

**TEACHER'S STRATEGIES IN TEACHING ENGLISH FOR DEAF
STUDENTS: A CASE STUDY AT SMP LUAR BIASA OF *KARYA*
MULIA FOUNDATION**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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“The students could produce spoken conversation but it is limited on a very simple conversation such as introducing themselves or expressing greeting. I think it is all our students could probably do, they cannot do more complex spoken conversation and even the students have limitation on their pronunciation” (Teacher)

According to the teacher on interview, the strategy above was the hardest strategies applied by the teacher because it involved the whole ability of the students such as listening, visual, also speaking. In addition, the deaf students had lack in hearing and most of them were born-deaf, so that the students probably had difficulties in pronounce any words because they never heard any sounds of any words.

As the students were deaf learners, so that the students ability had a lacks in pronunciation. He told that the students he taught could not do more complex conversation because of the students’ ability in pronouncing words. In the second observation taken place in the class, in the topic of describing people, the teacher randomly asked the students to say “He is...”. As the result, from five students who the teacher chose randomly to pronounce those words, only two students could pronounce it well.

Third, as each students had their own capability in understanding the teacher explanation during the teaching and learning process, so that the teacher was setting up some range of students’ ability and capability in learning English. Each students had different hearing level on each ear, the level of hearing of the left ear could be totally different from the right ear and *vice-versa*. In addition, deafness was not the only thing that matter. From eight students on 8th grade, there were two students (one male and one female) who had some complex issues such as having IQ below the normal score, having low-range of sight and also categorized as slow learner.

The setting up of some range in students’ ability and capability in learning English could help teacher in giving appropriate treatment based on the students’ ability during teaching and learning process as the teacher said on the interview:

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