

**TEACHING CHALLENGES FACED BY ENGLISH TEACHER IN
TEACHING GRAMMAR FOR DEAF STUDENTS**

SKRIPSI

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

By:

DANIAH MUSLIM

NPM. 1502050166



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019



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

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, 03 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Daniah Muslim
NPM : 1502050166
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Ditetapkan : Lulus Yudisium
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Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Sekretaris,

Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dr. T. Winona Emelia, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Halimah Tussa'diah, S.S, M.A

1.

2.

3.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students
sudah layak disidangkan.

Medan, 25 September 2019

Disetujui oleh
Dosen Pembimbing


Halimah Tussadiah, SS., MA

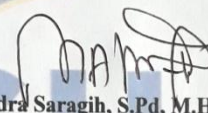
Diketahui oleh:



Dekan


Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum

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Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Benar telah melakukan seminar proposal skripsi pada hari Juma't, tanggal 17 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 23 Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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

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Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

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Yang membuat pernyataan,



Daniah Muslim

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Muslim, Daniah. 1502050166. “Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students”. Skripsi. English Department of Faculty of Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara (UMSU), Medan. 2019.

This research dealt with the analysis of Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students. The objectives of the research was to describe the challenges faced by English teacher in teaching grammar for deaf students. It was conducted by applying descriptive qualitative method . The data were taken from the English teacher’s statements which taught English at the X up to XII grade at SMALB-B Negeri 1 Batu Bara, province of North Sumatera, based on the observation and interview from July 15 until August 22, 2019. It was found that there were challenges faced by the teacher as the communication between the teacher and the students by using English, the use of vocabulary and translation, pronunciation of the students, how to make the students understand. There are also other challenges as the lack of facility (computer), no hearing aids/group hearing aids, no learning media (LCD proyector,etc). Finally, this research findings could be useful for English teachers to teach English for deaf students in a better way despite of the many challenges that probably appeared.

Key words : *English Teacher, Teaching Grammar, Deaf students*

ACKNOWLEDGEMENTS



Asslamu'alaikum wa rahmatullaah wa barakaatuh

First of all, the researcher would like to express her greatest gratefulness to the Almighty Allaah Subhanahu Wa Ta'aala and Muhammad Shalallahu 'Alahi Wa Sallam, the Prophet who has guided human being to the brightness of hidayah and education.

Special appreciation goes to both of her beloved father Muslim Ismail and her mother Susiani for their endless prayers, supports, loves, cares and encouragements in her life. Special appreciation also goes to her elder brother Husni Mujahid and her younger brothers and sisters Salman Masyudi, Humairah Muslim, Muhammad Yasir and also to all of her big family members.

In writing this research, the researcher faced a lot of difficulties and problems that without much helps from the following people, it was impossible for her to finish this research. Therefore, the researcher would like to express her gratitude :

1. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of Faculty of Teachers' Training and Education University of Muhammadiyah Sumatra Utara.
2. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting S.Pd.,M.Hum, the Head and Secretary of English Education at Faculty of Teacher' Training and Education University of Muhammadiyah Sumatera Utara

3. Halimah Tussa'diah S.S., M.A, her Supervisor for her valuable knowledge, supports, corrections, and advice to make this study better and Mandra Saragih S.Pd., M.Hum, the reviewer who has given suggestion, comment, correction, and guidance in writing knowledge during her academic years.
4. The Lecturers of English Education Program for their knowledge during her academic years.
5. The staff of Faculty Teacher Training and Education University of Muhammadiyah Sumatra Utara for their information during academic years.
6. Her beloved friends of English Education Program especially Nurhazlina, Imawati Limbong, Dea Dwi Lestari, Endang Pratiwi, Nana Nurfauziah L.
7. Mrs. May Leny S.Pd. who has helped her during her time collecting the data in SMALB-B Negeri 1 Batu Bara.
8. All the staff of SMALB-B Negeri 1 Batu Bara who have shared their good services for her.
9. Anybody who love and helped her but cannot be mentioned here. May Allaah bless them all, aamiin.

Wassalamu 'alaikum wa rahmatullaah wa barakaatuh

Medan, 8 September 2019

The Researcher

Daniah Muslim

NPM.1502050166

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In educational field, the important roles in increasing the quality of school is teachers as stakeholder to achieve content standard of what is stipulated. Tompkins (2009:39) states that teachers must be able to draw on the learning process be associated with prior knowledge of the child to be associated with the material studied. To achieve learning objectives and to produce an effective learning process, the teacher must be able to connect the knowledge that students had with the subject being studied. The job that seems easy is to be a teacher even though there are many things considered and prepared if someone teaches professionally. One of subjects which requires a lot of preparation and consideration in teaching is an English subject which is taught as a foreign language in Indonesia.

English is not a new lesson for Indonesian students, but it is much influenced and interfered the students' learning by Bahasa Indonesia as a mother tongue. Brown (1987:38) states "We have all observed children acquiring their first language easy and well, yet the learning of a foreign language often meets with great difficulty and sometimes failure". From the statement above, it is visible that if it become a greater difficulty to study a new language, his or her language interferes the new language and this will hinder

Interferes the new language and this will hinder the success of mastering new language.

English as one of the compulsory subjects is concluded by the Indonesian government into the curriculum which is then taught by teacher at all levels of education, as stated in the 1994 curriculum that English has been established in ordinary schools from junior level (Ministry of Education and Culture, Article No.060 / U / 1993, cited in Suyono, p.3). English is also a subject for students with special needs in special school, called *Special School (Sekolah Luarbiasa or SLB)* in Indonesia.

A special school is a school specifically designed for students with special needs to provide and to support the needs of special education for them. Special education is one which completes the needs of special students by adapting to their needs. Redbridge (2014. Para1) states “The term Special Educational Needs (SEN) has a legal definition... it applies to children who have learning difficulties and disabilities that make it significantly harder for them to learn or access education than most other children of their age”.

Based on the Individuals with Disabilities Education Act (IDEA) states "There are 13 categories of children with special needs such as Autism, Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disability, Speech or language impairment, Traumatic Brain Injury, and Visual Impairment" (The National Dissemination Center for Children with Disabilities 2012). Based on Law No. 72 of 1991, it is states

"Every child with disability has the right to get education. The curriculum of special schools is similar to regular schools in Indonesia with adaptation which is followed by the needs of the students with special needs". Based on the policy, the special school accepts students with disabilities, such as deaf students, blind students, and etc.

Although, the learning process of the regular student is not the same as that for the deaf students. "The learning process for deaf students entirely is difficult to learn English because children with hearing impairments much show the significant delay in phoneme production, vocabulary, and syntax" (Schmier, 1985 ; Seewald. Ross, Giolas, & Yonovitz, 1985 : Skarakis & Prutting. 1977 in Cawthon, 2001). A deaf person is someone who has lost his/her ability to hear. This causes the loss of scrutinized ability wholly the events around him/her. It means that he/she shows difficulty of hearing from mild level until profound hard of voice. The dysfunction of ear caused by destruction in the ear area can be in the middle or the outer ear, because of accident, illness, or other reason.

A major obstacle to the development of over all English learning skills for deaf students is the hardness in mastering many of the most fundamental English grammatical forms and structures. Besides, "The acquisition process for deaf learners is often labored and unnatural and occurred at a much slower rate than for hearing learners" (Quigley & King, 180). Few deaf students are able to indemnify of the lack of auditory access to the spoken language and

attained native-like knowledge of the language . However, most of them accomplish only partial acquisition and written expression.

The researcher prefers to convey this focus on mastering grammar because all English skills need grammar. Halimah tussa'diah (2016:4) states “Grammar and vocabulary are crucial in communication”. The main component of English is grammar. Sometimes, difficulty in teaching English especially in grammar appeared for teachers who teaches students with hearing disorder. Since their weakness in hearing, they can not maximally understand what the teacher taught by spoken language, and those who have mild hearing can lose much of spoken information, while regular students can process them.

Students who have disability in hearing have a difficulty to learn language because listening is one of important stimulus to learn language. That is why teaching English for deaf students is not as easy as teaching for normal people, especially when written English is different with how it is pronounced. It difinetely makes English more difficult to be taught for those who count on their visual more than their audio. So, the teacher is required to become cretive in making interesting learning activity and easy to understand. In this case, special treatment is needed in teaching English for deaf student . The teacher needed special method, media and assesment. He/She also had to know principles in teaching to deaf students, so they can understand the material easier. It is a greater challenge for teacher who teaches grammar for those who are non-English speaking countries, such in Indonesia.

