

**ANALYSIS OF COMMUNICATION SKILLS OF TEACHERS AND  
STUDENTS WITH SPECIAL NEEDS IN PRIVATE JUNIOR HIGH  
SCHOOL : SPECIAL STUDY OF PSYCHOLINGUISTIC**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For Degree Of Sarjana (S.Pd)  
English Education Program*

**By:**

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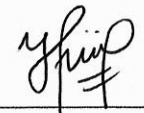


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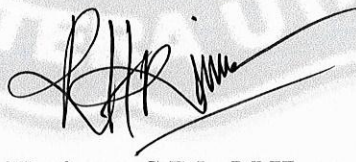
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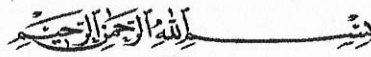
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “**Analysis of Communication Skills to Students With Special Needs in Private Junior High School; Case Study of Psycholinguistics**” adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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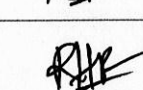
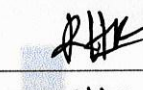
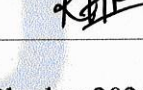
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## ABSTRACT

**Fadillah Annisa S. 1902050061. Analysis of Communication Skills of Teachers and Students with Special Needs in Private Junior High Schools: A Special Psycholinguistic Study. Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra. 2024.**

Communication skills are very important in terms of conveying meaning in everyday life through the right way. Deaf student who experience hearing disorders, ranging from mild to severe, this has happened since they were born. Deaf people require special treatment both in education and in everyday life. In psycholinguistics, psycholinguistics in deaf education from the journal (Indah, 2018) which analyzes the transition of psycholinguistics in deaf education shows a shift from the concept of "language disorders" to a focus on the potential impact of lifelong language disorders or deficiencies. This study was conducted to analyze the communication skills of teachers with students in psycholinguistic learning and to obtain in-depth information about how teachers communicate with deaf students at SLB-B Karya Murni Medan. This study is a qualitative study in which researchers conducted interviews with 3 class teachers to obtain data in the form of recording transcriptions. Data were taken from recordings, photo and video documentation. Qualitative analysis of the research data shows that the communication of teachers with deaf students from grades 7 to 9 has many similarities to communicating with students at school. The teacher begins communication by sitting in the middle in front of the students so that students can focus on one teacher. and the teacher begins the conversation approach by asking about their daily lives and after that starts KBM (Teaching and Learning Activities).

*Keywords : Communication skills, Deaf Student, Verbal and Nonverbal and MMR.*

  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Communication skills was defined as the transmission of a message that communication skills was defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Communication has the main role in human life. A good two-way-communication quality will create a oneness of perception of both communicator and communicant resulted an effective communication. The communication is inside the system of organitational communication which is called as instruction communication in both verbal and non-verbal communications (Fardila, 2018).

Verbal communication uses symbols or words that are clear both stated verbally and in writing. But teachers and students convey messages not only with verbal communication but also nonverbal communication in the teaching and learning process. This nonverbal communication is communication using the body, facial expressions, gestures, head movements, eye blinks or hand waves. Communication through body language is more dominant than verbal language (Robert & Brown, 2004).

At this stage of communication development, verbal and nonverbal are an inseparable unit to convey a message. Thus, in carrying out the learning process the teacher must be able to combine the two types of communication. The teacher's ability to apply it can help improve impressions in the teaching and

learning process. One of them is communication between teachers and children with special needs such as deaf people. They are children who have hearing loss (Wahyuni, 2018).

A deaf person is a child whose sense of hearing is impaired, ranging from mild to severe, this has occurred since they were born. Deaf people need special handling both in education and in everyday life. Deaf children born to hearing families are more prone to language delays. The potential mismatch of communication modalities used between deaf children and their families can be attributed to this. Susceptibility to language delays can affect the development of children's communication strategies; understand the thoughts and feelings of others. the ability to self-regulate especially in relation to attention, impulsivity, and emotional levels rules social understanding and overall social functioning. Plus, deaf children have been found to be 1.5 to 2 times more susceptible to mental health difficulties than their hearing peers (Batten et al., 2014).

The communication ability used by deaf students is sign language. Concrete experience is the main key in classroom learning, as well as deaf students. Classroom learning is not so easy for deaf students to learn. The teacher introduces material with concrete media that students can see and touch. Related to this, communication is the main medium for interaction in the learning process in the classroom. Teachers or educators are required to be able to understand and train deaf students to be able to communicate. Because basically there are still many errors in the meaning or content of messages conveyed or given when interacting with deaf children.

The phenomenon of the psycholinguistic turn in deaf education from journals (Indah, 2018) analyzing the psycholinguistic turn in deaf education shows a shift from the notion of "language impairment" to a focus on the potential impact of lifelong language impairment or deficiency. In language, there is the process of expressing thoughts and feelings (from the brain) verbally, in the form of words or sentences. The brain receives and understands language input through the ears. Good brain and speech organ function was make it easier for a person to speak well. However, those who have abnormalities in brain function and speech organs certainly have difficulty in speaking, both receptive and productive. This is called a language disorder (Indah, 2018).

It is not new to acknowledge that many deaf students enter school without the basic language skills to succeed, nor is it new to state that a lack of language skills in the early stages often leads to low academic achievement. What has emerged is the notion that deaf children not only experience language delay, but also that early language deprivation affects their cognitive and linguistic development in ways that may be irreversible.

Therefore, the focus of this study researcher chose deaf junior high school students at SLB-B Karya Murni Medan because to see how the teacher's communication skills with deaf students in the learning process in the classroom. . In the SLB-B Karya Murni Medan School of Education, this learning strategy is known as the Maternal Reflective Method (MMR), which is a language teaching method for deaf children developed based on the phenomenon of a mother naturally teaching language to her child who cannot yet speak, until the child

acquires language naturally. If education for deaf students is truly able to develop communication skills, both verbal and nonverbal communication skills, then this will have a positive impact on achieving curricular goals and national education goals.

This observable phenomenon inspired researcher to conduct research with the central theme of the problem “**Analysis Of Communication Skills Of Teachers And Students With Special Needs In Private Junior High School : Special Study Of Psycholinguistic**” which was explained using learning strategies and communication skills, both verbal and nonverbal.

## **B. Identification of The Problem**

Based on the contents above, the following problems are identify :

1. How does the interaction of learning strategies affect language disorders found in communication skills at the school?
2. Verbal and nonverbal communication skills of deaf students whose learning uses MMR learning strategies at the SLB-B Karya Murni School of Education, Medan.

## **C. Scope and Limitation**

The scope of this research is about psycholinguistic study.the study foccuses on communication skills of deaf student which will be carried out by Private Junior High School Students at Pendidikan SLB-B Karya Murni Medan.



#### **D. Formulation of Problem**

Based on the description that has been explained, the problem can be formulated, namely :

1. What is there an interaction effect between learning strategies and level of deafness on verbal communication skills?
2. How are the verbal and non-verbal communication abilities of deaf Students whose learning uses MMR learning strategies?

#### **E. Objective of Study**

Based on the problems of the research above , this research is intended to describe :

1. Analyze the effect of interaction between learning strategies and the level of deafness on language disorders in communication skills of teachers and students.
2. To analyze communication skills against learning strategies for verbal communication and nonverbal communication..

#### **F. The significant of study**

The significances of this study are expected to be beneficial theoretically :

1. Theoretically

The theoretical benefits of this research are as a development of knowledge and insights from researcher regarding the field of skill

communication between teachers and students with special needs who are deaf with psycholinguistic learning.

## 2. Practically

This research is expected to increase the understanding and research abilities of researchers, especially in the field of psycholinguistics

2.1 For teachers to apply the communication skills of children with special needs who are deaf in the field of psycholinguistics.

2.2 For students, students are expected to be useful as an understanding of researchers to conduct academic research, especially in the field of psycholinguistics.

