

**HOW DOES SHE LEARN ENGLISH?
A SUCCESSFUL HANDICAPPED LANGUAGE LEARNER**

THESIS

Submitted in Fulfilling the Requirement for Gaining
the Bachelor Degree in English Language Education



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DEDICATION

I dedicate this thesis to my parents, who have supported me morally and materially while also offering extraordinary prayers for me. I would like to say thanks for everything you did for educating me.

MOTTO

“Allah tidak membebani seorang hamba melainkan sesuai dengan kemampuannya” (Q.S Al-Baqarah: 286)

“The scary news is you’re on your own now. The cool news is you’re on your own now” (Taylor Swift)

ABSTRACT

Title : **How Does She Learn English? A Successful Handicapped Language Learner**
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A successful handicapped language learner is very rare. Because it is not easy for handicapped language learners to achieve success. They have different constraints depending on the disability they have. The current research aims to explore a successful handicapped language learner learning English, who is a woman with cerebral palsy (CP) or physically impaired. She is a bachelor of English Language Education Department and a master of Applied Linguistics. The research used a qualitative case study. In determining this research, the researcher used an instrument to collect data, interviews. The interviews were conducted with a successful handicapped language learner via Instagram direct message. The finding indicated that a successful handicapped language learner used the same learning strategies as other language learners including cognitive and social strategies. She has problems with accessibility and other problems that same with other language learners including listening, speaking, and grammar. She also has the motivation in learning English. Motivation comes from oneself and parents, teachers, and classmates. Its important role in the success of handicapped language learners in learning English. The finding of this study is expected to give knowledge and insight regarding matters related to learning strategies, problems, and motivation of handicapped language learners in learning English and also motivate other parents and handicapped language learners that everyone can be a success. Always giving support and attention to other handicapped language learners.

Keywords: handicapped language learner, language learning strategies, problems in learning English, motivation for learning English

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The researcher realizes that the preparation of this thesis is far from perfect. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 20 Juni 2023

The researcher,

A handwritten signature in black ink, appearing to read 'Yusri Marliana', with a stylized flourish at the end.

Yusri Marliana

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CHAPTER I INTRODUCTION

This chapter discusses the background of the study, the research questions, the research objectives, and the significance of the study.

A. Background of the Study

A successful handicapped language learner is very rare. Because it is not easy for handicapped language learners to achieve success. They have different constraints depending on the disability they have. They also require additional time and "emotional" effort to learn, indicating that their learning experience is more challenging and more time-consuming than students without disabilities (Magnus & Tøssebro, 2014). In addition, they also certainly have learning strategies, and motivation for learning English that are different from language learners in general and other handicapped language learners.

Handicapped language learners have problems learning English there are internal and external problems. Internal problems come from their conditions including visual and hearing. External problems come from the learning environment including teachers, friends, materials, and facilities (Aryanti, 2014). Handicapped language learners also have strategies for learning English.

For instance, in Fariba, the strategies used are similar to those used by other language learners. However, there are different strategies that she uses, the differences are related to Fariba's conditions and interactions with her environment (Jafari et al., 2020). In addition to students having strategies, teachers have to know their learning strategies to help students learn English well also choose the right teaching methods, media, and teaching aids and use proper games that can help students understand (Aryanti, 2014). Apart from visual impairment students, some deaf students have problems processing words, writing, and reading. To overcome the problem, therefore in learning English deaf students need special treatment which means they need easily accessible material for learning such as books with simple pictures, because sometimes they can easily understand the material visually, with some assistive technologies and a sign language interpreter. The sign language interpreter here has the role of interpreting spoken language into sign language. So, in part of the English teaching and learning process, there will be communication between teachers and deaf students (Nugroho & Lintangari, 2022). Despite their problems, there are many positive things that learning makes possible, especially when academic staff, support workers, and other students work together and have good

communication (Frank et al., 2019). Schools are encouraged to provide disability-friendly learning support facilities such as rammers, guide blocks, and lifts that make it easier for students to access the learning environment. And teachers should also discuss with students in terms of class adjustments such as seating arrangements, peer support, peer tutoring, customized facilities, and test accommodations such as test assistance, extended test times, inclusive exams, and larger print for low-vision students (Aryanti, 2014). Support and attention from people in the surrounding environment can help students increase their motivation in learning so that they can achieve success.

Based on some of the previous research above, many handicapped language learners have strategies, problems, and motivation in learning English. There is a novelty in this research, and it's very significant. Only visually and hearing-impaired students were discussed in the previous research. However, no research discusses physically impaired students. As a result, the researcher will conduct research on a physically impaired student who is successful in learning English, and who has learning strategies, problems, and motivation in learning English that are different from those of visually and hearing-impaired students.

B. Research Questions

This research is aimed at finding the answer to the following research questions:

1. How does a handicapped language learner learn English?
2. What are a handicapped language learner's problems in learning English?
3. What are a handicapped language learner's motivations for learning English?

