

APPENDICES

Appendix 1. Research Permit Application Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1072/UN48.7.1/DT/2025 1 Oktober 2025
Hal : **Permohonan Izin Pengumpulan data Skripsi Payungan**

Yth.
Kepala Sekolah SLB NEGERI 1 BULELENG

Dalam rangka pengumpulan data untuk keperluan skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Aprilia Hana Nenepat Dan Yohana Lolong Mena
NIM : - 1912021235
- 1912021195
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025
Judul : ANALYSIS OF ENGLISH TEACHING METHODS TO DEAF STUDENTS
AT SMP SLB NEGERI 1 BULELENG & THE TYPES, THE FUNCTION, AND THE
APPLICATION OF ENGLISH LEARNING MEDIA
FOR MUTE STUDENTS IN AT SMP
SLB NEGERI 1 BULELENG

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,


Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Research Documentation

No	Date	Description	Photo
1.	Wednesday , 1 of October 2025	Delivering Research Principal to SMP SLBN 1 Buleleng	 
2.	Wednesday , 15 of October 2025	English Teacher in Class VIII Observation	
3.	Wednesday , 22 of October 2025	English Teacher in Class IX Observation	

4.	Wednesday , 29 of October 2025	English Teacher in Class VIII & IX Observation	
5.	Friday, 31 of October 2025	Interviews with Teachers	

Appendix 3. Interview Guideline Translation

a. Interview Guideline

ANALYSIS TEACHING METHODS TO DEAF STUDENTS AT SMP SLB Negeri 1 Buleleng

Participant : English Teacher

Objective : To identify the English teaching methods are used for deaf students.

Blue Print Interview :

No	Procedure To Teach English to Deaf Students (Gilakjani & Ah,adi. 2011)	Question	Respondent Answer
1	Visual Learning Method	1. Do you use visual learning methods to teach deaf students?	Yes, I use it.
		2. What type of media do you use?	I use pictures and gestures.
		3. How do students react to the use of visual learning methods while learning English?	They absorb the knowledge provided more quickly and remember it better.
		4. Are there any obstacles in using/applying visual learning methods for teaching?	The obstacle is definitely the equipment. I can't always use pictures because the students will get bored, so I automatically use an LCD screen and laptop, but I can't do it quickly because they don't understand very well.
2	Sign Language Method	1. Do you often use sign language when teaching English?	Definitely.
		2. How do students react to the use of sign language in English language learning?	Yes, they can respond better. If they only use lip movements, they can't do it yet.
		3. Are there any obstacles when you use sign language methods in teaching English to deaf students?	Of course there is, because the language they often use and I use or learn is limited. So most of

			the time I ask the students first in writing. For example, I write the requirements on the board and then ask the students. That way they understand what I am saying, and I also understand what they want.
3	Multisensory Learning Method	1. Which multisensory methods do you use to teach deaf students?	Mostly using visual and kinesthetic.
		2. How can students better understand the material through the multisensory method?	First, body movements; second, their visual perception is more focused on images. So, if it's only written down, they have a hard time remembering.
		3. Are there any obstacles when using the multisensory method for deaf students in English language learning?	The obstacle is communication.
4	Technology Utilizing Method	1. What application or teaching method do you use to teach students who cannot hear?	So mostly pictures. Canva and games, as well as quiz.com.
		2. How does technology utilization help students?	Penyerapannya lebih cepat. It absorbs faster.
		3. Are you experiencing difficulties in applying technology utilization methods to deaf students in English language learning?	Still the same problem with the equipment.
5	Contextual Teaching Method	1. Do you use real-world examples when teaching?	Definitely. Because the material covered is relevant to us.

		2. Can you give examples of activities you have done, such as role-playing or simulations?	Role-play is like acting out an introduction. So sometimes, as a teacher, I might be A or B. I explain to the children what an introduction is, then we chat or have a dialogue using sign language.
		3. Are there any obstacles when using the contextual teaching method in teaching English to deaf students?	The obstacle is the delivery of learning because they have to repeat it two or three times before they can understand, especially in English.
6	Total Physical Response (TPR)	1. How do you use the TPR method in class?	More sign language. For example, telling someone to stand up means you have to demonstrate it, and you also have to tap the table or touch them directly to get their attention.
		2. Are there any obstacles that arise when asking students to participate in physical activities according to English instructions?	Sometimes there are obstacles because not all students immediately understand instructions in English, so I have to repeat them with the help of gestures or sign language so that they follow correctly.
		3. What obstacles do you encounter in applying Total Physical Response to deaf students?	The main obstacle when implementing Total Physical Response is that some students still find it difficult to understand English verbs without visual aids, so I need to use pictures or direct

			examples so that they can imitate the movements correctly.
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Appendix 4. Interview Guideline

a. Interview Guideline

ANALYSIS TEACHING METHODS TO DEAF STUDENTS AT SMP SLB Negeri 1 Buleleng

Participant : English Teacher

Objective : To identify the English teaching methods are used for deaf students.

