

**NON-VERBAL INTERACTION OF TEACHER AND IMPAIRED-
HEARING STUDENTS AT SDLB NEGERI 107708
LUBUK PAKAM**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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MEDAN
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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

Yuni Atika Sahdini. NPM. 1502050110. Non-Verbal Interaction Of Teacher And Impaired-Hearing Students At SDLB Negeri 107708 Lubuk Pakam. English Education Program. Faculty Of Teacher Training And Education, University Of Muhammadiyah Sumatera Utara.

The objectives of this research were to investigate the impact of non-verbal interaction for the impaired-hearing students at SDLB Negeri 107708 Lubuk Pakam. Experimental research has been using to collect the data and the findings of this study. This research was taken place at SDLB Negeri 107708 Lubuk Pakam. The scope of this research is psycholinguistics and the limitation is only concerned with the non-verbal interaction of teacher and impaired-hearing students in the 3rd grade academic year 2019/2020 at SDLB Negeri 107708 Lubuk Pakam. The researcher has found the results that the teacher used various types of non-verbal communication in learning in the classroom, but the impaired-hearing students paid attention to the teacher such as gaze or eye contact, posture and gesture. Teachers who are not eye contact with students are interpreted by students that the teacher does not want to listen, do not care, or other negative feelings. Specifically students pay attention to the teacher's face when entering class because this is used by students to predict how learning activity will proceed next. Facial expressions with joy mean that the teacher teaches happily and that makes the impaired-hearing students ready to carry out learning at the time.

Keywords: non-verbal interaction, teacher, impaired-hearing students, gaze, posture, gesture.

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Medan, October 2019

The Researcher

Yuni Atika Saldini

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Generally, communication is spread into five sections involving speakers, information, media, audience and effects, such five research sectors convey a spectacular point of view to learn the new media communication. In processing of new media of communication, these five elements develop with their characteristics. Firstly, speakers become more diverse, individual or organization, everybody is able to be the sender of information. Secondly, information becomes huge and multimedia, text, audio, video, etc., are able to see anywhere. Thirdly, media becomes more interactive this means it's the most crucial characteristic with new media technology developments. Fourthly, audience becomes more individualized, showing more participation. However, the effect of communication is shown quickly, and at the same moment, it is more intelligent to overcome it. Communication is being process and the research of the elements above will have better chances and broader prospects for development (Harold Lasswell, 1948). Harold Lasswell is commonly known for his model of communication "5W" that is focuses on "Who (says) What (to) Whom (in) (Which) Channel (with) What Effect."

John Durham Peters (1999) state that the word "communication" means shake or make common" as well as in munus means presents offered worldwide.

Do not signify the common arts of connecting people via symbols, no it suggested the wish for some kind of mutual recognition.

In communicating, interactions happen between the sender and the receiver this is how communication works. According to Webster's dictionary, there are two meanings of interaction, medium action and each other's action. This meaning forces social interaction and what is being thought of as biological interaction. However, there is no accepted meaning of interaction in biology or statistics universally. In the outer sense, this part only implies those factors in a research is not acting independently. There are a lot of meanings are from the statistical characteristics or the works of interaction, this is caused by misunderstanding or more confusion. In order to lower ambiguity, it is commonly referred to multiple the part interaction with another descriptive words or phrases, even though these still have no clear and accepted definitions

In this chapter, the researcher only focuses on nonverbal communication. Due to it is not common, this becomes my concern. It is the non linguistics contagion of information by visual, audio, and kinaesthetic channels. It involves speed, tone, volume of voice, postures of body, gestures and gaze. It is able to describe a message both vocally and gestures. Gestures comprise physical, the conscious and the unconscious gestures, and the mediation of individual's space. Non-verbal communication is effective and good if the speakers give feedback to others. If the communicators give you such smiling face or nods that means the speakers are listening and agree with what have been saying. Gestures indicates

that the speakers wish to communicate, those signals give information accurately. But the fact that not everyone has good skill at non-verbal communication. Research suggests non-verbal actions of communication are the term of the same underlying mental processes (McNeill, 2000).

The reality that may occur nowadays is the minimum of non-verbal research and not everyone has consideration on this case of study. Some of the people only focus on how normal teachers and students interaction in the classroom. What about the disabilities? There will be needed a lot of verbal teachers who are understand non-verbal communication. Since my aim of study is to enlarge the knowledge on non-verbal communication. I hope the readers will gain new understanding on non-verbal communication in details.

B. The Identification of the Problems

Based on the background of the study above, the researcher formulated the problems of study as follows:

1. The students at SDLB Negeri 107708 LubukPakam find it difficult to analyse what the teacher is doing. So the teacher has to repeat the gestures twice or more.
2. The teacher at SDLB 107708 LubukPakam tend to use the effective gestures to avoid repetition.

C. The Scope and the Limitation

The scope of this study is psycholinguistics and the limitation is only concerned with the non-verbal interaction between teacher and the 3rd grade impaired-hearing students at SDLB Negeri 107708 LubukPakam.

D. The Formulation of the Problems

From the identification and the limitations of the problems above, the problems are formulated as follows:

1. How is non-verbal interaction realized by the impaired-hearing students in the classroom?
2. Why is non-verbal interaction realized by the impaired-hearing students in the classroom the way they are?

E. The Objectives of the Study

Based on the background and the formulation of the problems above, the objectives to be obtained in this study as follows:

1. To investigate the impact of non-verbal interaction for the impaired-hearing students in the classroom at SDLB Negeri 107708 LubukPakam.
2. To analyse non-verbal interaction realized by the impaired-hearing students in the classroom at SDLB Negeri 107708 LubukPakam.