C. Research Objectives

Based on the research questions above, the research objectives are:

1. To explain how a handicapped language learner learns English.
2. To know a handicapped language learner's problems in learning English.
3. To explain a handicapped language learner's motivations for learning English.

D. Significances of Study

1. Theoretically

The finding of this study is expected to add to knowledge and insight regarding matters related to learning strategies, problems, and motivation of a

successful handicapped language learner in learning English.

2. Practically

a. For parents

By knowing the finding of this research, parents will realize that children are a gift from Allah, even though not all children are born perfect. They also have to accept it all with gratitude and focus more on providing good parenting for children with disabilities so that children can feel loved and cared for by their parents and family and their environment.

b. For handicapped language learners

The researcher hopes that other handicapped language learner can find out how handicapped learner learns English, how to face problem in learning English, and learning strategies. And also think that everyone has the right to success.

CHAPTER II

LITERATURE REVIEW

This chapter discusses a literature review about problems in learning English, language learner strategies, motivation for learning English, and handicapped language learners.

A. Problems in Learning English

Bull defines a problem as something challenging to handle and understand (Bull, 2008). Margono further said stated that the problem is a gap between what people expect and what is the reality (Margono, 2010). In other words, a problem is something challenging to handle and understand because there is a gap between expectations about something and reality.

Students are facing different problems in learning English in the whole world (Khan et al., 2017). Those are a lack of vocabulary, grammatical errors, mispronunciation, limited exposure, and anxiety (Arifiani, 2017).

Lack of vocabulary becomes a problem in four English skills, writing, speaking, listening, and reading. In writing skills, students lack vocabulary in writing an essay. Students prefer to organize their ideas through Google Translate so the teacher found a lot of unstructured sentences. Students also have difficulty connecting one

sentence to another because they do not have a sufficient understanding of the topic (Prihatmi, 2017):

In speaking skills, according to Kormos, the three basic components of speech production are formulation, conceptualism, and articulation. The first is the formulation, the speaker looks for vocabulary that they need from their knowledge to produce an utterance. Unfortunately, Kormos stated that the speakers are having difficulty executing this process. Thus, vocabulary becomes a major influence on speakers to produce an utterance (Kormos, 2014). In listening, students have difficulty listening because they do not know the keywords. When listening and they do not know the vocabulary, they start thinking about the meaning of the vocabulary and sometimes skip the next listening part because they stop to listen. It makes students miss the information in it (Arifiani, 2017).

In reading, students have problems understanding the text because they lack vocabulary. Quality vocabulary knowledge is needed because vocabulary and reading cannot be divided, which makes it easier for students to understand the text (Lai et al., 2013).

Meklafi and Nagaratnam stated that although students could remember grammatical rules, they still struggle to apply them in conversation (Al-Mekhlafi &

Nagaratnem, 2011). Many grammatical errors are still found by teachers in students' work. Sometimes students are still confused about the function of tenses and how to use them appropriately, such as how to apply simple tense and simple continuous correctly (Lubis, 2017).

Mispronunciation is an error at the phonological level when conversing in a foreign language (James, 2013). It could happen because students do not have enough knowledge about the linguistic rules of the target language (Rahman et al., 2020). If students have bad pronunciation it will make their speech unintelligible to listeners.

In lack of motivation, according to Cheng and Dornyei, motivation is believed to be the power in learning, encouraging students, and helping them in overcoming difficulties related to learning a foreign language (Cheng & Dörnyei, 2007). Cohen stated that motivation is dynamic, unpredictable, and constantly changing process (Cohen et al., 2007). Not all students who are learning English do have a good attitude. Some students consider how to pass this lesson. In addition, they do not care to learn English. Students who do not pay attention to their teachers, however, more easily forget the lesson they have been taught (Raju & Joshith, 2017). As a result, students who lack motivation are going to

concentrate on passing text and have little interest in learning English well.

The last is anxiety. Anxiety can be described as a person's feelings of nervousness, fear, and worry (Belegdair, 2015). Woodrow argued that in aspects of learning English, anxiety does occur (Woodrow, 2006). Students became anxious in some activities when the teacher asks the students to read, but they are confused about how to pronounce the words (Raju & Joshith, 2017). In addition, anxiety can arise when students are asked to respond the question that they do not completely understand. Anxiety is a problem in learning and it makes learning a foreign language more difficult. Students should overcome these problems to make it easier in learning English.

B. Language Learning Strategies

Oxford developed the language learning strategy classification which includes six categories: memory strategies, cognitive, metacognitive, compensation, affective, and social (Oxford, 1990).

Oxford stated that the memory strategy is used for the storage and retrieval of information when it is needed for communication. For instance; draw for helping remember new vocabulary, say or write new vocabulary to

remember it, and making relationships between what was learned. This strategy may include the use of sound, picture, a sound-and-picture combination, gestures, etc (Oxford, 1996). Memory strategies are for memorizing which happens on the surface process, as opposed to cognitive strategy (Lan, 2003). Therefore, using the memory strategy, students may not try to understand new knowledge but only remember the words and sounds.