2.3 For other researcher, researcher are expected to be useful as an additional reference for conducting additional research on communication skills in psycholinguistic topics.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

Theories are required in research to explain some notions in the research issue. To have the same viewpoint of implementation in the field, the notion that was employed must be explained. Theoretical explanations of the concept employed in this study will be offered. In other words, the following is thought to be significant to discuss so that the reader understand the idea better.

#### **1. Psycholinguistic**

According to (Cowles, 2010), the linguistic scientific study of language and psychology is the scientific study of language and psychology is the scientific study of human behavior and cognition (how we think). Psycholinguistics is a language processing and knowledge representation that underlies the ability to use language. According to Penney Upton (2012:2), Psychology is the process of responding to human thoughts and behaviors throughout life or process will not stop when entering adult age. Linguistics is a language that is used by members of social groups to works together, communicate, and identify themselves (Achmad, Abdullah:2012). Psycholinguistics is the process of changing behavior or language when it does not enter the process of maturation. Psycholinguistics is simply defined as the sounds of the relationship between human language and mind. One important processes are investigated in psycholinguistics: Language Disorder (Nima Shakouri 2012) .

## 1.1 Language Disorder

Language impairment or language disorder is a result of a delayed or disorder development of the content, form, or use of language that is spoken. The language content refers to what is being talked about or understood by human. The language form refers to the shape and sound of units of language and their combination. The language usage refers to the intentions why people speak and the ways they create the conversations are based on that they know about the listener and the context( Bloom, 1988).

Hence, people who are suffered of language impairment will have difficulty in using language properly, that can be seen through the way they construct sentence, and so on. Furthermore, according to Turgeon and Macoir(2008), higher mental functions depend on specialized cerebral substrates, so a disturbance of these brain areas may lead to language communication impairment. Therefore, Language is also caused by abnormalities within the brain. (Ratna Sari Dewi, S.S., 2021) .

According to Field(2004) language impairment is necessary studied for two fundamental reasons as follows:

- 1) By understanding the difficulties of people with language disorders in linguistics and by comparing them with normal language acquisition, we can consider the types of teaching techniques that can help children with language disorders

- 2) Theoretically, by studying deviations in language acquisition, both in adults and children, we can find out more about how normal language acquisition develops.

Apart from that, the characteristics of each deviation will lead us to an understanding of the relationship between different language systems. For example, language in children with mental retardation will prove the role of intelligence in language development. In this case, what needs to be noted is that language disorders have an impact on two things:

- 1) Slow in language acquisition – for example, a five year old child has language competence equivalent to a two year old child; or
- 2) Deviating from the standard form – where the child acquires the language in a different order than most children, or the child has abilities that are very different from native speakers of their own language.

If viewed from its origin, language disorders can be categorized into two groups:

- 1) Developmental language disorders, meaning disorders resulting from abnormalities that are present at birth. In some children, there are difficulties in acquiring language due to developmental disorders.
- 2) Acquired language disorders, meaning disorders due to surgery, stroke, accident or aging (Indah, 2017d).

Biological language disorders are caused by organ imperfections. Examples include those experienced by the deaf, blind and people with

speech disorders. The ability of deaf children to understand sign language is as fast as the ability of normal children to learn language. In fact, the ability to produce speech in deaf children is actually faster than that of normal children. Why is that? Sign language does not require pauses in breathing to think, and does not require differentiation of the articulation mechanisms of the speech organs as spoken language does.

Considering the complexity of the language learning phase for deaf children which consists of sign language and lip reading, as a result it takes longer to learn to read and write. Therefore, deaf children's reading and writing abilities are slower than normal children. The communication skills achieved are limited to face-to-face communication, so without visual technology it is difficult to carry out telephone conversations.

In general, language development in deaf children is determined by three fundamental factors:

- 1) Degree of hearing damage
- 2) Parents' hearing status (whether normal or deaf) and
- 3) Age of introduction to a particular communication system and consistency of communication practice(Indah, 2018).

## **2. Communication Skills**

Communication is an effort to provide and convey information, thoughts, and behaviors among individuals or groups (Guyen, 2013). Language is used in such situation, it can be known that language is the key of communication containing messages. The important idea is that the recipient gets the correct detail of what

the speaker intends to inform (Ekayati, 2018). Communication skills include verbal and non-verbal communication, message processing, listening, and responding effectively (van der Vleuten et al., 2019). Communication skills are the essential skills that individuals must master during physical development and human mental growth (Nugroho et al., 2018). Through communication, students can convey all their thoughts to others, both orally and in writing (Ayu, 2018).

Communication skills are one of the soft skills components that greatly determine a person's success, so communication skills are learned at all levels of education (Mustikawati et al., 2018). Communication skills are vital in developing superior and character human resources (Yenice et al., 2022). Communication skills can not only lead students to be capable in academic aspects. Still, they will affect various aspects of student development, one of which will make students accepted by the social environment in which they are located (Ahmad et al., 2021).

Development of effective communication skills is an important part of teachers' advancement potential. Teachers must possess highly developed communication skill levels to become a successful professional. The development of these skills not only enhances the teachers' potential, but will also improve the quality of teachers produced. Advanced communication skills are required in every aspect of the teaching process. Teachers must possess highly developed oral and writing skills to communicate with management, learners and co-workers effectively. Open communication lines will minimize the potential of ill feelings during the teaching process (Ihmeideh et al., 2010).

### **3. Teacher**

According to Fajri (2020) The teacher is the element of the school that is closest to the students so that the readiness of the teacher will also affect the output produced by the students. Several studies have been conducted to find the right solution to help teacher readiness in facing inclusive education. However, it still focuses on pedagogical knowledge and pedagogical problems faced by children with special needs during the implementation of inclusive education.

Teachers need excellent communication skills to succeed in their profession. Listening, interpersonal, written and oral communication skills are required by teachers to facilitate understanding of teaching findings and the ability to accomplish their responsibilities effectively. Teachers are constantly gathering, sorting, analyzing and explaining information to learners. Not only do teachers need to accomplish technical tasks, they must also communicate efficiently and effectively with internal and external customers.

Seeing the importance of an effective and affective communication process between teachers and students, it is necessary to know the most appropriate communication patterns to be able to increase the learning motivation of students with special needs (Fajri, 2020).

### **4. Special Needs**

Children with special needs are those who have physical, cognitive, psychological or emotional delays. So that it can be said that they are different from normal children in general. Children with special needs will certainly



experience differences in communication with other normal children. Children with special needs tend to be busy with themselves and do not care about others, so that the disturbances experienced by children with special needs are sometimes not understood by those around them. Children with special needs have several problems, but they must still get an education that is on par with normal children in general. Schools that can accept children with special needs are schools that carry out inclusion, where children with special needs get the same rights as others in terms of education.

Special needs education are inevitably determined by our conceptions of “special needs” and our understanding of that phrase. There is a distinction between (1) the meaning of the phrase (the linguistic equivalent of “special” and “needs”) and (2) the criteria of application (what is to count as a special need). Both (1) and (2) are here explored, and it is shown that both depend ultimately on value judgements about what is important or desirable in human life and not just on empirical fact. Those concerned with the theory and practice of special needs have to face the task of clarifying, and defending, the value judgements on which their work relies (Wilson, 2002).

#### **4.1 Deaf**

In general, a deaf child is someone who has a hearing impairment. so that they cannot hear perfectly or even cannot hear at all. However, it is believed that there is no human being who cannot hear at all. “Deafness is a condition in which individuals are unable to hear and this is evident in the way and sounds, both with frequency and intensity”(Engkus

Kuswarno, 2008). So that those with hearing loss cannot hear perfectly or even cannot hear at all but it is believed that there is no human being who cannot hear at all.

Normally humans in general are able to perceive stimuli or stimuli that are formed in the form of sounds that are broad, strong and have short and long frequencies. However, it is different from individuals who experience problems with their sense of hearing, both in terms of hearing loss and deafness.

Deaf/Hard of Hearing (DHH) students are a diverse group with wide ranging characteristics(Marschark & Knoors, 2012; Smith & Allman, 2019). Training pre-service teachers to work with DHH students and the parents with whom they cannot communicate is especially challenging(Marschark & Knoors, 2012; Smith & Allman, 2019) and requires ample practical experience through experiential learning, or learning by doing(Smith & Colton, 2020).