F. The Significances of the Study

The findings of this study are expected to be useful theoretically and practically. This study is intended to be one of considerations for school's facilitation and the impaired-hearing students' knowledge on non-verbal interaction. The researcher hopes the readers will get to know new acknowledgement on non-verbal communication and hopefully the research is useful enough for the school, the academic, and the author. This research is expected to be able to offer the advantages by the school which the learning systems are adapted to the circumstances of the impaired-hearing students. It is also expected to provide development for academic people in non-verbal interaction and how the non-verbal interaction is.

The last, the researcher wishes this research of study is giving acknowledges of the non-verbal interaction for students and teachers in order to add information for researchers at the same case of study in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

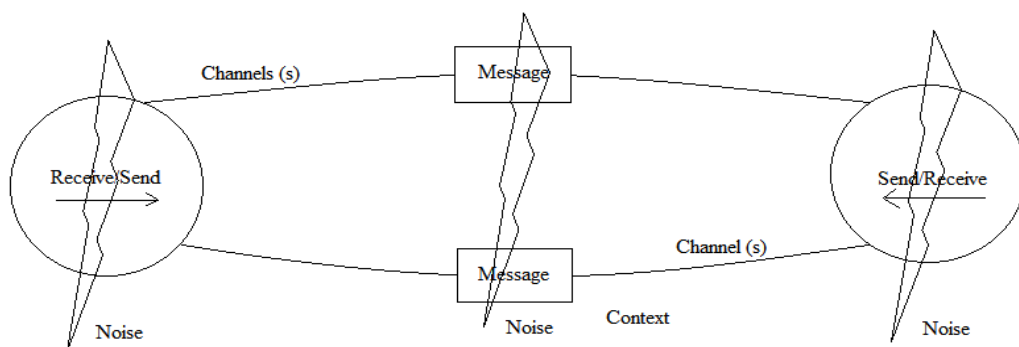
In conducting this research, theories are needed to explain some concepts applied in the research concerned. This chapter is meant to be clearly to avoid conclusion to the readers. Some references are explained in order to keep the coherence.

1. Communication

The aim of this research is to consider what, why, and how non-verbal communication can affect the impaired-hearing students. This research assumes that communication theories are not only on-going practices of intellectual communities, but also discourse about how theory can address a range of channels, transcend specific technologies and bridge level of analysis. Communication is the main point of this case of study. It can be defined as conveying or transferring information to one place or group to another.

Communication means talking, making friends, interacting with people, having relationship either a private life relationship or work related. Communicating with others is essential in leading a normal life. We all communicate in our own way but we need to learn how to do it effectively. Communication use of mutually understood signs, symbols and semiotic rules.

The communication process made of a message being sent and perceived by the others. Communication involves at least a sender, a message, and a recipient. The transmission of the message form the sender to recipient can be affected by a huge range of thing, such as our emotions. The sender must encode the message into a form that is suitable to the communication channel, and the recipient then decides the message to understand its meaning and significance. Communication as a field of theoretical investigation has generated a wide range of perspectives, and the evolving nature of communication is induced by an intrinsic propensity to accommodate new ideas and orientations (Ayish, 2003).



1.1. Elements of Communication

a. People

Definitely, communication involves people. Small-group or public communication takes place among all senders and receivers. They respectively are

personals who give out and take in messages. Though it is not difficult to imagine small-group or public communication experience started with a sender and ended up with a receiver, it is crucial to know that in communication the role of sender and receiver do not belong to the others. However, the processes of sending and receiving are constantly being reversed. We talk to people and continuously send and receive.

b. Message

During every interpersonal, small-group, or public communication encounter, we all send and receive both verbal and non-verbal messages. What you talk about, the words you use to express your thoughts and feelings, the sounds you make, the way you sit and gesture, your facial expressions, and perhaps even your touch or your smell all communicate information. In effect, a message is the content of a communicative act. Everything a sender or receiver does or says is a potential message as long as someone is there to interpret the behaviour.

c. Channels

We send and receive messages with and through all senses equally messages may be sent and received through verbal and non-verbal modes or channels. Thus, we are multichannel communicators. We receive sound messages (we hear noises from the street), sight messages (we see how someone looks),

taste messages (we enjoy the flavour of a particular food), smell messages (we smell the cologne a friend is wearing), and touch messages (we feel the roughness of a fabric).

d. Noise

In the context of communication, noise is anything that interferes with or distorts our ability to send or to receive messages. Although we are accustomed to thinking of noise as a particular sound or group of sounds, the perspective communicator realized that noise can both internal and external cause. Internal noise attributed to the psychological makeup, intellectual ability, or physical condition of the communicators. External noise is attributed to the environment. Thus noise includes distractions such as a loud siren, a disturbing odour, and a hot room; personal factors such as prejudices, daydreaming, and feelings of inadequacy; and semantic factors such as uncertainty about what another person's words are supposed to mean.

e. Context

Communication always takes place in context or setting. Sometimes a context is so natural that we hardly notice it. At other times, however, the context makes such an impression on us that it exerts considerable control over our behaviour. Consider the extent to which your present environment influences the way you act toward others or determines the nature of the communication

encounters you share with them. Consider as well the extent to which certain environments might cause you to alter your posture, manner or speaking, attire, or means of interacting. Take into account the fact that sometimes condition of place and time – that is context – can affect our communications without our consciously realizing it.

f. Feedback

Whenever we communicate with one or more people, we receive information in return. The verbal and non-verbal cues that we perceive in reaction to our communication function as feedback. Feedback tells us how we are coming across. Feedback that encourages us to continue behaving as we are is positive feedback; it enhances whatever behaviour is in progress. In contrast, negative feedback extinguishes behaviour; it serves a corrective rather than a reinforcing function. Both positive and negative feedback can emanate from internal or external sources. Internal feedback is feedback you give yourself as you monitor your own behaviour or performance during a transaction. External feedback is feedback from others who are involved in the communication event.

g. Effect

As people communicate, they are changed in some way by the interaction, which in turn influences what follows. In other words, communication has an effect and can be viewed as an exchange of influences. This means that

communication always has some effect on you and on the person or people with whom you are interacting.