Blue Print Interview :

No	Procedure To Teach English to Deaf Students (Gilakjani & Ah,adi. 2011)	Question	Respondent Answer
1	Visual Learning Method	1. Apakah anda menggunakan visual learning method untuk mengajar siswa tunarungu?	Iya saya menggunakan.
		2. Apa jenis media yang anda gunakan?	Saya menggunakan gambar dan isyarat.
		3. Bagaimana reaksi siswa terhadap penggunaan visual learning method selama belajar bahasa inggris?	Mereka lebih cepat menyerap pengetahuan yang diberikan dan lebih muda mengingat juga.
		4. Apakah ada kendala dalam menggunakan/ menerapkan visual learning method untuk mengajar?	Kendalanya tentu di alat. Karena tidak selamanya saya bisa memakai gambar, karena siswa pasti bosan, jadi otomatis pake lcd sama laptop tapi tidak bisa cepat-cepat karena mereka kurang paham.
2	Sign Language Method	1. Apakah anda sering menggunakan sign language method (bahasa isyarat) saat mengajar bahasa inggris?	Sudah pasti.
		2. Bagaimana reaksi siswa terhadap penggunaan sign language method dalam pembelajaran bahasa inggris?	Ya mereka lebih bisa merespon, kalau Cuma menggunakan gerakan bibir saja belum bisa.

		3. apakah ada kendala saat anda menggunakan sign langugaue method dalam pembelajaran bahasa inggris terhadap siswa tunarungu?	Tentu saja ada, karena bahasa yang sering mereka gunakan dan saya gunakan atau pelajari terbatas. Jadi kebanyakan saya Tanya dulu muridnya dalam bentuk tulisan saya tulis dipapan misalnya syaratnya apa lalu saya tanyakan ke murid. Jadi mereka ngerti apa yang saya sampaikan, dan saya juga mengerti apa yang mereka inginkan.
3	Multisensory Learning Method	1. Metode multisensory mana yang anda gunakan untuk mengajar siswa tunarungu?	Kebanyakan menggunakan visual dan kinestetik.
		2. Dengan cara apa siswa dapat lebih memahami materi melalui multisensory method?	Pertama gerakan tubuh, kedua yaitu visual mereka lebih menangkap ke gambar. Jadi kalo misalnya Cuma ditulis saja mereka susah mengingat.
		3. Apakah ada kendala saat menggunakan multisensory method terhadap siswa tunarungu dalam pembelajaran bahasa inggris?	Kendalanya dipemberian komunikasih.
4	Technology Utilizing Method	1. Aplikasih atau teknologi method apa yang anda gunakan untuk mengajar siswa yang tidak dapat mendengar?	Jadi kebanyakan pasti gambar. Canva dan game, serta quiz.com
		2. Baigaimana technology utilizing method membantu siswa?	Penyerapannya lebih cepat.

		3. Apakah anda mengalami kendala dalam menerapkan technology utilizing method kepada siswa tunarungu dalam pembelajaran bahasa inggris?	Masih sama kendala di alat.
5	Contextual Teaching Method	1. Apakah anda menggunakan contoh dari dunia nyata saat mengajar?	Pasti. Karena materi yang di ambil berhubungan dengan kita.
		2. Bisakah anda berikan contoh aktivitas yang pernah anda lakukan, seperti peran bermain atau simulasi?	Role-play seperti peragaan menanyakan gambar introduction. Jadi kadang saya sebagai guru mungkin jadi A atau B. saya jelaskan dulu ke anak-anak apa itu introduction terus kita ngobrol atau berdialog menggunakan bahasa isyarat.
		3. Adakah kendala saat menggunakan contextual teaching method dalam pembelajaran bahasa inggris kepada siswa tunarungu?	Kendala iya penyaluran pembelajaran karena mereka harus dua tiga kali di ulang baru bisa mengerti apa lagi bahasa inggris.
6	Total Physical Response (TPR)	1. Dengan cara apa anda menggunakan metode TPR dikelas?	Lebih banyak ke bahasa isyarat. Contohnya seperti suruh berdiri berarti harus di pragikan seperti itu, focus mereka juga harus di ketuk meja atau disentuh langsung.

		2. Apakah ada kendala yang timbul saat meminta siswa untuk berpartisipasi dalam kegiatan fisik sesuai instruksi bahasa inggris?	Kadang kendala karena tidak semua siswa langsung memahami instruksi dalam bahasa inggris, jadi saya harus mengulangi dengan bantuan gerakan atau bahasa isyarat agar mereka mengikuti dengan benar.
		3. Kendala apa yang anda alami dalam menerapkan Total Physical Response kepada siswa tunarungu?	Kendala utama saat menerapkan Total Physical Response adalah beberapa siswa masih sulit memahami kata kerja dalam bahasa inggris tanpa bantuan visual, jadi saya perlu menggunakan gambar atau contoh langsung agar mereka bisa menirukan gerakan dengan tepat.



