

**LANGUAGE LEARNING DIFFICULTIES
OF A DEAF STUDENT
AT SMA LUAR BIASA PUTRA JAYA MALANG**

THESIS

**BY:
NUR FAJRINA
NIM0911111008**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2015**

ABSTRACT

Fajrina, Nur. 2015. **Language Learning Difficulties of a Deaf Student at SMA LUAR BIASA PUTRA JAYA MALANG**, Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah, Co-Supervisor: Didik Hartono,

Keywords: Second Language Learning (SLL), Learning Difficulties, Causes of Learning Difficulties, Deaf Student.

There are two kinds of language, verbal and non-verbal. Although verbal language is mostly used, there are people who cannot produce it properly. Deaf is one of reasons for this inability. The causes of deaf range from inborn to severe illness. The language used by deaf people is called sign language. In their learning process, deaf students experience several difficulties due to their disability. This research aims to discover the difficulties experienced by the deaf students. In this research, deaf student is chosen as the object. There are two research problems investigated namely;(1) What are the difficulties experienced by a deaf student of *SMA Luar Biasa Putra Jaya* in learning English? (2) What are the causes of learning difficulties experienced by a deaf student of *SMA Luar Biasa Putra Jaya* in learning English?

The method that is used in this research is observation because it is a case study with qualitative approach. The data sources of this research are Budi's responses to the teacher during learning English class and the result of interview with the teacher about Budi's behaviour and also his causes of the difficulties in learning.

The result of this research shows that there are nine characteristics in learning difficulty found in Budi. Those difficulties are memory difficulties, organisational difficulties, writing difficulties, visual processing difficulties, reading difficulties, auditory processing difficulties, time management difficulties, sensory difficulties, and sensory overload. Meanwhile, there are ten causes in learning difficulty, those are; classroom environment, socio-economic disadvantage, poor school attendance, health problem, learning through the medium of a second language, loss of confidence, emotional or behavioral problems, below average intelligence, sensory impairment, and specific information processing difficulties. In short, Budi experiences some difficulties that prevent him from learning English optimally. Thus, there should be some treatments aiming to guide Budi towards his success in learning English.

The researcher suggests the next researchers, who want to conduct further research on this topic, use other theories or other aspects in learning difficulties not only to deaf student, but maybe to autism students.

ABSTRAK

Fajrina, Nur. 2015. **Kesulitan dalam Belajar Bahasa oleh Siswa Tuna Runggu di SMA LUAR BIASA PUTRA JAYA MALANG**, Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Fatimah, (II) Didik Hartono,

Kata Kunci: Belajar Bahasa Kedua, Kesulitan dalam Belajar, Penyebab Kesulitan dalam Belajar, Siswa Tuna Runggu.

Ada dua jenis bahasa, verbal dan non-verbal. Meskipun bahasa verbal lazim digunakan, ada beberapa orang yang tidak mampu mengucapkannya. Tuna rungu adalah salah satu penyebab ketidakmampuan seseorang dalam berbicara. Penyebab tuna rungu beragam mulai dari penyakit bawaan sampai karena sakit berat. Bahasa yang digunakan oleh para tuna rungu disebut bahasa isyarat. Dalam proses pembelajarannya siswa tuna rungu mengalami beberapa kesulitan. Dalam penelitian ini, siswa tuna rungu dipilih sebagai objek penelitian. Ada dua permasalahan yang dibahas, yaitu: (1) Apa sajakah kesulitan yang dialami oleh seorang siswa tuna rungu dari SMA Luar Biasa Putra Jaya dalam belajar bahasa Inggris? (2) Apa sajakah penyebab kesulitan belajar yang dialami oleh seorang siswa tuna rungu dari SMA Luar Biasa Putra Jaya dalam belajar bahasa Inggris?

Metode yang digunakan dalam penelitian ini adalah observasi karena penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Sumber data penelitian ini adalah tanggapan Budi kepada guru selama pembelajaran kelas bahasa Inggris dan hasil wawancara terhadap guru tentang perilaku Budi dan juga penyebab dari kesulitan dalam belajarnya.