An effect can be emotional, physical, cognitive, or any combination of the three. Communication contact can elicit feelings of joy, anger, or sadness, communication can cause you to fight, argue, become apathetic, or evade an issue. The result of a communication encounter can also be any combination of the three effects just mentioned. Since effects are not always visible or immediately observable, there is obviously more to a communication reaction than meets the eye, or the ear.

1.2. Characteristics of Communication

a. Communication Is Dynamic

Since all people are interconnected, whatever happens to one person determines in part what happens to others. Like the human interactions who compose them, interpersonal, small-group, and public communication relationships constantly evolve from and affect one another. Nothing about communication is static. Everything is accumulative. We communicate as long as we are alive, and thus every interaction we engage in is part of connected happenings. All our present communication experiences may be thought of as points of arrival from past encounters and as points of departure for future ones.

b. Communication Is Unrepeatable and Irreversible

Every human contact you experience is unique. It has never happened before, and never again will it happen in just the same way. Similarly, a communication encounter affects and changes the interactions so that the encounter can never happen in exactly the same way again. Thus, communication is both unrepeatable and irreversible. We can neither take back something we have said nor erase the effects of something we have done. And although we may be greatly influenced by our past, we can never reclaim it.

c. Communication Is Affected by Culture

Cultural differences exist not only between people who speak different languages but between people who speak the same language as well. Every cultural group has its own rules or preferences for interaction. When those are ignored or unknown, we are likely to misinterpret the meaning of messages received and miscalculate the impact of messages sent.

d. Communication Is Influenced by Ethics

Every time we communicate we decide implicitly or explicitly whether we will do so ethically. Ethics are the moral principles, values, and beliefs that the members of society use to guide behaviour. Since communication has consequences, it involves judgements of right and wrong. When the agreed-upon standards of behaviour are violated, the behaviour is judged unethical. For

example, most of us expect those with whom we interact to be honest, play fair, respect our rights, and accept responsibility for their actions.

e. Communication Is Competence-Based

While we all have different communication strengths and weakness, we can all benefit from getting better at communicating. When we add to our knowledge and make a commitment to develop the skills to apply that knowledge across an array of communication situations or contexts, we gain communication competence. For example, included among the skills necessary for effective communication is the ability to think critically. When we can think critically we have the ability to examine ideas reflectively and to decide what we should and should not believe, think, or do, given a specific set of circumstances.

f. Communication Is Being Transformed by Media and Technology

Different channels of communication affect the way a sender encodes a message and the way a receiver responds to a message. The same words delivered face-to-face, on paper, or via radio or television do not constitute the same message. The channel of communication changes things. For example, terminating a relationship via an answering machine or e-mail is very different from delivering such news in person.

Not just the medium, but also its content, changes communication. The content of books, newspapers, radio, television, and film, for example, also

influence our cultural values, often reinforcing the stereotypes we have of gender, race, and ethnicity and contributing the perceptions we have of various people and groups in society, including ourselves.

1.3. Functions of Communication

a. Understanding and Insight

One key function of communication is self-other understanding, insight into ourselves and others. When you get to know another person, you also get to know yourself, you learn how others affect you. We depend on communication to develop self-awareness.

We need feedback from others all the time, and others are constantly in need of feedback from us. Interpersonal, small-group, public and media communications offer us numerous opportunities for self-other discovery. Through communication encounters we are able to learn why we are trusting or untrusting, whether we can make our thoughts and feelings clear, under what conditions we have the power to influence others, and whether we can effectively make decisions and resolve conflicts and problems.

b. Meaningful Relationships

In building relationships, we cannot be overly concerned with ourselves but must consider the needs and wants of others. Psychologists tell us that we

need other people just as we need water, food, and shelter. When we are cut off from human contact, we become disoriented and maladjusted, and our life itself may be placed in jeopardy. People who are isolated from others are more likely to experience health problems and to die early than people who have an abundance of satisfying relationships.

Communication also gives us the chance to share our personal reality with people from our own culture, as well as people from different cultures. We may use different symbols, rely on different strategies, and desire different outcomes, but the processes we use and the motivations we have are strikingly alive. Equally, significant is the fact that insensitivity to another's needs and preferred ways of interacting can hamper our ability to relate effectively.

c. Influence and Persuasion

People have ample opportunities to influence each other subtly or overtly. We spend much time trying to persuade one another to think as we think, do what we do, like what we like. In any case, our experiences with persuasion afford each of us the chance to influence others so that we may try to realize our own goals.

1.4. Non-Verbal Communication

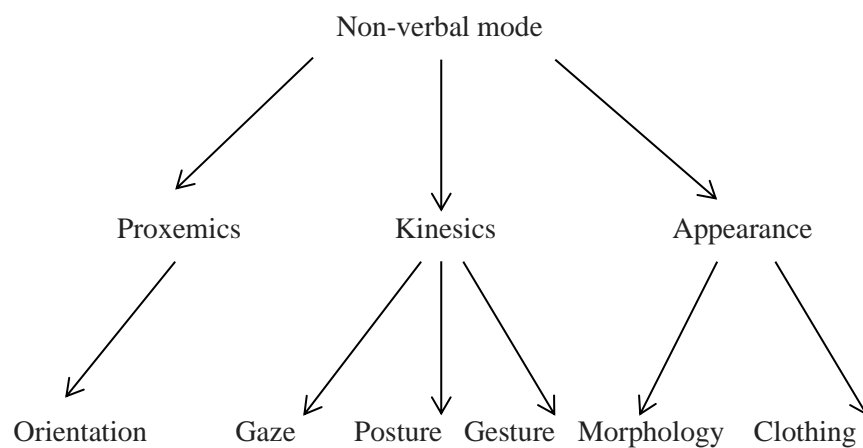
When messages or information is exchanged or communication without using any spoken or written word is known as non-verbal communication. Non-verbal communication is usually understood as the process of communication

through sending and receiving wordless messages. Non-verbal communication takes place through gestures, facial expressions, eye contact, touching, etc. Touching is non-verbal communication that not only indicates a person's feelings or level of comfort, but illustrates personality characteristics as well. Some authors have divided non-verbal communication in SL into user generated and computer-generated acts (Antonijevic, 2008), also described as rhetorical and non-rhetorical non-verbal communication (Verhulsdonck&Morie, 2009).

