TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS

THESIS

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

WALISONGO

Composed by:

Siti Mursyidah

(1503046002)

TEACHER TRAINING AND EDUCATION FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2020

FINAL PROJECT STATEMENT

I am, the student of the following identity :

Name : Siti Mursyidah

Student Number : 1503046002

Department : English Language Education

State, that the final project entitled :

TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS

Is definitely my own work, I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with official standards.

Semarang, March 2nd 2020

The researcher

Siti Mursyidah
NIM. 1503046002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang
Telp/Fax.(024) 7601295, 7615387 50185 www.walisongo.ac.id

RATIFICATION

Thesis with the following identity:

Title	: **TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS**
Name of student	: Siti Mursyidah
Student Number	: 1503046002
Department	: English Language Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining the Bachelor Degree in English Language Education.

Semarang, 27th March 2020

THE BOARD OF EXAMINERS

Chair Person,

Dra. Nina Mustikawati Dewi, M.Pd.
NIP: 19650614199203001
Examiner I,

Dr. H. Ikrom, M. Ag.
NIP: 196503291994011002
Advisor I,

Dr. Hj. Siti Mariam, M.Pd.
NIP: 196507271992032002

Secretary,

Dr. Hj. Siti Mariam, M.Pd.
NIP: 196507271992032002
Examiner II,

Sayyidatul Fadhilah, S.Pd.I., M.Pd.
NIP: 198109082007102001
Advisor II,

Dra. Nina Mustikawati Dewi, M.Pd.
NIP: 19650614199203001

iii

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo Islamic State University Semarang

Assalamu'alaikum Wr. Wb.

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

Name of student	: Siti Mursyidah
Student Number	: 1503046002
Department	: English Education
Title	: **TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS**

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

Wassalamu'alaikum Wr. Wb.

Semarang, 02 March 2020

Advisor I

Dra. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

Advisor II

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614 199203 2 001

iv

ABSTRACT

Title : **TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS**
Writer : Siti Mursyidah
NIM : 1503046002

Teaching deaf students was not easy, they need special treatments and method, one of those method is Total Communication. Total Communication is mixing all components of communication (Gesture, speak, reading utterance, sign language, cues, etc). This research was aimed to explain the implementation of total communication in teaching English for deaf students and the responses. This research discussed through Descriptive Qualitative research on deaf student class X, XI, and XII at SLB N Lasem Rembang. The data collected through interview, observation, questionnaire, and documentation. The researcher used Methodological Triangulation to verification the data. The instrument were interview guideline with English teacher, field note and checklist for observation, and questionnaire for students' response. The result was obtained through comparing the data from interview, observation, and documentation, but for students' response the researcher added questionnaire for data verification. The result shows that the English teacher used oral first in order to get students attention and then pointing/pat students if they are not give attention to the teacher, the teacher and students using sign language, cues, reading utterance, and writing to communicate each other. The teacher used an appropriate media (picture and o'clock) to make students understand the material (Daily Activity). All students are totally deaf, but their response to the English learning process using Total Communication is very good based on the results of questionnaire given for the students.

Keywords: Deaf, English, Hearing Impairment, Method, SLB, Total Communication.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

All praises are given to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in finishing this final project entitled **"TOTAL COMMUNICATION METHOD TO TEACH ENGLISH FOR DEAF STUDENTS"**. *Sholawat* and salutation are always offered to the prophet Muhammad SAW.

The researcher realizes that this final project cannot be completed without support, guidance, advice, help, and encouragement from individuals and institutions. Therefore the researcher would like to express the deepest appreciation to:

1. The Dean of Education and Teacher Training Faculty (FITK), Dr. Hj. Lift Anis Ma'shumah, M.Ag.

2. The Head of English Language Education Department, Sayyidatul Fadhilah. S.Pd.I,.M.Pd.

3. The Advisor, Dr. Hj. Siti Mariam, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd. who had responsibility for her patience in providing careful guidance, helpful correction, good advice as well as suggestion and encouragement during consultation.

4. All of lectures in English Language Education Department of Education and Teacher Training Faculty.

5. SLB N Lasem Rembang for giving me chance to conduct the research there.

6. My beloved parents (Mr. Mahmudi and Mrs. Khoni'ah) who always support me emotionally and materially with prayer, love, guide, and patience.

7. All my handsome brothers (Kak Kin, Kak Us, Kak Ayan, Kak Abik, Kak Shodiq, Kak Wa'ek, Kak Roziq and Ilham) and my beautiful sisters (Mba Is, Mba Ita, Mba Indah and Mba Nung), thanks for your support, motivation, and pray for me.

8. My beloved friends of Hilih group (Gus Azmi, Gus Ali, and Ning Palla) and my Cemangats Euy Squad (Uus, Lapi, Niya, and Ima), thanks for support and togetherness.

9. My friends in Kost Muslimah (Mba Tya, Jila, Nel, Ani, ayu, afra), especially KRUCIL Squad (De Syifa, Jaim, and Uma), thanks for your support, your motivation, togetherness and happiness.

10. All my friends in UIN Walisongo Semarang, especially the PBI A 2015 who always support and pray for me.

Finally, the researcher always expects that this research may be helpful for all. Aamiin

Semarang, March 2nd 2020
The researcher,

Siti Mursyidah
NIM. 1503046002

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

Researcher explains the background of the study and the research questions of this research. This chapter discus about the aim of this research.

A. Background of the Study

Every human being has right to get an education because it is the most crucial thing in life. Indonesia government gives attention to all of the citizens to make sure that the citizen receives their rights without exception, also for children with a special need/different ability. Indonesian Republic Regulation (UU RI) no. 20 the year 2003 about National Education System (Sisdiknas) chapter 5 verse 1[1] had explained that "Every citizen has the same rights to get a qualified education." The Indonesian government also have regulated education- for people with different ability in the Government Regulation (*Peraturan Pemerintah/PP*) no. 43 the year 1998 about The Effort of Social Prosperity Improvement for Difable (*Upaya Peningkatan Kesejahteraan Penyandang Cacat*) in chapter 233, stated that every person with a disability has the same opportunity and

---

[1] Indonesian Republic Regulation no. 20 the year 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (1).

treatment to get an education, based on their kind and level of disabilities. The purpose of education for people with different abilities is to make sure that they can communicate clearly and at least they have one skill as supplies for their lives.

Deafness is one kind of physical disability. It means the deaf also have the right to get an education. But, the one with deafness has lost his/her ability to hear, and it is usually driving people around them, discriminate them in social life. Allah also had regulated the concept of education for all. Islam is not discriminate people because of their weakness to get training; it has stated in Quran surah *Al-Mujadilah* verse 11:

$$\text{يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَـٰلِسِ فَٱفْسَحُواْ}$$

$$\text{يَفْسَحِ ٱللَّهُ لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ}$$

$$\text{مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَـٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ⑪}$$

(58:11) "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those

who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."[2]

Tsabit bin Qais, a friend of Prophet Muhammad who was deaf/hard hearing. He always sat in the front row while he attended the Rasul assembly to hear the Rasul's voice. One day Tsabit arrived late, and as usual, he wanted to sit in the front row. He tried and asked another friend who sat gathering around the Prophet to gave him away and a place, so he could hear the voice of the prophet. Some friends gave him away, but the other friends tried to blocked and narrow the seat so that Tsabit could not pass. Tsabit repeatedly reminded and asked permission to pass. Seeing that, the Prophet ordered for Tsabit to be given way and a place in the front, "Stand up O Fulan, Stand up O Fulan!" the Prophet exclaimed (see on *Majma ul bayan* 5:252).

From the background of the verse above, we can conclude that education for disabilities is highly recommended. According to their difference, there should be a special priority for them that they can learn according to their needs, such as a specific skill to help them in

---

[2] Al Qur'an Terjemahan Indonesia-English, http://www.quran30.net/2012/08/surah-al-mujadillah-english-translation.html, retrieved on 5 February 2019.

their future life, and also they have to know how to communicate to others.

Communication becomes an essential aspect of daily life to delivered opinions and understands opinions. One of communication's tool is language. It can be oral or written form. Deaf people usually use sign language to provide views, but the problem does not everyone understand about sign language. The only answer to this problem is deaf people should learn to write their opinion to communicate with others. Deaf people must master their first language. In this globalization era, it is almost impossible for deaf people to follow if they don't learn English. Why English? Because English is the most used language around the world, not only in English speaking countries. English becomes lingua franca in communicating with people around the world, without exception in Indonesia. Therefore deaf people must learn English. The importance of English in Indonesia can also be known in the graduate competency standard, and it is also examined nationally both in junior and senior high school. The proficiency of English also required for students who want to continue their studies at university.

Teaching deaf students is not as easy as teaching regular students. Deaf students face more problems and need special handling in learning English because of their ability to listen, and sometimes they have difficulties in express their idea. Therefore, the teacher of deaf

students needs to choose one of the appropriate approaches to teach deaf students. Total communication is an approach that might help teachers and students in the teaching and learning process, especially in English.

Total communication combined sign language, written and oral interaction, lip-reading, mime, facial expression, fingerspelling, and all the possible visual material helped in teaching English. According to Indonesia's Minister of Education and Culture (*Permendikbud Indonesia*) no. 0161 the year 1994 regulation on Standardization of the Indonesian Language Signaling System for the deaf, has set "Standardizing the Indonesian Language Signaling System in the form of the dictionary as a signaling system for deaf people under the applicable national curriculum." Before determining the decision, there are several considerations, one of those is "That the Total Communication system is the most effective system in the education of deaf children because, in addition, to use forms of oral / speech communication, reading, writing, lip-reading also sign language."

Nowadays, almost all of the inclusive schools use Total Communication to teach deaf students to improve communication skills of the deaf because they face more problems in communicating with others. The deaf has difficulties and can't deliver their opinion orally. Therefore, Total Communication hoped will help the teacher and the deaf in the teaching and learning process. SLB N Lasem

Rembang is one of inclusive school that uses Total Communication to teach the deaf students.

Limitation of hearing makes deaf students face difficulties in response to the teacher explanation, by using total communication approach will help deaf students to get the point of teacher explanation.

A research by Margret Kwamboka Nyaata (2018) under title *Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing Impairment in Special Schools in Kisii County, Kenya,* shows that speech reading was the most commonly used mode of TC, followed by lip- reading and cued speech. However, it was also noted that sign language, fingerspelling, and body language were consecutively preferred by learners with HI. It was further observed that 73% failed to transit while only 27% of the learners with HI were able to progress from class three to four.[3] In this research did not explain the implementation of total communication approach in teaching English subject. The researcher

---

[3] Margret Kwamboka Nyaata, Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing Impairment in Special Schools in Kisii County, Kenya, *Thesis*, (Kemya: Kenyatta University, 2018)

did not explain how deaf students' response to the implementation of total communication in English subject.

Based on the circumstances above, the researcher is going to investigate the English teaching and learning using total communication for deaf students at SLB N Lasem, and how deaf students' response to it. This research entitled **Total Communication Method to Teach English for Deaf students**.

B. Research Questions

Based on the background of the study above, the problems of the study are as follows:

1. How is the implementation of Total Communication in teaching English for deaf students grade X, XI, and XII at SLB N Lasem?

2. How are the deaf students' grade X, XI, and XII at SLB N Lasem responses toward the implementation of Total Communication to teach English?

C. Objectives of the Study

Based on the research questions above, this particular study aimed to:

1. Explain the implementation of Total Communication in teaching English for deaf students grade X, XI, and XII at SLB N Lasem.

2. Explain deaf students' responses toward the implementation of Total Communication in teaching deaf students grade X, XI, and XII at SLB N Lasem.

D. Significance of the Study

The researcher expects that this study would be able to give advantages as follows:

a. Theoretically: the result of the research could give larger knowledge about teaching English using total communication for special needs students, especially the deaf for teachers, readers, and writers.

b. Practically

1. English teachers: The result of this research was expected to be a kind of evaluation and reference for English teachers in choosing an appropriate approach to teach English for special students, especially the deaf.

2. Deaf students: This research could give high motivation for deaf students to learn English, so English teaching and learning process will run successfully.

3. Reader: This research could give some knowledge, and at least the result of this research could be a reference for the next researcher,

4. Researcher: the researcher got some knowledge and experiences about EFL teaching and learning for deaf students using Total communication.

c. Pedagogically:

This research could be a reference for the teacher to teach the deaf using a total communication approach.

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher explains about the literature that related to the topic of this research. In this chapter contains opinions and theories from some experts.

A. Literature Review

1. Definition, Degrees and Characteristics of Deafness

a. Definition of Deafness

According to Mohammad Effendi, Deafness is the disfunction of ear caused by damage in one or more inner ear, middle ear and outer ear because of accident, illness, or another reasons.

Hallahan and Kauffaman, give a different definition about deafness, it comes from psychological and educational point of view.

