

**TEACHER'S EXPERIENCE IN TEACHING ENGLISH
TOWARDS DEAF STUDENTS**

THESIS

**Appointed to Meet One of the Requirements for Obtaining a
Bachelor Degree of Education**

Research by:

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**UNIVERSITAS ISLAM NEGERI
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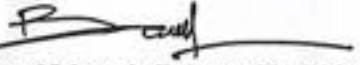



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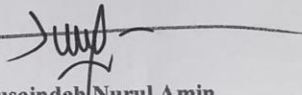
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Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Teacher’s Experience in Teaching English towards Deaf Students” adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penjiplakan atau pengutipan yang melanggar etika keilmuan.

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English towards Deaf Students

This study examines the experiences and strategies of a teacher specialized in English instruction for deaf students at special need school in Medan North Sumatera Indonesia. Since 2017 the teacher has navigated significant challenges, including communication barriers and emotional strain, by integrating sign language (SIBI and Bisindo) into daily interactions and instructional methods. Initial self-learning of sign language, followed by formal training from the North Sumatera Language Center, highlights the critical role of effective communication in enhancing educational outcomes for deaf students.

The teacher's adaptive strategies include simplifying lesson content, employing visual aids, and incorporating sign language into English instruction. Innovative methods such as "English day" in morning assemblies underscore the teacher's commitment to engaging students despite their disabilities. However, obstacles persist, including limited vocabulary, the complexities of teaching a foreign language to students struggling with their narrative language, and systematic issues like lack of resources and societal scepticism.

Emotional management and building trust with students are central to the teacher's approach, demonstrating a holistic commitment to their emotional and academic development. The teacher's resilience and empathy, supported by the school's flexible approach, have fostered positive student engagement and progress.

This case study offers insights into the multifaceted demands of special needs education, emphasizing the importance of personalized, empathetic teaching and institutional support. The findings provide valuable lessons for educators, policymakers, and communities, highlighting strategies for effective teaching and the critical need for continued support and adaptation in special needs education.

Keywords: English teacher, deaf students, special needs education, sign language.

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TABLE OF CONTENT

Ratification letter	ii
Submitted for appointment.....	iii
Pronouncement authenticity letter	v
ABSTRACT.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT.....	ix
LIST OF PICTURES	xi
LIST OF APPENDIXES	xii
CHAPTER I: INTRODUCTION	1
1.1 Background of study	1
1.2 Problem limitation.....	4
1.3 Problem formulation.....	5
1.4 Research purpose	5
1.4.1 Teachers' experience in teaching English towards deaf students	6
1.5 Research benefits	7
1.5.1 Theoretically.....	8
1.5.2 Practically.....	8
CHAPTER II: LITERATURE REVIEW	10
2.1 Theoretical focus	10
2.1.1 Experience	10
2.1.2 Teaching English.....	10
2.1.3 Deaf students	12
CHAPTER III: RESEARCH METHOD	14
3.1 Research background	14
3.2 Population and sample.....	16
3.3 Research methods.....	16

3.4 Data collection technique	18
3.5 Data analyzing technique.....	20
3.6 Data validity checking techniques	21
CHAPTER IV: RESEARCH RESULT AND DISCUSSION.....	22
4.1 Finding.....	22
4.1.1 Teacher’s experience	22
4.1.1.1 Pre-teaching	23
4.1.1.2 During teaching.....	25
4.1.1.3 Post teaching	31
4.2 Discussion.....	33
CHAPTER V: CONCLUSION AND DISCUSSION.....	37
5.1 Conclusion	37
5.2 Suggestion.....	37
References.....	40



LIST OF PICTURES

4.1 Picture.....	14
4.2 Picture	26
4.3 Picture.....	27
4.4 Picture.....	28
4.5 Picture.....	30



LIST OF APPENDIXES

Appendix I: Research Permit & Acceptance Letter	44
Appendix II: Language Center Certificate	46
Appendix III: Narrative Interview Transcription	47
Appendix IV: Lesson Plan.....	55
Appendix V: Picture of School.....	56
Appendix VI: Picture of Students' Interaction	59
Appendix VII: Picture of Teacher's Teaching English in The Class	59
Appendix VII: Picture of Narrative Interview with The Teacher	60
Appendix IX: Picture of Class Participation.....	60
Appendix X: Turnitin Result Letter	61
Appendix XI: Curriculum Vitae.....	63

