

**THE CHALLENGES FACED BY THE TEACHERS IN TEACHING
ENGLISH FOR HEARING-IMPAIRED STUDENTS OF SMPLB N
SEMARANG DURING STUDY FROM HOME (SFH)**

A THESIS

Submitted in Partial Fulfillment of the Requirements

For Gaining the Bachelor Degree

in English Language Education



By:

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**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO**

SEMARANG

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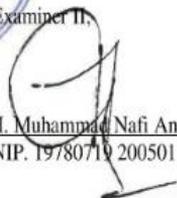
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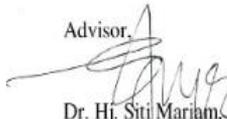
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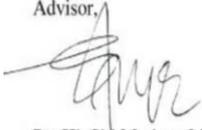
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Wassalamualaikum Wr. Wb.

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MOTTO

Q.S At-Taubah (9): 126

أَوَلَا يَرَوْنَ أَنَّهُمْ يُفْتَنُونَ فِي كُلِّ عَامٍ مَرَّةً أَوْ مَرَّتَيْنِ ثُمَّ لَا يَتُوبُونَ وَلَا هُمْ يَذَكَّرُونَ

“Do they not see that they are tried every year once or twice but then they do not repent nor do they remember”¹

“Get the goodness in all things”



***Smile of hearing-impaired child
to COVID-19***

¹ <https://risalahmuslim.id/quran/at-taubah/9-126/> , accessed at 04.00 AM May 15 th, 2020.

ABSTRACT

Silvy Milchatir Rizqiyah, 1603046029. 2020. *The Challenges Faced by three Teachers in Teaching English for Hearing-Impaired Students of SMPLB N Semarang during Study from Home* Thesis. English Education Department. Semarang Walisongo State Islamic University. Advisor: Dr. Hj. Siti Mariam, M. Pd.

This study discussed about teaching English for hearing-impaired students. This study is aimed at describing challenges faced by the teachers in teaching English for hearing-impaired students during study from home as well as describing the strategies to cope with those challenges. This research classified as descriptive qualitative study. The data were collected through observation, some interviews, and documentation. To analyze the data obtain, the researcher used data collection technique, data reduction, data display and conclusion drawing or data verification. Subject of the study was the teachers of hearing-impaired class. The result of the study shows: There are three challenges faced by the teachers. First, barrier to teach pronunciation. Second, lateness of collecting assignment and the last is students' misunderstanding to the instructions given by the teacher, and there are several strategies to cope with those challenges. First, teaching pronunciation at home with the guidance of parents. Second, giving additional time in gathering tasks. Third, creating WhatsApp Group with parents

.Keywords: *Challenges, Hearing-Impaired Students, Strategy, Study from Home (SFH)*

DEDICATION

This thesis is dedicated to:

1. Especially to my beloved father (Suratno Nor), my beloved mother (Sri Wahyuni), my beloved grandfather (Alm. Suhud), and my beloved grandmother (Rasmonah) who always give me support, affections and also their prayer for me.
2. My old sister (Ratna Wahyu Ningrum), my young brother (M. Taufiq Hidayat), and my dear Munir Rosyadi, thanks for every support you are given to me.
3. My advisors, Dr. Hj, Siti Mariam, M. Pd who always guides and supports me during writing the thesis.
4. All of my friends in English Education 2016 that I cannot be mentioned one by one.
5. All people who have given me support to finish this writing.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

The writer likes to show her best gratitude to the almighty, Allah SWT who has given who has given me insight and strength to finish my research completely. *Sholawat* and *salam* always be given to our prophet Muhammad SAW, who has guide us from *jahiliyah* era, to the Islamic era, from the darkness to the lighness. In addition, the researcher would like to decide the best thank to:

1. Dr. Hj. Lift Anis Ma'sumah, M.Ag as the Dean of Teacher and Teaching Traning Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Department of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang.
3. Dra. Nuna Mustikawati Dewi, M.Pd. as the Secretary of English Department of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang.
4. Dr. Hj. Siti Mariam, M. Pd as the advisor, for her patience in giving guidance, suggestion, advice, great motivation and encouragement during writing the thesis.
5. All lectures and staff of the English Department in Education and Teacher Training Faculty who have given the knowledge patiently and giving their great guidance as long as I study
6. My beloved parents Mr. Suratno Nor and Mrs. Sri Wahyuni who have been helping me by giving attention, affection,

enthusiasm, and unceasing prayer flowing for the smoothness and my success in completing this thesis. Then thank you very much for my beloved sister Ratna Wahyu Ningrum, my beloved niece Raisa Wahyu Azzahrah, my dear brother M. Taufiq Hidayat, Rois, and my dear Munir Rosyadi who have provided support, motivation and big attention.

7. My beloved classmates, all members of PBI A 2016 who always spread happiness, jokes, madness that makes my day more colorful.
8. And for all of my friends who always give me great support.

The researcher realized that the thesis is still far from the perfect therefore some constructive suggestion are welcomed.

Finally, may Allah bless us.

Alhamdulillahirabbil'alamiin.

Semarang, 9th July 2020

The researcher



Silvy Milchatir Rizqiyah

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research questions, objectives of the study, research focus and scope and significances of the study. This research is aimed at explaining teachers' challenges to teach English for hearing-impaired students during study from home as well as describing the strategies to cope with those challenges.

A. Background of the Study

English is one of the main languages used as a standard of communication among people in the world, and therefore it becomes a lingua Franca. So, English becomes one of the subjects in mainstream schools in Indonesia from the junior high school level, including special junior high schools. It means that not only typical children with normal hearing are encouraged to learn English, but also children with special needs such as hearing-impaired students².

A hearing impaired-students are also called deaf students. They are often among those students with diverse language, disability, and academic preparation characteristics³. Hearing-

² Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, 'Teaching English to Children with Hearing Impairment: A Case Study in Special School', *Pedagogy Journal of English Language Teaching*, 7.1 (2019), p. 11

³ Stephanie W. Cawthon, 'Science and Evidence of Success: Two Emerging Issues in Assessment Accommodations for Students Who Are Deaf or Hard of

impaired students have a different English learning mode from a normal hearing person. They use sign language to interact each other, the use of sign language allows a hearing-impaired student to interact and communicate with their community⁴. The sign language is their first language, grammar and vocabulary are quite different to sign language, hearing-impaired students are mainly dependent on word output to learn English and visual input. As for teaching content, written English is the focal point for teaching and learning. Hearing-impaired students have characteristics. They learn English through writing and reading. So, it is necessary to use new media in teaching and learning English for hearing-impaired students, such as multimedia technology, Mooc, Ipad, microblog, QQ, etc⁵.

Hearing-impaired students should consider as more than hearing loss, but as students who learn sign language as the first language and spoken language as a second language⁶. We have to remember that hearing impaired-students' main problems relate not only to the impossibility or possibility of access to the audio component of a language but also to understanding the meaning of

Hearing', *Journal of Deaf Studies and Deaf Education*, 15.2 (2010), p. 185<
<https://doi.org/10.1093/deafed/enq002>> accessed at 04.00 AM January 25th, 2020.

⁴ Mohd Hanafi Mohd Yasin dkk, 'The Sign Language Learning in Deaf Student and Special Education Teacher in Integration Program of Hearing Problem', *Journal of ICSAR*, 1.1 (2017), p. 166

⁵ Bo Xu, 'Using New Media in Teaching English Reading and Writing for Hearing Impaired Students—Taking Leshan Special Education School as an Example', *Theory and Practice in Language Studies*, 8. 6, pp. 588-594, 2018, p. 588

⁶ Jessica A. Scott & G. Sue Kasun, 'It's Not Enough to Move Your Hand Beautifully': Teaching And Learning at School For Deaf students in Mexico', *International Journal of Bilingual Education and Bilingualism*, November 2018, p. 2

the words and expressions used. Because of this, learning and teaching a foreign vocabulary is of the utmost significance as it breaks the most annoying barrier that is met in education by hearing-impaired students'.⁷One way of looking at the situation in hearing-impaired student education is to think of the students as having inherent limitations related to impaired-hearing, based on these challenges, opportunities to develop the education of hearing-impaired students are discussed and recommendations made⁸.

Nowadays, teaching English as a foreign language (EFL) to students with hearing impairment is still a challenge for teachers, although students with special needs have limitations, teachers still have to make them reach their goals in studying, we know that some previous researches showed the significance of EFL teaching to children with hearing impairment. Nevertheless, most of them did not see the teachers' challenges in the classroom with hearing-impaired students⁹. One of the major ways that a teacher can use to attract the attention of the Hearing-impaired student before speaking with a sign such as a tap on the wave or shoulder. There is a need to face the person while speaking try to avoid facing the blackboard while speaking) and for the teacher to speak clearly and

⁷ Ewa Domagała-Zyśk and Edit H. Kontra, *'English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies'* (UK: Cambridge Scholars, 2016), p. 136

⁸ Martin Musengi, Amasa Ndofirepi, Almon Shumba, 'Rethinking Education of Deaf Children in Zimbabwe: Challenges and Opportunities for Teacher Education', *Journal of Deaf Studies and Deaf Education*, 18.1 (2013), p. 63

⁹ Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, 'Teaching English to Children with Hearing Impairment: A Case Study in Special School', *Pedagogy Journal of English Language Teaching*, 7.1 (2019), p.11

naturally without exaggerating lip movements or volume, and try to avoid standing in front of a light source like a window the glare from behind because it makes lips difficult to read¹⁰, and hearing impaired-students using an interpreter experience a “lag time” in receiving information, and the interpreter will finish signing what has been said about 5–10 seconds after the speaker stops speaking, hearing-impaired students using an interpreter experience a which can exclude hearing-impaired students from participating, since by the time the student has received the full message the instructor has already identified and called on someone else¹¹.

