A STUDY OF TEACHING ENGLISH USING SIGN LANGUAGE TO HEARING IMPAIRED STUDENTS OF SMULB NEGERI (B) PEMBINA Tk. NASIONAL LAWANG MALANG

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English as International language becomes an important thing in the globalization era. In Indonesia, English one of the compulsory subjects in secondary school until university level. In accordance with the 1994 curriculum, English can be taught from the elementary school as the local content subjects. English subject is taught not only for the normal students but also for the students who have physical disorder. In Indonesia, there is a special school for these students called SLB (Sekolah Luar Biasa). In the teaching learning process at SMULB, the teacher usually faces some difficulties dealing with the students because they have disability of their hearing.

Based on the reason above, the writer tried to dig up and found out the teaching technique, the media used, and the problem faced by the teacher in teaching English to hearing-impaired students at SMULB Negeri (B) Pembina Tk. Nasional Lawang-Malang. The writer used the English teacher at SMULB as the subject of the research. The writer used the descriptive qualitative research in conducting the research. The instruments used in collecting the data were observation and interview.

The finding of the research showed that the teacher used “Perdati” technique (Percakapan Dari Hati ke Hati) in teaching English at SMULB. This term was made by the teacher and adopted from the Total Communication technique that requires a hearing-impaired person to use their residual hearing (how far he/she able to hear), a speech reading (the capability to understand visual cues of mouth movement lip reading) and facial expression. The teacher in SMULB used picture and real object as the instructional media. She made the picture as the instructional media by herself with coloring the picture to attract the student interest. Besides, she also used the real object as the variation of the instructional media.

Based on the observation and interview with the teacher, the writer also found two kind of problems faced by the teacher: first, the problem of material that includes choosing of the permanent textbook and choosing of the appropriate textbook for the students. Second, is the problem related with the student’s condition. Dealing with problems of the students, the teacher must identify the cause of hearing-impaired. By knowing the cause it was easier for the teacher to deal with the students. It was also found that students who have hearing disability since they were born were easier to understand the material and the lesson than the students who get hearing-impaired after they grow up.