

CHAPTER IV

RESEARCH FINDING

In this chapter presents background information of participants, the finding of the research and data analyses based on gathered doing investigation. As mentioned in research problems that this study is attempted to know implementation speech reading to teach speaking to deaf student and to know the problems in teaching speaking by using speech reading in SLB-B Negeri Tulungagung.

A. Background information of the participants

The researcher chose the English teacher as interviewee initial name R she is English teacher at SLB-B Negeri Tulungagung and only one English teacher there, she teaches junior high school and senior high school. Why does researcher choose her to be interviewee? Because of she was not graduated from education of deaf student faculty and she never studies about how to teach a deaf student in learning English. She was graduated from STKIP Tulungagung in English department in 2014. She teach English since 2012 when she still studied in fourth semester. The plus point from her, she also teach other skill in that school such as, drawing, tailor etc. as touched above the researcher want to listen her story based on experience according to research problem of this study. The narration included in table.

B. Stories

After doing interview the researcher has got two stories from teacher and researcher as teacher assistant in teaching speaking skill to deaf student, the data included in narration or stories are as follow:

1. Teacher's story as story 1

Firs time I entered to SLB-B Negeri Tulungagung in 2012, at that time I was still forth semester in English Department of STKIP Tulungagung, because I have a friend who teaches in SLB, then I was given the info that in SLB-B Negeri Tulungagung being need an English teacher, and finally apply to be an English teacher, at that time the first establishment SMAL-B here. The first time I went to school I was confused because I was not graduated from SLB Education so I did not master in sign language. I am confused, I do not yet be master of sign language at that time, then, I have initiatives to borrow sing language dictionary and learn sign language, because of frequent communication with my deaf students eventually master the sign language.

As an English teacher in SLB-B, I have own challenge here, English is taught once a week, if in normal school English has been taught since elementary school but here English began in introduce with students in junior high (SMP), so I teach English from zero to junior high school students (SMP). Because basically education in SLB-B more emphasized non-formal education, soft skill and hard skill as well as sewing, drawing, batik, etc. So I do not just teach English, I also teach sewing and batik. Deaf student interaction is very good in learning English they actively ask questions and always follow the learning and teaching activities well.

Every deaf student has a difference in the ability to hear, someone who can hear a little vaguely, there is a total cannot hear. A student who

can hear a little sound the English speaking is good and fluent but if a student totally cannot hear then they are rather difficult to imitate the word. Speaking according to the curriculum SLB-B has four components namely, vocabulary, pronunciation, grammar and fluency. Children are required to master these components. Difficulties when teaching English speaking is a child often forget, do not know why if every meeting in their class understood and fluent but the next week or next meeting they have forgotten. In addition curriculum changed frequently so I was confused to handle it. Sometimes I design my own material and conversation in speaking because it does not match to my student ability. For examples are in 2016 new books come in the KTSP and we just use about two months later the book was replaced with K13.

Speech reading is used by English teachers in SLB-B Negeri Tulungagung for emphasizing sign language. Deaf children have a good sense of feeling and vision sometimes they only see lip movement they already understand the meaning of the sentence. I use speech reading when introducing new vocabulary to my students, because English vocabulary writing and pronunciation is different. Speech reading or lips reading is very helpful in explaining the conversation, pronunciation and dialogue I usually use the language of lips when telling students to come to the front of the class. In pronunciation I usually write the vocabulary and the pronunciation, I use speech reading to explain how to pronounce it. But sometimes students do not understand the intent of my command so I mix it with sign language. Basically sign language and lips reading cannot be separated in teaching the ability to speak to deaf students. On the grammar component I teach children with my writing language and sign language, I teach students about verbs, adverbs, and nouns. And also I teach simple sentences for daily activities. But I often find that children are hard to arrange words, they are often reversed in composing words. Sometimes I justify by explaining with sign language and writing.

In the fluency component, each student has different problem hearing so it makes different fluency too. In general, I assess based on vocabulary, diction, accuracy, comprehension and writing. It is contrast to normal student, fluency in deaf student is not so in the notice. The important thing is they can say the word, syllable and understand the meaning of the conversation or pronunciation. For deaf students impaired ways to improve speaking skill should continue in their vocal training. Sometimes I repeat a sentence so that students quickly understand. In my speaking class I asked the students to memorize the conversations I shared, and I told them to go ahead and have a simple dialogue.

