

ABSTRACT

Putri, Maria Nirmala. (2017). *The Pros and Cons of Designing Speaking Materials for Hearing-Impaired Students in Junior High School Level in Indonesian Context*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

This study is a library study which mainly reviews a previous study conducted in 2013 on a teacher's lived experience of teaching vocabulary to students with hearing impairment in a public school for students with special need in Bantul, Indonesia. In that study, the students are considered mild hearing-impaired.

Most of public special schools (*Sekolah Luar Biasa Negeri/ SLB Negeri*) in Indonesia have not accommodated students with hearing impairment sufficiently, particularly for students in level of junior high school. The condition is due to the insuitable English subject curriculum for students with hearing impairment.

The pros and cons arise when it comes to design speaking materials for the students in Indonesian context. This is due to the students' physical condition who have difficulties to hear sound and to speak. Besides, students with hearing impairment are not equally appreciated to normal/well-functioning students.

The conclusion of the study is students' right to learn English have to be accommodated and the suggested methods are either lipreading or sign language. The government through Ministry of Education and Culture is suggested to facilitate the students by designing appropriate English subject curriculum for the students.

Keywords: students with hearing impairment, designing speaking materials, pros and cons, lipreading and sign language

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Studi ini merupakan studi pustaka yang merujuk pada penelitian sebelumnya yang dilaksanakan pada 2013 tentang pengalaman guru mengajar kosakata Bahasa Inggris kepada siswa tunarungu-wicara di sebuah Sekolah Luar Biasa Negeri di Bantul, Indonesia. Dalam penelitian tersebut, siswa yang bersangkutan termasuk dalam level tunarungu-wicara sedang.

Sebagian besar SLBN di Indonesia belum secara cukup mengakomodasi kebutuhan siswa tunarungu-wicara, terutama siswa tingkat sekolah menengah pertama, dalam belajar Bahasa Inggris. Hal tersebut dikarenakan tidak sesuainya kurikulum mata pelajaran Bahasa Inggris untuk siswa tunarungu-wicara.

Pro dan kontra muncul ketika bahan ajar berbicara (speaking) hendak dirancang dengan konteks Indonesia saat ini. Hal tersebut dikarenakan kondisi siswa yang sulit menerima suara sekaligus sulit berbicara. Selain itu, siswa tunarungu-wicara belum diapresiasi setara dengan siswa normal.

Kesimpulan yang ditarik dari studi ini adalah hak siswa untuk belajar Bahasa Inggris perlu diakomodasi dan metode pembelajaran yang disarankan adalah lipreading (membaca bibir) ataupun bahasa isyarat. Pemerintah melalui Kementerian Pendidikan dan Kebudayaan diharapkan memfasilitasi dengan menyusun kurikulum pembelajaran Bahasa Inggris yang sesuai untuk siswa tunarungu-wicara pada tingkat Sekolah Menengah Pertama (SMP).

Kata kunci: siswa tunarungu-wicara, Sekolah Luar Biasa Negeri (SLBN), jenjang Sekolah Menengah Pertama (SMP), perancangan bahan ajar berbicara, pro dan kontra, lipreading dan bahasa isyarat