Appendix 5. Observation Checklist

b. Observation Checklist

ANALYSIS TEACHING METHODS TO DEAF STUDENTS AT

SMP SLB Negeri 1 Buleleng

Technique : Classroom Observation Subject : English Teacher

Object : To find out what obstacles teachers face in teaching English at SMP

SLBN 1 Buleleng

Blue Print Observation

No	Method For Teach English to Deaf Students (Gilakjani & Ahmadi, 2011)	Indicator	Grade		Description
			VIII	IX	
1	Visual Learning Method	Use visual to communicate meaning (text, picture, diagrams, video)	✓	✓	The teacher used visual media to introduce vocabulary and concepts, helping students understand meaning through images.
2	Sign Language Method	Use sign language as a means of communication	✓	✓	Sign language was consistently applied in both VIII and Grade IX as the primary mode of communication throughout the learning process.
3	Multisensory Learning Method	Combine kinesthetic, tactile, and visual method	✓	X	In Grade VIII, multisensory activities involving movement and tactile engagement were used to strengthen vocabulary retention, although not consistently across all meetings. This method was not implemented in Grade IX.

4	Technology Utilizing Method	Use of educational technology that facilitates multimodal education.	✓	X	In Grade VIII, the teacher used digital media to present vocabulary visual and auditorily, however, technology was not utilized in subsequent meetings due to limited device availability. This method was not applied in Grade IX.
5	Contextual Teaching Method	Use role-plays. Everyday conversations and real world settings.	x	✓	Contextual teaching was implemented only Grade IX through real-life conversational activities conducted during the second meeting. It was not used in Grade VIII.
6	Total Physical Response (TPR)	Promote a bodily reaction to spoken commands.	✓	✓	TPR was used to reinforce understanding through movement-based responses.
7	Speech Read Method	Use reading lips and decipher facial Expression	-	-	This method was not implemented in any of observed sessions.

Appendix 6. Expert Judgment Instrument

a. Result of expert judgment on interview guide for teacher

Expert Judgment Sheet (Instrument Interview Guideline)			
Expert Judge I : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd			
Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

Singaraja 30 September 2025
Expert Judge I,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198904082023212043

Appendix 7. Expert Judgment Observation Checklist

a. Result of expert judgment on observation Checklist for teacher

Expert Judgment Sheet (Instrument Observation Checklist)			
Expert Judge I : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd			
Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

Singaraja, 30 September 2025
Expert Judge II,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198904082023212043

Appendix 8. Expert Judgment Instrument

a. Result of expert judgment on interview guide for teacher

Expert Judgment Sheet (Instrument Interview Guideline)
Expert Judge II : Ni Luh Era Adnyayanti, S.Pd., M.Pd

Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

Singaraja 30 September 2025
Expert Judge II,



Ni Luh Era Adnyayanti, S.Pd., M.Pd
NIP. 198904082023212043

Appendix 9. Expert Judgment Observation Checklist

a. Result of expert judgment on observation Checklist for teacher

Expert Judgment Sheet (Instrument Observation Checklist)
Expert Judge II : Ni Luh Era Adnyayanti, S.Pd., M.Pd

Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

Singaraja, 30 September 2025
Expert Judge II,



Ni Luh Era Adnyayanti, S.Pd., M.Pd
NIP. 198904082023212043

RIWAYAT PENDIDIKAN PENULIS



Aprilia Hana Nenepat lahir di Kabupaten Biak Papua Indonesia pada tanggal 18 April 2000, yang merupakan putri ketiga dari pasangan Yusup Nenepat dan Sipora Pulanda. Penulis berkewarganegaraan Indonesia dan memeluk agama Kristen Protestan. Penulis saat ini berdomisili di Kabupaten Kepulauan Yapen Serui Papua Indonesia. Penulis menempuh pendidikan formal pertama di SD Negeri 1 Serui dan lulus pada tahun 2013. Selanjutnya, penulis melanjutkan pendidikan ke

tingkat Sekolah Menengah Pertama di SMP Negeri 2 Serui dan menyelesaikan pada tahun 2015. Kemudian pendidikan menengah atas di tempuh di SMA Negeri 1 Serui Papua dengan mengambil jurusan IPS (Ilmu Pengetahuan Sosial), dan berhasil lulus pada tahun 2018. Setelah menyelesaikan pendidikan menengah atas, penulis tidak langsung mengambil jenjang perguruan tinggi. Tetapi mengikuti kursus selama 6 bulan di TITIP Learning Centar, Sentani Jayapura Papua. Dan setelah itu. Penulis melanjutkan ke Jenjang Perguruan Tinggi di Tahun 2019 di Universitas Pendidikan Ganesha dengan Progtam Studi S1 Pendidikan Bahasa Inggris. Selama menempuh pendidikan di perguruan tinggi, penulis aktif mengikuti berbagai kegiatan akademik maupun non-akademik yang mendukung pengembangan diri dan ketrampilaln penulis. Pada Bulan Januari tahun 2026, penulis berhasil menyelesaikan tugas akhir sebagai salah satu syarat untuk memperoleh gelar sarjana dengan judul skripsi <Analysis of English Teaching Methods to Deaf Students at SMP SLB Negeri 1 Buleleng=. Penulis berharap ilmu dan pengalaman yang di peroleh selama masa studi dapat bermanfaat bagi diri sendiri, masyarakat, serta dunia pendidikan pada umumnya.