

**Teaching English as a Foreign Language among Hearing Impaired Students**

*A Skripsi*

Submitted to the Faculty of Language Education

In a Partial Fulfilment of the Requirements for the Degree of

*Sarjana Pendidikan*



**Ulfa Rafidah Puspitasari**

**(20150810043)**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT**

**LANGUAGE EDUCATION FACULTY**

**MUHAMMADIYAH UNIVERSITY OF YOGYAKARTA**

**2019**

### **Statement of the Authenticity**

I am a student with the following identity:

Name : Ulfa Rafidah Puspitasari

NIM : 20150810043

Program Study : English Language Education Department

Faculty : Language Education Faculty

University : Universitas Muhammadiyah Yogyakarta

Certify that the *Skripsi* entitled “Teaching English as a Foreign Language among Special Need Students” is definitely my own work. I am completely responsible for the content of this *Skripsi*. Other’s statement or findings in this *Skripsi* are quoted in accordance with ethical standard.

Yogyakarta, July 13, 2019

Ulfa Rafidah Puspitasari

20150810043

**Motto**

وَمَا اللَّذَّةُ إِلَّا بَعْدَ التَّعَبِ

~ There is no pleasure except after exhaustion ~

## Acknowledgement

Assalamualaikum Wr. Wb,

Alhamdulillahirobbil'alamin, for the presence of mercy, grace and all the tremendous blessing that have been giving me life until now. You always give me chance and never forgot for guiding me in every single step I did. Thank you for all the power and guidance that I could complete this *Skripsi* which I hope will be worthwhile for others.

I would like to thank to all of those who have given the most contribution, so this *Skripsi* could be finished. First off all, I dedicated this *Skripsi* to my crucial people in my life, they are my best support system, my father and my mother, Taryono and Siti Nurkhasanah. Probably, I am so bless have been raised by them. I am so thankful to my beloved parents because they always give me so much love and support when I got down. Thank you for all the praying that you always sending to me in every single day. I am so lucky to be your daughter and I am so bless to have you as my parents. Thank you to always understand my situation so far. I am sorry I could not be the perfect for you. I apologize to you all if I still have many shortcomings, but one thing you need to know is that I love you more than 3000 no matter what. You are the best parents that I have ever had, may Allah always protect you wherever you are and give you long age. To my brother, Zukma Maladhy Pahlevy thanks for your support so far. You always solve the problem that I had. You

always help me when I need you. Thank you for all the affection you always give to me. You are the best man after my father. I love you to the moon and back.

My thankfulness to my lovely supervisor, Ms Indah Puspawati, S.Pd., M.A who had taken the time to give me instruction and guidance in each step to compose this *Skripsi*. You are always there when I need you. Thank you for all the kindness that you have given to me. I am so sorry if I could not repay your all kindness so far. I could only pray that Allah always give health to your life and always protect you in the whole day. I would like to thank you to my first examiner during the Proposal Defense, Sir Puthut Ardianto, S.Pd., M.Pd who has giving me good feedback in the composing this *Skripsi*. Also thank you to my second examiner Ms Ika Wahyuni Lestari, S.Pd., M.Hum who has giving me best feedback in finishing the *Skripsi*. Thank you very much to all my extraordinary and coolest lectures in English Language Education Department of Universitas Muhammadiyah Yogyakarta because they have taught me many things all this time. Thank you for all your kindness, love, knowledge, and experience I have ever had from all of you.

The other impression goes to my girls who have pushed me and faithful to accompany me in Yogyakarta. Thank you my guys, Tika, Asnee, Dinda, Pina, Kiki, Aisyah and Reza for all the time we have been through. Thank you for being a part of my life guys, you all always there next to me. The special thing for Tika, thank you for being my second supervisor while working on this *Skripsi*. Thank you guys have been my second family in Yogyakarta. Thank you for always give me support and

love in my whole days. The cheerfulness with you all guys will never forget. Thank you for making my days more colorful. Without you all my days will be flat. Less but not least, I thank you very much to my ELED B 2015 class for all the stories and laughter since semester 1 until 6. There are so many memories that we have passed. I hope we could gather again on other occasion. See you all guys. I will miss you so deep.

Lastly, thankfulness to Asnee, Dinda, Icha, Indah and Lia for all the time and memories we have ever missed. They are my friends of the struggle in reaching the TOEFL. Thank you for encouraging each other. FYI, we are the TOEFL fighters. We struggle and survive for the TOEFL. Thank you for teaching me patience and sincere that life is not as smooth as hope. We as human beings might keep trying as much as possible. Remember, we should keep in try, do not complain, keep praying because Allah SWT always been with us. See you on top!

## Table of Contents

Approval Sheet .....	ii
Statement of the Authenticity .....	iii
Motto .....	iv
Acknowledgement .....	v
Table of Contents .....	viii
Abstract .....	xi
<b>Chapter One</b> .....	1
<b>Introduction</b> .....	1
Background of the Study .....	<b>Error! Bookmark not defined.</b>
Statements of the Problem .....	3
Delimitation of the Problem .....	5
Research Questions .....	6
Objectives of the Study .....	6
Significances of the Study .....	6
Outline of the Research .....	7
<b>Chapter Two</b> .....	9
<b>Literature Review</b> .....	9

Teaching English as a Foreign Language.....	9
Foreign Language Learners .....	<b>Error! Bookmark not defined.</b>
Hearing Impaired Students .....	<b>Error! Bookmark not defined.</b>
The Challenges Faced by English Teachers in Teaching Hearing Impaired Students .....	13
The Strategies Implemented by English Teachers in Teaching Hearing Impaired Students .....	13
Review of Related the Study .....	17
Conceptual Framework .....	18
<b>Chapter Three</b> .....	21
<b>Methodology</b> .....	21
Research Design .....	22
Research Setting .....	23
Research Participants .....	24
Data Collection Method .....	25
Data Gathering Procedure .....	26
Data Analysis .....	35
<b>Chapter Four</b> .....	29
<b>Findings and Discussion</b> .....	29



The Challenges Faced by Teachers to Teach English as a Foreign Language for Hearing Impaired Students .....	29
Students' Difficulties in Hearing .....	31
Limited of Vocabulary Knowledge .....	30
Difficulties in Teaching a Long Text .....	33
Lack of Communication .....	33
Limited of Using Projectors.....	34
The Strategies Implemented by Teachers to teach English as a Foreign Language for Hearing Impaired Students.....	37
Strategies to Face Students' Difficulties in Hearing .....	35
Adapting Vocabulary in Focus .....	37
Implementing Directional Orientation .....	38
Strategies to Face Students' Lack of Communication.....	41
Using Mobile Phone .....	42
<b>Chapter Five.....</b>	<b>42</b>
<b>Conclusion and Recommendation .....</b>	<b>42</b>
Conclusion .....	42
Recommendation .....	44
Reference.....	46

Interview Guidelines ..... 54