Deaf children are a heterogeneous group. While some would argue that all deaf children should be conceptualized as bi/multilingual, many of the comparisons are made between deaf children and 'English Learners' are based on only subsets of the deaf population (Howerton-Fox & Falk, 2019). Different types of schools are available for children with hearing loss – special education centers in particular for the deaf, schools focused on the integration of the deaf, offering special programs for them, and regular schools where the deaf receive their education with hearing

children. The methodological approach adopted by these schools will depend on the communication system used to teach:

- a. Spoken, spoken and written language
- b. Spoken languages, spoken and written, with support special communication system (Alsmark et al., 2007).

#### **4.2 Deaf Communication**

Education for deaf children to achieve verbal (oral/speech) communication skills is a strenuous effort and demands high teacher requirements, as well as support for learning facilities and infrastructure such as sophisticated electronic equipment to support teaching and learning activities, in addition to the use of learning methods. development of appropriate language and in accordance with the circumstances of the child.

Another form of communication for deaf children is verbal or nonverbal communication, such as gestures, facial expressions, and language in the form of signs. However, this form of communication has weaknesses, including not being able to accommodate some of the functions of language and other advantages possessed by spoken language.

According to (Totok Bintoro, 2010) There are 2 communications contained in the deaf, namely:

##### **1) Verbal Communication**

Verbal communication expressed by Mulyana (2005: 238) is the main means of expressing thoughts, feelings, and intentions, whereas

according to Muhammad (2005: 4) verbal communication is communication using words or symbols expressed orally or in writing.

### *Expressive Verbal*

#### 1) Oral / Speech / Oral / Speak

According to A. Mulholland quoted by Bunawan (1997:5), oral language is a communication system that uses speech, residual hearing, speech reading, and or vibrational and tactile stimulation (vibrotactile) for a spontaneous conversation. The advantages of spoken language when compared to sign language are :

- a) The speed of speaking is much faster than sign language.
- b) The spoken language is more flexible, both the speaker and the interlocutor are more free to express their intentions.
- c) Spoken language is more differentiated.
- d) Cues are too affective, tend to cause feelings of lack of control;
- e) By gesturing, someone will be more self-centered because the other person's attention is directed towards the speaker's hand movements message, while spoken language gives more flexibility for the speaker to do something while speaking, such as pointing, holding objects, and so on.

#### 2) Finger Spell

According to A. van Uden quoted by Bunawan (1997: 7), it is said that the finger spelling system, even though it is classified into sign language or manual, can be said to be verbal (although not oral)

because it consists of elements in the form of an alphabet or alphabet and not signs. In applying the finger spelling system, there is a one-to-one relationship between manual symbols and written symbols so that there will also be a word-for-word relationship with reading and writing activities. The application of the finger spelling system includes expressive activities, namely in the form of sending messages and receptive activities, namely reading finger spelling.

## **2) Nonverbal Communication**

Nonverbal communication is the process of creating and exchanging messages (communication) by not using words, but with body movements, facial expressions, touch, and so on.

### *Expressive Nonverbal*

#### 1) Cue

Sign language has less in common with spoken language and even differs in its grammar. Sign language has a lexicon of its own, meaning between signs and words in the language there is no one-to-one relationship. A sign when translated into spoken language may require more than one word (Bunawan, 1997: 49). The gesture itself is divided into two, viz natural cues and standard cues. Natural signs are sign languages that are commonly used daily by deaf people when communicating with other people, while standard signs are formal signs specially created to represent standard grammar and are usually used in teaching in schools.

## 2) Mimic and Gesture

Gestures, facial expressions(mimics), pantomimics, and gestures performed by a deaf or hearing person usually occur naturally and naturally. Mimics that are owned by everyone may not be the same, depending on the culture that exists in that society. This expression/gesture actually cannot be classified as a language in the true sense even though its motion can function as a medium in communicating (Totok Bintoro, 2010).

## **3) Communicative Language Learning Strategy with Reflective Maternal Method (MMR)**

Maternal is defined as maternal, or related to the mother, and reflective is literally defined as reflecting back, and more deeply defined as seeing, reviewing experiences, impressions, images, feelings and thoughts. Itself which creates awareness so that a person can control his own behavior (Santi Rama Foundation, 1989: 45). This reflective maternal method (MMR) will hereinafter be referred to as the MMR learning strategy. The principle of this learning strategy is: “What do you want to say, say it like this.....”. This approach emphasizes conversation as the main tool in the process of language acquisition for deaf children. Because this strategy emphasizes the conversational form of teaching, it is also called the reflective conversation method. In short, it can be said that the MMR learning strategy is a language learning strategy for deaf children with the following characteristics.

1. Follow the methods of how children hear until they master their mother tongue.
2. Focus on the child's interests and communication needs, and not on a program about language rules that need to be taught or "drilled".
3. Present language that is as natural as possible to children, both expressive and receptive.
4. Encourage children to gradually discover the rules or forms of language themselves through reflection on all language experiences.

It is clear that for the initial phase of language acquisition for deaf children a natural approach is adopted (nos. 1, 2, and 3) with the aim of replacing the “phenomenon of the language acquisition period that has not been passed” or to “create” the language development of deaf children. However, for more advanced phases a constructive or structural approach is used (no. 4), meaning that if the child has mastered a lot of vocabulary and is skilled at communicating, then the linguistic aspect is ready to be taught.

Next, how does a child through conversation reach the level of mastery of grammar actively (expressive) or passively (receptive). According to Uden, development includes stages or the following steps. Carrying out appropriate conversations using capture methods and multiple roles (such as communication carried out by a mother to her child who is still a baby/does not yet speak). All forms of language that usually appear in everyday conversation need to be used, namely news sentences, questions, commands, everyday expressions, and elements of feeling.

So, the MMR learning strategy is language learning for deaf children which is based on how the child hears to mastery of the mother tongue, which is characterized by the presence of conversation by applying capture techniques and multiple roles to obtain reflective abilities through discovery learning. This strategy is an answer to the demands of various forms of language teaching such as neurolinguistics, pragmatics, and also communicative curriculum. Because language is a means of "discovering the world", this method is in accordance with the model: "Language Across the Curriculum", which is based on the philosophy that curricular goals can be achieved if preceded by high language skills and mastery as written by Siahhan in the SEAMEO Meeting (1987: 94). In its implementation, Van Uden differentiates between two types of conversation, namely (1) 'conversation from heart to heart' or heart-to-heart conversation, and (2) 'linguistic conversation' or linguistic conversation.

## **B. Previous Relevant Studies**

This research was conducted with a study of theories and concepts support. Before further research, theories or various research findings that have been carried out previously become one of the bases for conducting research. Previous research is one of the supporting sources that can be used as a reference or comparison by researchers related to similar subject matter or the same object of study. Several studies of theories and concepts that support them include psycholinguistic studies, language disorders, and communication skills.



The first is research on communication skills in writing by Fardila (2018) entitled “Effective Communication for Educators of Children with Special Needs”. Researchers focus on analyzing communication in children with special needs, involving not only the teacher and the school environment, but the entire environment where the child lives; not only academic support but also medical and non-medical support related to special needs development performance. Epstein (1995) explains that communication between teachers and parents is one of the six main factors of parental involvement that builds communicative relationships between teachers and parents.

