati Sulitijo

No.	Interviewer	Interviewee	Reduction
1.	What are the methods used in English Language Teaching at <i>Roemah Difabel</i> Semarang?	Because I'm not exactly the Education department, I don't have a specialist method of teaching at; first we have a great to use some method we do the classical word, My point asks them to repeat and reinforce because the weakness is about to remember our material, so we	The teacher does not believe herself in the teaching because she is not from English Department. So the methods in teaching from depend on student and follow the way from culliculum.

		limit our source and our content and sometimes. We make like all the material we have like curriculum. We don't really use it only use whatever think.	
2.	How do the teachers implement the methods used in English Language Teaching at <i>Roemah Difabel</i> Semarang?	At first, we have like some kind of flashman test at the beginning of English class also they can join the higher class in the morning and they joined the lower class in the afternoon.	The students can join the another if they good than their friends.
3.	How do you teach speaking, writing, reading,	Actually our purpose here is just teaching because	The purpose in teaching is they can speak

	and listening to Disabilities English Class?	the purpose if they were foreign like you or another who don't speak <i>Bahasa</i> then they can't communicate with them so we don't really do writing or listening to it speak realize from listening. If they join the class writing they don't join again anymore because they don't understand So we use speaking the first time.	English with foreigner and make them believe in self.
4.	What are the materials taught by a teacher at Disabilities English Class?	We don't use the curriculum deductive or from somewhere. We created by us. We	The teacher used the deductive approach to teaching. The curriculum

		<p>have team teaching actually is started not, we have this kind of TLT teaching and training so we will talk about what the difficult about a project like that, every week to how we can go with the curriculum or evaluation in the teaching.</p>	<p>is from TLT.</p>
5.	<p>How do you assess the student competence at Disabilities English Class?</p>	<p>We don't have like any assess students. The point is they can communicate well, so if they remember vocabulary in the chapter. We have some vocabulary</p>	<p>The teacher assess students used the word vocabulary for students remember it.</p>

		and words, or statement they need to remember so maybe it's was around ten words or 10 new phrases, so if they remember all of them at least 80 % of all them I mean is good, then we can go the next chapter.	
6.	How do you motivate the students to speak actively?	I'm inforce them, and I do if from the group or the one by one. I try to make class familiar with them because they scare with me. Most of them join the English class they get a certificate class,	The teacher enforces them for learning. they join the class because they have motivate to be good English Skill.

		maybe half of them join the morning class, and half of them get better.	
7.	What motivation do you give to students?	They are excited learning I'm excited too. So that makes me will teaching. I have my business, but they are so excited to receive something new. Sometimes I am not okay it. You can be feeling. They are so welcome with the new person. They are so welcome with the new thing. They keep doing that so make me will teach and	They are happy when they can learn English and They excited for learning and with the new thing.



		happy.	
8.	What media are useful to support your teaching?	I used the multiple-media with them power point sometimes we make some games like bingo, and I used like a force to motivate them so someone will teach they can get lesson plan from us.	The teacher used multiple-media in the teaching.

## Appendix 9

### THE OBSERVATION GUIDELINE

Date &Time : 01 July 2019

Teacher : Mrs. Vania Widiarama

Material : Hobbies

No.	Condition of the Classroom	Scale	
		Have	Hav en't
Planning			
1.	Teacher prepares Lesson Plan		V
2.	Teacher prepares teaching aids	V	
Learning Process			
1.	All students attend the class	V	
2.	Teacher opens the class by greeting	V	
3.	Teacher explains the lesson by English		V
4.	Teacher masters the material	V	
5.	Teacher uses visual teaching aids	V	
6.	Teacher uses audio teaching aids		V
7.	Teacher uses whiteboard/LCD		V
8.	Teacher gives icebreaking	V	

9.	Students pay attention to teacher's explanation	V	
10.	Students participate to teaching and learning process	V	
11.	Students ask what they have not understand	V	
<b>Classroom management</b>			
1.	Teacher can control students well	V	
2.	There is good interaction among teacher and students	V	
3.	Teacher uses an appropriate teaching and learning method	V	
<b>Assessment</b>			
1.	Teacher assesses student's knowledge, attitude, skill		V
2.	The teacher assesses student's comprehension orally	V	
3.	Implementation of evaluation		V
4.	Conclusion and follow up	V	

## FIELD NOTE

Date: 01 July 2019

Time: 10.30-12.00

Teacher: Mrs. Vania Widiarama

No.	Aspect of Observation	Result
1.	Material used in teaching	Hobbies
2.	Method used in teaching	Direct method
3.	Media used in Teaching	Note, HP
4.	Teaching Learning Process	<ol style="list-style-type: none"><li>1. The teacher opened the class.</li><li>2. The teacher asked about the material before and continue the material about hobbies.</li><li>3. The teacher writes the word in the paper, and students read and remember that vocabulary. The teacher enforces</li></ol>

		<p>students to memorize and drilling them to get better.</p> <p>4. The teacher closed the course and instructed them fir memorize the word and gave motivation before closed.</p>
5.	Kind of assessment	The teacher asks a question to students.

## Appendix 10

### THE OBSERVATION GUIDELINE

Date &Time : 24 June 2019 / 13.30-15.00

Teacher : Mrs. Eniyati Sulitijo

Material : Dailly Activities

No.	Condition of the Classroom	Scale	
		Have	Haven't
Planning			
1.	The teacher prepares a Lesson Plan	V	
2.	The teacher prepares to teach aids	V	
Learning Process			
1.	All students attend the class	V	
2.	Teacher opens the class by greeting	V	
3.	The teacher explains the lesson by English		V
4.	Teacher master the material	V	
5.	The teacher uses visual teaching aids	V	
6.	The teacher uses audio teaching aids	V	
7.	The teacher uses whiteboard/LCD	V	
8.	Teacher gives icebreaking		V
9.	Students pay attention to the teacher's	V	

	explanation		
10.	Students participate in teaching and learning process	V	
11.	Students ask what they have not to understand		V
<b>Classroom management</b>			
1.	The teacher can control students well	V	
2.	There is good interaction among teacher and students	V	
3.	The teacher uses an appropriate teaching and learning method	V	
<b>Assessment</b>			
1.	The teacher assesses student's knowledge, attitude, skill		V
2.	The teacher assesses student's comprehension orally	V	
3.	Implementation of evaluation	V	
4.	Conclusion and follow up	V	

