

# CHAPTER I

## INTRODUCTION

In this chapter, I present about the background of the study, statement of research problems, research objectives, significance of the study, scope and limitations of the study, and definition of key terms.

### **A. Background of the Research**

One of the skill that play the important rule in learning a foreign language, especially English is speaking (Nurhayati; 2016). Speaking is skill that when speakers want to communicate with other people speakers must know the meaning and the purposes, but it different when speaking to deaf they speak without taking outside the sound and deaf student has hearing abnormalities. They have obstacles in communicating (Tarmansyah; 1996:2) he suggests that in deaf students are often encountered talk that deviates from the correct language rules, it is necessary need the discussion to children with hearing impairment earlier for increasing and supporting their ability to communicate. The difficulties in language acquisition are also seen when children are invited to communicate. For example: if we show glass and we ask “what is this?” then the child will answer “ drink” both gestures and verbal speeches, as well as for example when our child show the clock or alarm clock, he will give the ear sound or gesture or pointing at his wrist that signaled watch. Next Evans (in Lani Bunawan 2000:48) says that the mastery of spoken language is owned deaf student are low, so the reality is very influential their academic

appreciation in general. Based on above, the main task of deaf children education is teaching speaking to the child early because it is a basic concept in supporting communication skill.

Deaf students need to learn English material to continue their daily activity in modern era. English is one of language used as a means of communication among the speakers (Nurhayati and Fitriana; 2018). Generally, Indonesian people learn English for 9 years. English language already input into Indonesia curriculum from elementary school level to senior high school level as a foreign language, but how about who does not use their ear normality? Researcher can say there are many difficulties in learning and teaching there. So Indonesia curriculum now, force the deaf student to dominate all of material based on topic, it possible done to normally student but in deaf student it is problem and need to solve. researcher knows deaf student have difficulties in listening and speaking, when the curriculum forces them to dominate all of skill in English especially in speaking we just say that is difficult, but it should be easy if the teacher have powerful role in teaching speaking, in speaking aspect based on curriculum of SLB-B the student have to dominate in, vocabulary, pronunciation, grammar and fluency. Based on student hand out there many speaking activity, the researcher question is why fluency, why pronunciation the deaf student cannot hear and speak it necessary difficult for them.

In Indonesia the deaf students used sign language to communicate each other. Two signs language they are Sibi and Bisindo (Hernawati:2007),

speaking in deaf student is more complicated because they use sign language in each syllables, word by word and uses one sign to one concrete word. They use language as activity, but every country has different signs language. Speaking is one skill influenced in communication orally or verbally the main point our speech understandable, it a main purpose of speaking. Actually, there are several activities and technique which can be used in teaching speaking English to deaf student. In this research the writer choose speech reading technique to help the deaf student in teaching their speaking ability.

The use of speech reading is one of interested technique. Speech reading is a technique that understanding the conversation or speaking through the movement of lips (Amesaur;1950). The deaf person tries to read the movement of lips from the speaker. Someone are made on the back of the closed lips or away at the back of the mouth so they are invisible, or there is also a speech sound on the lips that looks the same so that the lip reader cannot confirm what sound it sees. This is especially troublesome for those who are deaf in the pre-emptiness period. One can be a good speech reader if supported by a good knowledge of the structure of the language so as to make a good guess about the "hidden" sounds. Thus, a normal-looking deaf person is usually a better speech reader than a hearing impairment, and there is even evidence that a non-hearing impaired person can read lips better than a deaf person who is forced to rely on this method (Ashman & Elkins, 1994). From this activity deaf students can improve and train their skill in speaking especially English language. Teaching speaking to student by using speech

reading based national Speech Reading Project has impact. Speech reading here is general terms, as method oral communication in which one uses communication strategies to aid in dialogue when some of the auditory information is missing due to hearing loss. Based on (Woodhouse et al, 2009) published a review indicating five pieces of evidence that shows “speech reading is integral part of speech processing, hearing people’s perception of speech is influenced by speech cues and those speech read cues cannot ignored”. Speech reading became an interest in the field of audiology for its, rehabilitative.

