

**TEACHER'S STRATEGY IN TEACHING ENGLISH FOR
STUDENTS WITH HEARING IMPAIRMENT: TEACHER'S
STORY IN SPECIAL SCHOOL**

SKRIPSI



By:

FIRA MAGHFIROTURIZKIA

NIM 2042300059

**NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
ENGLISH EDUCATION PROGRAM**

2024

**TEACHER'S STRATEGY IN TEACHING ENGLISH FOR STUDENTS
WITH HEARING IMPAIRMENT: TEACHER'S STORY IN SPECIAL
SCHOOL**

SKRIPSI



Presented to
Undergraduate Program English Education Program
Nurul Jadid University
in partial fulfillment of the requirements for the degree of
Bachelor in English Language Education

By:
FIRA MAGHFIROTURIZKIA
NIM 2042300059

NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
ENGLISH EDUCATION PROGRAM

2024

APPROVAL SHEET

This is to certify that the *Skripsi* of Fira Maghfiraturizkia has been approved by the board of Examiners on 03rd Agustus 2024

Probolinggo, 03rd Agustus 2024
Chair Person



Mochlis Ekowijayanto, M.Pd.
NIDN 2108098701

Examiner I,



Syaiful Islam, M.Pd.
NIDN 2116088602


Examiner II,



M. Sofyan Adi Pranata, M.Li.
NIDN 0704129001

Acknowledged by
Faculty of Social and Humanity
Nurul Jadid University




Dr. Chusnul Muali, M.Pd.
NIDN: 2101127701

MOTTO AND DEDICATION

“First, they ignore you. Then they laugh at you. Then they fight
you. Then you win” **(Mahatma Gandhi)**

THIS SKRIPSI IS DEDICATED FOR:

1. My Lovely Parents, Mr. Mahfud Bahtiar, S.Pd and Mrs.
Sulaima, S.Pd
2. My Guide, Madam Durratul Hikmah, M.Pd
3. All my comrades

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I :

Name : Fira Maghfiroturizkia
NIM : 2042300059
Major : English Education
Address : Jl. Tusuk Sate, Pokaan, Kapongan, Situbondo

Declare that :

1. This *skripsi* is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
2. If at a later time it is found that the *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Paiton, 03rd of August 2024



FIRA MAGHFIROTURIZKIA
NIM 2042300059

ABSTRACT

Maghfiroturizkia, Fira.2024. *Teacher's Strategy in Teaching English for Students with Hearing Impairment: Teacher's Story in Special School.*
Undergraduate English Department, Social & Humanity Faculty, Nurul Jadid University. Advisor Durratul Hikmah, M.Pd

Key word: Learning English, Hearing Impairment, Teaching Strategy, Perspective

A teacher must have a strategy to teach students with hearing impairment, who require a different approach to learning. This study presents the Total Physical Response Method as a viable option for teaching English to students with hearing impairment. The purpose of this research were to explore the teacher's perspective in using Total Physical Response in teaching English for student with Hearing Impairment and to explore the teacher experience in implementing Total Physical Response in teaching English for student with Hearing Impairment at SLB Dharma Wanita Situbondo Situbondo. In this research, the researcher used a qualitative method was employed to gather in depth insights into the strategies used by teachers in teaching English to students with hearing impairments, the data collection methods included into observation and interview. After collected data, the researcher did analysis. The result of this study show that teachers used Total Physical Response optimally and it makes students with hearing impairment interested and happy to learn and English teaching for students with hearing impairment in SLB Dharma Wanita Situbondo Situbondo focuses on writing skills. It can be concluded that Total Physical Response Method effective for students with hearing impairment.

ACKNOWLEDGEMENT

First of all, praise be to Allah SWT, the merciful, compassionate, and all-powerful lord of the universe, who always bestows blessings and supports me in every step I take. God bless his last prophet Muhammad SAW, who always wished for his syafa'at in the day when no one could be of assistance to others.