Cognitive strategy enables the language to be processed and used by students for language learning or language assignment. For example, watching English movies or TV shows, listening to English radio/CDs, and using English computer programs (Oxford, 1996). The goal of cognitive strategy in contrast to memory strategy, is deeper processing and use of language rather than memorization (Lan, 2003).

Compensation strategy assists students to fill in any missing information while speaking, writing, reading, or listening. For instance, using non-linguistic clusters to guess the meaning and using a circumlocution or synonym (Oxford, 1996).

Metacognitive strategy enables students to manage their whole learning process by organizing, identifying, monitoring, planning, and evaluating their learning styles. For example, setting time to study,

checking one's progress, analyzing mistakes, and trying not to make them again (Oxford, 1996).

Affective strategy assists students to overcome their motivation, attitudes, and emotions during learning English. For instance, by recognizing moods and levels of anxiety, talking about feelings, appreciating yourself, and thinking positively while you are feeling anxious about learning (Oxford, 1996).

Social strategy is how students interact with other people while learning and understanding the target language. For example, talking to native speakers, asking others to speak slowly, and exploring the social and cultural norms of English-speaking countries (Oxford, 1996).

Language learners can combine all of the strategies that make learning English more enjoyable and easier. Hsiao and Oxford found that the six main categories of language learning strategies proposed by Oxford in 1990 were superior in understanding the variety of strategies used by language learners (Hsiao & Oxford, 2002). Lan also said that the researchers have applied Oxford's model all over the world (Lan, 2003). In conclusion, LLS is a technique that learners use to assist them learn easier, more efficient, enjoyable, and self-directed learning strategies. LLS assists learners in the

storage, comprehension, and application of information related to the target language. Therefore, the strategies that learners use can vary, they may use one or many strategies depending on the learners.

C. Motivations for Learning English

According to Ushioda, motivation is what drives a person to choose a course of action and then stay with it. The goals, needs, and interests of the learners must be the basis of the motivation that drives them to make educated choices and set goals during the learning process (Ushioda & Dörnyei, 2021). There are several types of motivation; instrumental, integrative, resultative, and intrinsic (Ellis, 1997).

Instrumental motivation means learners take the effort to learn English for some practical reason, such as to pass the test, get a better career, or get accepted into University. A significant factor that seems to influence language learning achievement in some learning contexts is instrumental motivation. For instance, situations, where students are compelled to acquire English language skills, are when they recognize the potential it has for broadening their educational and economic prospects.

In integrative motivation, some learners decide to acquire a specific second language due to they are interested in the individuals and culture related to the target language community. However, integrative motivation does not seem to be as important in other learning contexts. As a result, the researchers who carried out this study argued that certain learners might be motivated by “Machiavellian Motivation” the desire to learn a second language to manipulate or gain power over individuals from the target language group.

Resultative motivation focuses on the connection between motivation and achievement, which with the relationship between motivation and achievement, which Ellis (1994) describes as interactive. The student’s achievements have a big impact on their motivation. Students who perform well in class are more likely to gain self-confidence and are more willing to participate.

Intrinsic motivation refers to learning itself which has its rewards. It means that learners directly try to learn what they believe is valuable or significant to them (without being pressured to do so). When students are intrinsically motivated, they are motivated to learn their insides and do not care about outward results. Having intrinsic motivation has no negative impact. Additionally, because the need to learn is innate, comes from inside, or

depends on the individual, intrinsic motivation encourages learners to learn without getting a reward (Yulianti, 2017).

The phenomenon of motivation is quite complex. Instead of being viewed as different and opposed, these four types of motivation should be considered complementary. Both integrative and instrument motivation for students is possible. Learning can be a reason for motivation as well as a result. Furthermore, motivation is dynamic, it does not change based on the environment or goal of learning from one time to the next.

D. Handicapped Language Learner

Before dealing with handicapped language learners it is important to explain what means by a handicap. According to World Health Organization, a handicap is formally defined as a disadvantage for an individual given by a disability or impairment that limits the fulfillment of a role that usually comes with the individual depending on their sex, age, and other social and cultural characteristics.

Handicap is an external factor that prevents a person from fulfilling their normal role instead of a characteristic of the individual. Born blind (the impairment), cannot read printed materials which are how

most information is generally distributed (the disability). If this person's impairment and disability limit them from going to school or looking for jobs, that is a handicap. Based on Falvo, this person could be able to use some sort of assistance device to complete the normal activity (reading) to overcome their handicap.

Students who learn languages while having physical, visual, or hearing impairments are known as handicapped language learners. They have a lot of challenges and learning strategies that are different from each other in learning English based on their disabilities.