Based on the preceding explanation above, The researcher was mainly attracted to concern about the challenges in teaching grammar faced by English teacher for deaf students.

B. Identification of the Problem

The problems of this research can be identified as follows :

1. Most of deaf students are difficult in understanding English grammatical form
2. The deaf students only master two skills in writing expression and reading comprehension
3. The teachers' strategy is still less to motivate the deaf students in learning grammar
4. The teachers have difficulties in teaching deaf students

C. Scope and Limitation

The scope of this research is on the English grammar to the deaf students.

It is limited in tenses especially in simple present tense .

D. Formulation of the Study

The research can be formulated the problem based on the the background above as follows :

1. What are the challenges faced by teachers in teaching English grammar for deaf students ?

E. Objective of the study

The objectives of the research is in line with the formulation above as follows :

1. To describe the challenges faced by English teachers in teaching grammar for deaf students .

F. Significance of the Study

1. Theoritically

The reasearcher hopes that the final result of the research will enrich the theory of teaching grammar for deaf students.

2. Practically

a. Teachers

The research will give information about the teaching grammar for deaf students which can be used in the classroom.

b. The readers

Hopefully, the readers will get knowledge about the teaching grammar for deaf students.

c. Other researchers

The research will contribute the informations to other researchers to do the research with the same topic but in different point of view especially ones for deaf students.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The concept of Teacher

Teachers as stakeholders played the important thing roles in increasing the quality of school is Teachers as stakeholder to achieve content standard of what is stipulated. Tompkins (2009:39) stated that teachers must be able to draw on the learning process to associated with prior knowledge of the child to be associated wit the material studied. To achieve learning objectives and to produce an effective learning process the teacher must be able to connect the knowledge that students have with the subject being studied. Teachers need provisioning that referred to policies and procedures which designed to equip teachers to carry out their tasks effectively in schools and classrooms such as with knowledge, attitudes, behaviours and skills.

According to Sudarwan (2011:250) states “Good teachers have a correct understanding of how to teach. They do not have rigid techniques and insist on using them, so it helps smooth and easy learning for students. Teachers who are both flexible in learning styles and adjust their students if necessary”.

Bond (2000:9) identified "13 characteristics of effective teachers and qualities of master teachers of the deaf. The thirteen characteristics focus on four central themes : teaching, planning, attitude, and assessment. Those characteristics center on the following four areas :

1. **Teaching** : included using content knowledge, using content knowledge, using deep representative, making use of problem solving skills, and using improvisation.
2. **Planning** : included setting up optimal classroom environments, providing high expectations for students, and imparting sensitivity to context.
3. **Attitude** : included promoting inquiry and problem solving skills, having a passion for teaching and showing respect for students.
4. **Assessment** : included employing multidimensional perception, monitoring progress and supplying feedback and testing hypotheses".

Educator's competence greatly influences the success of educating children and attempted in educating them. Especially educating deaf students who have special needs.

2. The Concept of Teaching English

According to Brown (1994:7) states "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or

understand". According to Daryanto (2010 : 159) states "Teaching is an activity trying to help, to guide someone to get, to change or to improve skill, attitude ideal and knowledge". According to Ellis and Jhonshon (1994 :115) states "Teaching implies education ; the passing of knowledge, but also of right and wrong way of doing things". Based on some definition above, The conclusion we can get that teaching is known as mutual communication and also some actions in giving knowledge or training or instruction. Teaching is also such an interpersonality activities because the teacher interacts with the students. Communication will be efficient where the teacher can be influenced learners and the learners can influence the teacher.

One of the compulsory subject is English at school, because English is an important lesson. But, teaching English is not easy, it is not as simple as asking the students to sit down and stand up in the class. The teachers need much efforts to make the learning process become fun and the students motivated at once. So applying various technique in presenting the materials, it can make the learners become attracted and mastered the subject. Although it will require a lot of times and efforts because English is not their first language or second language. In teaching deaf students, it would be different with normal ones. The teachers should give a special attention for the deaf students. Because sometimes, they communicate by utilizing the target language orally and the teacher speak directly.

In addition, when teaching English to the students, the teacher used sign language in providing materials, notes, even picture as the media, etc.

Because, Students who deaf can understand what people say with lip reading, sign language, hearing aids, note etc. So, the teacher will be required the extra effort in teaching them about English. According to Fromkin & Hyams (2011: 19) states "Such people or deafness acquire even their native tongue by using different methods such as finger spelling, sign language, gestures etc. That is to say, they acquire their native tongue through visual modality". According to Thompson (2012 : 103) states "There is intruction to the teacher to teach language for students with hearing impairment. As follows :

1. Planning the materials and the methods that consider or depend on the needs of the students.
2. Optimize the situation of the class and be firm that the students focus on teacher's eplantation during in front of the class.
3. In explaining the materials, the teacher must be spoken aloud and clearly.
4. Using intruction and repitition in every words or sentence with wrote down the key word on the board.
5. During teaching learning process the teacher using sign language, note, pictures, to deliver the material.
6. Optimize the stuents can communication with the teacher although in communicating their idea or to ask about the material.

7. Developing the communication used the facial expression and body language in explaining the material.
8. The used of visual media to make the students understand what teacher say".

Even the teacher has not had the degree of special education, the teacher who teaches students with special needs must understand and attention their students with those intructions above as their teaching guidance in the class.

3. Teaching English Grammar

Grammar is how the words can change themselves and groupat once become a sentence. Based on the common knowledge, grammar is a set rules of language that happens of words when they become plural or negative, or what word order is used when we make question and combine two clauses become one sentence. A brief inuiry into the literature concerning the topic of grammar can be provided with some definitions of grammar. One of them comes from the statement by Ur (1993:4) states "Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" . Whereas according to Thornbury's (2004:1) states "Grammar is partly the study of what forms or structures are possible in a language. Thus a grammar is a description of the rules that govern how a language's sentences are formed".

Teaching grammar is an activity in helping the student's development of the language rules of knowledge. By teaching grammar, the students will be comprehended the purpose or the function of what are said and written. According to Negahdaripour & Amirhassemi (2016: 9) and Petraki states "Teaching EFL grammar has been considered a controversial area of language teaching and learning". According to Brown (1987:38) states "We have all observed children acquiring their first language easy and well, yet the learning of a foreign language often meets with great difficulty and sometimes failure". It concluded that it is more difficult to learn a new language.

3.1 Types or Grammar issues

According to Harmer stated that there are a number of grammar :

a. Sentence constructions

One way of describing different kind of sentences is to use the terms subject, object, verb, complement and adverbial .

b. parts of speech

The part of speech are : noun, verb, adjective, adverb, pronoun, preposition, determiner, and conjunction.

c. Noun types

They are : countable and uncountable noun, plural nouns with singular verb, collective noun, compound noun, and noun phrase.

d. Verb types

They are : auxiliary verb, main verb, phrasal verb, regular and irregular verb, active and passive, and verb complementation.

e. Verb forms or tenses

The forms of verbs (tenses or structure) are as below :

i. present : simple, continuous, perfect, perfect continuous

ii. Past : simple, continuous, perfect, perfect continuous

iii. future : simple, continuous, perfect, perfect continuous

iv. past perfect : simple, continuous, perfect, perfect continuous

f. Pronouns

There are three basic types of pronoun : personal pronoun (I, you, they, we, she, he, it, which in subject realization and can be object pronoun, reflexive pronoun and possessive pronoun.

g. Adjectives

They are the base form (adjective), comparative and superlative.

h. Adverbs

Adverbs and adverbial phrases can be of time, manner, and place.

i. Preposition

They are : at, in, on, of, with, etc.

j. Articles

They are : this, that, these, those, some, all of. Define article (the), indefinite article (a, an).

k. Conjunction

conjunctions join two clauses, they are : but, and, for, or, because".

3.2. The technique of Teaching Grammar

According to Harmer in Suhardi states that there are three techniques of teaching grammar are :

a. EGRA (explanation generalization reinforcement application)

It is usually used in teaching the structure which has never been taught .

Example : teacher asks the students to make sentence by using formula

b. PGR (practice generalization reinforcement)

It is usually used in teaching the structure which has been taught.

Example : teacher asks the students to do exercise that related to the lessons

c. TPR (total physical respond)

It is usually used if we teach pronunciation.

Example : teacher asks the students to write and spell the alphabets.