Second, I want to express my gratitude to my parents for their unwavering support over the years: Mr. Mahfud Bahtiar, S.Pd and Mrs. Sulaima, S.Pd. You have devoted all of your time and effort to be my constant support. When everything around me was dark, you gave me a glimmer of light. And to Afif Azzam Shamara Bahtiar, my one and only brother, who is constantly in my good mood. My brother, I'm standing here by myself on a bridge without you. And do not forget to my sisters Hofifatul Musyarrofah, S.Pd and my little sister Zaskia Rafifah Artanti who stays nice to me.

Thirdly, a big thank you to my adviser, Madam Durratul Hikmah, M.Pd who encouraged me and offered constructive criticism on my skripsi. I can't finish my skripsi on time without you. I'm positive that without your oversight and evaluation of my skripsi, I won't accomplish anything. In addition, I would like to express my gratitude to Mr. Noercahyono, S.Pd.SD, the headmaster of SLB Dharma Wanita Situbondo, for granting me permission to do my research there, particularly in the eighth grade.

My appreciation also goes out to all of my English lecturers at UNUJA's English department, who have helped and encouraged me while I've been a student

there. And eternally grateful to all of my B-class teammates who never stop encouraging me.

Additionally, I would want to thanks my second family Murtasiah, Kinanti Dyah, Hamzatul Fajariyah, Nabila Firdausiyah, Rikatun Nabila, Auliatun Nisyak, Qurrotu Aini, Arini Hidayati, Ika Purwita Handayani, Wardatun Nafisah, and Atika Rahmawati for always being there for me. Also, I want to express my gratitude to my best friends Ms. Ayu Wardatul Hasanah, S.Pd, Istifadatul Hasanah, S.Pd, Ukhty Lathifatul Faizah, S.Pd who never stop praying for me and encouraging me. Thank you very much.

I know, I am just human being. I realize that this skripsi is far from the perfectness. Hence, I warmly welcome and appreciate many corrections, suggestions and, critics. Finally I hope this skripsi will be useful reference for further researcher.

The researcher

Fira Maghfiroturizkia

TABLE OF CONTENTS

INSIDE COVER	i
AUTHOR SHEET.....	ii
MOTTO AND DEDICATION.....	iii
DECLARATION OF AUTHORSHIP	iv
ABSTRACT	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	viii
CHAPTER I INRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of The Problem	5
1.3. Purpose of the Study	5
1.4. Significance of the Study	5
1.5. Limitations of The Study	6
1.6. Definition of Operational key term.....	6
1.7. Previous Research.....	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	12
2.1. Total Physical Response	12
2.1.1. Definition of Total Physical Response	12
2.1.2. The Principle of Total Physical Response	13
2.1.3. The Techniques of Total Physical Response learning	15
2.1.4. The Advantages of Using Total Physical Response	16
2.1.5. The Disadvantages of using Total Physical Response.....	18
2.2. Hearing Impairments	19
2.2.1. Definitions of Hearing Impairment.....	19
2.2.2. Levels of Hearing Impairment	21
2.2.3. The Type of Hearing Impairment	22
2.3. Teaching English for Student with Hearing Impairment	28
2.4. Perspective	33
2.4.1. The Type of Perspectives.....	34

2.5. Experience	37
CHAPTER III RESEARCH METHODOLOGY	39
3.1. Research Design	39
3.2. Subject of the Study	40
3.3. Research instrument	41
3.3.1. Observation	41
3.3.2. Interview	42
3.4. Procedures of Data Collection	43
3.5. Procedures of Data Analysis	45
CHAPTER IV FINDINGS AND DISCUSSION	47
4.1. FINDINGS	47
4.2. DISCUSSION	53
CHAPTER V CONCLUSION AND SUGGESTION	56
5.1. CONCLUSION	56
5.2. SUGGESTION	57
REFERENCES	59
APEENDIXES	65