Those maintaining a strictly psychological viewpoint is interested primarily the measurable degree of hearing loss. Children who cannot hear sounds at or above a certain intensity (loudness) level are classified as deaf; others with a hearing loss are considered hard of hearing. Hearing sensitivity is measured in decibels (units of relative loudness of sounds). Psychologist generally

consider those with hearing losses of about 90 dB or greater to be deaf, those with less to be hard of hearing. People with an educational viewpoint are concerned with how much the hearing loss is likely to affect the child's ability to speak and develop language. Because of the close causal link between hearing loss and delay in language development, these professionals categorize primarily on the basis of spoken language ability.

b. Degrees and Characteristics of Deafness

There are some people who have deafness in one ear and normal levels of hearing in the other, it's known as unilateral deafness. Most of deaf people can hear some sound at certain volume and pitches. And there are few people that totally deaf. The cause of hearing loss relates to the degree of hearing loss. Most of devastating losses is caused by meningitis, maternal rubella and hereditary factors. About 50 percent of school-ages children who are deaf due to one of these three causes have hearing losses in the profound range (Exceeding 90 dB).[4]

According to educational point of view, there are some degrees of deafness:

---

[4] Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children Introduction to Special Education*, (New Jersey: Prentice Hall Inc., 1988), p. 271.

1) Slight losses (20-30 dB hearing losses)

People with this kind of hearing loss generally has these characteristics: (a) Able to learn speak effectively through their hearing ability (b) understanding speech and having chance to join inclusive school, but their seats have to close to the teacher (c) they have good hearing ability because their hearing losses are between normal hearing and mild hearing losses (d) suggested to use hearing aid to increase their hearing ability(e) they need to enrich vocabulary in order to not block their speaking and language development.

2) Mild losses (30-40 dB hearing losses)

The characteristics of people with this kind of hearing loss are: (a) suggested to use hearing aid and learn speech reading, speaking, articulation, and enrich their vocabulary in order to support their educational need, (b) need intensive guide, (c) not difficult to expressing their feeling, (d) difficult to capturing main idea of a speech if the speaker is not close to them.

3) Moderate losses (40-60 dB hearing losses)

The characteristics of people with this kind of hearing loss are: (a) having speaking disorder in pronouncing consonant letters like "K" and "G", (b) difficult to use language appropriately in

speech, (c) having limited vocabulary, (d) able to understand loud speech in about 1 meter. They need to exercise their articulation and speech reading, enrichment their vocabulary, and using hearing aids.

4) Severe losses (60-75 hearing losses)

People with this kind of hearing losses have several characteristics: (a) having no consciousness that the objects around them have sound vibration, (b) difficult to differentiating sound. They need to get special treatment in learning speech and language, sing hearing aid, hearing exercise intensively.

5) Profound losses (>75 hearing losses)

People with this kind of hearing loss are not able to hear totally, or they can hear a very loud sound in 1 inch distance.[5]

2. English Language Teaching-Learning for Deaf Students

D/HH children can be educated in special schools, in special classes within mainstream schools or in regular schools. All schools follow the mainstream curriculum, which can be

---

[5] Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan*, (Jakarta: PT. Bumi Aksara, 2009), p.59.

individualized and tailored to specific needs and skills. In special schools for D/HH students, the oral approach, sign language, and fingerspelling are all used in the education process.[6]

a. English material for deaf students

The material that given for deaf students has to be adjusted to the condition of students. Learning English is very difficult for deaf students in Indonesia because it is not used in daily life. It means that they have to master three languages, sign language, *Bahasa* Indonesia, and English.

Deaf students may face some difficulties such as 1) Attend (tune in to what is going on) 2) Need more time to concentration 3) Access all information that given in the class 4) Make sense of new information 5) Memorizing 6) Respond quickly to question or command 7) Improve vocabulary and use the new word appropriately.[7]

Based on the problems above, the English teacher of deaf students needs to prepare the material very well and give the

---

[6] Ewa Domagala, *English as a Foreign Language for Deaf and Har-of-Hearing Persons: Challenges and Strategies*, (Cambridge Scholar Publishing, 2016), p. 92.
[7] National Dissemination Center for Children with Disabilities, *"Deafness and Hearing Loss," (Disability Fact Sheet*, 3rd Edition, June 2010), p. 42.

explanation clearly.[8] The material must have a correlation with real life in order to get their attention because they know the material is.

The teacher must be more creative and work harder. He/she can take the material from the internet and then modifying them to be more relevant to the students' basic knowledge. There are some criteria of English materials for deaf students:

1) Auditory material

Videotapes, audiotapes, and another can be translated into a printed format so that students can access the material. Be sure to mention any sound and action that may occur independently of the spoken text, and indicate setting or changes of scene as well.

2) Writing

In teaching writing skill for the deaf, make sure to break up a long sentence into a simpler one. Try to minimize using embedded of a subordinate clause, difficult vocabulary, and

---

[8] Mole, Judith, and Diane Peacock, *Learning, Teaching and Assessment*, (Wolverhampton: University of Wolverhampton, 2005), p. 6.

compound sentence.[9] Remember to compose clearly the meaning and application of the text. To connect the meaning of the text and students' knowledge, use context as a memory aid. Repeat numerous time the new term and word in various context.

3) Reading

To ease the students' comprehension of the text, use highly visual material. The teacher should provide or adapt to reading the material at the appropriate reading level. Make sure to provide resource material at the same reading level.

b. Method of teaching English for deaf students

The manual method, oral method, and total communication are the method/approach to teach deaf students. Total communication becomes the most used method to teach hearing-impaired students. Depending on particular child and condition, the teacher uses the combination of oral and manual

---

[9] Burman, Diana et al., "Assessing Deaf Children Writing in Primary Schools: Grammar and Story Development," http://www.interscience.wiley.com/pdf, accessed on 25th May 2019.

by combining techniques as auditory training, speech reading, fingerspelling and sign language.[10]

In the English teaching-learning, total communication is very important in order to make students easier understand the material. During teaching a foreign language to deaf students, there should be emphasized the visual approach because visual communication carries 100% of communicative information for the deaf. All communication systems (sign language, fingerspelling, lip-reading, written foreign language, the written language of their country, pictures, etc.) should be included in the teaching process. In the classroom of foreign language, there are three languages present, namely foreign language, sign language, spoken language of their country.

Another method used to teach English to deaf students was introduced by Goldberg and Boardman in 1944 at Gallaudet University. The method is Oral-Aural (Audio-Lingual). This method involving drill and practice (mimicry and memorization) exercise commonly used in English as Second Language (ESL) instructions were adapted to teach grammatical structure to deaf students. It is done through print,

---

[10] Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children…*, p.286.

especially constructions, which deaf students usually find particularly troublesome.[11]

3. Total Communication

a. Definition of Total Communication

American researcher conducted research about the effectiveness and efficiency of using sign language for the deaf in the 60s. This research produced a manual approach, namely Total communication, since that total communication was developed in America.[12]

Total Communication was coined by Roy Holcomb in the late 1960s, and it has been defined in various ways (Clarke, 1972). This approach is appropriate for deaf students to learn to use all forms of communication to facilitate their language development, and it was developed by David Denton (1968),[13] according to Venon, 1972 (Lani Bunawan 1997) Total Communication as a constructive coping with the reality of the

---

[11] Bochner, Joseph H and Gerard G. Walter, "Evaluating Deaf Students" Readiness to Meet The English Language and Literacy Demands of Postsecondary Educational Program," http://www.oxfordjournal.org, accessed on 27th May 2019.

[12] Suparno, *Pendidikan Anak Tunarungu (Pendekatan Orthodidak)*, (Yogyakarta: Universitas Negeri Yogyakarta, 2001), P.4.

[13] Ian Bell, *Providing a Total Communication Approach* (2011), p. 4.

limitation of lip-reading, he deaf child is taught and is given the opportunity to communicate through a system no more ambious to him than the spoken word to hearing child.

Brill, 1975 stated that Total communication the use of a sign language system, finger spelling, speech, speech reading, amplification, gesture, pantomime, drawing and writing... expressive modes can be used simultaneously such as speech, one of form of manual communication and amplification. The individual may receive through only one of the modes or by two or more modes simultaneously.

According to Garretson, 1976 total communication as a philosophical approach, which enables to create a flexible communication climate, free from a sense of doubt, pressure and prejudice. Total communication however, is a flexible approach rather than other specific approaches in the education of persons with hearing impairment which include components including: gesture, sign language, finger spelling, speech, reading utterance, reading, writing, drawing, symbols, and the use of residual hearing. Although total communication includes various components, it does not mean that each component is total communication because total communication is an approach (philosophical), not a method or method used in education for the deaf.

The practice of total communication to provide linguistic input to deaf students, while the deaf students can use whatever modalities in which they can express themselves, consisting the use of speech reading, amplification, fingerspelling, and sign. This statement was outlined by Moores (1982).[14]

Total Communication is a philosophy that is utilized in the educational setting and home environments and is not a communication method (Souten 1984)[15]. Total Communication is not a communication method, nor a teaching method, and it is an approach to create an equal and successful communication with different communication skills. Using total communication which uses of all appropriate means of communication to understand and to be understood by another person (Hansen 1980).[16]

The Techniques of total communication are fingerspelling (the sign language alphabet), mime, writing, pictures, lip-reading, gestures, oral speech, and the use of residual hearing via amplification such as hearing aids, cochlear implants, and

---

[14] David A. Stewart, Initiating reform in Total Communication Programs, *The Journal of Special Education*, (Vol. 26 No. 1, 1992), P. 68.

[15] Patricia Spencer, et al., *Advance in Spoken-Language Development of Deaf and Hard of Hearing Children*, (USA: Oxford University Press, 2006), P. 169.

[16] Ian Bell, *Providing a Total Communication Approach*, 2011, p. 4.

FM systems. The aimed of this approach is to foster effective communication so that it can help the teacher to deliver the materials efficiently, besides that it is also can help students to accept the materials quickly and the ideas transferred are well-sized by the deaf students (Musselman, 2000). [17]

According to the opinions of the experts above, it can be conclude that Total Communication is an approach (Philosophical) that applies or use the whole part or some part of communication method owned by the deaf.

b. Principles of total communication

There are some principles of total communication that is important to be known:

1) Started from the possible way for the deaf, such as this deaf child easier to get information by using fingerspelling or sign language.

2) The recognition of the deaf existence in their social interaction

---

[17] Margret Kwamboka Nyaata, Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing Impairment in Special Schools in Kisii County, Kenya*, Thesis*, (Kemya: Kenyatta University, 2018), p. 14.

3) Aware of the use of all forms of human expression.

4) Using multi-expression at the same time

5) The communication must have functional value in daily life.

6) Introduced the total communication approach since the deaf are kids.

7) Involving components of gesture, sign language, speech reading, fingerspelling, reading, and writing

8) Utilization of residual hearing by listening using hearing aids.[18]

The principles of total communication show that it is essential for deaf children to know total communication since a kid. Besides that, using all forms of expression is also important.

[18] Suparno, *Pendidikan Anak Tunarungu (Pendekatan Orthodidak)*, (Yogyakarta: Universitas Negeri Yogyakarta, 2001), p.21.

c. Components of Total Communication

1) Oral Component

a) Speaking

According to M. Hyde (Lani Bunawan 1997). All children with hearing impairment need to be given the opportunity to develop speaking skills. Even in a total communication program, we need to talk to them and provide special time to talk. The teacher in grade 4 itself has the assumption that when they have applied total communication and they teach with signs while speaking, students will be able to read utterances and speak. That is not true and will never happen. So speaking practice needs to be done intensively.

According to Des Power (in Lani Bunawan 1997) Talking practice in children with hearing impairment certainly depends a lot on the level of hearing loss suffered. Here are some things that need to be remembered by educators regarding speech development[19]

---

[19] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P 40.

(1) Based on the description above it has been stated that children's speech skills actually describe the level of disability or hearing power for consonants and vowels. So according to Des Power's view,[20] the deaf children's speaking skills that are not good or the pronunciation is wrong, actually cannot be equated with mistakes made in mathematical problems for example, but needs to be viewed from what is still able to be heard by children. This view will certainly influence the teacher's attitude in fostering children in line with this view the terms speech correction or speech therapy become less precise and the term speech development is better. So in training children, teachers need to take an approach that is colored by a framework of thinking that is different from just correcting writing or answering questions about the wrong count, which is an approach that prioritizes the development of children's skills (developmental approach)

(2) Efforts to develop speech as one aspect of the development of communication skills needs to be linked to the acquisition of meaning or

---

[20] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.40.

understanding. This means that children are not required too quickly to speak before mastering receptive language develops. This also does not occur in the development of language of children with normal hearing

(3) The task of a teacher of the deaf child needs to memorize and know all the terms of the organ parts of speech and the process of this speech to help the teacher in fostering children and facilitate discussion with colleagues about the problem of developing speech (M. Hyde in Lani Bunawan, 1997)[21]

(4) A teacher needs to master the language sound chart that is in Indonesian. Thus the teacher will be skilled in fostering children because they master the mental characteristics of each language sound, so that in the formation know which sound vibrates the vocal cords, how to produce / articulate, and where the formation / articulation area.

---

[21] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.42.

(5) If the child uses hearing aids or ABM we need to examine the influence of child's disability (after using ABM) on listening skills in language so the teacher will know which language sounds can still be formed through the child's hearing and which needs to be done through sight, touch, kinesthetic

(6) For children who are deaf who have grown up are not enough if they can only speak well, but the teacher needs to guide them so that they have a picture or awareness of their speaking skills. Only then will self-control be developed in children (Van Uden in Lani Bunawan 1997)[22]

From the description above it is known that the teacher's role in learning total communication for children who are deaf is important. Needed more knowledge about total communication. Teacher required to master a variety of skills including is, mastering speech improvement, speech therapy, and speech development. Teachers are also required to master articulation and language sounds in Indonesian.