One of the other techniques that many teacher still always used in teaching grammar for deaf students is drilling technique. Because in foreign language it has been used for many years. Drilling has the meaning that a model of listening that is delivered by the teacher or a

tape or another students is repeating what is heard. A repetition drill is a technique for introducing the new language to the learners.

3.3 Teaching English Grammar to Deaf Students

According to Daniela (2004:2) states "Teaching English to hearing-impaired students is a bigger problem because syntact structure of majority spoken languages is different from the structure of sign language". According to Ms. Fleming states that There are few strategies which should be considered by all English language teachers who teach students with hearing impairments, such as :

- a The perception of the deaf student is based on vision, that is why the teacher should concentrate the teaching on visualization.
- b. Teaching grammar is a bigger problem because syntactic structure of majority spoken languages is different from the structure of sign language.
- c. Utilizing meaningful complex phrases (grammar structure of the sentence need not be complicated) when communicating with hearing impairment students, the vocabulary should not to be too hard.
- d. Sign all the English sentence constituents with their labels : subject, predicate, object, adverb, etc; and also individual part of speech; noun, verb, adjective, etc. = labelling because all the students wish to have the language as labelled.

4. Deaf Students

Direktorat Pendidikan Dasar (1991: no.72) classified the differences of human potensial, as follows :

- i. Above average
- ii. Average or normal
- iii. Below average

“The average or normal group occupies a proportion of around 68% while the group is above average and below the average of around 16%. Groups that are above the average of 16% and groups below the average of 16% are called extraordinary children or children with disabilities statistically. Thus in the population of children in terms of statistical angles there will always be a group of children whose sharpness of vision is above average, average or normal and below average; the hearing acuity is above the average and below average. Similarly, if viewed from the potential of intelligence and social maturity and emotional maturity, there will always be children who are classified as above average and below average.”

The children that have different growth chart from normal ones is called exceptional children or children with special needs (*anak berkebutuhan khusus/ ABK*). There are some categories such as Tunawicara, Tunagrahita, Deaf, Children learning difficulties, Blind, Tunalaras and children who are too smart.

The deaf means those in whom the sense of hearing is nonfunctional for the ordinary purposes of life. Two distinct classes based entirely on the time the loss of hearing occurred includes the congenitally deaf is those who were born deaf. The adventitiously deaf is those who were born with normal hearing but in the sense of hearing became nonfunctional later through illness or accident. Commonly, deaf students have experience tremendous hard in obtaining the spoken language than their natural, and effortless acquisition of signed languages without full access to the sounds and intonations of a spoken language. The acquisition process for deaf learners is often difficult and unnatural and occurs at a much slower rate than for hearing students.

According to Berent (2001 :124) states “Some deaf learners are somehow able to compensate for the lack of auditory access to the spoken language and attain native-like knowledge of the language. However, many deaf learners accomplished only partial acquisition of the spoken language and experience persistent difficulties in reading comprehension and written expression”. It is very important for all teachers of deaf students to comprehend the challenges faced by the students and the language acquisition process as they attempt to learn English. But unfortunately, many teachers who teaches deaf students work in complete or relative isolation, it is different to the hundreds of thousands of teachers worldwide taught the millions of hearing students of English as a second language(ESL) or Foreign Language (EFL).

In determining the deafness levels, the measure of sound intensity is used, called the term decibel (or Db). The sense of hearing for normal people must be less than 0 dB, depending on the level of deafness it self. According to Heward (1980:180-181) states "Category of the student's levels as follows :

i. Slight

The persons whose ability to hear about 27 to 40 decibels less than the normal persons. Faint speech is difficult to understand.

ii. Mild

For the persons whose ability to hear is about 41 to 55 decibels less. The students can hear in range 1-15 meters.

iii. Marked

In this section, the level for the persons whose ability to hear 56 to 70 decibels that less than the normal ones. It must be loud to be understood when make a conversation.

iv. Severe

The ability to hear is about 71 to 90db less for this level. The can hear noises about one foot from the ear.

v. Extreme or profound

This level is meant for the person whose ability to hear is baout 91 decibels or more less than the normal ones. People with extreme or profound is unable to hear to sound although loud sound".

According to Sattler (1992:99) states "Hearing impairment is a general term refers to hearing losses ranging from mild to profound". According to Sattler (1992:100) states "There were some general signs of hearing difficulty that the hearing impairment children may have. They are: first, lack of normal response to sound, inattentiveness, difficulty in following oral direction, failure to respond when spoken to, frequent requests to have speaker repeat what was said, intense observation of speaker's lips (lip-reading, speech-reading), habit of turning one ear toward the speaker, cupping hand behind ear, unusual voice quality (for example: monotonous), speech too loud or too soft, faulty pronunciation, poor pronunciation".

Hopefully, by knowing all signs of hearing difficulty, the teachers comprehend the characteristics which can help the teacher in understanding the needs of deaf children as well as their abilities to communicate, so that the teacher has known what to teach and how to teach them.

5. The Concept of Special School (Sekolah Luar Biasa)

One of the important things for humans is education. The government has done various ways to improve the education quality in Indonesia. Based on the existence of low education, it provides that education uniformly should be applied and without exception. Such as public school, private schools, even special schools (SLB).

SLB is a special school built to give education for exceptional children to give nine years education service in basic education level. For the implementation of special education, the directorate of exceptional coaching education classified "five areas of SLB, namely : SLB A, SLB B, SLB C, SLB D, and SLB E". In other hand, According to Supriadi (1982 : 10) "there are six kinds of school for student with special needs , they are :

- i. SLB / A is school which especially designed for students with blindness.
- ii. SLB / B is school which especially designed for students with hearing impairments
- iii. SLB / C is school which especially designed for students with mental retardation,
- iv. SLB / D is school which especially designed for students with orthopedic
- v. SLB / E is school which especially designed for students with unsociable
- vi. SLB / F is school which especially designed for students with supernormal ability (gifted, genius, and superior). But, in Indonesia still has not been able to apply".

6. SMALB-B Negeri 1 Batu Bara

SMALB-B Negeri 1 Batu Bara is one of the school which is built by the government for the exceptional children or children with special needs in Batu Bara regency. This school is furnished with educational support facilities. Such as : basket yard, teacher office, computer rooms, library, art room, sport room, and workshop room, mosque, auditorium and classes. SMALB-B Negeri 1 Batu Bara has motto as BERIMAN (Beriman, Rapi, Indah, dan Nyaman) that made SMALB-B Negeri 1 Batu Bara is comfortable place for learning disability students totally.

Most of the students came from the different level, start from lower to middle class. Their parents usually worked as farmers, traders, teachers, labors, and businessman. There were only 10% came from the upper class. They were from various sub-districted in Indonesia. Some of students had to live in provided dormitory.

B. Relevant Studies

The researcher presents the previous study dealing with the topic. As follows :

1. Minnatil Muna (2014). “ English Language Teaching Learning For Deaf Student (A Descriptive Study at SMALB-B YASPENLUB Demak)”. The goals of this research was to get information and findings dealing with teaching English for deaf and hard students in SMA YASPENLUB Demak.
2. Gerald P. Berent (2001) "English for deaf students : Assessing and Adressing Learners' Grammar Development". The aims of this study was to

describe the responsibility of the English teacher to deaf students through teaching English Grammar to deaf students. Teachers of English to deaf students should share their experiences—both their successes and their failures—with other teacher of deaf students. Teacher and students success can be facilitated through networking and collaboration among teacher and other professionals serving deafs.

3. Sugeng Ali, Frida Unsiah & Darin Fadhilah (2017). “Teaching Special Students; English Lesson for Deaf Students in Indonesiaan special Junior High Schools”. This research aimed to explain the challenges of teaching English for deaf students such as getting student’s attention, understanding words from students’ lip movements, differentiating similar words of experience and also explain the strategies to cope those challenges such as asked to bring dictionary, used alphabetic signs, waved and patted the students’ shoulder to get attention.

C. Conceptual Framework

As the prior explanation above, teaching grammar was important for students in learning English. Since all of English skills needed grammar, According to Strumpf and Douglas (2004 : 14) said that people who study grammar so that people may speak and write in a clearer and more effective manner. But, some students still had problem in learning grammar. When they had the grammar test, they got confuse. Especially in teaching about tenses. Although it was about simple sentence. Some of them understood while the

teacher was explaining, but they forgot again when they were doing the exercise. It was also more difficult for deaf students when learning about grammar because they are people with special needs.