## FIELD NOTE

Date : 24 June 2019

Time : 13.30-15.00

Teacher : Mrs. Iniyati Sulitijo

No.	Aspect of Observation	Result
1.	Material used in teaching	Daily activities
2.	Method used in teaching	Direct method, Audio-Lingual
3.	Media used in Teaching	LCD, laptop
4.	Teaching Learning Process	<ol style="list-style-type: none"><li>1. The teacher greeted the students.</li><li>2. The teacher made brainstorming</li><li>3. The teacher gave to explain the material by used the body language and the loud sound.</li><li>4. The teacher instructed students to follow the teacher by used body</li></ol>



		<p>language and what the teacher says.</p> <ol style="list-style-type: none"> <li>5. The teacher tested them one by one</li> <li>6. The teacher gave motivation and told them to speak English when they back to home.</li> <li>7. The teacher closed the class.</li> </ol>
5.	Kind of assessment	<p>The teacher asks one by one use the sentence from teacher.</p> <ol style="list-style-type: none"> <li>1. Get up</li> <li>2. I take a shower</li> <li>3. I get dressed</li> <li>4. I have breakfast</li> <li>5. I go to school</li> <li>6. I start school 7 AM.</li> <li>7. I pray</li> </ol>

## Appendix 11

### THE OBSERVATION GUIDELINE

Date & Time : 08 July 2019 / 13.30-15.00

Teacher : Mrs. Eniyati Sulitijo

Material : Daily Activities

No.	Condition of the Classroom	Scale	
		Have	Haven't
Planning			
1.	The teacher prepares a Lesson Plan	V	
2.	The teacher prepares to teach aids	V	
Learning Process			
1.	All students attend the class	V	
2.	Teacher opens the class by greeting	V	
3.	The teacher explains the lesson by English		V
4.	Teacher masters the material	V	
5.	The teacher uses visual teaching aids	V	
6.	The teacher uses audio teaching aids	V	
7.	The teacher uses whiteboard/LCD	V	
8.	Teacher gives icebreaking	V	
9.	Students pay attention to the teacher's explanation	V	
10.	Students participate in the teaching and learning process	V	
11.	Students ask what they have not to	V	

	understand		
<b>Classroom management</b>			
1.	The teacher can control students well	V	
2.	There is good interaction among teacher and students	V	
3.	The teacher uses an appropriate teaching and learning method	V	
<b>Assessment</b>			
1.	The teacher assesses student's knowledge, attitude, skill		V
2.	The teacher assesses student's comprehension orally	V	
3.	Implementation of evaluation	V	
4.	Conclusion and follow up	V	

## FIELD NOTE

Date : 08 July 2019

Time : 13.30-15.00

Teacher : Mrs. Iniyati Sulitijo

No.	Aspect of Observation	Result
1.	The material used in teaching	Daily activities
2.	The method used in teaching	Direct method, Audio-Lingual, Total Physical Response, Silent way
3.	Media used in Teaching	LCD, laptop , paper,
4.	Teaching Learning Process	<ol style="list-style-type: none"><li>1. The teacher opened and greeted the students.</li><li>2. The teacher gave statements to student, “next week will be testing the material.”</li><li>3. The teacher prays together before started the courses.</li></ol>

		<ol style="list-style-type: none"> <li>4. The teacher asked the students about the material before.</li> <li>5. The teacher gave the new point about daily activities. Use Audio-lingual on the LCD the students follow the sound, and the teacher says the student follows with the teacher.</li> <li>6. The teacher instructs question to students by used body language, and the students answer the question from a teacher (TPR).</li> <li>7. The teacher opens video and the students watched it and followed the sound from the video</li> <li>8. The teacher gave motivate and instructed students to memorize it because the</li> </ol>
--	--	--

		<p>teacher will be testing.</p> <p>9. The teacher closed the class.</p>
5.	Kind of assessment	<ol style="list-style-type: none"> <li>1. The teacher asks by orally communicated</li> <li>2. The teacher used body language and silent way to ask them.</li> <li>3. The teacher showed the pictures to students answer the question.</li> </ol>

## Appendix 12

### UNIT 1

#### GOOD MORNING AND HOW ARE YOU?

##### 1. VOCABULARY AND CONVERSATION



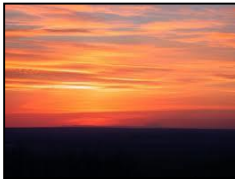
Morning

Good morning!



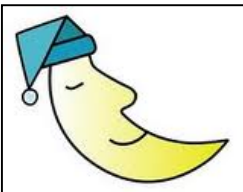
Afternoon

Good afternoon!



Evening

Good evening!



Night

Good night!

1. Eni : Hello. How do you do?

Anna : Hi. How do you do.

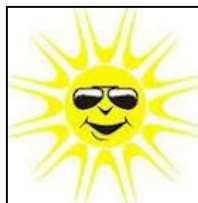
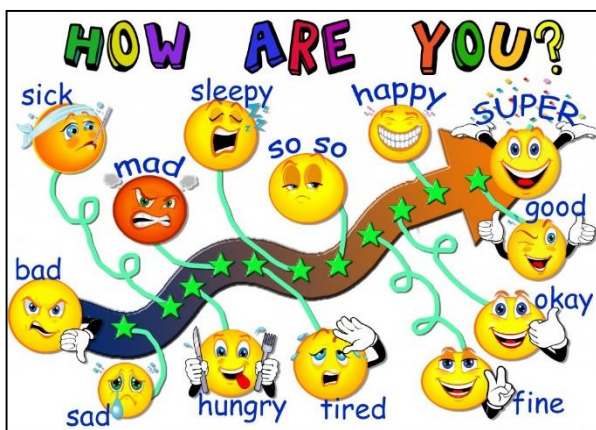
2. Novi : Hey, Yeni. How are you?

