

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Every citizen of Indonesia has rights to get education. It has been stated in the Indonesian Republic Regulation (Undang-undang = UU RI) no. 20 year 2003 about National Educational System (Sistem Pendidikan Nasional = Sisdiknas) chapter 5 verse 1<sup>1</sup> “ Every citizen has the same rights to get qualified education”. It means there is no exception to children with special needs. They also have rights to get education. It also has been stated in Sisdiknas chapter 5 verse 2<sup>2</sup> that citizen with emotional, physical, mental, intellectual and/or social disorder has rights to get special education.

In addition, the government also has regulated education for people with Different Ability (difable) in the Government Regulation (Peraturan Pemerintah = PP) no. 43 year 1998 about The Effort of Social Prosperity Improvement for Difable (Upaya Peningkatan Kesejahteraan penyandang Cacat). In the chapter 23<sup>3</sup> stated, every person with disability has the same opportunity and treatment to get education in the educational unit, way, kind, and level based on their kind and level of disabilities.

Islam also has regulated concept of education for all. It means all people have the same right to get education. Islam does not discriminate people because of their weakness to get education. Allah has stated in Quran surah Abasa:

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<sup>1</sup> Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (1).

<sup>2</sup> Undang-Undang Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (2).

<sup>3</sup> Peraturan Pemerintah Nomor 43 Tahun 1998, *Upaya Peningkatan Kesejahteraan Penyandang Cacat*, Chapter 23.

عَبَسَ وَتَوَلَّى ۖ أَنْ جَاءَهُ الْأَعْمَى ۚ وَمَا يُدْرِيكَ لَعَلَّهُ يَزَكَّى ۚ أَوْ يَذَّكَّرُ فَتَنْفَعَهُ  
الذِّكْرَى ۚ أَمَّا مَنْ أَسْتَغْنَى ۚ فَآَنَتَ لَهُ تَصَدَّى ۚ وَمَا عَلَيْكَ أَلَّا يَزَكَّى ۚ وَأَمَّا مَنْ  
جَاءَكَ يَسْعَى ۚ وَهُوَ يَخْشَى ۚ فَآَنَتَ عَنْهُ تَلَهَّى ۚ كَلَّا إِنَّمَا تَذَكَّرُ ۚ

He frowned and turned away when the blind man came forward him. How can you (Muhammad) tell? He might purify himself. He might be mindful and the Reminder might profit him. But to him who is wealthy you do attend; although the fault would not be yours if he remained uncleansed. Yet to him who came to you with zeal And awe, you gave no heed. Nay, this is an admonition.(Q.S. Abasa: 1-11)<sup>4</sup>

Those verses told that one day, Abdullah Ibnu Umami Maktum, a blind person came to Rasulullah Saw. while saying: "Give me a direction, Rasulullah." At that time, Rasulullah was facing Quraisy people. Hopefully they would be Muslim. Abdullah Ibnu Umami Maktum didn't know that Rasulullah was busy.<sup>5</sup> Rasulullah ignored him. Then Allah gave these verses as a warning of what Rasulullah did.<sup>6</sup> It proves that although having physical limit, it does not mean they do not have rights to get education.

Deafness is one kind of physical disabilities. It means, the deaf children also have rights to get education. But, the one with deafness has lost his/her ability to hear. This causes the loss of scrutinize ability wholly the events around him/her.<sup>7</sup> The deaf children weakness usually drives people around them discriminate them in the social life. It also affects some misconceptions about deaf children. Hallahan & Kauffman<sup>8</sup> tried to clarify it by delivering the myths and the facts of children with deafness as follows:

<sup>4</sup> Yazid, Mahmud Y., *The Quran*, (Lebanon: Dar Al-Choura, 1980), p. 444.

<sup>5</sup> Al-Mahalliy, Imam Jalalud-din and Imam Jalalud-din As-Suyuthi, *Terjemah Tafsir Jalalain berikut Asbabun Nuzul*, trans. Bahrin Abu Bakar, (Bandung: Sinar Baru: 1990), p. 2657.

<sup>6</sup> Dahlan, H.A.A and M. Zaka Alfarisi (eds), *Asbabun Nuzul*, (Bandung: Penerbit Diponegoro, 2000), p. 628.

<sup>7</sup> Efendi, Mohammad, *Pengantar Psikopedagogi Anak Berkelainan*, (Jakarta: PT. Bumi Aksara, 2009), p. 55

<sup>8</sup> Hallahan, Daniel P. & James M. Kauffman, *Exceptional Children Introduction to Special Education*, (New Jersey: Prentice Hall Inc., 1988), p.262.

<b>MYTH</b>	<b>FACT</b>
Deafness automatically leads to inability to speak.	Although deafness, especially with greater degrees of hearing loss is a barrier to normal language development, most of deaf people can be taught some understanding of oral language and the ability to speak.
Deafness is not as great a handicap as blindness.	Even though it is impossible to predict the exact consequences of a handicap on a person's functioning, in general deafness is a greater handicap than blindness. This is due to a large degree to the effects hearing loss can have on the ability to understand and speak oral language.
The deaf children are inherently lower in intellectual ability.	It is generally believed that, unless they are born with additional handicap, deaf infants have the same intellectual capacities as hearing infants. Deaf individuals, however, may perform more poorly on some tasks because of their difficulty in communicating with those who hear.
In learning to understand what is being said to them, the deaf persons concentrate on reading the lips.	Lipreading refers only to visual cues arising from movement of the lips. Deaf people do not only learn to lip reading, but also learn to make use of a variety of other visual cues, such as facial expressions and movements of the jaw and tongue. Thus, deaf people engage in what is referred to as speechreading a term that covers all visual cues associated with speaking.
A hearing aid is useless to a person with sensorineural deafness.	Although not as useful as with conductive deafness, hearing aids almost always help people with sensorineural impairment.
Hearing aids should not be used for very mild or severe deaf person.	There no hearing losses too mild or too severe to prevent a person from trying a hearing aid.
Hearing losses in the high frequency range can't be corrected by hearing aid.	This was true at one time of hearing aids that were worn on the body because in rubbing against clothing, the aids created low frequency sounds that drowned out higher frequencies. Today, however, body aids can be equipped with special microphones that virtually eliminate this problem.