According to Sequeira, the role of teachers in a modern context is facilitating students’ learning. In facilitating role teachers required their ability and skills to face unique needs, identification of individual students’ interest in learning the use of multisensory communication and interaction¹². Just like assessments given to regular students, students with hearing impairment must also have an assessment used to measure their ability to learn English, to give an assessment the teacher must give assignments to students, assignments are an easy method for

¹⁰ Mr. John Mpfu and Mr. Sylod Chimhenga, ‘Challenges faced by Hearing Impaired Pupils in Learning: A case study of King George VI Memorial School’, *OSR Journal of Research & Method in Education*, 2,1 (2013), p. 69

¹¹ Susan Foster, Gary Long, Karen Snell, ‘Inclusive Instruction and Learning for Deaf Students in Postsecondary Education’. *Journal of Deaf Studies and Deaf Education*, 4.1 (1999), p. 225, < <https://doi.org/10.1093/deafed/4.3.225>> accessed at 09.00 AM January 24th, 2020

¹² Teketel Agafari Hankebo, ‘Being a Deaf and a Teacher: Exploring the Experiences of Deaf Teachers in Inclusive Classrooms’, *International Journal of Instruction*, 11.3(2018), p. 477

collecting student work because they are a flexible and easily captured-all the things that teachers want to assess¹³. Teacher competence is needed so when the teachers taking a bachelors' degree, micro-teaching is an important activity, the aims of learning micro-teaching generally are to train and prepare pre-service teacher as the teachers in the future by having more knowledge, skills, proficiency, and attitude as a professional teacher on facing the job of teaching the students¹⁴. English teachers of the hearing-impaired students are mostly hearing people. They work in special schools, faced with the tremendous challenge of how to adjust their teaching to their students' impairment and also develop the latter's knowledge and skills in English¹⁵. Teachers who teach disability students have even tremendous challenges; they must combine their teaching with appropriate accommodations and modifications for students with disabilities, in this case, are hearing-impaired students¹⁶, so the

¹³ Daviq Rizal, 'Hybrid Learning of Daviq.com in the Subject of Teaching Listening and Speaking', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2017), p. 199

¹⁴ Nadiah Ma'mun, 'The Effect of Task-based Language Teaching on The Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), p. 144

¹⁵ D. Bedoin, 'English Teachers of Deaf and Hard-of-Hearing Students in French Schools: Needs, Barriers and Strategies', *European Journal of Special Needs Education*, 26.2 (2011), P. 159 < DOI: [10.1080/08856257.2011.563605](https://doi.org/10.1080/08856257.2011.563605)> accessed at 09.30 AM January 25th, 2020

¹⁶ Joanna E Cannon & Caroline Guardino, 'Literacy Strategies for Deaf/Hard-of-Hearing English Language Learners: Where Do We Begin?', *Deafness and Education International*, 14, 2, (2012), p. 88-89, <DOI: <http://dx.doi.org/10.1179/1557069X12Y.0000000006>> accessed at 11.00 January 25th, 2020

teachers not only create a classroom atmosphere to be warm and humanistic¹⁷. Teaching is also mentioned in Qur'an, AL-Baqarah: 2 (151)

وَكَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

“Even as We have sent unto you a messenger from among you, who reciteth unto you Our revelations and causeth you to grow, and teacheth you the Scripture and wisdom, and teacheth you that which ye knew not”.

Teaching has been practiced by the Messenger of Allah in conveying revelations, therefore teaching is a good thing, and it is an obligation for every Muslim, and every teacher is obliged to teach students with all their conditions, including students with special needs, in this case is hearing impaired students.

But the education system has changed in 2019. The spread of Corona Virus known as COVID-19 is a public health emergency that impacts the economic, educational and social sectors in China and throughout the world. While the impact on business is well documented, education also faces the biggest disruption in recent memories.

Institutions around the world including Indonesia banned people from traveling and order quarantine, in the education sector,

¹⁷ Nadiyah Ma'mun, 'The Effect of Task-based Language Teaching on The Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018) p. 143

learning is changed to Distance Learning at home with the guidance of teachers and parents, this is done to break the spread of COVID-19.

Numerous studies explained the challenges in teaching English for hearing-impaired students. One of the example is a research has been done by Dessaleuw Getnet. On title “Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus”. This study is aimed to explore the communication challenges faced by hearing-impaired students and teachers in inclusive classrooms. Researcher found that communication challenges occurred more in English subjects, especially listening and speaking.¹⁸

The second example is a study by Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar. On title “Teaching English to Children with Hearing Impairment: A Case Study in Special School”. This paper is aimed to show the EFL classroom activities for children with hearing impairment organized by the teacher, the teacher’s consideration in implementing and designing the EFL classroom

¹⁸ Dessaleuw Getnet, ‘Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus’, *International Journal of Business Marketing and Management (IJBMM)*, 4, 8, (2019), p. 24

activities, and challenges faced by the teacher in developing EFL classroom activities.¹⁹

The other example is a study by Fedelis Lekeaka Elemnge. On title Distance Learning Models and Their Effusiveness in Cameroon Higher Education. This study investigates the effectiveness and distribution of distance learning models in selected higher education institutions in Cameroon.²⁰

From those three research examples, there some gaps to fulfill. First, the challenges faced by the teachers in teaching English for hearing-impaired students not only focused on communicative challenges. Second, the writer did not give the strategy to face the challenges. Third, The model of learning was not Distance Learning. So, to fill those gaps, the researcher explained all about the challenges in teaching English during study from home and the strategy to face the challenges in the research that conducted.

The purpose of special schools is to provide special education for students with special needs consider their disabilities (physical, mental, and personality disorders) with that expectation students can improve their character, knowledge, and soft skills, to live and adapt to culture or the situation of the people they live in even

¹⁹ Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, 'Teaching English to Children with Hearing Impairment: A Case Study in Special School', *Pedagogy Journal of English Language Teaching*, 7.1 (2019), p. 11

²⁰ Fedelis Lekeaka Elemnge, 'Distance Learning Models and Their Effusiveness in Cameroon Higher Education', *Creative Education*, (2018), 9, p. 791

though they are disabled, but the spread of the corona virus causes learning to be done at home.

Teachers of hearing-impaired students aware of poor self-concept in their students could work to improve this through exposing students to learning situations where they will experience success²¹, especially when studying at home during quarantine.

This research is aimed at explaining teachers' challenges to teach English for hearing-impaired students during study from home as well as describing the strategies to cope with those challenges.

B. Reason for Choosing the Topic

The researcher is interested in describing challenges faced by the teachers in teaching English for hearing-impaired students during study from home for several reasons:

1. Actually, there are differences in teaching for typical and hearing-impaired students. The researcher thought in teaching hearing-impaired students, teacher must realize to the students' needs. According to Ayu, Umi, Syahreni (2019) state that students with hearing impairment need different kinds of language learning treatment compared to hearing students. This case, the research is aimed at explaining teachers' the challenges faced by the teachers

²¹ Sugeng Susilo Adiof, Frida Unsiah, Darin Fadhilah, 'Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High School', *International Journal of Education and Research*, 5.12 (2017), p. 124

students during study from home and find some strategies to face it.

2. Study From Home (SFH) or Distance Learning program is implemented to support student's learning during quarantine, this learning activity is carried out with the guidance of teachers and parents, therefore, the researcher is interested in conducting research because the researcher suspects that the challenges faced by teachers when teaching students with a distance learning program will be different from learning in the classroom as usual.
3. English is the famous language which people over the world use to communicate with each other. Thus, English is very important to study. In Indonesia, English is subject that has been taught in school. So, hearing-impaired students have the same right to get the same education as typical students in general, in this case is English education.

C. Research Question

Based on the background of the problem above, the researcher formulates the research questions. They are:

1. What challenges do the teachers face in teaching English for hearing impaired students of SMPLB N Semarang during study from home?

2. What are the strategies to face the challenges of teaching English for hearing-impaired students of SMPLB N Semarang during study from home?

D. The objective of the Study

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

1. To explain the challenges in English Teaching for hearing-impaired students of SMPLB N Semarang during study from home.
2. To explain some strategies used in English Teaching for hearing-impaired students of SMPLB N Semarang during study from home.

E. Research Focus and Scope

The focus of this research is to investigate challenges faced by three teachers in teaching English for hearing-impaired students, as well as describing the strategies to cope with those challenges. The total of participants are 3 teachers of hearing-impaired class and the Head of hearing-impaired class program. This research was conducted by observation and interview.

F. Significance of the study

1. Theoretical Benefit

The researcher wishes that this result of the study will give additional information to the readers. They will find out the information about the challenges faced by the teachers in

teaching English for hearing-impaired students of SMPLB N Semarang during study from home.

2. Practical Benefit

a. For the students

The findings of this study can provide many benefits for students especially for students as a pre-service teacher of the English education department. Theoretically, students can find out the challenges faced by the teachers in teaching English for hearing-impaired students during study from home. Practically, they can face the tremendous challenges of how to adjust their teaching to their students' impairment and also develop the latter's knowledge and skills in English. Finally, they have more knowledge, skills, proficiency, and attitude as a professional teacher.

b. For the lecturers

By knowing the findings of this research, hopefully, the lecturers will be more attention to the students as the pre-service English teacher especially on giving a strategy of teaching.

c. For the next researchers

The findings of this study can help other researchers to get a lot of information about the challenges faced by the teachers in teaching English for hearing-impaired students during study from home and the solution.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the explanation of the related kinds of literature, conceptual framework, and previous research supporting this research to analyze the data and answer the research questions.

A. Previous Research

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

1. **“Teaching English to Children with Hearing Impairment: A Case Study in Special School”**. The research has been done by Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, *Pedagogy Journal of English Language Teaching*, Institut Agama Islam Negeri (IAIN) Metro, Indonesia, (June 2019). The result of this research indicated that the EFL classroom activities used by the teacher were contextual, used some pictures on giving new English vocabularies, and this media is appropriate for students with hearing impairment limitation, characteristics, needs, and abilities. Therefore, the teacher used the classroom activities to help the students reach the target language. This paper is aimed to show the EFL classroom activities for children with hearing impairment organized by the teacher, the teacher’s consideration in implementing and designing the EFL classroom activities, and challenges faced by the teacher in developing EFL classroom

activities. The study was qualitative in nature. The data collected through observation, interview, and documentation. This paper also applied Miles and Huberman model to analyze the research data through some steps, they are data reduction, data display and drawing a conclusion. In this research, the researcher observed the teaching process and interview the English teacher for hearing-impaired students at the eighth graders of SLB (Education of physically and mentally handicapped children) Negri Metro.²²

The similarity of the thesis are the research discussed about teaching English to children with hearing impairment, and the researchers used descriptive qualitative method to collect and analyze data. But the difference is the researchers did not focus on challenges in teaching English but they focused on classroom activities.

2. The research has been done by Dessaleuw Getnet, International Journal of Business Marketing and Management (IJBMM). On title **“Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus”**. This study aims to explore the communication challenges faced by deaf students and teachers in inclusive classrooms. in conducting research,

²² Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, ‘Teaching English to Children with Hearing Impairment: A Case Study in Special School’, *Pedagogy Journal of English Language Teaching*, 7.1 (2019), p. 11

the researcher used the Biftu Nekemte Middle School as a place of research. The researcher used qualitative methods of data collection and analysis by conducting classroom observations, interviews, and analyzing documents used. Tools for collecting qualitative data are used to collect data from study participants. The researcher conducted a study of six lessons and observed to produce data about class interactions and to improve the tools for interviews. The researcher involved an English teacher, four hearing-impaired students from the mildest to severe disabilities, and student advisors to participate in the interview. To check the consistency of the plan with the observed teaching material and lesson, the researcher used the teacher's lesson plan and the student's text then analyzed. The study found that students with hearing impairment were placed in regular classrooms without special organizations that could meet the needs of both groups of students. Regular class teachers in inclusive classes teach students without foreign language translators. Researcher found that communication challenges occurred more in English subjects, especially listening and speaking. In contrast to the findings in the literature, students at all levels of interference could understand the teacher's speech; this made communication difficult among deaf students themselves. On the other hand, the problem of producing sound was also very difficult, so automatic vocalization and

reproduction are found to be problematic; there are problems with consonant substitution, speech removal and letter transposition. Because when in the learning process there is no sign language translator in the classroom which causes more severe challenges. to overcome various communication problems between teachers and students, the facilities used in the learning process need to be reorganized to transform conventional classrooms into classrooms suitable for deaf students. besides that teachers need to be trained in sign language in addition to qualifications to teach languages (English). Materials and lesson plans need to be designed to consider the needs needed by hearing-impaired students during English classes.²³

The similarity of the thesis are the research discussed about the challenges in teaching English for students hearing-impaired students and explained the strategies. The researcher also used qualitative methods of data collection and analysis by conducting classroom observations, interviews, and documentation. But, in the other hand, the difference is the previous research only focused on communicative challenges not all challenges in teaching English.