Teaching grammar for deaf students who had special needs had different method from the regular students. The teacher also got more challenges in teaching grammar to students with special needs. Through this research, The researcher was mainly interested to concern about the challenges in teaching grammar faced by English teacher for deaf students. That is why the reseacher choose to describe this research entitled “Teaching Challenges Faced By English Teacher In Teaching Grammar For Deaf Students” .

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research was conducted at SMALB-B Negeri 1 Batu Bara as the setting of place to do the research. This school located at Indrapura street in Sukaraja Village, sub district of Air Putih, Batu Bara regency, province of North Sumatera. This research done by applying descriptive qualitative method, which the purpose was understanding social fenomenan and the descriptions in the form of words. It belonged to qualitative because it produced descriptive data which were appropriated with the characteristic of qualitative research.

B. The Source of Data

The source of the data in this research were the teacher at SMALB-B Negeri 1 Batu Bara in which the data was in the form of words based on the observation and the interview notes which were collected from the English teaching process at SMALB-B Negeri 1 Batu Bara, as followed :

1. Event

This research used natural setting which meant the researcher observed during the process of teaching grammar in the class.

2. Informant

The informant in this research was the English teacher who taught grammar in SMALB-B Negeri 1 Batu Bara.

3. Documents

The documents were including material, the teachers' handbook or others which added and enriched the data for thr researcher.

C. The Technique of Collecting Data

The data would be taken by applying grounded research technique. The data would be collected by implementing the procedures by Donald Ary and Sugiyono, as the following :

1. Observation

In this observation, the observation's subject was the teacher's activity in the process of teaching English grammar in the classroom. This observation was aimed to know the material and method used by the teacher, and the way of the teacher assessed the students.

The researcher used non participatory observation. It meant that the researcher only observed what the teacher and students did. The researcher did not teach and neither was a student there.

2. Intrview

In the other hand, the researcher also used interview to collect the data, the researcher interacted directly to ask specific information related to this research from the participants.

Interview was interpreted as a conversation of two person who were initiated by the interviewer to obtain some information relevant to the research and focused on the interviewer's interview which was specific dealt with the research objectives. Besides, the interviewer used interview guideline which included the interview related to the topic of this reseach.

3. Documentation

According to Sugiyono (2007 : 320) states "Document is record of event in the form written, pictures, or monumental work." The researcher used the documentation to gain the data. The documentation of this research was a recording. All documents in this research were in the form written informations concerned on syllabus, materials, and lesson plan in teaching grammar for deaf students.

D. The Technique of Analyzing Data

In this research, the technique of analyzing the data was implemented some process according to Miles and Huberman and Salda (2014 : 31) that there are data condensation, data display, and drawing or verification. in detailed :

1. Data Condensation

Data condensation reffered to the process of selecting, focusing, simplifying, abstracting, and/or tranforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials. By condensing, it is making data stronger. (it stay

away for data reduction as a term because that implies we are weakening or losing something in the process).

2. Display

In data display, the research analyzed the result from observation and interview. Then the data organized and arranged in a pattern form. The display discussed and illustrated in many types of matrices, graphs, charts, and networks. All are designed to assemble informations which were accessible, so they understood easily.

3. Drawing Conclusion/ Verification

According to Miles and Huberman (2014 : 31) that the next step was drawing conclusion and verification in analyzing data in qualitative research. It is meant to describe all of the data which were still unclear in the beginning. If the teacher collected all the data, the researcher made a conclusion based on the data condensation and the display. So that, the conclusion of challenges in teaching English for deaf students could be drawn.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In chapter, the data were collected from the teacher statements about the challenges that appeared when teaching grammar to deaf students based on the English teacher's observation and interview at SMALB-B Negeri 1 Batu Bara.

The English teacher who became an informant in this research was as English teacher who taught English lesson in SMALB-B Negeri 1 Batu Bara from the X up to XII class. Her name is Mrs. May Leny S.Pd. The English lesson schedule was on Wednesday, at 11.45 a.m. This research was done on July 15- August 22, 2019 at SMALB-B Negeri 1 Batu Bara.

The researcher did this research for one month for observation and interview. The interview was done twice which meant there were two transcript of interview which has been analyzed by the researcher. They were on August 15 until August 16, 2019.

Table 4.1 Interview Day 1

No.	Interview Interviewer (D) & Informant (L)
1.	<p>D : Why and How do you teach EFL?</p> <p>L : <i>karna memang saya adalah tamatan dari jurusan bahasa inggris jadi begitu tamat saya langsung mengajar bahasa inggris. Cara saya mengajar anak tuna rungu sesuai dengan anak itu sendiri, saya mengajar menggunakan bahasa isyarat, gerakan tangan ataupun gerakan mulut.</i></p>
2.	<p>D : How many years have you been teaching English?</p> <p>L : <i>Kalau saya sendiri baru tamat ya, jadi belum ada sampai 1 tahun.</i></p>
3.	<p>D : Is the process of teaching deaf students the same as the regular students?</p> <p>L : <i>Pastinya tidak, mereka lebih dasar dalam belajar bahasa inggris. misalnya seperti untuk anak normal pembelajaran bahasa inggris di kelas 1 smp, kalau di anak tuna rungu sendiri pembelajaran untuk kelas 1 smp itu pembelajaran anak kelas 4 SD di anak normal.</i></p>
4.	<p>D : How much hearing do the deaf students have? And what is the level hearing of deaf students?</p> <p>L : <i>Dikelas saya ada 5 orang murid, dan mereka memiliki tingkatan yang berbeda-beda. Dari yang sedikit bisa mendengar kira-kira jarak 1.5 meter bisa dengar sedikit, trus ada murid yang jika kita berbicara harus kuat dan keras hingga yang tidak bisa mendengar sama sekali</i></p>

	<p><i>atau total tuna rungunya.</i></p>
5.	<p>D : What will you do if the students do not understand your communication?</p> <p>L : <i>kadang – kadang saya ngomong bahasa inggris itu dengan lisan tetapi sesuai dengan anaknya itu sendiri ya, jika tidak bisa memahami secara lisan(gerak bibir) ya saya bicara menggunakan bahasa isyarat, gerakan tangan atau lebih ke gerakan mulutnya itu lebih dijelaskan.</i></p>
6.	<p>D : Do you learn sign language?</p> <p>L : <i>ya saya belajar bahasa isyarat dengan otodidak, karna saya bukan tamatan dari jurusan anak berkebutuhan khusus. Jadi saya belajar sendiri.</i></p>
7.	<p>D : Is there any special equipment the student needs in the class?</p> <p>L : <i>Kita tahu ya kalau mereka yang punya kekurangan harus dilengkapi media dan fasilitas memadai. Apalagi alat bantu pendengaran yang penting sekali untuk memudahkan siswa ketika belajar, khususnya ketika menerima materi-materi saat pembelajaran. Tapi sejauh ini belum ada sama sekali alat khusus yang digunakan dikelas. Saya juga tidak tahu bagaimana pihak sekolah dengan pemerintahannya apakah sudah ada kordinasi atau belum.</i></p>

Table 4.1 Interview Day 2

No.	Interview Interviewer (D) & Informant (L)
1.	<p>D : Do you teach English grammar to your students? Why?</p> <p>L : <i>Ya, karna grammar itu penting dalam belajar bahasa ya apalagi belajar bahasa Inggris .</i></p>
2.	<p>D : Do you think grammar important in language acquisition for deaf students? Why, why not?</p> <p>L : <i>Pasti ya, itu sangat penting. Karna kalau kita ingin membuat kalimat yang formal maupun non formal pasti ada susunannya dan ada aturannya dan itu dipelajari di grammar. Apalagi anak tuna rungu hanya mengandalkan reading dan writing. Jadi grammar sangat penting bagi mereka untuk mendapatkan informasi dalam bentuk kalimat. Jika tidak, maka pengetahuan anak tuna rungu semakin menurun karna tidak bisa mendapatkan informasi dari membaca maupun menulis.</i></p>
3.	<p>D : Is there any preparation before teaching process?</p> <p>L : <i>Persiapan saya sendiri itu biasanya menyusun lesson plan ya sebelum mengajar.</i></p>
4.	<p>D : Is there any material and handbook to use in teaching process?</p> <p>L : <i>Ya pasti ada menggunakan buku pedoman ya sebagai bahan materi yang ingin diajarkan dari buku pegangan biasanya dan saya juga harus menyesuaikan dengan rpp .</i></p>