Non-verbal cues are heavily relied on to express communication and to interpret others' communication and can replace or substitute verbal messages. However, non-verbal communication is ambiguous. When verbal messages contradict non-verbal messages, observation of non-verbal behaviour is relied on to judge another's attitudes and feelings, rather than assuming the truth of the verbal message alone. Non-verbal communication includes any communication occurring without the use of words. It is the non-linguistic transmission of information through visual, auditory, tactile, and kinaesthetic (physical) channels. It includes the use of visual cues such as body language (kinesics), distance (proxemics), and physical environments or appearance of voice (paralanguage) and of touch (haptics). It can also include the use of time (chronemics), eye contact, and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate (oculesics). So, non-verbal communication is the exchanged of information or message between two or

more people through gestures, facial expressions, eye contact, and without using any spoken or written word.

Birdwhistell defined kinesics as “the study of body-motion as related to the non-verbal aspects of interpersonal communication”. He believed body-motion communication to be systemic, a socially learned and communicative behaviour unless proven otherwise.



Non-verbal communication involves the conscious and unconscious processes of encoding and decoding. Encoding is the act of generation information such as facial expressions, gestures, and postures. Encoding information utilizes signals which human may think to be universal. Decoding is the interpretation of information from received sensations given by the encoder. Decoding information utilized knowledge one may have certain received sensations. Watching other people’s body language, facial expressions,

intonations, and being conscious of your own physically and feelings can enhance non-verbal communication.

Non-verbal communication is any information that is communicated without using words. Non-verbal communication is a communication without words or language like oral or written communication. It uses gestures, facial expressions, eye contact, physical proximity, touching, etc. for communicating with others. It is learnt in childhood, passed on to you by your parents and others with whom you associate. Through this process of growing up in a particular society, you adopt the taints and mannerisms of cultural group. Non-verbal symbols may be have more than one meanings. Cross-culture aspects give various meanings to same expression is respect of non-verbal communication.

Non-verbal communication is quite vague and imprecise. Since in this communication there is no use of words or language which expresses clear meaning to the receiver. It is so deeply rooted, so unconscious, that you can express a verbal message and then directly contradict it with a non-verbal message. It is also unconscious in the sense that it usually not planned nor rehearsed. It comes almost instantaneously.

Non-verbal communication does not follow any rules, formality or structure like other communication. Most of the cases people unconsciously and habitually engaged in non-verbal communication by moving the various parts of the body. Facial expressions, gestures, body movements, the way you use your eyes- all communicate your feelings.

2. Interaction

An instructor who adopts a “student-centered” methodology compared to a “teacher-centered” methodology designs a course that encourages active learning and interactions among learners. There are 4 types of interaction in face to face, hybrid and online classes. Each type of interaction can be facilitated by different tools and instructional methods.

a. Teacher-Student

The instructional activities give students the opportunity to receive informative, motivation, timely feedback, mentoring and coaching. As the rubric annotations state, “Interactions between the instructor and the students are designed to facilitate students’ understanding and mastery of the learning objectives. These interactions may be supportive (welcome and introduction message, “about the instructor,” weekly announcements) and instructional (direct instruction, assignment feedback, FAQs, etc.) the communications between student and instructor may be one to one (personal emails) or one to many (forum postings, class announcements).”

b. Content-Student

The instructional activities give students the opportunity to engage with the the course materials in multiple ways and encourage active learning. There are many ways to present content to students and for them to engage with it. You are

well on your way to learning about many alternative delivery methods (blogs, presentations, podcasts, audio/video, hyperlinks, social networking, etc.)

c. Student-Student

The instructional activity gives students the opportunity to collaborate with their classmates by exchanging and building information together. There are many types of instructional activities that encourage student collaboration. As the rubric states, “Examples of student to student interactions may include self-introductions, group discussion postings, small group projects, peer critiques, etc.”

d. Technology-Student

How students interface with the course technology (computer hardware/software, the course management system, audio/video materials, etc.) can impact their ability to learn from and engage with the course materials. Technology crisis points need to be anticipated and addressed.

1.5. Classroom Interaction

There are some definitions of classroom interaction proposed by some experts. Brown (2001:169) emphasizes that the most important key to create an interactive language classroom is initiation of interaction by the teacher. Interaction in a classroom covers communication of the teaching defined as classroom interaction. Classroom interaction is significant in the teaching and

learning process because it determines the success of the teaching and the learning process and improves students' language ability and achievement. In the teaching learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other interactions happen between one student and the others, the students and the materials, and the main components of teaching learning process (teacher and students) with the supporting components of teaching and learning process such as materials, space, time, the teaching learning and learning media, school environment and environment surrounding the school.

3. Impaired-Hearing Students

Hearing impairment as a disability category is similar to the category of deafness, but it is not the same. Hearing impairment is a broad term that refers to hearing losses of varying degrees from hard of hearing to total deafness. The major challenge facing students with hearing impairments is communication. Hearing impaired students vary widely in the communication skills. Among the conditions that affect the development of communication skill of person with hearing impairments are personality, intelligence, nature and degree of deafness, degree and type of residual hearing of benefit derive from implication by hearing aid, family and environment, and age of onset. Age onset plays a crucial role in the development of language. Person with pre lingual hearing loss (present at birth or occurring before the acquisition of language and the development of speech

patterns) more functionally disabled than those who lose some degree of hearing after the development of language and speech. Many students with hearing problems have both experimental and language deficiencies. Because they do not hear environmental noises and day to day conversations, hearing impaired children miss a great deal of crucial information usually learned incidentally by non-hearing impaired children. Although students can overcome some of these problems of varying degrees through great investments of time, energy, and effort by parents and educators, such deficiencies continue to be fairly common within the hearing impaired population.