Yeni : (+) I am fine. Thank you, Novi. And you?

(-) I am not \_\_\_\_\_. Thanks. How are you doing?

Novi : Very well, thanks.

## 2. PRACTISE



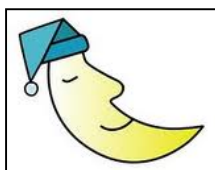
❖ \_\_\_\_\_

\_\_\_\_\_

(RONMNGI)

❖ \_\_\_\_\_

\_\_\_\_\_

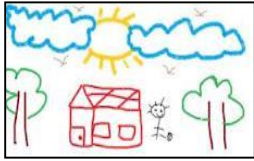


❖ \_\_\_\_\_ (HIGTN)

❖ \_\_\_\_\_

\_\_\_\_\_





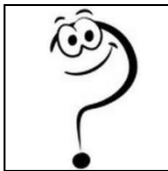
❖ \_\_\_\_\_ (ERNTONAFO)

❖ \_\_\_\_\_  
\_\_\_\_\_



❖ \_\_\_\_\_ (GVNEEIN)

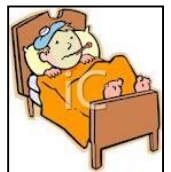
❖ \_\_\_\_\_  
\_\_\_\_\_



❖ \_\_\_\_\_ ?  
(WHO REA OYU)



❖ \_\_\_\_\_ !  
\_\_\_\_\_ ?



## THE GREETINGS SONG

Good morning Good morning Good afternoon  
Good evening Good evening Good night Good night  
Nice to meet you Nice to meet you too  
Goodbye Goodbye See you!

**Eniyati Silitijo**  
**The teacher**

## UNIT 2

### WHO ARE YOU? WHAT IS YOUR NAME?

#### 1. VOCABULARY AND CONVERSATION



I am Budi.

My name is Budi.

You are Mr. Suwito.

Your name is Mr. Suwito.

She is Cinderella.

Her name is Cinderella.

He is Andre.

His name is Andre.

It is Kathy.

Its name is Kathy.

We are Budi, Andre, Cinderella, and Mr. Suwito.

Our names are Budi, Andre, Cinderella, and Mr. Suwito.

They are Cinderella and Andre.  
Their names are Cinderella and Andre.

Who is he? He is Rudi.  
What is his name? His name's Rudi.



Rani : Huda, please meet my friend, Puput.

Puput, this is Huda.



Huda : Nice to meet you!

Puput : Nice to meet you too!



Huda : Good bye! Have a nice evening!

Didik : Good bye! See you.



Taufik : I'm sorry!

Zulfikar : It's okay. No problem!

## NEGATIVE

I am Eni.

I am not Lani.

She is Santi.

She is not Rita. / She isn't

Rita.

He

\_\_\_\_\_.

We

\_\_\_\_\_.

You

\_\_\_\_\_.

It

\_\_\_\_\_.

They

\_\_\_\_\_.

My name is Rian.

My name isn't Donny.

Our names are Aji and Benny. Our names aren't Joko and Boy.

\_\_\_\_\_ Linda. \_\_\_\_\_.

\_\_\_\_\_ Rafi. \_\_\_\_\_.

\_\_\_\_\_ Gita . \_\_\_\_\_.

\_\_\_\_\_ Ayu, Sri, and \_\_\_\_\_.

\_\_\_\_\_ Doggy. \_\_\_\_\_.

## INTERROGATIVE

Are you Budi?

Yes, I am. /

No, I am not.

Is it Kitty

Yes, it is. /

No, it isn't.

\_\_\_\_\_ we \_\_\_\_\_

\_\_\_\_\_ /

\_\_\_\_\_.

\_\_\_\_\_ he \_\_\_\_\_

\_\_\_\_\_ /

\_\_\_\_\_.

\_\_\_\_\_ I \_\_\_\_\_

\_\_\_\_\_ /

\_\_\_\_\_.

\_\_\_\_\_ she \_\_\_\_\_

\_\_\_\_\_ /

\_\_\_\_\_.

\_\_\_\_\_ they \_\_\_\_\_

\_\_\_\_\_ /

\_\_\_\_\_.

## CONVERSATION

- 1) Agung : Hello, good evening. My name is Agung.  
What is your  
name?  
Sita : Hi Agung, my name is Sita. Nice to meet  
you.  
Agung : Nice to meet you too, Sita.
- 2) Sita : Hi, good afternoon. Yeni, please meet  
my friend Lani!  
Lani, this is Yeni!  
Yeni : Nice to meet you, Mrs. Lani!  
Lani : Nice to meet you too, Yeni!
- 3) Alya : Good bye, Donny! Have a nice day!  
Donny : Good bye, Alya! See you!
- 4) Eni: I'm sorry. I do not (don't) remember your  
name.  
You are ...?  
Puput : Puput. My name is Puput.  
Eni: I'm so sorry, Puput.  
Puput : It's okay. No problem. How are you  
today?  
Eni: I'm very well. Thank you. And you?  
Puput : Very happy. Thank you.

## 2. PRACTISE

a) I am, ...

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ is  
\_\_\_\_\_ am  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ are

b) She is Vita. Her name is Vita.

They \_\_\_\_\_.  
You \_\_\_\_\_.  
He \_\_\_\_\_.  
I \_\_\_\_\_.  
We \_\_\_\_\_.  
It \_\_\_\_\_.  
She \_\_\_\_\_.



### PRONOUN SONG

I ..... I ..... I am me  
You ... you... you are you  
You... and ... I ...are we  
You and I becomes "WE"  
He... he.. he is a boy  
She... she... she is a girl



He and she are they  
He ... and ...she becomes “they”  
I, we, you, and, they  
He, she, you, and it  
I, we, you, and they  
He, she, it are pronouns.