²³ Dessaleuw Getnet, 'Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus', *International Journal of Business Marketing and Management (IJBMM)*, 4, 8, (2019), p. 24

3. **“Being a Deaf and a Teacher: Exploring the Experiences of Deaf Teachers in Inclusive Classrooms”**. By Taketel Agafari Hankebo, *International Journal of Instruction*, Ethiopia (July 2018). This study focused on exploring teaching experience, mode of communication and perceptions of deaf teachers in teaching in an inclusive classrooms. The result of the study gives a sight that deaf teachers experienced negative emotion (for example, distressed, fatigue, disappointed, and irritated) because of lack of proper communication and complexity of the teaching task, poor interaction. This study used qualitative research method and using interpretive phenomenological approach to explore detail investigation into deaf teacher effective communication and interaction with their hearing students and the school community and the challenges they face in teaching. Data was collected while deaf teachers were teaching through semi structured interview and observation checklist. The interview questions and a checklist for classroom observation were reviewed by three scholars, they are one professor- from the department of special needs and two assistant professors and inclusive education at the University and the questions modified based on the comments provided by the professors²⁴.

²⁴ Teketel Agafari Hankebo, ‘Being a Deaf and a Teacher: Exploring the Experiences of Deaf Teachers in Inclusive Classrooms’, *International Journal of Instruction*, 11.3(2018), p. 477

The previous research is different from my research. The previous research did not focus on students with hearing impairment and English lesson. So that, the researcher only focused on experience of the process in teaching with limitation.

4. The research has been done by Sugeng Susilo Adiof, Frida Unsiah, Darin Fadhilah, International Journal of Education and Research, (2017). On title **“Teaching special students: English Lessons for Deaf Students in Indonesian Special Junior High School”**. This research aims to describe teachers’ challenges in teaching English for deaf students as well as the describing the strategies to resolve those challenges. This study was a descriptive qualitative research with usage of interview guides and observation sheets. The conclusion of this research is there are six challenges faced by the teacher in teaching English for deaf students. The first is that the teachers’ way to get the students’ attention without calling their names. The second challenge is that the teacher finds the students’ mistakes in understanding words because of similar lip movements to other words. The third challenge is that the teachers’ way to give a definition and example of the word before going to the next material, considering the students’ limited vocabularies. The fourth challenge is that the teacher finds the students have difficulties to differentiate similar words in different contexts. The fifth challenge is that

the difficulties faced by the teacher in delivering the material in relation to the lack of background knowledge of the students. The last challenge is that the teachers' way to repeat some materials before going to the next material.²⁵

The previous research is similar to my research which discusses about the challenges in teaching English for students hearing-impaired students in Indonesian Special Junior High School, and also the last analysis used observation to collect the data and to use a qualitative method. However, this study has difference, the previous research did not discuss about the challenges in teaching English for hearing-impaired students during study from home.

5. The research has been done by Fedelis Lekeaka Alemnge, Creative Education (Journal), (2018). On title **“Distance Learning Models and Their Effusiveness in Cameroon Higher Education”**. This study investigates the effectiveness and distribution of distance learning models in selected higher education institutions in Cameroon. This research has several specific objectives, those are: a. To identify current distance learning models used in higher education throughout the world, b. To describe and identify learning models that are currently used in a number of Cameroon's higher education

²⁵ Sugeng Susilo Adiof, Frida Unsiyah, Darin Fadhilah, 'Teaching special students: English Lessons For Deaf Students in Indonesian Special Junior High School', *International Journal of Education And Research*, 11.3, (2017), p. 124

institutions and, c. To assess the effectiveness of institutions in implementing the distance learning model. The results of the study indicate that in general higher education institutions around the world use at least seven models in distance learning programs. Cameroon's higher education institutions use the most Multi-media, and telelearning distance learning models.²⁶

The previous research is different from my research. The previous research did not focus on the challenges faced by the teachers in teaching English for hearing-impaired students. But, the similarity is to indicate Distance Learning.

B. Literature Review

In this theoretical review, there are five points, those are: English Teaching and Learning, Teaching Materials, Distance Learning and Distance Education, Hearing Impairment, and Learning with Hearing Loss.

1. English Language Teaching and Learning

1.1. Teaching and Learning in General

More specific definitions of learning are the result of reinforced practices which then cause relatively permanent changes in a person's behavior. From this definition it can be said that learning can be

²⁶ Fedelis Lekeaka Elemnge, 'Distance Learning Models and Their Effusiveness in Cameroon Higher Education', *Creative Education*, (2018), 9, p. 791

defined as activities to help someone to learn how to do something, give instructions, guide in learning something, provide knowledge, so that the outcome of the learning process is a knowledge and understanding of something²⁷.

Teaching is guiding and facilitating the learning process, and creating conditions for learning. An understanding of how students learn will determine several things in the teacher, such as educational philosophy, teaching style, approaches, methods and techniques of teaching in the classroom. According to Johnson, learning is a reflection of the individual student system that shows attitudes associated with the given task. Teaching is a reflection of the individual system of teachers who act professionally²⁸.

While the above definitions of learning and teaching might meet the agreement of most linguists, psychologists, and educators, the clear points of disagreement become clear after a bit of digging into the components of each definition. For example is language a set of habits or system of

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Prentice Hall, 1994) p. 85.

²⁸ Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press, Inc, 2002), p. 19.

rules that are internalized. Different points of view emerge from scholars of the same knowledge.

The definition or theory of teaching that is expanded will spend the governing principles to choose certain methods and techniques. A teaching theory that is aligned with an integrated understanding of learning and the subject matter to be studied, will show the way to a successful procedure on a particular day for learners given under various constraints from a particular learning context.

1.2. English Teaching and Learning

English Language Teaching is based on the idea that the goal of language acquisition is communicative competence²⁹. It adopts concepts, techniques, and methods in the classroom for recognizing and managing the communicative needs of the language learners.

In teaching, there are some important components. According to Hamruni, there are 10 important components. They are:

- a. Teacher

²⁹ E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching*, (New Delhi: Discovery Publishing House, 2004), p.14

The teachers are the most important factor because they are learning actors.

b. Learners

Learners are component of the learning activities to develop potential into real ability to achieve learning objectives.

c. Objectives

The objective is the foundation to determine materials, strategies, media, and evaluation.

d. The study materials

The study material is a medium to achieve the learning objectives in the form of material arranged in a systematic and dynamic in the direction of interest and the progress of science and the demands of society

e. Learning activities

So that learning objectives can be achieved optimally, thus determining the learning strategy needs to be formulated component of the learning activities in accordance with the standard of the learning process

f. Methods

Methods are the ways used to achieve the goals that have been set instruction

g. Tool

In the learning process, tool is divided into two: the verbal tools (prohibitions, errands, commands, etc.) and nonverbal (globes, maps, styles boards, etc.).

h. Learning resources

Learning resources are anything that can be used as a reference point or where the learning materials can be obtained. For example, in the book, the environment, museums, etc.

i. Evaluation

Evaluation is a component that serves to determine whether the goals set have been achieved

j. Situation or environment

Environmental influences in determining teacher teaching strategies. The environment is one of the situations and physical conditions and relationships between humans, for example with friends, and learning with others³⁰.

All of these components are important, but there are three components that are very important in the learning process, they are the

³⁰ Hamruni, *Strategi dan Model-model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga, 2009), p.10-12.

teacher, material, and students because teaching and learning process will proceed with their presence. In delivering the material, the teacher also needs methods to convey the materials to students easily.

1.3. Teaching and Learning for students with Hearing Impairment

Language is a complex learning behavior. Language disorders can occur due to several reasons. Among them, namely, language disorders can be caused by so many different aspects of each individual involved in language learning. A student with hearing impairment may not learn to speak normally³¹.

Hearing impairment can make learning very difficult for students, in the first few years of life, children born with hearing loss usually cannot easily develop speech and language normally. Many children with hearing loss receive additional instruction outside the regular classroom. Educational approaches taken to help students with hearing loss learn fall into two categories: oral and manual. Oral approaches include approaches taken

31 Anita E. Woolkfolk, *Education Psychology*, (Canada: Pearson Education Canada Inc., 2006), p. 135.

by lip reading, speech reading (dependence on visual cues for teaching reading), and whatever students hear, while the manual approach involves sign language and finger spelling. Oral and manual approaches are increasingly being used in the learning process for students who have hearing loss.³²

2. Teaching Materials

2.1. Teaching Materials in General

Teaching materials are the main component in teaching language programs. Whether in the process of teaching the teacher uses textbooks, materials that are prepared, or uses the materials themselves. Teaching materials serve as a basis for many language input to be taught and accepted by students and language practices that occur in the learning process. teaching materials can be (a) printed materials such as books, workbooks, worksheets, or readers, (b) non-printed materials such as cassette or audio, video, or computer-based materials, and (c) materials that consist of both printed sources and non-printed materials such as self-access materials and materials on the internet.

³² John W. Santrock, *Educational Psychology*, (New York: McGraw-Hill Inc., 2004), p. 176.

In addition, materials that are not designed for instructional use, such as magazines, newspapers and TV material, can also play a role in the curriculum.³³

2.2. Grading Teaching Materials for Hearing-Impaired Students

In teaching students with limitations, teaching materials are often added with materials that provide additional practice, feedback about progress, and increase motivation. Students spend a lot of time in classroom to learn with their own teaching material, so it is important that the material does not lead to frustration, failure, and practicing mistakes. These are some of the materials that are roughly used for hearing-impaired students by researchers from the encyclopedia.

a. Auditory Materials

1. Audio tapes, video tapes, and other auditory materials can be converted into a printed format so that students with hearing impairments can access them. When transcribing videos, be sure to

³³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 1996), p. 65-66.

mention the sound and actions that might occur regardless of the spoken text, and show the settings or changes in the scene as well.