Hasil penelitian ini menunjukkan bahwa ada sembilan karakteristik dalam kesulitan belajar yang ditemukan pada Budi, yaitu; *memory difficulties, organisational difficulties, writing difficulties, visual processing difficulties, reading difficulties, auditory processing difficulties, time management difficulties, sensory difficulties, and sensory overload*. Sementara itu, ada sepuluh dari tiga belas penyebab kesulitan belajar ditemukan yaitu; *classroom environment, socio-economic disadvantage, poor school attendance, health problem, learning through the medium of a second language, loss of confidence, emotional or behavioral problems, below average intelligence, sensory impairment, and specific information processing difficulties*. Singkatnya, kesulitan Budi dalam belajar menghalanginya untuk belajar bahasa Inggris dengan optimal. Perlu ada perlakuan khusus yang bertujuan membimbing Budi untuk berhasil dalam belajar bahasa Inggris.

Penulis menyarankan untuk peneliti selanjutnya yang ingin melakukan penelitian lebih lanjut tentang topik ini dengan menggunakan teori-teori lain atau aspek lain dalam kesulitan tidak hanya untuk siswa tuli, tapi mungkin kepada siswa autis.

REFERENCES

- A Beginner's Guide to Lipreading*. (n.d). Retrieved from <https://www.lipreading.org/beginners-guide-to-lipreading/> on March 2013
- Alban-Metcalf, J. & Alban-Metcalf, J. (2001). *Managing attention deficit-hyperactivity disorder in the inclusive classroom*. London: Fulton.
- Altenbaugh, R.J. (1998). 'Some teachers are ignorant': teachers and teaching through urban school leavers' eyes. In B.Franklin (ed.) *When children don't learn* (pp.52–71). New York: Teachers College Press.
- Barraga, N.C. & Erin, J.N. (2001). *Visual impairments and learning* (4th edn). Austin, TX: ProEd.
- Batten, M., Marland, P. & Khamis, M. (1993). *Knowing how to teach well*. Melbourne: Australian Council for Educational Research.
- Bauer, A.M. & Shea, T.M. (1999). *Learners with emotional and behavioral disorders*. Upper Saddle River, NJ: Merrill.
- Bilash, Olenka. *Krashen's 6 hypotheses*. (n.d). Retrieved from <http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html> on May 2013
- Brannagan, Meg. *Visual processing problems in children*. (n.d). Retrieved from <http://www.livestrong.com/article/279311-visual-processing-problems-in-children/> on April 2013
- Brennan, W. (1985). *Curriculum for special needs*. Milton Keynes: Open University Press.
- Carroll, T. (2000). *Pupil absenteeism in the primary school*. In T. Cox (ed.) *Combating educational disadvantage: meeting the needs of vulnerable children* (pp.53–64). London: Falmer.
- DuPaul, G.J. & Stoner, G. (2003). *ADHD in the schools: Assessment and intervention strategies*. New York: Guilford Press.
- Daftar sekolah luar biasa (SLB) di Malang*.(n.d). Retrieved from <http://ngalam.web.id/read/3191/daftar-sekolah-luar-biasa-slb-di-malang/> on March 2013

- Difficulties with writing.* (n.d). Retrieved from <http://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html> on March 2013
- Elliott, P. & Garnett, C. (1994). *Mathematics power for all.* In C.A. Thornton & N. Bley (eds) *Windows of opportunity: Mathematics for students with special needs.* Reston, VA: National Council of Teachers of Mathematics.
- English language learners: Key terms and definitions.* (n.d). Retrieved from <http://www.education.com/reference/article/english-language-learners-key-terms/>. Rhode Island Department of Education on March 2013
- English language learners: Key terms and definition.* (n.d). Retrieved from <http://www.education.com/reference/article/english-language-learners-key-terms/> on March 2013
- Evans, Greg (1996). *Sign language research and linguistics theory (p.4).* Unpublished Thesis. Canada: The University of Manitoba.
- Fenell, Zachary. *Deafness.*(n.d). Retrieved from <http://www.specialeducationguide.com/disability-profiles/deafness/> on May 2013
- Fimawati, Yuli. (2013). *A psycholinguistics study on communication impairments by an autistic child with pervasive development disorder-not otherwise specified at slb muhammadiyah sidayu gresik.* Unpublished undergraduate thesis. Malang: Brawijaya Universtiy.
- Gupta, V.B. (1999). *Manual of developmental and behavioral problems in children.* New York: Dekker.
- Hall, Susan. Ed.D. *Early signs of a reading difficulty.* (n.d). Retrieved from <http://www.greatschools.org/special-education/LD-ADHD/739-early-signs-of-reading-difficulty.gs> on April 2013
- Hallahan, D.P. & Kauffman, J.M. (2003). *Exceptional learners: introduction to special education* (9th edn). Boston, MA: Allyn & Bacon.
- Heward, W. (2003). *Exceptional children.* Upper Saddle River, NJ: Merrill-Prentice Hall.
- Hofekova, Romana. (2012). *Deaf student learning English as a foreign language* (Unpublished undergraduate thesis). Brno: Masaryk University.
- Howe, M.J.A. (1999). *A teacher's guide to the psychology of learning* (2nd edn). Oxford: Blackwell.