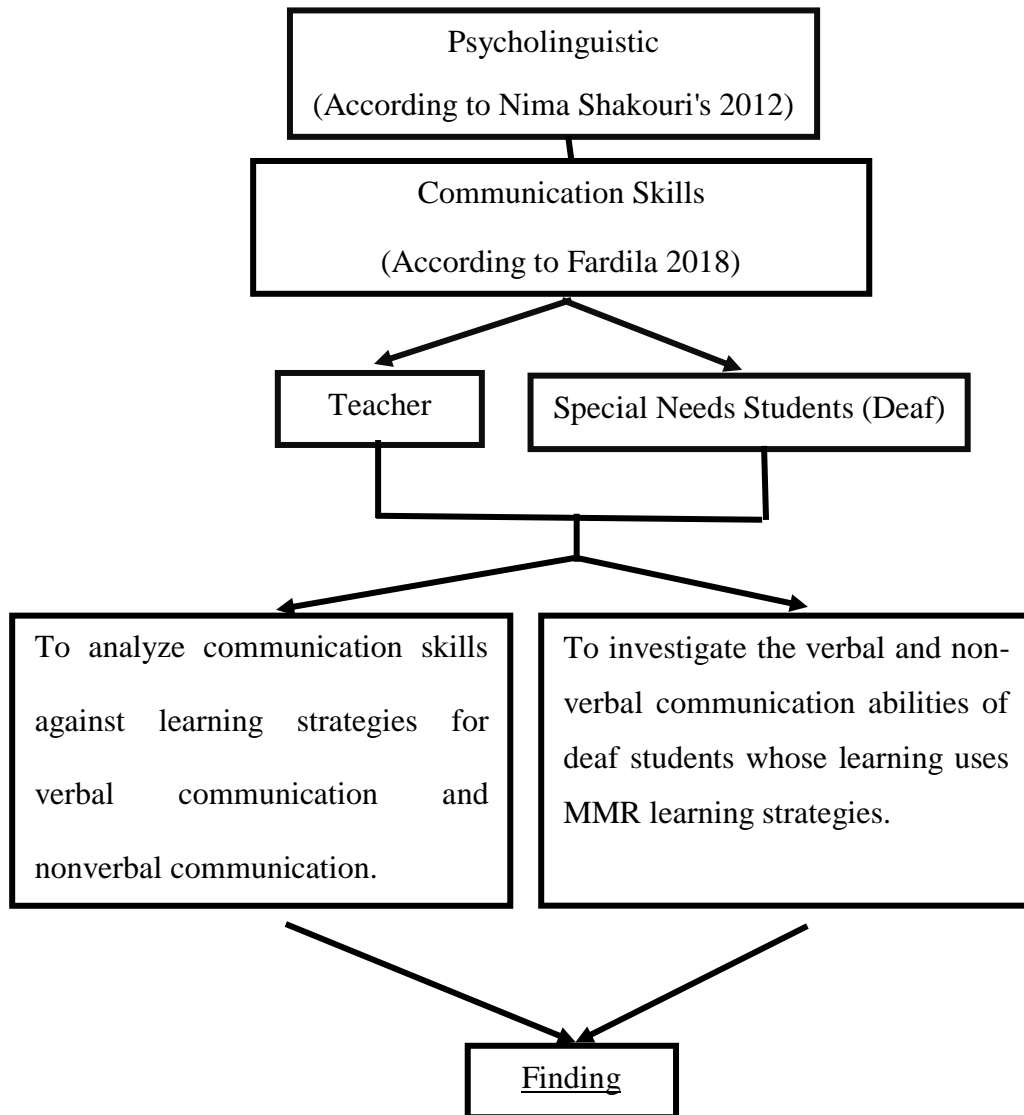
The Second is the research about communication "Empathy teacher communication to increase learning motivation of students with special needs" by Choirul Fajri (2020). This study focuses on communication which aims to analyze how the role of the teacher in increasing interest in learning, especially in relation to the ongoing pattern of empathetic communication.

The third is the research about communication Development of Communication Skills in Children with Special Needs (ADHD): Accentuation of the Schoolboy's Personality and Musical Preferences by Maria (2019). This study focuses on proceed from the hypothesis that the musical preferences of children, adolescents and young people with special needs reflect not only the General musical identification of young people, but also are an independent process of social identification, the main factor of which is music. These children and adolescents experience difficulties in socialization and communication, so we

focus on the use of music in the development of communication skills in children with this type of disorders.

### **C. Conceptual Framework**

According to Penney Upton (2012:2) Psycholinguistics is a language processing and knowledge representation that underlies the ability to use language. Language impairment or language disorder is a result of a delayed or disorder development of the content, form, or use of language that is spoken . The language content refers to what is being talked about or understood by human . The language form refers to the shape and sound of units of language and their combination . According to Ahmad (2021) Communication skills can not only lead students to be capable in academic aspects. Still, they will affect various aspects of student development, one of which will make students accepted by the social environment in which they are located. In terms of communication skills for the deaf, the deaf group who learn using the MMR learning strategy is thought to have higher verbal communication skills (especially deaf children who are classified as hard of hearing). However, because the MMR learning strategy has advantages in acquiring vocabulary which then becomes a wealth of language that can symbolized verbally and nonverbally, deaf children who learn using the MMR learning strategy will have higher communication skills, both verbal and nonverbal. Based on these allegations, it is suspected that there is an interaction between learning strategies and the level of deafness in their influence on verbal and nonverbal communication abilities.



**Figure 2.1 Conceptual Framework of Research**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

The research design of this study is a qualitative descriptive research, where this method can be used to find and understand what is hidden behind a phenomenon which is sometimes something that is difficult to understand satisfactorily.

A qualitative approach is expected to be able to produce in-depth descriptions of observable speech, writing and/or behavior of a particular individual, group, community and/or organization in a certain context setting which is studied from a whole, comprehensive and holistic. Descriptive research is a research method that tries to describe and interpret objects according to the situation. According to (Moleong, 2007), qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. In line with Irina's opinion, (2017: 234) qualitative research is research that is characteristic or has characteristics, namely data stated in a natural state or as it is (natural setting), with no changes in the form of symbols or numbers.

So descriptive qualitative is research that aims to describe things that happen in the field that want to describe, record, analyze and interpret phenomena to obtain information about the real conditions that are happening. In relation to this

research, Teacher And Student Communication Skills Special Needs In Junior High School Special Studies of Psycholinguistic.

### **B. Source of Data**

The data in this research are data from in-depth interviews, observations and literacy studies regarding the phenomenon of the learning process of students with special needs and how teachers use their communication patterns to increase learning motivation through psycholinguistic learning. This research will be carried out by analyzing teachers' communication skills with deaf students (with special needs) in increasing students' interest in learning. The researcher's data source was taken from Karya Murni Medan SLB-B Education using qualitative descriptive methods.

The data obtained by the teachers are:

<b>No</b>	<b>Name</b>	<b>Age</b>	<b>Homeroom teacher</b>
<b>1</b>	Devi Sari Sembiring S.Pd	29	Class VII
<b>2</b>	Arrianja S.Pd	54	Class VIII
<b>3</b>	Sinaga S.Pd	32	Class IX

The data obtained by the students are:

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Famele</b>
1	VII	5	7
2	VIII	1	7
3	IX	4	7
	Amount	10	21

### **A. Technique of Collecting Data**

To obtain the data in this study used the method of interviews and documentation to collect data. Teachers and students are the data sources used in this research. Data collection are carried out using the following steps:

1) The interviews are a method of collecting data by means of communication, namely through conversations carried out by two parties, namely the interviewer who asks questions. And interviewed who give answer above that question (Lexy J. Meleong, 2010: 186). The researcher will conduct interview to the teacher to obtain data that are in accordance object matter raised, interviews are used in interview guidelines, in the form of questions related to research. This interview is conducted with the aim of avoiding wide dissemination of answers. Questions are made based on problem points in the research so that interviews could be conducted systematically. Interviews in this study are conducted in a structured form to obtain an overview of the identity and background of the informants. interview, conducted to :

a) Teacher, to explore how far the ways of communication between teachers and students with special needs are.

2) Documentation is a source of data used to complete research, whether in the form of written sources, images (photos), or monumental works, all of which provide information for the research process. Documentation techniques are used to collect data from non-human sources. This source consists of documents and

recordings. The researcher was document one way of collecting data obtained from existing documents or stored notes. In this research, the researcher uses data and other documents at SLB Karya Murni which are connected to researchers, such as teacher data, data on deaf students, and documentation in the form of photos and videos at SLB Karya Murni.