---

[22] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.42

b) Read the utterances

According to Lani Bunawan (1997: 44)[23] reading utterances (speech reading) is an activity that includes more than mere observations of lip movements that involve observations of the above body language, expression, and overall context in which this communication takes place.

Van Uden (in Lani Bunawan, 1997: 45) classifying speech reading skills as an activity that is visual motoric. Generally a person will not observe his own lips while speaking, in contrast to observations of hand gestures or eye-hand coordination. But for deaf children eye-lip coordination needs to be needs to be developed, so that the ability to read utterances grows by using a mirror while speaking exercises; with this the child is accustomed to observing his own lip glow when speaking in preparation for reading the lips of others. Based on experience in observing the movements of the lips themselves children learn to

---

[23] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.44.

look for the movement in the other person so that they will be more skilled at reading utterances.

2) Aural Component

According to I. Van Bekkum (in Lani Bunawan 1997: 46) in good audit programs use good stone hearing tools individuals and groups still play an important role.

According to Lani Bunawan (1997: 46) the hearing loss that children with hearing impairment have, no matter how little it needs to function to improve their communication skills. Utilization of residual hearing includes audiologic (coaching activities, namely the selection and adjustment of hearing aids that are appropriate for children and their equipment), and audiotoric (coaching activities in the form of auditory training or guidance on sound perception, and rhythm).

3) Manual Components

According to Lani Bunawan (1997: 11) the manual method can be interpreted a method that uses sign or sign language (manual language) as a medium of communication with children deaf. According to Van Uden, 1979 (in Lani Bunawan 1997: 11) sign language or

manually means the language with using hands, although in reality, facial expressions and arms are also used or play a role. [24]

According to Suparno (1997: 25) said that communication the manual will not be separated from the handling of children with hearing impairment education at school. Manual communication will always be used by teachers and deaf children to convey communication. Within the framework of handling deaf children and their application in their education in school is inseparable from the role of manual communication. Manual communication here includes gestures, from simple and primitive gestures that very complex forms from all possible ways to be legitimized in a language system. The use of manual communication in the form of cues in every presence represents a complete idea.

A classification system of manual communication in form gesture developed by Stokoe, 1958 (in Suparno 1997: 26) explained that each sign consists of three elements, (1) hand position, (2) hand configuration, and (3) hand movements in a different position.

---

[24] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997), P.43.

Suparno (1997),[25] in the application of manual communication can be done in various forms or variations, depending on the commitment of each school or institution in using his approach. If viewed from the total component communication media the manual components consists of; 1) Gestures, 2) Finger-spelling, 3) Native/natural sign language, 4) Formal sign language.

4. **Study of Teaching English for Deaf Students using Total Communication.**

   a. **Language Mastery Process of Deaf Students in Total Communication**

   Before describing the process of language and command mastery is necessarily reviewing how the language acquisition of a child hearing process.

   According to Myklebust, 1963 (in Lani Bunawan 1997: 103) a child, will master the language receptively then expressively. Expressive language skills develop through hearing and women's ability to speak will precede the development of writing skills, or mastery of written language develops after spoken language. In

---

[25] Suparno, *Pendidikan Anak Tunarungu (Pendekatan Orthodidak)*, (Yogyakarta: Universitas Negeri Yogyakarta, 1997), p. 20.

language development, children hear about 9 months of age. There will be a phase in which the child will express himself through gesture, this is also likened to the proto-language phase, the forerunner of language, as a transitional phase before the expressive ability stage formed.

The following will describe the language proficiency of deaf children in total communication according to L. Evans:

1) Application of gestures

With loss or hearing loss and no power can hear the hearing symbol as a substitute by adherents of the oral method used visual symbols speech reading, the concept of total communication based on that view read utterances (individually) are not media adequate for mastery of language. According to Lenneberg, 1976,[26] states that contact Deaf children through language will be destitute compared to children hear when only relying on reading utterances. So L. Evans advocated the application of cues since early as a medium for mastering recommended language is based on:

---

[26] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.104.

First, research that has proven that process mastery of sign language is parallel or in line with the process mastery of spoken language

Second, the linguistic characteristics of sign language. One of the characteristics of sign is the iconic nature or similarity to the object or concept symbolized.

2) Application of spoken language

The early adoption of sign language does not mean demanding children against speaking and reading utterances.

Full attention still needs to be given to sign language or speak. As stated by B. Tervoort (in Lani Bunawan, 1997: 106), as soon as possible (besides the early application sign language), simultaneously must be presented oral language as early as possible. The ability to read speech developed spontaneously, this ability may not be neglected as long as the situation is not reversed, so reading the utterances be the primary goal.

There are two alternatives for deaf students who are tough through oral-aural and manual media. If they show talent to oral language, they can be emphasized the way of communication by making use of residual hearing, utterance, and speech.

If they are lack of the potential for this, the emphasis placed on communication with manual media. This thing certainly has consequences in the application of learning activities teach. To remember the importance of the ability to speak in total communication, it should have coordination between the developments of signaling abilities with speaking skills in teaching methodology.

3) Application of finger-spelling

According to Denton, 1970 (in Lani Bunawan, 1997: 107) argues that finger-spelling is applied after ability Children's language begins to form through cues and talking because its nature can be compared to the ability to write.

4) Application of reading and writing

According to A. Van Uden, 1968, the education of children with hearing impairment and reading abilities writing will usually be presented earlier compared to children hear. The same is true for finger-spelling perceptions, deaf will observe the form of writing globally without recognizing letters one by one. Besides, writing has a more permanent nature compared to gesture or speech-language.

There is a close interaction between the spelling ability of the fingers and read/write. The core words that the child has mastered through gestures, gradually known as finger-spelling and this will facilitate the development of writing skills. Otherwise if the writing ability is more stable, the child will be more able recognize formed gestures (i.e. gestures as the core word which is added augmentation) so as to improve his skills in specifically requiring and in language skills general.[27]

5) Application of Exam Reading

According to Lani Bunawan (1997: 107-108) based on various research turns out that the application of speech reading skills as formal language communication media needs to be postponed until the deaf has a certain level of language mastery. Woman speaking children that have been obtained through gestures, finger-spelling, and reading writing, will create better conditions for speech reading ability. It means shutting down children to the environment that does communicate between speaking / reading utterances and gestures and spelling of fingers. So, the deaf can take advantage of this situation, it means the deaf enhanced by the ability to read words.

---

[27] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997). P.107.

b. Total Communication Techniques Applied in teaching English for deaf students

Total Communication techniques are modalities that used to educate deaf students.[28] Techniques such as finger spelling, mime, writing, pictures, lip-reading, gestures and oral speech may be used. The use of residual hearing via amplification that may be encouraged such as hearing aids, cochlea implants, and FM systems.

Different approaches have been applied in the world over an effort to develop the language of deaf students. Manually coded sign systems have been use to represent speech in form of gestures, signs that follow the grammar of a language. These signs are a combination of signs from 'natural' sign languages and invented signs to represent grammatical aspects of the spoken language (Stredlerbrown, 2010). The signs are commonly referred to as Total Communication which uses variety of communication patterns and different strategies in teaching deaf students (Moores, 2001; Stredler-brown, 2010). The signs are a combined use of the student's own gestures, sign language, speech, finger spelling, manually coded sign systems, drawing, imitating, and lip reading (Werner, 1987).

---

[28] Ayiela, O. J. *Factors Affecting KCPE Performance of Learners with Hearing Impairments in Special Schools in Selected Counties*. (Nairobi: Kenyatta University, 2012).

Herman, Giladi, Gruendlinger and Hausdorff (2007)[29] , revealed that deaf students gain reading skills from the use of TC techniques when developing and comprehending the new words. The study was carried on deaf students aged between five and ten years. First, a picture was shown to learners followed by the teacher's pronunciation, after which students received the labels of pictures to speech read them. Second, speech and sign were used that comprised of the picture and its written word. Then, the teacher pronounced the word showing the sign in sign language.

According to studies by Ruiz[30] and Williams[31], deaf students use finger spelling technique to remember words that are in print. Deaf students use the finger spelling to change words into written language. This is one of the modes of total communication used to express words that do not have their sign. English/ Written English Approach as the application of written English across the

---

[29] Herman T, Giladi N, Gruendlinger L & Hausdorff JM, Six Weeks of Intensive Treadmill Training Improves Gait and Quality of Life in Patients with Parkinson's Disease: *a Pilot Study Arch Phys Med Rehabil*, (88:1154–1158, 2007).

[30] Ruiz, N. T., A Young Deaf Child Learns to Write: Implications for Literacy Development: Source: The Reading Teacher, Teachers' Choices for 1995: Best New Children's Books (Nov.,), *International Reading Association,* (Vol. 49, No. 3. pp. 206-217,1995).

[31] Williams, L. M., *Journal of Consulting and Clinical Psychology*, (Vol. 62(6), Dec, 1167- 1176, 1994).

curriculum. Sign Exact English (SEE) use the sentence structure of English with the visual signs of sign language. It is a manually coded language. Written English is used to write chalkboard summary and to carry out some learning activities during the lesson while sign language is used to explain difficult concepts during lessons.[32]

B. Previous Research

The first research was conducted by Dharmawati, Astuti, Windiarti, and Ahsani (2019)[33] under title Teachers' Strategies in ELT for Students with Disabilities. The aimed of this research is identifying the teachers' strategies in ELT for students with disabilities. This research is descriptive qualitative research as the data is in the word form. The data were collected through interview. The interview guidelines consisted of semi-structured questions. The researchers interviewed the participants based on the interview guidelines and some questions that can appear in the interview process. The interview questions were designed to focus on the teachers' teaching strategies in ELT that usually used in their classrooms. The researchers investigated two teachers of one special school in Bantul. One of the teachers teaches

---

[32] Ayiela, O. J., *Factors Affecting KCPE Performance of Learners with Hearing Impairments in Special Schools in Selected Counties*. (Nairobi: Kenyatta University, 2012).
[33] Dharmawati, Astuti, Windiarti, and Ahsani, Teachers' Strategies in ELT for Students with Disabilities*, International Journal of Scientific and Technology Research*, (Volume 8, Issue 10, 2019).

mentally disabled students and the other teaches deaf students. Both of the teachers have more than ten years experiences in teaching students with disabilities. The result of this research shows that there are several strategies applied by the teachers in teaching English for students with disabilities. The strategies are: repeating the material, giving examples, using song, giving reward, explaining the subject matter, using flashcard, and asking the students to coloring the pictures. The advantage of this journal is using common vocabularies, so the readers can understand the content of this journal. There is the disadvantage of this journal, the researcher did not mentioned the method used by the teacher to teach the students. This journal is similar to my research in the form of the object is students with disabilities and English language teaching and learning process. The differences are the object of this journal is students with disabilities in general while my research focus on one of students with disabilities, deaf students.

The second research was conducted by Sugeng Adi Susilo, Frida Unsiah, and Darin Fadhilah (2017) under title *Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools*[34] . It was a descriptive qualitative research aimed at describing teachers' challenges to teach English for deaf students as

---

[34] Sugeng Adi Susilo, Frida Unsiah, and Darin Fadhilah, Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools*, International Journal of Education and Research*, (vol. 5 no. 12, 2017)

well as the strategies to cope with those challenges. Researcher used interview guides and observation sheets. The research revealed several challenges such as getting students' attention, understanding words from students' lip movements, giving definitions and examples, differentiating similar words in different contexts, and delivering materials related to students' prior knowledge. Based on the teacher's years of experience, to cope with those challenges, the teacher asked the students always to bring dictionaries, used alphabetic signs, and waved or patted the students' shoulders to get their attention. The advantages of this journal are the sentences are clear and using common words, it is easier for the reader to understand the contents of this journal. There is the weakness of this journal, such as the researcher didn't include the time of the research held, so the reader did not know how long this journal observes this case. This journal is similar to my research in the form of the object of this journal is deaf students. The differences are this journal focuses on teaching English generally and the challenges faced by the teacher and how to cope with that. While my research is focused on Total communication to teach English for deaf students. So, my research is more specific.

The third research was conducted by Margret Kwamboka Nyaata (2018) under title *Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing*

Impairment in Special Schools in Kisii County, Kenya.[35]. This research was purposed to investigate how the Total Communication teaching approach influences the transition of class three learners with hearing impairment in a special primary school in Kisii County, Kenya. The objectives of this research are; to identify the influence of Total Communication techniques applied in the teaching of learners with hearing impairment in special schools in Kisii County, to establish the influence of teacher's characteristics on transition of learners with hearing impairment in special schools in Kisii County and to find out the influence of teaching and learning resources on transition of learners with hearing impairment in special school in Kisii County. The researcher used a descriptive survey design, and the data was collected using questionnaires, interview guides, and observation schedules. Data were analyzed both qualitatively and quantitatively. The findings of the study revealed that speech reading was the most commonly used mode of TC, followed by lip- reading and cued speech. However, it was also noted that sign language, fingerspelling, and body language were consecutively preferred by learners with HI. It was further observed that 73% failed to transit while only 27% of the learners with HI were able

---

[35] Margret Kwamboka Nyaata, E55/GE/22952/2010, Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing Impairment in Special Schools in Kisii County, Kenya*, Thesis*, (Kemya: Kenyatta University, 2018)

to progress from class three to four. This research was similar to my research in the form of the subject was deaf students and using Total Communication to teach the students, but the difference is this research did not focus on teaching and learning, while my research is focused on English teaching and learning.