Visually impaired students have different language skills from normal students. The effect of visual impairment on language skills includes speaking, reading, listening, and writing. For the VIS, listening skill is the language skill that needs to be improved the most. It is because students switch from using visual to auditory functions. Through listening, they can quickly learn knowledge and get instructions from the teacher or another auditory source (Aryanti, 2014).

Visually impaired students usually use English books written in a Braille format for blind learners provided by the school, as well as CDs accompanied by the course book and teacher's voice in the classroom (Jafari et al., 2020). According to Al Ghafri (2015), most VIS

have few resources to provide learning. Many ways in which knowledge acquisition for the visually impaired can improve. Resources such as CDs recorded audio lessons were recorded for the students to listen to.

Hearing-impaired students can struggle in some academic areas such as spelling, reading, and writing (Turnbull, Rud; Turnbull, Ann; Shank, Marilyn; Smith, Sean; Leal, 2003). They struggle in reading in three main areas, including figurative language, syntax, and vocabulary. The sentence production of hearing-impaired students tends to be simpler, and they also produce low vocabulary items (Fabbretti et al., 2015). Meanwhile, English has rules governing vocabulary, syntax, and figurative language and uses parts of speech such as adverbs and adjectives which cannot be fully comprehended by hearing-impaired students (Easterbrooks & Stoner, 2006). With a set of grammar rules that must be followed to make communication in English meaningful, it is also a spoken language that needs to be heard for it to be learned. Hearing-impaired students do not have these skills. They do not have the same access to the English language's rules as students with normal hearing (Obosu et al., 2016). This shows how difficult it is for hearing-impaired students to learn English at home and school.

Therefore in learning English, hearing-impaired students need special treatment. Special treatment here means they need accessible materials, some assistive technology, and a language interpreter. A language interpreter is also an important part of learning English for hearing-impaired students. The role of a sign language interpreter is not only to assist hearing-impaired students in learning English but also to contribute to the process of exchanging messages from sign language to spoken language. Therefore in the process of teaching and learning English, there will be communication between the teacher and hearing-impaired students. Hearing-impaired students also need easily accessible materials for learning English because sometimes they can easily understand the material visually. They can also explore and learn more about English through books with pictures or simple pictures (Nugroho & Lintangari, 2022).

Filmer stated that more than sixty percent (60%) of physically impaired students study in a non-conducive learning environment because they experience difficulties such as long distances between buildings, and limited access to learning materials and stairs (Filmer, 2005). Long distances prevent them from reaching and getting different services in time (late) (Kabuta, 2014). They need the availability of accessibility to go to a higher place in the

form of an inclined plane, elevator, wheelchair, or other forms. This is different from visually and hearing impaired students because physically impaired students have good vision and hearing, it's just that they have difficulty moving and changing places and the difficulty depends on the existing infrastructure in the learning place.

CHAPTER III RESEARCH METHOD

The research method applied to this research is discussed in this chapter. These are research design, research setting, the participant, data collecting method, and data analysis.

A. Research Design

Researchers conducted a qualitative case study in this research. A case study is a type of inquiry in which the researcher creates a detailed investigation of a cause, frequently a particular program, event, activity, or person (Creswell, 2014). The researcher using this study was to investigate detailed information from a successful handicapped language learner. The case in this study is an activity because the object of this research is to discover how a language learner with disabilities achieves success. The case study was selected for this research in that one of its objectives is to describe the learning strategies used by a successful handicapped language learner, to find out what problems she has in learning English, and to find out what motivation she has so that she can become successful handicapped language learner.

B. Research Setting

This research was conducted on February 21st, 2023. The research was carried out through online media via Instagram direct messages by voice notes and text.

C. Participant

The subject of this research is a successful handicapped language learner who is a 30-year-old woman with cerebral palsy (CP) or physically impaired from Yogyakarta. She is a bachelor of English Language department at the Islamic University of Indonesia, a master of Applied Linguistics at Yogyakarta State University, and she is active as an administrator in the Yogyakarta WKCP community.

D. Data Collecting Method

In conducting the data collection method, the researcher used an instrument. The instrument is the interview.

1. Interview

In interviews, the researcher aims to explore a topic from the perspective of the individual being interviewed. The researchers investigate detailed information from a successful handicapped language learner, the strategies she used, the problems she faced,

and her motivation in learning English. Semi-structured interviews were used in this study. A semi-structured interview is a flexible format that enables depth to be gathered by giving the interviewers the chance to go more into and elaborate on their responses. Researchers prepare instruments for research in the form of written questions. But in practice, the interview context can develop outside the rubric interview.

The interview was conducted via Instagram direct message by voice note and text. The interview was conducted using Indonesian to make it easier to communicate with eight questions.

E. Data Analysis

Data from the interview was analyzed after they had been collected to understand the data, data analysis would be completed, and the result would be given as a descriptive explanation with a conclusion. Miles and Huberman indicate the following steps for data analysis (Milles & Huberman, 1994):

1. Data Reduction

The process of selecting, concentrating, simplifying, abstracting, and changing the data that appear in written-up field notes or transcriptions is

known as data reduction. The researcher in this case selects data from interviews by interpreting general information and reflecting on the overall meaning.