2. If available, use the Learning Assistant Tool. This device consists of a transmitter that transmits electronically enhanced sound to a receiver worn by individuals who are hard of hearing.

b. Reading

1. Providing or adapting reading material with an appropriate reading level and providing reading material at this same reading level.
2. Use very visual material, for example lots of pictures, drawings, diagrams in reading assignments.

c. Writing

Writing material for hearing-impaired students:

- 1) Change long sentences.
- 2) Reducing the burden of vocabulary that is difficult to understand.
- 3) Reducing the concept of being too dense.

- 4) Stay with simple coordination conjunctions (eg, but, so, for, and) and avoid the less common traditional words (however, as a consequence, however, though).
- 5) Make meaning and application clearly.
- 6) Use context as a memory aid
- 7) For new terms, repeat the word many times in various contexts³⁴.

The explanation above can be said that the material given to students with hearing loss is easier as material given to students in elementary school. When the material is delivered to students, teachers must pay attention to the use of vocabulary that is difficult to understand and can make students confused. The teacher tries to speak normally, not too fast or too fast. The teacher must also pay attention to the position when facing the students when speaking, because students can understand the material or instructions given by reading the lips and seeing body movements

2.3. The Role of Instructional Material

³⁴ Google, The Free Encyclopedia, "Hearing Impairment", <http://www.as.wvu.edu/~scidis/hearing.html>, accessed at 10.00 AM February 24th, 2020.

Teaching Materials is designed with the assumption that learning begins and is monitored by the teacher. The teacher must know the learning plan by making learning plans and preparing materials for teaching in class so that the learning process can run effectively. Richard in his book entitled *The Context of Language Teaching*, stated the importance of learning material. Namely as follows:

- a. The material can facilitate communication skills
- b. The material will focus on communication that is easily understood by students and relevant
- c. The material will direct students towards interests and involve intelligence and creativity
- d. The material will involve the types of texts offered, and the use of different media, so students can develop their competencies through a variety of different activities and tasks.³⁵

³⁵ Jack C. Richard, *The Context of Language Teaching*, (New York: Cambridge University Press, 1985), p. 20

3. Distance Learning or Distance Education

The basic definition of distance learning assumes that teachers and students are separate in spatial dimensions and use technological resources.³⁶

Distance education is a type of education where students are not required to be physically present at school. In other words, you study, learn, and qualify in your chosen subjects online without having to attend the test center, a college building, or university campus.

Distance learning or distance education, is not something prepared by tertiary education, it is a reality that creates challenges and opportunities for educational institutions; a reality that offers students expanded choices in where, when, how and from whom they study; so that education can be accessed by more and more people.³⁷

The learning methods used in distance learning are divided into two basic groups: synchronous and asynchronous learning. the

³⁶ Casarotti , Filliponi, Pieti, & Sartori, 'Educational Interaction in Distance Learning: Analysis of One-Way Video and Two-Way Audio System'. *PsychNology Journal*, (2002), 1.1, p. 28 – 38.

³⁷ Manijeh Sadeghi, 'A Shift from Classroom to Distance Learning: Advantages and Limitations', *International Journal of Research in English Education* ,(2019), 4.1, p. 81

definition of synchronous learning is a mode of learning that is attended by students at the same time. This is a traditional classroom teaching method even though students are located far away. This learning model requires a schedule that must be arranged. the second is asynchronous learning mode is where participants access subject matter on their own schedule so that it is more flexible. Students are not required to be together at the same time. These two methods can be combined to provide one course.³⁸

3.1. Advantages and Disadvantages of Distance Learning

According to Manijeh Sadeghi (2019) in International Journal of Research in English Education, there are advantages and disadvantages of Distance Learning. Those are:

1. Advantages:

a. Study from Anywhere, Anytime.

The best thing about distance education is that you can learn it from anywhere and at any time. No matter where and when students study (Nagrare, 2013).

b. Saving Significant Amount of Money

³⁸ Marija Buselic, 'Distance Learning-Concepts and Contributions', *Oeconomica Jadertin*, (2012), 1. p. 27

Students don't have to live in the same city or in the same country to attend a learning institution. students can study wherever they have access to computers and the Internet connection. In addition, courses offered at distance learning centers are cheaper than courses provided at traditional education center (Brown, 2017).

c. No Commuting

If students are opting for a distance education, then they do not have to commute in crowdedbuses or local trains. Students need a computer with an internet connection in your home (Nagrале, 2013)

d. Flexibility to Choose

Distance learning allows students to manage their learning schedule according to their convenience without following a regular study schedule (Brown, 2017)

e. Saving Time

There is no time wasted in going to and from college, no time wasted waiting for a bus or train. In a distance learning program, your

classroom is right in your bedroom (Bijeesh, 2017).

2. Disadvantages

a. High Chances of Distraction

without faculties around for face-to-face interaction and no classmates who can help constant reminder about pending assignments, chances of being interrupted and missing deadlines are very high (Bijeesh, 2017)

b. Complicated Technology

Complicated nature of technology used in distance learning only limits online education for students who understand computers and technology (Brown, 2017)

c. No Social Interaction

Distance learning only limits students to classes and learning materials that are based online (Brown, 2017)

d. Difficulty Staying in Contact with Instructors

When students are in distance learning, however, they are going to have more difficulty getting in touch with their instructor. Though they can send an email, it's not going to get them the immediate

response they would get if they were able to sit down with their instructor (Huft, 2017).

e. Job Markets Do Not Accept Online Degrees

It can be very dangerous if students really rely on distance education to get a degree. The students might get a degree but it will not be recognized by private companies in the job market and the same problems in government work.³⁹

4. Hearing Impairment

4.1. Definition of Hearing Impairment

Hearing impairment is a general term used to describe all degrees and types of hearing loss and deafness⁴⁰. According to Tan Oon Seng and his colleagues said that Hearing Impairment is defined as a genetic term that indicates hearing disability that can range from mild to very deep, including subsets of deaf and severe hearing.⁴¹

From this definition, it can be said that hearing impairment can be a cause of learning to

³⁹Manijeh Sadeghi, 'A Shift from Classroom to Distance Learning: Advantages and Limitations', *International Journal of Research in English Education*, (2019), 4.1, p. 83-84

⁴⁰ Westwood, P., (2011). *Commonsense Methods for Children with Special Educational Needs* (2nd Edition). New York: Taylor & Francis e-Library, p. 122

⁴¹ Tan Oon Seng, et. al., *Educational Psychology: A Practitioner-Researcher Approach*, (Singapore: Thomson Asia Pte Ltd, 2001), p. 144.

be very difficult for students because they have to learn in systems and ways that are different from other normal students.

Distance learning can provide advantages if the needs of students and teachers are met and it also can provide disadvantages if learning with unpreparedness from both teachers and students.

4.2. Types of Hearing Impairment

The key features of each type of are summarized below:

1. Conductive hearing loss

Conductive hearing loss is a hearing loss that occurs when sound does not reach the middle ear or inner ear (cochlea), this is due to several physical abnormalities suffered, such as blockages or damage.

2. Sensory-neural loss

Sensory-neural hearing loss is a disorder related to the inner ear and auditory nerve. This disorder is the most serious hearing loss. So that sufferers cannot hear

much noise even the sounds that are heard can be distorted.⁴²

Distance learning can provide advantages if the needs of students and teachers are met and it also can provide disadvantages if learning with unpreparedness from both teachers and students.

5. Learning with Hearing Loss.

At birth, one's ability to hear cannot be known. But if there is cognitive disability, it will continue to grow. In the learning process, students who do not have their hearing impairment will get good learning outcomes because they will easily receive information that enters the brain more accurately, and in accordance with what they have learned. Actually students with hearing loss also have speech disabilities⁴³.

In teaching teachers must pay special attention to students who have limitations, this will be one of the teacher's tasks to make students follow the lessons well. The teacher has a big task in developing students' ability to learn English and also their attitude even though the material being

⁴² Ayu Agustiana Dewi, Umi Yawisah, Syahreni Siregar, p. 13

⁴³ Bandie Delphie, *Pembelajaran Anak Berkebutuhan Khusus*, (Bandung: PT. Refika Aditama, 2006), p. 102.

taught is very simple. According to interactional theory, students with hearing loss can adjust material from the teacher by using cues. Therefore good interaction between the teacher and students, then the learning process will run well and effectively because the teacher can share the material easily and students can quickly receive the material.⁴⁴

In teaching teachers must pay special attention to students who have limitations, this will be one of the teacher's tasks to make students follow the lessons well.

2.2. Challenges in Teaching English for Deaf Students

The definition of challenge based on Cambridge Dictionary is (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.⁴⁵Talking about challenge, In teaching English for students with hearing impairment, the teacher will get some challenges in teaching English, because hearing-

⁴⁴ Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, (New York: Oxford University Press, 2000), p. 42-43.

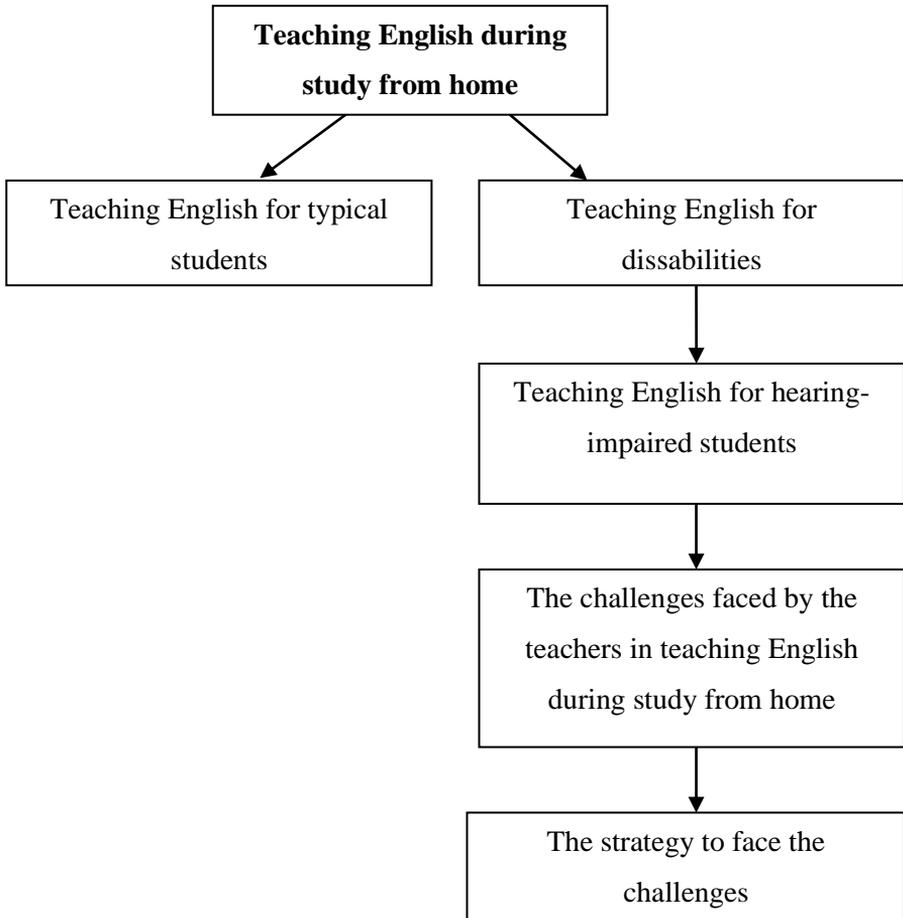
⁴⁵ <https://dictionary.cambridge.org/dictionary/english/challenge>, accessed at 10.50. 12th May, 2020

impaired students cannot fully process the information in the form of sounds, while the normal students can process them. it is according to Sugeng, Susilo, Darin (2017), they stated that there were six challenges faced by the teachers in teaching English for hearing-impaired students. The first is the teacher needs to get students' attention without mentioning their names. The second challenge is that the teacher found that students made mistakes in understanding words because of similar lip movements in other words. The third challenge is that teachers need to provide definitions and examples words before going to the next material, given the student's limited vocabulary. The fourth challenge is that the teacher finds students having difficulty in distinguishing similar words in different context. The fifth challenge is that the teacher finds some difficulties in conveying material, with respect to the lack of background knowledge of students. The final challenge is that the teacher needs to repeat some material before proceeding to the next material.⁴⁶

