

CHAPTER V

DISCUSSION

In this chapter, chapter presents the discussion related to the findings of the study, specially this chapter focused on implementation of speech reading, the difficulties of speech reading and implication of speech reading in teaching speaking to deaf students of SLB-B Negeri Tulungagung.

A. The implementation of speech reading in teaching speaking skill to deaf students.

Speech reading is the act or process of determining the intended meaning of a speaker by utilizing all visual accompanying speech attempts, as lip movement, facial expressions and bodily gestures. Speech reading ability is the understanding of spoken sentences solely by viewing the talker- is known to vary 0 and close to 90 % word correct in sentences (Macleod and summerfield, 1987; Berstein et al 2000; Auer and Berstein, 2007), it is likely that variation is one or more of these component perceptual and cognitive process underlie individual differences in speech reading ability. We know deaf student and impaired hearing have different ability to speak a language. The goal of language instruction is to help the student be able to speak to use spoken language or written language to communicate clearly and accurately. Being to deaf student speech improvement is addressed in the context of speaking class. In order hand a hearing weakness of deaf student are different the teacher have a full role

to accommodate deaf student hearing weakness, teacher listen carefully to the students productions, providing the additional information needed to improve the deaf student articulation and intonation (Jean S.Moog; Karen K stein; 2008). Tarmansyah (1996:2) states deaf students often speak deviate with grammar rules, so its need to accommodate by teacher in private class.

Implementation speech reading in teaching speaking based on data that gathered by the researcher is effectively if the teacher can apply the procedure as follow (Nitche ;1950) ; to be a curated, to be quick, to retain visual impression, to do their work subconscious and the explanation based on research data are; Do not irritate them by shouting, but speak clearly with a vibrant voice. While introducing something, the emphasis is to be laid on- the name. Talk to him failing that, give him the subject of conversation in a couple of a sentences, so that his lip reading is made easier and thus enjoy sub sequent conversation and student. Use long phrases rather than short one. Let the light be as nearly as possible on level with your face. And the last in choice of words, use the ones which most movement of the lips this step is usually use in individual speaking class. Actually there are the how to apply speech reading in teaching speaking skill but in SLB-B Negeri Tulungagung speech reading is used to emphasis a sign language. Sometime the teacher mix with written language to clarify an explanation.

B. The difficulties of speech reading in teaching speaking skill to deaf student.

The difficulties in teaching speaking skill using speech reading to deaf students of SLB-B Negeri Tulungagung based on data, a student sometime does not understand the intent of explanation, they misunderstand about a material that has been delivered by teacher, the student also hard in arrange word, sentences and composing word before they speak. Lip reading is a technique that needs process to learn and practice to deaf student of SLB-B Negeri Tulungagung. There are three factors that cause the deaf child to have difficulty in mastering the language: (1) there is no auditor's feedback when he / she speak, (2) does not accept enough verbal amplifiers from adults, and (3) cannot imitate language or talk adults. According to that factor the teacher and the government have to solve to problem being deaf student.

Based on the University of Edinburg in deaf research 2005 lip reading is difficult when the speaker in not speak slowly and accurately. Whatever the type and/ or level of hearing loss, a student is going to need to lip read sometimes. 40% of deaf student a hearing impairment has additional difficulties. This will often impact their ability to lip read and speak. It is similar held to SLB-B Negeri Tulungagung. The deaf students have different weaknesses in hearing. That in the external factor in teaching speaking to deaf student, the differences here in SLB-B Negeri tulungagung are speech reading is use to clarify a sign language. The

factor that can make the difficulties to lip read and applying in speaking skill is from the student itself. When teaching using speech reading, the deaf students have to give attention to teacher activities or lip movement. So the teachers have to repeat the instruction twice or more to decrease deaf student misunderstanding.

C. The implication of speech reading in teaching speaking skill to deaf student of SLB-B Negeri Tulungagung.

In SLB-B Negeri Tulungagung, based on research findings of speech reading implementation in teaching English speaking have passive role. Where teachers do not apply this technique in a complete and structured, but teachers use this technique as a complement and support sign language, while based on Canadian Hard of Hearing Association speech reading have a good effect on teaching skill in deaf when applied in accordance with the time and portion right. Teachers have a full role of guiding the child in an individual class to improve the child's language intelligence personally, the teacher could create the classroom atmosphere from boring into enjoyable (Nurhayati; 2014). In addition to school, teachers also have a large role that is to find a speech reading tutor who mastered the techniques, English and Indonesian language, so that tutors can help teachers in improving the ability of speaking children deaf in the language or English.

On the difficulties of SLB-B teachers Tulungagung based on research findings can be reduced by adding time in English lessons or there are additional English lessons. Speech reading will be difficult to apply if time is minimal. Then the school should add lessons to improve English lessons or add teachers to accommodate the needs of students. Besides that speech reading is difficult in applying the teacher if on large number of class. Then the solution is held individual class or study group. If the school does not have sufficient class then it can be with every student deaf to advance in front of the class one by one and the other students pay attention. This technique will be useful depending on the creativity of the teacher. In fact, teachers have not applied various teaching techniques, they use monotonous method in their teaching learning process and are not motivated to find new strategies or teaching techniques what are more interesting and effective (Nurhayati; 2008). Besides the government also have influence in teaching English, the government should pay attention to the portion of the appropriate material and curriculum. Arising new curriculum as one of phenomenon could be seen as the changing need of world education especially in Indonesia (Nurhayati; 2014), if deaf students are required to mastered the English language then the material and curriculum should be adjusted to the needs of the deaf students themselves by conducting a need analysis and the skill, components of English must be mastered by deaf student then, there must be review again related to the material at this time.