2. Data Display

The data from the result of data reduction will be displayed in the following step. A display in general is an organized and structured collection of data that enables action and conclusion. After the required data has been collected and understood, it will be presented and discussed such as handicapped language learner's strategies, problems, and motivation in learning English. This will help in our understanding of what happened and allow us to plan our next steps correctly.

3. Drawing Conclusion

Concluding all things in this study is the final data analysis step. Strong and supporting proof must be provided because the initial findings are still only preliminary, making it impossible to trust any conclusions. The conclusion of this research depends on data about handicapped language learners' strategies, problems, and motivation in learning English.

The researcher used narrative analysis. Narrative analysis is a qualitative analysis method focused on interpreting human experiences and motivation by looking

closely at the stories people tell in a particular context. Data analysis was performed using a theoretical framework from Jovchelovitch and Bauer (2007). This theory consists of five phases: preparation, initiation, and narration, questioning, and concluding talk.

The first step is to listen to voice notes and read the message conversations between a participant and researcher via Instagram direct message. Then, enter the interview results in the form of transcripts for easier analysis.

The next step is to select the conversational data to interpret. This is a written form. During this phase, researchers did their best to ensure that the words they chose conveyed her learning experiences including learning strategies, problems, and motivation in learning English to interpret the message that the participants wanted to convey.

The next step is to identify patterns that recur in the data. The identification of this pattern stems from the process of assigning codes to specific words/phrases that form categories related to the theory. By providing this code, it can easily find processes and result from the learning experience of a successful handicapped language learner including her learning strategies, problems, and

motivation in learning English. The final step is to double-check the data to ensure that the interpretation is correct.

CHAPTER IV

FINDINGS AND DISCUSSION

The findings and the discussion are covered in this chapter. The section provides an answer to the research question that was formulated.

A. Findings

The researcher used interviews to collect data. The purpose of the interview is to find information about how a successful handicapped language learner in learning English. Data analysis will be presented in the following format to reveal the complete research findings.

1. Handicapped Language Learner Learns English

Based on an interview with a successful handicapped language learner, she explained her reasons of like English, because when she was a child, she used to see her father communicate with his co-workers using English, she noted:

“My father worked in a foreign company, since I was a child I often saw my father communicate with his co-workers using English. That made me curious about English and finally, I liked it.”

She also explained that she learn English and strategy that she used are the same as other language learners:

“I learn English just like other language learners in general, reading English novels, watching English movies, and listening to English music. When I was a child my father taught me English, so since childhood, I have been communicating in English with my father. I studied English at school, English courses at school, and also English courses outside of school.”

She also added:

“I learn by seeing and hearing. Hearing it many times will make it easier for me to remember, without force to remember it. Usually, I practice it in oral and written communication so it becomes a long-term memory. I often use it at this time, because during my school days, I still relied on memory”

At this time she is also being a community administrator which can make her improve her English skills. She noted:

“I am also active as an administrator in Yogyakarta’s WKCP community, the donations come from abroad. When meeting I talk with native speakers. It helps me improve my English skills”

A successful handicapped language learner used the same learning and strategies in learning English as other language learners, such as learning English at home with her father, studying English at school,

studying an English course, and talking with native speakers when meeting in her community. In addition, she also reads English novels, watches English movies, and listens to English music. So, the strategies that she often used are cognitive and social. Even though she has a disability, it does not make her give up because everyone has the right to his own life to achieve success.

2. Handicapped Language Learner's Problems in Learning English

Based on an interview with a successful handicapped language learner, because of her disability, she has problems accessing the learning environment. She uses a wheelchair, but not all buildings at the university are wheelchair accessible. Therefore, before the lecture begins, she must consult with his lecturers. She noted:

"Yes, difficulties related to accessibility, before the lecture starts I have to consult with the lecturers, after that, they will try to move the class to the first floor."

In addition, she also has the problem that same with other language learners. She explained that there were several problems related to the four English skills. She noted:

"For listening to the pronunciation of native speakers and non-native speakers are different. So when with native speakers I have to focus, sometimes I also have to pay attention to the speaker's lip movements. Speaking is still related to listening, sometimes other people have to confirm what I'm saying because I'm a non-native speaker. In writing, sometimes I still have mistakes in grammar, such as singular and plural. To overcome these problems, I usually pay more attention to it, if in an online forum like Zoom, it can be clarified via a chat room or share screen"

She has a problem accessing the learning environment. She uses a wheelchair, but not all buildings are wheelchair accessible. In addition, she also has problems that same as other language learners, including listening, speaking, and grammar.

3. Handicapped Language Learner's Motivation for Learning English

Based on an interview with a successful handicapped language learner, she has her motivation in learning English. She said:

"When we can speak foreign languages, especially English, we can have a lot of knowledge.