There is an interesting experience when teaching speaking in the classroom sometimes the student is vent to me, and always ask if found something new, although it sometimes comes out of the subject. Deaf students in appeals with their normal children the majority are more seriously studied and not underestimated in the lessons. There is my own satisfaction if I teach a deaf student English from zero and they finally can understand the basic of English language. Basically I think English for deaf children should be more emphasized in everyday life, application in the environment so that they understand the meaning of writing and sentences around. To my wish for the future is I want to teach the deaf students to write, it mean I emphasize to writing skills such as articles, stories or novels. I want to make a study club writing for deaf student in English or Indonesian so that later they can become a writer.

2. Researcher's story as story 2

It was my first experience in teaching deaf student, in my little heart was so grateful, I received and had the opportunity to teach English speaking classes. I am very happy to have been received I feel challenged to teach in class. On Wednesday, March 21, 2018 at 10:00. I went to class to teach speaking lessons with materials describing animals using speech

reading. I do not master the sign language Sibi or Bisindo, only with courage and a little knowledge of speech reading and my confidence in teaching speaking children deaf. The lesson lasts about 2x45 minutes.

We know speech reading is a technique to read lips movements, to teach English speaking in the deaf class if we imagine it will be difficult. Based on my experience of teaching the class speaking in SLB-B Tulungagung turns speech reading technique is an old technique that is already in use in SLB-B Negeri Tulungagung. I use speech reading to explain the vocabulary in which the English vocabulary is different from the Indonesian language in the way of pronunciation. This is the problem for children with hearing impairment. So I must explain the vocabulary carefully and also explain how to pronounce it. The application of speech reading can be effective if children pay close attention to lip movement.

In the animal description lesson I find an interesting that hearing impaired students have good curiosity compared to other normal children. Why because they are always active in asking and answering other than that deaf children always focus in the lesson. When I explain with speech reading techniques, the application of speech reading cannot stand alone because of the various abilities of children deaf in capturing and understanding the material. The application of speech reading in speaking class should be balanced with gesture, action and sometimes I write a word or phrase on the board. So the child will understand the vocabulary about animals and how to describe them. Speech reading will be more suitable in use when teaching vocabulary and pronunciation in speaking class. In grammar component I did not apply speech reading in teaching because of teaching grammar, in speaking component is need a more time for explaining the structure and sentences, so I just explain the text and the student repeats based on book and picture that was divided. After dividing a picture I order deaf student to describe a picture in simple speaking in front of class. Apparently, fluency in deaf student speaking is difficult to

assess, than I just assess word in word, vocal and movement while explaining in front of class. It can be understandable or not to another deaf student. Fluency in speaking is depended to their ability to hear.

The difficulties of English teachers in teaching deaf students speak in my opinion is that every child has different problems in hearing, so that the teacher must be active in the classroom and eventually will take a long time to teach the speaking class, besides the material based on the curriculum requires students to master aspects in speaking. While the difficulty of teachers in the use of speech reading in the process of teaching in the classroom is located on the students themselves which means that if students do not pay attention to the teacher a little then the students will miss the material. Then the teacher will continue to repeat the material, other than that speech reading is difficult if used in explaining complex sentences in the conversation. So speech reading cannot stand alone in applying teaching class speaking to children deaf.

C. Findings

After doing in depth-interview, observation and collecting documentation. The researcher has got data from teacher and researcher as teacher's assistant. The researcher try to re-story, coding and categorization according on theme and setting. Then the researcher interview English teacher at SLB-B Negeri Tulungagung in English class speaking, the findings as follow:

Based on story above, the findings on the subject according to research problem are summarized in the table 4.1 and 4.2 below by aspect and teacher statements.

Table 4.1. The summary of implementation lips reading (speech reading) in teaching speaking skill to deaf student of SLB-B Negeri Tulungagung.