Based on this problem, special education is needed in order to encourage his/her confidence and willingness to get achievement.<sup>9</sup> When deaf children are not identified and given appropriate assistance, special need education has to be offered during their school years.<sup>10</sup>

Children with mild hearing losses can miss much of spoken information and discussion unless people around them are aware of their hearing losses and change the way teacher teaches and interact with them. It causes many children with hearing impairment are inappropriately labeled as having behavioral problems or learning difficulties.<sup>11</sup> So that, early identification of deaf children is very crucial in order to prevent inappropriate treatment.

One of lesson needed by students, including deaf students is English lesson. English is not a new thing for Indonesian students. English is taught in almost educational level, from elementary school (Sekolah Dasar = SD) until university. Even, there are some kindergartens which teach English to their students.

Sisdiknas stated that every school has to teach three languages. They are Indonesian language as national language, regional language as mother tongue of students and foreign language, especially English as international language that very important in facing globalization era. English is official language of international aviation, and unofficially is the first language of international sport and pop scene.<sup>12</sup>

English itself, has been taught as the first foreign language since the proclamation of Indonesia on 17<sup>th</sup> August 1945.<sup>13</sup> Even, English is also one of lessons examined in national examination. But, English learning difficulties

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<sup>9</sup> Efendi, Mohammad, *Pengantar Psikopedagogi ....*, p. 55

<sup>10</sup> UNESCO, *Teaching Children with Disabilities in Inclusive Setting*, (Bangkok: UNESCO Asia and Pacific Regional Bureau for Education, 2009), p. 28

<sup>11</sup> UNESCO, *Teaching Children with Disabilities ....*, p. 28.

<sup>12</sup> Broughton, Geoffrey *et al.*, *Teaching English as A Foreign Language*, (New York: Taylor& Francis e-Library, 2003), p. 1

<sup>13</sup> Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 2

will appear for students with hearing disorder. Because of their weakness in hearing, they can't maximally understand what the teacher teaches.

A great challenge will be faced by deaf students who live in the English speaking countries. But, it will be a greater challenge for deaf students of non-English speaking countries, such as Indonesia. Furthermore for students who are profoundly deaf at their early ages. Their deafness may have a significant affect on their use of English. Therefore English truly is the second or the third language that these students are attempting to master.

Considering it, special treatment is needed in teaching English to them. The teacher needs special method, media and assessment. The teacher also has to know principles in teaching deaf students so that they can understand the material easier.

The deaf children and the other difable children are usually taught in a special school called Sekolah Luar Biasa (SLB). There are many SLB built by modifying the curriculum that has been adjusted to the children needs. The educational program is planned to meet the unique learning and developmental needs of exceptional students.<sup>14</sup> The deaf children are hoped to be able to develop their ability at SLB.

Based on the problem above, the researcher investigated the English language teaching learning for deaf at SLB. This research entitled **ENGLISH LANGUAGE TEACHING LEARNING FOR DEAF STUDENT (A Descriptive Study at SMALB-B YASPENLUB Demak)**.

## **B. Research Questions**

1. What materials are taught for deaf student at SMALB-B YASPENLUB Demak?
2. What methods are used in teaching English for deaf student at SMALB-B YASPENLUB Demak?
3. How does the teacher of English assess deaf student at SMALB-B YASPENLUB Demak?

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<sup>14</sup> Hunt, Nancy & Kathleen Marshal, *Exceptional Children and Youth* , (Canada: Wadsworth Cengage Learning, 2006), p. 3

### **C. Limitation of The Study**

The focus of this research is English language teaching learning at SMALB-B YASPENLUB Demak in terms of English material, teaching method, and assessment.

### **D. Aim and Significance of The Study**

#### **1 Aim of The Study**

This research was aimed to investigate and describe:

- a. The English language teaching learning material for deaf student at SMALB-B YASPENLUB Demak.
- b. The method used by teacher in teaching English for deaf student at SMALB-B YASPENLUB Demak.
- c. The way teacher assessed deaf student in English language teaching learning at SMALB-B YASPENLUB Demak.

#### **2 Significance of The Study**

The researcher expected that this study would be able to give advantages as follow:

- a. Theoretically: the result of the study could give larger knowledge about English Language teaching and learning for deaf student at SMALB-B YASPENLUB Demak for writer, readers and teachers.
- b. Pedagogically: the result of the study were expected to be as follow:
  - 1) Suggestion and motivation for the teacher or facilitators especially in SMALB-B YASPENLUB Demak.
  - 2) Reference in English language teaching to the deaf not only for the writer but also for the readers.
  - 3) Reflection for English teaching learning at SMALB-B YASPENLUB Demak. It evaluated the instructional practice at SMALB-B YASPENLUB Demak. It became consideration not only for SMALB-B YASPENLUB Demak but also another SLB.
  - 4) Motivation for parents who have deaf children. It became consideration that deafness didn't mean couldn't be taught.