5.	<p>D : What kinds of teaching methods do you use in teaching grammar?</p> <p>L : <i>Biasanya saya menyesuaikan dengan materi atau pelajaran yang akan diajarkan. Untuk diawal semester ini saya menggunakan metode tanya jawab dan untuk selanjutnya saya menggunakan metode EGRA (explanation generalization reinforcement application).</i></p>
6.	<p>D : What kinds of media do you use in teaching?</p> <p>L : <i>Untuk saat ini saya menggunakan media kertas dan gambar. Nah Untuk media sendiri yang paling penting bagi anak tuna rungu adalah gambar. Karna mereka melihat. Dan mereka akan memahami isi dari gambar tersebut .</i></p>
7.	<p>D : What do you think about student's attitude towards learning English grammar?</p> <p>L : <i>Kalau untu sikap siswa, pasti ada yang pro dan ada yang kontra ya. Tapi menurut saya itu wajar, apalagi untuk anak yang berkebutuhan khusus seperti tuna rungu.</i></p>
8.	<p>D : Are there the challenges or difficulties in teaching grammar for deaf students?</p> <p>L: <i>Kesulitan itu pasti ada yaa, terutama dalam menyampaikan penjelasan ya atau menyampaikan materi kepada anak-anak. karna mata pelajaran bahasa inggris ini baru ada guru bahasa inggrisnya sendiri, sebelumnya guru yang mengajar itu guru kelas. jadi pengetahuan tentang bahasa inggris anak - anak masih sedikit sekali apalagi vocabularynya. Kemudian, kalau mereka masih gapaham dalam pengucapan kata dalam</i></p>

bahasa inggris atau pronouncenya karna inikan bahasa inggris , jangankan untuk mengucapkan kata dalam bahasa inggris, untuk pengucapan kata dalam bahasa indonesia saja mereka masih belum terlalu jelas dan belum terlalu fasih. Jadi harus pelan – pelan belajarnya.

9. D : What is the hardest part of teaching grammar for deaf students ?

L : mereka kadang, ada anak yang kurang/lambat untuk mencerna penjelasan atau materi yang diberikan, karna masih ada yang siswa pendengarannya masih sedikit artinya kesulitan mendengarnya tinggi, jadi pasti saya mengulangi penjelasan atau materi yang saya berikan dengan bahasa yang mereka lebih pahami misalnya bahasa isyarat dengan tangan atau artikulasi dari mulut saya lebih saya lambatkan. Pokoknya saya ulangi terus menerus. jadi saya harus sabar - sabar mengulangi, mengulangi, dan mengulangi penjelasan saya sampai mereka paham. Karna inikan bahasa inggris. Mereka kan harus memahami dua bahasa sekaligus, mereka harus tahu bahasa indonesianya dan bahasa inggrisnya juga kan.

B. Data Analysis

There were some problems in teaching English for deaf students According Daniela (2004:2) states “Teaching English to hearing-impaired students was a bigger problem because syntac structure of majority spoken languages was different from the structure of sign language”. Based on the observation and interviews in the process of teaching learning grammar in the class, there were many problems faced by the teacher :

The first problem faced by the teacher was the commmunication between the students and the teacher by using English language. It meant that the students had problem in verbal communication. So, they both had to use sign language to help them in communication. The teacher said : *“kadang – kadang saya ngomong bahasa inggris itu dengan lisan tetapi sesuai dengan anaknya itu sendiri ya, jika tidak bisa memahami secara lisan(gerak bibir) ya saya bicara menggunakan bahasa isyarat, gerakan tangan atau lebih ke gerakan mulutnya itu lebih dijelaskan”*. (Interview with the teacher on August 15, 2019).

Although the students could not hear, the teacher still had to speak in teaching learning process, because the students would read the teacher’s lips movement. It also gave chance to the students with low impairment to learn how to speak. During teaching process of deaf learners for one month which had four meetings per week, the teacher mixed the language between English and Bahasa Indonesia. This way could help the students to learn to communicate.

Teaching hearing impairment students was not easy because the teacher should be able to master some communication techniques. The combination of some technique to teach deaf students is called total communication. The techniques are finger spelling, lip reading and Indonesian Sign Language System (Sistem Isyarat Bahasa Indonesia = SIBI). SIBI is a system of sign language used by deaf people in Indonesia. In teaching learning process, SIBI was used as language instruction instead of oral Indonesian language. When there heard new word and they wanted to ask the teacher, finger spelling was commonly used to make them mutual understand. Finger spelling was also used to call students' name instead of pointing them. Teacher would form her finger into first letter of student's name. To make students easier in using finger spelling, there was one picture of SIBI finger spelling in each class.

From the explanation above, it proved the theory from Fromkin & Hyams (2011: 19) which states "Such people or deafness acquire even their native tongue by using different methods such as finger spelling, sign language, gestures etc. That is to say, they acquire their native tongue through visual modality". Besides, the teacher felt difficult while communicating with the students because the lack of teachers' knowledge about the sign language, as the result they did not understand what the teacher said. The lack of teacher's knowledge was caused by the teacher's background which was not graduated from special education for the disable education, so the teacher had to tried hard to learn SIBI abstractly. Previously, the students are taught by a teacher

who taught all subjects in the class, and from this year, they were taught by an English teacher.

The next problem was the use of vocabulary and the translation. It is difficult while the teacher taught new materials and the teacher needed new vocabulary to explain that material, but the students' vocabulary was limited, although the teacher explained the definition and examples first before continuing the next materials. Moreover, the students had problem in differentiating similar word with different contexts in translation. There were few terms which were confusing to the students, even after they were translated into Bahasa Indonesia. The teacher said : "*Terutama dalam menjelaskan materi kepada anak-anak, karna mata pelajaran bahasa Inggris baru tahun ini ada guru bahasa inggrisnya tersendiri ya, sebelumnya guru yang mengajar adalah guru kelas. jadi pengetahuan tentang bahasa inggris anak - anak masih sedikit sekali apalagi vocabularynya.*" (Interview with the teacher on August 16, 2019).

To this challenge, it was related to the expert theories from Cowthorn (2001) who states that the process of learning English by regular students and deaf students is not the same. It is quite difficult for deaf students to learn English because children with hearing impairments often show significant delays in phoneme production, vocabulary, and syntax" (Schimer, 1985; Seewald, Ross, Giolas, & Yonovitz, 1985; Skarakis & Prutting, 1977, cited in Cawthorn, 2001). Therefore, it was acceptable if the deaf students had more limited vocabulary from the normal ones, because they could not access any information in the

form of sounds. It was totally acceptable if the students had difficulties in differentiating the similar words with different context, considering the limited of vocabulary by them than the normal ones.

And the researcher found that the teacher asked the students to bring their English Indonesian dictionary. She accepted that the teacher's idea was effective to make the students understand about the meaning and the context of the topic. It means the students needed kinds of media, for example, pictures to help the students in learning processing . *“Untuk media sendiri yang paling penting bagi anak tuna rungu adalah gambar. Karna mereka melihat. Dan mereka akan memahami dari gambar tersebut”*. (Interview with the teacher on August 16, 2019). Yet, the researcher would like to suggest the media such as the LCD projector to use in the classroom to display words from a computer. So, the teacher is aided by the media and the students got examples and easier in differentiating the similar word but different meaning in English learning and learning process become more effective.

The third problem was when the teacher taught how to pronounce the word, students had difficulties to pronounce English word effectively. In fact that, the way to express the word is not the same as how it is written. The students usually made a mistake when they pronounced the word or sentence. The students were wrong in understanding words due to comparative lip movements to other words. It was also difficult for them to guess the articulation of the words the teacher said, because they only saw the lip movements. While the observation, the challenge happened a few times, and

the students were confused with several words pronounced by looking at the teacher's lip. The deaf students were also hard in speaking, because of their hearing problem. As the result, this problem influenced their speaking too.

The teacher said : *“jangan untuk mengucapkan bahasa inggris, untuk mengucapkan kata dalam bahasa indonesia saja mereka masih belum terlalu jelas dan belum terlalu fasih. Jadi harus pelan – pelan belajarnya.”* (Interview with the teacher on August 16, 2019). Based on the observation, the teacher asked her students to listen to her carefully and then she asked them to repeat. After that, she checked their pronunciation one by one. This challenge is related to the expert's theory from Brelje (1999) who states "One of the approaches of taching methods is learning to lip-read (cited in Bedoin, 2010)". Yet, sometimes mistaken words because of similar lip movements to other word maight arise. Therefore, the teacher had to speak loudly and clearly while teaching the material to those students without exaggerating lip movements or volume.