**Eniyati Silitijo**

**The teacher**

# UNIT III

## THIS IS A PENCIL. IS THIS A PENCIL?

### VOCABULARY AND CONVERSATION

	Singular	Plural
<b>Near</b>	<p><b>This</b></p> <p>What is this? This is a pencil. Is this a pencil? Yes, it is. / No, it isn't.</p> 	<p><b>These</b></p> <p>What are these? These are pencils. Are these pencils? Yes, they are/ No they aren't</p> 
<b>Far</b>	<p><b>That</b></p> <p>What is that? That is an eraser. Is that an eraser? Yes, it is/No, it isn't.</p> 	<p><b>Those</b></p> <p>What are those? Those are erasers. Are those erasers? Yes, they/No, they aren't.</p> 





**A:**What's *this* in English?

**B:***It's a pencil.*

**A:***How do you spell it?*

**B:***P-E-N-C-I-L.*



[更多资源xiti123.taobao.com](http://更多资源xiti123.taobao.com)

**\*B:** *Sorry, I don't know it.*

# THE ALPHABET

A	B	C	D	E	F	G	H
/ei/	/bi:/	/si:/	/di:/	/i:/	/ef/	/dʒi:/	/eitʃ/

I	J	K	L	M	N	O	P
/ai/	/dʒei/	/kei/	/el/	/em/	/en/	/əʊ/	/pi:/

Q	R	S	T	U	V	W	X
/kju/	/aː/	/es/	/ti:/	/ju/	/vi:/	/dʌblju/	/eks/



Y  
/wai/

Z  
/zi/ or /zed/



## NEGATIVE

This is my book.    his is not (isn't) your book.

That \_\_\_\_\_ her chair.    \_\_\_\_\_ his chair.

These \_\_\_\_\_ our pencils.    \_\_\_\_\_ their pencils.

Those \_\_\_\_\_ your bags.    \_\_\_\_\_ our bags.

## INTERROGATIVE YES/NO

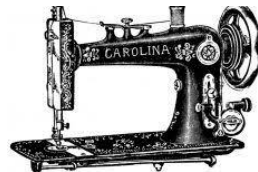
Is this your car?    Yes, it is. / No, it is not (isn't).

Are these our bags? Yes, they are. / No, they are not (aren't).

(that) \_\_\_\_\_ ? \_\_\_\_\_

(those) \_\_\_\_\_ ? \_\_\_\_\_ .

PERSONAL PRONOUNS	
SUBJECT	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their





## CONVERSATION

1. Sari : Vita, what are those?  
Vita : Sorry, I don't know.  
Sari : It's okay. No problem. Thank you.
  
2. Menik : Huda, what is that?  
Huda : That is a bag. / It's a bag.  
Menik : How do you spell it?  
Huda : b – a – g  
Menik : Is it your bag?  
Huda : Yes, it is.  
Menik : Thank you Huda.  
Huda : Your welcome.
  
3. Bagus : Puput, what is "kursi roda" in English?  
Puput : It's a wheelchair.  
Bagus : What? How do you spell it?  
Puput : w – h – e – e – l c – h – a – i – r

Bagus : Please repeat slowly.

Puput : w – h – e – e – l c – h – a – i –  
r

Bagus : Thank you. Is it his (Zul's) wheel chair?

Puput : No, it isn't. It's my wheel chair.



ABC Song -

<https://youtu.be/LtX3FM1DaG4>

a b c d e f g ... la la la la

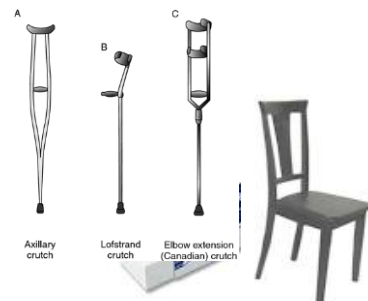
h i j k l m n ... la la la la

o p q r s t u ... la la la

v w x y z ... la la la

What is this Song

<https://www.youtube.com/watch?v=EjclnIJ-F4Q>



What is this? It's a key.

What is that? It's a chair.

What is this? It's a bed.

It is Maxie's bed.

**Eniyati Sulitijo**  
**The Teacher**



## UNIT IV

### WHERE ARE YOU FROM? WHAT IS YOUR ADDRESS?

#### NUMBERS 1 - 100

#### 1. WHERE ARE YOU FROM?

ENGLISH  
VOCABULARY

## COUNTRY - NATIONALITY

Woodward®  
ENGLISH  
VOCABULARY

TO BE + FROM + CITY

I am from Sydney.

TO BE + FROM + COUNTRY

I am from Australia.

TO BE + NATIONALITY

I am Australian.



He is from Venice.

He is from Italy.

He is Italian.



He is from Vancouver.

He is from Canada.

He is Canadian.

**Where are you from?**

[www.grammar.cl](http://www.grammar.cl)

[www.woodwardenglish.com](http://www.woodwardenglish.com)

[www.vocabulary.cl](http://www.vocabulary.cl)

We are from Semarang.  
 We're from Indonesia.  
 We're Indonesian.  
 You are from Korea  
 You are Korean  
 Tim is from America  
 He is American.  
 Balinese.

She is from Semarang.  
 She is from Java.  
 She is Javanese.  
 It is from China.  
 It is Chinese.  
 They are from Bali.  
 They're


## 2. NUMBERS

### NUMBERS 1-100

1 one	11 eleven	
2 two	12 twelve	20 twenty
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten		100 one hundred



### 3. WH-QUESTIONS



## More Wh-Questions

How old are you?



I'm fourteen years old

What is your address?

It's Zaragoza Street 435

What is your telephone number?

It's 26-85-69-95



- a. (She-20 years) : \_\_\_\_\_?  
\_\_\_\_\_.
- b. (We-11,17 years) : \_\_\_\_\_?  
\_\_\_\_\_.
- c. (He-36 years) : \_\_\_\_\_?  
\_\_\_\_\_.

- d. (They-Brumbungan 11) : \_\_\_\_\_?  
\_\_\_\_\_.
- e. (I-Jl. Unta 94) : \_\_\_\_\_?  
\_\_\_\_\_.
- f. (Ana-Jl. Sompok 80) : \_\_\_\_\_?  
\_\_\_\_\_.
- g. (You-024553796) : \_\_\_\_\_?  
\_\_\_\_\_.
- h. (Ipin-08576321490) : \_\_\_\_\_?  
\_\_\_\_\_.
- i. (Zul-08312657004) : \_\_\_\_\_?  
\_\_\_\_\_.