⁴⁶ Sugeng Susilo Adiof, Frida Unsiyah, Darin Fadhilah, 'Teaching special students: English Lessons For Deaf Students in Indonesian Special Junior High School', *International Journal of Education And Research*, 11.3, (2017), p. 133

C. Conceptual Framework

In order to give the guidance for the writer and the readers in understanding the research, the writer makes a conceptual framework about the content of the research, as follow:



CHAPTER III

RESEARCH METHOD

This part discusses the method applied in conducting this research which consists of place and time of the study, research design, data sources, the techniques of data collection, research instrument, and data analysis. The research method basically is a scientific way to get data with a special purpose and use⁴⁷. Thus, the role of a method is very important and significant to determine appropriate methods in deciding research will be success or failure.

d. Context and Setting of The Study

The researcher conducted this study on three English teachers in hearing-impaired class of SMPLB N Semarang in 2 days, on 3rd-4th May 2019, and the researcher had already done survey in 6th of March in order to know the number of English teachers and asking some questions in order to know the process of doing my research at the school.

1) Research Design

Qualitative research (non hypotheses) is the research done by scientists of anthropology and sociology. the researcher will give understanding about definition of in universe or environment.⁴⁸ Qualitative research is important and exciting. It is a highly rewarding activity because it

⁴⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

⁴⁸Neolaka Amos, *Metode Penelitiandan Statistik*, (Bandung: PT RemajaRosdakarya), 2016, P.199.

engages us with things that matter, in ways that matter. Through qualitative research the researcher can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. We can do all of this qualitatively by using methodologies that celebrate richness, depth, nuance, context, multi-dimensionality and complexity rather than being embarrassed or inconvenienced by them. Instead of editing these elements out in search of the general picture or the average, qualitative research factors them directly into its analyses and explanations. This means that it has an unrivalled capacity to constitute compelling arguments about how things work in particular contexts. More than that though, while not all qualitative researchers are on a mission to produce ‘the general picture’ of how things work, the qualitative habit of intimately connecting context with explanation means that qualitative research is capable of producing very well-founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions.⁴⁹

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

⁴⁹Mason Jennifer, *Qualitative Researching*, (California: The Cromwell press), 2002, P.01

field.⁵⁰ The researcher conducted the research in SMPLB N Semarang. This study explained challenges faced by the teachers in teaching English for hearing-impaired students of SMPLB N Semarang during study from home as clearly as possible.

2) Data sources

Before conducting research, researchers must determine the type of data to be carried out and the steps to be taken. In qualitative research will require descriptive analysis, looking at notes, verbal notes, recording observations and interviews, information from documentation material from data sources.⁵¹Prastowo states that consideration of data source is based on the kind of the data determined. This study used primary source, particularly in normative research based on document source or reading material.⁵²

The primary source of this research is from:

1) Three teachers of SMPLB N Semarang

The participants of interview are three teachers of hearing-impaired class who teach all subjects including English. Three teachers gave all the information about how the process of

⁵⁰AndiPrastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

⁵¹ Mohamad Mustari & Taufiq Rahman, *Pengantar Metode Penelitian*, Yogyakarta : Laksbang Pressindo, (2012), P. 37

⁵²Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014, p. 207

English Language Teaching, the point is the challenges that the teachers faced in teaching.

2) The Head of hearing-impaired class program

The researcher conducted observation by conducting interview with the Head of hearing-impaired class program carried out by written communication (WhatsApp) to replace classroom observations.

3) The technique of Data Collection

The data collection methods can be applied by participant observation, in-depth interview, documentation, and combination among them or triangulation. Data is information which is got by a specific measurement. It is used as the underlayment in arrange logic argumentation to be fact.⁵³ Collecting data is identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors of paramount concern in this process is the need to obtain accurate data from individuals and places.⁵⁴ In the methodology there are several techniques in collecting data, such as observation, interview, questionnaire, documentation and test, in this research, the researcher conducted the

⁵³Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT. RinekaCipta, 2006) p.104

⁵⁴ John W Cresswel, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (New Jersey: Person Education, 2012), p. 9-10

observation, interview, and documentation to receive data of this research.

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

a. Observation

The observation is one of data collection methods that observes and records of the research object, then recording conducted necessary to obtain the corresponding data to the research. Methods of data collection had been conducted to observe form about the teaching process during Study From Home (SFH).

The researcher conducted observation by conducting interview with the Head of hearing-impaired class program and students carried out by written communication (WhatsApp) to replace classroom observations. Observation was made to observe their perceptions about Study From Home and learning process such as assignment collection.

The result of observation did in all hearing impaired classes of SMPLB N Semarang. And the first result is about the learning process, it is done through giving and collecting assignments, for 7th and 8th grade, collecting assignments are given extra time. But for 9th grade, they are given time 1,5 hours

or 2 hours to collect their work, giving time for collecting assignment to be adjusted to the type of exam.

Second result is the teachers and students perspectives about Study From Home (SFH) program, they said that SFH program makes them sad, but for the common good, they try to accept the condition even though they know that SFH program is not effective learning. In this section, students express their prespectives through pictures and videos over the impact of Covid-19 on their learning.

b. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that requested. The researchers' target of interviewer is teachers of SMPLB N Semarang. The teachers gave all the information about how the process English Language Teaching and the point is the challenges faced by the teachers in teaching English for hearing-impaired students during study from home. The interview was conducted by Via Whatsapp and

Video Calls and record by audio recorder to ease researcher in reviewing the information.

c. Documentation

Documentation is a technique of data collection by analyzing and gathering documents, whether electronic, written documents, and pictures.⁵⁵ The collection of several documents were in the form of pictures and written documents that support research, those are student's encouragement card and student's worksheet.

4) Research Instrument

In this research, the researcher used interview sheet as the instrument of the data collection technique to answer the research question of this research. In the interview, the interview took only a guideline that outlined the things requested. The target of interviewer is teachers of hearing-impaired class in SMPLB N Semarang.

5) Data Analysis

Data analysis is the process of systematically searching and managing data that has been achieved from the result of interviews to explain the challenges faced by the teachers in teaching English for hearing-impaired students of SMPLB N Semarang during study from home. This study used a descriptive qualitative research based on data

⁵⁵Nana Syauid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004), p.221.

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

a) Reduction

Reducing the data means choosing point things, resuming, focusing on the important things, looking for the theme and pattern. So, the data will give a clear explanation, and it will be easier for the researcher to collect the next data, and look for it if it is needed.⁵⁶ The data reduction of this research applied by way of summarizing, and focus on the things that are important, and discarded data that are considered to be important from the interview obtained from research. This involved making a transcription of the interview, then selecting the challenges faced by the teacher based on the interview guide. The next was listing the strategies from the teachers to face the challenges. The data needs to be rechecked to find out some points or answers that are unclear, so the data reduction process can be easier.

b) Data Display

After reducing all of the data, the next step was displaying the data. In qualitative research, it can be done in short explanation. Data display of this research carried out by making a display of short explanation of the data reduction

⁵⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta CV), 2014p. 274

results. It purposed to make easy for the researcher in understanding what would happen, planning next task based on what is understood of it. It began with describing the challenges faced by the teachers during study at home based on the trancription of the interviews. The last data is explained the strategies to face the challenges.

c) Conclusion Drawing/Verification

Conclusion is the final step in the data analysis technique.⁵⁷ This research used narrative analysis as a technique of data analysis. Narrative method a form of qualitative data analysis. In analyzing the interview data, the researcher identified any information that gain as the result of interview by interpreting the descriptive summaries of the challenges that teachers face and the strategies that teachers use in teaching English for hearing-impaired students. All the data had been processed by the writer were concluded. Afterwards, the conclusion was verified by looking back of the data reduction and data display after collecting the data.

⁵⁷Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014, P. 239

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of a study conducted among English teachers for hearing-impaired class in the SMPLB N Semarang. This chapter was divided into two parts:

A. Finding

To answer the research questions, the findings of the research based on the results of interview. Yet, the researcher needed to conduct the observation to cross-check the data from the interview with the data from observation as a part of data triangulation. The finding presents the analysis of the research data by categorizing the data into two: The challenges faced by the teachers in teaching English for hearing-impaired students during study from home as well as describing the strategies to cope with those challenges.

I. The Result of Interviews

The participants of interview are three teachers of hearing-impaired class who teach all subjects including English. The interview with three teachers was conducted using the interview sheet with five questions, and every question has sub-points. From the interview, the researcher obtained the data to answer the research question. In the interview sheet, question number 1 and 2 was intended to know the teacher's name and what class the teacher teaches.

Questions number 3 were intended to know the skills are taught by teachers for hearing-impaired students in learning English. Then, questions number 4 and 5 were intended to find out what the teacher's challenges were in teaching English for hearing-impaired students during study from home. Those questions were also intended to find out what the teacher's strategies were to face the challenges in teaching English for hearing-impaired students. From the interview, there were three challenges faced by the teacher in teaching English for hearing-impaired students.

a. Challenges in Teaching English for Hearing-Impaired students

From the data students' interview, the teachers explained the challenges faced by the teachers in teaching English for hearing-impaired students during study from home:

Interviewer: "What challenges do you face in teaching English for hearing impaired students?"

Interviewee 1: "*tantangan mengajar Bahasa Inggris selama SFH ini tidak maksimal dalam melatih pengucapan siswa*" (the challenge of teaching English during SFH is not optimal in practicing the pronunciation of students).