The fourth research was conducted in 2016 by Leigh-Ann Beesley under title "*Total Communication Method for Preschool Children with Autism: A Transcendental Phenomenological Study of Parent and Professional Perceptions*."[36]

It was the transcendental, phenomenological study was purposed to explore experiences of using a total communication system with preschoolers diagnosed with autism as explained by their parents and teachers. The research focused on the experience specifically relating to functional communication and social interaction. The participants in this research are parents, teachers, paraprofessionals, and speech therapist located in an elementary school in North Georgia. The data are collected by the home questionnaire, individual parent interviews, and teacher focus group. The researcher analyzed the data using Moustaka's (1994) phenomenological model, leading to the essence of the shared experience. The result shows that first, total communication had a

---

[36] Leigh Ann Beesley, Total Communication Method for Preschool Children with Autism: A Transcendental Phenomenological Study of Parent and Professional Perceptions, *Dissertation*, (Lynchburg: Liberty University, 2016).

positive influence on the functional communication skills of preschoolers with autism. Specifically, participants reported increases in joint attention, following directions, and communication attempts. Secondly, participants expressed an increase in social skills, such as play with toys, interaction with peers adults, and participation in learning activities. The research is similar to my research in the form of the subject is Total Communication, the differences are the object is autism and preschool students, while my research focused on deaf students.

Another research that almost has a similar topic or idea is research by Silvia Nurtasila, et al., 2018 undertitle "*Learning for Children with Hearing Impairments*[37]. This research was purposed to determine the appropriate learning for children with hearing impairment. The method used in this study is experimental research, with a single subject research design or SSR (Single Subject Research). The participant of this research is the 1st-grade learners with hearing impairment SD N Sarijadi 3 & 4 Bandung. The research has been done in several stages, such as doing an assessment of academic development, processing the result of academic ability assessment, getting the profile of the academic ability of learners. The result of the research showed that

---

[37] Silvia Nurtasila, et al., Learning for Children with Hearing Impairments, *Advance in Social Science, Education and Humanities Research,* (vol.272 No. 4, 2018).

learning had been prepared under the needs and abilities of children to improve the academic ability of learners with hearing impairments. This research is similar to my research in the form of the object of the research is hearing impairment/deaf students; the difference in my research focus on teaching English for deaf students.

C. Conceptual Framework
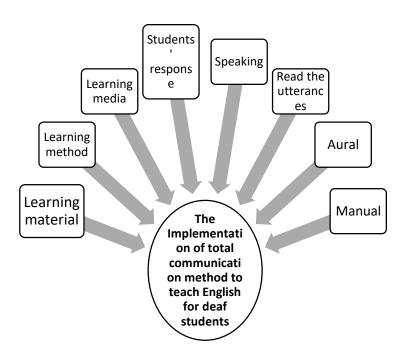
The purpose of this research is to explain the teaching and learning process and how students respond to it using the Total Communication approach for deaf students at SLB N Lasem Rembang. English teaching and learning is a process that includes many variables. Learning is an act for getting experience, skill, knowledge, and values by understanding "what to do" and "how to do" something by synthesizing the different types of information perceived by us. It involves a new way of doing something with no limit to adopt the ways and means to reach the goal. Learning is a continuous and comprehensive process which involves methods and covers the conative, cognitive, and affective domain of human behavior. While teaching is a process that facilitates learning. It is a specialized application of knowledge, skills, and attributes designed to provide unique

service to meet the educational needs of an individual and the society based on teaching plan. [38]

In order to create an effective English teaching and learning process for deaf students, it needs a complete component. Learning components have several items that should be interconnected to each other to get effective teaching and learning. The research conducted a theory from Roy Holcomb.

---

[38] William Darmaraj, *Learning and Teaching*, (Tiruchirappalli: Bharathidasan University, 2015), P. 40.

Students' response

Speaking

Read the utterances

Learning media

Learning method

Aural

Learning material

Manual

The Implementation of total communication method to teach English for deaf students

CHAPTER III

METHOD OF RESEARCH

This chapter explains the approach and method that used in this research. Researcher explains the setting and the focus of this research. The sources of the data, technique of data analysis and verification also explains in this chapter.

A. Research Approach

The research method is a scientific way to get the data with a certain objective and utility[39], there are two research methods, Quantitative research method, and qualitative research method.

This research used the qualitative method or as known as Naturalistic Research because of the research held in a natural setting. [40] Qualitative research's purpose is to understand what things meant to others. Afrizal,[41] In his book entitled Qualitative Research Methods, defined qualitative research method as the study of social sciences that collect and analyze data in the form of words (verbal and written) and

---

[39] Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatifdan R&D,* (Bandung: Alfabeta, 2010), p. 3.

[40] Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2016), p. 1.

[41] Afrizal*, Metode Penelitian Kualitatif, sebuah upaya mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 13.

deeds of human as well as researcher are not trying to count and classify qualitative data that has been obtained and thus do not analyze numeral.

According to Bogdan and Biklen (1982), there are some characteristics of Qualitative research 1) Qualitative research has a natural setting as the direct source of data, and the researcher is the key instrument 2) Qualitative research is descriptive. The data collected is in the form of words of pictures rather than the number 3) Qualitative research is concerned with the process rather than simply with outcomes or products 4) Qualitative research tends to analyze their data inductively 5) "Meaning" is of essential to the qualitative approach[42].

The researcher used qualitative research by using a descriptive research method because the researcher describes the English teaching-learning process using total communication for deaf students at SLB. Qualitative descriptive research describes the facts and the features of the population systematically, factually, and accurately. [43]

---

[42] Sugiyono, *Memahami Penelitian Kualitatif*, p. 9.
[43] Suryabarata, Sumadi, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 2011), p. 75.

B. Research Setting and Time

The research was held at SLB N Lasem Rembang, located in Desa Dorokandang, Rt.02/01, Kec. Lasem, Kab. Rembang. This research was conducted at X, XI, and XII grade deaf students of academic year of 2019/2020. The writer collected the data during January 2020.

C. Focus of Research

The focus of this research is English teaching and learning using Total Communication for deaf students at SLB N Lasem includes; (1) The implementation of Total Communication in teaching English for deaf students, (2) Deaf students' responses while taught using Total Communication.

D. Sources of Data

The researcher conducted this descriptive study at SLB N Lasem. The source of the data in this research is the subject where the data can be obtained. Someone who responded, give information or answers the researcher's questions is the source of data. Source of data in this research are: 1) The headmaster of SLB N Lasem 2) English teacher who teaching deaf students at SLB N Lasem 3) Deaf students of SLB N Lasem 4) English teaching and learning process for deaf students of SLB N Lasem 5) SLB N Lasem's files.

E. Technique of Data Collection

The data collection technique is the most strategic step in research. There are some techniques used to collect the data in qualitative descriptive research:

1. Observation

Observation is used when the research related to humans, the process of work and the symptoms of nature when the respondent observed is not too board, observation is not only limited to the person but also on the other objects. [44]

In this research, the observation's subjects are an English teacher and deaf students' activities in the English teaching and learning process using a total communication approach. Observation can be divided into participant observation and non-participant observation. This research used a non-participant observation. In other words, the researcher does not involve and just as an independent observer. [45] The researcher did not teach or be a student there but only observed what the teacher and students do during the class.

---

[44] Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 203.

[45] Sugiyono, *Metode Penelitian Pendidikan…*, p. 204.

2. Interview and Questionnaire

The interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research objectives of systematic, description, prediction, or explanation. [46]

The researcher interviewed the English teacher, and give the questionnaire to deaf students. Interview aimed to obtain further information about the implementation of total communication to teach English for deaf students, and how the students' respond.

The questionnaire given to deaf students and it used this formula[47]:

$$P = \frac{\text{Jumlah siswa yang menjawab}}{\text{Jumlah siswa keseluruhan}} \times 100\%$$

3. Documentation

Documentation used to obtain the written data such as note transcript, magazine, agenda, etc. Documentation is material that provides official information or evidence or that serves as a record,

[46] Cohen, Louis, et al., *Research Method in Education*, (New York: Routledge Falmer, 2005), p. 269.

[47] Riduwan, *Skala Pengukuran Variabel-variabel Penelitian,* (Bandung: Alfabeta, 2008), p. 89.

and it is the process of classifying and annotating text, photographs, etc. [48] The researcher used this technique to obtain documents that are related to the research.

The activities which are done by the researcher was on the table bellows:

Table 1. Researcher's Activities during the Research

No.	Day, Date	Activities
1.	Monday, 06 Jan 2020	The researcher met Mr. Soecipto as the headmaster of SLB N Lasem and made a dialogue with Mr. Soecipto about the planning of research that would be conducted in SLB N Lasem. Did observation in the school accompanied one of the teacher of SLB N Lasem (this activity was done by headmaster's request in order to make the researcher does not shocked by the educational environment of students with special needs).

---

[48] *Oxford Learner's Pocket Dictionary*, Fourth Edition, (Oxford University Press, 2008), p. 132

2.	Monday, 13 Jan 2020	The researcher gave the letter of permit research to the headmaster. The researcher met Mrs. Sri Winnarsih as the English teacher of SLB N Lasem and made a discussion about the research planning.
3.	Tuesday, 14 Jan 2020	The researcher met the teachers of SLB N Lasem. The researcher did observation in the class of deaf students during the EFL material.
4.	Wednesday, 15 Jan 2020	The researcher made an interview with Mrs. SW
5.	Thursday, 16 Jan 2020	The researcher look around the available equipment/facilities for students with special needs accompanied by some students.
6.	Friday, 17 Jan 2020	The researcher accompanied students in the kitchen to make some hand craft.

7.	Monday, 20 Jan 2020	The researcher discussed with Mrs. SW about students skill
		Collected some documents/file needed.
8.	Tuesday, 21 Jan 2020	The researcher did observation in the class
9.	Wednesday, 22 Jan 2020	Give the questionnaire to the students helped by the teacher
10.	Thursday. 23 Jan 2020	The researcher joined students in training tambourine.
11.	Friday, 24 Jan 2020	The researcher joined students in making Batik Lasem
		The researcher asked the letter of research evidence.

F. Technique of Data Verification

There are some strategies to validate the data in qualitative research. This research used triangulation. As Cohen stated that "Triangulation may be defined as the use of three or more methods of data collection in the study of some aspect human behavior".[49] It means that triangulation is a technique that uses three or more techniques in collecting data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings.

The researcher used methodological triangulation to get validity of data. So, the researcher collected the data by using interview, observation, and documentation.

---

[49] Cohen. L, et al, *Research Method in Education*, (New York: Routledge Falmer, 2000). P. 112.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher explains the implementation of Total Communication method in teaching English for deaf students at SLB N Lasem Rembang. This chapter also explains about the students' responses.

A. Finding

1. Description of SLB N Lasem Rembang

SLB Negeri Lasem is State special education institutions. This school provides special education services for children who are deaf, blind, mental retardation and autism. SLB Negeri Lasem located on Desa Dorokandang RT.02/01, Kec. Lasem, Kab. Rembang, Central Java. It organizes education for kindergarten levels, elementary levels, Junior High Schools, and Senior High School.

SLB Negeri Lasem at all levels of educators has the total number of students is 126 people and teaching staff as many as 11 people. Classrooms are divided according to level accompanying abilities and disorders. Students with double disabilities placed in a class of its own. Similarly, the autistic class. This matter aims that the learning process and the provision of more services intensive and focused on children. In deaf children class room for primary school

level SLB Negeri Lasem allocates only 4 rooms. The first room is for classes 1, 2 and 3 and the second room is used for classes 4a, 5 and 6. Room 3 is a class room 4b has 5 children who are supported by one class teacher done because the deaf student wins at the elementary level in number a little. For classes 4a, 5 and 6, only 1 child each deaf. Various facilities are provided at SLB Negeri Lasem for support the learning process. The facility consists of: 9 rooms study, 1 library, 1 teacher and principal office, 3 bathrooms, 1 mosque, 1 kitchen, 1 music studio. SLB Negeri Lasem also conducts extracurricular activities as a supporter of the skills of blind students. Extracurricular activities these are: piano, traditional dance, Batik, hand craft, music, tambourine, art, scouts.

The vision of SLB Negeri Lasem is the realization of the participant, students who are independent, disciplined, skilled, religious anmd preserving culture and can develop their potential optimally. The indicator are as follows: a) Excellent in academics, b. Excellent in the field of skills, c) Excellent in sports, d) Excellent in the arts, e) Excellent in mastering English, f. Excellent in Indonesian writing activities, g) Excellent in the Iman dan taqwa field, h) Excellent in service and provision of school facilities, i) Excellent in maintaining the cleanliness, beauty and health of schools

Based on the vision of the school, the mission carried out by SLB Negeri Lasem are: a) Implementing effective teaching and

learning: Active learning, innovative, creative, effective and fun, b) Embed religious values and discipline, c) Equip skills in accordance with the potential of students, d) Equipping students to have skills in the arts, e) Train students to have achievements in sports, f) Realizing inclusive education properly and correctly, g) Prepare students to live independently in the community, h) Increase and expand cooperation with agencies/institutions related to the business world and the industrial world with education special.