#### 4. NEGATIVES

They are from Australia.  
Canada.

She is Javanese.

\_\_\_\_\_.  
\_\_\_\_\_.  
\_\_\_\_\_.

They aren't from

She isn't Canadian.

\_\_\_\_\_ (We – from)  
\_\_\_\_\_ (It – 024651389)  
\_\_\_\_\_ (I – Chinese)

\_\_\_\_\_. \_\_\_\_\_ (You - 20 years)  
 \_\_\_\_\_. \_\_\_\_\_ (her-021964375)  
 \_\_\_\_\_. \_\_\_\_\_ (our-Momo Street 1)  
 \_\_\_\_\_. \_\_\_\_\_ (He – 16 years)  
 \_\_\_\_\_. \_\_\_\_\_ (You - Solo)

## 5. INTERROGATIVES YES/NO

Is he from China? Yes, he is. / No, he is not (isn't).

Are they Korean? Yes, they are. / No, they are not (aren't).

\_\_\_\_\_? \_\_\_\_\_ . (you-16 years)  
 \_\_\_\_\_? \_\_\_\_\_ . (her-0813245796)  
 \_\_\_\_\_? \_\_\_\_\_ . (his-Mataram street 12)  
 \_\_\_\_\_? \_\_\_\_\_ . (they-26 years)  
 \_\_\_\_\_? \_\_\_\_\_ . (she-Italy)  
 \_\_\_\_\_? \_\_\_\_\_ (we-Japanese)

## 6. EXERCISES



1. Sari – 17 years – Dargo Sreet 46 –  
085576423911 – Salatiga/Indonesian

- What is her name? Her name is Sari.
- How old is Sari? She is 17 years old.
- What is her address? It's Dargo Street 14.
- What is her telephone number? It's 085576423911
- Where is she from? She is from Salatiga.
- Is she Indonesian? Yes, she is. / No, she is not.
- How is she? She is happy.



2. You – 59 years – Mataram Street 175 –  
024 7753428 – China/Chinese

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. Bambang - 42 years - Tlogosari  
Street 79 -08134467529 -  
Klaten/Indonesian

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_



4. Tom and Jerry - 68/12 years -  
Salsa Street 17 -16008351794 -  
Texas/American

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

## 7. **Where are you from Song**

[www.youtube.com/watch?v=HRqALINclgk](http://www.youtube.com/watch?v=HRqALINclgk)

Where are you from? Where are you from?

I'm from Korea. I'm from Korea.

I'm Korean. I'm Korean.

Ko-re-an. Ko-re-an.

Where are you from? Where are you from?

I'm from China. I'm from China.

I'm Chinese. I'm Chinese.

Chi-ne-se. Chi-ne-se.

**How            Old            Are            You            Song-**

[www.youtube.com/watch?v=2lvD57OaSgk](http://www.youtube.com/watch?v=2lvD57OaSgk)

How old are you? I'm six.

How old are you? I'm seven.

One two three four five six seven.



How old are you? I'm five.

How old are you? I'm ten.

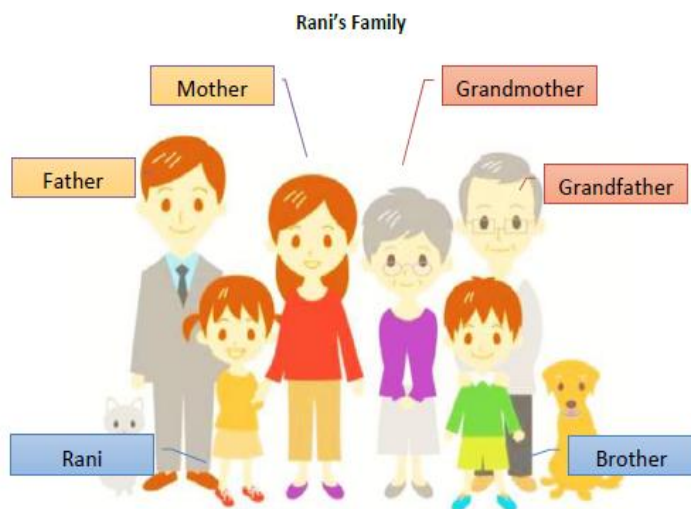
One two three four five six seven eight nine ten.

**Eniyati Silitijo**  
**The teacher**

## UNIT V

### FAMILY TREE - WHO IS SHE?

#### 7. Family Tree



Who is He?

Who is She?

He is Rani's father

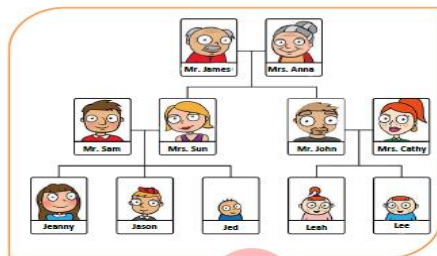
She is ... grandmother

He is Rani's ....

She is Rani's ....

He is ....

Who is Rani?



parents

children

son

daughter

husband

wife

grandparent

grandchildren

grandson

granddaughter

uncle

aunt

cousin

niece

nephew

## 8. Who is Jason?

Who is this? This is Lee's sister.  
Who is that? That is my father.  
Who is she/ he? She / He is...

Who is Jason? He is Jeanny's brother.

Who is Mr. Sam? He is Jason's father.

Who are Leah and Lee? They are ...

- Jeanny is Jason's ...  
Jed is Jason's ...  
Mr. Sam and Mrs. Sun are Jason's ...
- Mr. James and Mrs. Anna are Jason's ...  
Jason is Mrs. Anna's ...  
Mr. James is Mr. Sam's ...
- Leah is Mr. James' ...  
Jason and Lee are Mr. James' ...  
Mr. James is Mr. Sam's ...