Interviewee 2 : "1. *Hp dibawa orang tua kerja sehingga menunda-nunda anak mengerjakan tugas-tugasnya bahkan sampai menumpuk.* 2. *Untuk pemahaman anak*

terhadap materi tergantung bagaimana orang tua menyampaikan materinya, memberi latihan-latihan di rumah. 3. Untuk pengucapan dalam bahasa Inggris masih sangat sulit, karena tulisan dan ucapan berbeda, lebih menekankan ke tulisan” (1. Mobile phone is brought by parents to work, so that the children delay doing their tasks even when the tasks are piled up. 2. For children's understanding of the material depends on how parents deliver the material and provide exercises at home. 3. For English pronunciation is still very difficult, because writing and speech are different, so more emphasis on writing.

Interviewee 3: *“kalau kendala kadang yang kita sampaikan ke anak maksud yang kita mau berbeda dengan yang diketahui anak mbak, meski sudah kita sampaikan maksud tujuan kita ke ortu juga tapi kadang tetep ortu juga kurang bisa menyampaikan ke anaknya”* (for the matter of challenges, sometimes the intentions that we convey to children are different from what children know, although we have conveyed our intentions to parents as well but sometimes parents are also less able to convey to their children).

From the data teachers' interview, the teachers explained the challenges faced by the teachers in teaching English for hearing-impaired students during study from

home. The first challenge is barriers to teach pronunciation. In teaching pronunciation, the students must listen directly to the pronunciation of each word clearly, because the student is a hearing-impaired student, students can imitate the lip movements of the teacher to practice pronunciation. So that, this shows that practicing pronunciation to the students face to face is important, so when learning takes place is distance learning, the teacher will find challenges in teaching pronunciation to the hearing-impaired students.

The second challenge is lateness of collecting assignments. In this case, mobile phones are the main means of distance learning, all forms of learning activities such as giving assignments, collecting assignments, and giving instructions are carried out via mobile phones, this requires students to always stay in contact with the teachers by mobile phone, if students are late getting information from teacher, this causes the learning do not run effectively including giving assignment and collection of assignments, moreover the main user of the Mobile phone is parents of the students, so that all information that has been conveyed by the teacher is not immediately received by the students. Delay in the collection of assignment can also be caused by the teacher's activity of using a mobile phone that cannot be done at any time, so

students cannot get a quick response from the teacher. In this case, the teachers have to give clear explanation in giving assignment and the teachers also have to set deadlines for collecting assignment, so it can help the teacher in giving score to the results of the assignment, and the teacher can give the next assignment without any prior assignment.

The last challenge is student's misunderstanding to the instructions given by the teacher. Distance learning makes students cannot meet directly with the teacher such as to consult their assignments face to face, even though the hearing-impaired students needs to get full guidance to understand something. In this case, giving instructions via online must be given clearly to parents, so parents can provide direct and clear understanding to students, or giving instructions can be carried out directly to students if it is considered effective.

b. Teacher Strategies to Cope with the Challenges

Based on the next question of interview, the teachers explained the strategies to face the challenges.

Interviewer: "What are the strategies to face the challenges of teaching English for hearing-impaired students?"

(Strategy in Teaching Pronunciation)

Interviewee 1: *“saya tidak ajarkan (pengucapan), karena tidak bertemu langsung, bisa berlatih pengucapan di rumah dengan orang tua”* (I do not teach pronunciation, because I do not meet with students, so students can practice pronunciation at home with their parents).

The teaching process is hampered due to the distance constraints between the teacher and students, one of the results of these distance constraints, the teacher cannot teach pronunciation to students, remembering students are deaf students who need special teaching with face-to-face teaching. Strategy to face the challenges in barriers to teach pronunciation above is teaching pronunciation at home with the guidance of parents. So, while students learn at home, teaching pronunciation must be guided by parents, because teaching pronunciation to the hearing-impaired students must be done face to face by using lip movement with the teacher, in this case is parent as teacher.

(Strategy in Lateness of Collecting assignment)

Interviewee 2: *“Tidak semua orang tua bisa stand by di rumah, ada yang harus banting tulang tiap hari supaya dapur tetap ngebul, ya tetap saya terima (pengumpulan tugas) meski klewat harinya, yang penting mengumpulkan tugas”* (Not all parents can stand by at home, there are parents who have to work hard every day

in order to be able to meet the needs of the kitchen, so I still receive (collection of tasks) even though passing by the day, the important thing is the students keep collecting assignments).

The strategy to face the challenge in lateness of collecting assignment is the teacher gives additional time to the students, This is because the teacher understands the condition of students who do not always maintain communication with the teacher via cell phone.

(Strategy in giving instruction)

Interviewee 3: *“iya mbak, ada grup kelas untuk saya dan anak-anak, ada grup orang tua juga”* (yes mbak, there is a class group for me with the children and parents).

The strategy to face student’s misunderstanding to the instructions given by the teacher is creating WhatsApp Group with parents. So that the teacher more easily communicates with parents and students in terms of coordinating student learning at home.

Based on the data above, we can conclude that there three strategies to face the challenges. First, teaching pronunciation at home with the guidance of parents. Second, giving additional time in gathering tasks. Third, creating WhatsApp Group with parents.

According to journal from Sugeng, Frida, Darin (2017) in International Journal of Education and Research. There are some strategies that have correlation with the answers of interviewees in this research, those are:

1) The teacher needs to addapt the material and media. From the result of interview:

Interviewer: What materials are taught for hearing-impaired students in 7th grade bu?

Interviewee 1: “*Materi kelas 1 SD sekolah umum*” (Material for 1st grade of regular elementary school).

Interviewer: What materials are taught for hearing-impaired students in 8th grade bu?

Interviewee 2: “*Menyalin kosakata bahasa Inggris dan artinya dalam bahasa Indonesia, memberi soal untuk dikerjakan*” (Copying English vocabulary and its meaning in Indonesian, giving questions to work on)

Interviewer: Have you been taught the material about tenses?

Interviewee 2: “*Belum mbak, boro-boro bikin kalimat mbak, pokoknya materi masih sangat sederhana*” (Not yet mbak, let alone make a sentence mbak, the material is still very simple).

From the statment above we can conclude that it can be concluded that the material taught to hearing-impaired students is easier than the material taught to typical students, it means the material taught to hearing-impaired students is still basic.

2) Giving the students homework/assignment to enrich their knowledge

Interviewer : Do you give assignment to students during study from home?

Interviewee 3: *“saya tidak mengajar online, kegiatan saya hanya memberi latihan soal online, dan juga memberikan soal-soal online ke siswa, baik tes soal tes semester 2 maupun ujian sekolah”* (I do not teach online, my activities only provide online practice exercises, and also give questions online to students, both 2nd semester and school exam questions).

From the statement of interviewee, we know that during study from home program, the teachers give some assignment to enrich their knowledge and to give the student's exam score.

3) Skills are Taught by the Teachers for Hearing-Impaired during study from home

According to Ayu, Umi and Syahreni (2019), In Pedagogy Journal of English

Language Teaching, they stated that Selecting the EFL classroom activities should be suitable with the condition of the students, the age of students and characteristics of the students. So it means that English language skills taught to students are also adjusted to the conditions of the students.

Interviewer: How do you teach speaking, writing, reading, and listening for hearing-impaired students in learning English?

Interviewee 1: *“Mengajar skill mendengarkan materi bahasa inggris selama SFH ini belum bisa diajarkan karena mereka mempunyai keterbatasan dalam pendengaran, jadi hanya skill membaca menulis”* (Teaching listening skill to students during SFH cannot be taught because students have limited hearing, so the skills taught are only reading and writing skills).

Based on statement above, due to hearing limitations and lack of pronunciation, hearing-impaired students mainly rely on visual input and word output to learn English, so that the skills taught by the teacher are only writing and reading.

4) Delivering material to the hearing-impaired students

According to Honeyman and Miller (1993), Distance learning is a field of education that focuses on teaching methods and technologies with the aim of providing individual teaching to students who are physically absent in traditional educational environments such as classrooms. In this case, as a substitute for the teacher, the role of parents is needed to guide student learning at home, because hearing-impaired students need special assistance directly when learning.

Interviewer: how do you deliver material for hearing-impaired students during study at home?

Interviewee 2: *“untuk pemahaman anak terhadap materi tergantung bagaimana orangtua menyampaikan materinya”* (for children's understanding of the material depends on how parents deliver the material).

From the statement of interviewee, we know that communication and cooperation between teacher and parent is needed to make student's learning at home effective

B. Discussion

The first challenge is barriers to teach pronunciation. The teacher's strategy to cope this challenge is teaching pronunciation at home with the guidance of parents. The second challenge is lateness of collecting assignments. The teacher's strategy to cope this challenge is giving additional time in gathering tasks. Both of two challenges above give additional information to the Journal from Sugeng, Frida, Darin (2017) in *International Journal of Education and Research*. It described six challenges faced by the teachers in teaching English in the classroom clearly, and it did not discuss the challenges during study from home, so to fill those gap, the researcher explained the challenges in process teaching English with hearing-impaired students during study from home and the strategy to cope it.

The third challenge is students' misunderstanding to the instructions given by the teacher. Similar to the previous research by Dessaleuw Getnet, On title "Communication Challenges between Hearing Impaired Students and EFL Teachers in Inclusive English Language Classrooms: Biftu Nekemte Senior Secondary School in Focus". This study aims to explore the communication challenges faced by deaf students and teachers in inclusive classrooms. The previous research discussed about the communicative challenges in teaching English for hearing-impaired students in inclusive

classroom, it did not discuss the communicative challenges during study from home. So, to fill those gap, the researcher explained the challenges in communicating with students during study from home and the strategy to cope it.

From the discussion above, the researcher believes that the patience of the teacher is very important in the process of delivering the material and instruction in the process of teaching and learning for hearing-impaired students during study from home.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher presents a conclusion and gives suggestion related to data analysis and discussion result:

A. Conclusion

The data shows there are three challenges faced by the teachers in teaching English for hearing-impaired students during study from home as well as describing the strategies to cope those challenges, those are:

1. The data shows there are three challenges faced by the teacher. The first challenge is barriers to teach pronunciation. The teaching process is hampered due to the distance constraints between the teacher and students, one of the results of these distance constraints, the teacher cannot teach pronunciation to students, remembering students are deaf students who need special teaching with face-to-face teaching. The second challenge is lateness of collecting assignment. The main user of Mobile Phone is parents of the students, so that all information that has been conveyed by the teacher is not immediately received by the students, it caused lateness of collection assignment. The last challenge is student's misunderstanding to the instructions given by the teacher. Distance learning makes students cannot meet directly with the teacher such as to consult their assignments

face to face, even though the hearing-impaired students needs to get full guidance to understand something.