One indicator of the achievement of the vision of schools in SLB Negeri Lasem is superior in various fields of achievement. Vision this can be achieved through the school mission.

2. Description of Students and Teachers

The subjects of this study were deaf students of class X, XI, XII and the English teacher at SLB Negeri Lasem which manages classes that are there are deaf children, as for the description of research subjects include:

a. Students

Students in this study are deaf children who sit on Senior High school class X, XI, XII SLB Negeri Lasem. Student descriptions will be explained as follows:

1) AM is a girl, one of the deaf students of class X. She was born in Rembang and lives in Jeruk Village, Lasem, Rembang. During the class, AM always placed in the front building because they have a dual disability in the form of low vision and mild mental retardation in addition to experiencing yellowness. During RMA Indonesian learning activities are silent and only sometimes note what the teacher writes on the blackboard. Attention AM is sometimes not directed at the teacher who is talking, Do not see or pay attention to the utterances made by the teacher if not reprimanded by the teacher by tapping the child's shoulder. In mimicking a child's speech is not clear in articulation nor in violence (volume) is very weak and must be asked repeatedly to get a loud voice can be heard by the teacher. AM also can't understand the questions asked by the teacher directly. During the activity Indonesian language learning AM only write or copy what is written on the board.

2) NF is a boy, NF was born in Rembang and lives in Sumurpule, Lasem, Rembang. He is one of the deaf students in X class at SLB N Lasem Rembang. During learning English Language takes place occasionally answer the questions given by the teacher about what is the teacher questioned about the daily life that was carried out. Teacher often rebuked by patting the child's shoulder because the child often out of focus or switch often. Sometimes,

he just opens his mouth to speak, but there's no sounds exit. When learning this child is always given a place up front because children often turn to their attention and lack of depth pay attention to the utterances made by the teacher.

3) E is a girl who lives in Gedungmulyo, Lasem, Rembang and born in Rembang. She is one of the deaf student of class XI SLB N Lasem Rembang. During English language learning activities takes she rarely issued a voice for say the words that should be imitated by the child. Sometimes, she just opens her mouth but there's no sound exit. This student often reprimanded by teacher for increasing violence voice while speaking. Teacher should talk to him with clear articulation and slowly.

4) HK is a boy, born on in Rembang and lives in Gedungmulyo, Lasem, Rembang. HK is one of the deaf students of class XII at SLB N Lasem Rembang. During English Language teaching and learning process, he is active to tell about what is done at school or at home. He can mimic the teacher's speech quite well. That greeting this child is doing the articulation, what can the word know spoken by teachers, for certain words must be repeated pronunciation or help the teacher to repeat the speech but because of the child's voice that is hard then others will not have difficulty to listen to what the child says. During teaching and learning process, this child was focused to the teacher while doing

utterances as well as when writing what the teacher writes on the board. HK is also often asked by teachers to work on the questions on the board write because according to the teacher this child can be an example of the theme not to be afraid or embarrassed when working on problems in front of / in whiteboard. Children are also not ashamed to communicate with other people with spoken language with the help of cues.

5) NH is a girl, born in Rembang and lives in Binangun, Lasem, Rembang. She is one of the deaf students in class XII at SLB N Lasem. While teaching and learning process, she is a very shy student. She rarely talked or chat with friend, and her attention is rarely diverted. At teacher time asking her to mimic a child's words is very difficult to imitate it. The teacher must reprimand the child several times in order children want to imitate the words of the teacher. Response to answer the question is also long. Although this child actually can do or work on the problems given by the teacher with it is true that the teacher must persuade this child not to be afraid, no embarrassed when she had to come forward to work on the problem and to imitate the teacher.

b. Teachers

The teacher in this study is the English teacher at SLB N Lasem Rembang where the class is supported. There are children

who are deaf totaled 5 people, the teacher's description explained as follows:

The teacher who was the subject of the study was the teacher whose initials SW. The subject is female, aged 34 years, a religion embraced Islam. The educational background of the subject graduated from Faculty of Educuation and teacher training. The subject worked as an English teacher who teaches grade X, XI, and XII at SLB N Lasem Rembang.

3. Description of Interview Results

Based on interviews with the subject classroom teacher, obtained various information that illustrates the use of Communication total in English Language teaching and learning for deaf students in class X, XI, and XII at SLB N Lasem Rembang, as well as various obstacles experienced in use of the Total Communication. Based on interviews with subjects (Teacher SW) deaf children are children who have hearing loss so the child will be difficult to get the information provided through learning. Students in SLB Negeri Lasem are actually accustomed with oral language this is done with the intention that students will be able to communicate with the general public. But most of deaf students learns the sign language to make it easier to receive information which is given. In order to further facilitate the receipt of information as well carried out using

written images and other media support learning. This is what was done as part of the use of total communication in learning.

The result of the interview with the teacher tell us that the material given to the students is about Daily Routines. The teacher hopes that this with this material can help students to be able to tell their daily routines, and also tell the other's daily routines. Teacher said that she used to use written English more than spoken English, because the students are deaf and they were not able to hear. The guide book used by the teacher and students is the book from the government combined with the pictures and electronic media. Teacher said that the students are quite active, but teaching students with hearing impairment might have to be more extra, the teacher need to makes them more active and the teacher's role is very important. Teacher asses the students by obtained from written test. So, we can find out who reach the KKM and below KKM. If he/she can reach the KKM can directly proceed to the next indicator. But if those under KKM need more guidance, need evaluation, and need remedial. There are so many problems faced by the teacher, deaf students are good in physical terms, but the hearing ability is the number one obstacle. The teacher deal with those problems by change the learning model, because it was not possible for the teacher to force the students. The students are totally deaf, some of them could feel the sounds of vibration with high frequencies. The teacher talk to

students by mostly use sign languages, but the new curriculum emphasizes to minimizing sign language, but rather lip service. So, they can communicate outside with other environments, if at home his mother could not use sign language, they could see the movement of his mother's lips. The students didn't use hearing aids because they are totally deaf, and it could hurt their hearing system if they used hearing aids. The students are periodically checked by Social Office, and maybe all of them have hearing aids, but they don't want to use them, because it hurt perhaps.

4. Description of Observation Results

Based on observations obtained data on the use of communication total conducted on English language teaching and learning in class X, XI, XII of deaf students in SLB Negeri Lasem Rembang. The results of this observation strengthen the use of total communication by the teacher so that students can get more information be delivered. From observations made it can be seen that actually SLB N Lasem Rembang emphasizes more on oral communication in early childhood, but in English language teaching and learning process still uses total communication to get expected learning outcomes. Total communication used for deaf children in class X, XI, XII can be described by process learning observed at the time of observation.

The real form of using total communication is at the moment teacher learning preparation has prepared teaching material that is not just in the form of writing but also pictures of the subject matter to be taught. The teacher has prepared various media including textbooks of English Language, and several pictures of daily activity and clocks which will be teaching material about daily activity

The use of total communication begins with the teacher explained that today learn about "Daily Activity". The teacher appointed students one by one to focus their attention, then pointed to the words "Daily Activity" on the board while saying it with a very clear and slowly pronunciation as a sign that today is learning about it. Then, the teacher opens the book and showed to students some pictures from the "Daily Activity" chapter. The teacher asked students to mention the activities contained in each of the pictures, students answered them using sign language and speech that did not make a sound at all, like stretching out both hands as cue to wake up, and as if inserting a hand in his mouth as a cue to eat. Then, the teacher explained that all they have mentioned and the pictures are "Daily Activity" by pointed to all the pictures they have mentioned, then the teacher pointed to the words "Daily Activity" on the whiteboard.

The teacher pointed to AK, then showed a picture of a person waking up while practicing his movements to K, K imitating the teacher's movements, then the teacher asked what time does a person wake up?, while pointed to the wrist as a "clock" cue, K answers by showing his six fingers as a "6 o'clock" gesture, the teacher gave him a thumbs up and smiles a sign that the answer was correct. The teacher did the same to AF, but AF answered "7 o'clock, the teacher explained that 7 o'clock AF reached school, then AF justified the answer to 6 o'clock.

The teacher explained that the daily activity is "Daily activities" with very clear and slow pronunciation and then writes them under the sentence "daily activity" on the white board. The teacher draw the hours and writes "13.00 PM" and "01.00 AM" and then explained the use of AM and PM by used drawings with clear sign language and pronunciation. Then the teacher gave the board marker to AM as a sign pointed him to work on the questions about "am and pm" in the white board, AM initially did not want to, but the teacher smiled and gave him the board marker again, then he dared to go forward and work on the questions. The teacher also did the same thing to four other students, most of them immediately dared to go forward, but there was a student that answered it wrong, E. The teacher also did the same about daily activity, she wrote the

o'clock and asked students to answered what was the done at that time, all of their answer were correct.

From the observation, researcher could saw that the teacher did not use a special tools like gong or others to get students attention, all she need was finger to pointing them or pat them if they didn't gave their attention to the teacher. Sometimes, teacher use sign language or cue when teaching deaf students. Below was the sign language that generally used by deaf people.

Barriers experienced by teachers in using this Total Communication method are in addition from the lack of residual hearing of children who can be utilized by it the teacher will put more emphasis on reading the written words and gestures to do learning. Apart from that the class conditions are put together also makes the atmosphere in the class crowded and friendly between one students with another student. Apart from that the business to use or utilizing the rest of the child's hearing will be more difficult because of the many vibration sound because of the crowd.

Observation results related to the teacher's understanding of Deaf, teacher actions given to children with hearing impairment understanding of English language learning, and obstacles that are experienced by teachers when giving English language learning services to children with hearing impairment.

5. Description of Questionnaire Results

Based on the result of questionnaire given to the deaf students obtained data to get the information about students' response are listed in the following table.

Table 2. The Result of Students' Response Questionnaire

No.	Question	Answer		Percentage
		Yes	No	
1.	The way of learning that has just taken place is very interesting	5	0	5/5 x 100% = 100%
2.	With this kind of learning makes it easier for me to understand the teacher's explanation	5	0	5/5 x 100% = 100%
3.	I really like learning English	3	2	3/5 x 100% = 60%
4.	By learning like this, I can answer the questions	5	0	5/5 x 100% = 100%

5.	By this way of learning, it is easier for me to remember English vocabulary.	4	1	4/5 x 100% = 80%

B. Discussion

1. The Implementation of Total Communication Method to Teach English for Deaf Students

Based on research data that has been described above to know the use of total communication in English teaching and learning for children with hearing impairment class X, XI, and XII at SLB N Lasem as well as obstacles that are experienced in the use of total communication in English language learning for deaf children of class X, XI, and XII at SLB N Lasem described in the description as follows:

a. Speak

Based on the results of interviews with teacher SW obtained data that the teacher considered speaking / speaking utterance / spoken language as Total communication, because the teacher followed the suggestion from the government to maximize of using reading the utterance in order to help them

more mastering those, so they can communicate with others in general.

Based on the results of observation in English teaching and learning class. The teacher talk to students first to ensure students pay attention to the teacher's oral. The teacher pointed, reprimand/ pat the student's shoulder if the student does not pay attention to the teacher's oral. In English teaching and learning process, teachers often carry a small antenna as a small hitter that will be used to designate students if did not pay attention to the teacher's oral when the teacher speaks. The teacher talked with utterances whose articulation is clear and easy to read. Students' voice is not too clear the articulation is not yet correct and clear, and most of them did not produce the sounds.

Based on the results of interviews and observations made on Indonesian language learning in deaf class X, XI, and XII at SLB N Lasem, it was concluded that students did not speak clearly/students articulated unclear, and there is no articulation learning done by teacher specifically.

b. Reading the utterances

Based on the results of interviews with SW Teacher, obtained teacher data regard Total Communication method as spoken language, so the teacher uses total communication/

communication that the teacher considers language verbally it was for conversation, the teacher asked that student to pay attention the oral of the teacher, if the student turn around a little, the teacher will reprimand so the student focus to the teacher.

Based on the results of observations made while English Language teaching and learning process has been obtained by data. The teacher reads utterances of the students who are assisted by cues made by students. Students abled to read the words if students really pay attention to oral the speaker will also find it easier to read utterances if the speaker talks to students with lip movements or utterances that are easy to read and clear in articulation and speaking slowly (not quickly).

Based on the results of interviews and observations made on teacher and students, concluded that students are able to read the lessons if the students really pay attention to the speaker's verbal will make them easier to read the utterances if the person speak with lip movements or utterances that are easy to read and clear in articulation as well speak slowly (not fast).

c. Aural / Utilization of Hearing Time

Based on the results of interviews with teachers obtained data as following. Students have hearing aids, however not used. Based on teacher's opinion, the students prefers to be natural (not

wear hearing aids), because if the child is used to using hearing aids and then they did not using the students will feel dizzy or confused. The teacher said that the students' hearing was checked regularly by Social Services.

Based on observations with the teacher and students when language learning obtained data as follows. The teacher considers that students do not have the rest of hearing in learning

The teacher asked students to turn around and then hit the table or clapping hand to determine the sources of sound, the number of sounds produced and the direction the sound originates. From the training conducted by teachers some students are surprised that there are not when sounded gong with hard.