- Mr. Sam is Mrs. Sun's ...  
Mrs. Cathy is Mr. John's ...  
Leah and Lee are Mr. John's...
- Lee is Jason's ...  
Leah is Jason's ...
- Mr. John is Jason's ...  
Mrs. Cathy is Jason's ...  
Jason is Mr. John's ...  
Jeanny is Mr. John's ...



## 9. Negatives

- a. Mr. John is not Jason's Father.                      He is Jason's uncle.  
b. Mr. James and Mrs. Anna (not) ....  
c. Mrs. Sun (not) ....  
d. Mrs. Cathy (not) ....  
e. Jed and Jeanny (not) ....  
f. Leah and Lee (not) ....

#### 10. Interrogatives Yes/No

- a. Is Mrs. Anna Jason's grandmother? Yes, she is.  
b. Are Jason and Jed Mr. Sam's nephew? No, they are not.  
c. ... Jeanny ...? (Yes)  
d. ... Mr. Sam and Mrs. Sun ...? (No)  
e. ... Mrs. Cathy ...? (No)  
f. ... Leah and Lee ...? (Yes)

#### 11. Conversation

Text 1



Arlo : Hi, Amy. I'm sorry, I'm late.

Amy : Hi, Arlo. It's okay.

Arlo : Who is that, Amy?

Amy : Oh, that's my mom. Mom,  
please?

meet Arlo. He is my best friend.

Text 2



Anto : Mia, please meet Mr. Harry and Tania!

They are my uncle and my cousin

Mia : Hi, I'm Mia. How do you do?

Mr. Harry and Tania: How do you do.

Text 3



Grandson : Happy birthday, Grandpa.

I wish you all the best.

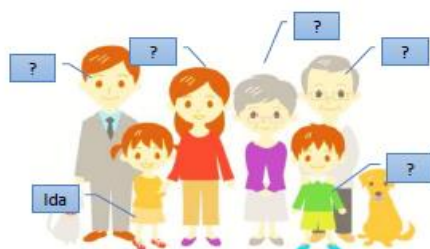
Grandpa : Thank you.

Grandson : How old are you, Grandpa?

Grandpa : I'm 89 years old

**PRACTISES**

12.



13. My family tree

My name is .....

.....

.....

.....

14. My friend's family tree.

His/Her name is .....

.....

.....

15. **FAMILY SONG** ~ [www.youtube.com/watch?v=im3ric5b7MA](http://www.youtube.com/watch?v=im3ric5b7MA)

Mommy and daddy	Daughter and son
Sister and brother	Nephew and niece
Grandma and grandpa	My family
My family	I love my family
	My family loves me
Uncle and aunty	
Husband and wife	
Parents and children	
My family	

Eniyati Silitijo

The Teacher



# UNIT 6

## DAILY ACTIVITIES







I get up



I take a shower



I get dressed



I have breakfast



I go to work



I start work at 9



I have lunch



I finish work



I arrive home



I have dinner



I watch TV



I go to bed

**Describe  
YOUR  
typical day**

[www.grammar.cl](http://www.grammar.cl)
[www.woodwardenglish.com](http://www.woodwardenglish.com)
[www.vocabulary.cl](http://www.vocabulary.cl)

### B. Negative Sentences

I/You/We/They **do not (don't) have** lunch. [don't + V<sup>1</sup>]

He/She/It **does not (doesn't) have** lunch. [doesn't + V<sup>1</sup>]



### C. Interrogative Questions

Do I/You/We/They **have** lunch? Yes, We **do**. / No, We **don't**

Does He/She/It **have** lunch? Yes, he **does**. / No, He **doesn't**.



### D. Questions

What/Where/When/Why/How **do/does** + S + V<sup>1</sup> ?

- What **do** I/You/We/They **do** in the morning? We **go** to school.  
What **does** He/She/It **do** in the evening? She **watches** TV.
- Where **do** I/You/We/They **go** in the afternoon? I **go** home.  
Where **does** He/She/It **go** in the evening? He **goes** to the mosque.
- When **do** I/You/We/They **watch** tv ? We **watch** tv after dinner.  
When **does** He/She **have** dinner? She **has** dinner before she **watches** tv .
- How **do** I/You/We/They **go** to school? They **go** to school by bus.  
How **does** He/She/It **go** home? She **goes** home by taxi.

## 2. READING

### MY FAMILY DAILY ACTIVITIES

On weekdays I usually



at 6. I



before I



My father, brother, sister, and I



after we



After breakfast, my father



. He



. He



at 8 .

My brother, sister, and I



. They



. I



with my mother. When I



at school, my mother goes to

her

parents' house. She stays there until I



at 12. Then we



together. We arrive home at 1 pm and we



. After

## Appendix 13

### JADWAL BELAJAR BAHASA INGGRIS

Kelas mulai bulan Januari- July 2019, setiap Hari Senin

Kelas Pagi Jam 10.30-12.00 WIB

Kelas Sore Jam 13.30-15.00 WIB

Tanggal	Jam	Pengajar
<b>14/01/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>21/01/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>28/01/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>04/02/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>11/02/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>18/02/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>25/02/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>04/03/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>11/03/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian
	Sore 13.30-15.00	Mbak Inez/Mbak Akis
<b>18/03/2019</b>	Pagi 10.30-12.00	Mbak Ini/Mas Rian

<b>25/03/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>01/04/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>08/04/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>15/04/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>22/04/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>29/04/2019</b>	Sore 13.30-15.00	Mbak Inez/Mbak Akis
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>06/05/2019</b>	Sore 13.30-15.00	Mbak Inez
	Pagi 10.30-12.00	Mbak Ini/Mas Rian
<b>13/05/2019</b>	Sore 13.30-15.00	Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas Rian
<b>20/05/2019</b>	Sore 13.30-15.00	Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas Rian
<b>27/05/2019</b>	Sore 13.30-15.00	Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas Rian
<b>10/06/2019</b>	Sore 13.30-15.00	Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas Rian
<b>17/06/2019</b>	Pagi 10.30-12.00	Mbak Arra/Mas