The fourth problem was making the students understand. The students had difficulties in arranging the words in a simple present tense. It was caused by the students' different capacity of decibel. The teacher said : *“mereka kadang, ada anak yang kurang/lambat untuk mencerna penjelasan atau materi yang diberikan, karna masih ada yang siswa pendengarannya masih sedikit artinya kesulitan mendengarnya tinggi, jadi pasti saya mengulangi penjelasan atau materi yang saya berikan dengan bahasa yang mereka lebih pahami misalnya bahasa isyarat dengan tangan atau artikulasi dari mulut saya lebih saya*

lambatkan. Pokoknya saya ulangi terus menerus. jadi saya harus sabar - sabar mengulangi, mengulangi, dan mengulangi penjelasan saya sampai mereka paham. Karna inikan bahasa inggris. Mereka kan harus memahami dua bahasa sekaligus, mereka harus tahu bahasa indonesianya dan bahasa inggrisnya juga kan.” (Interview with the teacher on August 16, 2019). It was in line with Heward’s theory (1980:1980-1981) about the classification of deafness levels, slight (ability to hear about 27 to 40), mild (ability to hear is about 41 to 55 decibels less), marked (ability to hear 56 to 70 decibels), severe (ability to hear is about 71 to 90db), extreme or profound (ability to hear is about 91 decibels).

Based on the observation and the interview with the teacher, The researcher found that the students at SMALB-B Negeri 1 Batu Bara had different level of hearing. First , Tia had criteria in Mild whose ability to hear is about for the 41 to 55 Db less. She could hear in range 1 -1.5 meters. Second, Putri and Diana in Marked level which meant for the persons whose ability to hear was 56 to 70 Db which was less than the normal ones. When doing a conversation the teacher had to loud to be understood. Third, Vivi in Severe or Profound that was the level have the ability to hear about 71 to 90 Db less. She can hear loud noises about one foot from the ear. In this way, the students had distinctive ability in getting material. So the teacher must give additional material to learn English for them. Especially for those who have Severe and Extreme level of decibel. This focus was connected with all of the previous challenges which was explained above. The teacher must also give drilling method in teaching

them until they understood the material. It was acceptable and eventually important for the teacher to repeat the material until several times and make sure the students understood before continuing to the next topics. Making the students understand became the main problem for the teacher. In addition, the teacher must be patient, because the patience and efforts of the teachers were crucial in delivering and teaching materials in the class.

Based on the field, the researcher found other challenges that had not been mentioned by the teacher, it was the lack of facilities, such as lack of the computer, no hearing aids or at least group hearing aids, and there is no learning media such as LCD projector, etc. The researcher thought the use of media in teaching English was same with Arsyad statement (2005:3) who states "The media classified into three categories; Visual, Media, Audiovisual". Those media to support the quality of teaching learning process.

At the first observation, the teacher used visual media such as picture during teaching process. When giving explanation and mentioning the material, the teacher draw on the white board and she also used her handphone to show the examples of pictures that included in the material to the students. This findings showed that the teacher used media to help them in teaching learning process focused on the tenses. There was no LCD projector in the class which can be used to display visual aids such as picture or videos. Or even the facilities for the deaf students itself such as hearing aids or might be group of hearing aids.

The teacher said : *"Kita tahu ya mereka yang memiliki kekurangan harus dilengkapi media dan fasilitas memadai untuk membantu mereka dalam*

pembelajaran. Apalagi alat bantu pendengaran ya sangat penting untuk memudahkan siswa dalam pembelajaran khususnya dalam menerima materi-materi saat pembelajaran.” (Interview with the teacher on August 16, 2019) .

Based on the interview, the teacher said that there was no special facilities for the deaf students in learning process. And there is no media such as computer or LCD projector to help the teacher in teaching deaf students who used visual as their source to get informations.

C. Reaserch Findings

In this section, the researcher provided the findings as the answer of the research question. The following were kinds of the challenges faced by English teacher.

1. The problem of teaching grammar at SMALB-B Negeri 1 Batu Bara

Based on observation and interviews in the process of teaching learning grammar in the class. The researcher found there were numerous problems which were faced by the teacher, such as :

- a). The communication between the teacher and the students by using English.
- b). The use of vocabulary and translation.
- c). Pronunciation of the students.
- d). How to make the students understand.

2. Other challenges based on observation

Based on the observation, the researcher found that there were other challenges that had not been mentioned by the teacher as follows :

- a) The lack of facility (Computer)
- b) No hearing Aids/Group hearing Aids
- c) No learning media (LCD proyector,etc)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The data showed that there were four challenges faced by English teacher who taught at SMALB-B Negeri 1 Batu Bara. The first problem was Communication between the teacher and the students by using English language. The second problem was the use of vocabulary and translation. The third problem was Teaching pronounce to the students. The last was making the students understand.

The other challenges that the researcher found during observation and interview, are : the lack of Computer, no hearing Aids / Group Hearing Aids, no learning media such as LCD proyector. This was based on the teacher's experiences while teaching deaf students. The teacher understood that the limited access owned by the deaf students in audio material at school which is affected by the deaf student's knowledge background were less than the students who were not impaired. Considering this condition, the teacher should be more patient with the students.

In the spite of the fact, the findings of this research can not be used as generalizations for all English teachers in special schools, although this research provided the informations about the challenges of teaching English for deaf students. But, the results and findings of this study might show some

differences compared to other special schools. Therefore, The researcher hoped that this research findings could be useful for English teachers to teach English for deaf students in a better way despite of the many challenges that probably appeared.

B. Suggestion

1). To the teacher

In teaching and learning grammar, it is suggested that the teacher uses variation of teaching media. The teacher must be able to manage the students. So that, the students will give their attention and participation and they enjoy the learning process. It is necessary for the teacher to be more patient in teaching deaf students.

2). To the school

The school should consider the use of a computer/LCD projector or hearing aids which can help the student in receiving material . So, the school is necessary to provide much more facilities, such as provide LCD, computer, and the important thing is hearing aids at least group hearing aids, poster, etc.

3). To the other researchers

The researcher suggests to the next researchers to examine teacher's beliefs in teaching English especially English grammar for deaf students, or the characteristics and effectiveness of learning English for

deaf students. Moreover, the researcher hopes that this research can be some of information to be used as a reference by English teacher at SLB to improve their skills in teaching English especially grammar for deaf students, so this research can be useful to classroom learning process.

4). To the readers

Last for the readers, deaf students are unintelligent or incapable. it is important to mention that it is not easy for deaf students to access any information in the form of sounds, and it is also the teacher's job to help them despite of their weakness.

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LIST OF APPENDICES

Appendix 1

INSTRUCTION IN TEACHING DEAF STUDENTS

Concept	Indicator
Thompson (2012:103) states that there is instruction to the teacher to teach language for students with hearing impairment, as follows:	<ol style="list-style-type: none">1. Planning the materials and the methods2. Optimizing the situation of the class3. Explanning the materials4. Using instruction and repetition5. Using sign language, note, pictures, to deliver the material.6. Optimizing the students's communication with the teacher7. Using facial expression and body language8. Using of visual media to make the students understand9.Planning the materials and the methods according or depending on the student's need.10.Optimizing the situation of the class and be firm to make the students focus on teacher's explanation during in front the class.11 Explaining the material loudy and clearly.