Based on the results of interviews and observations it can be concluded, students do not use hearing aids, and the child's hearing checked regularly, the teacher trains hearing by clapping hand or hit the table.

d. Manual

Based on the results of interviews with teachers obtained data as the following cues used by students are not formal cues or ones according to the teacher is not a desire that is in the special

sign book, according to the teacher children use local cues that are our own, children itself because according to the teacher the child has his own cues / natural cue.

Based on observations while learning data obtained as follows. The teacher uses local cues that are not taught specifically at school this is done to help communicate if students do not understand the teacher's utterance. The teacher also uses finger spelling to explain name, address, or item name. Students use Local cues are not taught in schools this is done to help communicate if students have not understood the other person's speech yet understand the intentions of students. Students also use finger spelling for explain the name, address, or object name.

Based on the results of interviews and observations can be concluded that the cues used during learning are natural cues and finger spelling. Many teachers assume that they are applied total communication method.

Total Communication and they teach with cues while talking, students by themselves will be able to read utterances and speak. That is not true and nothing will happen. So speaking practice needs to be done intensively.

According to Des Power (in Lani Bunawan 1997: 42-43) speaking practice in children with hearing impairment certainly depends a lot on the level of loss hearing suffered[50].

Based on the results of research conducted at SLB N Lasem with interviews and observations the teacher still perceives total communication as spoken or spoken language. Teacher said that the implementation of total communication is the use of spoken language when communicating. While based on observations can be seen if the implementation of communication in total at SLB N Lasem using a combination of speaking, reading natural speech and gestures and finger spelling.

2. Students' Response in English Teaching and Learning Using Total Communication Method

Based on the interview with the teacher, students' response was quite active, and teaching students with hearing impairment might have to be more extra, the teacher need to makes them more active.

Based on the observation have been done by the researcher, the result show that the response of the students is quite well. It could be seen on how the students answer the questions and follow

---

[50] Lani Bunawan, *Komunikasi Total*, (Jakarta: Dikti, 1997), P.43.

the teacher instructions, the students also give their attention to the teacher.

Based on the table of questionnaire, it shown that 100% of students like the method that teacher used to teach them, and it made them easier to understands teacher's explanation. Two students said that they didn't like to learn English Language, but with Total Communication method they could answer the questions from the teacher. With Total Communication method made most of the students easier to remembering the English vocabulary.

Students' response is very good according to the data result from interview with the teacher, observation in class, and the questionnaire that given for the students. Total communication was effective to teach deaf students of class X, XI. And XII at SLB N Lasem.

C. Limitation of the Study

The researcher realized that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitation of the research were:

1. The research was done in a limited time. A qualitative study needed a long time periods in order to gain representative data. When the

same research conducted for a longer time, it is still possible that different result will be gained.

2. The researcher did not master sign language wholly. So that, the researcher sometimes did not understand what the students mean.

Considering all those limitations, further research is needed in English language teaching learning for deaf students. Hopefully, there will be more optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter contains the conclusion based on the research questions of this research. The conclusions of this research are as follows:

1. The teacher and students used local cues, sign language, and utterance to communicate each other. The media that teacher used to teach students are pictures of daily activity and o'clock to help students understand the material. Besides, the students can be more interested to follow the lesson and they can be avoided from boredom. While the materials delivered for the deaf students are: Daily activity and the use of AM and PM. All of the students are totally deaf, and students talk with the voice is not too clear the articulation is not yet correct and clear, and most of them did not produce the sounds. Students abled to read the words if students really pay attention to the oral speaker will also find it easier to read utterances if the speaker talks to the students with lip movements or utterances that are easy to read and clear in articulation and speaking slowly (not quickly). The teacher usually pointed/pat the students if they did not give their attentions to the teacher. All of the students have hearing aids, but they didn't use it because uncomfortable. The

implementation of communication in total at SLB N Lasem using a combination of speaking, reading natural speech and gestures and finger spelling.

2. The Students' response was very good according to the data result from interview with the teacher, observation in class, and the questionnaire that given for the students. 100% of students like the method that teacher used to teach them, and it made them easier to understanding teacher's explanation. Two students said that they didn't like to learn English Language, but with Total Communication method they could answer the questions from the teacher. With Total Communication method made most of the students easier to remembering the English vocabulary.

B. Suggestions

According to the conclusion above, the researcher would like to propose some suggestions as follows:

1. The Teacher

The methods and media used by the teacher have been appropriate with the students' condition. But, the teacher has to give more attention in several principle in using method in order to make the method can be applied as well as possible and provide larger pictures as the media in English teaching and learning for deaf

students. And, the teacher has better to make a simple handbook which can be used as a reference in English teaching and learning and make a study club outside the school time called extracurricular, so that the students can understand more about English.

2. The School

The school has to gives more attention about the necessary of the teacher and students in English teaching and learning process in the classroom, including the learning sources and learning media.

3. The Readers

After reading this thesis, hopefully the readers do not discriminate deaf students, or people with different ability, and the researcher hopes there will be more research because the researcher realizes that this thesis has not been perfect yet.

4. Next researcher

Actually, qualitative study needs a long time periods in order to gain representative data. So that, the next researcher have to prepare much time to do research.

References

Aldahmashi, Mohammed Amer and Tahani Salem Alanazi. 2017. The Efficiency of Using Technology in Teaching Deaf Students: The Skills of Reading and Writing in English in the Kingdom of Saudi Arabia. *European Journal of Business and Social Sciences*. Vol. 5. No. 12.

Ayiela, O. J. 2012. *Factors Affecting KCPE Performance of Learners with Hearing Impairments in Special Schools in Selected Counties*. Nairobi: Kenyatta University.

Bochner, Joseph H, and Gerard G. Walter, "Evaluating Deaf Students" Readiness to Meet The English Language and Literacy Demands of Postsecondary Educational Program". http://www.oxfordjournal.org, accessed on 27th May 2019.

Bunawan, Lani. 2000. *Penguasaan Bahasa Anak Tunarungu. Proyek Pendidikan Tenaga Akademik*. Jakarta: Yayasan Santi Rama.

Bunawan, Lani. 1997. *Komunikasi Total*. Jakarta: Dikti.

Burman, Diana et al., "Assessing Deaf Children Writing in Primary School: Grammar and Story Development". http://www.interscience.wiley.com/pdf, accessed on 25th may 2019.

Cohen, Louis et al. 2000. *Research Method in Education*. New York: Routledge Farmer.

Dharmawati, Astuti, Windiarti, and Ahsani, 2019. Teachers' Strategies in ELT for Students with Disabilities, *International Journal of Scientific and Technology Research*. V. 8, No. 10.

Edwards, R. A. R. 2012. *Words Made Flesh: Nineteenth-Century Deaf Education and The Growth of Deaf Culture*. New York: New York University Press.

Efendi, Mohammad. 2009. *Pengantar Psikopedagogi Anak Berkelainan*. Jakarta: PT. Bumi Aksara.

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

Evans, L. 2002. *Total Communication: Structure and Strategy*. Washington, DC: Gallaudet College Press.

Gersten, Russell, Lynn S Fuchs, Joanna P Williams, Scott Baker. 2011. Teaching Reading Comprehension Strategies to Students with Learning Disabilities: *A Review of Educational Research*. Vol. 71, No. 2.

Habibi, Nugroho. 2017. The Use of Flashcards in Improving Vocabulary Mastery of Students with Disability. *Journal of Disability Studies*. Vol. 4, No 2.

Hallahan, Daniel P. & James M. Kauffman. 1998. *Exceptional Children Introduction to Special Education*. New Jersey: Prentice Hall Inc.

Lawal, Luqman, Matthew Karia, Chelsea Buttars, Jeffery Larsen, Wakisa Mulwafu and Kaitesi Mukara. 2016. Training Teachers and Parents on Verbal Communication among Children with Hearing Impairment: Preliminary Results from Schools in Kenya. *Journal*

of Communication Disorders, Deaf Studies & Hearing Aids. Vol 6, No. 2.

Marschark, Marc and Venetta Lampropoulou, Emmanouil K. Skordilis. 2016.   *Diversity in Deaf Education*. New York: Oxford University Press.

Melinda, Elly Sari. 2013. *Pembelajaran Adaptif bagi Anak Berkebutuhan Khusus*. Jakarta: PT Luxima Metro Media.

Mohammadian, Amir and Shima Mohammadian Dolatabadi. 2016. The Effect of Affection on English Language Learning of Children with Intellectual Disability Based on Total Physical Response Method of Language Teaching. *International Journal of English Language and Literature Studies*. Vol. 5, No. 2.

Mole, Judith and Diane Peacock. 2005.   *Learning, Teaching and Assessment*. Wolverhampton: University of Wolverhampton.

National Dissemination Center for Children with Disabilities. 2010. *Deafness and Hearing Loss Disability Fact Sheet*. 3rd Edition.

Nyaata, Margret Kwamboka. E55/GE/22952/2010. 2018. Total Communication Teaching Approach and Its Influence on Transition of Class Three Learners with Hearing Impairment in Special Schools in Kisii County, Kenya. *Thesis*. Kemya: Kenyatta University.

Pichora, Fuller, et.al. 2016. Hearing Impairment and Cognitive Energy: The Framework for Understanding Effortful Listening (FUEL). *Supplement*. Vol. 37, Issue. 1, PP. 58-278.

Riduwan. 2008. *Skala Pengukuran Variabel-variabel Penelitian.* Bandung: Alfabeta.

Sharma, Deepika and Rangasayee Raghunath Rao. 2018. The Combined Effect of Captioning and Sign Language in Understanding Television Content in Deaf. *Journal of Communication Disorders, Deaf Studies & Hearing Aids*. Vol 4, No. 1.

Shore, Jane. R and John Sabatini. 2009. *English Language Learners with Reading Disabilities: A Review of the Literature and the Foundation for a Research Agenda.* Research report. Educational testing service.

Spencer, Patricia, et.al. 2006. *Advance in Spoken-Language Development of Deaf and Hard of Hearing Children*. USA: Oxford University Press.

Stewart, David A. 1992. Initiating Reform in Total Communication Programs: *The Journal of Special Education*. Vol. 26, No. , PP. 68-84.

Suparno. 1997. *Total Komunikasi.* Yogyakarta: IKIP Yogyakarta.

Susilo, Sugeng A., Frida Unsiah, and Darin Fadhilah. 2017. Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools. *International Journal of Education and Research*. Vol. 5, No. 12.

Wang, Ye Angel. 2013. Triangulation among Speech Language Pathologist, Deaf Educators, and Audiologists. *Journal of*

Communication Disorders, Deaf Studies & Hearing Aids. Vol. 1, No. 1.

Williams, L. M. 1994. *Journal of Consulting and Clinical Psychology*. Vol 62(6), Dec, 1167- 1176.

Zysk, Ewa Domagała. 2006*. English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies*. UK: Cambridge Scholar Publishing.

Appendix 1

Profile of SLB Negeri Lasem
Kec. Lasem, Kab. Rembang, Prov. Jawa Tengah
Tanggal unduh: 01-03-2020 21:42:38
Tanggal sinkronisasi: 2020-02-20 19:18:39.640

1. Identitas Sekolah

1	Nama Sekolah	:	SLB Negeri Lasem
2	NPSN	:	69886282
3	Jenjang Pendidikan	:	SLB
4	Status Sekolah	:	Negeri
5	Alamat Sekolah	:	RT. 02 RW. 01 Desa Dorokandang Kec. Lasem
	RT / RW	:	0 / 0
	Kode Pos	:	59271
	Kelurahan	:	Dorokandang
	Kecamatan	:	Kec. Lasem
	Kabupaten/Kota	:	Kab. Rembang
	Provinsi	:	Prov. Jawa Tengah
	Negara	:	
6	Posisi Geografis	:	-6 Lintang
			111 Bujur

2. Data Pelengkap

7	SK Pendirian Sekolah	:	421/1009/2014
8	Tanggal SK Pendirian	:	2014-04-09
9	Status Kepemilikan	:	Pemerintah Daerah
10	SK Izin Operasional	:	
11	Tgl SK Izin Operasional	:	1900-01-01
12	Kebutuhan Khusus Dilayani	:	A,B,C,C1,D,E,H,P,Q

13	Nomor Rekening	:	3-029-25646-1
14	Nama Bank	:	Bank Jateng
15	Cabang KCP/Unit	:	Rembang
16	Rekening Atas Nama	:	SLB Negeri Lasem (BOS)
17	MBS	:	Tidak
18	Luas Tanah Milik (m2)	:	3
19	Luas Tanah Bukan Milik (m2)	:	0
20	Nama Wajib Pajak	:	
21	NPWP	:	2147483647

3. Kontak Sekolah

20	Nomor Telepon	:	2147483647
21	Nomor Fax	:	
22	Email	:	slbnlasem@gmail.com
23	Website	:	http://slbnlasem.toh.info

4. Data Periodik

24	Waktu Penyelenggaraan	:	Sehari penuh (5 h/m)
25	Bersedia Menerima Bos?	:	Bersedia Menerima
26	Sertifikasi ISO	:	Belum Bersertifikat
27	Sumber Listrik	:	PLN
28	Daya Listrik (watt)	:	0
29	Akses Internet	:	Tidak Ada
30	Akses Internet Alternatif	:	