Most students with hearing impairments use a variety of communication methods. The most frequently used method is a communication of speech reading (lip reading) and residual reading, which is often amplified by hearing aids. This is important to note, however, that speech reading is only a partial solution, since experts estimate that only about 30 - 40% of spoken English is distinguishable on the lips even by the best speech readers under the most favourable conditions. Students with hearing impairments can and do speak. Most deaf students have normal speech organs and have learned to use them through speech therapy. Some deaf students cannot monitor or automatically control the tone and volume of their speech, so their speech may be initially difficult to understand. Understanding improves as one becomes more familiar with the deaf student's speech patterns. Hearing impaired students who communicate with speech and speech reading, as opposed to communicating manually with sign language, are referred to as oral. The

incidence of oral and manual communication varies with regional philosophical differences on the issue. Most impaired hearing students use note takers in class because it is difficult to speech read and take notes at the same time. Some hearing impaired students may have language and vocabulary deficiencies. Typically, hearing loss is categorized as slight, mild, moderate, severe or profound, depending on how well an individual can hear the frequencies that are commonly associated with speech. It is important that parents and teachers do not underestimate a child's intelligence based on a hearing impairment.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Location

The research entitled “Non-Verbal Interaction of Teacher and Impaired-Hearing Students” conducted at SDLB Negeri 107708 Lubuk Pakam. The school itself is located in the middle of Lubuk Pakam city, and is the only SDLB near Lubuk Pakam. The school environment is not too large compared to regular school.

B. The Research Design

This chapter discusses about the interaction of teacher and impaired-hearing students at SDLB Negeri 107708 Lubuk Pakam which the study was concerned on analysing the interaction in the classroom. This research is on focus on non-verbal communication. In conducting the research, qualitative research was applied. In this chapter, the readers are able to find out the way data collected. Craswell (2009:3) states that research design is plans and the procedures for research to detail the methods of data collection and analysis. He explains briefly the definition of qualitative research is simply the way of processing the research. Meanwhile Bogdan and Biklen (1982) argue that qualitative research is descript-

tive which the data is collected in the form of words or pictures rather than numbers. They assume that collecting data from pictures or words is descriptive.

C. The Source of Data

The object of this study is teachers and impaired-hearing students. The researcher analysed the interaction of teachers and impaired-hearing students in the classroom. The function of a research design is to ensure that the evidence obtain enables us to answer the question as accurate as possible. Data in the form of quotes from documents, field notes, and interaction from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

D. The Techniques for Collecting Data

Method of data is the techniques are used by researcher to collect data. Technique can be seen through observation and interaction. In this study the researcher used the method of documentation. Documentation is intended to obtain data directly from the research, including relevant books, studying, reporting on activities, relevant research data. Selecting the data that has been collected that support the problem that is being discussed. All of information that

the writer had collected were being selected and related data were used in the process of making analysis at the thesis.

The steps of collecting data are describes below:

1. Doing the observation at SDLB Negeri 107708 Lubuk Pakam
2. Analysing the interaction of teachers and impaired-hearing students at SDLB Negeri 107708 Lubuk Pakam
3. Collecting data and making documents from analysing the interaction between the teachers and the impaired-hearing students

E. The Technique of Analysing Data

In analysing the data, the researcher uses translation to translate non-verbal communication to verbal communication then translate it into English, because the impaired-hearing students do not learn English at school. The researcher conducted the analysis through some steps as follow:

1. Figuring out the interaction and what information that the teachers need to tell the impaired-hearing students
2. Understanding the data and the information that have been done
3. Making conclusion based on the analysed data that has been done

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Research Findings

After doing the research, the data that had been found conducted at SDLB Negeri 107708 Lubuk Pakam. As the concern of the research, this part will be focus on the teacher's face, the respond of the students and the meaning of the teacher and the students' non-verbal communication, and the implication of research results.

a. Gaze

The data collected by taking pictures and videos had found 6 types of non-verbal communication used by the teacher in the classroom. Non-verbal communication is important in order to maintain fluency of communication. Gestures, facial expressions and eye-gazing function as non-verbal means to convey feedback and provide subtle cues to control and organize conversations. This part of the face is the teacher's eye contact. In showing the gaze, the teacher has meanings and she wanted to convey messages to the impaired-hearing students. In this case, the interaction had to be make out between the teacher and the impaired-hearing students in order to create good non

verbal interaction. This research has found six types of different eye-gazing or gaze that used by the teacher as follows:



Picture 4.1 The teacher stared at one of the students for seconds

In order to figure the student's task out, the teacher found the student difficult to follow the instructions given. There are a few students who did the task incorrectly at the first time, but after giving her attention, the impaired-hearing students gave quick responses such as: continued to paint, nodded their head and picked the pencil colors correctly. The students were excited to start the learning process in the classroom, they did the task carefully.



Picture 4.2 The teacher looked at the student and hold a sharpener to respond the student's favour

She kept her eyes at the student because she wanted to check the drawing. The teacher helped the students to sharpen their pencil colors because they find it difficult to do it themselves. Impaired-hearing students need special attention that the teacher had to help and check by herself. The goal of this activity is to help the students do the task quickly.



Picture 4.3 The teacher took a gaze at the student's drawing

The teacher checked the student's task out by seeing the colors of the drawing and how well the student did the task. She wanted to make sure if the student picked the right colors as the instructions given and she saw there's something wrong with the student because he used bad quality pencil colors. Generally, impaired-hearing students like them are difficult to understand about colors, so the teacher needed to make an approach to the impaired-hearing students to improve their skills. The goal of this activity is to make the drawing look great.