### **B. Technique of Analyzing Data**

Data was analyzed through qualitative analysis. Activities in qualitative analysis consist of data collection, data reduction, data presentation, and conclusion drawing (Sugiyono, 2020). These stages are as follows:

1. Researchers collected data by conducting observations at school and interviewing teachers at SLB-B Karya Murni Medan.
2. The researcher focuses on analyzing how the teacher's communication skills towards deaf children in junior high school in psycholinguistic studies.
3. Then, the researcher conducted interviews and observations to the class teacher to obtain data about the planning, implementation and evaluation of language learning through MMR. Observations to students were conducted to explore data on students' language skills. Interview techniques to teachers and documentation were used by looking at written documents related to this research.
4. After that, the researcher linked the three techniques to try to After that, the researcher tries to reveal data on planning, implementation and evaluation of language learning through MMR at SLB Karya Murni. The instrument The

data collection instruments used were interview guidelines and observation guidelines for classroom teachers and observation guidelines for students. to students.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

This chapter contains an explanation of the research results and an explanation to answer the problem formulation. The results of the study was described based on the results of the interview. Researcher used class VII consisting of 12 students, class VIII consisting of 10 students and class IX consisting of 8 students as well as 3 homeroom teachers from class VII, VIII, IX as samples in this study and there were 7 sample questions to be asked to the teachers. Then, researcher conducted interviews with classroom teachers to obtain data regarding the planning, implementation and evaluation of language learning through the MMR method.

Communication has the main role in human life. A good two-way-communication quality was create a oneness of perception of both communicator and communicant resulted an effective communication. The communication is inside the system of organitational communication which is called as instruction communication in both verbal and non-verbal communications (Fardila, 2018). The form of communication skills possessed by deaf students begins to form when they have experienced a series of lessons that are routinely provided by SLB-B Karya Murni Medan teachers. The results of the learning must also be used regularly by deaf students. The benchmark of SLB-B Karya Murni Medan

teachers in seeing students' ability to communicate generally revolves around the students' ability to pronounce words that should be pronounced correctly by deaf children. Teachers at the SLB explain learning materials using verbal and non-verbal. verbal language that teachers explain to students with children by using oral, they no longer use sign language as their guide in speaking. but they also start practicing from kindergarten to start learning language orally. because, at the SLB-B Karya Murni Medan school has implemented deaf students can learn Indonesian Sign Language (Bsindo).

**Tabel 4.1**  
**Data for Class 7,8,9 SLB-B Karya Murni Medan**

No	Class	Male	Famele
1	VII	5	7
2	VIII	1	7
3	IX	4	7
	Amount	10	21

Based on table 4.1, it can be seen that the number of students in class VII amounted to 12 with the number of sexes 5 males and 7 females, class VIII amounted to 8 with the number of sexes 1 male and 7 female, and class IX amounted to 8 with the number of sexes 4 male and 7 female. In this study, the samples taken were VII, VIII, IX class teachers totaling three homeroom teachers each.

**Tabel 4.2**  
**Data Teachers for Class 7,8,9 SLB-B Karya Murni Medan**

<b>No</b>	<b>Name</b>	<b>Age</b>	<b>Homeroom teacher</b>
<b>1</b>	Devi Sari Sembiring S.Pd	29	Class VII
<b>2</b>	Arrianja S.Pd	54	Class VIII
<b>3</b>	Sinaga S.Pd	32	Class IX

Based on table 4.1, In this study, researcher used 7 questions to each teacher to find out how the teacher's communication skills with students in conversation and learning. Based on the data collected, researcher can analyze the teacher's ability to communicate with students through 7 questions.

**Tabel 4.3**  
**SMP SLB Murni Teguh Teachers Interview Questions**

<b>No</b>	<b>Question</b>
<b>1</b>	In learning. What methods do the teachers usually do to teach the deaf student ?
<b>2</b>	What specific skills do teachers have to communicate with deaf student
<b>3</b>	What verbal or nonverbal skills do teachers most often use in the learning process in deaf classes?
<b>4</b>	How can the teachers communicate effectively with student in the special needs(Deaf student)?
<b>5</b>	How do teachers utilize their communication skills to increase the learning motivation of deaf students?
<b>6</b>	Are there any communication problems when the deaf students cannot understand be assigments that the teachers have given

7	How do the teachers implement MMR learning strategies for deaf students?
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Based table 4.3 on the questions interviews conducted to the 3 homeroom teachers, The purpose of the interview conducted by the researcher is to find out the informants' own perceptions regarding their knowledge, beliefs, or opinions regarding communication skills applied by teachers with students with special needs (Deaf) by using the MMR learning method and also conducting conversations by learning Indonesian Sign Language (Bsindo).

This interview has conducted by researcher to the three SLBB class teachers in classes VII, VIII, and IX. Researcher obtained answers from the interviews of each class teacher. The interview responses from the class teacher are shown in table 4.4. where the interview answers were obtained from the VII class teacher named Mrs. Devi Sari Sembiring S. Pd, table 4.5 where the interview answers were obtained from the VIII class teacher named Mrs. Arrianja S. Pd, and table 4.6 where the interview answers were obtained from the IX class teacher named Mrs. Sinaga S. Pd.

Interview answers from the 7th grade teacher, namely a mother named Devi Sari Sembiring, can be seen in table 4.4.

**Tabel 4.4**  
**Interview answers from the homeroom teacher of class VIII SLB-B**  
**Murni Teguh**

Informants and class	Interview of Question	The Teachers Answer of Interview
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<p style="text-align: center;">VII Devi Sari Sembiring S.Pd</p>	1	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the learning method used by teachers to students is the MMR method. MMR learning strategy is language learning for deaf children which is based on how the child hears to mastery of the mother tongue.</p>
	2	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.</p>
	3	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.</p>
	4	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely how teachers communicate effectively to students by approaching, the approach between teachers and students to communicate in</p>

	<p>KBM (Teaching and Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.</p>
5	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, by the way the teacher must simplify the material to be taught, because deaf children are not the same as normal students and their hearing is also not the same as normal students. there are some who can use hearing devices and some who cannot use hearing devices. so the teacher must simplify more and take the main points of thought in the material to be taught so that students understand what the teacher will explain.</p>
6	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, there are still some students who still do not understand the teacher's oral language, because there are still many language limitations.</p>
7	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, the application of MMR learning strategies</p>

		<p>first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.</p>
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Based on the table 4.4 obtained from in-depth interviews, the results are related to the teacher's answer to the 7 open-ended questions. The researcher described the answer of the interview on question 1 in class VII SMP Karya Murni Medan is the learning method used by teachers to students is the MMR method. MMR learning strategy is language learning for deaf children which is based on how the child hears to mastery of the mother tongue.

The answer of the interview on question 2 in class VII of SMP Karya Murni Medan is the teacher's special skills in communicating, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.

The answer of the interview on question 3 in class VII SMP Karya Murni Medan is the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.

The answer of the interview on question 4 in class VII SMP Karya Murni Medan is how teachers communicate effectively to students by approaching, the approach between teachers and students to communicate in KBM (Teaching and

Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.

The answer of the interview on question 5 in classes VII of SMP Karya Murni Medan by the way the teacher must simplify the material to be taught, because deaf children are not the same as normal children and their hearing is also not the same as normal children. there are some who can use hearing devices and some who cannot use hearing devices. so the teacher must simplify more and take the main points of thought in the material to be taught so that students understand what the teacher will explain.

The answer of the interview on question 6 in class VII of SMP Karya Murni Medan is there are still some students who still do not understand the teacher's oral language, because there are still many language limitations.

The answer of the interview on question 7 in class VII of Karya Murni Medan is namely, the application of MMR learning strategies first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.

Interview answers from the 8th grade teacher, namely a mother named Arrianja, can be seen in table 4.5.

**Tabel 4.5**  
**Interview answers from the homeroom teacher of class VIII SLB-B**  
**Murni Teguh**

Informants and class	Interview of Question	The Teachers Answer of Interview
-------------------------	--------------------------	----------------------------------



VIII Arrianja, S.Pd	1	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely the learning method used by teachers to students is the MMR method and they have conversations by learning Indonesian Sign Language (BSindo).
	2	The results of the answer from Mrs. Arrianja S.Pd as a eighth grade teacher to the question, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.
	3	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.
	4	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely how teachers communicate effectively to students by approaching, the approach between teachers and students to communicate in KBM (Teaching and Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.