5. Data Lainnya

31	Kepala Sekolah	:	Mohtar Edy Sucipto
32	Operator Pendataan	:	Krisnanik
33	Akreditasi	:	
34	Kurikulum	:	Kurikulum 2013

Rekapitulasi Data SLB Negeri Lasem

Tanggal rekap: 01-03-2020 21:42:38

1. Data PTK dan PD					
No	**Uraian**	**Guru**	**Tendik**	**PTK**	**PD**
1	Laki - Laki	2	1	3	76
2	Perempuan	7	0	7	50
	TOTAL	**9**	**1**	**10**	**126**

Keterangan:

    - Perhitungan jumlah PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk

    - Singkatan:

        1. Guru ditambah Tenaga Pendidik

        2. Peserta didik

2. Data Sarpras		
No	**Uraian**	**Jumlah**
1	Ruang Kelas	11
2	Ruang Lab	0
3	Ruang Perpus	0
	TOTAL	**11**

3. Data Rombongan Belajar				
No	**Uraian**	**Detail**	**Jumlah**	**Total**
1	Kelas 1	L	8	10

		P	2	
2	Kelas 2	L	4	13
		P	9	
3	Kelas 3	L	7	9
		P	2	
4	Kelas 4	L	11	17
		P	6	
5	Kelas 5	L	7	11
		P	4	
6	Kelas 6	L	8	10
		P	2	
7	Kelas 7	L	4	8
		P	4	
8	Kelas 8	L	9	14
		P	5	
9	Kelas 9	L	2	8
		P	6	
10	Kelas 10	L	9	15
		P	6	
11	Kelas 11	L	6	9
		P	3	
12	Kelas 12	L	1	2
		P	1	

Appendix 2

Data of the Teacher

KABUPATEN   : SLB NEG
                             : REMBA

NO	NAMA / NIP	PNS DAN NON PNS	
		JAM HADIR	PARAF
1	**2**	**3**	**4**
1	MOHTAR. EDY SUCIPTO, S.Pd.I 19600929 198201 1 009	06 25	
2	NGADI, S.Pd 19650611 200604 1 005		
3	PENI WIDATI WULANSARI, S.Pd. NIP. 19860504 201101 2 016	06 48	
4	ERLIA YUNI ASTIWI, S.Pd.SD NIP.	06 40	
5	KRISNANIK, S.Pd NIP.	06.40	
6	EKO PURWANTO, S.Pd NIP.	06-40	
7	SUGIANITA, A.Ma NIP.	06.35	
8	SOFI'AH, S.Pd NIP.	06.40	
9	SRI WINNARSIH, S.Pd NIP.	06-45	
10	MOHAMMAD TRIYANTO, S.Pd NIP.	06.45	
11	NIKMA LATIFA, S.Pd NIP.		
12	GALUH FAJRIATUL .M, S.S NIP.	06-45	
13	LISA UMU KHABIBAH, S.Ag NIP.	06.47	
14	EVI KAWARA, S.Psi NIP.		

Appendix 3

Data of the Students.

Appendix 4

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SLB N LASEM
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IX TUNARUNGU/I
Materi Pokok	:	Teks lisan dan tulis untuk menyatakan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
Alokasi Waktu	:	4 x 40 menit

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	3.6.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.6.2 Menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.6.3 Merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1 Menulis teks tulis sederhana tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman

C. TUJUAN PEMBELAJARAN

1. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yg dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan benar peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan benar
3. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum peserta didik dapat merespon ungkapan dengan benar.
4. Peserta didik dapat menulis teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

Fungsi sosial

Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb.

Struktur teks

The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes., dan semacamnya.

Unsur kebahasaan

(1) Kata kerja dalam Simple Present Tense.

(2) Adverbia: *always, often, sometimes, never, usually, every ...*

(3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

(5) Ucapan, tekanan kata, intonasi,

(6) Ejaan dan tanda baca

(7) Tulisan tangen.

Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

E. METODE PEMBELAJARAN
Metode Scientific
Model Pembelajaran Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN
Media   : Gambar
Alat   : Laptop,projector
Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas 8 , hal. 159

G.LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan
- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.

- Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb.

- Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Mengasosiasi

- Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.

- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian　　　: Unjuk kerja
2. Bentuk　　　: Tes Lisan meminta perhatian dan responnya
3. Instrumen　　　: *Write about your daily activities*

What are your daily activities?
Write them down here!

Time	Activities

Rubrik Penilaian Aspek Keterampilan Menulis

No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan Komunikasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Keruntutan teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Pilihan Kata	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Pilihan Tata Bahasa	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Kerapihan	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rubrik Penilaian Aspek Sikap.

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukan sikap santun	
		Sering menunjukan sikap santun	5
		Beberapa kali menunjukan sikap santun	4
		Pernah menunjukan sikap santun	3
		Tidak pernah menunjukan sikap santun	2
2	bertanggungjawab (responsible)	Sangat sering menunjukan sikap santun	1
		Sering menunjukan sikap bertangungjawab	5
		Beberapa kali menunjukan sikap bertanggungjawab	4
		Pernah menunjukan sikap bertanggungjawab	3
		Tidak pernah menunjukan sikap bertanggung	2
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	1
		Sering menunjukan sikap kerjasama	5
		Beberapa kali menunjukan sikap kerjasama	4
		Pernah menunjukan sikap kerjasama	3
		Tidak pernah menunjukan sikap kerjasama	2
4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin	1
		Sering menunjukan sikap disiplin	5
		Beberapa kali menunjukan sikap disiplin	4
		Pernah menunjukan sikap disiplin	3
		Tidak pernah menunjukan sikap disiplin	2
5	Percaya diri (confidence)	Sangat sering menunjukan sikap percaya diri	1
		Sering menunjukan sikap percaya diri	5
		Beberapa kali menunjukan sikap percaya diri	4
		Pernah menunjukan sikap percaya diri	3
		Tidak pernah menunjukan sikap percaya diri	2
			1

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

MOHTAR EDY SUCIPTO,S.Pd.I
NIP. 19600929 198201 1 009

SRI WINNARSIH,S.Pd
NIP -

Appendix 5

Instrument of First Observation

No.	Focus	Technique of data collection	Finding
1.	Identifying the existence of Deaf students at SLB N Lasem	Observation	
2.	Communication used by deaf students at SLB N Lasem	Interview	
3.	English teaching and learning for deaf students at SLB N Lasem	Observastion	

Appendix 6

Interviews guideline with Teacher of English

1. Apa tujuan pembelajaran ini?
2. Apa materi yang diberikan untuk siswa?
3. Seberapa sering guru menggunakan bahasa Inggris ketika mengajar?
4. Apakah ada buku panduan belajar untuk siswa dan guru?
5. Apakah penggunaan komunikasi total efektif untuk pembelajaran bahasa Inggris? kenapa?
6. Apa media yang digunakan?
7. Bagaimana keaktifan siswa dalam belajar menggunakan total komunikasi?
8. Bagaimana guru menilai pencapaian/perkembangan siswa?
9. Apa masalah yang dihadapi guru dalam mengajar siswa tuna rungu?
10. Bagaimana guru mengatasi masalah tersebut?
11. Berapa sisa pendengaran siswa menurut guru?
12. Bagaimana kuat/lemah suara yang dihasilkan siswa?
13. Apakah kuat/lemah suara yang dihasilkan siswa dipengaruhi oleh sisa pendengaran siswa?
14. Bagaimana cara guru berbicara dengan siswa?
15. Apakah kemampuan siswa dalam membaca ujaran dipengaruhi oleh sisa pendengaran?

16. Apakah siswa memakai alat bantu mendengar?

17. Apakah siswa diperiksa sisa pendengrannya secara berkala?

18. Apakah siswa menggunakan bahasa isyarat dalam berkomunikasi?

Appendix 7

Observation of Total communication

NO.	Aspect	Subject	Note
1.	Speaking	Teacher	
		Student	
2.	Speech reading	Teacher	
		Student	
3.	Aural	Teacher	
		Student	
4.	Manual	Teacher	
		Student	

Appendix 8

Observation of English teaching and learning

No.	Condition in the Class	Fact	
	Learning Process	**Yes**	**No**
1.	Teacher opens a lesson by reciting a pray.		
2.	Teacher asks stimulating questions.		
3.	Teacher explains the material by using understood language.		
4.	Teacher masters materials.		
5.	Teacher organizes appropriate teaching media.		
6.	Teacher uses white board		
7.	Teacher employs appropriate game properly		
8.	Students pay attention to teacher's explanation.		

9.	Students participate in the teaching and learning process.		
10.	Teacher controls students well		
11.	Teacher manages time allotment well.		
12.	Teacher builds interaction with the students.		
13.	Teacher finds difficulties or obstacles when teaching and learning process are done.		
14.	Teacher can solve the problems which are found in the teaching and learning process.		
15.	Teacher assesses students' using appropriate assessment.		
16.	Teacher corrects students' work.		
17.	Teacher gives feedback to the students' learning result.		
18.	Teacher gives homework to students		

Appendix 9
Questionnaire for students' responses
Berilah tanda check list (√) sesuai dengan sikapmu terhadap pernyataan dibawah ini!
Ket: Ya (Setuju)   Tidak (Tidak setuju)

Nama:…………………………

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik		
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru		
3.	Saya jadi suka belajar bahasa Inggris		
4.	Dengan cara belajar seperti ini, saya jadi bisa menjawab soal		
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.		

Appendix 10

The Result of First Observation

No.	Focus	Technique of data collection	Finding
1.	Identifying the existence of Deaf students at SLB N Lasem	Interview	Based on the interview with the teacher about what method did she used to teach deaf students, researcher get the information that she used sign language, reading the utterance, gestures, picture, writing, articulation, cues, etc. It means that she used Total Communication Method

2.	Communication used by deaf students at SLB N Lasem	Interview	From the interview with the teacher, researcher found that deaf students using total communication to communicate each other, but they used sign language more often
3.	English teaching and learning for deaf students at SLB N Lasem	Interview	Teacher said that English subject taught on every Tuesday.

Appendix 11

The Result of Interviews with English Teacher

No.	Question	Answer
1.	*Apa tujuan pembelajaran ini?* Translate: What is the purpose of this learning?	*Pada hari ini memberikan pembelajaran bahasa Inggris daily activity, kegiatan sehari-hari.* Translate: For today is daily activity learning English, "kegiatan sehari-hari"
2.	*Apa materi yang diberikan untuk siswa?* Translate: What"s material given to students?	*Dari Materi ini siswa diharapkan bisa menceritakan rutinitas sehari2 mereka, sehingga siswa dpt bertanya kepada seseorang apa rutinitas mereka, sehingga siswa dapat menceritakan rutinitas orang lain.*

		Translate: From this material students are expected to be able to tell their daily routines, so students can ask someone what their routines are, so students can tell other people's routines.
3.	*Seberapa sering guru menggunakan bahasa inggris ketika mengajar?* Translate: How often do the teacher use English when teaching?	*Kalau di sekolah luar biasa mungkin lebih minim, karena mereka juga tidak bias mendengar dan tidak bisa berbicara, sehingga guru lebih menggunakan menulis bahasa Inggris, tapi tidak mengucapkan.* Translate: Special schools may be more minimal, because they are also not biased to hear and can't speak, so the teacher uses

		English writing more, but does not speak.
4.	*Apakah ada buku panduan belajar untuk siswa dan guru?* Translate: Is there a guide book for students and teachers?	*Ada, ini ada buku siswa dan buku guru. Nanti panjenengan bisa foto.* Translate: Yes, there are students' book and teacher's book. You can take the picture of it, later.
5.	*Apa media yang digunakan?* Translate: What media are used?	*Kalau media, dilihat dari materinya, tapi yang paling gampang diperolah saat ini dari sumber gambar… terusan dari media elektronik.* Translate: As for the media, judging from the material, but the easiest one is obtained at

		this time from the source of the image ... and from electronic media.
6.	*Bagaimana keaktifan siswa dalam belajar menggunakan total komunikasi?* Translate: How's activeness of students in learning English using total communication?	*Cukup aktif. Cuman kalau yg untuk tunarungu mungkin harus lebih ekstra gurunya lebih membuat mereka aktif. Peran guru sangat penting* Translate: Quite active. But teaching students with hearing impairment might have to be more extra, the teacher need to makes them more active. The teacher's role is very important.
7.	*Bagaimana guru menilai pencapaian/perkembangan siswa?*	*Pencapaian di dapat dari tes, dari… tes. ada pedoman tes sendiri. Kalau tes tulis mungkin bisa dari soal. Nanti kalau yg dapat antara diatas KKM dan*

| | | Translate: How does the teacher assess student achievement / development? | *dibawah KKM dapat kita ketahui. Tapi kalau diatas KKM bisa langsung melanjutkan ke KD atau indicator selanjutnya. Tapi kalau yg dibawah KKM perlu bimbingan lagi, perlu evaluasi, dan perlu remedial.* |
| | | | Translate: Achievement is obtained from tests, from ... tests. There is a test guide itself. If the written test might be from the questions. So,we can find out who reach the KKM and below KKM. If he/she can reach the KKM can directly proceed to KD or the next indicator. But if those under KKM need more guidance, need evaluation, and need remedial. |

8.	*Apa masalah yang dihadapi guru dalam mengajar siswa tuna rungu?* Translate: What are the problems faced by teacher in teaching students who are deaf?	*Tunarungu sangat banyak sekali, dari segi fisik tunarungu Oke, tapi kalau dari sisi visual, visual itu pendengaran itu dia kendalanya nomer satu* Translate: so many, deaf students are good in physical terms , but from the visual side, visual hearing is the obstacle number one'
9.	*Bagaimana guru mengatasi masalah tersebut?* Translate: How do teachers deal with the problem?	*Guru mengatasi masalah tersebut, ya….kalau dipaksa ya tidak mungkin, tapi dengan mengganti cara dengan mengganti metode. Metodenya seumpama tunarungu tidak bisa mendengar dan tidak bisa berbicara, bisa diganti dengan*

role play, kalau di tuna daksa atau tuna netra mungkin bisa speaking, tapi kalau di tuna rungu gabisa. Diganti role play dengan mengambil kata atau menulis kata dengan menjodohkan gambar.

