

**TEACHING AND LEARNING ENGLISH  
FOR HEARING IMPAIRMENT STUDENTS OF THE  
SEVENTH GRADE AT SLBN PELAMBUAN BANJARMASIN  
ACADEMIC YEAR 2015/2016**

**THESIS**

**BY:**

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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
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FOR HEARING IMPAIRMENT STUDENTS OF THE  
SEVENTH GRADE AT SLBN PELAMBUAN BANJARMASIN  
ACADEMIC YEAR 2015/2016**

**THESIS**

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By:

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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
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OCTOBER, 2016 A.D/1438 H**

## **APPROVAL**

This is to certify that the sarjana's thesis of U'un Waes Kurnia Reg.1201240772 with the title TEACHING AND LEARNING ENGLISH FOR HEARING IMPAIRMENT STUDENTS OF THE SEVENTH GRADE AT SLBN PELAMBUAN BANJARMASIN ACADEMIC YEAR 2015/2016 has been approved by the thesis advisor for further approval by board of examiners.

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certify, that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledge in the text, and has not been submitted, either in whole or in part, for a degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be canceled due to the law.

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## VALIDATION

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## ABSTRACT

**U'un Waes Kurnia.** 2016. *Teaching and Learning English for Hearing Impairment Students of the Seventh Grade at SLBN Pelambuan Banjarmasin Academic Year 2015/2016*. Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor I: Dr. Hj. Nida Mufidah, M.Pd , advisor II: Hj. Noor Maulidiyah, M.A

**Keywords:** Teaching and Learning, English, Hearing Impairment Students

The problem formulations of this research are: 1) how is the teaching and learning of English for hearing impairment students? and 2) what are the problems faced by the teacher in teaching and learning English for hearing impairment students? In this research has purposes, such as to know how is the teacher in teaching and learning English for hearing impairment students and to know the problem faced by the teacher in the teaching and learning English for hearing impairment students, what the teacher can cope the problem that the teacher deals in the class.

The subjects in this research are an English teacher and five hearing impairment students of the seventh grade at SLBN Pelambuan Banjarmasin academic year 2015/2016. The object of this research is the teaching and learning of English to students with hearing impairment of the seventh grade and the problems faced by the teacher in teaching and learning English for hearing impairment students at SLBN Pelambuan Banjarmasin.

To collect the data, the writer uses the techniques of observation, interview, and documentary. Data processing in this research is divided into three stages, they are editing, coding, and interpretation. To analyze the data the writer uses qualitative.

The result of the research denoted that the teaching and learning of English to hearing impairment students is quite good. It can be seen from the teaching and learning to communicate of English by using sign language, total communicative approach and memorization. The teacher teaches the lesson by grammar translation method, total physical respon and individual approach. The teacher also uses pictures and things in the classroom. In evaluation, the teacher uses proficiency tests and portofolio assessment. Whereas the problem faced by the teacher in the teaching and learning English for hearing impairment students have problems communication, the short time allocated for English subject made the students are less concentration when they studied and they have lack of English vocabulary. In teaching and learning English for hearing impairment students, the writer hopes the teacher should know more about the approach and method, especially to hearing impairment students. The teacher also should have the lesson plan and pay more attention to the situation in the classroom. The teacher should add knowledge about the way communication with hearing impairment students.

## **ABSTRAK**

**U'un Waes Kurnia**, 2016. *Pembelajaran Bahasa Inggris untuk Siswa Tunarungu pada Kelas Tujuh di SLBN Pelambuan Banjarmasin Tahun Akademik 2015/2016*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, pembimbing I : Dr. Hj. Nida Mufidah, M.Pd, pembimbing II : Hj. Noor Maulidiyah, M.A

**Kata kunci** : Pembelajaran, Bahasa Inggris, siswa tunarungu

Permasalahan yang akan diteliti pada penelitian ini adalah 1) bagaimana pembelajaran oleh guru kepada siswa tunarungu kelas tujuh dan 2) masalah apa yang dihadapi guru saat pembelajaran. Tujuan dalam penelitian ini, untuk mengetahui bagaimana pembelajaran Bahasa Inggris untuk siswa tunarungu dan untuk mengetahui masalah-masalah yang dihadapi guru dalam pembelajaran Bahasa Inggris untuk siswa tunarungu, apakah guru dapat mengatasi masalah yang dihadapi guru di kelas.

Subjek pada penelitian ini adalah seorang guru Bahasa Inggris dan lima siswa kelas tujuh di SLBN Pelambuan Banjarmasin tahun akademik 2015/2016. Objek dari penelitian ini adalah pembelajaran pada Bahasa Inggris untuk siswa tunarungu kelas tujuh dan masalah yang dihadapi guru pada pembelajaran Bahasa Inggris untuk siswa tunarungu kelas tujuh di SLBN Pelambuan Banjarmasin tahun akademik 2015/2016.

Data penelitian ini dikumpulkan melalui observasi, interview dan dokumentasi. Data diperoleh dan diproses melalui tiga tahap, yaitu mengedit data mentah, mengelompokkan data, dan menginterpretasi data. Untuk menganalisa data diperoleh menggunakan kualitatif.

Hasil dari penelitian menunjukkan bahwa pembelajaran Bahasa Inggris untuk siswa tunarungu cukup baik. Itu bisa dilihat dari pembelajaran Bahasa Inggris menggunakan sign language, total communicative approach and memorization. Guru mengajar dengan grammar translation method, total physical respon dan individual approach. Guru juga menggunakan gambar dan benda-benda di ruangan kelas. Pada evaluasi, guru menggunakan proficiency tests dan portofolio assessment. Sedangkan masalah yang dihadapi guru dalam mengajar Bahasa Inggris terkendala pada komunikasi, waktu yang singkat membuat siswa kurang berkonsentrasi dan terbatasnya kata-kata siswa dalam Bahasa Inggris. Dalam pembelajaran Bahasa Inggris pada siswa tunarungu, penulis berharap guru harus lebih mengetahui tentang pendekatan dan metode khususnya anak tunarungu. Guru juga harus memiliki rencana pembelajaran serta lebih memperhatikan situasi kelas. Guru dapat menambahkan pengetahuan tentang cara berkomunikasi terhadap anak tunarungu.

**MOTTO**

**YOU CAN DO THE BEST ON YOUR  
TALENTS**

**BY**

**SAYING BASMALLAH**

**&**

**HAMDALLAH TO FINISH !!!**



## **DEDICATION**

This thesis is dedicated to:

My beloved father, mother, brother and my motivator, you are heart in my life  
who always pray and give me good advice and the best things in my life.

My teachers and my lecturers who have taught and given me knowledge and  
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Finally, the writer hopes that this research or thesis will be useful for the next researchers. The writer believes that this research is far from adequate information. For the improvement of this research, the writer wishes the readers of this research give their criticism and suggestions.

Banjarmasin, Muharram<sup>th</sup> 1437 H

October<sup>th</sup> 2016 A.D

The writer



U'un Waes Kurnia

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