For example, we can comfortably watch movies and listen to music in English without subtitles and can also easily read books without checking the meaning in the dictionary”

In addition to motivation that comes from ourselves (intrinsic), there is also motivation that comes from outside (extrinsic) for example from parents, friends, and teachers who can play an important role in the success of learning English. Based on an interview with a successful handicapped language learner, she said that her parents played a very important role in her success. With the support from his parents, it made her even more motivated to learn English so she continued his education up to a master's degree. She noted :

“My parents play a very important role. When I was a child my father always teach English to me. Even though my parents know that I have proficiency in English, they still give me English courses because I can improve my skills and get a lot of knowledge.”

Having good and supportive classmates also makes her more motivated in learning. When in the university she also has nice classmates, who always understand her situation. She said:

"Because not all places are wheelchair accessible, so when there were group assignments or other assignments such as making learning media for PPL my friends do it at my home. It helps me"

In addition to friends, the teacher's role can also increase motivation in learning to achieve success. She said:

"When I was in junior high school I got a bad score in my English lesson, so I had to do remedial. My teacher taught and waited for me to do it, so I can get a better score"

A little attention from a teacher can increase his motivation to study English even more.

Based on the successful handicapped language learners' answer, shows that motivation plays an important role in the success of learning English. Her, parents, teachers, and classmates are also very important because their concern, attention, and support can increase her motivation in learning English so that she can finish their education up to a master's degree.

B. Discussion

According to Griffith, a more general definition of a strategy is activities that can be provided as activities consciously selected by learners to manage their language

learning. These activities can be physical like taking notes or mental like visualizing a relationship (Griffiths, 2008). Data analysis related to the strategies used by a successful handicapped language learner is the same as the strategies used by other language learners. The strategies she always uses are cognitive and social. Oxford defines cognitive strategy as activating knowledge, reasoning, conceptualizing in detail conceptualizing broadly, and moving beyond direct data in addition to applying the senses to understand and remember things (Oxford, 2016). She always listens to English words several times to make it easier to remember, watches English movies, listens to English music, and reads English books. She always practices what she has learned in oral and written communication, and also speaks with the native speaker when meeting in the community. Oxford stated that social strategy is how students interact with other people in the context of learning the target language and understanding the target language (Oxford, 1996). In addition, she also studying English with her father at home, schools, English courses, and university. In the previous research, the strategy used by Fariba is also similar to the strategy used by successful language learners. However, there are different strategies that she uses, and the differences are related to Fariba's conditions and interactions with his

environment. She used metacognitive strategies that she acquired by making the most of her opportunities to use the language, learning intensively, practicing frequently, having a clear need or plan for learning, paying attention to form and meaning, and other practices (Jafari et al., 2020).

She has a problem accessing the learning environment. It is the same as previous research, Filmer stated that physically impaired students studied in a non-conducive learning environment, because they experienced difficulties such as long distances between buildings, limited access to learning materials, and buildings ladders. They need the availability of accessibility to go to a higher place in the form of an inclined plane, elevator, wheelchair, or other form (Filmer, 2005). A successful handicapped language learner has the same problems as other language learners, such as listening, speaking, and writing. For listening with a native speaker, sometimes she has to pay attention to the speaker's lip movements because the pronunciation of native speakers and non-native speakers is different. Speaking is still related to listening, sometimes other people have to confirm what she is saying because she is a non-native speaker. For writing, she still has errors in grammar such as singular and plural. To overcome her

problem, she pays more attention to it, if in an online forum, it can be clarified via chat room or share screen.

According to Ushioda, motivation is what drives a person to choose a course of action and then stay with it (Ushioda & Dörnyei, 2021). Intrinsic and extrinsic motivation are described by cognitive theories of learner motivation in the context of education and language learning. Intrinsic motivation comes from oneself and extrinsic motivation comes from parents, classmates, and teachers. The motivation set by the learner must be driven by the learner's own personal needs, goals, and interests leading students to make informed choices and set goals in the process of their learning (Ushioda & Dörnyei, 2021). It is according to a successful handicapped language learner who has a very high desire to learn English because it can make it easier for her to read English novels, watch English movies, listen to English music, and also get a lot of new knowledge. She also has parents, classmates, and teachers who always support and give attention to her which can raise her motivation in learning English so she can get through all the challenges she faces and continue her education until her master's. It's the same with Fariba, the result from previous research stated that social support is important. In addition to Fariba's efforts in learning, the teacher and other students provide support and attention to

Fariba, so that it can generate motivation and encouragement in learning English. It also emphasizes that the classroom is also important as an instructional climate that has an impact on student learning outcomes (Jafari et al., 2020).

CHAPTER V

CONCLUSSION AND SUGGESTION

The final chapter presents a conclusion from findings and discussion supported by previous chapters. Suggestions for parents, school, and the next researcher.