<b>24/06/2019</b>	Sore 13.30-15.00	Rian Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas
<b>01/07/2019</b>	Sore 13.30-15.00	Rian Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas
<b>08/07/2019</b>	Sore 13.30-15.00	Rian Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas
<b>15/07/2019</b>	Sore 13.30-15.00	Rian Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas
<b>22/07/2019</b>	Sore 13.30-15.00	Rian Mbak Inez
	Pagi 10.30-12.00	Mbak Arra/Mas
	Sore 13.30-15.00	Rian Mbak Inez

**Appendix 14****STUDENT'S LIST**

<b>NO.</b>	<b>NAMA</b>	<b>Disabilitas</b>
1.	Ahmad Favas	Daksa
2.	Leonardus Ronald Kuniawan	Daksa, Grahita
3.	Gabriela Ellen Sugiarto	Grahita, Hearing, Ganda
4.	Laksmita NugraHesti	DS, Grahita
5.	Muhamad Arief Taufigurrahman	DS
6.	Bagus Samudro Wicaksono Oetomo	Hipraktif Intellectual
7.	Dhayan Wahyuningtyas	Grahita
8.	Ayu Wulandari	Grahita
9.	Johan Hermawan Arifianto	Grahita, Wicara
10.	Raihana Alyssa Putri	Grahita
11.	Anissa Melati Sekar	Grahita
12.	Bayu Setia Nugroho	Daksa
13.	Majid Janu Lantip	Grahita, Autism
14.	Mulia Indah Arum Kurniawati	DS
15.	Indah Melati Rumansyah Putri	Rungu
16.	Anna Oktavia Ekasapi	CP (Cakbalpalsu)
17.	Iryaniz Arwan	Grahita, DS, Wicara
18.	Enrica Isadora	Grahita
19.	Kusuma Murti Putri Sari	Grahita
20.	Jona Jelita Lawuna	Grahita
21.	Oktafani Putra Primarian	Daksa, Grahita
22.	Riski Wahyu Saputra	
23.	Lisanul Listiana	Grahita
24.	Meni Merwan	Daksa

## **Appendix 15**

### **A. PROFIL KOMUNITAS SAHABAT DIFABEL**

Tahun 2014, Ibu Noviana Dibyantari diundang DINSOSPORA Semarang untuk bergabung dalam kegiatan Sosialisasi Undang-Undang Disabilitas dan ditunjuk sebagai Notulis sekaligus mengisi kegiatan *Ice Breaking* di tengah-tengah kegiatan Seminar selama tiga hari yang diselenggarakan dari tanggal 6-9 Juni 2014.

Selain itu juga diminta untuk mengundang Komunitas-komunitas orang tua yang memiliki Anak Berkebutuhan Khusus (ABK) di Kota Semarang untuk mengikuti kegiatan tersebut. Sehingga kegiatan tersebut diikuti sebanyak 120 peserta dari berbagai Organisasi Difabel dan orang tua ABK.

Dari Hasil pertemuan Sosialisasi Undang-Undang Disabilitas ini berhasil mengumpulkan beberapa orang tua Anak ABK dan Anak-anak Berkebutuhan Khusus serta para relawan dari beberapa Perguruan Tinggi untuk bergabung dalam sebuah Komunitas yang akan mengawal



Pemerintah dalam mempersiapkan Semarang menjadi Kota Inklusi di Tahun 2016.

Komunitas yang kami bentuk adalah Komunitas Sahabat Difabel (KSD) pada tanggal 31 Juli 2014. Dan Ibu Noviana Dibyantari, di Komunitas Sahabat Difabel adalah sebagai Founder dan Inisiator.

Awal berdirinya Komunitas Sahabat Difabel memiliki empat anggota sebagai Founder. Dimana keempat Founder tersebut adalah para orangtua anak-anak berkebutuhan khusus. Keempat Founder tersebut adalah Ibu Noviana Dibyantari, yang memiliki putra seorang Tuna Grahita, Ibu Lani Setyadi memiliki putra seorang autism, Ibu Windy Aryadewi memiliki seorang putri dengan gangguan pendengaran dan ibu Siwi Parwati A. Basri memiliki putra autism. Sejak saat itu Komunitas Sahabat Difabel mengundang pelbagai

Organisasi Disabilitas untuk ikut bergabung dalam berbagai kegiatan.

## **VISI**

Bergandeng tangan dengan **SATU HATI, SATU CINTA dan SATU HARAPAN** demi mewujudkan 3 yaitu *Chance, Challenge, and Chain*. 3C ini bertujuan untuk memberikan kesempatan bagi difabel sehingga bisa menjawab tantangan agar bisa memiliki relasi atau hubungan yang luas.

## **MISI**

1. Bergandengan tangan bersama dalam mengedukasi masyarakat melalui kegiatan *sharing* di jejaring sosial, *On Air* di Radio atau *Live* di TVRI agar masyarakat Semarang lebih ramah difabel.
2. Mengambil peran di dalam menggeser istilah Disabilitas yang berasal dari kata *Disability* , Cacat atau rusak ke arah DIFABEL atau *Different Ability* kemampuan yang berbeda.
3. Menyelenggarakan pelbagai kegiatan pelatihan bekerjasama dengan Kota Semarang cq DINSOSPORA untuk ketrampilan dan kesetaraan sehingga mereka

memiliki rasa percaya diri yang tinggi dan difabel untuk bersaing di dunia kerja.

4. Berpartisipasi secara aktif untuk kesetaraan difabel dalam mendapatkan hak-haknya sebagai warga Negara Indonesia terutama di bidang Pendidikan Formal dan bantuan serta Layanan Hukum secara terpadu.
5. Membantu mempersiapkan lingkungan yang Inklusif yang mulai dari yang kecil seperti hingga terus pada lingkungan yang lebih besar seperti KUBE

## **B. MARS KOMUNITAS SAHABAT DIFABEL**

**Difabel Bersatu**

**Syair dan Lagu oleh Windy Aryadewi**

**Kami semua difabel Indonesia**

**Bersatu bergandengan tangan**

**Tunjukkan prestasi, Tunjukkan kemampuan**

**Sebagai putra-putri Indonesia**

**Meski difabel itu tak jadi soal**

**Karna kami adalah sama**

**Punya hak sosialisasi**



**Berkumpul di masyarakat Indonesia**

**Satu hati, satu cinta, satu harapan**

**Satu hati, satu cinta, satu harapan**

**Difabel bersatu**

**Indonesia ramah difabel**

### **C. TENTANG KOMUNITAS SAHABAT DIFABEL**

Komunitas Sahabat Difabel Semarang mempunyai *Base Camp* yaitu Roemah Difabel atau Roemah D yang terletak di Jalan. MT. Haryono no.266, seberang Radio Gajah Mada FM Semarang.