5	<p>The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, the teacher's efforts to increase student motivation are first, by the way the teacher must be a good role model for students. Second, the teacher must be a good example so that students can do what the teacher does. Third, teachers at SLB Karya Murni must also prepare what needs to be taught so that what the teacher applies the children can accept it. Fourth, the teacher must simplify the material to be taught, because deaf children are not the same as normal children so the teacher must simplify it more and take the main thoughts in the material to be taught so that students understand what the teacher will explain.</p>
6	<p>The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, first, there are still some students who still do not understand the teacher's oral language, because there are still many language limitations. second, constraints in language vocabulary.</p>

	7	The results of the answer from Mrs. Arrianja, S.Pd as a seventh grade teacher to the question, the application of MMR learning strategies first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.
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Based on the table 4.5 obtained from in-depth interviews, the results are related to the teacher's answer to the 7 open-ended questions. The researcher described the answer of the interview on question 1 in class VIII SMP Karya Murni Medan is the teacher used teacher the MMR method and they have conversations by learning Indonesian Sign Language (Bsindo).

The answer of the interview on question 2 in class VIII of SMP Karya Murni Medan is the teacher's special skills in communicating, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.

The answer of the interview on question 3 in class VIII SMP Karya Murni Medan is the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.

The answer of the interview on question 4 in class VIII SMP Karya Murni Medan is how teachers communicate effectively to students by approaching, the

approach between teachers and students to communicate in KBM (Teaching and Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.

The answer of the interview on question 5 in classes VIII of SMP Karya Murni Medan is the teacher gave motivation to students are first, by the way the teacher must be a good role model for students. Second, the teacher must be a good example so that students can do what the teacher does. Third, teachers at SLB Karya Murni must also prepare what needs to be taught so that what the teacher applies the children can accept it. Fourth, the teacher must simplify the material to be taught, because deaf students are not the same as normal children so the teacher must simplify it more and take the main thoughts in the material to be taught so that students understand what the teacher will explain.

The answer of the interview on question 6 in class VIII of SMP Karya Murni Medan is namely, first, there are still some students who still do not understand the teacher's oral language, because there are still many language limitations. second, constraints in language vocabulary.

The answer of the interview on question 7 in class VIII of Karya Murni Medan is namely, the application of MMR learning strategies first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.

Interview answers from the 9th grade teacher, namely a mother named Sinaga, can be seen in table 4.6.

**Tabel 4.6**  
**Interview answers from the homeroom teacher of class IX SLB-B**  
**Murni Teguh**

Informants and class	Interview of Question	The Teachers Answer of Interview
<u>IX</u> Sinaga S.Pd	1	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, In SLB-B Karya Murni school, the learning method uses MMR.
	2	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, Teacher communication skills in teaching are verbal and nonverbal skills.
	3	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, verbal (oral) skills that teacher often use in communication with students and nonverbal (bsindo) skills that teachers also use in classroom learning. because verbal and nonverbal are important and very interrelated in communication.
	4	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, by starting a conversation between teacher and students first before the learning process in the classroom.first.
	5	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, by way of approach.

	<p>teacher approach with deaf students. because if there are students who do not understand, the teacher must focus on students who do not understand. so that students can focus on what the teacher says.</p>
6	<p>The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, some students still lack focus in learning, because students must focus on paying attention to the teacher who is in front. these deaf students cannot hear. so, the teacher must sit in the middle of the class facing the students, so that students can focus on the teacher who teaches the class.</p>
7	<p>The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, The application of the MMR learning strategy is by using materials from students who are in the classroom or perdati (heart-to-heart conversations). for example, events that students experienced last night, yesterday, a few days ago. then students are required to make sentences about student experiences or new things they experience.</p>

Based on the table 4.6 obtained from in-depth interviews, the results are related to the teacher's answer to the 7 open-ended questions. The researcher describes the interview answers to question 1 in class IX of Karya Murni Middle School, Medan, namely that at Karya Murni Special Needs School-B, the learning method used by the school is the MMR method.

The answer of the interview on question 2 in class IX of SMP Karya Murni Medan The interview answer to question 2 in class IX of SMP Karya Murni Medan is the teacher's special skills in communicating, namely verbal and nonverbal skills.

The answer of the interview on question 3 in class IX SMP Karya Murni Medan is verbal (oral) skills that teacher often use in communication with students and nonverbal (bsindo) skills that teachers also use in classroom learning. because verbal and nonverbal are important and very interrelated in communication.

The answer of the interview on question 4 in class IX SMP Karya Murni Medan is by starting a conversation between teacher and students first before the learning process in the classroom.first.

The answer of the interview on question 5 in classes IX of SMP Karya Murni Medan is by way of approach. teacher approach with deaf students. because if there are students who do not understand, the teacher must focus on students who do not understand. so that students can focus on what the teacher says.to be taught so that students understand what the teacher will explain.

The answer of the interview on question 6 in class IX of SMP Karya Murni Medan is some students still lack focus in learning, because students must focus on paying attention to the teacher who is in front. these deaf students cannot hear. so, the teacher must sit in the middle of the class facing the students, so that students can focus on the teacher who teaches the class.

The answer of the interview on question 7 in class IX of Karya Murni Medan is the application of the MMR learning strategy is by using materials from students who are in the classroom or perdati (heart-to-heart conversations). for example, events that students experienced last night, yesterday, a few days ago. then students are required to make sentences about student experiences or new things they experience.

Based on the results of research found from several answers to interview questions conducted by the three teachers. and obtained the conclusion that teacher communication with deaf students ranging from grade 7 to grade 9 they have many similarities to communicate with students at school. The teacher starts the communication by the teacher sitting in the center in front of the students so that students can focus on one teacher. and the teacher starts the conversation approach by asking about their daily life and after that just start the KBM (Teaching and Learning Activities). This teaching and learning activity the teacher must simplify the material to be taught, because deaf students are not the same as normal students, so the teacher must simplify and take the important points in the material to be taught so that students can understand what the teacher will explain. then, there are still some students who still do not understand the



language spoken by the teacher, because there are still many language limitations that can be obtained by SMP SLB-B Murni Teguh students. The SLB-B Karya Murni school applies its learning method by using MMR where the teacher must look for new vocabulary then interpret it to students by making sentences and friendship back with the material according to the curriculum at school. SLB-B Karya Murni Medan benchmark teacher in seeing students' ability to communicate in general by conveying words that should be spoken appropriately by deaf children, namely by using spoken language (verbal) they no longer use sign language as their guide in speaking. but they also start practicing from kindergarten to start learning language orally. because, in SLB-B Karya Murni Medan school has implemented deaf students can learn Indonesian Sign Language (Bsindo).

## **B. Discussion**

This study reveals that language impairment has a significant influence on communication skills, both verbal and nonverbal. This study reveals that language impairment has an influence on the communication skills of deaf children. because deaf students are not the same as normal students, so the teacher must simplify and take the important points in the material to be taught so that students can understand what the teacher will explain. then, there are still some students who still do not understand the language spoken by the teacher, because there are still many language limitations that can be obtained by SLB-B Karya

Murni junior high school students. Given the complexity of the deaf child's tiered language learning phase from sign language and lip reading, it takes a much longer time to learn to read and write. Therefore, deaf children's reading and writing skills are slower than normal students. The communication skills achieved are limited to face-to-face communication, so without visual technology it is difficult to have a telephone conversation. Difficulty in verbal communication is a condition experienced by deaf children. Deaf students can use other communication media besides verbal communication.

