

## **ABSTRAK**

### **PENGUNAAN BISINDO PADA SISWA REMAJA TUNARUNGU**

#### **DI SLB X**

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Penelitian ini bertujuan untuk mendapatkan gambaran mengenai penggunaan Bisindo pada siswa remaja tunarungu. Penelitian berawal dari adanya perbedaan bahasa isyarat (SIBI) yang telah dibakukan oleh pemerintah dengan bahasa isyarat Bisindo yang digunakan oleh siswa remaja tunarungu di SLB X. Siswa remaja tunarungu menyatakan bahwa Bisindo lebih mudah dipelajari, lebih disenangi daripada SIBI dan ingin dijadikan sebagai bahasa yang diresmikan oleh pemerintah. Penelitian ini menggunakan pendekatan kualitatif metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian mengungkapkan bahwa siswa remaja tunarungu menggunakan Bisindo ketika berada di dalam kelas, di luar kelas, dan di rumah. Siswa remaja tunarungu tidak menggunakan Bisindo secara utuh tetapi juga menggunakan SIBI dan ujaran ketika berkomunikasi dengan guru, siswa tunarungu, dan keluarga. Kesulitan komunikasi yang dihadapi siswa remaja tunarungu saat pembelajaran dikarenakan guru lebih banyak menggunakan metode oral. Solusi untuk mengatasi kesulitan ini adalah dengan menggunakan metode komtal dan mengimplementasikan prinsip-prinsip pembelajaran bagi siswa tunarungu pada proses pembelajaran.

**Kata kunci: Bisindo, Siswa Remaja Tunarungu.**

## **ABSTRACT**

### **THE USING OF BISINDO ON ADOLESCENT STUDENT WITH HEARING IMPAIRMENT IN SLB X**

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The purpose of this research is to obtain description regarding the using of Bisindo on adolescent student with hearing impairment. This research starts from the distinction of sign language (SIBI) which has been standardized by the government with Bisindo sign language used by adolescent student with hearing impairment in SLB X. Adolescent student with hearing impairment stating that Bisindo is more easier to learn, more popular than SIBI and want to serve as a formal sign language that was inaugurated by the government. This research method is qualitative approach with descriptive methods. Data was collected through interviews, observation and documentation. Results of the study revealed that adolescent students with hearing impairment using Bisindo when it was in the classroom, outside the classroom, and at home. Adolescent students with hearing impairment did not use Bisindo as a whole sentence but also use SIBI and speech when communicating with teachers, students with hearing impairment, and families. The difficulties in communication that has been faced by adolescent student with hearing impairment while learning process because teachers more using oral methods. The solution to overcome this difficulty is to use komtal methods and implementing the principles of learning for adolescent students with hearing impairment in the learning process.

**Keywords: Bisindo, Adolescent Students With Hearing Impairment.**