*Contact person* yang bisa dihubungi adalah melalui Ibu Noviana Dibyantari, *Founder* dan Inisiator kami di nomor 085727213860.

E-mail : [ksdsmg@yahoo.com](mailto:ksdsmg@yahoo.com)

Website : [www.ksdindonesia.org](http://www.ksdindonesia.org)

Akun medsos (FB, IG, Twitter dll)

FB : Group Komunitas Sahabat Difabel

Founder dan Inisiator : Dra. B. Noviana Dibyantari. R

**Logo :**



### **D. SUSUNAN PENGURUS**

#### **KOMUNITAS SAHABAT DIFABEL**

**Pelindung** : Sadiman Al Kundarto

**Penanggung Jawab**

B. Noviana Dibyantari

Lani Setyadi

**Ketua :** Didik Sugiyanto

**Wakil :** Yanti

**Sekretaris :** Angela Amadea

**Bendahara :** Florentina Hertinawati

**Sie ;**

**Kegiatan :** Agung Setia Budi

**Seni dan Budaya :** Isnayati

**Pendidikan :**

Eniyati Sulitijo

Arra Widiamara

## Appendix 16

### Appendix 16

#### DOCUMENTATION



Interview with Mrs. Iniyati  
As English Teacher

Interview with the  
Principle of Roemah Dyabel



Interview with Mrs. Vania  
As English Teacher



The Morning Class



The Afternoon Class



*Study English Class*



*We are Disabilities' Student*




*Roemah Difabel Semarang*



## Appendix 17

### SURAT IZIN RESEARCH

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Prof. Hamka Km 2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Nomor : B-4145/un.10.3/D.1/TL.00.06/2019 14 Juni 2019

Lamp : -  
Hal : Mohon Izin Riset  
a.n. : Mr. Adam Panoh  
NIM : 1503046127


Yth.  
Pimpinan Roemah Difabel Semarang  
di: **Tempat**

Assalamu'alaikum Wr.Wb.,  
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Mr. Adam Panoh  
NIM : 1503046127  
Alamat : Perum BPI Blok F-21 Purwoyoso Ngaliyan Semarang 50184  
Judul skripsi : ENGLISH LANGUAGE TEACHING LEARNING AT ROEMAH  
DIFABEL (DIFFERENT ABILITY) SEMARANG

Pembimbing :  
1. Dr. Hj. Siti Mariam, M. Pd. sebagai pembimbing I  
2. Nadia Ma'mun, M. Pd. sebagai pembimbing II


Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari/bulan, mulai tanggal 20 Juni 2019 sampai dengan tanggal 20 Juli 2019  
Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih.  
Wassalamu'alikum Wr.Wb.

Dekan,  
Dekan Bidang Akademik  
  
Dr. H. Fatah Syukur, M. Ag.  
19681112 199403 1 003

Tembusan :  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 18

### SURAT KETERANGAN RESEARCH



**KOMUNITAS SAHABAT DIFABEL**  
Sekretariat : ROEMAH D  
Jl. MT. Haryono No. 266, Semarang  
CP : 085865516131 (Ibu Lani), 085727213860 (Ibu Novie )

---

**SURAT KETERANGAN PENELITIAN**

Yang bertanda tangan di bawah ini :

Nama : Dra. B. Noviana D.R  
Alamat : Roemah Difabel  
Jl. MT Haryono No. 266, Semarang  
Jabatan : Founder dan Inisiator Komunitas Sahabat Difabel ( KSD )

Menerangkan bahwa :


Nama : Adam Panoh  
Nama Universitas : UIN Walisongo Semarang  
Alamat : Perumahan BPI Blok F.21, Purwoyoso, Ngaliyan – Semarang 50184  
Keperluan : Observasi Cara Belajar Kelas Bahasa Inggris untuk Penelitian

Bahwa nama tersebut telah melakukan aktivitas penelitian di Roemah Difabel ( Roemah D ) yang terletak di Jl. MT Haryono 266, Semarang selama 4 hari setiap hari Senin. Terhitung dari tanggal 24 Juni 2019, 1 Juli 2019, 8 Juli 2019, dan 15 Juli 2019.

Saudara Adam Panoh telah melaksanakan tugas dan tanggung jawab dengan baik selama melakukan Observasi di tempat kami. Yang bersangkutan juga aktif dalam membantu teman – teman disabilitas mempelajari Bahasa Inggris.

Demikian surat keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Semarang, 16 Juli 2019  
**Founder dan Inisiator**



Dra. B. Noviana D.R

## Appendix 19



### CURRICULUM VITAE

Nama : Mr.Adam Panoh  
Tempat/Tanggal Lahir : Pattani, January 10<sup>th</sup>, 1997  
HP / Email : 083838565700/+66813688838  
/Adampanoh10@gmail.com  
Alamat Domisili : 63/2 m.7 Donrak Nongcik Pattani  
94170 Thailand  
Tahun Masuk Akademik : 2015  
Jurusan : English Education  
Fakultas : Faculty of Tarbiyah and Teachers  
Training

### EDUCATION BACKGROUND :

1. TK Lemthong Uphatham Pattani School
2. Elementary School (Amanasak School) 2003-2008,  
Pattani
3. Junior High school (Benjamarachutit Pattani  
School) 2009-2011
4. Senior High School (Patumkungka Bangkok  
School) 2012-2013

5. Senior High School (Benjamin Achutit Pattani School) 2013-2015
6. Educational and Teacher Training Faculty UIN Walisongo Semarang

Semarang, 15 July 2019  
The Writer,

Mr. Adam Panoh