Picture 4.4 The teacher looked at the student without doing anything

The teacher stared at every student and walked out the whole class. She wanted to make sure what the students up to. This was very beneficial to find the students' understanding out because every student has different characters. There were a few students who are brave enough to admit that they did not understand

about the material. So it is the effective way for the teacher to make all of the students active in learning process.



Picture 4.5 The teacher kept her eyes on the student's task

The teacher had given instructions to the impaired-hearing students to submit the task when they are finished. Then they understood of the instruction given by the teacher and follow the instruction. The teacher analysed the student's task because she wanted to give the students score based on his task. She appreciated the student's result and gave him advice to improve the skills. The students hope to support them personally, because for students like them even minimum attention makes them special. With the attention, the students were confident enough to share everything.



Picture 4.6 The teacher looked at the student with sharp eyes

She moved her head to the student and talked to him with sharp eyes because she wanted to focus to what the student was trying to inform. These activities are meant to keep the students busy and get a better skill at painting.

b. Posture

Emotions could be detected through body postures. Research has shown that body postures are more accurately recognized when an emotion is compared with a different or neutral emotion. The researcher has found two of the body postures that used by the teacher at SDLB Negeri 107708 as follows:



Picture 4.7 The teacher was showing a “bad” posture

It means that the teacher responded “it’s bad”, she did not like the colors that the student had chosen to paint the drawing. He did not follow the instruction as well. The teacher told the impaired-hearing students what they are doing is bad because she wanted the student to fix the colors



Picture 4.8 The teacher was showing a “good” posture.

It means that the teacher quite satisfy with the student’s result. The student followed the instructions that she has given before in the beginning of the learning

process. All of these body postures of the teacher have shown the impaired-hearing students that the teacher can be satisfied with their results or disappointed.

c. Gesture

Gestures are movements made with body parts (example hands, arms, fingers, head, legs) and they may be voluntary or involuntary. Arm gestures can be interpreted in several ways. In a discussion, when one stands, sits or even walks with folded arms, it is normally not a welcoming gesture. It could mean that they have a closed mind and are most likely unwilling to listen to the speaker's viewpoint. Another type of arm gesture also includes an arm crossed over the other, demonstrating insecurity and a lack of confidence. This research that conducted at SDLB 107708 has found 10 gestures of the teacher to the impaired-hearing students as follows:



Picture 4.9 Body movement of the teacher holding a paper

It means an instruction is giving for the students to complete the task which is painted the drawing. The teacher expected the students to paint the drawing. She wanted the students' attention in order to make the students understand to avoid repetition.



Picture 4.10 Body movement of the teacher holding a box of pencil colors

It means the teacher wanted to pick the suitable pencil colors for the student. By her gesture, she instructed to paint the drawing with the pencil colors she had picked before.



Picture 4.11 Body movement of the teacher holding different pencil colors

It means that the teacher wanted to show the students what colors that suit to the drawing. The three colors are commonly used to paint cars. The rest of the colors are not suitable because she thought it would be strange and not appropriate enough.



Picture 4.12 Body movement of the teacher holding a pencil color

It means that the teacher assumed that the color green is not suitable for drawing. Another colors would not be allowed to use.



Picture 4.13 Body movement of the teaching holding a red pencil color

It means that the teacher instructed to use the red color to paint the body of the car, the door and the ceiling. The color was suitable in her opinion



Picture 4.14 Body movement of the teacher pointing out the paper

The gesture means that the teacher instructed the students to paint the car as well in order to keep the students busy and get higher score. The red color was used to paint the car body and the blue color was meant to paint the car lights.



Picture 4.15 Body movement of the teacher helping a student

By showing this gesture, this means that the teacher initiated to help the student. The goal is to get the student understands what the teacher was trying to explain.



Picture 4.16 Body movement of the teacher showing her index fingers

The teacher showing her two index fingers to the students which the gesture of “sama” in bahasa or same in English. This means the students are asked to paint it with the colors she has instructed before.



Picture 4.17 Body movement of the teacher holding a pencil color in front of the student

By holding the pencil color as the teacher does, it means that the teacher wanted the student to hold the pencil color correctly as the example she has shown. Holding the pencil color too low will make the students difficult to paint.



Picture 4.18 Body movement of the teacher pointing out at the student's seat

It means that the teacher commanded the student to have a seat because it was hard to paint standing. By sitting on his chair, the teacher hoped it'd be easier for him to paint.

From all of these activities, the researcher analysed the gestures that used by the teacher have improved the impaired-hearing students skill at finishing their task. The teacher helped the impaired-hearing students to improve their skill at learning and painting. Since they need special attention from the teacher, she taught the impaired-students patiently. The impaired-hearing students are different from the regular students. For example, they are smart but the teacher needed to convey the materials as detail as possible in order to avoid repetition and misunderstanding.

B. Discussion

This section presents the discussion based on the findings of the study. It is concerned about the interaction of teacher and impaired-hearing student at SDLB 107708 Lubuk Pakam. The definition of nonverbal communication that has been explained in the previous chapter is a communication process carried out by the communicator which contains oral and written message that have a specific purpose. People who have a hearing loss are either pre-lingually deafened or post-lingually deafened. People who are pre-lingually deafened have lost their hearing before they acquired language. People who are post-lingually deafened acquired

their hearing loss after they acquired language. For each group the impact of the hearing loss and the degree of deafness will vary. Students with a hearing loss may require accommodations and assistive devices to have the best access to education. Students who have been deafened in early childhood can be very different to students who have lost hearing later in life in terms of educational disadvantage. Impaired-hearing students can sometimes prefer visual learning strategies. This can be a challenge in an environment where much essential information is delivered exclusively by word of mouth. Communication difficulties and adjustments may lead to a level of anxiety about performing in front of others. Particularly, for students whose speech development has been impacted by their hearing loss.