No	Aspect	Teacher's statement
1	Vocabulary	<ul style="list-style-type: none"> • Speech reading is used by teachers in this SLB for emphasis in sign language • I used speech reading when introducing new vocabulary to my students. • Because English vocabulary writing and pronunciation is different • Speech reading or lips reading is very helpful in explaining the conversation and dialogue I usually use the language of lips when telling students to come to the front of the class
2	Pronunciation	<ul style="list-style-type: none"> • In pronunciation I usually wrote the vocabulary and the pronunciation • I used speech reading to explain how to pronounce it • But sometimes students did not understand the intent of my command, so I mixed it with sign language
3	Grammar	<ul style="list-style-type: none"> • On the grammar component I teach children with my writing language and sign language. • I teach children with my writing language, I teach students about verbs, adverbs, and nouns • I teach simple sentences for daily activities • Sometimes I justified by explanations with sign language and writing.
4	Fluency	<ul style="list-style-type: none"> • In the fluency component, each students has different problem hearing so it make different fluency too • I assesed based on, vocabulary, diction, accuracy, comprehension and writing • It is contrast to normal student, fluency in deaf student is not so in the notice

No	Aspect	Researcher's statement as assistant teacher
1	Vocabulary	<ul style="list-style-type: none"> • I used speech reading to explain the vocabulary in which the English vocabulary is different from the Indonesian language in the way of pronunciation. • I wrote a word or phrase on the board. So the child will understand the vocabulary about animals and how to describe them
2	Pronunciation	<ul style="list-style-type: none"> • I used speech reading to explain the vocabulary in which the English vocabulary is different from the Indonesian language in the way of pronunciation. • I must explain the vocabulary carefully and also explain how to pronounce it
3	Grammar	<ul style="list-style-type: none"> • In grammar component I did not apply speech reading in teaching because of teaching grammar, in speaking component is need a more time for explaining the structure and sentences.
4	Fluency	<ul style="list-style-type: none"> • Fluency in deaf student speaking is difficult to assess, than I just assessed word in word, vocal and movement while explaining in front of class. • It can be understandable or not to another deaf student. Fluency in speaking is depended to their ability to hear.

Table 4.2. The summary of teacher's difficulties and teacher experiences using speech reading in teaching speaking skill to deaf student of SLB-B Negeri Tulungagung.

No	Aspect	Teacher's statement
Difficulties		
1	Speech reading in teaching Speaking class	<ul style="list-style-type: none"> • Every deaf student has a difference in the ability to hear, someone who can hear a little vaguely, there is a total cannot hear. A student who can hear a little sound the English speaking is good and fluent but if a student totally cannot hear then they are rather difficult to imitate the word • A child often forget, I did not know why if every meeting in their class understood and fluent but the next week or next meeting they have forgotten • Curriculum changed frequently so I was confused to handle it. • Sometimes students do not understand the intent of my

		<p>command so I mixed it with sign language.</p> <ul style="list-style-type: none"> • I often found that children are hard to arrange words, they are often reversed in composing words • Basically sign language and lips reading cannot be separated in teaching the ability to speak to deaf students
2	Challenge as teacher	<ul style="list-style-type: none"> • The first time I went to school I was confused because I was not graduated from SLB Education so I did not master in sign language • I have own challenge here, English is taught once a week, if in normal school English has been taught since elementary school but here English began in introduce with students in junior high (SMP). • I teach English from zero to junior high school students (SMP) • I do not just teach English, I also teach sewing and batik
3	Student interaction	<ul style="list-style-type: none"> • Deaf student interaction is very good in learning English they actively ask questions and always follow the learning and teaching activities well. • Deaf students in appeals with the normal student the majority are more seriously studied and not underestimated in the lessons.
4	Felling	<ul style="list-style-type: none"> • There is an interesting experience when teaching speaking in the classroom sometimes the student is vent to me, and always ask if found something new, although it sometimes comes out of the subject • There is my own satisfaction if I teach a deaf student English from zero and they finally can understand the basic of English language

No	Aspect	Researcher's statement as assistant teacher
Difficulties		
1	Speech reading in teaching Speaking class	<ul style="list-style-type: none"> • The difficulties of teachers in teaching deaf students speak in my opinion is that every child has different problems in hearing • The teacher must be active in the classroom and eventually will take a long time to teach the speaking class, besides the material based on the curriculum requires students to master aspects in speaking • I explain with speech reading techniques, the application of speech reading cannot stand alone because of the various abilities of children deaf in capturing and