Translate: It is not possible if we forced them, but we can changing the method. The method is like a hearing impaired person who cannot hear and can't speak, can be replaced with role play, if the person with physical or visual impairment can speak, but if he is deaf he cannot. Replaced role play by taking words or writing words by matching images.

10.	Berapa sisa pendengaran siswa menurut guru? Translate: What is the degree of hearing impairment of the students according to the teacher?	*Ada yang total, ada yg masih sisa, tapi kalau yg kelas 7 sampai 12 kemungkinan total, dia hanya bisa mendengar bunyi getaran, tapi kalau di sd masih ada yg bisa mendengar.* Translate: They are totally deaf , there is still some left, but for class 7 to 12 is total perhaps, they can only hear the sound of vibration, but if in elementary school there is still someone who can hear.
11.	*Bagaimana kuat/lemah suara yang dihasilkan siswa?* Translate: How strong / weak are the sounds produced by students?	*Kuat lemah suara yg dihasilkan siswa, kalau spserti dia, itu dia (NH) hanya bisa menirukan bibir. Kalau (NF) ini dengar getaran dengan frequensi tinggi ini masih bisa.*

		Translate: The strong/weak sound produced by students, if like her (NH), he could only read. If this (NF) hears vibrations with high frequencies it still works.
13.	*Bagaimana cara guru berbicara dengan siswa?* Translate: How do teachers talk to students?	*Untuk tuna rungu kebanyakan bahasa isyarat. Tapi kurikulum yg baru ini menekankan untuk meminimkan bahasa isyarat, tapi lebih ke gerak bibir. Jadi dia nk diluar bersama lingkungan2 laine, kan kalau dirumah ibunya gabisa bahasa isyarat, dadine dia bisa melihat gerak bibir ibu nya "Ibu, Bapak" tapi kalau bahasa isyarat, mungkin kalau dirumah kan ibunya gabisa.* Translate: For the hearing impairment, mostly use sign

		languages. But the new curriculum emphasizes minimizing sign language, but rather lip service. So, they can communicate outside with other environments, if at home his mother could not sign language, they could see the movement of his mother's lips "Mother, Father" but if sign language, maybe their mother can't use sign language.
14.	*Apakah kemampuan siswa dalam membaca ujaran dipengaruhi oleh sisa pendengaran?* Translate: Is the student's ability of reading utterances affected by residual hearing?	*Ya, tentu. Apalagi bahasa Inggris, antara bacaan sama ininya (tulisan/ejaannya) kan berbeda. Sangat2 dipengaruhi ini, tapi bisa saja ditanggulangi itu karena bahasa inggris kan ada spelling, spelling kan hurufnya, itu dia bisa membaca seumpama Are, tapi A Er itu kan ada A titik dua itu dibaca*

		apa itu dia mungkin terkendala, gabisa.
		Translate: Yes, of course. Moreover, English, between the same reading this (writing / spelling) is different. It is very influenced by this, but it can be overcome because English has spelling, spelling, the letters, that he can read like "Are", if "Are" there is "A;" is read whether it might be constrained, they can't.
15.	*Apakah siswa memakai alat bantu mendengar?* Translate: Do the students use hearing aids?	Nk di SMP SMA ini ga ada yg pake, karena alat dengar itu kalau ga ada sisa itu malah merusak telinga, tapi kalau ada sisa dikasih alat pendengar itu bisa membantu. Tapi kalau

		mlah ga ada sisa bisa merusak. Nek ini tunarungu kelas 7-12 nganu kebanyakan mungkin sudah ga tersisa.
		Translate: in middle school there was no one who used it, because the hearing aid, if there was no leftover, it actually damaged the ears, but if there was leftover given the hearing aid it could help. But even if there isn't any left over, it can damage. In deaf class 7-12, most probably no left (total)
16.	*Apakah siswa diperiksa sisa pendengrannya secara berkala?*	*Iya, dari THT. Dan semua siswa dulu masih waktu dini itu diperiksa dari dinas social, mungkin ini semua punya alat*

	Translate: Are students periodically checked their hearing?	*bantu mendengar, tapi mereka sudah gamau pakai.* Translate: Yes, from the ENT. And all students used to be examined early from the social service, maybe all of them have hearing aids, but they don't want to use them, because its hurt perhaps.
17.	*Kapan teerakhir kali pendengaran siswa di periksa?* Translate: When did the last time the students checked their hearing?	*Terakhir di cek, tahun ini belum. Tahun kemaren iya.* Translate: Last checked, this year not yet, but last year.

18.	*Apakah siswa menggunakan bahasa isyarat dalam berkomunikasi?* Translate: Do students use sign language in communication?	*Walaupun sedikit itu masih menggunakan bahasa isyarat.* Translate: They are use sign language a little bit.

Appendix 12

The result of Observation of Total communication

NO.	Aspect	Subject	Note
1.	Speaking	Teacher	The teacher talks with students by first making sure students pay attention to the teacher's oral. The teacher will appoint/pat the student's shoulder if the student is not pay attention to the teacher's oral. In learning Indonesian language teachers often carry a small antenna as a small hitter that will be used to point students if they do not pay attention to the teacher's oral when the teacher speaks. The teacher speaks with utterances whose articulation is clear and easy to read.
		Student	Students speak in a voice that is not very clear and the articulation was wrong and not clear. The sounds that exit is not clear or sometimes not exit at all.

2.	Speech reading	Teacher	The teacher reads the utterances of students and helped by the cues made by students.
		Student	Students are able to read the utterances if students give more attention to the verbal of the speaker students will also be easier to read utterances if the speaker speak with lip movements or words that are easy to read and clear in articulation and speak slowly.
3.	Aural	Teacher	The teacher assumes that the hearing of students do not left over. The teacher asks students to turn around and then hit a table/ clapping hand to determine the source of sound, the number of sounds produced and the direction of sound's sources.
		Student	From the training conducted by the teacher, there were some students who were surprised and some students were not when the gong sounded loudly.

4.	Manual	Teacher	The teacher uses local cues that are not specifically taught in school this is done to help communicate if students do not understand the teacher's utterances. The teacher also uses finger spelling to explain names, addresses, or names of objects.
		Student	Students uses local cues that are not taught at school. This is done to help communicate if students do not understand the speaker's words yet do not understand the intentions of students. Students also use finger spelling to explain names, addresses, or names of objects.

Appendix 13

The Result of Observation of English teaching and learning

No.	Condition in the Class	Fact	
	Learning Process	**Yes**	**No**
1.	Teacher opens a lesson by reciting a pray.	v	
2.	Teacher asks stimulating questions.		v
3.	Teacher explains the material by using understood language.	v	
4.	Teacher masters materials.	v	
5.	Teacher organizes appropriate teaching media.	v	
6.	Teacher uses white board	v	
7.	Teacher employs appropriate game properly		v
8.	Students pay attention to teacher's explanation.	v	
9.	Students participate in the teaching and learning process.	v	
10.	Teacher controls students well	v	

11.	Teacher manages time allotment well.	v	
12.	Teacher builds interaction with the students.	v	
13.	Teacher finds difficulties or obstacles when teaching and learning process are done.	v	
14.	Teacher can solve the problems which are found in the teaching and learning process.	v	
15.	Teacher assesses students' using appropriate assessment.	v	
16.	Teacher corrects students' work.	v	
17.	Teacher gives feedback to the students' learning result.		v
18.	Teacher gives homework to students		v

Appendix 14

The Result of Questionnaire for Students' Response

Berilah tanda check list (√) sesuai dengan sikapmu terhadap pernyataan dibawah ini!

Ket: Ya (Setuju)   Tidak (Tidak setuju)

Nama:...........................

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik	√	
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru	√	
3.	Saya jadi suka belajar bahasa Inggris	√	
4.	Dengan cara belajar seperti ini, saya jadi bisa menjawab soal	√	
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.	√	

Berilah tanda check list (√) sesuai dengan sikapmu terhadap pernyataan dibawah ini!

Ket: Ya (Setuju)   Tidak (Tidak setuju)

Nama:El...............................

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik	√	
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru	√	
3.	Saya jadi suka belajar bahasa Inggris	√	
4.	Dengan cara belajar seperti ini, saya jadi bisa menjawab soal	√	
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.	√	

Berilah tanda check list ( ) sesuai dengan sikapmu terhadap pernyataan dibawah ini!

Ket: Ya (Setuju)　　Tidak (Tidak setuju)

Nama: N F

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik	✓	
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru	✓	
3.	Saya jadi suka belajar bahasa Inggris		✓
4.	Dengan cara belajar seperti ini, memudahkan saya untuk menjawab soal	✓	
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.	✓	

Berilah tanda check list ( ) sesuai dengan sikapmu terhadap pernyataan dibawah ini!

Ket: Ya (Setuju)   Tidak (Tidak setuju)

Nama: H . . K . . .

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik	✓	
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru	✓	
3.	Saya jadi suka belajar bahasa Inggris		✓
4.	Dengan cara belajar seperti ini, memudahkan saya untuk menjawab soal	✓	
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.		✓

Berilah tanda check list ( ) sesuai dengan sikapmu terhadap pernyataan dibawah ini!

Ket: Ya (Setuju)   Tidak (Tidak setuju)

Nama:. N   H

No.	Pernyataan	Pilihan Sikap	
		Ya	Tidak
1.	Cara belajar yang baru saja berlangsung sangat menarik	✓	
2.	Dengan cara belajar seperti ini, membuat saya lebih mudah memahami penjelasan guru	✓	
3.	Saya jadi suka belajar bahasa Inggris	✓	
4.	Dengan cara belajar seperti ini, memudahkan saya untuk menjawab soal	✓	
5.	Cara belajar ini membuat saya lebih mudah mengingat kosa kata bahasa Inggris.	✓	

Appendix 15

PICTURES OF OBSERVATION

The board name of SLB N Lasem.

The handbook of teacher and students.

Media used to teach deaf students.

The teacher was explaining the material.

A student was answering a question in front of the class.

The students made a *Batik Lasem.*

Nomor: B-219/UN.10.3/D.1/TL.00/01/2020   13 Januari 2020
Lamp   : -
Hal   : Mohon Izin Riset
a.n.   : Siti Mursyidah
NIM   : 1503046002

Yth.
Kepala SLB N LASEM REMBANG
di Tempat

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

Nama   : Siti Mursyidah
NIM   : 1503046002
Alamat   : Dusun Baloan Rt.01/03 Karas Kec. Sedan Kab. Rembang
Judul skripsi : TOTAL COMMUNICATION TO TEACH ENGLISH FOR DEAF
                  STUDENTS

Pembimbing   :
1. Dr , Hj. Siti Mariam, M.Pd.
2. Dr. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 14 Januari sampai dengan tanggal 24 Januari 2020.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

                                a.n. Dekan,
                                Wakil Dekan Bidang Akademik

                                MAHFUD JUNAEDI

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

SURAT KETERANGAN

Yang bertandatangan di bawah ini:

Nama   : Mohtar Edy Sucipto, S. Pd.I.

Jabatan   : Kepala SLB N Lasem Rembang

Menerangkan dengan sesungguhnya bahwa:

Nama   : SIti Mursyidah

NIM   : 1503046002

Fakultas   : Ilmu Tarbiyah dan Keguruan

              Universitas Islam Negeri Walisongo Semarang

Judulskripsi   : Total Communocation to Teach English for Deaf Students

Pembimbing   : 1. Dr .Hj.Siti Mariam, M.Pd.

                2. Dr,.Nuna Mustikawati Dewi, M.Pd.

Telah selesai melaksanakan penelitian di Sekolah Luar Biassa Negeri (SLB N) Lasem Rembang mulai Tanggal 14 Januari sampai Tanggal 24 Januari 2020.

Demikian suratketerangan ini dibuat untuk dapat dipergubakan sebagaimana mestinya.

Rembang, 10 Februari 2020

Kepala SLB N Lasem

Mohtar Edy Sucipto, S. Pd.I.

CURRICULUM VITAE

Name   : Siti Mursyidah

Date of Birth   : Rembang, 01 October 1997

Student Number   : 1503046002

Address   : Karas RT.01/03, Sedan, Rembang.

E-mail   : iamm965@gmail.com

Formal Academic Background

1. SD N 3 Karas   (2003-2009)

2. SMP N 1 Sedan   (2009-2012)

3. MA. Riyadlotut Thalabah Sedan   (2012-2015)

4. UIN Walisongo Semarang   (2015-2020)

Semarang, 20 Feb 2020

Siti Mursyidah
1503046002