However, verbal communication is the only medium of communication for deaf students. then, not all SLB-B Karya Murni students have hearing devices because there are some children who can hear a little and not at all. who cannot hear at all then the student wears a hearing device.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research and discussion about the communication skills of teachers with students with special needs (Deaf) using Psycholinguistic learning at SLB-B Karya Murni Medan, researchers have obtained through interviews and analysis using Psycholinguistic learning as the basis of this study and by taking conclusions, the researcher concludes:

1. In the psycholinguistic study of students who have developmental language disorders, the teacher must play an active role in communicating by providing verbal and nonverbal messages that occur in the teaching and learning class, using props, texts and others. the teacher does not sit at the teacher's desk but sits in the middle of the class directly facing the students, so that students can focus on the teacher. language learning for deaf student consists of sign language and lip reading, resulting in taking longer to learn to read and write.

2. The obstacle experienced by teachers is the difficulty in communicating between students and teachers. Regarding communication difficulties between teachers and students, all teachers of deaf students must have experienced this. However, because MMR is a learning method that uses verbal communication, this problem becomes an obstacle in learning. To overcome this, teachers use the philosophy of total communication by utilizing various communication media that can be used by deaf student. Teachers also provide correction and articulation

exercises during learning to improve the verbal communication skills of deaf student.

3. SLB B Karya Murni has started using the 2013 Curriculum. The lesson plans are flexible and adapted to the Maternal Reflective Method (MMR). MMR is natural and conditional, so the lesson plans are flexible because learning materials cannot be prepared specifically. Learning materials are developed from student interests.

#### **A. Suggestion**

Based on the results of the discussion and conclusions, the following research suggestions are proposed:

1. As a means to improve the ability of the Indonesian Ministry of Education, related to the competence of teachers of deaf children, it should make efforts to improve teacher competence, especially pedagogical and professional competence intensively either through various training or in-service education. The teacher certification program does not directly improve the competence of special education teachers, given the limited time and the fact that some rayons do not have Special Education Study Programs. Pedagogical competence that must be continuously improved is the competence to organize learning with the use of learning strategies that are up-to-date and in accordance with the needs of the deaf, as well as compensatory competence, namely the ability to conduct and develop verbal and nonverbal

communication of deaf children, such as speech coaching training, sound and rhythm perception communication coaching, sign coaching.

2. For parents, they are the closest person to the child, and the person who spends the most time with the child. Therefore, parents who have hearing-impaired students should not give up, but should learn to communicate with hearing-impaired children by observing how teachers teach and communicate. Verbal (spoken) and nonverbal (sign) forms of communication should be “shared” between children and parents, and even “special” forms of communication between children and parents should be established, so that children and parents are always in a state of “understanding and being understood”..
3. To increase future researchers' further research is needed on deaf students' communication skills to examine other variables outside the variables studied, such as teacher competence, parents' role, intelligence level, education system (segregative, integrative, and inclusive), because there are many other variables that affect deaf students' communication skills. Furthermore, research on the effect of communication skills on deaf students' academic and non-academic skills can be continued.

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## APPENDICES

### Appendix 1 : Questions in interviews.

No	Question
1	In learning. What methods do the teachers usually do to teach the deaf student ?
2	What specific skills do teachers have to communicate with deaf student
3	What verbal or nonverbal skills do teachers most often use in the learning process in deaf classes?
4	How can the teachers communicate effectively with student in the special needs(Deaf student)?
5	How do teachers utilize their communication skills to increase the learning motivation of deaf students?
6	Are there any communication problems when the deaf students cannot understand be assignments that the teachers have given
7	How do the teachers implement MMR learning strategies for deaf students?



**Appendix 2 : Interview answers from the homeroom teacher of class VII  
SLB-B Murni Teguh**

Informants and class	Interview of Question	The Teacher Answer of Interview
VII Devi Sari Sembiring S.Pd	1	The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the learning method used by teachers to students is the MMR method. MMR learning strategy is language learning for deaf children which is based on how the child hears to mastery of the mother tongue.
	2	The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.
	3	The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.

4	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, namely how teachers communicate effectively to students by approaching, the approach between teachers and students to communicate in KBM (Teaching and Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.</p>
5	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, by the way the teacher must simplify the material to be taught, because deaf children are not the same as normal students and their hearing is also not the same as normal students. there are some who can use hearing devices and some who cannot use hearing devices. so the teacher must simplify more and take the main points of thought in the material to be taught so that students understand what the teacher will explain.</p>

	6	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, there are still some students who still do not understand the teacher's oral language, because there are still many language limitations.</p>
	7	<p>The results of the answer from Mrs. Devi Sari Sembiring S.Pd as a seventh grade teacher to the question, the application of MMR learning strategies first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.</p>

**Appendix 3 : Interview answers from the homeroom teacher of class VIII  
SLB-B Murni Teguh**

Informants and class	Interview of Question	The Teacher Answers of Interview
VIII Arrianja, S.Pd	1	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely the learning method used by teachers to students is the MMR method and they have conversations by learning Indonesian Sign Language (Bsendo).
	2	The results of the answer from Mrs. Arrianja S.Pd as a eighth grade teacher to the question, namely the first is oral (verbal) skills. the second is by using Indonesian Sign Language (BSindo) learning.
	3	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely the skills that teachers often use in learning are verbal and nonverbal skills. However, the school more often uses the MMR method by using verbal (oral) skills.
	4	The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, namely how teachers communicate effectively to students by approaching, the approach between teachers and students to communicate in KBM (Teaching and

	<p>Learning Activities) in the classroom. KBM in the classroom is not directly with learning but with conversations between teachers and students first.</p>
5	<p>The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, the teacher's efforts to increase student motivation are first, by the way the teacher must be a good role model for students. Second, the teacher must be a good example so that students can do what the teacher does. Third, teachers at SLB Karya Murni must also prepare what needs to be taught so that what the teacher applies the children can accept it. Fourth, the teacher must simplify the material to be taught, because deaf children are not the same as normal children so the teacher must simplify it more and take the main thoughts in the material to be taught so that students understand what the teacher will explain.</p>
6	<p>The results of the answer from Mrs. Arrianja, S.Pd as a eighth grade teacher to the question, first, there are still some students who still do not understand the teacher's oral language, because there are still many language limitations. second, constraints in language</p>

	vocabulary.
7	The results of the answer from Mrs. Arrianja, S.Pd as a seventh grade teacher to the question, the application of MMR learning strategies first, by means of conversation and after that looking for new vocabulary then, interpreting to students by making sentences and linking back to the material according to the curriculum at school.

**Appendix 4 : Interview answers from the homeroom teacher of class IX SLB-B Murni Teguh**

Informants and class	Interview of Question	The Teachers Answers of Interview
<u>IX</u> Sinaga S.Pd	1	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, In SLB-B Karya Murni school, the learning method uses MMR.
	2	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, Teacher communication skills in teaching are verbal and nonverbal skills.
	3	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, verbal (oral) skills that teacher often use in communication with students and nonverbal (bsindo) skills that teachers also use in classroom learning. because verbal and nonverbal are important and very interrelated in communication.
	4	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, by starting a conversation between teacher and students first before the learning process in the classroom.first.
	5	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, by way of approach. teacher approach with deaf students. because if there

	are students who do not understand, the teacher must focus on students who do not understand. so that students can focus on what the teacher says.
6	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, some students still lack focus in learning, because students must focus on paying attention to the teacher who is in front. these deaf students cannot hear. so, the teacher must sit in the middle of the class facing the students, so that students can focus on the teacher who teaches the class.
7	The results of the answer from Mrs. Sinaga as a ninth grade teacher to the question, The application of the MMR learning strategy is by using materials from students who are in the classroom or perdati (heart-to-heart conversations). for example, events that students experienced last night, yesterday, a few days ago. then students are required to make sentences about student experiences or new things they experience.