		<p>understanding the material</p> <ul style="list-style-type: none"> • The difficulty of teachers in the use of speech reading in the process of teaching in the classroom is located on the students themselves which means that if students do not pay attention to the teacher a little then the students will miss the material
2	Challenge as teacher	<ul style="list-style-type: none"> • I do not master the sign language Sibi or Bisindo, only with courage and a little knowledge of speech reading and my confidence in teaching speaking children deaf • I feel challenged to teach in class
3	Student interaction	<ul style="list-style-type: none"> • In the animal description lesson I find an interesting that hearing impaired students have good curiosity compared to other normal children
4	Felling	<ul style="list-style-type: none"> • It was my first experience in teaching deaf student, in my little heart was so grateful, I received and had the opportunity to teach English speaking classes • I am very happy to have been received

D. Analysis

Based on data findings above an analysis of each datum as follow:

1. Implementation speech reading (Lip reading) in teaching speaking skill to deaf student.
 - a. Vocabulary

Based on story 1 the researcher analyze speech reading is used for emphasize sign language teacher use speech reading to explain a new vocabulary or difficult word, and the teacher statement speech reading is used to emphasize the sign language. It means speech reading used by teacher of deaf student to complete the sign language become clearer in explaining vocabulary. Based on story 2 Speech reading is the technique that explaining by using lip movement, the researcher as

teacher assistant uses speech reading when he explained a new vocabulary, he stand in front of class and explained a word by word. The teacher also use a picture as media he states that speech reading cannot stand alone in explaining, there is a some students misunderstanding about a meaning of words, so the teacher combine speech reading with written text on with board to clarify an explanation.

Implementation speech reading in teaching speaking skill to deaf student, based on observation data on March 12th 2018 about implementation of speech reading to teach speaking skill to deaf student, the researcher get data that the teacher use speech reading and sign language to explain vocabulary. The teacher use speech reading to clarify a sign language. In other hand, some time the teacher writes a difficult word on the white board (See appendix 2). On March 14th 2018 the researcher get data that, the teacher explains a difficult word by using picture as media then, the teacher explains the picture by using combination of sign language, action and speech reading. After explaining a word the teacher explains how to pronounce it, in front of class (See appendix 2).

Based on documentation that was chosen by researcher are lesson plan and syllabus, based on lesson plan are the researcher infers that speech reading is one technique that focused on vocal and basic speaking ability to deaf student, so speech reading suitable for

introducing a new vocabulary (See appendix 3). The media that can support speech reading technique are; picture, real object, and power point. Based on lesson plan that designed by researcher and known by English teacher of SLB-B Negeri Tulungagung, the material that was chosen by teacher to practice speaking skill to deaf student is descriptive speaking or “How to describe”. So the student can follow the learning activities well.

b. Pronunciation

Based on story 1 in pronunciation the teacher use speech reading to explain how to pronounce the vocabulary, she write the pronunciation and order the student to see and understand the letter out of lip movement. Based on story 2 in pronunciation the teacher wrote a word according to picture and giving a pronunciation beside it. The teacher explains how to pronounce the word on the white board carefully to make understandable. Based on data from observation March 14th 2018 the teacher also uses written language to explain a pronunciation, It means some time speech reading is missed on student comprehension (See appendix 2).

c. Grammar

Based on story 1 in grammar the teacher does not use speech reading but she used written language and sign language to explain a body of rules. Based on story 2 the researcher as a teacher assistant

does not apply speech reading on teaching speaking, the researcher does not focus to teach grammar. In grammar component speech reading is not used in teaching speaking.

d. Fluency

Based on story 1 in fluency component based on teacher story, Fluency in speaking class is omitted for deaf student because deaf student has different problem in hearing. Fluency component in deaf student is not notice but the teacher assesses fluency in speaking to deaf on diction, vocabulary accuracy and comprehension. Based on story 2 in fluency the researcher focuses on student delivering in describing an animal, the researcher assesses word, vocal, and understandable or not to another deaf student.