- Jensen, E. (1998). *Teaching with the brain in mind. alexandria*. VA: Association for Supervision and Curriculum Development.
- Learning difficulties, disabilities, and dyslexia*. (n.d). Retrieved from <https://www.lداustralia.org/disabilities-and-dyslexia.html> on May 2013
- Miller, Tess. *How to help children with auditory processing problems*. (n.d). Retrieved from <http://www.livestrong.com/article/227828-how-to-help-children-with-auditory-processing-problems/> on March 2013
- Mitchell, Rosamond, Florence.M. (2004). *Second language learning theories*. London: Hodder Arnold.
- McDevitt, T.M. & Ormrod, J.E. (2002). *Child development and education*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- McLoyd, V. (1998). Socioeconomic Disadvantage and Child Development. *American Psychologist*, 53, 185–204.
- OECD (Organisation for Economic Cooperation and Development) (2001). *Knowledge and skills for life*. Paris: OECD.
- Ormrod, J.E. (2003). *Educational psychology: developing learners* (4th edn). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Peters, S.J., Klein, A. & Shadwick, C. (1998). *From our voices: special education and the 'alter-eagle' problem*. In B. Franklin (ed.) *When children don't learn* (pp.99–115). New York: Teachers College Press.
- Pressley, M. and McCormick, C.B. (1995). *Advanced education psychology for educators researchers and policymakers*. New York: Harper Collins.
- Reid, G. (2003). *Dyslexia: a practitioner's handbook* (3rd edn). Chichester: Wiley.
- Rini, Citra. L. *Penggunaan bahasa Inggris di Indonesia diklaim masih rendah*. (16 July 2013). Retrieved from <http://www.republika.co.id/berita/pendidikan/eduaction/13/07/16/mq1ej3-penggunaan-bahasa-inggris-di-indonesia-diklaim-masih-rendah> on agustus 2013
- Swanson, H.L. & Saez, L. (2003). Memory Difficulties in Children and Adults with Learning Disabilities. In H.L. Swanson, K.R. Harris & S. Graham

(eds) *Handbook of learning disabilities* (pp.182–198). New York: Guilford Press.

Time management difficulties. (n.d). Retrieved from <http://www.key4learning.com/toolkit/45.htm> on April 2013

Top ten countries that speak English as a second language. (n.d). Retrieved from <https://advertising.knoji.com/top-ten-countries-that-speak-english-as-a-second-language/> on March 2013

Tyler, J.S. & Mira, M.P. (1999). *Traumatic brain injury in children and adolescents: a sourcebook for teachers and other school personnel* (2nd edn). Austin, TX: ProEd.

Vaughn, S., Bos, C.S., & Schumm, J. (2003). *Teaching exceptional, diverse, and At-risk students in the general education classroom* (3rd edn). Boston: Allyn and Bacon.

Westwood, Peter. (2004). University of Hong Kong. *Learning and learning difficulties*. Victoria: Acer Press.

What are specific learning difficulties.(n.d) Retrieved from http://What are Specific Learning Difficulties _ About Dyslexia _ The British Dyslexia Association.htm

What is sensory overload. (n.d). Retrieved from <http://nspt4kids.com/healthtopics-and-conditions-database/sensory-overload/> on April 2013

Wilén, W., Ishler, M., Hutchison, J. and Kindsvatter, R. (2000). *Dynamics of effective teaching* (4th edn). New York: Longman.

Yule, George. (1996). *Deafness and hearing loss*. Cambridge University Press. (n.d). Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/services%20to%20children%20with%20disabilities/disabilities/disabl_fts_00010_061105.html on April 2013