2. The teacher faced those challenges in several ways. First, teaching pronunciation at home with the guidance of parents. Second, giving additional time in gathering tasks. Third, creating WhatsApp Group with parents. The teacher also explained that material taught to hearing-impaired students is easier than the material given to regular students, and the English language skills taught are only reading, writing, and speaking, considering that they have limited hearing. Although this research provides information about the challenges of teaching English for Hearing-impaired students during study from home, however, the findings of this research cannot be used as a generalization for all English teachers in special schools.

B. Suggestion

The researcher's suggestions are:

1. Teacher Education Colleges
Teacher education colleges should provide appropriate support and skills for the teachers in pre-service program. They should be supported by relevant continuous professional development programs.
2. To the next researcher
For the next researchers who want to conduct similar research with the same focus, it is hoped that they can make up for the

weaknesses of this research and do better research. It is recommended that the next researchers continue this research by focusing on more effective on more effective strategies to face the challenges described earlier.

3. For the reader

It is important to mention that hearing-impaired students are not unintelligent or incapable. They only need to deal with the situation where it is not easy for them to access any information in the form of sounds, and it is also the teacher's task to help them study despite their situation.

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APPENDIX 1
TEXT INTERVIEW

1. What is your name ?
2. What class do you teach ?
3. How do you teach speaking, writing, reading, and listening for hearing-impaired students during study from home?
4. What challenges do you face in teaching English for hearing impaired students during study from home?
5. What are the strategies to face the challenges of teaching English during study from home for hearing-impaired students?

APPENDIX 2

INTERVIEW TRANSCRIPTION

1. Respondent 01

The interview was conducted Via Whatsapp

Date 4th May 2020
Participant Mrs. Siti Anisah
Time 10:58 am-16:48 pm
Note An as an interviewer and B as an interviewee

Turn	Speaker	Expression
1	A	<i>Assalamu'alaikum Bu, My name is Silvy, I am student of UIN Walisongo Semarang, what is your name?</i>
2	B	<i>Nama saya Siti Anisah</i>
3	A	Oke bu. Today I will ask you some questions to complete my research data. and my first question is what class do you teach ?
4	B	<i>Saya mengajar kelas 7 Tunarungu</i>
5	A	How long do you teach hearing-impaired class?
6	B	<i>Baru tahun ini saya mengajar Bahasa Inggris, karena sebelumnya saya mengajar di kelas SD</i>
7	A	How do you teach speaking, writing, reading, and listening for hearing-impaired students during study from home?
8	B	<i>Mengajar skill mendengar materi bahasa Inggris selama SFH ini belum bisa diajarkan karena mereka mempunyai keterbatasan dalam pendengaran, jadi hanya skill membaca dan menulis. Contoh soal tugasnya</i>

		<i>seperti ini mbak</i>
9	A	What challenges do you face in teaching English for hearing impaired students during study from home?
10	B	<i>Tantangan mengajar bahasa Inggris selama SFH ini tidak maksimal melatih pengucapan siswa</i>
11	A	So, how do you practice pronunciation to students?
12	B	<i>Kalau di kelas face to face mbak, selama liburan ini saya belum gunakan</i>
13	A	Is there any challenges? Maybe when you deliver the material to the students
14	B	<i>InsyaAllah tidak mbak, mungkin karena materinya masih dasar, materi SD kelas 1 umum</i>
15	A	Is there any challenges in communication between students and teacher?
16	B	<i>InsyaAllah tidak mbak</i>
17	A	So the challenges is only practice pronunciation, is it right?
18	B	<i>Injih mbak</i>
19	A	So, what are the strategies to face the challenges of teaching English during study from home for hearing-impaired students?
20	B	<i>Saya tidak ajarkan mbak, karena tidak bertemu langsung (Bisa melatih pengucapan di rumah dengan orang tua)</i>
21	A	Ok, Thank you so much for your time and may Allah repay your kindness bu. <i>Aamiin</i>
22	B	<i>Aamiin ya Rabb</i>

2. Respondent 02

The interview was conducted Via Whatsapp

Date : 4th May 2020

Participant : Mrs. Sri Hartati

Time : 11:47 am-17:27 pm

Note : An as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	<i>Assalamu'alaikum Bu, My name is Silvy, I am student of UIN Walisongo Semarang, what is your name?</i>
2	B	<i>Sri Hartati</i>
3	A	<i>Well. Now, I want to ask you some questions, my first question is what class do you teach?</i>
4	B	<i>Kelas 8</i>
5	A	<i>How long do you teach hearing-impaired class?</i>
6	B	<i>3 tahun mbak</i>
7	A	<i>For 3 years, do you always teach 8th grade students ?</i>
8	B	<i>Tidak mbak, kelas 8 baru tahun ini, kemaren kelas 7</i>
9	A	<i>Could you tell me about English teaching during study at home?</i>
10	B	<i>Menyalin kosakata bahasa Inggris dan artinya dalam bahasa Indonesia , dan memberi soal untuk dikerjakan</i>
11	A	<i>Is there any WA group to coordinate students during study at home?</i>
12	B	<i>Ada grup wali</i>
13	A	<i>So, it will be connected to parents directly, is it right?</i>
14	B	<i>Iya mbak</i>

15	A	What challenges do you face in teaching English for hearing impaired students during study from home?
16	B	<i>Hp dibawa orang tua kerja sehingga menunda anak mengerjakan tugas-tugasnya bahan sampai menumpuk. Untuk pemahaman anak terhadap materi tergantung bagaimana orang tua menyampaikan materinya, memberikan latihan-latihan di rumah. Untuk pengucapan Bahasa Inggris masih sangat sulit, karena tulisan dan ucapan berbeda (lebih menekankan ke tulisan)</i>
17	A	Is the material taught by parents?
18	B	<i>Iya mbak</i>
19	A	How about material about simple present tense? Do the students get it?
20	B	<i>Belum mbak, boro-boro bikin kalimat mbak, pokoknya materi masih sangat sederhana</i>
21	A	It is so basic material, right ?
22	B	<i>Yups betul mbak, karena anaknya juga termasuk double tidak hanya tunarungu tapi plus</i>
23	A	So, what are the strategies to face the challenges of teaching English during study from home for hearing-impaired students?
24	B	<i>Tidak semua ortu stand by di rumah, ada yang harus banting tulang tiap hari supaya dapur tetap ngebul, ya tetep saya terima meski lewat harinya, yang penting mengumpulkan tugas</i>
25	A	Ok. I think enough. Thank you so much for your cooperation and your time bu
26	B	<i>Sama-sama</i>

3. Respondent 03

The interview was conducted Via Whatsapp

Date : 4th May 2020
 Participant : Bu Aan
 Time : 10:59 am-12:14 pm
 Note : An as an interviewer and B as an informant

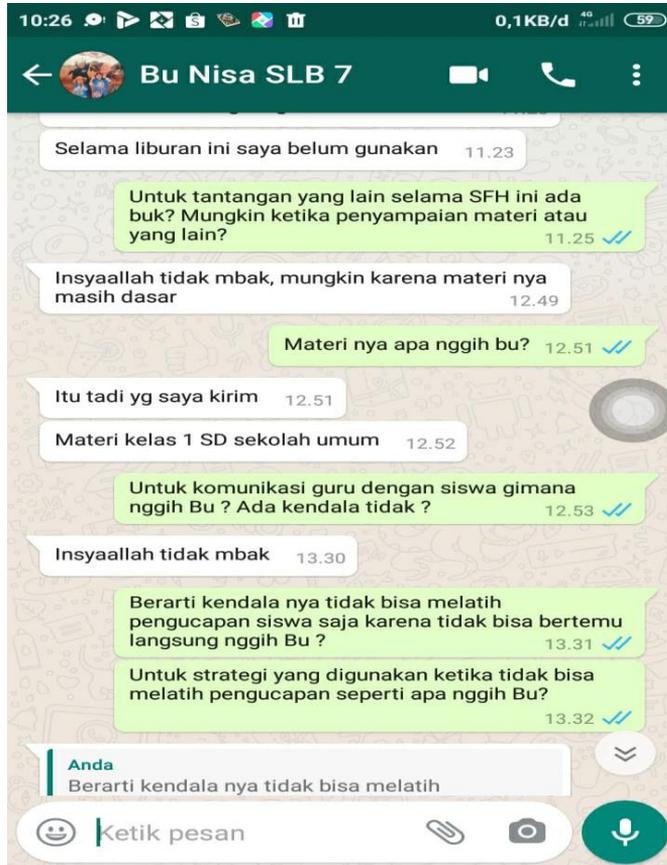
Turn	Speaker	Expression
1	A	<i>Assalamu'alaikum bu.</i> My name is Silvy, I am student of UIN Walisongo
2	B	Okey
3	A	I will interview you and ask some questions bu
4	B	Okey
5	A	What class do you teach bu? And how long do you teach the class?
6	B	<i>Mbak, sekedar info aja. Saya ngajar kelas 9 tunarungu. Di bulan maret baru dimulai belajar online. Padahal akhir semester kelas 9 jadwalnya adalah tes semester 2 terus jadwal April ujian sekolah, jadi saya tidak mengajar online, kegiatan saya hanya memberi latihan soal online dan juga membrikan soal-soal online ke siswa baik soal tes semester 2 maupun ujian sekolah, gitu mbak, jadi kayaknya jenengan salah sasaran, seharusnya cari guru kelas 7 atau 8, atau SMA kelas 10 dan 11. Ma'af</i>
7	A	So that, could I ask some questions about the challenges about giving or collecting student's assignment?

8	B	<i>Kalau kendala kadang yang kita ingin sampaikan ke anak maksud yang kita mau berbeda dengan yang diketahui anak mbak, meskipun sudah kita sampaikan maksud tujuan kita ke ortu jug, tapi kadang ortu juga kurang bisa menyampaikan ke anaknya.</i>
9	A	For collecting assignment, is there any challenges bu?
10	B	<i>Sementara ini tidak mbak, tugas-tugasnya kan dengan cara kirim foto jawabannya dengan durasi yang kita tentukan, dan anak-anak lancar kumpulkan tugas, pada waktu tes semesterwakt mengerjakan 1,5 jam, pada waktu ujian sekolah 2 jam per mapel.</i>
11	A	So, it means there is no challenges that cause learning is stopped, is it right?
12	B	<i>InsyaAllah tidak mbak</i>
13	A	Is there any groups such as WA group to coordinate to students?
14	B	<i>Iya mbak, ada grup kelas untuk saya dan anak-anak. Ada grup ortu juga. Ini contoh WA Group kita mbak (sending picture)</i>
15	A	To make it more specific, are there any challenges for writing, reading, listening, speaking assignment?
16	B	<i>Ini kan anak tunarungu, jadi tidak ada aspek listening hanya reading.</i>
17	A	Okay I get it
18	B	<i>Saya kasih file soal-soal yang saya kirim ke anak-anak ya mbak</i>
19	A	Yes bu
20	B	No response.