2. Teacher's difficulties in teaching speaking skill to deaf students by using speech reading.

a. Difficulties

Based on story 1 difficulties of teaching speaking to deaf student are; the deaf student has types of deafness, deaf student has different ability in hearing. So it can be difficult to teach speaking. Deaf students who can hear a little sound is possible to speak fluently but deaf student who cannot hear a sound totally is hard to speak fluently. The other hand, the deaf student often forgets material about that has been explained before. Why the deaf students often forget the material? Because English language lesson in SLB-B Negeri

Tulungagung only once a week. Difficulties of using speech reading in teaching speaking skill are; the student some time does not understand about movement of lips, when the teacher taught by using speech reading and the student also answer by speech reading but hard to arrange words, they are often reversed in composing words. Speech reading does not stand alone in teaching speaking to deaf student. It cannot be separated with sign language.

Based on story of the researcher difficulties in teaching speaking using speech reading are, speech reading cannot stand alone to explain a difficult word or new vocabulary. Some time we must use an action or written language to clarify an explanation. Deaf student has different weaknesses in hearing so the teachers have to pay more attention every student to make effectively in teaching. Speech reading eventually wasted time if the students do not know the vocabulary or word totally. The difficulty of speech reading in student side, sometimes the student confused to movement of lip from teacher, in complex sentences. In other hand the students do not focus on teacher explanation then they left the movement of lips an make it confused understandable.

The difficulties of using speech reading to teach speaking skill to deaf student, based on data that gathered by observation on March 12th 2018 are; speech reading cannot stand alone as teaching strategy to

teach speaking to deaf student. Speech reading is wasted time in explanation some material (See appendix 2).

The next data come from curriculum or syllabus, this data purposed to know the role of speaking curriculum at SLB-B Negeri Tulungagung. The researcher got the data from curriculum role in speaking are complicated. Based on curriculum the students have to achieve all of component in speaking. For example (See Appendix 3) in indicator the students have to show a meaning of word and also imitate a conversation. It means difficult to realize in teaching speaking, because every deaf student has different weaknesses' in hearing. So the role of curriculum is not the greatest against to improve or develop speaking skill to deaf. Based on curriculum K13 the students have to achieve a speaking in conversation, and playing role. It is difficult to realize we know that the deaf student cannot speak in their mother tongue, so how about speaking in second language?

So, the teacher said it is the difficulties in teaching speaking to deaf students, the curriculum changed frequently from KTSP to K13, the book and material changed frequently also that makes the teacher confused. And sometimes the teacher cannot apply to teaching speaking to deaf (See Appendix 2). There is gaps from curriculum and implementation of teaching speaking, the curriculum force the student to achieve all of speaking component without know the student ability and student need. And there is no different with a normal student.

b. Challenge as teacher

Based on story 1 to teach deaf student to speak in second language is a challenge, the first time the teacher comes to SLB-B, she cannot use sign language, she tries to learn a sign language, the big challenge in teaching speaking to deaf student are, how to introduce the language itself, since junior high school to senior high school because in SLB-B English lesson is first introduced in junior high school different with a normal school. The teacher have to know the ability each deaf student before accommodate teaching and learning. The teachers have to develop a new program every teaching and learning to decrease a boring. In SLB-B Negeri Tulungagung English lesson is thought once a week, the teacher must manage the time appropriate to curriculum. Based on story to challenge as deaf students teacher if deaf students misunderstanding in meaning of word, so the teacher have to explain more time to make clear and understandable, When the teacher teach speaking class to deaf he does not master in sign language so he only explain in speech reading, written and action.

c. Student interaction

Based on story 1 deaf student always attend to class they have good interaction in learning process; they always focus in classroom when being a lesson. They always ask question actively based on topic or out of topic. And the last deaf students are more seriously studied

than normal student. Based on story 2 he deaf student has actively interaction in learning speaking they enjoy in the class when the researcher teaches speaking” How to describe an animal” based on data observation on March 12th 2018 (See appendix 2) the deaf student have a good respond to join the class, they enjoy the teaching and learning process in the class. The students interaction during teaching and learning are, happy, enjoy and active. Based on observation March 14th 2018, they always ask question when they do not know the purpose and the meaning (See appendix 2).

d. Teacher Felling

Based on story 1 the teacher felling is satisfied when the deaf student understood and their vocal ability is improved. Sometime deaf student is vent to the teacher and asking something new in their daily life. And based on story 2 the researcher as teacher assistant is happy when teaching deaf students to speak in English language at SLB-B Negeri Tulungagung He said it is first experience. The researcher also amazed when seeing the deaf student interaction in learning speaking skill.