Previous studies by (Jean S. Moog and Karen K. Stein;2008) stated to teach deaf student to talk need some activities that teacher has the full role in teaching process, the teacher have to know the student need and what are student characteristic in learning. Deaf student have different weakness in hearing, so the teacher have to know all of weakness that students have. In different side according to (Sulastri; 2013) in her journal said teaching speaking to deaf student is easy if the teacher active and creative, she said deaf student can improve their speaking by using total communication method, giving individual service, advising, and media related improvement communication to deaf student, (Hernawati; 2007) said in her research speaking ability to deaf students can be improved by specially service and powered by facilities. The activity of deaf student must be organized and structured. In this case the teachers have a role to teach the deaf students how to speak, and how to listen a phrase, word, and speech. Development of

speaking to deaf student must be early, when they child in order effectively done. Speaking ability to deaf student can be improved based on language that given by conversation between teacher, friends and family. Deaf student got language from experiences and situation, it means deaf students know a language and study a language from combining experiences and situation around them, by visual sign, organ movement, articulation and action. All of them compose a word or speech. According to previous study the focus of research are to deaf student, the previous study only explains the factor that can influence the speaking ability to deaf student and the technique that can be applied by teacher to make easy in teaching learning process.

Based on previous studies the researcher infers the study explain the factor and the method can be used to teach and improve speaking skill to deaf student. In this case the researcher chooses speech reading to be important variable. Researcher wants to apply speech reading as strategy in teaching speaking skill to deaf, by corporation of teacher the researcher as assistant on application of speech reading in speaking class. To know teacher perception researcher tries to analysis by using narrative inquiry, this study focus on narration of English teacher of deaf student. The data are teacher narrations about the experience using speech reading in teaching speaking skill to deaf student. The researcher tries to know the implementation speech reading to teach speaking to deaf students and the difficulties in teaching speaking skill using speech reading. The researcher choose SLB-B Negeri Tulungagung, it is located in St. P Diponegoro V/2 Tulungagung, Tamanan, Tulungagung, East

Java. The use of speech reading is expected to give information about implementation and problem in teaching speaking skill to deaf students. Based on the research entitled: **“Using speech reading technique in teaching speaking skill to deaf student of SLB-B Negeri Tulungagung”**

## **B. Statement of Research Problem**

Based on background above the research problem that has been chosen from researcher are:

1. How is the implementation of speech reading in teaching speaking skill to deaf students of SLB-B Negeri Tulungagung?
2. What difficulties do the English teachers have in teaching speaking skill to deaf students using speech reading at SLB-B Negeri Tulungagung?

## **C. Objective of the Research**

Based on the research problem above, the formulated research objective are as follow:

1. To know the implementation of speech reading technique in teaching speaking skill to deaf student of SLB-B Negeri Tulungagung.
2. To describe difficulties do the English teachers have in teaching speaking skill to deaf students using speech reading of SLB-B Negeri Tulungagung.

#### **D. Significance of the Research**

The researcher hopes that the result of this study give contributions for:

a. Deaf students

The result of this study is expected for deaf student to use speech reading as strategies in learning speaking; it also expected the students are easier to understanding speaking material. The student will be enjoy and fun in teaching learning process.

b. English Teachers

The research findings is expected the teacher to motivate the English teachers to use speech reading technique in teaching speaking skill to deaf student and also to solve the teacher problem in teaching speaking to deaf students, and expected to be able to enrich the teacher's knowledge about appropriate technique in teaching speaking to deaf student's.

c. Future Researchers

The researcher intends to achieve the following aim that is to know implementation of speech reading technique in teaching speaking to deaf students. The researcher hopes this study can be used to one reference in conducting study in similar problem for future researchers.

#### **E. Scope and Limitation of the Research**

The scope of this research is about speech reading in teaching speaking to deaf student, because the target is student in SLB-B Negeri Tulungagung, the

researcher tries to analyze implementation speech reading, difficulties, problem and experience from the teacher. The study is conducted at SLB-B Negeri Tulungagung, it is located in St. P Diponegoro V/2 Tulungagung, Tamanan, Tulungagung, East Java. The subject is English teacher of deaf student. In this research, the researcher limits the study only in aspects based on interviewee story about implementation of speech reading technique in teaching speaking to deaf student. The limitation of this study is that the researcher has limited time and also was experienced by the researcher in conducting this study.

#### **F. Definition of Key Terms**

In this part, there are some explanations that become important variable from the title mentioned in the previous items. The title is “Using speech reading technique in teaching speaking skill to deaf student”. Speech reading is a technique usually used in SLB-B for teaching speaking in language. Speech reading is activity understanding word, vocab and speech from the movement of lips. Speaking to deaf is communication between two peoples who does not use their ears normally; usually deaf students speak with other person by using sign language, written language and speech reading. Deaf student is a student who does not use ears normally, deaf students have hearing abnormalities. They cannot hear a sound, vocal or music. Deafness has many types and different weakness in hearing.