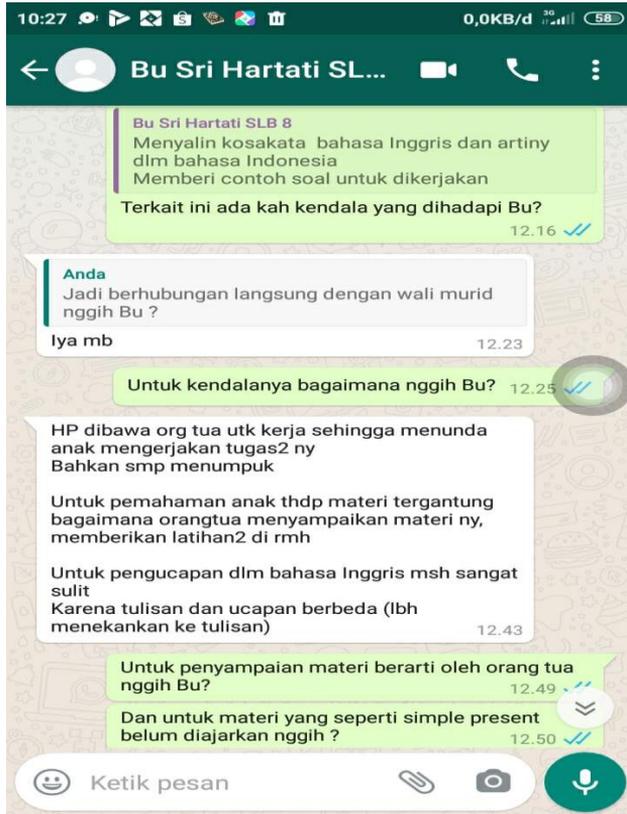
APPENDIX 3

PHOTOGRAPHS

INTERVIEW'S SECTION









STUDENT'S ASSIGNMENT

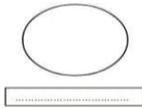
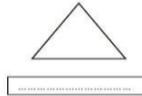
TUGAS HARI KE-26 BAHASA INGGRIS

MY TOYS (MAINANKU)

Gambar Mainanku	Bahasa Inggris	Gambar Mainanku	Bahasa Inggris
 Mobil mainan	 Boneka
 Layang-layang	 Sepatu roda
 Gasing	 Papan luncur
 Sepeda	 Kelereng
 Bola	 Pistol mainan

PLANE
(BANGUN DATAR)

Tuliskan Nama bangun datar tersebut menggunakan bahasa Inggris !



Isilah titik-titik di bawah ini dan warnailah sesuai kalimat !



TUGAS HARI KE-26
BAHASA INGGRIS

PET SHOP
(TOKO HEWAN PELIHARAAN)

pet
feed
brush
hug

Tuliskan kalimat berdasarkan gambar di bawah ini menggunakan Bahasa Inggris !



Pet the



.....

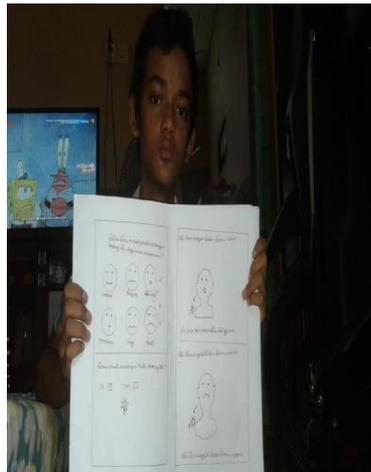


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STUDENT'S ENCOURAGEMENT CARD



APPENDIX 4

RESEARCH DOCUMENTS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-1018/Un.10.3/D1/PP.00.9/02/2020

10 Januari 2020

Lamp :-

Hal : Mohon Izin Riset

a.n. : Silvy Milchatir Rizqiyah

NIM : 1603046029

Yth.

Bapak/Ibu Kepala sekolah
di SMPLB N Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Silvy Milchatir Rizqiyah

NIM : 1603046029

Alamat : Ds. Sowan Lor, Kec. Kedung, Kab. Jepara.

Judul : The Challenges Faced by Three Teachers in Teaching English

Skripsi for Hearing-Impaired Students of SMPLBN Semarang during Study from Home

Pembimbing :

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

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
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Nomor: B-1018/Un.10.3/D1/PP.00.9/02/2020

10 Januari 2020

Lamp :-

Hal : Pengantar Pra Riset

a.n. : Silvy Milchatir Rizqiyah

NIM : 1603046029

Yth.

Bapak/Ibu Kepala sekolah
di SMPLB N Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Silvy Milchatir Rizqiyah

NIM : 1603046029

Alamat : Ds. Sowan Lor, Kec. Kedung, Kab. Jepara.

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Pembimbing :

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Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin prariset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.





**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan Pemuda 134, Semarang Kode Pos 50132 Telepon (024) 3515301
Faksimile : (024) 3520071 Laman <http://jatengprov.go.id>
Surat Elektronik disdikbud@jatengprov.go.id

Nomor : 070/02032
Lampiran :
Perihal : **Mohon Izin Prariset**

Semarang, 1 Pebruari 2020

Kepada Yth.
Dekan
Fakultas Ilmu Tarbiyah Dan Keguruan
Universitas Islam Negeri walisongo
Semarang
Di
SEMARANG

Menunju kesurat Saudara dengan Nomor B1018/Un.10.3/D1/PP.00.9/02/2020 tanggal 12 Januari 2020 perihal tersebut pada pokok surat bersama ini kami sampaikan hal-hal sebagai berikut :

1. Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah memberi izin kepada :
Nama : Silvy Milchaitir Rizqiyah
Prodi : Ilmu Tarbiyah Dan Keguruan
NIM : 1603046029

Untuk melakukan Penelitian di SLB Negeri Semarang

2. Pelaksanaan penelitian tersebut diharap tidak mengganggu kegiatan belajar mengajar di sekolah;
3. Dilaksanakan sesuai kaidah dan ketentuan perundang-undangan;
4. Menyampaikan laporan tertulis setelah pelaksanaan penelitian, dikirim melalui email : bidikksusjateng@yahoo.com

Demikian untuk menjadikan maklum.

a.n. KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN
PEMERINTAH PROVINSI JAWA TENGAH
Kepala Bidang Pembinaan Pendidikan Khusus



Drs. Doko N. Witaksono, MA
Pembina Tingkat I
NIP. 19650729 199203 1 010

Tembusan :

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;
2. Kepala SLB Negeri Semarang,
3. Kepala Cabang Dinas Pendidikan Cabang Wilayah I;
4. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH LUAR BIASA NEGERI SEMARANG
Jalan Elang Raya No.2 Kota Semarang Kode Pos 50272 Telp (024) 76410141
Faksimile (024) 76744365 Email: eselbens@yahoo.co.id

SURAT KETERANGAN

Nomor : 423.7/100

Yang bertanda tangan dibawah ini :

Nama : Drs. Imam Wusono
NIP : 19630709 198903 1 009
Pangkat/Gol. Ruang : Pembina IV/a
Jabatan : Kepala Sekolah

Dengan ini menerangkan :

Nama : Silvy Milchaitir Rizqiyah
NIM : 1603046029
Jurusan : IlmuTarbiyah Dan Keguruan UIN Walisongo Semarang

Merujuk surat dari Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah Nomor : 070/02032 tanggal 24 Februari 2020, Mahasiswa tersebut diatas telah melakukan penelitian di SLB Negeri Semarang. Dengan Judul "*The Challenges Faced By Three Teachers In Teaching English For Hearing-Impaired Students Of SMLPN Semarang During Study From Home*". Pada tanggal 4 Mei 2020

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 19 Juni 2020

KEPALA SEKOLAH

Drs. Imam Wusono
Pembina IV/a
19630709 198903 1 009



APPENDIX 5

SCHOOL PROFILE

SLBN Semarang is the center of an Extraordinary School (SLB) in Central Java. starting from SDLB to SMALB. As the center of Central Java SLB, Semarang State Junior High School serves education for children with special needs (ABK), visually impaired, hearing impaired, speech impaired, mild mental retardation (C) or moderate (C1), physical tuna, barrel tuna, and autistic.

1) Overview of SLBN Semarang.

In an effort to improve educational services for children Special Needs (ABK), Central Java Provincial Government through Department of Education and Culture established 1 (one) Public SLB located on Jl. Elang Raya No.2 Semarang. The establishment of this school is based on a decree Central Java Governor No.420.8 / 72/2004. Based on Central Java Governor Regulation No. 6 of 2005 concerning the Formation of Organizations and School Work Procedures of SLB N Semarang become a work unit for the Special Education in Central Java. SLB N Semarang is appointed by the Directorate of External Education Ordinary Ministry of National Education as SLB Center in Central Java to educate children who are blind, deaf, speech

impaired, mental retardation, physical impairment, and autism from SDLB to SMALB. SLB Semarang State also as a Lab School of Central Java Special Education Development and became a training center for SMALB alumni and students dropped out SDLB, SMPLB, and SMALB to be educated in the field skill.

2) Vission, Mission and Goals

a. Vision:

The realization of services for children with special needs, which are virtuous, skilled and independent

b. Mission:

1. Implement learning and guidance effectively so that students recognize their potential and can develop optimally.
2. Growing self-confidence to make knowledge as a door to uncover darkness, as well as making skills as a means for provision of life.
3. Foster appreciation of their religion so that it becomes a source of faith in order to be wise and modest in behaving and acting.

4. Foster a love of national culture in order to create a spirit of unity.

c. Aim :

Alleviating children with special needs by providing knowledge and skills that are in accordance with the talents and potential of children with special needs who become human beings who believe and are capable of living independently in the midst of society (SLBN Semarang Document on March 19, 2020)

CURRICULUM VITAE

Name : Silvy Milchatir Rizqiyah
Address : Jln. Raya Bugel-Pecangaan, Ds.
Sowan Lor RT/RW 14/04 Kedung
Jepara
Place, Date of birth : Jepara, 23rd April 1998
Gender : Female
Nationality : Indonesia
Status : Single
E-mail : milchatirsilvy@gmail.com
Phone : 083820814402
Education : 1. Formal Education
Background

- RA Raudhatul Athfal Bugel
- MI Maholi'ul Huda Bugel
- Mts Matholi'ul Huda Bugel
- MA Matholi'ul Huda Bugel

2. Informal Education

- Ma'had Aljami'ah Walisongo Semarang (2016-2018)

Organization :
Background

- The Chairman of Student Council/OSIS (2011-2012)
- The Secretary of IPPNU MA Matholiul Huda Bugel (2014-2015)
- The member of HMJ PBI (2018)

Semarang, 9th of July 2020

The Researcher



Silvy Milchatir Rizqiyah

Nim. 1603046029