A. Conclusion

Learning strategy is important for students to help them get easier, more effective, and more enjoyable in learning English. A successful handicapped language learner also has the same learning strategies as other language learners. She used cognitive and social strategies. She always listens to English words several times to make it easier to remember, reads English novels, watches English movies, and listens to English music. She always practices what she has learned in oral or written communication, and also speaks with the native speaker when meeting in the community. In addition, she also studied English with her father at home from she was a child, schools, English courses, and university. So from her habit of learning English from childhood to adulthood, she has become a successful language learner.

A successful handicapped learner has a problem with accessibility, and she uses a wheelchair. She also has the same problems as other language learners, such as

listening, speaking, and writing. For listening with the native speaker, sometimes she has to pay attention to the speaker's lip movements. Because the pronunciation of native speakers and non-native speakers is different. Speaking is still related to listening, sometimes the other person has to confirm what she is saying because she is a non-native speaker. For writing, she still has errors in grammar such as singular and plural. To overcome her problem, she pays more attention to it, if in an online forum, it can be clarified via chat room or share screen.

Motivation is a very important role in the success of students in learning English. Motivation that comes from oneself and from outside such as parents, teachers, and classmates. According to a successful handicapped learner, if we have good English skills it can make it easier for us to read English novels, watch English movies, and listen to English music, and it can also help us to get new knowledge. Having parents, teachers, and classmates who always give support and attention to her, can awaken her enthusiasm for learning English until she can complete her education up to her master's degree and become a successful handicapped language learner.

B. Suggestions

The researcher was aware that this research was carried out by only one successful handicapped language learner. However, the researcher hopes this research will provide beneficial information that can motivate other parents, friends, teachers, and handicapped language learners that everyone has the right to be successful. Always giving support and attention to other handicapped language learners. For the school, it can add facilities that help handicapped language learners. The next researcher, hopefully, can find other successful handicapped language learners with hearing or visual impairment, and explain in more detail their process of learning English.

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APPENDICES

Appendix 1

Interview Guidelines

No.	Questions
1.	Why do you like English? (Mengapa kamu suka bahasa Inggris?)
2.	How do you learn English? (Bagaimana cara kamu belajar bahasa Inggris?)
3.	Do you have strategies for learning English? What kind of strategies do you have? (Apakah kamu memiliki strategi tersendiri dalam belajar bahasa Inggris? Strategi seperti apa yang kamu miliki?)
4.	Do you have problems in learning English? What is your problem? (Apakah anda memiliki masalah dalam belajar bahasa Inggris? Apa masalah yang anda miliki?)
5.	How do you overcome these problems? (Bagaimana cara kamu mengatasi kesulitan tersebut?)
6.	Do you have the motivation in learning English? What kind of your motivation do you have? (Apakah kamu miliki motivasi tersendiri dalam belajar bahasa Inggris? Motivasi seperti apa yang kamu miliki?)
7.	How important is the role of parents in your success in learning English? Explain! (Seberapa pentingkah peran orang tua dalam kesuksesanmu belajar bahasa Inggris? Jelaskan!)
8.	How important are your teachers and friends in your success in learning English? Explain! (Seberapa pentingkah peran guru dan teman sekelasmu dalam kesuksesanmu belajar bahasa Inggris? Jelaskan!)

Appendix 2

Interview Result Transcript

Nama : Alfiana Asti Premasari

Jenis Disabilitas : Cerebral Palsy (fisik)

Usia : 30 tahun

No.	Speaker	Utterances
1.	Interviewer	<i>Why do you like English?</i> (Mengapa kamu suka bahasa Inggris?)
2.	AAP	My father worked in a foreign company, since I was a child I often saw my father communicate with his co-workers using English. That made me curious about English and finally, I liked it.
3.	Interviewer	<i>How do you learn English?</i> (Bagaimana cara kamu belajar bahasa Inggris?)
4.	AAP	I learn English just like other language learners in general, watching English movies, listening to English music, and reading English books. In addition, when I was a child my father taught me English, so since childhood, I have been communicating in English with my father. I also study English at school, English courses at school, and English courses outside of school. I am also active as an administrator in Yogyakarta's WKCP community, the donations come from abroad. I talk with native speakers when we are meeting. It can help me improve my English skills.
5.	Interviewer	<i>Do you have strategies for learning English? What kind of strategies do you have?</i>