	<p>12 Using instruction and repetition in every words or sentences by writing down the keyword on the board.</p> <p>13. Developing the communication by using the facial expression and body language in explaining the material.</p>
--	---

Appendix 2

INSTRUMENT OF OBSERVATION

No	Components	Aspects	Observing	Answer	
				yes	No
1.	Teaching Learning Preparation	a.The instructional preparation goal	- The teacher usually makes a preparation before teaching	✓	
			- The teacher teaches based on curriculum	✓	
		b. Material preparation	- The teacher prepares the aim materials before teaching	✓	
			- The teacher prepares book as teaching	✓	
		c. Method preparation	- The teacher prepares the method appropriate to the material	✓	
			- The teacher uses various method		✓
			- The teacher uses natural method	✓	
		d.Media preparation	- The teacher prepares the media to use in the class	✓	
			- The teacher uses textbook	✓	
			- The teacher uses dictionary	✓	
- The teacher uses picture	✓				
- The teacher uses computer			✓		
- The teacher uses video			✓		

2.	Application of teaching English	a. The classroom interaction (opening)	- The teacher greets the students	✓	
			- The teacher checks the students' attendant list	✓	
			- The teacher uses English Book as the material	✓	
		b. The application of teaching process (content)	- The teacher presents the material based on syllabus during teaching learning activities	✓	
			- The teacher asks the students to give mention based on a material	✓	
			- The teacher gives an exercise to the students	✓	
			- The teacher discusses the exercises with the students	✓	
		c. The evaluation step (closing)	- The teacher asks the students whether they have or haven't difficulties in teaching learning activities	✓	
			- The teacher gives a solution to the problem in teaching English grammar	✓	
			- The teacher gives a homework to the students	✓	

			- The teacher evaluates previous learning material	✓	
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Appendix 3

INTERVIEW QUESTION

1. Why and How do you teach EFL?
2. How many years have you been teaching English?
3. Is the process of teaching deaf students the same as the regular students?
4. How much hearing do the deaf students have? And what is the level hearing of deaf students?
5. What will you do if the students do not understand your communication?
6. Do you learn sign language?
7. Is there any special equipment the student needs in the class?
8. Do you teach English grammar to your students? Why?
9. Do you think grammar important in language acquisition for deaf students? Why, why not?
10. Is there any preparation before teaching process?
11. Is there any material and handbook to use in teaching process?
12. What kinds of teaching methods do you use in teaching grammar?
13. What kinds of media do you use in teaching?
14. What do you think about student's attitude towards learning English grammar?
15. Are there the challenges or difficulties in teaching grammar for deaf students?
16. What is the hardest part of teaching grammar for deaf students ?

Appendix 4

INTERVIEW SHEET

RESULT OF INTERVIEW DAY 1

Day and Date : Thursday, August 15, 2019
Informant : Mrs. May Leny S.Pd
Location : SMALB-B Negeri 1 Batu Bara
Interviewer : Daniah Muslim

D : Why and How do you teach EFL?

L : *karna memang saya adalah tamatan dari jurusan bahasa inggris jadi begitu tamat saya langsung mengajar bahasa inggris. Cara saya mengajar anak tuna rungu sesuai dengan anak itu sendiri, saya mengajar menggunakan bahasa isyarat, gerakan tangan ataupun gerakan mulut.*

D : How many years have you been teaching English?

L : *Kalau saya sendiri baru tamat ya, jadi belum ada sampai 1 tahun.*

D : Is the process of teaching deaf students the same as the regular students?

L : *Pastinya tidak, mereka lebih dasar dalam belajar bahasa inggris. misalnya seperti untuk anak normal pembelajaran bahasa inggris di kelas 1 smp, kalau di anak tuna rungu sendiri pembelajaran untuk kelas 1 smp itu pembelajaran anak kelas 4 SD di anak normal.*

D : How much hearing do the deaf students have? And what is the level hearing of deaf students?

L : *Dikelas saya ada 5 orang murid, dan mereka memiliki tingkatan yang berbeda-beda. Dari yang sedikit bisa mendengar kira-kira jarak 1.5 meter bisa dengar sedikit, trus ada murid yang jika kita berbicara harus kuat dan keras hingga yang tidak bisa mendengar sama sekali atau total tuna rungunya.*

D : What will you do if the students do not understand your communication?

L : *kadang – kadang saya ngomong bahasa inggris dengan lisan tetapi sesuai dengan anaknya itu sendiri, ya kadang kalau tidak bisa dipahami saya bicara menggunakan bahasa isyarat, gerakan tangan atau lebih ke gerakan mulutnya itu lebih dijelaskan.*

D : Do you learn sign language?

L : *ya saya belajar bahasa isyarat dengan otodidak, karna saya bukan tamatan dari jurusan anak berkebutuhan khusus. Jadi saya belajar sendiri.*

D : Is there any special equipment the student needs in the class?

L : *Kita tahu ya kalau mereka yang punya kekurangan harus dilengkapi media dan fasilitas memadai. Apalagi alat bantu pendengaran yang penting sekali untuk memudahkan siswa ketika belajar, khususnya ketika menerima materi-materi saat pembelajaran. Tapi sejauh ini belum ada sama sekali alat khusus yang digunakan dikelas. Saya juga tidak tahu bagaimana pihak sekolah dengan pemerintahannya apakah sudah ada kordinasi atau belum.*

RESULT OF INTERVIEW DAY 2

Day and Date : Friday, August 16, 2019
Informant : Mrs. May Leny S.Pd
Location : SMALB-B Negeri 1 Batu Bara
Interviewer : Daniah Muslim

D : Do you teach English grammar to your students? Why?

L : *Ya, karna grammar itu penting dalam belajar bahasa ya apalagi belajar bahasa Inggris .*

D : Do you think grammar important in language acquisition for deaf students?
Why, why not?

L : *Pasti ya, itu sangat penting. Karna kalau kita ingin membuat kalimat yang formal maupun non formal pasti ada susunannya dan ada aturannya dan itu dipelajari di grammar. Apalagi anak tuna rungu hanya mengandalkan reading dan writing. Jadi grammar sangat penting bagi mereka untuk mendapatkan informasi dalam bentuk kalimat. Jika tidak, maka pengetahuan anak tuna rungu semakin menurun karna tidak bisa mendapatkan informasi dari membaca maupun menulis.*

D : Is there any preparation before teaching process?

L : *Persiapan saya sendiri itu biasanya menyusun lesson plan ya sebelum mengajar.*

D : Is there any material and handbook to use in teaching process?

L : *Ya pasti ada menggunakan buku pedoman ya sebagai bahan materi yang ingin diajarkan dari buku pegangan biasanya dan saya juga harus menyesuaikan dengan rpp .*

D : What kinds of teaching methods do you use in teaching grammar?

L : *Biasanya saya menyesuaikan dengan materi atau pelajaran yang akan diajarkan. Untuk diawal semester ini saya menggunakan metode tanya jawab dan untuk selanjutnya saya menggunakan metode EGRA (explanation generalization reinforcement application).*

D : What kinds of media do you use in teaching?

L : *Untuk saat ini saya menggunakan media kertas dan gambar. Nah Untuk media sendiri yang paling penting bagi anak tuna rungu adalah gambar. Karna mereka melihat. Dan mereka akan memahami isi dari gambar tersebut .*

D : What do you think about student's attitude towards learning English grammar?

L : *Kalau untuk sikap siswa, pasti ada yang pro dan ada yang kontra ya. Tapi menurut saya itu wajar, apalagi untuk anak yang berkebutuhan khusus seperti tuna rungu.*

D : Are there the challenges or difficulties in teaching grammar for deaf students?

L: *Kesulitan itu pasti ada yaa, terutama dalam menyampaikan penjelasan ya atau menyampaikan materi kepada anak-anak. karna mata pelajaran bahasa inggris ini baru ada guru bahasa inggrisnya sendiri, sebelumnya guru yang mengajar itu guru kelas. jadi pengetahuan tentang bahasa inggris anak - anak masih sedikit sekali apalagi vocabularynya. Kemudian, kalau mereka masih gapaham dalam pengucapan kata dalam bahasa inggris atau pronouncenya karna inikan bahasa inggris , jangankan untuk mengucapkan kata dalam bahasa inggris, untuk pengucapan kata dalam bahasa indonesia saja mereka*

masih belum terlalu jelas dan belum terlalu fasih. Jadi harus pelan – pelan belajarnya.

D : What is the hardest part of teaching grammar for deaf students ?

L : *mereka kadang, ada anak yang kurang/lambat untuk mencerna penjelasan atau materi yang diberikan, karna masih ada yang siswa pendengarannya masih sedikit artinya kesulitan mendengarnya tinggi, jadi pasti saya mengulangi penjelasan atau materi yang saya berikan dengan bahasa yang mereka lebih pahami misalnya bahasa isyarat dengan tangan atau artikulasi dari mulut saya lebih saya lambatkan. Pokoknya saya ulangi terus menerus. jadi saya harus sabar - sabar mengulangi, mengulangi, dan mengulangi penjelasan saya sampai mereka paham. Karna inikan bahasa inggris. Mereka kan harus memahami dua bahasa sekaligus, mereka harus tahu bahasa indonesianya dan bahasa inggrisnya juga kan.*

Appendix 5

PROFIL OF INFORMANT

No.	Profil	
1.	Name	May Leny S.Pd
2.	Sex	Female
3.	Age	23 years old
4.	Adress	Indrapura street, Village of Aras, Sub district of Air Putih, Batu Bara regency, Province of North Sumatera
5.	Marital Status	Single
6.	Religion	Moslem
7.	Occupation	Teacher at SLB Negri 1 Batu Bara
8.	Last graduation	Bachelor of English Department at University of Muhammadiyah Sumatera Utara
9.	Nationality	Indonesia

Appendix 6



**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.umsu.ac.id> E-mail : fkip@umsu.ac.id

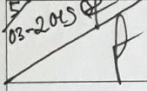

Form K-1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

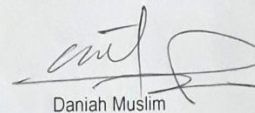
Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Daniah Muslim
N P M : 1502050166
Program Studi : Pendidikan Bahasa Inggris
I PK : 3,67
Kredit Kumulatif : 156 SKS

Persetujuan Ketua/Sekret Program Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Teaching Challenges Faced by English Teacher in Teaching Grammar for deaf Students.	
	Language Maintenance of Indonesia Language Among Araban Family.	
	Distinction of American and British Idioms in the Short Story and Dictionary.	