### Appendix 3 : Documentation of Research





**Picture 1. School Vision and Motion of SLB-B Karya Murni Medan**



**Picture 2. Sign Language**



**Picture 3. Classroom Learning Process class VII**



**Picture 4. Classroom Learning Process class VIII**



**Picture 5. Classroom Learning Process class IX**



**Picture 6. Interview With Grade 7 Teacher**



**Picture 7. Interview With Grade 8 Teacher**



**Picture 8. Interview With Grade 9 Teacher**



**Picture 8. Photo with Class VII**



**Picture 8. Photo with Class VIII**



**Picture 8. Photo with Wakil Kepala Sekolah**

**Appendix 6 : Research Activity List in School SLB-B Karya Murni**

## RESEARCH ACTIVITY LIST

Name : Fadillah Annisa S

Npm : 1902050061

Study Program : English Education

No	DATE	DESCRIPTION	SIGN
1	Thursday 11 - 01 - 2024	Apply for a research permit to the school and discuss the research schedule.	
2	Tuesday 16 - 01 - 2024	Initial observation to see the condition of the school and class	
3	Saturday 20 - 01 - 2024	Discuss with each class teacher about what the researcher will do.	
4	Monday 29 - 01 - 2024	The second observation went to class 7 to get acquainted and see how the teacher teaches and communicates/interacts with the students in the class.	
5	Tuesday 30 - 01 - 2024	The third observation went to class 8 to get acquainted and see how the teacher teaches and communicates/interacts with the students in the class.	
6	Wednesday 07 - 02 - 2024	The fourth observation went to class 9 to get acquainted and see how the teacher teaches and communicates/interacts with the students in the class.	
7	Thursday 22 - 02 - 2024	interviewed the homeroom teacher for classes VII, VIII, IX	
8	Friday 08 - 03 - 2024	asked for a letter of reply that the research had been completed in accordance with the time given by the school	



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Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Ketua dan Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fadillah Annisa S  
N P M : 1902050061  
Program Studi : Pendidikan Bahasa Inggris  
Sistem Kredit Kumulatif : 132

IPK = 3,57

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Analysis of Communication Skills of Teachers and Students with Special Needs in Private Junior High School (Special Study of Psycholinguistic )	
	Analysis of Anti-Muslim Hate Speech Has Rise "epidemic proportions" PBB on TRT World's Twitter	
	The Effect of Applying Prepare, Read and Think Strategy (PSRT) on Students Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Maret 2023

Hormat Pemohon,

Fadillah Annisa S

- Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
  - Untuk Ketua Prodi
  - Untuk Mahasiswa yang bersangkutan






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**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Nama : Fadillah Annisa S  
NPM : 1902050061  
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Analysis of Communication Skills of Teachers and Students with Special Needs in Private Junior High School ( Special Study of Psycholinguistic )	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 30 Maret 2023

Disetujui oleh

Dosen Pembimbing



(Rita Harisma, S.Pd., M.Hum)

Hormat Pemohon



(Fadillah Annisa S)



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Kepada Yth: Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum wr. wb.

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Fadillah Annisa S  
NPM : 1902050061  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Analysis of Communication Skills of Teachers and Students with Special Needs in Private Junior High School ( Special Study of Psycholinguistic )

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai:

Dosen Pembimbing: Rita Harisma, S.Pd., M.Hum



30 Maret 2023.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Maret 2023

Hormat Pemohon,



Fadillah Annisa S

Dibuat Rangkap 3:

- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1440 /II.3/UMSU-02/F/2023  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Fadillah Annisa S**  
N P M : 1902050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Analysis of Communication Skills of Teachers and Students With Special Needs in Private Junior High School ( Special Study of Psycholinguistic)**

Pembimbing : **Rita Harisma, S.Pd., M. Hum..**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **31 Maret 2024**

Medan 9 Ramadhan 1444 H  
31 Maret 2023 M

Wassalam

Dekan  
  
**Dra. Rita Harisma, M.Pd.**  
NIDN. 0004066701

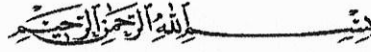


Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**





**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Fadillah Annisa

N.P.M : 1902050061

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Analysis of Communication Skill of Teachers and Students with Special Needs in Private Junior High School: Special Study of Psycholinguistic

Pada hari Rabu, tanggal 11 bulan Oktober, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 12 Januari 2024

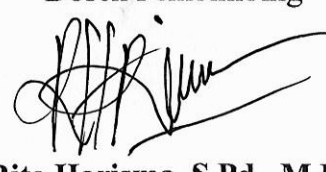
Disetujui oleh:

Dosen Pembahas



(Priman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing



(Rita Harisma, S.Pd., M.Pd.)

Diketahui oleh  
Ketua Program Studi,



(Pirman Ginting, S.Pd., M.Hum.)



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**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Sabtu tanggal 11 oktober 2023 telah diselenggarakan seminar prodi pendidikan Akuntansi menerangkan bahwa:

Nama : Fadillah Annisa S  
NPM : 1902050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Analysis of Communication Skills of Teachers and Students With Special Needs in Private Junior High School : Special Study of Psycholinguistic

Disetujui/tidak disetujui \*)

No	Argument/Komentar/Saran
Judul	
Bab I	- Provide more references - State the current Phenomena . gap, and implication
Bab II	Provide more reference and compared contrast
Bab III	Provide what, how, and why
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

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Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Fadillah Annisa S**  
N P M : 1902050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Analysis of Communication Skills of Teachers and Students With Special Needs in Private Junior High School : Special Study of Psycholinguistic.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
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**Dra. Hj. Syamsuvernita, M.Pd.**  
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No: 50/SLB/B/KM/III/2024

Yang bertanda tangan dibawah ini Kepala Sekolah SLB B Karya Murni Medan, dengan ini menerangkan bahwa :

Nama : Fadilah Annisa  
NIM : 1902050061  
Jurusan : Pendidikan Bahasa Inggris  
Instansi : Universitas Muhammadiyah Sumatera Utara

Memang benar nama yang terlampir diatas telah mengadakan *Mini Riset* di SLB B Karya Murni dengan Topik "**Analysis of Communication Skills of Theachers and Student with Special Needs in Private Junior High School Special Study of Psycholinguistic**" yang dimulai pada tanggal 08 Januari 2024 s/d 04 Maret 2024.

Demikianlah surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 08 Maret 2024

Kepala Sekolah SLB B Karya Murni



Epi Samosir, S.Pd



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Nomor: 03282/KET/II.10-AU/UMSU-P/M/2024

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Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : FADILLAH ANNISA S  
**NPM** : 1902050061  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/ P.Studi** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

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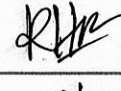


**Dr. Muhammad Arifin, M.Pd.**





**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Fadillah Annisa S  
 NPM : 1902050061  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Analysis of Communication Skills Teachers and Students with Special Needs in Private Junior High School: Special Study of Psycholinguistic

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
22/08/23	Chapter I : Introduction - Background of the study	
28/08/2023	- object of the study - Identification of Problem - Formulation of Problem	
1/09/2023	- scope and limitation - the significant of study	
8/09/2023	Chapter II : - theoretical framework - Psycholinguistic - Communication skills	
12/09/2023	Chapter III : - Research Design - Source of data - Technique of Collecting Data	
26/09/2023	- Technique of Analyzing Data * Data collection	
03/10/2023	ACC	

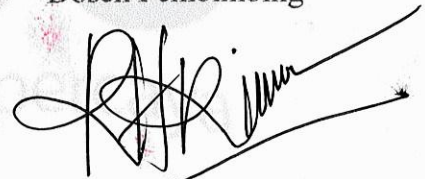
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Diketahui oleh:  
Ketua Prodi



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Dosen Pembimbing



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## Curriculum Vitae

### **1. Biodata Pribadi**

Nama : Fadillah Annisa  
Jenis Kelamin : Perempuan  
Tempat/Tanggal Lahir : Medan, 1 April 2001  
Kebangsaan : Indonesia  
Agama : Islam  
Nama Ibu : Eka Elsuraya  
Nama Ayah : Muhammad Sunardjo  
Alamat : Marelan Raya Pasar III Barat Gg. Mulia Ling IV  
No. Hp : 0895379847373  
Email : [annisafadillah102@gmail.com](mailto:annisafadillah102@gmail.com)

### **2. Riwayat Pendidikan**

SD : SD NUR FADHILAH  
SMP : SMP PGRI III MEDAN  
SMA : SMA BRIGJEND KATAMSO II