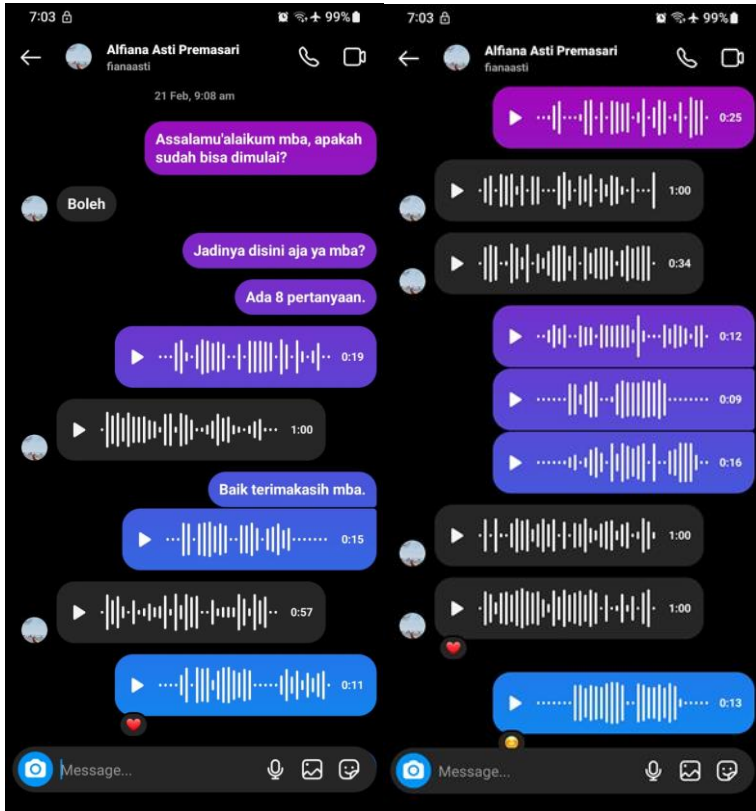
		(Apakah kamu memiliki strategi tersendiri dalam belajar bahasa Inggris? Strategi seperti apa yang kamu miliki?)
6.	AAP	I learn by seeing and hearing. Hearing it many times will make it easier for me to remember, without force to remember it. Usually, I practice it in oral and written communication so it becomes a long-term memory. I often use it at this time, because during my school days, I still relied on memory.
7.	Interviewer	<i>Do you have problems in learning English? What is your problem?</i> (Apakah anda memiliki masalah dalam belajar bahasa Inggris? Apa masalah yang anda miliki?)
8.	AAP	For listening to the pronunciation of native speakers and non-native speakers are different. So when with native speakers I have to focus, sometimes I also have to pay attention to the speaker's lip movements. Speaking is still related to listening, sometimes other people have to confirm what I'm saying because I'm a non-native speaker. In writing, sometimes I still have mistakes in grammar, such as singular and plural. When I was in the university I have a problem with accessibility, before the lecture starts I have to consult with the lecturers, and after that, they will try to move the class to the first floor.
9.	Interviewer	<i>How do you overcome these problems?</i> (Bagaimana cara kamu mengatasi masalah tersebut?)
10.	AAP	To overcome these problems, I usually pay more attention to it, if in an online

		forum like Zoom, it can be clarified via a chat room or share screen.
11.	Interviewer	<i>Do you have the motivation in learning English? What kind of your motivation do you have?</i> (Apakah kamu memiliki motivasi tersendiri dalam belajar bahasa Inggris? Motivasi seperti apa yang kamu miliki?)
12.	AAP	Yes, I do. When we can speak foreign languages, especially English, we can have a lot of knowledge. For example, we can comfortably be watching a movie and listen to music in English without subtitles and can also easily read a book without checking the meaning in the dictionary.
13.	Interviewer	<i>How important is the role of parents in your success in learning English? Explain!</i> (Seberapa pentingkah peran orang tua dalam kesuksesanmu belajar bahasa Inggris? Jelaskan!)
14.	AAP	When I was a child my father always taught English to me. Even though my parents know that I have proficiency in English, they still give me English courses because I can improve my skill and get a lot of new knowledge.
15.	Interviewer	<i>How important are your teachers and friends in your success in learning English? Explain!</i> (Seberapa pentingkah peran guru dan teman sekelasmu dalam kesuksesanmu belajar bahasa Inggris? Jelaskan!)
16.	AAP	For my teacher, when I was in junior high school I got bad scores in English lessons, so I had to do remedial. My teacher taught and waited for me to do it so I can get a

		<p>better score. When I was in university too, my lectures were also very helpful. Because I have difficulty with accessibility, they always try to move the class to the first floor.</p> <p>For my friends. Because not all places are wheelchair accessible, so when there were group assignments or other assignments, my friends do it at my home. It helps me.</p>
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Appendix 7

Interview Documentation via Instagram



CURRICULUM VITAE

A. Personal Data

Name : Yusri Marlina
Place and Date of Birth : Sebamban, March 4th 1999
Address : Al Kautsar, Satui, Tanah
Bumbu, Kalimantan Selatan
Phone Number : 082195901228
Email : yusrimarliyana22@gmail.com

B. Educational Background

1. Formal Education:

- a. TK Gawi Makmur Kalimantan
- b. SD 4 Sekapuk
- c. MTsN Tambakberas Jombang
- d. MA Fattah Hasyim Bahrul ‘Ulum

2. Non Formal Education:

- a. Pondok Pesantren Al-Ikhlas Bahrul ‘Ulum
Tambakberas Jombang
- b. Ma’had Al Jami’ah UIN Walisongo Semarang