There is a range of teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group that includes students with a hearing impairment such as: 1. Repeat clearly any questions asked by students in the classroom before giving a response. 2. Any videos or films used should, where possible, be captioned. When this is not possible, you will need to consider alternative ways for students with hearing impairment to access the information. 3. Students with hearing loss, especially those with associated speech issues, may prefer to have another student present their papers. 4. The teacher who entered the class should use a smiley face in order to make the students happy and the subject will go well because teachers like this are comfortable. 5. The teacher needs to make every effort to

communicate with each student during the subject by using the eyes. The teacher ought to practice to use correct eye contact, posture, and gesture in the learning class.

CHAPTER V

CONCLUSION

A. Conclusion

In the beginning of this research, permission had been asked to the teacher to do the research at SDLB Negeri 107708 Lubuk Pakam about the interaction of the teacher and the impaired-hearing students and the data had been concluded the research by providing findings and discussion in chapter IV that has described before. The kind of non-verbal communication that focussed on concerns gaze, body posture, and gestures. On the basis of real interaction examples, the data has shown that the participants coordinate their activities in an accurate manner, and effectively use the signals to give feedback, coordinate turn taking, and build shared context. But that was kind of challenging for the teacher to convey the materials. The researcher has also taken pictures of the teacher and the impaired-hearing students and thus contributed to the on-going research on specifying correlations and interrelations among the various types of non-verbal communication signals. As future work, the researcher expect to learn more about the interplay of nonverbal interaction of the teacher and the impaired-hearing students.

The results of this study can be concluded as follows:

1. The teacher used various types of non-verbal communication in learning in the classroom, but the impaired-hearing students paid attention to the teacher such as gaze or eye contact, posture and gesture
2. Gaze or eye contact of the teacher plays a role in the interpersonal relationship between the teacher and the impaired-hearing students Teachers who are not eye contact with students are interpreted by students that the teacher does not want to listen, do not care, or other negative feelings. Specifically students pay attention to the teacher's face when entering class because this is used by students to predict how learning activity will proceed next
3. Facial expressions with joy mean that the teacher teaches happily and that makes the impaired-hearing students ready to carry out learning at the time

B. Suggestion

This research was conducted using a qualitative approach. Experimental research has been using to collected the data and the findings of this study of the non-verbal interaction of teacher and the impaired-hearing students. This case of study is interested enough for further study which can also be taken into consideration is the characteristics of impaired-hearing students so that research needs to be done at other levels of education. The teacher was able to use the body's existing potential as a strategy for delivering the materials, specifically the gaze, posture and gesture. The first step for the teacher is to convey the messages

to the impaired-hearing students as specific or detail as possible. The researcher's suggestions to the teacher, the impaired-hearing students and the school are: 1. Students in special needs like them need extra attention and patient to be taught, the teacher is not supposed to use physical abuse such as hitting students or tweaking them. 2. The impaired-hearing students need behavior maintenance in order to keep their attitude and soft skills as well. 3. The lack of infrastructure at SDLB Negeri 107708 Lubuk Pakam such as hearing aids and they still go into KTSP 2006 curriculum because they are not capable to learn the materials at 2013 curriculum.

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TABLE ANALYSIS OF NON-VERBAL INTERACTION OF TEACHER AND IMPAIRED-HEARING STUDENTS

AT SDLB NEGERI 107708



1. Gaze

No.	Data	Description	Meaning	Code
1.		The teacher stared at one of the students for seconds	The teacher wanted to figure the student's task out because the teacher found the student difficult to follow the instructions given.	GDDM1



2.		<p>The teacher looked at the student and hold a sharpener to respond the student's favour</p>	<p>The teacher looked at the student because she wanted to check the drawing. The goal is to help the students do the task quickly.</p>	<p>GDDM2</p>
3.		<p>The teacher gazed at the student's drawing</p>	<p>The teacher saw there's something wrong with the student because he used bad quality pencil colors. The goal is to make the drawing look great.</p>	<p>GDDM3</p>



4.		<p>The teacher looked at the student without doing anything</p>	<p>The teacher stared at the student because she wanted to make sure what the students did are correct. And it is the sign that the learning process was almost done.</p>	<p>GDDM4</p>
5.		<p>The teacher kept her eyes on the student's task</p>	<p>The teacher analysed the student's task because she wanted to give the students score based on his task.</p>	<p>GDDM5</p>
6.		<p>The teacher looked at the student with sharp eyes</p>	<p>The teacher moved her head to the student and talked to him with sharp eyes because she wanted to focus to what the student was trying to inform</p>	<p>GDDM6</p>



2. Posture



No.	Data	Description	Meaning	Code
1.		The teacher showing a “bad” posture	It means that the teacher responded “it’s bad”, she did not like the colors that the student had chosen to paint the drawing. He did not follow the instruction as well.	PDDMC1
2.		The teacher showing a “good” posture.	It means that the teacher quite satisfy with the student’s result. The student followed the instructions that she has given before in the beginning of the learning process.	PDDMC2



3. Gesture

No.	Data	Description	Meaning	Code
1.		Body movement of the teacher holding a paper.	It means an instruction is giving for the students to complete the task which is painted the drawing. The teacher expected the students to paint the drawing. She wanted the students' attention in order to make the students understand to avoid repetition.	DDM1
2.		Body movement of the teacher holding a box of pencil colors.	It means the teacher wanted to pick the suitable pencil colors for the student. By her gesture, she instructed to paint the drawing with the pencil colors she had picked before.	DDM2