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

Medan, 1 Maret 2019
Hormat Pemohon



Daniah Muslim

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan




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.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Daniah Muslim
NPM : 1502050166
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Teaching Challenges Faced by English Teacher in Teaching Grammar for deaf students	Approved 24/3/2019 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Halimah Tussa'dah, S.S., M.A

Medan, 01 Maret 2019
Hormat Pemohon,

Daniah Muslim

Appendix 7



**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.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form K-2

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

Asslamu'alaikum Wr. Wb.

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Daniah Muslim
N P M : 1502050166
Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah ini dengan judul sebagai berikut :

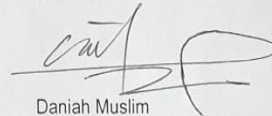
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Halimah Tussakdiah, SS, MA

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, 1 Maret 2019
Hormat Pemohon



Daniah Muslim

Keterangan :
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 8



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

Nomor : 944 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

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

Nama : Daniah Muslim
N P M : 1502050166
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students.

Pembimbing : Halimahtussakdiah, SS, MA

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 : 25 April 2020

Wa`alaikumussalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya`ban 1440 H
25 April 2019 M

Dekan

Dr. H. Elbranto 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

Appendix 9



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Daniah Muslim

N.P.M : 1502050166

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : Teaching Challenges Face by English Teacher in Teaching Grammar For Deaf Students

sudah layak diseminarkan.

Medan, 14 Mei 2019

Dosen Pembimbing,

Halimah Tussa'diah, S.S, M.A

Appendix 10



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

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students'

Pada hari Juma't tanggal 17 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, 23 Mei 2019

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Halimah Tussa'diah, S.S, M.A

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

Appendix 11



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

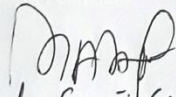
BERITA ACARA SEMINAR PROPOSAL

Pada hari *Jumat* Tanggal *17*. Bulan *..5...* 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :


Nama Lengkap : Daniah Muslim
 NPM : 1502050166
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

No.	Argument/Komentar/Saran
Judul	
Bab I	- Identifikasi hanya 3 saja - Formulation of study tidak perlu mempartanyakan prosedur mengajar
Bab II	
Bab III	- source of data harus jelas dan singkat - Documentation on collecting of data harus record
Lainnya	
Kesimpulan	[] Ditetujui [] Ditolak [✓] Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas

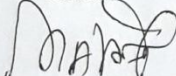

 Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing


 Halimah Tussa'diah, S.S., M.A

Panitia Pelaksana

Ketua


 Mandra Saragih, S.Pd, M.Hum

Sekretaris


 Pirman Ginting, S.Pd, M.Hum

Appendix 12



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERMOHONAN

Medan, Mei 2019

Lamp : Satu Berkas
Hal : Seminar Proposal

Yth. Ketua Program Studi
Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wb. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu. Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

5. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar,
6. Kuitansi biaya seminar dua lembar fotocopy
7. Kuitansi SPP yang sedang berjalan dua lembar fotocopy
8. Foto kopi K1, K2, K3.

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,

Daniah Muslim

Appendix 13



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Daniah Muslim
N.P.M : 1502050166
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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, 13 Mei 2019
Hormat saya
Yang membuat pernyataan,



Daniah Muslim

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Appendix 14



Unggul, Cerdas & Terpercaya

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 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 2299/II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 17 Ramadhan 1440 H
21 Mei 2019 M

Kepada Yth. Bapak Kepala
Desa Sukaraja Kec. Air Putih
Kab. Batubara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

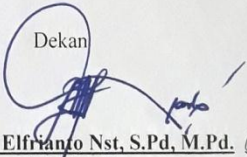
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan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

Nama : Daniah Muslim
N P M : 1402050166
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students'

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 : 0115057302

** Pertinggal **

Appendix 15

**PEMERINTAH PROVINSI SUMATERA UTARA**
DINAS PENDIDIKAN
SLB NEGERI BATU BARA
SEKOLAH PENDIDIKAN KHUSUS DAN LAYANAN KHUSUS
Jln. Lintas Sumatera Utara KM 108, Desa Sukaraja, Kecamatan Air Putih, Kabupaten Batu Bara
E-mail : slbnegeribatubara@yahoo.com, website : upt-slbnbatubara.blogspot.com Kode Pos : 21256

SURAT KETERANGAN
Nomor : 421.8/84/SLBN-BB/IX/2019

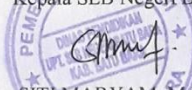
Berdasarkan Surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tentang Permohonan Izin Riset, Maka
Yang bertanda tangan dibawah ini

Nama : SITI MARYAM, M.Pd
Pangkat/Gol : Penata Tingkat 1, III/d
Jabatan : Kepala Sekolah
Instansi : SLB Negeri Batu Bara
Alamat Sekolah : Jl. Lintas Sumatera KM 108, Desa Sukaraja, Kec. Air Putih

Dengan ini menyatakan :
Nama : Daniah Muslim
NPM : 1502050166
Program Studi : Pendidikan Bahasa Inggris

Sudah melaksanakan riset di SLB Negeri Batu Bara guna menyelesaikan tugas akhir atau skripsi dengan judul “ *The Challenges Faced By English Teacher in Teaching Grammar for Deaf Students*”

Demikian surat keterangan ini diperbuat dengan sebenarnya, agar dipergunakan sebagaimana mestinya. Terimakasih.

Kab. Batubara, 21 September 2019
Kepala SLB Negeri Batubara

SITI MARYAM, M.Pd
NIP. 19740224 200604 2 005



Appendix 16



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : DANIAH MUSLIM
 N.P.M : 1502050166
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
1. 3 - 3 - 2019.	Chapter I	
2. 20 - 3 - 2019	Chapter II and III	
3. 11 - 4 - 2019	Table of Content, all chapters Reference	
4. 27 - 4 - 2019.	All chapters in general	
	ACC 20/4/2019	

Diketahui Oleh :
 Ketua Program Studi

 Mandra Saragih, S.Ed, M.Hum.

Medan, April 2019
 Dosen Pembimbing

 Halimah Tussa-diah, SS., M.A

Appendix 17



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

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : Daniah Muslim
 N.P.M : 1502050166
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
1. 3 - 3 - 2019	Chapter I and II		
2. 20 - 3 - 2019	Chapter III		
3. 25 - 6 - 2019	Chapter III and IV		
4. 3 - 7 - 2019	All chapters in general		
5. 24/9/2019	Abstract Acknowledgement Table of Content Previous Related Study Conceptual Framework ACC 25/9/2019		

Diketahui oleh :
 Ketua Program Studi

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

Medan, 25 September 2019

Dosen Pembimbing

Halimah Tussa'adah, SS., MA

Appendix 18

Curriculum Vitae

Name : Daniah Muslim
Registered : 1502050166
Place/date of birth : Medan, 8 Agustus 1998
Sex : Female
Religion : Moslem
Marital Status : Single
Nationality : Indonesia
Father's Name : Muslim Ismail
Mother's Name : Susiani
Adress : Dusun IV. Desa.Sukaraja Kec. Air Putih Kab. Batubara
Mobile Phone : 081377009194
Gmail : daniahmuslim@gmail.com

Education

1. Kindergarden at Tk Syuhada Sukaraja on 2002-2003
2. Elementry school at Alwashliyah Sukaraja on 2003 - 2009
3. Junior High School at Islamic School of YAPI Sipare-pare on 2009 – 2012
4. Senior High School at Islamic School of YAPI Sipare-pare on 2012 - 2015

Appendix 19