3.		Body movement of the teacher holding different pencil colors.	It means that the teacher wanted to show the students what colors that suit to the drawing. The three colors are commonly used to paint cars. The rest of the colors are not suitable because she thought it would be strange and not appropriate enough.	DDM3
4.		Body movement of the teacher holding a pencil color.	It means that the teacher assumed that the color green is not suitable for drawing. Another colors would not be allowed to use.	DDM4

5.		<p>Body movement of the teaching holding a red pencil color.</p>	<p>It means that the teacher instructed to use the red color to paint the body of the car, the door and the ceiling. The color was suitable in her opinion.</p>	<p>DDM5</p>
6.		<p>Body movement of the teacher pointing out the paper.</p>	<p>The gesture means that the teacher instructed the students to paint the car as well in order to keep the students busy and get higher score. The red color was used to paint the car body and the blue color was meant to paint the car lights.</p>	<p>DDM6</p>

7.		<p>Body movement of the teacher helping a student.</p>	<p>By showing this gesture, this means that the teacher initiated to help the student. The goal is to get the student understands what the teacher was trying to explain.</p>	<p>DDM7</p>
8.		<p>Body movement of the teacher showing her index fingers.</p>	<p>The teacher showing her two index fingers to the students which the gesture of “sama” in bahasa or same in English. This means the students are asked to paint it with the colors she has instructed before.</p>	<p>DDM8</p>

<p>9.</p>		<p>Body movement of the teacher holding a pencil color in front of the student.</p>	<p>By holding the pencil color as the teacher does, it means that the teacher wanted the student to hold the pencil color correctly as the example she has shown. Holding the pencil color too low will make the students difficult to paint.</p>	<p>DDM9</p>
<p>10.</p>		<p>Body movement of the teacher pointing out at the student's seat.</p>	<p>It means that the teacher commanded the student to have a seat because it was hard to paint standing. By sitting on his chair, the teacher hoped it'd be easier for him to paint.</p>	<p>DDM10</p>

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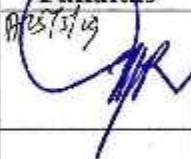
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	A Semantic Analysis on A Walk to Remember Novel	
	A Semiotic Analysis on the Headmaster Speech of MTs Al Washliyah Pasar Miring	

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

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

Verbal and Non-Verbal Interaction of Teacher and Impaired-Hearing Students at
SDLB Negeri 107708 Lubuk Pakam

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu

1. Pirman Ginting, S.Pd, M.Hum

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.

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Yuni Atika Sahdini

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Nama : Yuni Atika Sahdini
N P M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Verbal and Non-Verbal Interaction of Teacher and Impaired-Hearing Students at SDLB Negeri 107708 Lubuk Pakara.

Pembimbing : Pirman Ginting, 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 kadaluarsa tanggal : 11 Juli 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeuarkan pada Tanggal :
Medan, 08 Dzulqaidah 1440 H
11 Juli . 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

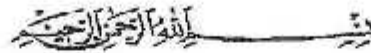
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> e-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Yuni Atika Saadini
N.P.M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Non-Verbal Interaction of Teachers and Impaired-Hearing Students at SDLB Negeri 107708 Lubuk Pakam

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 07 Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Yuni Atika Sahdini
N.P.M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Non-Verbal Interaction of Teachers and Impaired-Hearing Students at SDLB Negeri 107708 Lubuk Pakam

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 07 Agustus 2019
Hormat saya
Yang membuat pernyataan,




Yuni Atika Sahdini

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Zhaguh, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : *ES* /II.3/UMSU-02/F/2019
Lamp : —
Hal : **Mohon Izin Observasi**

Medan, 10 Sya'ban 1440 H
15 April 2019 M

Kepada : **Yth, Bapak/Ibu Kepala
SDLB Negeri 107708
di
Tempat**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wa'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan Kurikulum SN-DIKTI Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan skripsi kami mohon bantuan Bapak/Ibu untuk memberikan izin melaksanakan Observasi di Sekolah yang Bapak/Ibu pimpin adapun mahasiswa tersebut adalah :

Nama : **Yuni Atika Sahdini**
N P M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul : "Verbal and Non Verbal Interaction of Teacher and the Impaired Hearing Students"

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

Wassalam
a.n. Dekan
Wakil Bekah I

Dra. Hj. Syamsuyurnita, M.Pd

**** Peringgal****



UMSU

Unggul | Cerdas | Berprestasi

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 517 /IL3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 06 Dzulhijjah 1440 H
07 Agustus 2019 M

Kepada Yth, Bapak/Ibu Kepala
SDLB Negeri 107708 Lubuk Pakam
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Yuni Atika Sahdini
N P M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Non Verbal Interaction of Teachers and Impaired-Hearing Students at SDLB Negeri 107708 Lubuk Pakam.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 015057302


** Pertiinggal **



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Yuni Atika Sahdini
N.P.M : 1502050110
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Non-Verbal Interaction of Teacher and Impaired-Students at SDLB Negeri 107708

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18/09/2019	Data Analysis	
20/09/2019	Data Analysis	
24/09/2019	Data Analysis	
28/09/2019	Data Analysis	
02/10/2019	Data Analysis	
03/10/2019	Data Analysis revision is done	

Medan, September 2019

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing


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

CURRICULUM VITAE

Personal Information

Name : Yuni Atika Sahdini
Place / Date of Birth : Galang Suka / June, 26th 1997
Sex : Female
Religion : Islam
Address : Jl. Sukarejo, Galang Suka. Kec. Galang, Galang

Parents

Father's Name : Sukayat
Mother's Name : Ngatisah
Adress : Perumahan Rorinata Tahap 10, kec. Medan Sunggal, Sunggal

Education

Elementary School : SDN 107429 Sei Putih
Junior High School : SMP YPAK PTPN III Sei Karang
Senior High School : SMA Nusantara Lubuk Pakam

University

: University of Muhammadiyah North Sumatera (2015-2019)

Medan, October 2019

The Researcher

Yuni Atika Saldini